

DURBAN UNIVERSITY OF TECHNOLOGY



**ASSESSMENT AND IMPLEMENTATION OF SKILLS DEVELOPMENT AT
UMZINYATHI DISTRICT MUNICIPALITY AND IMPACT ON SERVICE DELIVERY**

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A thesis submitted in fulfilment of the requirements for Doctoral Degree in
Philosophy – Management Sciences

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Abstract

South African municipalities are key institutions that are close to the heart of communities and therefore, their employees form the cornerstone of service delivery to communities. Many municipalities have been blamed for unreliable delivery of basic services whilst those that are located in rural areas still struggle to generate own revenue and faces serious skills shortages. It is important to note that there has been very little research conducted in rural districts and other similar sized municipalities on evaluating the impact of skills development, service delivery and management of learning transfer. Existing studies although they provide useful data, they seem to be aggregate, broad and not tailor made for rural district[s] and some other South African municipalities. Studies which are directed at local municipalities adopts 'one size fit all approach' and they did not consider that rural district municipalities have enormous challenges in evaluating the impact of skills development in service delivery and attracting people with requisite technical and managerial expertise.

According to Punia and Kant (2013) most literature on impact and evaluation of transfer training is mainly drawn from the corporate sector. Furthermore, Topno, (2012), Pallares, (2012), Bird and Cassel (2013), they similarly pointed that existing models on evaluating effectiveness of development programs in various companies have the most limitations in assessing post training job performance and organisational impact. This is supported by Wenzel and Cordery (2014) stresses that for the past 40 years, evaluation and impact of learning transfer concept remained complex, underdeveloped and with limited clearly defined empirical findings.

Raliphada, Coetzee and Ukpere (2014) indicates that there are organisational factors affecting learning transfer in the South African Public Service. The identification of factors affecting learning transfer is a critical step toward ensuring that successful strategies are developed to remove barriers to learning transfer and ultimately improve implementation which leads to enhanced service delivery (Raliphada et al 2014).

Since 2000, Government has undertaken steps to transform South African municipalities. However, systematic problems contributing to poor management and service delivery challenges have continued to engulf local government and in most instances such grievances translated to service delivery protests across the country. Amongst dilemmas facing local government in South Africa is the shortage of skills,

poor management, corruption, conflict management and unreliable service delivery. Researchers consistently argued that grievances concerning local government relates to unreliable service delivery, shortage of skills and poor management.

The purpose of this is to assess the role of line managers in implementation of skills development at the UMzinyathi rural – district and other similar sized municipalities and impact on service delivery. The study investigated perceptions of line managers, skills development facilitators and employees about the impact of skills development on service delivery at uMzinyathi District Municipality in Kwazulu Natal. The study investigated challenges experienced by managers in training and skills development. The questions were to indicate how challenges in training and skills development can be addressed in rural –district municipality and other South African municipalities.

The research adopted qualitative methodology. Furthermore, thematic analysis was used for presentation and discussion of the results. The responses or data collected from participants was interpreted and analysed. The findings of the study imply that there is no human resource development strategy, absence of mentoring and coaching, managers are not involved in skills development, there are no Skills development facilitators, high management turnover, poor planning, absence of effective employee performance management system across all levels in a municipality, no proper training and development sections and there are no tools to measure impact and success of training in local municipalities of a District.

The research proposes that integrative transfer of training model developed by Lee C et al (2014), be extended to UMzinyathi District municipality in KwaZulu-Natal and other South African municipalities. The study is also suggesting that existing transfer of training model be modified to add the evaluation of impact and post organisational performance. The study targeted a rural district municipality because of limited research directed at this sphere of government.

The modified Integrative Transfer of training Model will contribute to the new knowledge which is currently not existing in the municipalities. The model is modified to consider not only post training job performance but to add the evaluation of organisational performance and impact influenced by skills development programmes.

Declaration

I, Xolani Khayelihle Ngobese, hereby declare that this work contains no material which has been accepted for the award of any degree in my name, in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the paper.

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Signed

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Date

Dedication

I hereby dedicate my thesis work to my family. A special gratitude is extended to my late mother, Khanyisile Cabangeni Ngobese, for encouragement and support since my childhood. I also dedicate this thesis to the church leader, Archbishop PT Matsoso of Father Masango St John's Apostolic Faith Mission who has been encouraging me to further my studies. Lastly, I dedicate this work to my wife Bridget and two adorable daughters Thapelo and Simphiwe for their continuous support.

Acknowledgement

I would like to express my sincere gratitude to my Supervisor, Dr Stan Hardman, for the continuous support for the past three years, for his professionalism, motivation, guidance and deep knowledge in the field. Dr Hardman has been a professional mentor throughout my studies. I would also like to thank Dr. Ralph Goodman who edited this thesis, Professor Dirk Kortze and Dr. Somadoda Fikeni for encouragement and support.

Abbreviations

AG:	Auditor-General
ANC:	African National Congress
ATP:	Annual Training Plan
ATR:	Annual Training Report
APRM:	African Peer Review Mechanism
B2B:	Back 2 Basics
BMF:	Black Management Forum
BPF:	Business Progressive Forum
CEO:	Chief Executive Officer
CFO:	Chief Financial Officer
Cogta:	Co-operative Government and Traditional Affairs
Concourt:	Constitutional Court
Cosatu:	Congress of South African Trade Unions
DA:	Democratic Alliance
DDG	Deputy Director General
DG:	Director-General
DHET:	Department of Higher Education & Training
DPME:	Department of Monitoring and Evaluation
DPSA:	Department of Public Service and Administration
DWA:	Department of Water and Sanitation
EFF:	Economic Freedom Fighters
ECSA:	Engineering Council of Southern Africa
ETQA :	Education Training Quality Assurance
HRD:	Human Resource Development
HRDC:	Human Resource Development Council
HSRC:	Human Sciences Research Council

IDP:	Integrated Development Plan
IEC :	Independant Elector Commission
IFP:	Inkatha Freedom Party
LED:	Local Economic Development
LGSETA:	Local Government Sector Education and Training Authority
LGTA:	Local Government Turnaround Strategy
LRA:	Labour Relations Act
MDB:	Municipal Demarcation Board
MEC:	Member of the Executive Council
MFMA:	Municipal Finance Management Act
MIG:	Municipal Infrastructure Grant
Misa:	Municipal Infrastructure Support Agent
MM:	Municipal Manager
MP:	Member of Parliament
MSA:	Municipal Systems Act
MWIG:	Municipal Water Infrastructure Grant
NDM:	National Disaster Management
NDP:	National Development Plan
NEDLAC:	National Economic Development Advisory Council
NFP:	National Freedom Party
NHRDS:	National Human Resource Development Strategy
NHTL:	National House of Traditional Leaders
NMBM:	Nelson Mandela Bay Municipality
NPC:	National Planning Commission
NSDS:	National Skills Development Strategy
NT:	National Treasury

OECD:	Organisation for Economic Co-operation and Development.
PDP:	Personal Development Plan
PFMA:	Public Finance Management Act
PMDS:	Performance Management and Development System
PP:	Public Protector
PPF:	Progressive Professionals Forum
Prasa:	Passenger Rail Agency of Southern Africa
PSA:	Public Service Act
PSC:	Public Service Commission
PSTF:	Public Service Trainers' Forum
ROI:	Return on Investment
RSA:	Republic of South Africa
SABC:	South African Broadcasting Corporation
Salga:	South African Local Government Association
SAQA:	South African Qualifications Authority
SDA:	Skills Development Act
SDF:	Skills Development Facilitator
SETA:	Sector Education and Training Authority
Sita:	State Information Technology Agency
SOC:	State Owned Company
SSP:	Sector Skills Plan
TUT:	Tshwane University of Technology
UKZN:	University of KwaZulu Natal
WSP:	Workplace Skills Plan

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Training and skills development play a significant role in service delivery. Aware of the importance, the government of South Africa introduced training and skills development legislation, such as the Skills Development Act No. 97 of 1998, and the Skills Development Levies Act No. 9 of 1999. The introduction of the Skills Development Act has forced organisations to invest in the development of the skills of its employees in South Africa. The National Skills Development Strategy, the Human Resource Development Strategy for South Africa and the Accelerated and Shared Growth Initiative for South Africa (ASGISA) are other legislative measures introduced by the South African government to contribute to training and skills development.

It is necessary for public sector organisations to train and develop the skills of its personnel in order to improve organisational, team and individual performance. Training and skills development should also assist in forming the basis for lifelong learning and increasing the productivity and quality of work. A comprehensive human resource training and development strategy should be linked to the business strategy and human resource management strategies of other organisations.

According to Koma (2010) municipalities are key institutions that are close to the heart of communities and, therefore, their employees form the cornerstone of service delivery to communities in general. The researcher's observation is that training and skills development of all employees provide them with the opportunity to develop their potential, improve their performance and advance their career prospects within the municipality. The municipalities should identify and assess the training needs and potential of staff, match them with the requirements of the municipalities and give special attention to training and development opportunities for employees.

Training and development programmes should be provided to enable employees to acquire the skills, knowledge and other attributes which develop their potential to meet the future human resource needs of municipalities. South Africa is faced with the challenge of ensuring that all its citizens have access to skills that will enable them to

adapt and be successful in the global market, and both individuals and communities should be offered opportunities for self-advancement to enable them to play a productive role in society. To establish an infrastructure that will facilitate the realisation of these challenges, the South African government, after extensive consultation with organised labour, business and other stakeholders, has promulgated a clutch of education and training legislation that serves as a framework within which skills development can take place. There is a need, therefore, for all responsible organs of civil society to ensure that this strategy is translated into action. The municipalities, as responsible corporate citizens, need to ensure that they play an effective role in contributing to the skills development on the national agenda. The primary purpose of this study is to assess the implementation of skills development and its impact on service delivery at Umzinyathi District Municipality.

1.2 Problem statement

At present, most local government municipalities provide skills development programmes that are not informed by a skills audit, leading municipal line managers to boycott the audit since they feel that, in the first instance, the budget needs more funds to increase the number of trained financial accountants and qualified people to do the job (Berowitz, 2013). The Presidential Local Government Summit (PLGS) (2014: 3-21) further noted that most municipalities did not have the proper training and development skills to motivate employees to remain afloat and become productive in their day-to-day activities. The PLGS showed that some district or local municipalities did not have skills due to their location in remote rural areas and the country could not produce sufficient engineers, as mentioned on the National Development Plan. It transpired that employees often received training from service providers who were not accredited and such “soft” training skills were not aligned to employee Personal Development Plans (PDPs) and Employee Performance Management and Development System (EPMDS) (Venter and Landsberg, 2013:80-160).

The Municipal Demarcation Board Capacity Assessment research report (2012: 8) indicated that line managers were not playing an effective role in the development of employees, and low morale, coupled with high management turnover in municipalities, compromised training and skills development. The Local Government Seta Skills Plan report (2012-17), indicated that line managers, including skills development facilitators

and human resource practitioners, were not adequately empowered to do their jobs at a local government level. Due to the above-mentioned challenges, there is a common perception that public sector training and development are inefficient and ineffective.

Therefore, the South African public service has been greatly and publicly criticized for poor performance, more especially on service delivery with specific reference to municipalities (Human Management and Development Blueprint, 2014:30-31). Providing quality training and skills development has become a problem in local government in South Africa. This has detrimental effects in the level of service delivery to the public citizens of the country. However, this emerging problem has been made possible by the legacy of the past, which makes it practically impossible to redress and address the immediate training and skills development needs of local government employees.

There is also a gap in the training delivered between national and provincial departments or local government. There are no well-defined training and skills development systems at the local government level in most South African municipalities, especially the rural ones. Umzinyathi District Municipality is at present facing the same challenges of a shortage of skilled personnel in infrastructure, accounting and financial management. It is on this basis that this study investigates the role of line managers in implementing training and skills development for the employees and its impact on service delivery at Umzinyathi Municipality. It should be noted that this study will not 'reinvent the wheel' but rather it propose focussed ideal training and development model which will eventually see the municipality empowering line managers and clarifying the roles that they could play in ensuring that training and skills development has an impact on service delivery in this district municipality.

1.3 Purpose of the study

According to Seta Skills Plan Report (2012-17) skills development refers to the process of acquiring skills and is a term widely used in the new legislation promoting skills development (i.e. the Skills Development Act, the Skills Development Levies Act and the South African Qualifications Authority Act). Umzinyathi District Municipality is at present facing the challenges of a shortage training and skills development which has an impact on service delivery in this district municipality. The purpose of this study

is to assess the implementation of skills development and its impact on service delivery at Umzinyathi District Municipality

1.4 Research objectives

The objectives of the study are as follows:

- To investigate perceptions of Umzinyathi District Municipality's line managers' roles on the implementation of skills development and its impact on service delivery within the municipality;
- To investigate the challenges experienced by line managers and employees at Umzinyathi District Municipality in the implementation of skills development;
- Propose strategies to enhance the role of line managers in the implementation of skills development at Umzinyathi District Municipality.

1.5 Research Questions

The research questions of the study are as follows:

- What are the perceptions of Umzinyathi District Municipality's line managers on the implementation of skills development?
- What are the challenges experienced by Umzinyathi District Municipality's line managers and employees on the implementation of skills development?;
- What are the strategies to enhance the role of line managers and employees in the implementation of skills development at Umzinyathi District Municipality?

1.6 Research methodology

There are two approaches of research methodology, namely qualitative and quantitative. In this research, a qualitative research method was adopted. For purposes of gathering data, interviews were conducted at the offices of Umzinyathi District in Dundee, Msinga, Umvoti and Nquthu Local Municipalities with line managers responsible for approving skills development programmes, skills development facilitators and employees who had received training.

The investigation of the role of line managers in the implementation of training and skills development and its impact on service delivery at Umzinyathi district in KwaZulu Natal is a qualitative study. According to Sekaran and Bougie (2013: 336-337), qualitative data is data in the form of words. In this study, the researcher collected

primary research through interview notes, transcripts of focus groups, answers to open-ended questions, transcriptions of transcripts,(Wagner et al 2012). Furthermore, the researcher collected secondary research through internet, visiting libraries, collecting theses, articles, journals and government publications.

1.6.1 Target Population and Sampling Strategy

A sample is thus a subgroup or subset of the population (Bryman, 2012:500). By studying a sample, the researcher should be able to draw conclusions that are generalizable to refer to the population of interest. The need to choose the right sample for a research investigation cannot be overemphasised. For the purposes of this study a sample of people with the relevant knowledge were selected as participants in the study.

The focus groups are listed as follows:

- In-depth interviews to be conducted with line managers of Umzinyathi District Municipality;
- In-depth interviews with skills development facilitators (SDFs) who are responsible for co-ordinating training at Umzinyathi District Municipality;
- In-depth interviews with the impact of training and development employees who attended training at Umzinyathi District Municipality.

This sample of the study was constituted as follows:

- Ten line managers responsible for implementation of training and skills development at the UMzinyathi District Municipality;
- Ten SDFs who are responsible for co-ordinating training at the UMzinyathi District Municipality;
- Sixteen employees who attended training and development programmes at the Umzinyathi District Municipality.

In total there were 36 participants in the study.

1.7 Scope and demarcation

According to Simon and Goes (2013: 1) the scope of the study refers to the parameters under which the study will be operating, what the study covers and is closely related

to the framing of the problem. The scope and domain of the research explains clearly what is in the study domain, and what is not. (Simon and Goes, 2013:1).

The constitutional classification of municipalities does not distinguish between municipalities in urban and rural areas. Instead, urban and rural municipalities are categorized by the Department of Cooperative Governance and Traditional Affairs as with one or two small towns in their areas, communal land tenure and villages or scattered groups of dwellings and typically located in former homelands.

Umzinyathi District Municipality is one of the largest rural municipalities of KwaZulu Natal and incorporates areas such as Msinga, Dundee, Nquthu and Umvoti. Figure 1.1 below shows location of the rural municipality district studied.



	Endumeni Local Municipality		Nquthu Local Municipality
	Msinga Local Municipality		Umvoti Local Municipality

Fig 1.1 - Location of the municipality District studied

Source: (Census Statistics South Africa, 2011)

Table 1.1 - Areas around the district and economic sectors.

Local Municipality	Demographics
Umvoti – Greytown	<p>Area: 4.75 km [1.83 sq mi]</p> <p>Population: 9.090</p> <p>Density: 1,900/km [5,000/ sq mi]</p>
Endumeni – Dundee	<p>Area: 94.361 km (36, 433 sq mi)</p> <p>1,962 km (758 sq mi) it is a small mining town.</p>
Msinga local municipality	<p>Area: Largely rural area with 70% of its area being traditional authority land held by Ingonyama trust. 99% of the population lives in traditional areas. Population is estimated at 160 people by year 2007.</p> <p>Area is 2500 sq km = 64 people per square kilometre.</p>
Nquthu - Municipality	<p>Nquthu: Small town surrounded by areas belonging to traditional leaders with historic site of Isandlwana battle fields. Area: 94, 361 km (36, 433 sq mi). 1,962 km [758 sq mi]</p>
Economic sectors and employment	<p>The district has a high illiteracy and unemployment rate. Sectors are mainly agriculture, tourism, manufacturing, forestry, transport and construction.</p>

Source: (Census Statistics South Africa, 2011)

The National Treasury research paper on rural municipalities, (2009: 194) also indicated that economically active population (measured as the population aged 20 – 64 years) in rural municipalities is considerable smaller than in urban areas. Furthermore, research paper shows that people in rural municipalities are also less likely than their urban counterparts to have school qualifications. The trends in service and infrastructure delivery indicates that rural municipalities have the highest number of backlogs in sanitation, electricity, roads and clean water.

1.8 Brief literature review of prior research on the topic

According to Werner, Schuler & Jackson (2012: 240), skills development training is often used in companies for the purpose of improving its workforce and its business strategy. Slater (2015:7-9) postulates that training further improves the competence of the workforce, as well as the organisation’s competitive position in the market. The literature revealed that organisational performance heavily depends, amongst other things, on how employees are trained (Public Service Trainers’ Forum, 2013). The skills development training reflected on the need to initiate a government school which

would look closely at the training and development of the public sector, namely national and provincial government.

Manzini and Shumba (2014: 1-2) suggest that the responsibility and authority for the production of public goods and service delivery be delegated to public managers. According to Salas, Tannenbaum, Kralger and Jentsch (2012:17), training helps companies to remain competitive by continually educating their workforces. The Annual Report of the Auditor-General of South Africa (2012/13) indicates a lack of training and financial management skills in most South African municipalities. Hetherington (2012: 44) says it is important to concentrate heavily on management and what makes good managers – a major factor in ensuring a well-functioning municipalities. Moreover, development depends on having technical skills and capable, confident managers at a local government level.

Furthermore, Olivier (2015: 861-870) indicated that South African local communities depend on local government. There is a crying need all over the country for effective and efficient basic service delivery for local communities. Municipalities lack skills and a qualified workforce, and their poor management impacts negatively on service delivery. This was confirmed by Jolobe (2014: 1-6), who states that the new local government system established in 2000 has failed to live up to its promises. The community protests that began in the townships of Harrismith in 2004 (sometimes referred to as “service delivery protests”), and later spread to all corners of South Africa, represent a crisis for the new local government system. Protests have been direct and antagonistic, and have displayed an unambiguous message of popular discontent with elected office bearers, poor management of municipalities and cadre deployment coupled with a shortage of skills.

The African National Congress (ANC) at its 53rd National Conference in Bloemfontein, in Mangaung (2012), noted in its resolutions, with great concern, the damning findings of the (2012/13) financial report on local government. The governing party also conceded that poor service delivery by local municipalities had fuelled violent protest across the country and it blamed the deployment of people in strategic posts who do not have adequate skills and relevant qualifications. The Municipal Demarcation Board Capacity Assessment research report (2012: 3) indicated that UMzinyathi is classified as a rural district municipality. In addition, the UMzinyathi District has local

municipalities that are mainly rural, with communal tenure and with, at most, one or two small towns in areas such as Dundee, Nquthu, Umvoti and the Msinga local municipalities of KwaZulu-Natal.

The report also showed that KwaZulu-Natal municipalities had a higher average exit rate among Section 57 managers, which was related to a high management turnover and exit rate in the province's municipalities among Municipal Managers and Chief Financial Officers: one in four exited within a year of appointment. The report indicated that 50% of technical service managers did not have the skills needed for the prudent management of municipal finances. However, the municipality strove to achieve optimal efficiency in its training and development, whilst trying to improve the lives of its large rural communities, thus devoting a large proportion of its substantial capital to employee training and skills development programmes. (MDB, Report 2012).

The South African Local Government Association Annual Report (2012: 11) highlighted challenges associated with local government. It emerged that there was an urgent need to cultivate good corporate governance and leadership through supporting municipalities to ensure good internal control structures and systems. It further noted that weak corporate governance was due to a lack of comprehensive and coherent human resource development strategies, such as professionalism. The Presidential Local Government Summit Report (2014: 13) pointed out that there is a severe shortage of skills in local government in areas such as engineering, accounting, finance, waste, water and sanitation.

According to Shoko (2013: 12), engineering skills in South Africa are at a record low, noted in a Consulting Engineers South Africa's report (CESA) which estimated that there were only 1 800 engineers across government (excluding state-owned entities), while more than 1 000 engineering positions remained vacant. The report added that people who were without proper academic qualifications were appointed to key strategic positions. A diagnostic Back to Basics report on local government (2014: 10-12) indicated that this directly affected service provision of basic services. To add to that, the National Planning Commission Diagnostic Report and National Development Plan (for 2030) also pointed out the shortage of technical and specialist skills to fill the gap created by ageing cohorts. The report further indicated that key skills were concentrated in metropolitan municipalities and there was a chronic shortage of

municipal engineers in rural municipalities (Municipal Demarcation Board Capacity Assessment research report 2012: 3). Furthermore, South African review paper in local government (1994-2014), Jacobs and Hart, (2012:44) points that there is minimal research conducted in most rural district municipalities on training and skills development.

The Auditor-General Annual Report (2014/15) showed that the sector could not fulfil its mandate because it lacked proper training and skills development programmes, and this has resulted in poor management of financial resources and delivery of basic services. The South African Local Government Annual Report (2012: 10) emphasized that employee skills development was central to improving both the performance of employees and service delivery. The Human Resource Management and development Blueprint for Local Government (2014: 30) noted that some municipalities could not attract skilled staff because some of posts were located in rural areas. Moreover, the report further indicated that human resource management and training in a municipality should take the form of facilitating performance improvement of employees by line managers, which in turn could improve service delivery.

The Auditor-General's Report of Canada (2012), cited by Saks and Robert (2012:13), showed that public servants and senior management who lacked training threatened to compromise public safety and the effective use of financial resources. They further argued that organisations, employees and societies lacked training and development, which led to the poor delivery of urgent services in Canadian society. In South Africa, a report by the country's Auditor-General and the Department of Higher Education (2014/15 financial year) revealed that there were serious gaps in training and development in relation to the compulsory 1% payroll spend. This, however, could be due to inadequate reporting by the public sector and its management. The report further revealed that public service training and development strategies were too theoretical and traditional, not taking into account changes associated with technology and economic growth.

According to Werner and Desimone (2012: 34), people who often attend training need to view it as an opportunity, while organisations invest in it as the right approach for profit maximisation. In a manufacturing setting, BMW took a similar approach when it opened its first auto manufacturing facility in Greece in South Carolina. BMW developed its training college and identified trainees with potential. This was exciting for BMW because it led to the expansion of its plant and consequent production of the Z3 Roadster, which suggests that the training was successful. During that process both line managers and employees clearly understood their roles of learning and development, and how it impacted on the overall performance of the company. (Werner and Desimone 2012: 34).

The managers developed effective monitoring and evaluation tools to measure the impact of training on the organisation. The identification of trainees to enrol at the college was informed by the vision, the mission and the strategic needs of the company (Werner and Desimone 2012:34). The managers are responsible for training and skills development, as they are the right people to evaluate whether the development programmes provided have added any value or not to a company. Bird and Cassel (2013:102) argue that managers are the right people to evaluate and confirm the training effectiveness or impact on organisations. They further argue that transfer training “on the job” performance has always been complex and Barker (2012) argues that training is narrow, concerning the task at hand but not focusing on other aspects of training and development strategies. In addition, Topno (2012:19-20), Kulkarni (2013: 7) and Pallares (2012) argued that evaluation and assessing impact of training and development in most firms remained underdeveloped, weakest and there is limited empirical data confirming transfer training on individuals and organisations.

1.9 Significance and contribution of the study

The study will make significant and original academic contribution to similar sized rural municipalities which are characterized by the presence of at most one or two small towns in their areas, communal land tenure and villages or scattered groups or dwellings and typically located in former homelands or traditional areas. These areas as per National treasury research paper on rural municipalities (2009:191-194) are classified as 'mostly rural [B4]' largely corresponds with the definition of rural areas provided in the Rural Development Framework of 1997. Rural municipalities are concentrated in KwaZulu Natal than other provinces.

The academic reason for the selection of Umzinyathi district relates to service and delivery infrastructure backlogs in water, electricity, roads, sanitation and the shortage of skills. In addition, other similar sized rural district municipalities have the same trends of service delivery backlogs. The municipality is one of the largest rural districts in the province and it can be described as representative of other similar sized traditional councils in the country. Jacobs and Hart, (2012) point out that skills development in rural municipalities is often neglected, unco-ordinated and underdeveloped. The South African Review paper on local government (1994-2014) and Chukwudi (2015) confirms that there exist a gap in the implementation of rural district council training and skills development programmes.

The present integrative transfer of training models developed by Lee et al (2014) concentrates on pre-training job performance, training design, work environment, transfer of training and post-training job performance. Grossman and Salas (2011), Fexas, Fernandes and Zellwenger (2011) stresses that literature on training transfer comes mainly from the corporate sector and impact into workplace remained complex whilst Punia and Kant insists that transfer training remain difficult and that a training program is not complete until and unless its methods and results have been evaluated.

The extension of integrative transfer model to a rural district and other similar sized municipalities will contribute new knowledge, as there have been limited studies directed at this sphere of government. This study will suggest the need for a training model, a skills development manual and guidelines suitable for the needs of the municipality, its employees and management for the effective implementation,

monitoring, evaluation and transfer to the workplace of training and skills development programmes in a district and some rural municipalities.

Extension of the integrative transfer of training model to a rural district and other similar sized municipalities to include the evaluation of organisational impact will improve service delivery. This study will further assist the South African government, as there are only limited learning transfer or skills development studies directed at rural municipalities. At present the School of Government and provincial academies conduct training and skills development in a one-size-fits-all type of approach, and this has frustrated policymakers and academics in local government for a long time. This argument is supported by Sebola (2013: 633-640), who indicates that training and skills development in the public service and local government adopts a one-size-fits-all approach and that some services providers and universities often neglect local government content when conducting training for South African municipalities.

The study will, consequently, assist the municipality, line managers and employees in setting up a training and development system that will see the municipality become able to develop its own older employees, young graduates, and equipping line managers with coaching and mentoring skills for the effective delivery of training and skills development programmes. Such programmes will monitor, evaluate, motivate and transfer skills to the workplace, and impact on and assist municipalities to acquire adequately qualified employees within the rural municipality. The findings of the study will further guide the local government sector through providing a business solution to the existing dilemma of having a one-size-fits-all training programme, thus contributing to the poor delivery of basic services and a lack of professionalization of municipalities.

1.10 The structure of the study

Chapter focuses on the introduction, problem statement, purpose of the study, research objectives, research questions, research methodology, scope and demarcation, brief literature review of prior research on the topic and significance of the study.

Chapter 2 covers information on skills development in South African municipalities, managers' involvement in skills development in local government and the challenges

of local government in training and skills development and the implications for service delivery.

Chapter 3 presents information on conceptualisation and definitions, the importance of skills development, research studies and findings relating to training and skills development, training and skills development theories and effective management of skills development.

Chapter 4 presents research design and methodology, a qualitative research paradigm, target population, target population and sampling strategy, recruitment process and data collection instruments, qualitative data analysis, reliability and validity, limitations of the study, measuring instruments and pilot study, ethical consideration case study, data-collection instruments, in-depth individual interviews, sampling, reliability and validity of data, qualitative data analysis, pilot findings and ethical considerations.

Chapter 5 analyses the findings of the study and discussions, linking them to training and development theories. The chapter presents the findings pertaining to ten (10) line managers, focus groups interviews conducted with ten (10) skills development facilitators or training specialists, and the findings of a focus group of employees (16) who received training and skills development programmes at the UMzinyathi District Municipality. This section also covers the discussion of the findings, linking these findings with the literature.

Chapter 6 presents a summary, conclusion and recommendations. The chapter covers the major findings of the study, recommendations to improve training and development in municipalities, recommendations pertaining to improving training and their impact, recommendations on the integrative transfer model to serve other municipalities and recommendations for future research.

CHAPTER TWO

TRAINING AND SKILLS DEVELOPMENT IN SOUTH AFRICA

2.1 Introduction

In the previous chapter the research contextualises the study in the introduction. The researcher also reflects on the literature of prior research on the topic and the contribution of studies in skills development in South Africa. This chapter focuses on training and skills development in South Africa.

South African workforce training and skills development has a long and interesting history. Training and development in this country are premised on the struggle to do away with past imbalances and inequalities created by the apartheid regime. After the 1994 democratic elections, the country had to reconcile and drive a transition process that would harmonise and mobilise all sectors of the economy in a new direction.

These changes meant that Government had to review training and skills development policies in both the private and public sectors. In the public sector, according to the White Paper on Training and Education (1995), Government had to develop training and development legislation that would address past imbalances and promote equal access to skills development. These changes also affected the administration of municipalities in South Africa in terms of skills development. According to the South African Review Paper on Local Government (1994-2014), local government has serious capacity and skills shortages. The municipalities are at the heart of communities and therefore they are key institutions for service delivery in the country.

Staffing levels have a direct impact on institutional functionality and the delivery of services. A general scarcity of technical skills in the country has contributed to capacity constraints in local government. The inability of local government to recruit and retain the required staff and a lack of financial resources relative to the scale of the needs to communities have also impacted negatively on capacity levels. The review shows that senior management and professional staff are given inadequate leadership in local municipalities (South African Review Paper on Local Government 1994-2014).

According to Erasmus, Schenk and Tshilongamulenzhe (2014: 562-564), the single most important resource of any organisation rests in its people. Without the talents, capabilities and energy of people, no organisation can survive, let alone thrive or

succeed. All legislation and training policies are championed to address people development and the enhancement of performance for managers and employees.

Compared with other developing countries, South Africa usually ranks among the last in international competitive ratings. The Institute for Management Development Report (2012/13) rated South Africa 52nd out of the 144 countries considered (IMD, 2012). In terms of literacy, South Africa was ranked 132 out of the 144 countries in the report. For a long time South African organisations have neglected to invest in their employees to equip them for the challenges of our modern, globally competitive world. The 2010 labour productivity rankings placed South Africa at 41 out of 59 countries (IMD, 2012). The conclusion must be that investment in human resource development should be playing a much more prominent role in South African organisations, today and in the future (Erasmus, Schenk and Tshilongamulenzhe, 2014: 562-564).

Government and its structures comprise the executive, parliament and the judiciary (Venter and Landsberg (2013: 3-160). National, provincial and local structures are described as the three spheres of government. This study focuses on the local government context and related dilemmas, with specific reference to training and skills development. Moreover, Venter and Landsberg (2013: 151-159) indicate that there have been dilemmas of local government in South Africa, such as the municipalities premised on the unrest of the 1980s that left the urban governments with large, and indeed almost insurmountable, problems. In fact, part of the strategy of the struggle for freedom was to make townships ungovernable.

An effective boycott on paying rates and taxes was instigated and this has been difficult to break. In spite of the Systems Act devoting a whole chapter to credit control and debt collection, municipal managers cannot be responsible for implementing these policies unless they are backed by political will – something that has been glaringly absent since 1995. Municipalities in South Africa are owed in excess of R50 billion in arrears for rates and services and these are blamed on poor financial management skills. At the heart of the dilemmas at local government level are the shortage of skills, lack of clear performance management policies and lack of professionalism (Venter and Landsberg 2013: 151-159). Venter and Landsberg's argument has been supported by Berowitz (2013), who states that training and skills

development of employees in South African municipalities is important and needs to be improved.

The LG Seta Skills Plan report (2012-17) indicated that there were weak training and skills development systems in most of the country's municipalities. The report shows that there are few skills development facilitators and human resource managers, and there is a high management turnover at local government level. In considering the role that managers play in the development of their subordinates, it is essential that they take into account the training opportunities available to them and principles on which they are based. Managers should be aware of the strengths and weaknesses of the system so that they can optimise the use of opportunities and feed into the informative dimensions of government policy and practice. However, Abib-Pech (2013: 21-22) says that most leadership literature makes a clear distinction between leaders and managers.

Nonetheless, managers should invest their time solely in translating the new vision and play a dual role as leaders and managers in an organisation, ensuring that they align themselves properly and have the resources to support and facilitate the delivery of the vision set by the organisation. Managers need to be active role models to inspire and motivate the workforce and ensure the development of employees. Notably, with the ushering into being of democracy in South Africa and the introduction of municipalities that did not previously exist in rural and some urban areas, attention should be given to training municipality personnel. Slater (2015: 7-8) indicates that for a long time managers and leaders made erroneous assumptions about what motivates their staff in the workplace.

This study essentially investigates what is currently done by South African municipalities with regard to training and skills development, as well as the roles of line managers in the development programmes of their personnel and the impact of such interventions on employee performance and service delivery. The study was necessitated by the fact that personnel play an important role in the viability of any local authority.

2.2 Background to skills shortage

The Public Service Trainers' Conference held in (2014) revealed that there is a shortage of skills in infrastructure and finance at the local government level and this led to the deployment of employees who were without the requisite qualifications. According to Berowitz (2013), training in local government is influenced by the findings of the Auditor-General, where training is prioritised with a view to improving such adverse findings. However, such training was not thoroughly planned and was not conducted according to the overall skills audit of the municipality. It was also discovered that deeper training needs, as well as the previous budget and the relevant documents were not considered before any future training was suggested (Berowitz, 2013).

According to Balkaran (2014: 24), the shortage of skills and the poor management in municipalities compromise the delivery of basic services. Sebola (2013) indicates that there is a need to empower municipal managers, counsellors and their employees on skills development, as training at local government follows a "one size fit all" method which is not sufficiently flexible. In addition, Human Resource Development practitioners and managers of training and skills development should learn how to apply training, skills development and educational concepts in addressing contextual challenges to their day-to-day operations.

The Municipal Demarcation Board Capacity Assessment Report (2012:7) pointed out that there was a high management turnover in municipalities. Furthermore, the LGSTA Skills Plan Report (2012:17) indicated that there were no specific studies on training and skills development directed at local government level in organisations responsible for the delivery of key basic services. In some instances, provincial Co-operative Government Departments treated municipalities as state departments, even though their legislative and compliance mandate is different from other spheres of government.

The Human Resource Management and Development Blueprint for local government (2014: 44) pointed out that some service providers unwittingly trained people who had no relevant academic qualifications in engineering, water sanitation, finance and accounting, so that such officials found it difficult to understand some of the training modules. The state of South African local government in general is at present not in a

good position, as most district and local government municipalities do not offer training which is tailor-made for their officials in areas such as internal controls, finance, human capital and engineering services. Research findings on expenditure revealed that most municipalities received adverse budget reports and it was found that almost R2 billion budgeted for infrastructure was unspent by management in most municipalities countrywide (South African Local Government Conference, 2013).

The PLGS showed that some district or local municipalities did not have skills due to their location in remote rural areas and the country could not produce sufficient engineers, as mentioned in the National Development Plan. According to the Office of the Auditor-General Annual Report of (2011/12/13), there is a lack of proper training and shortage of skills in the third sphere of government and this often leads to widespread service delivery protests because this delays the implementation of government programmes at a local government level. Another problem is that the manner in which local government training systems are located makes it difficult for the District or Local Municipality to implement its Integrated Development Plan.

The report further revealed that gaps in performance were not identified and linked to the Employee Performance Development Plan, and there were no incremental rewards and clear plans for managing the performance of employees at all levels. The Auditor-General's Annual Report (2012/13) revealed that it would take some time to turn things around at local government level, which was supported by the fact that some people with expertise were not willing to work in remote rural areas. There was also a lack of interest on the part of accredited training service providers to operate in isolated areas. Citizens assume that local government employees are incompetent, ineffective, and lack the proper training and development to administer finances at a local government, leading to countrywide service delivery protests.

The legislation broadly mentions that district and local councils have to put human resource management and development systems in place and meet the requirements of the White Paper on Human Resource Management. The public sector is broad and it operates in silos, making it difficult to address challenges at local government level. The Municipal Systems Act of 2000 is not comprehensive or detailed enough on issues of training, development and performance management of employees, as opposed to

the Public Service Act of (1994), which applies mainly to employees in the provincial and national departments (Venter and Landsberg, 2013: 80-160).

Venter and Landsberg (2013: 80-160) argue that in terms of Chapter 2 of the Public Service Act of (1994), departments carry a clearly defined responsibility for appointments, remuneration, induction, performance management, training and the development of employees who have been appointed in terms of this Act, mainly from national and provincial departments. However, legislation at the municipal level does not properly address issues in line with the human resource development and performance management requirements of the Municipal Systems Act of (2000) and this often leads to a failure to align training and development with employee personal development.

The Diagnostic Back to Basics report across municipalities (2014: 3-21) put in place an action plan to deal with issues of human resource development at local government level. The Minister tabled a Back to Basics Municipal Diagnostic Report and directed provincial MECs of Co-operative Governance to engage municipalities extensively on the strategic pillars of a turnaround strategy. The strategy focussed on first putting people through a robust assessment of the performance of ward committees, financial and procurement management system, human resource and development and delivery of basic services [infrastructure]. It is a matter of fact that the strategy was well championed with participants seeking to turn municipalities around on institutional support, delivery of basic services, public participation, governance and sound financial management.

Unfortunately, there are no managers and employees with the requisite skills to implement the Back to Basics Municipal Strategy. Political instability and divisions within the ruling African National Congress (ANC), cadre deployment, corruption and a new phenomenon of coalition government by hung municipalities have delayed the implementation of some key council resolutions such as the appointment of Municipal Managers. Due to cadre deployment and political interference, some decisions are delayed because of disagreement over candidates because there is a trend by political parties to reward incompetent and unqualified people with strategic positions at a municipal level.

2.3 Skills shortages and mass protest

There is a link between lack of skills development in the municipalities and mass protests in the country. According to Jolobe (2014: 1-15), there have been major service delivery protests in the years 2004-14 across municipalities located in South African provinces. In 2005 there were inconsistencies in the number of recorded protests, largely due to politicians grappling with the new phenomenon and ways of dealing with it. The number of service delivery protests increased sharply in 2010 and 2011 respectively. The transformation of local government after 1990 occurred in three phases, the first being the interim phase which commenced with the coming into existence of the LGTA, and the establishment of negotiating forums in local authorities, pending the first local government election. Figure 2 below is the analysis of recorded major service – delivery protests by province between 2006 and April 2016.

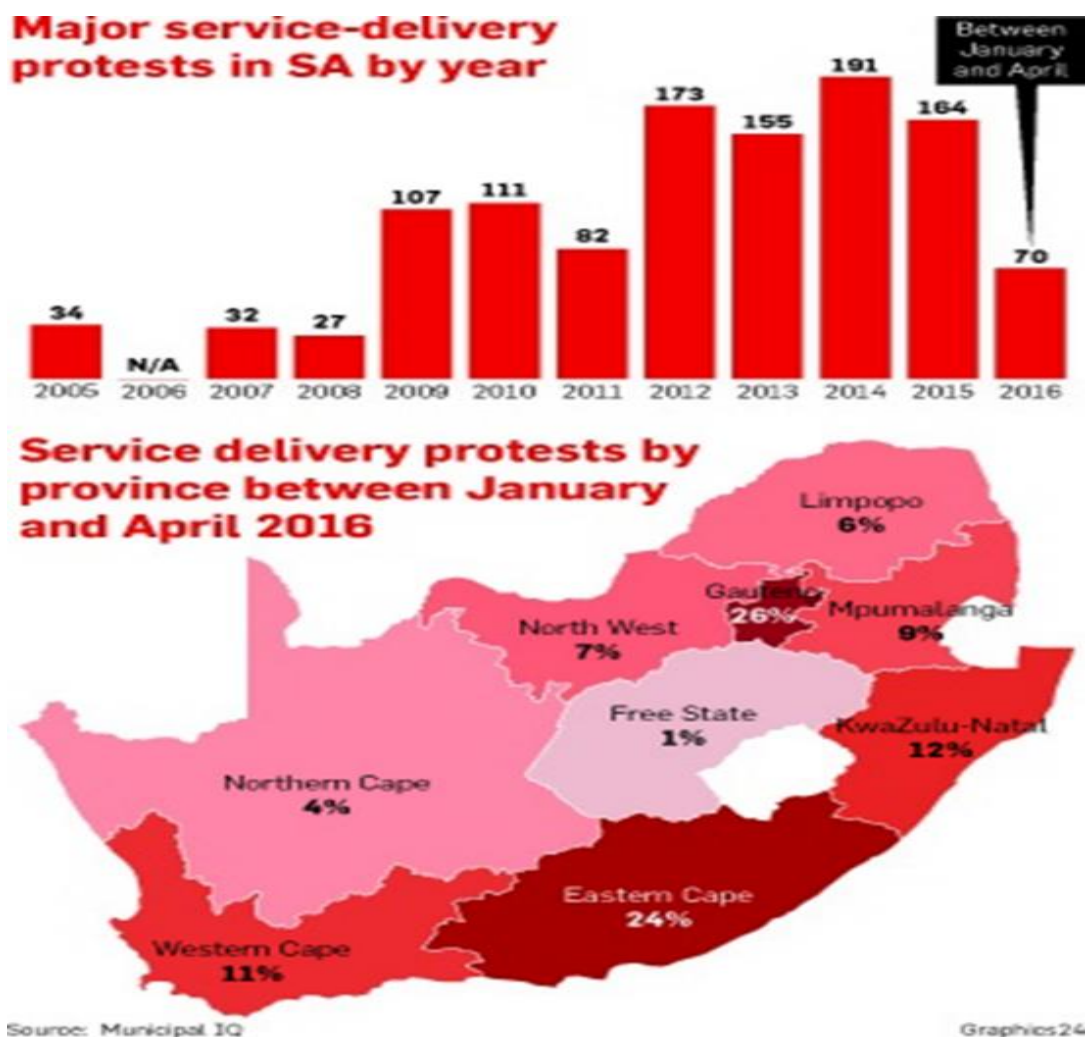


Figure 2.1 Service delivery protests.(Municipal IQ 2016)

Furthermore, Jolobe (2014: 1-15) argues that at the heart of service delivery protests was a lack of capacity involving skills and the management of municipalities. These frustrations were technical issues, such as municipalities not providing services or providing shoddy services. In 2005, for example, of the 284 municipalities, many could not provide proper sanitation, efficient refuse removal, clean water and energy to 60% of their residents.

Allen and Heese (2014) cite Municipal IQ Data and Intelligence, which showed that service delivery protests were popular in the Nelson Mandela Bay, Matjabeng Municipality, Phumelela Municipality, The Khutsong area, Merafong, Harrismith, Kennedy Road, Durban, Diepsloot, Balfour, Thokoza, Khutsong, Macassar Village, Lansdowne Road and Mandela Park in Khayelitsha, KwaZakhele, downtown Durban, Masiphumelele, Ermelo, Grahamstown and Thembelihle. People complained about unresponsive local government, incompetent management and poor delivery of services.

The Diagnostic Back to Basics Report (2014:3-20) captured how service delivery protests were fueled by incompetent management and leadership, a shortage of trained personnel, unqualified people being appointed to strategic municipal positions, poor institutional capacity in human resources and the training of employees, failure to deliver basic services, a lack of communication and corruption at local government level.

According to Sebola (2013: 635-640), capacity building or skills development and service delivery are closely related. The problems mentioned have put pressure on municipal management and employees to ensure effective and efficient delivery of services. In many municipalities, Gordhan (2014), cited by Balkaran (2014: 24), concedes in his Budget Speech that in some areas there was widespread wasteful expenditure and inefficiency or slow service delivery. Inspirational public sector leadership is critical, but on its own is not enough if provinces and local government are failing to implement their strategies and also fail to meet their constitutional obligations to provide basic service delivery. At the centre of all these matters in local government is also the underlying problem of a weak training and skills development system for local government cadres.

The results of the Municipal IQ Data and Intelligence data base (2014) monitoring of national and provincial government in supporting municipalities through training in finance and development for effective delivery of basic services showed that only some few of the 278 municipalities across the country were in good condition (Diagnostic Back to Basics Report 2015: 25).

The White Paper on local government also points out that most municipalities are lagging behind and there is no standardisation across municipalities. Government should have transformed the training system when the Local Government Bargaining Council was established. In addition, according to the Municipal Demarcation Board Municipal Review Report (2016: 29), the total number of municipalities in South Africa has been reduced from 278 to 257. Any changes made were in most instances not adequate, and employees and managers were not prepared for change management in organisational matters.

In Kwazulu-Natal alone the number of municipalities has been reduced from 61 to 57 and it should be noted that, according to some media reports, there is perceived discontent amongst employees of affected municipalities because proper change management and employee satisfaction surveys were not done before the introduction of such changes. The notable phenomenon of coalition governments in hung municipalities and key metros also contributed to poor delivery of basic services and delays in the appointment of key municipal staff which required council resolutions, such as Municipal Managers.

According to Coetzee et al (2013: 4-72), the dynamic impact of globalisation on national economies, production, trade and the world of work has put the question of training and development at the heart of contemporary public policy and development strategies. Consequently, 21st century organisations are realising the competitive value of making quality and focussed training and development interventions available to their employees (Coetzee et al, 2013: 4-72).

South Africa has a unique history of workforce skills development. However, there is a consensus that, in order to achieve growth and development, South Africa requires a multi-pronged skills development strategy that targets high, intermediate and low levels skill development simultaneously in a differentiated manner. However, the National Skills Development Strategy has a well-conceived strategy with the potential

to move South Africa forward in the monumental task of addressing the country's skills shortages.

Steps already taken in South Africa and benchmarked against other countries show that South Africa has good centralised control of education, and government has a strong commitment to education, as indicated by the country spending heavily on education as a percentage of the Gross Domestic Product (GDP). There is a skills development levy, incentivising companies to invest in vocational training institutions and there is a focus on the National Skills Development Strategy. These learning programmes and investors in programmes satisfactorily conclude the DTI Report of 2006 (Erasmus et al 2013:19-45).

The local Government Sector Education and Training Authority (LGSeta) is responsible for the training and skills development of 278 municipalities, although after the August 2016 Local Government Elections results some municipalities will be merged with others and the overall total will be reduced to 257. The movement of Seta to higher education did not produce positive results and the questionable performance of Setas with specific reference to Lgseta might contribute to local government dilemmas in training and skills development.

2.4 Overview of systematic factors contributing to poor management at local government level

There are many systemic political problems affecting the delivery of basic services and management in local government, such as corruption and a growing culture of putting personal interest above the interests and needs of the masses. Ndebele, cited by Van Vuuren (2014 : 2-3), argues that the national project appeared to have been replaced by the self-interest of the new political elites. Corruption is a phenomenon that was, is, and possibly will always make its presence felt and what has emerged in South Africa over the past half-decade is an upswing in reported corrupt activity at a national, provincial and local government level. Corruption is a crime that is difficult to measure, complex in nature, and almost always subject to concealment by perpetrators. Corruption, democracy and conflict management are some of the systemic problems affecting local government (Van Vuuren 2014:4).

According to a World Bank research report (2011: 26) weak political accountability systems in local government in South Africa underpin the failure of widespread effective and efficient service delivery. The research also indicated that the Public Service Commission report has consistently produced coherent and well-crafted legal and policy frameworks to support the reparation of apartheid inequalities, but to implement these policies remained a challenge and Batho Pele principles have been “lost in delivery”. Decentralisation also benefits from an excellent intergovernmental fiscal system, though municipal capacity varies enormously and many struggle to attract people with technical and managerial skills. Meanwhile, municipalities bear the brunt of service discontent, even for those whose services they are not responsible (World Bank 2011).

Poor management and corruption at the political and executive level compromises service delivery at local government level. Koma (2010: 115-116) pointed that there are deficiencies in administrative capacity and institutional performance. Capacity refers to the availability of and access to concrete or tangible resources (human, financial, material and technological) and having the knowledge to implement policies and delivery of basic services).

Capacity also refers to resources such as commitment to, and leadership of, the implementation of policies and delivery of public services. This relates to issues of individual, institutional and environmental capacity. By 2007, 31% of municipal managers had qualifications other than those related to finance, law, public administration, planning and development, and 28% of chief financial officers did not hold finance-related qualifications. Equally, 35% of technical managers were without engineering qualifications. This contributed negatively to the performance of municipalities since these senior municipal executives are expected to provide expert views and opinions to political structures and political office-bearers operating within municipalities. In addition, the roles of councillors are not clearly defined, resulting in weak leadership, a shortage and a misdirection of skills, and political considerations in the appointment of senior managers without the required qualifications, which greatly weakened the performance of municipalities (Koma, 2010:115-117).

Van Vuuren (2014:7-8) insists that there are systemic problems engulfing local government across the board, from large cities to mid-level towns and the smallest

villages alike. A consequence of this problem is the looting of state coffers, with the AG reporting that in 2010-11 almost R 800 million was awarded in tenders to municipal officials and their families. This is a recurrent problem and Auditor General Reports suggest that this irregular expenditure could have been prevented by introducing the declaration of interests by individuals. It is probably an understatement to describe the state of local government as being in distress, as the Cooperative Governance Department has done. The roots of the trouble run deep and point to systematic problems that will not be resolved in a five-year government plan. The majority of South Africans (65% in 2011) are becoming sceptical of government's willingness to fight corruption: private capital has always played a key role in the country's politics and it should be shielded from corruption and guarded against political malfeasance (Van Vuuren 2014:7-8). The Annual Auditor General results for the 2015- 16 financial year recorded irregular expenditure of R46 billion by national and provincial departments.

According to the World Bank (2011:22) the number of protests soared in 2009, in response to poor service, unresponsive councillors, corruption, ongoing job losses and other grievances, leading to more protests in 2009 than in the previous five years combined, with disturbingly high levels already recorded in early 2010. Koma (2010: 118) also indicates that it is becoming increasingly evident that the poor state of municipalities, service delivery grievances and a so called one-size-fits all approach to local government is unrealistic and untenable, given the historical, socio- economic conditions and weakened financial viability of numerous municipalities in South Africa. Cities such as Cape Town, Ethekwini and the Gauteng complex (City of Johannesburg, the Ekurhuleni and City of Tshwane) may require special legislation and functional planning for authorities to maximise their role in building the national economy, whilst rural municipalities in former homeland areas, for example, need to be released from the complexities of compliance with an integrated development plan which far surpasses their capacity to implement. The practicalities and modalities related to the implementation of differentiated systems of local government should be brought in line with international and continental best practices, given the unique context within which South African municipalities are located (Koma 2010:118).

The systemic problems facing local government in South Africa are responsible for the failure of service delivery. Corruption, irregular recruitment processes of municipal

executives influenced by politicians for narrow self-interest and the looting of state resources, irregular expenditure, financial mismanagement, including a conflict of interest, and a lack of broader political accountability in the management of government in general are some of the key shortcomings influencing the failure of most municipalities.

2.5 Skills development in South African municipalities

Skills development is an important issue in South African municipalities and the role of key stakeholders in the process of developing employees at local government. The lack of skills and the dearth of senior managers in all structures of government has reached critical levels and is recognised as one of the underlying root causes of dysfunctional municipalities (Back to Basics Diagnostic Report, 2014: 34). This problem affects the role manager's place in the development of the workforce at local government level.

According to Balkaran (2014: 24), the shortage of skills and poor management in municipalities compromise the delivery of basic services. In January 2014, after several significant periods without water, residents protested and they were shot at by the police. The death of people protesting against the lack of access to water brought into sharp focus the failure of some municipalities to provide professional services. The deterioration of municipal infrastructure in a number of municipalities' post-1994 and the concomitant trend towards private collaboration in infrastructure development has led to a review of the effectiveness of decentralisation and the possibility of privatisation of municipal services. Training and skills development in municipalities is premised on the inability and/or failure in all spheres to recognise challenges and propose business solutions on municipal management and administration.

Balkaran (2014: 24) indicates that there was a lack of engineers, technical skills and effective management of artisan programmes, as well as an inability by management to deal with the breakdown in infrastructure. According to Manyaka and Madzivhandila (2013: 174-181) municipalities continue to face numerous challenges relating to efficient and effective implementation of the Integrated Development Plan (IDP) for service delivery. It is ineffectively implemented, resulting in unresponsive, ineffective and inefficient service delivery in South African municipalities. One of the most

pressing issues within municipalities is an unco-ordinated skills availability to facilitate service delivery through IDP. In reality, many local municipalities are still struggling to effect their development mandate to plan for the provision of potable water, electricity, roads and waste management, and infrastructural services in their area of jurisdiction.

A significant number of municipalities do not have the required managerial, administrative, financial and institutional capacity to meet the rising needs of local people. Consequently, limited financial management skills within municipalities have led to financial mismanagement and non-compliance with financial legislation, resulting in poor performance with adverse consequences to service delivery. The issue that impacts negatively on service delivery in South African municipalities is a lack of “serious consideration in the practice of deployment” (Thornhill 2012: 137 cited by Manyaka and Madzivhandila, 2013: 174-181).

Lethoko (2014: 75) says that enhancing the capacity of the state to function better and the role of qualifications and relevant curriculum are important. It is important that content for the public service be vetted by business schools when dealing with the training of public sector managers and employees. According to Mohlala, Phago and Mpehle (2014: 217), transforming municipal management training and development is an important aspect of local government. They further argue that management should take a leading role in managing change and conflicts, and should be afforded opportunities to acquire new skills for the improvement of municipal services.

Nengwekhulu (2009:351) cited by Mohlala, Phago and Mpehle, (2014: 217) reinforces the point that the shortage of quality skills has a direct bearing on managerial capacity and could negatively impact on service delivery. Therefore, municipalities have a responsibility to ensure that the right skills are nurtured so that service delivery improvements are effectively co-ordinated. At present, most employees and managers are not aware of the financial support and investments that come with proper training and skills development programmes in municipalities. There is a lack of a succession planning component, which will require training in the majority of municipalities. (Nengwekhulu, 2009: 351) cited by Mohlala, Phago and Mpehle, 2014: 217).

The LGSeta Sector Skills Plan Report (2012-17) on South African municipalities indicated that the purpose of skills development in local government was to improve performance, enhance employee skills, develop councillors, involve traditional leaders and ensure sustainable training and leadership programmes for line managers. The report noted that training and skills development components were underdeveloped and lacked an awareness that employee personal development plans were part of the process of performance evaluation and growth for employees.

In order to address the challenges of skills development in the municipalities, Mohlala et al (2014: 214) recommended that the Department of Public Service and Administration (DPSA) improve future human resource skills training and development initiatives. There is a need by the DPSA to increase its strength in terms of determining departmental training priorities, ensuring the financial feasibility of training courses and anticipating the obstacles to implementing successful training courses. The DPSA should ensure that training and skills development are aligned to institutional priorities, meaning that management cadre is positioned to understand its responsibilities in guiding the strategic plans of government, as well as municipalities. In this case the training needs for managers would be identified to ensure that management cohorts possess the skills to steer the direction of the institution and the training of employees (Van Dijk 2003: 1 cited by Mohlala et al 2014: 218).

According to the Auditor-General's annual report after adverse findings in the 2012/13 financial year, KwaZulu-Natal has at present 61 Municipalities and no Human Resource Development Strategy for Local Governance as instructed by the National Ministry of Co-operative Government. There is no alignment of a Human Resource Development Strategy for local government with Integrated Development Plans and Local Economic Development by a district or local municipality. The alignment of the Human Resource Development Strategy needs to be championed by the relevant Seta. The division responsible for the performance of Setas needs to conduct workshops and information sessions in affiliated departments in order to encourage the training and development of employees for the effective management of municipal finances.

It is equally important to look at the role of LGSeta and Salga as key players in the delivery of training and skills development in municipalities. In addition, the problems with Setas are concerning, with specific reference to the performance of the relevant LGSeta in local government. Turner, Halabi, Sartorius and Arendse (2013: 1-9) report that the performance of South African Sector Education and Training Authorities (Setas) has been increasingly questioned. LGSeta was recorded as performing poorly, with poor financial statements and a failure to achieve its own targets (Turner et al, 2013: 1-9). The status of training and skills development in South African municipalities, as indicated above, is premised on the grounds that human resource development systems to enhance the performance of managers and employees is underdeveloped.

According to Gumbi and Rangongo (2015: 908), municipalities have to attend to the skills audit of capacity constraints to determine whether these are necessary skills for effective service delivery or not. Following a skills audit, training and/or recruitment can be effected. Setati and Mafunisa (2015: 186) suggest that staff participation in training and organisational change are both equally important. At present, there is no employee involvement because individual performance management is neglected in South African municipalities. According to Tala and Zhanje (2015: 225), the local government system in South Africa is premised on the shortage of skills in local economic development and the creation of employment opportunities.

According to Oliver (2015: 870), the poor performance of municipalities is due to the lack of project management skills, poor human resources and development, poor performance, lack of co-ordination, lack of infrastructure, lack of policy direction, understaffing and poor communication channels. The national trend in municipal capacity shows that South African municipalities are trapped in poor management and lack of direction (Municipal Demarcation Board (MDB) (2012: 3-6):

- Overall, municipal staff attrition is high;
- Appropriateness of organisational design is questionable in some contexts;
- In rural areas municipalities cannot fill technical posts;
- There is a high turnover of municipal managers and most managers do not complete their term of office;

- The years of relevant work experience are the lowest amongst section 57 managers;
- There is a high management turnover;
- Almost 50% of technical service managers do not have an undergraduate degree ;
- There is a shortage of technical and special skills;
- There is a chronic shortage of municipal engineers in South Africa;
- There is no link between training provided and performance; and
- Training and skills development are underdeveloped.

The above information clearly demonstrate the status of training and skills development in South African municipalities. The next section will indicate the role of line managers and skills development facilitators (SDFs) in the management of human resource development in local government. According to Mbeki and Phago (2014: 204), there is a lack of capacity skills and underperformance in South African municipalities. The lack of skilled staff in key departments, such as water, sanitation and management, fails to service delivery in municipalities.

2.6 Managers' involvement in skills development at local government level

According to Matsiliza (2015: 444), management is an activity that is about coping with a complexity of practices and procedures to make organisations, especially large organisations, work. Leadership is about setting direction and coping with changes in the organisation. Management and leadership can be applied, as processes, in different scenarios of an organisation, but they cannot be undertaken by a single person.

Organisations can be managed completely by planning, including training and development, and performance management. According to Mohlala, Phago and Mpehle (2014: 218), the lack of succession planning component indicates that the majority of municipal managers be trained. In addition, improving municipal services can only be achieved through the skills of municipal managers and the resources that they have at their disposal. At the South African municipal level, Berowitz (2013) shows that officials, including line managers responsible for training and skills

development, offer training that is not informed by skills audit analysis at local municipalities (Berowitz, 2013).

According to the LGSeta Skills Plan Report (2012-17: 39-40), human resources management and the role of line managers and responsible officials in skills development are taxing. In South African municipalities little attention is given to human resource management skills. There is a high turnover in municipalities and an inability to attract and retain skills, and there is an inadequate skills base among human resources practitioners within local government. At the centre of the problem is poor remuneration, a lack of development and career progression opportunities, a lack of recognition of staff achievements, poor people management practices, a failure to clarify employee roles and responsibilities and a lack of performance management policies across all levels of the organisation.

Although human resources-related issues pose key impediments to the stability and capacity of a municipality to fulfil its functions, human resource departments are seen as having a limited supportive role, rather than a more directive and strategic one. Municipal finance managers tend to have more influence (by virtue of their final responsibility for budgeting and budget control) over organograms, recruitment and training, than the human resources manager or the skills development facilitator (SDF).

Data also reveals that human resource management and development systems at a local government level tend to be underdeveloped, leading to diminished performance both by individuals and the organisation. Training systems in local government are poorly developed. Training committees, which convene as subcommittees of the Local Labour Forum, often meet irregularly and are poorly capacitated. There is a high turnover rate among nominated skills SDFs, which retards efforts to build their capacity. The SDFs are often fairly junior staff members, as the function is not seen as being a strategic one, but tends to hinge on compliance. (LGSeta Skills Plan Report 2012-17: 39-40)

South African municipalities need to look at training and skills development of employees, including the checks and balances affecting absences from the performance management system by its employees. Nkuna (2013: 65-80) says that

local government, being the third sphere of government, is at the coal face of service delivery and remains the only sphere of government closest to its constituency. Armstrong (2007: 392), cited by Nkuna (2013: 67), argues that performance management is not a human resources technique or tool; it is the natural process of management that, in essence, includes local government. Wherever there is management, performance must be the main factor to be sought. If operationalising the local government system is about management, performance management is the natural process.

Performance management is an approach that harnesses the endeavours of individual managers and workers towards an organisational strategic goals. Performance aims to link the individual and the overall strategy of the organisation, and helps the organisation to achieve its objectives. It is an umbrella term for total management of municipal performance and needs not be narrowly viewed but can be used by managers and employees to identify training gaps to achieve targets.

Therefore, the role of line managers and SDFs needs to be strengthened. South African municipalities' managers, training practitioners and line managers need to look at their roles in comprehensive training, how learning interventions may be linked to individual personal development plans and how performance gaps identified during this process may be closed through training and development.

According to Baker (2013: 160), the problem-centred approach, which encourages conversations to take place during performance evaluation sessions between the line manager and the employee, is often neglected. Problem-based learning is about dealing with the unexpected or unusual problems and dilemmas that face a person in their job. As the world of work become more and more complex, employees have to think on their feet. In complex situations there is often no process or procedure to follow and people have to work out what to do and do it quickly.

Human resources and managers need to adopt a multi-dimensional approach to learning and skills development, which means that gaps identified through performance management or personal development plans are also budgeted for and attended to proactively (Baker, 2013: 161). Slater (2015: 8-9) argues that it is important to understand the managers' perceptions of what motivates people in the workplace.

The understanding of people's self-declared motivators is equally important. One needs to bear in mind that managers are employees too, and that the managers of 1986 were most unlikely to be the same as the managers of 1946. Kovach postulated that managers may subconsciously upgrade the motivators that are outside their personal control when assessing what motivates people. (Slater 2015: 8-9).

According to Manyaka and Madzivhandila (2014: 128), municipalities, particularly those in rural areas, still struggle to generate their own revenue. Rural-based municipalities face numerous challenges in terms of collecting their own revenue required to enhance their ability as self-sustaining units. Municipal managers face serious capacity constraints in delivering basic services because of the shortage of skills, a lack of revenue and the culture of non-payment, as well as poor planning and inadequate support from other spheres of government.

The Human Resources Management and Development Blueprint Report for local government (2014) shows that the underdevelopment of skills development policies and the shortage of skilled human resource practitioners can be cited as some of the problems facing managers in local government. It is evident from the above that managers, skills development facilitators and employees are not receiving proper training and skills development programmes, partly due to inadequate planning and a lack of support from other spheres. Training and skills development are not conducted as per the skills audit.

2.7 The challenges of local government in relation to training and skills development and their implications on service delivery

This section focuses extensively on dilemmas facing South African municipalities on issues of training and skills development, and the impact of such problems on service delivery at local government level. The section looks at challenges that affect line managers and the role they play in the provision of training, skills development, budgeting for training, monitoring and the evaluation of training and skills development programmes in South African municipalities.

According to Sebola (2014: 633-640), training and skills development in the public service and local government adopts a one-size-fits-all approach and some service providers and universities often neglect local government content when providing training for South African municipalities. Public participation can be used to measure the potential of environmental plans (Mzini 2013: 252). In addition, Mzini (2013: 252) is of the opinion that South Africa has not reached the desired state of meaningful citizen involvement in the planning process essential to achieving the necessary development goals. Public participation and communication at local government level are important.

However, Nkuna (2013: 235) argues that integrating citizen participation into the process of service delivery has been the cornerstone of some of the most important legislative and public policy legislation in South Africa. This, however, remained a key problem for municipalities in implementing Section 17 of the South African Local Government Municipal Systems Act 117 of 1998. The fact that there are still different political alliances and differing ideologies influencing South Africa's policies is a challenge to take communities seriously and engage them in municipal decisions. Nkuna's arguments were supported by Maloka and Mashamaite (2013: 195-199), who indicated that the majority of communities in South Africa are faced with enormous public service delivery challenges. This is evident from the unprecedentedly violent service delivery demonstrations occurring in most of South Africa's local communities.

The majority of community members and their representatives express continuous dissatisfaction with regard to the provision of public services such as clean water, sanitation, waste disposal, infrastructure, electricity, transport system and housing (Maloka and Mashamaite, 2013: 195-199). The responsibility for providing services does not depend solely on local municipalities. Local municipalities should work collaboratively with other role-players or local stakeholders, including government departments, in the delivery of services. Mashamba (2008), cited by Maloka and Mashamaite (2013: 195-199) shows that the IDP process provides a platform for various stakeholders, including government departments, to participate in the municipal planning process. Recent practices in national and provincial departments do not contribute effectively to the IDP process. It has been noted that the failure of government departments to submit plans compromises and denies the integration and alignment of planned programmes. The failure by government departments to deploy

competent employees and managers with relevant skills and experience compromises the coherence of all three spheres of government. There is a lack of co-ordination between diverse actors and this has prevented sound municipal strategies from being converted into concrete achievements.

According to Sibiya (2014: 250-254), poor skills development, a lack of capacity and poor public participation fuel violent protests. The inability of municipalities to provide leadership and planning at local government level has negative implications for service delivery (Sibiya 2014: 250-254). The study revealed that deployment of inexperienced managers without skills to co-ordinate municipal IDP processes further contributes to poor service delivery, training and skills development challenges in South African municipalities. The national and provincial departments are expected to intervene in local government and provide direction, but a lack of understanding of the municipal mandate by government stakeholders contributes to the existing problems.

Furthermore, Tau (2013: 191), suggests that the IDP should give guidance on how provincial and national sector departments allocate resources at a local government level. Councils' development strategies must be aligned with national and provincial sectoral plans and planning requirements binding on the municipality in terms of the legislation. Such a plan would set out the resources, including the skills and training plans, that would assist the municipality to execute its mandate for the next five years, in line with Sections 56 and 57 which guide municipal managers as per the White Paper of 1998 (Tau, 2013: 191).

According to Manyaka and Madzivhandila (2013: 177-185), for local government to be effective it is important for municipalities to successfully execute the development mandate assigned to them in terms of the Constitution of the Republic of South Africa (1996). To realise this mandate, the services of the IDP have been used as a tool for ensuring sustainable service delivery. This is highly complex work, requiring officials with the requisite skills and capacity to properly align their strategic interventions with the service delivery needs and challenges of communities. The implementation of service delivery in municipalities through the IDP is problematic because municipalities lack people and managers with the requisite skills and expertise to run a municipality.

One of the most pressing issues in local municipalities is a lack of co-ordinated skills to facilitate service delivery through the IDP. In reality, many municipalities still struggle

to fulfil their development mandate, in planning for the provision of basic services and infrastructure, such as operations, maintenance, roads, storm waste, management of solid waste, and water conservation. The poor performance and lack of skills development impact negatively on service delivery in South African municipalities (Manyaka and Madzivandila, 2013: 177-185).

Coetzee et al (2013: 17-34) argue that when policies ensure that different industries are value-added markets to stimulate demand for skills, employers act in their long-term interest and there are incentives for organisations to develop both high level and basic skills. However, the challenge of training and skills development is still daunting to most employers and the task of acquiring appropriate skills development concerns all South African workplaces. According to Swanepoel et al (2014: 5-25), the sustainability challenge of human resource development by organisations, and in some South African municipalities, are the main problems.

They indicate that some organisations (such as well-known South African businesses like ABSA, Anglo Platinum, MediClinic, MTN, Nedbank, Pick 'n Pay, SAB Miller, Shoprite and Vodacom) are businesses striving to make profits from the services or products they offer and deliver. Others are public sector organisations, such as provincial, national departments and local municipalities, including metropolitan councils such as eThekweni, Nelson Mandela Bay, City of Johannesburg and Tshwane, as well as state-owned enterprises (such as Eskom, SABC and South African Airways, Transnet and Prasa). Irrespective of their sectorial type, all organisations generally continue to exist only if they meet and serve particular societal needs and in many instances only if they can do it better than other organisations.

The continued existence of organisations is basically a function of the extent to which they can be successful. This is broad and generally stated. They must at least be successful at delivering goods or services and meet the relevant societal needs they serve. Organisations can be said to be successful if they deliver the right goods or service in the right way. The former is known as the effectiveness of organisations and the latter as their efficiency. The "right goods" refers to the products and or services that a particular organisation provides (for instance education, health care, radio and television programmes, electricity, minerals, beer, cell phones or groceries) (Swanepoel et al 2014: 5-25).

Erasmus, Leodolff, Mda and Nel (2013: 63-75) indicate that the development of the labour force is a high priority within the South African labour dispensation. Education and training are two of the most important factors that will influence economic growth in a positive way, create political stability and encourage social success. However, Molefe (2015) argues that the country's local government system is dysfunctional and lacks adequate skills in handling municipal accounts, and recommends that electricity be sold directly to customers, rather than through a local municipality. Manyaka and Madzivhandila (2014: 127-128) argues that there is a lack of both skills and a revenue base, as well as a culture of non-payment and poor service delivery.

The Auditor-General's Annual Report (2012/13) noted that problems at local government are recurring, with no decisive intervention from executive management, as required by the White Paper on Local Government (1998) that provincial and national departments intervene in providing training and development. The data supplied by the South African School of Governance has no capacity to provide technical and municipal training programmes, due to the shortage of required skills at the provincial and national level.

In addition, municipal staff could not even implement something they committed themselves to through the IDP. Municipalities are spending billions of rand on consultants and external specialists who are hired to perform duties that should be done by internal staff. These consultants are appointed to compile annual financial reports and business plans, which are key performance indicators (KPIs) of executive management (Auditor-General Report 2012/13).

A Municipal Demarcation Board Capacity Assessment Research Report (2012:1-23) indicated that in most instances, when external audits are conducted at district or local municipalities, human resource practitioners submitted training reports indicating that a number of municipal finance management courses were attended by its executives, but when these courses were investigated it was found that these were not courses that enable municipal executives to run their offices and take proper decisions. In most instances, such training programmes could not be accounted for. Human resources did not investigate the validity of the service provider in terms of its accreditation and whether such training would add value to officials' performances.

Thus the Municipal Systems Act of 2000 needs to be reviewed to make it compulsory that no municipal executive will hold office without going through a municipally-designed training programme facilitated by an experienced local government expert. Gordhan (2015) maintains that local government is essential because it is closer to the people and needed to be managed properly. Local government requires people with relevant skills to carry out their duties and responsibilities (Back to Basics Diagnostic Report, 2015).

The Congress of South African Trade Unions (2013) argued that problems in mining did not relate to wages alone, but also reflected the high level of inequality in the sector, including training, development and employment equity targets. The South African government and the private sector lost billions of rands through the protracted strike, and problems in the sector are continuing to be a threat to the country's economy. The union further noted that some of the challenges in mining partly related to distressed mining towns, as these companies were located in municipalities, and community protests were rampant due to unemployment and poor municipal services.

According to a LGSeta Skills Plan Report (2012-17), municipalities face various problems in skills development, such as weak national and provincial governance support to municipalities in the form of training and development, which is one of the main challenges facing the third sphere of government; a lack of clear co-ordination of training and development systems; weak human resources development systems at local government level; and the inability of provincial and national government to support municipalities as per the White Paper on Local Government in corporate governance matters and training, due to a shortage of relevant skills to provide technical support to municipalities (Tau, 2013: 187).

According to Balkaran (2014: 24), there is a lack of engineers, technical skills and proper management of artisans' programmes in South African municipalities. Local government, according to the National Development Plan (NDP 2030) National Planning Commission Report, faces several challenges:

- Poor capacity, weak administrative systems and undue political interference in technical and administrative decision-making and uneven fiscal capacity;
- Weak training and development systems at local government level;

- Poor co-ordination of Municipal Infrastructure Grants (MIG) due to a shortage of technical and financial skills;
- A shortage of skilled and qualified senior management operating at local government level;
- A failure to refocus public sector training, education and innovation or technologically-aligned training models (Erasmus et al, 2013: 75).

According to Davidson (2012: 2-20), there are difficulties and challenges in the implementation of training and skills development programmes in local government workplaces. Some of the challenges and difficulties of training and skills development in municipalities are as follows:

- Skills development is not taken seriously at local government;
- The role of an SDF is not clarified adequately;
- There is no transparency on the management of the budget allocated for training and development;
- There is a high turnover of managers;
- There is no mentorship and no coaching guidelines for the management of artisans;
- There are no qualified technical managers;
- Seta is not playing an active role in educating management about the importance of training;
- There is no support from management;
- There is no skills audit and there is poor management of the training budget;
- Some people are not adequately trained in performance management and training;
- There is no individual incremental performance management tool linked to training (Nkuna, 2013: 65);
- Training is not effectively co-ordinated at local government;
- There is no standard approach to training;
- There is no monitoring and evaluation of training and skills development programmes (Davidson, 2011: 2-20)

The Auditor-General (2011/12) says that the LGSeta contravened the Public Finance Management Act of 1999 by incurring irregular expenditure of R39 454 983. The report

reveals that a further R129 707 000 could not be accounted for, in terms of expenditure of discretionary grants. The desired outcome of the Local Government Sector Training Authority will be to produce a capable local government workforce through improving the skills of municipal executives by building a strong knowledge of the Municipal Finance Management Act. Seta has to roll out training initiatives around supply chain and financial management competence.

In addition, it appeared that funding allocated for the skills development levy, reflected as R335 006 000, was understated by Seta. The documents on the skills development grant were never presented to the AG.

In addition, the wasteful expenditure on money allocated for training and skills development to a total of 100% of the target relevant to the National Skills Development Strategy III (NSDS) goals and increasing access to occupationally directed programmes was not specified in terms of the Skills Development Act of 1997. That suggests poor management of both mandatory and discretionary grants intended for training and development of employees in the local government sector (Swanepoel et al, 2014: 200). The budget earmarked for skills development needs to be utilised in an effective and efficient way (Auditor-General Annual Report 2011/12).

It is clear that the mismanagement of training and development funds by LGSeta remains a major challenge and a solution is required to satisfy the report of the AG. The performance of Local Government Sector Education and Authority remains a problem and it is a recurring one. In the 2009-2012 financial years, a total of R1.2 billion for the National Skills Fund (NSF) had not yet been committed. The funding allocated for training and development is intended to reduce the severe shortage of skills in South Africa. Setas, in terms of the Skills Development Act of 1997, assists in the form of learnerships, internships and support for employers in monitoring the development of workplace skills plans and Annual Training Reports. The overall performance of Setas is poor and there is a serious mismanagement of the funds allocated for training and skills development (Auditor-General Annual Report 2011/12).

Furthermore, according to the Auditor-General's Annual Report for (2012/13), LGSeta has no internal control function, although its report reflects progress by almost 278 Municipalities of South Africa in terms of the Workplace Skills Plans and Annual

Training Plans submitted (2011/12) financial year. The report further reveals that the financial statements as a whole were materially misstated, due to accumulation, as immaterial and uncorrected misstatements. It is evident that LGSeta, as a body responsible for training and development at local government, has no sophisticated technology to keep up-to-date records in terms of skills available at municipalities or budget spent on discretionary and mandatory grants as prescribed in the Skills Development Act of 1997.

In terms of the National Human Resource Development Strategy, LGSeta must develop sector skills plans, with a view to assisting municipalities to implement training and development programmes. The purpose of discretionary grants is to encourage employers and accredited training providers to contribute to training and development in the country (Human Resource Management and Development Blueprint for Local Government, 2014). According to the Municipal Capacity Assessment Report (2012), there is poor management of training and skills development. Practitioners and human resource managers fail to keep the right type of records which could assist in determining whether employee performance should be improved or not.

2.8 Conclusion

The transfer of training to individual performance and workplace, and the evaluation of its organisational impact is complex, as there are many factors influencing the transfer process within organisations. The main task is to investigate challenges facing line managers in the implementation of skills development in South African municipalities. In this chapter the researcher has extensively described the overview of systematic problems contributing to poor management and challenges facing municipalities, within the context of skills development in South African municipalities. The role of line managers and the responsibilities of national and provincial stakeholders, as well as the monitoring and evaluation of training and skills development, have been provided in detail. The White Paper on Local Government of 1998, and the recently adopted NDP, give an overview of challenges facing the country in education and training, as well as the entire local government system and broader political accountability problems.

This section extensively dealt with the number of systematic problems and challenges encountered by South African municipalities. It considered the role that line managers

and skills development facilitators play in the development of employees at local government level and the challenges facing them in the execution of their duties. It was clear that local government dilemmas in training and skills development emanate from an unco-ordinated local government system and show that national and provincial governments, the LGSeta and the municipalities need to be assisted. One of the key challenges is that Government itself is failing to work closely with municipalities, signifying that local, provincial and national departments are operating in silos, hence Sebola's (2014: 633) contention that the government's approach to training and skills development at local government is a "one-size-fits-all" approach.

The next section will look at the theories and analysis of research findings on training and skills development studies, including suitable training transfer models, summary and conclusions.

CHAPTER THREE

THEORIES AND SKILLS DEVELOPMENT STRATEGIES FOR EFFECTIVE SERVICE DELIVERY

3.1 Introduction

In the previous chapter it was indicated that the training transfer process, having been extensively studied, had no clear empirical findings, is under-researched, complex, and difficult, and lacks the impact of support by various researchers. In this study the fundamental questions are to understand the challenges facing training and skills development in South African municipalities, the roles and responsibilities of line managers in the implementation of skills development and the evaluation of their impact on service delivery.

Moreover, the challenges in previous chapters were comprehensively presented as the main deleterious factors affecting the transfer process of training and skills development. This chapter answers key questions in addressing the challenges mentioned, such as what the appropriate strategies are to be adopted in influencing the transfer process on training and skills development to ensure that interventions have an impact on service delivery.

The evidence presented in the introduction and background of this study is that that training and skills development are underdeveloped in most of the South African municipalities, following a “one-size-fits-all” approach (Sebola, 2013: 9) which has negative implications on the delivery of basic services at local government level. Raliphada, Coetzee and Ukpere (2014: 744) list organisational factors affecting learning transfer. They include resource availability, lack of supervision or management, lack of mentorship and coaching, lack of performance management and no alignment of training with organisational goals as the main factors affecting the transfer process within the South African public service. Khan, Mufti and Nazir (2015) also argue that the transfer of learned skills in the actual workplace was subject to a number of factors, with the environment being one of those factors which support a climate favourable to the transfer of training.

According to Enojo, Ojonemi and Omisore (2015: 1), a glaring absence of the systematic approach to training is at the root of the numerous obstacles that beset

training and development programmes at a local government level. Reigeluth (2013: 51) posited that specific theories about training and development, as well as underlying concepts, serve to support ideal learning and development models and their applications in organisations.

Bryman (2012: 97-113) indicates that the purpose of exploring the existing literature should be to identify what is already known about the area of research, what concepts and theories are relevant to the area, what research methods and research strategies have been applied in it, noting any significant controversies and checking whether there were any inconsistencies in the findings related to the area of research. This facilitates the process of making an original and significant contribution to new knowledge by the researcher (Bryman, 2012: 97-113). The researcher identified definitions that are relevant to the study.

3.2 Conceptualisation and definitions

Werner et al (2012: 66) define training and development as the most essential strategy in motivating employees to assist the company, while improving competitive position in the market and maximising profit. Varma & Budhwar (2014: 17) define training and development as the basis for growth in each and every company, since employee development depends on the strategic objectives of the company, in that a highly educated workforce does not only benefit itself, but also further contributes to the growth of the business. Raliphada et al (2014:743) argue that training and development rest on the ability of trainees to implement the learned behaviour, skills or techniques in a real-life situation, and for employees it is the ability to apply new skills acquired in the workplace.

Steward and Beaver (2013: 17) indicate that training and development are described as an investment, as well as a tactical way of developing an employee to improve the production of the company and in turn to maximise profit. Steward and Beaver's (2013:17) argument is supported by Saks & Haccoun (2012: 32), confirming that training and development are an investment rather than an expense, arguing that training benefits an organisation in many ways that ultimately help it increase its effectiveness, marketability and knowledge. Branch, Gustafson, Nieveen & Plomp (2012: 11) recommend that strategies in training and development should come with training programmes which are tailor-made to the specific needs of the organisation.

Erasmus, Loedolf, Mda & Nel (2012: 14), cited by Schultz and Van der Walt (2015: 100), support Steward and Beaver, arguing that people development is a key component of productivity, since it enables individuals to perform their allocated tasks with increased competence and confidence. Schultz and Van der Walt, (2015:100) point out that training involves education and technical skills development, as well as capacity building in softer competencies, such as leadership development. Werner and DeSimone's (2012: 11) indicate that training makes it clear that people acquire and develop skills and knowledge, and change behaviour, as a result of an interaction between forces within the learner and the environment.

Turkich, Grieves and Cozens (2014) argue that supervisors and managers play an essential role in the transfer of training in the workplace. It is important to consider management awareness and training as factors that allow them to continuously support their employees, from the moment prior to training until they return to their daily duties. However, Yasin, Nur, Ridwan, Beria, Arif, Mihazir and Ashikin (2014: 179) have found that 70% of the trainees failed to transfer what had been learned to the workplace. De Grip and Saurmann (2012) added that the transfer process of training and development remained complex and difficult.

Kontogeorgis (2004), cited by Wenzel and Cordery (2014), argue that the transfer of training to the workplace should be considered as an integrated approach. Saks and Burke-Smaller (2014) say that transfer can be described as the necessary condition for training to impact on organisational outcomes.

Saks & Haccoun (2012: 87) indicate that training and development can reduce the probability of failure, and that improving business skills through training might reduce the failure of other businesses. They state that extrinsic benefits include things such as higher earnings as a result of increased knowledge and skills, improved marketability, greater security of employment, and enhanced opportunities for advancement and promotion.

3.3 The importance of skills development

Enajo and Omisore(2012:249) pointed that there are number of benefits and the importance of training and skills development, and their interconnection with performance and productivity. Manzini and Shumba (2014: 14) indicate that there is an association between management training and development which improves

organisational performance and the existence of training aligned to organisational strategy. This argument is also supported by Enojo and Omisore (2015: 1), who argue that training is central to the efficiency of any organisation and improves performance and service delivery or productivity.

According to Werner et al (2012:249), training and development, if correctly applied in organisations, changes the attitudes and feelings of line managers and their employees. It further changes work behaviour, creating good organisational culture and subsequently a positive return on investment in training and development. Branch et al (2012: 44) indicate that training and development is important because it assists the organisation in the realisation of its corporate strategy; motivates employees to stay longer in the organisations; benefits not only companies, but society and the country as a whole; is an investment; and maximises profit and growth for the firm.

According to Abib-Pech (2013: 123-210), training and development helps managers master career management, to motivate and set objectives and to set up teams, networks and alliances, cultivating strategic thinking, and empowering managers to influence change management. Jehanzeb and Bashir (2013: 246-248) and Memon (2014: 29) are of the opinion that training and skills development benefits managers and organisations. Employees get benefits through learning soft and technical skills as required by their jobs, thus improving career competencies, which serve as an intrinsic reward, making employees feel loyalty to the organisation, improving performance and staff retention, increasing market growth for the company and improving organisational performance.

3.4 Research studies and findings relating to training and skills development

In the previous section the researcher presented an introduction, concepts and definitions preceding this section. This section summarises research studies and findings relating to training and skills development. The study will then venture into a deep analysis of the findings, with the intention of identifying gaps and inconsistencies in the findings.

3.4.1 Dilemmas facing skills development in organisations

Various researchers have pointed out that there are similar training and skills development challenges in both the private and public institutions. According to Ugoji et al (2014: 42-43), it is still difficult and not convenient to use e-training, adopting a new culture of learning online without seeing the person you are interacting with, because this is still difficult for many employees. He indicates that most times the training content is not robust enough and fails to cover as much as would be gained if training were conducted using traditional approaches. He identified getting qualified trainers and aligning training with employee needs as the main challenge. The study revealed the unavailability of learning and development directorates responsible for training and development at a strategic level as one of the obstacles.

To summarise, difficulties with skills development courses in organisations are problematic because of poor co-ordination of training and development at local government level, a lack of proper skills audits or needs analysis, a shortage of technical skills and poor numerical ability, poor communication, a lack of relevant content or curriculum in training programmes, and a shortage of experienced managers and employees to implement training programmes (Enojo et al (2015: 9-10)).

3.4.2 Transfer of training

A study conducted on transfer of training by Grossman and Salas (2011: 103-113), and similarly of Wenzel and Cordery (2014: 1-78), Saks and Burke-Smalley (2014) and C Lee et al (2014) revealed that the transfer of training to the workplace has been a problem for the last 40 years, and much of the literature on transfer training is not conducive to research.

The factors influencing transfer of training include behaviour modelling, error management, organisational learning support, supervisory roles, mentoring and coaching and peer transfer support. Researchers indicate that findings on transfer training remained inconsistent and unclear.

De Grip and Sauermann's (2012) research paper focuses on the effect of training on productivity and the transfer of on-the-job training from the perspective of economics.

The underlying processes through which training generates higher productivity remain unclear, and it is therefore one of the points of engagement for this thesis.

A study of organisational factors affecting learning transfer in the South African public service (Raliphada et al (2014) revealed some of the key inhibitory factors: poor management, an absence of the coaching and mentoring processes which are the conduits for learning transfer, a lack of follow-up after training, high management turnover, and an organisational culture of dictatorship.

The Turkich, Greive and Cozens (2014: 1-13) research paper on transferring educational theories and knowledge using co-teaching mentor systems highlights the effectiveness of the teacher-mentor role supervisors play in the transfer of training, which also offers more time for mentees to meet growing research and administrative demands.

3.4.3 Service delivery and skills development in rural municipalities

The UNDP research paper (2013: 3-17) focused on real examples from developing countries in which local governments had introduced programmes that had created work opportunities for the youth and women, whilst creating environmental challenges at the same time.

This research paper highlights the steps local government could take in order to encourage training and skills development, and notes the following findings:

Local institutions often play a central role in promoting green job opportunities for the youth in rural settings. Several local governments have captured green-job opportunities by introducing programmes coupled with training schemes targeted specifically at women and youth, initiatives that also serve to address the high unemployment disparities that exist within their localities in rural areas (UNDP research paper, 2013: 3-17).

A UNDP research paper (2013: 18-20) recommends that municipalities aim their environmental training courses mainly at the up-and-coming younger generation, who would be more likely to accept and implement new ideas on environmental management, green economy and water services. The paper also recommends that uniform certification programmes should be established to guarantee the maintenance of high standards and job transferability. The support of local government, industry

leaders and the private sector is crucial here, to raise awareness among employers on climate change.

Yet this idea is challenged by the fact that many want to leave rural areas, and also by the lack of a clear understanding of what rural development is, and how it can be achieved. As Jacobs and Hart (2012: 13-28) have it, the government would like to encourage rural residents to adopt skills that enable them to carry out and support rural development, but the demands for and participation in vocational training also require attention, given government's commitment to better rural service delivery. Investment in rural infrastructure does not automatically translate into rural skills development.

Research is required to reach agreement on how best to conceptualise and integrate rural development and the roles of different sectors. This would entail the identification of crucial drivers in different sectors of the various regions and provinces and an analysis of the skills required over the medium term. What other sectors, besides agriculture, contribute to rural development, how best can they do this and what skills are required? The diversity of skills demanded by rural dwellers and the purposes for acquiring these skills need to be researched extensively. Many rural areas are in need of light industrial development to promote off-seasonal job-creation for farm-workers which can, in some circumstances, cross over into light industrial work.

Case studies of companies highlight the fact that skills development is a resource-intensive activity but the majority of firms rely on informal training methods to tailor their skills needs. There is a need for both skills training organisations and formal service providers to understand the groundwork thoroughly, to grasp the importance of informal training for SMEs and the potential that exists for informal skills development to be recognised by qualifications. The path towards obtaining informal training qualifications should be supplemented by much more stringent evaluation of skills development and policy intervention, providing irrefutable evidence to companies which reassures them that training investments have value and will bring a tangible return on investments (OECD Skills Development studies 2013: 37-139).

A study by (Chukwudi, 2015) suggested there was a need to put in place monitoring and supervisory committee field officers in charge of service delivery, more money should be allocated for training and skills development and there should be an

accelerated approach requiring a combination of training strategies. To this end, emphasis should be laid on, inter alia, efficient service delivery and rural development through proper training of staff, and manpower development.

One study, in an interesting attempt to cut across worn-out interactions, recommended that junior staff members of the management committee have more authority to ensure that training evaluations were carried out after staff training programmes. In addition, junior staff members would observe and evaluate the workplace behaviour of staff by their superiors, to ascertain the impact of training programmes on the performance of the trained staff (Enojo et al 2015: 13).

Chakunda and Chakaipa (2015: 33) indicate that the skill gaps in deficient training systems remain a problem for local government capacity development, while according to Blair (2013) cited by Chakunda and Chakaipa (2015), local government requires good leadership and strategic management, good service provision and good community. The objectives of rural district councils' capacity-building programmes and the empowering of local government are vital.

The intransigence of many capacity-building initiatives, especially in developing economies, is due to a lack of sophisticated planning. Ndlovu, Masuko and Mujuni (2003) cited by Chakunda and Chakaipa (2015) argue that it has become imperative to involve senior members of local government if it is to fulfil the rural development role assigned to this level of government. These include hands-on monitoring of on-site job development and the willingness to learn from experience.

Some managers apply in-house training and the benefits are increased productivity, increased innovation, and market positioning, with an increased level of expertise. However, it is important that senior members of staff are also present during training, since a feature of informal training is that the learning experience takes place through interaction with familiar others. Other sources of informal learning are co-workers, clients and business consultants (De Vos and Willemse 2011: 47).

In addition (De Vos and Willemse 2011: 47), it was noted that there were barriers to medium to highly skilled employee training: providers are often not known, and the training may not be trained to impart information in an easily accessible way.

Recommendations and findings from the study are for the strengthening of education and training systems, as well as supporting skills development in government, who may bring little knowledge and understanding of the dominant dynamics. The survey concludes that the awareness of firms regarding green skills also appears to be limited. Some need for skills upgrading has been foreseen, but there is relatively little knowledge of the areas and the way that training should be implemented. The results suggest that “green” education and training participation is very limited (De Vos and Willemse, 2011: 47).

The research of Tshilongamulenzhe, Coetzee and Masenge (2013 1-16) on the development of learning programme management and evaluation in the context of the South African skills development context highlighted the following:

- There are a number of challenges relating to coordination and management of skills development training projects in South Africa including poor quality of training and lack of mentorship;
- The inconsistent implementation of workplace learning demonstrates that more guidance and improved quality assurance mechanisms are required;
- Furthermore, the study of Mummenthey et al (2012), cited by Tshilongamulenzhe et al (2013: 1), reveal that there is a lack of structured and sufficiently monitored practical work exposure, as well as full exposure to trade, particularly in the case of apprenticeships in the workplace.
- These shortcomings are indicative of management and evaluation weaknesses impacting the South African skills development system and they raise serious concerns about the quality of occupational learning; and
- This study seeks to curtail these management and leadership weaknesses in occupational learning programmes in the South African skills development context (Tshilongamulenzhe, Coetzee and Masenge 2013, 1-16).

Tshilongamulenzhe et al (2013) suggest a “strengthening of strategic leadership focus on organisational leaders who drive human resource development, strategy, monitoring and evaluation of the occupational competence of learning programmes. M.D. Kapur (2014: 25-30) “recommends creating and enhancing the skills development infrastructure, establishment of skills development centres in rural and

urban areas and integration of skills development programmes along with the work duties so that employees can learn beyond their assignments. Skills development always leads to progress of the individual and the kinds of skills and knowledge that acquires may not be applicable immediately but it always proves to be beneficial in the long run. (M.D. Kapur 2014: 25-30)

3.4.4 Impact of training, development and performance management

“Thompson and Strickland (2003: 369) cited by Shumba and Manzini(2014) in this study contended that a learning organisation will train and retrain employees when an organisation shifts to a strategy requiring different skills, capabilities and operating method. Feedback on performance is only given at the end of the year when the final appraisal is conducted, thus the erring employee is permitted to operate poorly throughout the year only to be penalized at the end. If the organisation is to become successful, employee learning must be stimulated and managed not specifically and separately, but constantly in relation to work activities” (Shumba and Manzini 2014).

This study recommends that organisations should be committed to the continuous development of employees and spend considerable time in identifying training and development needs. Ways should be found to communicate operational aims and objectives to all employees. Employees need sponsored training and development programmes which establish “who carries [the] responsibility for what in the identification of learning activity; give[s] employees challenging, interesting and skills stretching assignments and introduce[s] constant job rotation to curtail monotony. [Employees need to be motivated...by encouraging learning through rewarding those who upgrade themselves and ... the organisation should commit itself to acknowledge improved performance. The whole organisation should consider re-engineering the training function so that a radical redesign of the operations is dramatically improved through allocating duties according to knowledge, skills and abilities. This will have the consequence [of focusing training] on how the future should be ...offering relevant constant training and giving employees the opportunity to practise new knowledge and skills gained through decision-making. (Shumba and Manzini 2014)

Training should be such that [it] is aimed at solving the major problems and key requirement in the organisation and to ensure this training should be based on achieving effectiveness and efficiency in the organisation.”

The aim of **training needs assessment** allowing] the organisation to identify and compare the actual level of [the] individual with the desired level of performance that individual is required to perform at its optimum” (Sherazi et al, 2011: 14-36 cited by Ugoji et al 2014). Development opportunities should enable employees to perform better, and allow them to empower themselves and develop their own natural skills. Development does not refer only “to those learning opportunities” which will allow them to be better employees. Development should be a process which enables employees to grow in a general way as well (Ugoji et al, 2014).

Employee training and development are not only linked to improved business results but are also a powerful factor in shaping employee attitudes...The revelations of those training programs are translated into significant approaches to enhance the performance of employees through a learning process that involves the acquisition of knowledge, improvement of skills, concepts, rules, or changing of attitudes and behaviours in organizational settings (AL Kassem 2014: 129-133).

Organisational performance. The study proposes that constructive work-related performance and attitudes depend mainly on the perception of the employees, as the employees think that their organisations are taking care of them . However, the same applies to the social exchange model, suggested that the emotional agreement between employer and employee is the central element of organisational performance. In addition, social exchange theory was originated by organisations when they decided to care for the interest of their employees. Employees respond with optimistic attitudinal and behavioural replies which are supportive to their organisation (Settoon, Bennett and Liden 1996 cited by Jehanzeb and Bashir, 2013).

Companies should realise that experienced employees are important assets and companies have to suffer the challenge of retaining them. Therefore, companies which are providing training and development programs to their employees are achieving success in retaining them. The study observed that training leads to important benefits for individuals and organisations. The existing analysis of literature proposes that

these benefits vary for individual and organisational performance (Jehanzeb and Bashir 2013).

3.4.5 Training needs analysis

Lastly, researchers Ferreira and Abbad (2012: 79) focus on training needs assessment, both current and future, showing how to systematize training needs assessment processes, including practices, and to research the effectiveness of current training needs assessment on informal learning. Also, they identify needs which have to be epistemologically refined and answered through proper research so as to effectively assess the impact of training and development on formal and informal learning settings. This may give more rational pointers on how organisations can manage a skills shortage or learning needs at the workplace through proper training needs assessments (Ferreira and Abbad, 2012: 79).

Most training and development programmes fail or are improperly conducted because rigorous learning needs assessments are not correctly linked to organisational business processes. The areas under study (Al-Kassem, 2014: 15) include the assessment of training needs, evaluation of training programmes and development to be designed in a manner that contributes to organisational effectiveness. Training and development are viewed as the acquisition of knowledge, competencies and skills, and aim at improving performance in current jobs, including adult learning theories and their applications, instructional systems designs, train-the-trainer programmes, and instructional strategies and methods.

3.4.6 Gaps or inconsistencies in literature review

According to Bryman (2012: 98-111), reviewing the existing literature before the study is undertaken is of paramount importance. Therefore, the most obvious reason for reviewing literature is that you want to know what is already known about the study, to acknowledge existing research findings, gaps, implications for business executives and leaders as well as future research recommendations.

In addition, to sum it up, existing literature is not about reproducing the opinions and theories of other researchers, but rather interpreting what they have written and openly declare what is already known in the field of study, what concepts and theories are relevant, what research methods or strategies have been employed in the study, to

note significant controversies and point out any inconsistencies in findings relating to the study (Bryman, 2012: 98-111). The studies analysed above have shown that transfer concept has been widely researched for the last 40 years with consistent findings that “transfer’ has always been complex and difficult (Wenzel and Codery 2014).

The findings of the studies need to be further enhanced in the sense that the overall concern of these studies was that training is at most times not tailor made for employee personal development or training is developed in a manner that doesn’t enable the employee to grow. Studies also shows that organisational training needs assessments and evaluation of impact of development programs have always been problematic.

In addition, a cumulative understanding of what is known about the subject through applying techniques of research synthesis , which may include meta- ethnography which is used to synthesise and analyse qualitative research and other secondary sources on a phenomenon that has been extensively studied, providing counterpart to meta-analysis in quantitative research. The synthesis is focused primary on the interpretations’ and explanations offered by studies that are included, rather than on the data that these studies are based on. The meta- ethnographic researcher thus interprets existing studies, compares them and shows how they relate to one another (Bryman and Bell, 2011: 97).

3.5 Training and skills development theories

There are many theories associated with training and skills development. Only relevant theories on training and skills development will be discussed here.

3.5.1 Systems thinking theory

According to Graig and Kohl (2014: 125-130), learning design needs a strategic and whole systems approach to ensure a holistic, integrated learning strategy and architecture. According to this theory, there should be proper structure for growth in an organisation. Employing this approach, the organisation is expected to have a clear strategy for learning (and creating a learning culture) which has a scorecard and goals, measures, targets and timelines and is aligned with the organisation and HR Strategy; learning strategies and approaches are continually reviewed, aligned to best practice, possibilities explored and key lessons from the past shared and integrated into future

plans; systematic and strategic thinking theories are core competencies of senior leaders who understand the various factors having an impact on an organisations ability to adapt and change; buy-in and commitment to the learning strategy and the executive support it requires by all senior leaders in the organisation (Graig and Kohl 2014: 125-130).

3.5.2 Kirkpatrick theory

Kirkpatrick theory is relevant to skills and development in the organisations. This theory assist to evaluate training programmes. According to Enojo, Ojonemi and Omisore (2015: 7-8), Kirkpatrick (1967) maintained that trainers should endeavour to collect four types of data when evaluating training programmes (generally referred as the four criteria of training and evaluation) and these are Reaction, Learning, Behaviour and Organisational result. Bird & Cassel, (2013: 240 -253). The Kirkpatrick theory seek to achieve the following results:

- The impact that an individual, with an improved knowledge and capability has made to a specific job role or team
- The wider impact on business (maybe in terms of improved process or increased profitability).

The Kirkpatrick evaluation: Kirkpatrick theory and evaluation model have now become the most widely used and popular model for the evaluation of training and learning and it is now recognised as an industry standard across the HR and training communities.

3.5.3 Social Learning Theory

According to Botha et al (2013: 204-224), Coetzee et al (2013: 216) Shumba and Manzini, (2014: 5) and Erasmus et al (2013: 130) indicate that according to Social Learning theories, people learn from their interactions with other people. Vygotsky is a well-known proponent of the social learning theory. His theory is viewed as an extension of Piaget's development theory. This theory emphasized the role of language and culture in developing thinking. The idea (is) that all learning occurs in a cultural context and involves social interactions. Students learn best from an expert or facilitator.

Social learning helps us to observe the consequences of certain behaviours of others in a social setting. In addition, Social Learning theory introduces the concept of the role model. It suggests that people will seek to model themselves on others who they perceive to be successful.

Botha et al (2013: 204-224) postulate that social learning theory or observational learning is a refinement of behaviourist and cognitive approaches. People learn by observing other people. By observing, they acquire knowledge, beliefs and attitudes and learn rules and skills. The social learning theory introduces the concept of the role model. It suggests that people will seek to model themselves on others whom they perceive to be successful. They will try to imitate the behaviour of their role models.

3.5.4 The Theory of Mentoring and Coaching as management support

According to Coetzee et al (2013: 222) the concept of coaching is used to describe one-on-one relationship between a manager and an individual employee. The aim is to develop or enhance the employees' performance. This form of learning relies on one individual (manager or supervisor) teaching a particular skill to the employee, through demonstration. The employee literally sits next to the coach to watch and practice under guidance.

According to various authors such as Botha et al (2013) and Coetzee et al (2013: 222), Herholdt (2012: 7-73), Coetzee et al (2013: 222), Erasmus et al (2013: 285), Schultz and Van Der Walt (2015:102-104) and Barker (2012) in their discussions gave an insight into how coaching and mentoring are applied in organisations:

- Mentoring and coaching are growing in popularity as learner-centred development tools.
- Mentoring refers to a relationship in which a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff.

3.5.5 Instructional design theory

Reiguluth (2013: 71) instructional design theory is a theory that offers explicit guidance on how to better help people learn and develop. The kind of learning and development may include cognitive, emotional, social and spiritual. It describes how learning occurs. Instructional design theories are more directly and easily applied to educational problems, for example they describe specific events outside of a learner that facilitate learning (i.e. methods of instructions) (Reiguluth, 2013: 71). This theory is also relevant to skills and development in the municipalities because newly appointed employees should be guided to perform better in the organisation.

3.5.6 Leadership and management theories

According to Erasmus et al (2013: 269) the training and development of managers is of the utmost importance in the organisation. Managers help organisations achieve their goals through the joint efforts of their subordinates. Furthermore, there are four learning styles for managers: Diverger – characterised by concrete experience and reflective observation, Assimilator – characterised by abstract conceptualisation and reflective observation, Converger – characterised by abstract conceptualisation and active experimentation and Accommodator—which is characterised by concrete experience and active experimentation. Moreover, McGrath & Bates (2013:28-75), Swanepoel et al (2014:388) suggest that leadership and motivation work closely.

3.5.7 Sociocultural Motivational theory

Lee et al (2014) indicated that theorists have suggested that motivation is social in nature. It relates to the reform of education. Moreover, Noe (1986), cited by C Lee et al (2014), indicated that Vrooms expectancy theory and Bandura (theorists) introduced the concepts of motivation to learn and motivation to transfer into transfer studies. In addition, briefly motivation to learn is the desire to obtain knowledge and skills through training. Motivation to transfer can be understood as the desire to apply acquired knowledge and skills to the performance of jobs tasks (C Lee et al 2014).

3.5.8 Situational Leadership theory

Graig and Kohl,(2014:53) defined leaders as learning champions, because they are supposed to be equipped with knowledge, skills, behaviours and mind-sets to be

learning champions. According to Schultz and Van der Walt (2015: 44) situational leadership places an emphasis on the following key characteristics:

- **Coaching:** where a leader provides high levels of both direction and support
- **Directing:** where you provide high levels of direction but a low level of support
- **Supporting:** where you provide high levels of support but low levels of direction
- **Delegating:** where you provide low levels of support and low levels of direction

Swanepoel et al (2014: 392) listed the following four specific aspects under leader behaviours:

1. Telling – the leader defines roles and direct people how to execute their tasks;
2. Selling- the leader provides both directive and supportive behaviour;
3. Participating – the leader and follower share in decision making, with the main aim of the leader being to facilitate and communicate;
4. Delegating – the leader provides little direction or support.

3.6 Effective management of skills development

Botha, Truman & Tshilongamulenzhe (2013: 204) clarify that how people learn and how they acquire skills for effective job performance are important considerations for the design, delivery and management of effective learning programmes. Knowing how people learn can help managers to diagnose performance problems, assess training needs and identify developmental strategies.

In the previous section, I listed key findings, gaps and recommendations from a variety of sources and research studies relating to my research. The learning transfer from training to workplace, performance and changed behaviour are all complex processes. Therefore, my questions will be to indicate what are appropriate strategies employed by organisations in the implementation of skills development? The OECD Research Report (2013: 50) shows that management skills were the most identified need by firms in all countries because the ability to assess skills and training needs rely on managers and this was identified as barrier to training activities.

To Rodgers (2014: 6) it is important that organisations focus on the understanding of the existing skills which trainees bring with them to the company and the need for a twin-track approach to skills development rather than one-size-fits-all programme.

For Chakunda and Chakaipa (2015: 2) evaluating capacity building should be based on more open flexible ways of monitoring the results of other activities and also more open flexible way of monitoring that also takes into consideration, self-improvement and co-operation.

According to Enojo et al (2015: 1), the most prized and valuable asset of any organisation is undoubtedly its workforce. However, for the workforce of any organisation to perform optimally, effective and efficiently, it needs to be equipped with the relevant skills, knowledge and attitude, hence the need for training and development programmes. (Flippo, 1984), cited by Enojo et al (2014: 1)

3.6.1 Integrative Transfer of training Model

According to Corominas (2014), transfer of training to the workplace is often analysed by different models whose aim is to evaluate the impact of training on individual performance. Punia and Kant (2013: 161) pointed that training transfer models neglect the evaluation of organisational impact and that more research is required. Topno (2012:20) argued that most evaluation models including the widely used “Kirk Patrick” has the most limitations when tested in organisations such that it is incomplete or complex in evaluating behaviour and individual results. Researchers Kulkarni (2013:41), Wenzel and Cordery (2014) also insisted that evaluation of training in most firms remained underdeveloped. Pallares (2012) agree that we know very little about how this competitive advantage in training unfolds in the workplace.

Extension of the integrative transfer of training model to a rural district and other similar sized municipalities to include the evaluation of organisational impact will improve service delivery. At present the School of Government and provincial academies conduct training and skills development in a one-size-fits-all type of approach, and this has frustrated policymakers and academics in local government for a long time. This argument is supported by Sebola (2013: 633-640), who indicates that training and skills development in the public service and local government adopts a one-size-fits-all approach and that some services providers and universities often neglect local government content when conducting training for South African municipalities. Likewise, as indicated earlier, local government has no institutionalised training and skills development system linked to employee performance management to improve service delivery.

For the purposes of this study the proposed model allows us to get to know the effectiveness of training, which identifying variables that may act either as facilitators in dealing with barriers to concerning learner training activity design and delivery of training to the workplaces.

Likewise, resource availability, supervisors, mentorship, management coaching, and linking of training to organisational programmes are the main barriers to learning transfer in the South African public service. The researcher presents a modified integrative transfer of training model which engages with the organisational impact reflected below and shows how it should be applied by the municipalities with an additional focus on the evaluation of organisational impact.

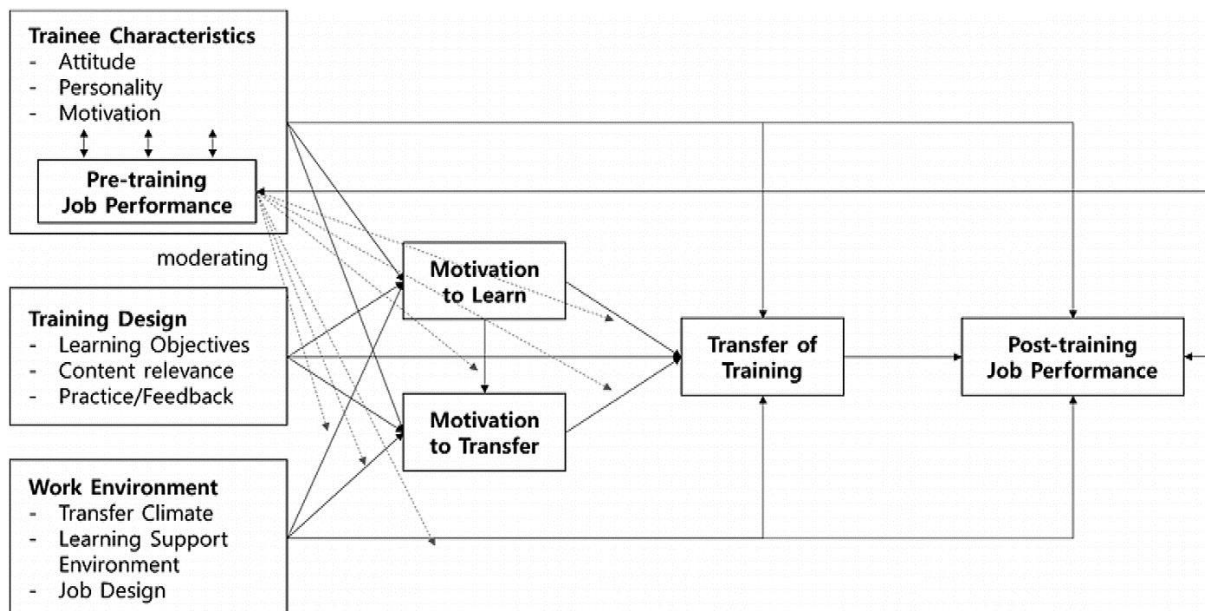


Figure 3.1 - Integrative Transfer of training Model

Source: Lee C, Lee H, Lee J and Park 2014: 2841

Subsequent to the model developed by Lee et al (2014), the researcher presents a modified model in Figure 4 (below) proposing enhancement of existing model shown above as Management Integrative Transfer of Training model with an additional focus on the evaluation of organisational impact.

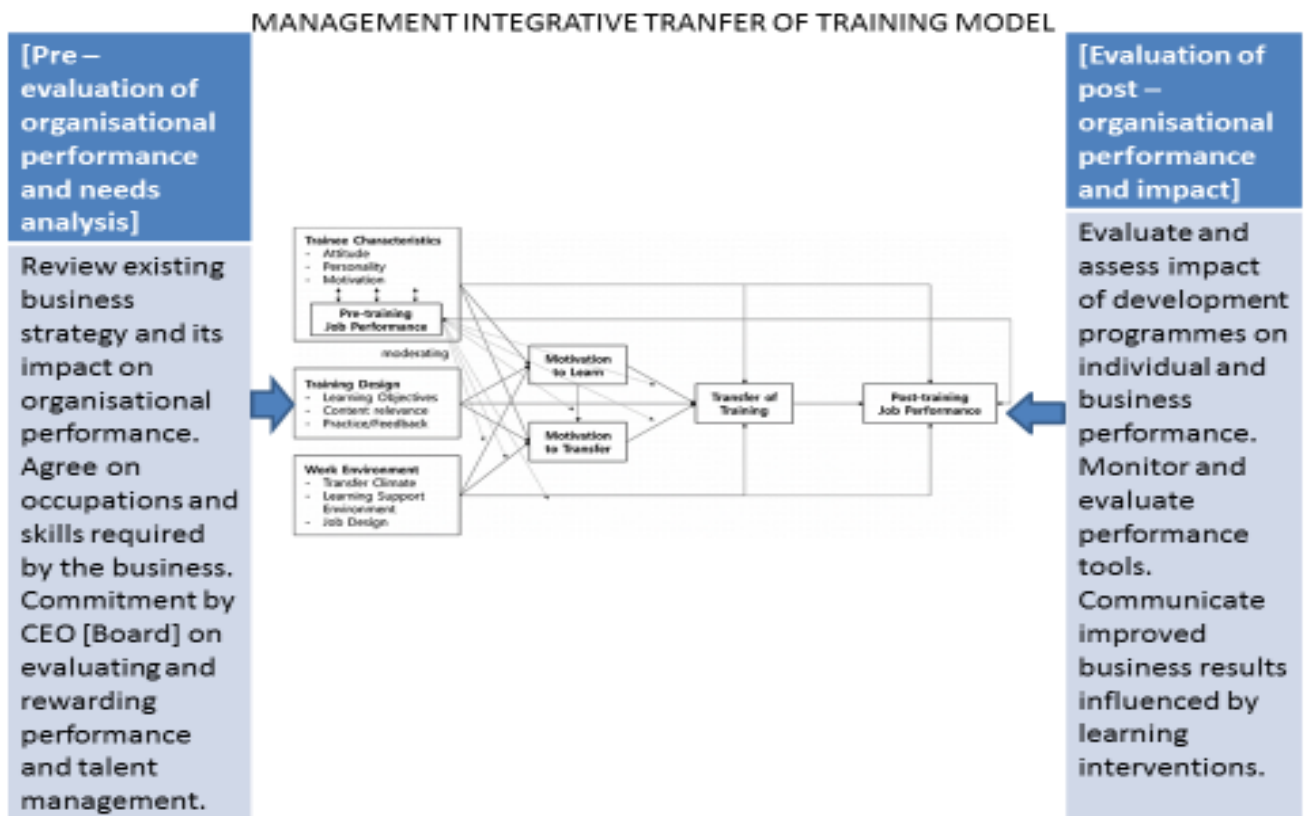


Figure 3.2 – modified Management Integrative Transfer of Training model with additional focus on evaluation of organisational impact (Researchers own construct)

Lee et al (2014) proposed an integrative transfer of training model. The model is presented in (figure 3), showing how the pre-training job performance of trainees not only exchanges effects with personal characteristics, but also moderates the relationship between work environment and transfer training. In addition, pre-training job performance is assumed to moderate relationships amongst motivation to learn, motivation to transfer and transfer of training (Grossman and Salas 2011). The limitation of integrative transfer of training model is that it does not consider other training and development strategies. The existing model focus mainly on individual post training job performance and not placing an emphasis on pre and post evaluation organisational performance and impact.

Wenzel and Cordey (2014) indicate that for the past 40 years transfer research has been always complex and that it remained difficult to link transfer training and evaluation of its impact.

The modified integrative transfer of training model, with a new section on the evaluation of pre and post organisational impact, will contribute to the new knowledge which is currently not existent in the South African municipalities. Through this modified model, employees will be compelled to “transfer” their knowledge and skills learned in a training session back to their jobs, and managers will have to evaluate the impact of skills development programmes on overall organizational performance and service delivery. This will assist municipalities to achieve their mandate, which is service delivery to their constituencies. Considering the evaluation of organisational impact on the Integrative Transfer Model will give municipalities a yardstick to measure their progress in terms of what they are expected to achieve. In addition, this will help to measure the impact of training and development in the municipalities. The municipalities will also employ the integrative training transfer Model to measure the impacts of training and skills development which are currently non-functional in the municipalities.

Therefore, the importance of training transfer cannot be overemphasized. Organizations spend millions each year on training, yet only a fraction of that investment results in improved performance if training transfer is not supported by stakeholders (i.e. any individual or group who has a “stake” in the transfer of training). These include managers, employees and communities served by the municipalities. Stakeholders also assume responsibility for supporting transfer. The goal of training is not simply to gain knowledge and skills, but also to transfer learning into performance, which in turn leads to improvements in results or organisational performance.

3.7 Conclusion

In this chapter the researcher has presented definitions, the importance of training and skills development in organisations, learning theories, models and variety of research studies relating to my area of research.

It is clear from this chapter that the learning transfer from training to workplace and its impact on both individual and organisational performance is the complex process. Therefore, the questions are to establish whether training provided in companies has had an impact on individual performance or not. If it had an impact, what were the management processes adopted by companies in the delivery of training and skills development programmes and checking what companies are recommending managers should do to ensure that training provides transfer to workplace, improves individual or organisational performance, changes behaviour and establishes evaluation or training strategies used by such firms.

The researcher summarised theories such as the Kirkpatrick evaluation, social learning, experiential, cognitive, transformative, systems thinking, and management coaching and mentorship theories. Moreover, the integrative transfer of training model, Kirkpatrick evaluation, mentorship and coaching theories proved to be useful for companies which aspired to invest in training and skills development. The integration of these systems into one integrative transfer model will eventually empower and strengthen the roles of line managers in the implementation of training and skills development in rural district municipalities and ensure measurable impact on service delivery.

Research studies have shown that skills development in rural district municipalities is often neglected, underdeveloped and poorly coordinated, and it came out strongly that managers are the right people to ensure that talent for inexperienced graduates, youth and women are nurtured and integrated into the local government system through artisan and internship programmes and formal training programmes. Managers need to be empowered to enable them to conduct proper training needs, skills audits and performance management of employees on their job agreements at the local level. This is illustrated in the example of figure 3.3 below.

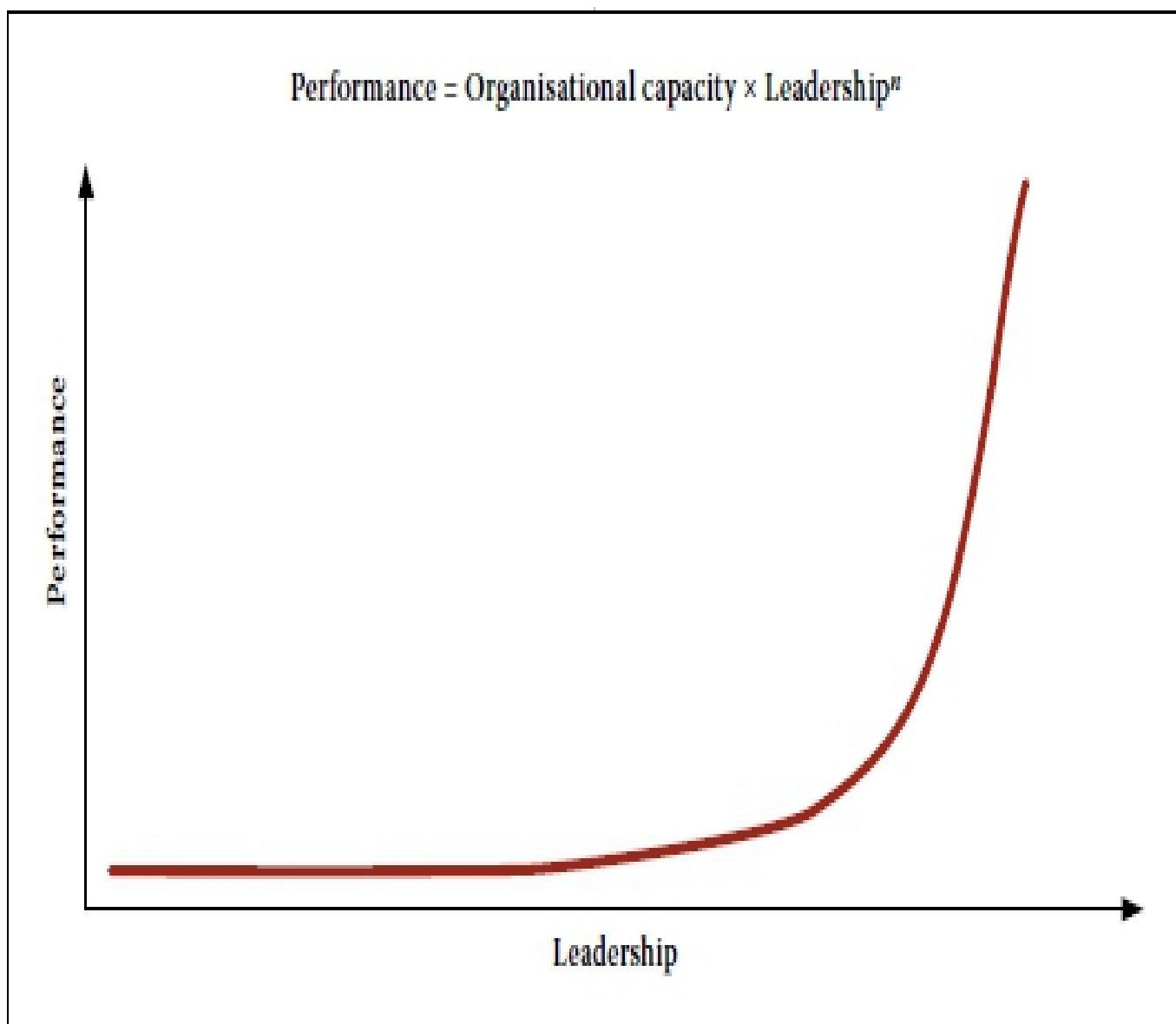


Figure 1 Relationship between Performance, Organisational Capacity and Leadership (MDB 2012)

Figure 3.3 :Desired Relationship between Performance, Organisational Capacity and Leadership Analysis (Source : MDB 2012)

The above relationship is the desired outcome of improving organisational performance, Organisational Capacity and improving management in municipalities.

CHAPTER FOUR

RESEARCH METHODOLOGY / DESIGN

4.1 Introduction

In the previous chapter, theories and analysis of research findings on training and skills development studies were presented. The purpose of this chapter is to provide the research methodology. There are two approaches of research methodology, namely qualitative and quantitative. In this research, a qualitative research method was adopted.

4.2.1 Research methodology

Data was collected in the form of interviews with the employees and managers of Umzinyathi District, which comprises Nqutu, Msinga, Dundee and Umvoti Local municipalities, line managers responsible for approving training and skills development, the training specialists or Skills Development Facilitators (SDFs) responsible for co-ordinating training and the last focus group of employees who received training. The study focused on the role of line managers in the implementation of skills development at the district municipality and its impact on service delivery adopted qualitative methods.

This research was conducted at the Umzinyathi District Municipality. The researcher evaluated the role of line managers in the implementation of skills development at Umzinyathi District Municipality and its impact on service delivery.

4.2.2 Secondary research

The researcher used secondary data that has already been produced which was qualitative and quantitative in nature. In particular, the researcher relied on sources that have been published very recently which reflect the current theories and understanding of the past. In order to outsource secondary research, the researcher visited university libraries, book shops, municipalities and government websites. Therefore, the researcher accessed and used secondary sources in the form of dissertations, theses, recent journal articles, the Internet, conference papers and academic literature such as books, in order to acquire knowledge and information relevant to training and skills development in rural municipalities. The secondary

research assisted the researcher to prove or disprove an argument theory, set the scene of the research findings, offer general background information and putting the research into context.

4.2.3 Primary research

The researcher used primary research to gather information for the study. During this investigation, the researcher developed an instruments based mainly on the qualitative approach, prepared it and administered it. The researcher used a qualitative approach, since Bryman and Bell, (2011: 51) indicated that it is a flexible form of investigation in natural settings, and the researcher is involved with the participants, providing rich, deep and thick data. Qualitative research seeks to get participants' viewpoint, a deep understanding of the context and a micro or small scale explanation. The researcher gathered raw data in the form of interview notes, transcripts of focus groups and answers to open-ended questions. In this study, qualitative data was collected from the participants through interviews and focus groups.

4.3 Sampling strategy

Purposive sampling is one technique that is often employed in qualitative investigation; subjects are selected on the basis of expertise in the subject that is being investigated. It is important that the subjects are chosen in such a way that they reflect the diversity of the population (Sekaran and Bougie, 2013 :270).

The core sampling of this study is as follows:

- 10 Corporate Services Line Managers responsible for approving training and skills development programmes at Umzinyathi District Municipality;
- 10 Skills Development Facilitators (SDFs) or human resource development practitioners or training managers responsible for co-ordinating training and skills development programs at the district municipality;
- 16 employees who attended training at the district municipality;

The total of the sample for this study is 36 participants.

4.4 Data collection instrument

Qualitative data in this study was generated from interviewing. An interview is a two-way conversation and purposive interaction in which the interviewer asks the

participants (the interviewee) questions in order to collect data about the ideas, experiences, beliefs, views, opinions and behaviours of the participant. This study conducted in-depth interviews, and transcripts notes are attached as **Appendix C**.

In this study, Umzinyathi District Municipality employees were interviewed in their local municipalities, namely Dundee (Endumeni), Nquthu, Mvoti (Greytown) and Msinga building offices.

Structured interviews were developed for the purposes of gathering information. The structured interviews were developed in order to answer the research questions. In other words, the information gathered should be able to give us the information to answer the research questions. Three set of interviews were developed. The first set of interviews was aimed at collecting information from responsible line managers for training and skills development in Umzinyathi District Municipalities. The interviews measured the following issues:

- Perceptions of training offered to Umzinyathi Employees;
- Importance and benefits of training and skills development at Umzinyathi District Municipality;
- Impact of training and skills development on service delivery at Umzinyathi district Municipality;
- Administration and management of training and skills development at the Municipality;
- What informs training and skills development of employees at Umzinyathi and how to assess the relevance of training to be attended by the employees;
- The role of mentoring and coaching in a human resource development strategy;
- The role of line managers in the process of skills development in a district municipality;
- Challenges encountered in the administering or delivery of training and development in Umzinyathi District Municipality;
- Recommendations to address those challenges;
- Recommendations to improve training and development at Umzinyathi District Municipality.

The second set of interviews was aimed at collecting information from Skills Development Facilitators (SDFs) or human resource development practitioners and

managers who are responsible for coordinating training and skills development in different local municipalities of Umzinyathi District Municipality. The interviews measured the following matters:

- Perceptions of training offered to municipal employees;
- Importance of training and skills development of employees in the district municipality;
- Impact of training and skills development on service delivery at Umzinyathi District municipality;
- Administration and management process of training and skills development at the municipality;
- The role of mentoring and coaching in a human resource development strategy of a municipality;
- The role of skills development facilitators in the process of skills development in the municipality;
- What informs training and skills development of employees at the municipality and what is the relevance of training to be attended by the employees;
- Challenges encountered in the administration of training and implementation of skills development programs at the municipality;
- Recommendations to address those challenges;
- Recommendations to improve training and skills development at the municipality.

The third set of interviews was aimed to collect information from employees who attended training at the various sections of Umzinyathi local municipalities.

- Opinion and perceptions of training received;
- Value of training received;
- Challenges experienced when attending the training;
- Recommendations to address challenges experienced;
- Advice to improve training and skills development at Umzinyathi.

4.5 Qualitative data analysis

According to Van Wyk (2013), a qualitative data analysis is often in the form of written language. Reading the data sentence to identify the story line does this. Sentences or paragraphs which support the story line are then underlined (Van Wyk, 2013). The first

step in data analysis is therefore the reduction of data through coding and categorisation. The purpose of coding is to help a researcher draw meaningful conclusions about the data. Coding begins with selecting the coding unit. In this study, the researcher coded data that was gathered and reduced, rearranged, and integrated to form meaningful interpretation.

Based on the coded data, central themes were identified, as well as categorised and subcategorised. In this study, the researcher used thematic analysis for analysing data. The researcher also used direct quotations from the raw data to augment the findings. In this study, data collected was transcribed and transcribed information was further interpreted and analysed in the next chapter (All the transcripts are attached as Appendixes A -C). Before analysing data, the researcher discussed data corpus, open and axial coding, identifying and analysing the themes, and tabular data presentation. For more information on the above issues check Chapter 5, first section.

4.6 Validity and reliability

In a qualitative study the data-gathering instrument is frequently the researcher himself. Thus questions of researcher bias and researcher competency, if unchecked, may influence the trustworthiness of data considerably. Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In order to measure whether the research questions were valid for the desired objectives, the researcher conducted a pilot study. Based on the findings of the pilot, amendments were made to adjust the questions accordingly. Bryman (2012: 390) indicates that the reliability and validity of a qualitative study is measured simply by assessing the quality of the qualitative research.

The validity and reliability of qualitative research is based on trustworthiness and authenticity. Trustworthiness is made up of credibility, transferability, dependability and the conformability of a qualitative study. In order to encourage validity and reliability, the researcher provided the participants with certified research instruments and stamped by each local municipality. In this study, the researcher consider individual's wellbeing by not including their names in the study. Protecting the privacy of study participants is a core tenet of research ethics. It is usual practice to change

the names of study participants when publishing qualitative research. In order to achieve that alphabets **A-P** were used to represent the participants.

According to Sekaran and Bougie (2013) reliability refers to exact replicability of the processes and the results. They further indicated that there are five steps that one should follow in order to address the reliability of the study. The researcher used some of the steps such as designing interviews and focus groups for data collection. Furthermore, specific questions relevant to the topic were used to collect data.

4.7 Limitations of the study

Qualitative research is viewed as having the most limitations. The information was collected from employees of the identified Umzinyathi District Municipality. The interviews were conducted on local municipalities of Umzinyathi District Municipality, such as Nquthu, Endumeni, Umvoti and Msinga Local Municipalities. According to Walliman (2011: 43), in order for the study to be carried out successfully, a jurisdiction or location of the study needs to be clearly specified. A limitation associated with qualitative study is related to validity and reliability (Simon and Goes, 2013:7).

The study is the assessment of implementation of skills development and impact on service delivery at Umzinyathi District municipality in KwaZulu Natal Province. The study is designed to assist rural municipalities that share the same features as Umzinyathi District in KwaZulu Natal which accounts for the highest number of deep rural municipalities than other provinces. This study can also be applied to municipalities with service and delivery infrastructure backlogs in water, electricity, roads, sanitation and the shortage of skills. In addition, the research can be applicable to other similar sized rural district municipalities that have the same features of service delivery backlogs.

Results of this study can only apply to other similar sized rural district municipalities in the country characterized by the presence of at most one or two small towns in their areas, communal land tenure and villages or scattered groups or dwellings and typically located in former homelands or traditional councils with the same trends in service and delivery infrastructure backlogs. The district was chosen because it is one

of the largest rural district[s] in the province and can be described as representative of other similar sized municipalities in the country.

4.8 Measuring instruments and pilot study

Creswell (2013: 43), Walliman,(2011:43) and Van Wyk (2013) indicates that the pilot study is an experiment intended to test the feasibility of the research using relevant instruments on a smaller size of the population. The pilot study was conducted with the employees of the district municipality and presented with such as the following:

- 4 Corporate Services Line Managers responsible for approving training and skills development programmes at the municipality;
- 4 Skills Development Facilitators (SDFs) or Human Resource development practitioners or training managers responsible for co-ordinating training and skills development programs at the municipality;
- 6 employees who attended training and development programmes from Umzinyathi District Municipality;

The results of the pilot study through a measurable instrument will indicate whether the instruments for data collection need to be strengthened or not. The findings of the pilot study are attached as **(Appendix A)**. The findings of the pilot study revealed that the designed instruments would yield the expected results.

4.9 Ethical consideration

Bryman (2012) listed the following ethical considerations in a qualitative study: Ethics provide the researcher and field workers with guidelines and rules of behaviour that enable them to conduct research in a morally acceptable manner. In this study, the researcher was guided by the following research ethics:

4.9.1 Ensuring participants have given consent

The participants according to Van Zyl (2014) should be given enough information pertaining to the study before data collection. In this study, the participants were given adequate information on the aims of the research, the procedures that were followed and the credibility of the researcher and how the results will be used so that they make an informed decision on whether they want to participate in the research or not (Bryman (2012)).

4.9.2 Ensuring no harm to participants

Refraining from harm is a general ethical idea; the researcher has specific considerations when it comes to this moral rule of thumb. Researchers must treat the people in their samples with care and ensure that the information collected is never used to harm the subjects. Ethical researchers should also avoid the conflict of interest that may come from the institution where research is conducted.

4.9.3 Ensuring confidentiality and anonymity

Information on subjects should be regarded as confidential unless otherwise agreed on through informed consent. In this study the researcher treated all the information obtained as confidential and anonymous.

4.9.4 Ensuring that permission is obtained

For research conducted at an institution, such as the private or public sector, approval for conducting the research should be obtained before any data is collected. In this study, the researcher sought permission from the head of Department of Co-operative Governance and Traditional Affairs to conduct the research at the UMzinyathi District Municipality in KwaZulu-Natal province.

4.10 Conclusion

In this chapter, research methodology based on a qualitative approach was presented. In order to collect data, interviews were conducted in the UMzinyathi District Municipality. In-depth interviews were conducted with 36 employees of the municipality. The next chapter will analyse the discussions and the presentations of the findings.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE RESULTS

5.1 Introduction

In the previous chapters the researcher presented the research methodology employed in this study. The purpose of this chapter is to discuss the results of the findings of the study. The analysis is based on the responses relating to the role of line managers in the implementation of skills development at Umzinyathi district municipality and their impact on service delivery. This study assesses the training and impact of training and skills development on service delivery at Umzinyathi District Municipality. This chapter presents the findings of the study. The study was conducted through in-depth interviews with 10 line managers, focus group interviews with 10 skills development facilitators and focus group interviews with 16 employees who received training and skills development at the district municipality.

Thematic analysis. The researcher employed a thematic approach in data analysis. Thematic analysis is a method of qualitative analysis in which themes are identified based on recurrence, repetition, and forcefulness of information. Furthermore, thematic analysis is a method for identifying, analysing and reporting patterns. Understanding the meaning of the data by identifying and analysing themes is a technique shared across qualitative data analysis approaches (Howitt & Crammer, 2010:328). According to Creswell (2014), Leedy and Omrod (2014:141) a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set. Thematic analysis is a general approach to analysing qualitative data that involves identifying themes or patterns in the data. Before analysis data, the researcher discussed data corpus, open and axial coding, identifying and analysing the themes and tabular data presentation.

Data Corpus. Data corpus refers to all data collected for a particular research project (Creswell, 2013). The researcher used interviews and focus groups to collect data from the selected employees in the municipalities. In this report, data collection consisted of different responses from individual data items within the data corpus. Some of the responses are similar, whereas other responses differed. Secondly, your data set

might be identified by a particular analytic interest in some topic in the data, and your data set then becomes all instances in the corpus where that topic is referred to. The researcher combined these two approaches to produce this data set. Data items are used to refer to each individual piece of data collected, which together make up the data set or corpus. In this report, the researcher combined each individual response which together made the data set or corpus. In this report, the researcher translated and transcribed interviews, then read and reread the interviews in their entirety, reflecting on the interviews as a whole. In this report, the researcher identified themes and patterns in the data collected. The coding of data helped the researcher to draw meaningful conclusions about the data.

Open and axial coding. Coding includes words, sentences, paragraphs and themes. Furthermore, the researcher employed open coding and axial coding in terms of analysing data. In open coding the researcher checked for distinct concepts and categories in the data which formed the basic units of the analysis. The researcher broke down the data into first level concepts, or master headings and second level categories or subheadings. Furthermore, axial coding was also employed. In this process the researcher re-read the text and confirmed that the concepts and categories were related (Creswell, 2014). The researcher transferred final concepts and categories into a data table in the coding process, including words, sentences, paragraphs and themes. In this report, the researcher reduced data through coding and categorisation.

Identifying and analysing themes. Understanding the meaning of the data by identifying and analysing themes is a technique shared across qualitative data analysis approaches. The data being analysed in this document were interview transcript and field notes. The researcher systematically searched and arranged the transcripts and field notes and accumulated an increase understanding of the data collected.

The researcher followed the six steps proposed by Howitt & Cramer (2010:328) in terms of analysing data, as follows:

- Familiarizing yourself with your data
- Generating initial codes

- Searching themes
- Reviewing themes
- Defining and naming themes
- Producing the report (Howitt & Cranner, 2010)

All these steps were followed by the researcher in order to make meaning of the data.

Tabular data presentation. A tabular data presentation is the clear organization of data into rows and columns to facilitate communication. Tables can clearly convey large amounts of information that would be cumbersome to write in paragraph form. The researcher designed the tables, which are easy to interpret, and arranged or grouped data for clarity. In this report, the tabular data presentation was clearly organized into data rows and columns to facilitate communication.

5.2 Findings and discussions pertaining to 10 line managers

In this section, data was collected from ten (10) line managers on their role and involvement in the implementation of skills development programmes at Umzinyathi District municipality.

Table 5.1: Opinions of line managers of Umzinyathi District Municipality about skills development programmes offered for employees which impact on the municipality

Based on the above question the following themes were generated:

Participants	Theme one: Training not properly conducted	Theme two: Properly conducted	Theme three: Not performance based	Theme four: Incompetent service providers	Theme five: Competent training conducted by institution of higher learning
Eight Participants	Not properly executed	..... .....	Not performance based	Incompetent service providers	.....
Two Participants		Properly done			Competent training

Training not properly conducted. Data collected from nine managers indicated that training in municipalities was not properly conducted. According to the participants, training should be informed by employee performance management. According to them, a session between the supervisor and the “supervisee” should be conducted as a way of informing the training needs of the employees. Moreover, this derails or affects service delivery, because if performance and training of employees is properly conducted, many problems including the shortage of skills in a district can easily be addressed. This, according to their submission, is a type of skills development or training intervention not necessarily informed by gaps identified through the personal development plans of employees. One of the participants was not sure whether the training was conducted properly or not. Furthermore, the participant’s observation is that when in other cases training is done to address certain problems in the municipality, such programmes are not viable at all.

The data collected through interviews with ten (10) line managers revealed that both training and development of employees in the municipalities are not properly executed. *“I think it is not properly done and we need a right manager for training; I am approving trainings which I think are not relevant to the need of our municipality employees; we need a training specialist to advise us on skills development.”* This is due to the fact that employee training in the municipalities is not aligned to the strategic objectives of the organisation.

Not performance based. According to the majority of the participants training received was not performance-based. Some of the participants confirmed that training was not in line with their job descriptions. *“My first degree was Human Resources Management, but I am of the view that we are not getting it right ; we are training for the sake of training and this is not proper training; there is no PDPs, skills audit, workplace skills plan. It’s a crisis.”* These, according, to the participants, pose a serious threat to the employees and the municipalities, especially by not realising the mandate of the organisation. This is due to the fact that training does meeting the needs of employees and the municipalities. The findings are consistent, in that most training is not relevant to the job and there is no proper mentorship programme to supervise young graduates.

Incompetent service providers. Those who attended training indicated that training was conducted by service providers who were incompetent. This, according to them, is surprising because those services are approved by municipality managers. The results are that municipalities produce employees who are incompetent.

Training done properly. The majority indicated that training was not properly done, worsening the situation by using incompetent service providers, and only two participants confirmed that training and development was done admirably in their municipalities and conducted by competent service providers. *“It is well executed in my own view in this municipality.”* Another respondent disagreed: “I am of the opinion that it is not properly handled because we do not have a person responsible for training and development”.

Institutions of Higher Learning. The two participants are of the opinion that training conducted by higher learning institutions are useful and informative. Data revealed that some of the participants attended training conducted by an institution of higher learning which was helpful. *“I attended a good training programme in development management at the University of KwaZulu-Natal and received a certificate that covers local government issues and the certificate assisted me a lot as a public participation manager”.*

Execute their task responsibly and accountably. All 10 participants indicated that the training was helping managers to execute their task responsibly and accountably. *“I feel it sometimes help managers, though I feel that we do not have proper training procedures in place and we are one of the poor municipalities in the country, but we train our employees and young graduates are sometimes neglected because most of them are artisans and finance specialists. Unfortunately, we do not have relevant managers to supervise their work and they end up leaving the municipality as they feel that there is no proper mentorship programme to supervise their work and others end up working as messengers.”*

Table 5.2 Training and skills development and its impact on the municipality

Based on the above question, the following themes were generated:

Participants	Theme one: improve service delivery	Theme two: Instil discipline and confidence	Theme three: Explore new things	Theme four: increase job satisfaction	Theme five: No impact on skills development
Eight Participants	Improve service delivery	Instil discipline	Explore new things	Job satisfaction	No impact on skills development
Two Participants				To do job effectively and efficiently	

Improve service delivery. According to the participants, training and skills development improve service delivery in the municipalities. All 10 participants indicated that training and development help the municipalities achieve their mandate and improve service delivery. According to them, training and skills development enables managers to do their jobs effectively and efficiently. Some of them indicated that training upgrades the performance of employees in the organisation. *“Training improves performance of an employee and accelerates service delivery.”* Some of the participants indicated *“It improves service delivery and skills within municipal employees. It improves municipal services and service delivery and changes attitude of employees. Training improves performance and makes employees happy and will to stay longer in a municipality.”*

Instil discipline and confidence. The data collected revealed that training instils discipline and confidence in employees. According to the participants, skills development is associated with the promotion of discipline and confidence in the organisation. Furthermore, the participants are of the opinion that skills development increases employee involvement such as the introduction of high-performance work

organization involving devolved decision-making, and reliance on team-based systems.

Explore new things. Data collected from the participants showed that training helps employees as they explore new things and share information with people from other municipalities; it relieves stress and makes them happy as they sometimes treat it as a holiday. *“My opinion is that training offered somehow helps employees and unemployed graduates including managers.”*

No impact on skills development. All the participants indicated that that there is no impact on skills development at the municipality because there are no skills development facilitators and there are no officials appointed to handle training and development matters who understand their work. *“In my view the absence of employee performance management and clear skills development programme derails service delivery. You see on your way to Ekuvukeni and Msinga area people close the road because they were complaining about water and we advised them that we do not have water specialists and they asked us why are we not training and recruiting young people to assist the municipality,”* concluded one participant.

All ten participants cited that there were various important developmental and training aspects which increased job satisfaction and morale among employees; increase employee motivation; increase efficiencies in processes, resulting in financial gain; increase capacity to adopt new technologies and methods; increase innovation in strategies and products; reduce employee turnover; enhance organisational image; reduce risk management; help in addressing employee weaknesses; improvement in worker performance and ensuring worker satisfaction.

Table 5.3: Planning for training and administration and skills development

Based on the above question, the following themes were generated:

Participants	Theme one: Supply Chain process	Theme two: Skills development facilitator and training committee	Theme three: Chief Financial Officer	Theme four: No training specialist
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All Participants	Supply chain	
Two Participants		Committee	Involvement of CFO	

Supply Chain Process. All the participants confirmed that the municipalities followed supply chain process in terms of planning for training and administration and skills development. They indicated that there is a form that line managers normally circulate for all employees to complete and this should be submitted to supply chain management. The participants indicated that *“the form is signed and supply chain management requests quotations from the service providers to provide training in the municipalities. All the participants confirmed that that is the standard procedure which is followed by all the municipalities in terms of conducting skills development and training”*. Data collected revealed that supply chain processes are followed in terms of conducting training and development in the municipalities. However, the process is always derailed by the fact that there are no skills development facilitators. Some of the participants confirmed that there are no training processes in place and they rely heavily on the form.

Skills development facilitator and training committee. Only two line managers revealed that there is a skills development facilitator and training committee in place to discuss all training and development programmes at the local municipality. However, they indicated that there was no training offered to line managers, which is a major challenge. *“The limitation is that there is no training and performance management is not in place and the training offered is not as per an agreement between an employee and a manager.”*

Chief Financial Officer’s involvement. Some of the line managers interviewed the employees to establish the type of training needed. In order to effect training, the line managers work closely with Human Resources and the chief financial officer. *“I authorise the quotations and convene bid evaluations for all trainings in the municipality and appoint a training consultant or service provider for employees, and information is referred to me by a human resources management person for me to decide with the CFO.”*

Some of the line managers indicated that: *“We prepare forms and discuss them with councillors and the mayor of the municipality; we table it at the council and the budget and opposition parties add inputs to it and once approved we engage supply chain to take over the process. I manage those forms and request CFO to budget for employees. I then develop a database of employees who are selected for training and forward to supply chain management. I evaluate quotations and if it is above the threshold, I prepare specification and invite bids from training service providers.”*

No training specialists. According to some of the line managers, there are no training specialists. Therefore their specific role is to *“assist with the budget for training and sourcing of quotations for appointment of service providers in support of the above process”*.

Table 5.4: The processes of training and skills development, including managers’ specific roles and involvement

Based on the above question, the following themes were generated:

Participants	Theme one: No clear management process	Theme two: No performance evaluation system
All Participants	No management process of training	No performance evaluation

No clear management process. All the participants confirmed that there was no clear management process regarding training and skills development. Some of the participants revealed that *“in fact I should have a meeting with my employees to evaluate performance gaps and identify things that will help improve service delivery of a municipality; but my performance is not evaluated.”*

No performance evaluation system. All participants indicated that there was no performance evaluation system of employees at any level. Some training does not engage with employees and therefore cannot provide proper development within the municipalities. *“Some of the respondents suggested that “If we had a process, an SDF should have communicated with employees and staff advised, including myself, for proper engagement. I do not have a role to play in the whole process. Training is*

not discussed at the management level and I have no role to play there as earlier submitted, since there is no structure in place. I have a specific role of signing of forms and forwarding to supply chain management as and when there is a training request by municipal employees or managers.”

Table 5.5: What Informs training and skills development programmes in your municipality

Based on the above question, the following themes were generated:

Participants	Theme one: Informed by IDP	Theme two: Informed by the needs of the employees
Three Participants	Integrated Development Plan.	.....
Majority seven Participants	.....	Needs of the employees

Informed by an IDP. Three out of ten line managers confirmed that their training and skills development are informed by Integrated Development Programmes. This, according to them, should be communicated through public participation meetings. The other seven line managers revealed that *“a form is circulated advising all employees to communicate training requests with human resource section and we do not discuss such in a skills development committee.”*

Furthermore, *“We take forms from individuals and put them together in files and those requests inform training and development in a municipality. It is a form that we instruct employees to complete on a yearly basis that inform training.”*

Table 5.6: Assessment of the relevance of training to be attended by the employees

Based on the above-question, the following themes were generated:

Participants	Theme one: No instrument	Theme two: No standing program to assist
All Participants	No instrument to evaluate

Majority Participants	No program to assist
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No instrument to measure the relevance of training. According to all managers interviewed, there is no instrument to evaluate, assess and monitor the impact and relevance of training within the municipality. The participants indicated that *“There is no tool to assess or instruments to assess the relevant of training including inexperienced graduates; some inexperienced graduates complained to me that they end up acting as messengers having completed internal audit degree and training or work exposure they are getting is not helping and they are doing this for a stipend of R3 000 due to shortage of employment opportunities and are applying in bigger cities and companies where they hope; they might be valued”*.

No program to assist. Some of the participants indicated that *“I feel that our inexperienced graduates are not supported as we had no standing program to assist them. We do not assess training. Unfortunately, there is no assessment tool for trainings I approved and for young graduates; managers and employees; we compile a list of people who have attended and money spent per individual.”*

Data revealed that there is a serious gap in terms of executing training and development in the municipalities. *“The gap is that we do not have a skills specialist in the municipality and we do not have professional people to assist with designing specification for training. There is no one who manages training for inexperienced graduates and some are not necessary doing what they did at school.”* Some of the participants indicated that there was a shortage of policies and people who deal with training matters. Furthermore, the performance system for all employees is also not in place and this affects the issue of selecting training as per training needs.

Table 5.7: The roles mentoring and coaching play in human resource development strategy

Based on the above question the following themes were generated:

Participants	Theme one: No mentoring and coaching	Theme two: Expectations of managers from SALGA	Theme three: Higher exit rate of managers
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All Participants	No existence of mentoring and coaching	No induction programme
Seven Participants	.....	No program to assist	Higher exit of managers

No mentoring and coaching. The majority of the respondents confirmed that there was no mentoring or coaching in the municipality. According to them, this is because that there is no formal human resource and development strategy. The data revealed that *“mentoring and coaching program is not in place and there is no bursary or training policy or any training on human resource development strategy”*. It was confirmed that, to worsen the situation, there is no induction programme to equip newly-appointed employees to familiarise themselves on how municipalities operate in the country. *“Again we are not yet familiar with such concepts in a municipality.”* The majority of participants felt that the failure to provide coaching and mentoring negatively affected skills development. *“I feel sorry for our young graduates as there is no mentorship programme for effective management of interns and artisans, this directly affects service delivery because we have a serious shortage of engineers in our district and this artisan programme was going to eventually address this challenge”*.

Expectations of managers from SALGA. All the participants feel that they need Salga to develop them so that they can manage artisans and financial interns. *“I feel that somehow Seta or Salga needs to train us as managers so that we can ensure that skills development assist our young people who joins the municipality. I also feel that our skills development centres are not aligned to our municipalities, as we train young people at technical colleges and fail to manage them when they come to our municipalities leading to their exit.”*

Higher exit rate of managers. All the participants indicated that the higher exit rate of managers negatively affected both service delivery and the mentoring of young graduates. *“You will be lucky if the municipal manager finishes a year in the municipality and people who destroy municipalities are councillors who lack key leadership skills.”*

5.7.1 The availability of workplace skills plan and their usefulness

No workplace skills. The majority of participants indicated that there was no workplace skills plan in the municipalities. *“I never come across a workplace skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not? We do not have a workplace skills plan; there is no training director here; no SDF and no training committee; no performance evaluation committee and no evaluation of training as I confirmed earlier on.”*

Data revealed that in all municipalities where this research was conducted there was no workplace skills plan. *“There is no workplace skills plan or training procedure manual or process flow. Unfortunately, we do not have a person responsible for training and skills development for a municipality; for employees and external youth; it is a gap. We do not have a skills person to assist; unfortunately not. I am not an SDF; I am helping, yes I do have a data base of courses and employees.”*

Table 5.8: The successfulness of training and skills development intervention and the evaluation of skills development intervention

Based on the above question the following themes were generated:

Participants	Theme one: Positive	Theme two: Mixed feeling	Theme three: Difficult to measure the impact
All Participants	Successful	Not successful	.....
Half of the participants.	..... .....	.....	Difficult to measure the impact

Positive. The participants have mixed feelings with regard to the question “The training and skills development intervention were successful”. *Those who were positive about skills and development raised the concern that “they are successful, but training is not evaluated and performance of employees is further not evaluated; there are no policies, so I cannot support the statement that training is evaluated; it is not evaluated because of those obvious reasons.* Some felt that the training was positive, but they were not evaluated to check the impact on employees. *“I feel training is not evaluated to assess whether there is impact or not ; we need a training specialist for that, but I strongly feel that our training as promised on IDP are successful as we have*

trained internal and external applicants and people appreciated that we helped young people with money. I am not sure; it depends on an individual; I chose the University of KwaZulu-Natal for my training and other employees complain that they attended training, but it was not successful; the certificate did not help them understand work-related problem; there is no person who evaluates and monitors training and budget spent; the answer is a big no.”

Mixed feelings. Some of the participants indicated that the impact of training was not measured in their municipalities and therefore it was difficult to measure its impact. Some of the participants indicated that there was a positive impact on training because some employees performed better after training.

5.8.1: The impact of skills development on municipalities

Employees perform better. Although there is no measuring tool to measure the success of the training attended, the participants revealed that the training assisted them to perform better in their municipalities. *“The training help the communicators to become good public speakers”.*

Table 5.9: Determining success and failure of skills development in the municipality

Based on the above question, the following themes were generated:

Participants	Theme 1: Difficult to measure success and failure	Theme 2: No yardstick to measure	Theme 3: No feedback forum
	Theme 4: Not based on personal development		

Difficult to measure successes and failures. The majority of the participants revealed that it is difficult to measure the success and failure of skills development in the municipalities.

No yardstick to measure. This is due to the fact that there is no yardstick to measure training and development in the municipalities.

No feedback forum. In addition, the participants raised the concern that there was no feedback forum to talk about the training attended.

Not based on personal development. Some pointed out that the success or failure of the training could have been measured if training were based on the personal development of the employees.

According to Shumba and Manzini (2014), Kirkpatrick evaluation levels require the involvement of managers in assessment and the evaluation of training.

Table 5.10: Challenges encountered in the management and administration of training and skills development programmes

Based on the above question, the following themes were generated:

Participants	Theme one: No database of accredited institutions	Theme two: No training committee	Theme three: Various problems
All Participants	No database	No training committee	Various challenges

No data base of accredited institutions. Data revealed that there are many challenges associated with training and development in municipalities. The participants confirmed that there was no database of accredited learning institutions to provide training and development for municipalities. The participants revealed that supply chain management requested quotations from the service providers without considering their expertise in training municipalities. Furthermore, data revealed that supply chain management delays the appointment of the service provider for training and development, and sometimes service providers are cancelled to supply services. The participants suggested that supply chain management should consider practitioners or specialists who understand service delivery constraints and design proper training so that people can attend the right training program and receive a proper certificate.

No training committee. The participants also indicated that there was no training committee responsible for training and development.

Various challenges. The majority of the participants shared that the following aspects affecting training and development in the municipalities are a shortage of budget allocations for training; there is no unit responsible for training and development in the municipality; training is not relevant to the Personal Development Plan of the employees; the courses attended are not relevant to the services in the municipalities; there is no evaluation done to inform the training needs of the employees; there is no induction programme to prepare newly appointed employees to familiarise themselves with municipality services; procurement prolongs the process of appointing a service provider for training and development; the performance of employees is not assessed by managers; there are no training managers and skills development facilitators and skills development opportunities for young people are poorly communicated through the Integrated Development Plan (IDP) in the district with communities.

Table 5.11: Addressing the challenges

Based on the above question, the following themes were generated:

Participants	Theme 1: Provision of sufficient budget	Theme 2: Introduce unit responsible for training	Theme 3: Incompetent service provider
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Provision of sufficient budget. In order to address some of the challenges for development and training, the participants suggested that provision of sufficient budget allocation for training should be allocated to the municipalities.

Establish unit responsible for training. Furthermore, it was proposed that the municipalities should establish a unit responsible for training in the municipalities *“I think we must have a full functional division of training and development to address headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor. I proposed Government to review legislation for better management of municipalities countrywide.”*

Incompetent service providers. According to the participants, incompetent service providers are worsening training in the municipalities and participants indicated that municipalities should identify service providers who are familiar with the services of the municipalities. It was also suggested by participants that proper evaluation should be done to inform the training needs of the employees.

Table 5.12: Recommendations to improve training and skills development programmes in the municipalities

Based on the above question, the following themes were generated:

Participants	Theme one: Identify skills development relevant to employees	Theme two: Training needs assessment	Theme three: Follow-up mini session	Theme four: Training and development unit
All Participants	Relevant to job	Informed by training needs	Provision of feedback after training	Training and development unit

Identify skills relevant to the employees’ needs. The participants indicated that it is important for the municipalities to identify the skills that employees need to do their jobs, identify gaps and focus training on resolving the gaps.

Assessment of training needs. The participants emphasised that the municipalities should do training needs assessments that focus on specific tasks, rather than asking people what they want. The latter is usually misleading.

Follow-up mini session. The participants suggested that the municipalities should consider doing follow-up mini-sessions a month or two after a training session, where participants can interact and talk about their experiences and challenges, applying what was learned. It was proposed that managers should be encouraged to attend training and development sessions. Moreover, the participants strongly recommend that those who attended training should teach or communicate what they had learnt.

Introduction of training needs and development. The participants recommended that the municipalities should introduce a training and development unit that will help in managing and co-ordinating training and development in the municipalities. The participants proposed that municipalities should have a performance system in place for all employees; have a proper training and skills development unit or academy that will address the shortage of skills; have training manual or business processes; get proper policies and skills audit in place; and train our councillors to understand basic municipal policies and the Municipal Finance Management Act as a key stakeholder. The participants further proposed there was a need for a performance policy and a structure for training and development. This, according to them, would help municipalities to assist rural people and improve performance evaluation.

5.3 Findings conducted through focus group interviews with 10 skills development facilitators or training specialists

In this section, data was collected from ten (10) skills development facilitators. The findings are as follows:

Table 5:13 Perceptions about training and development

Based on the above question, the following themes were generated:

Participants	Theme 1: Negative	Theme 2: Positive	Theme 3: Not properly located in municipalities
Half or five participants	Training not informed by IDP	Training job related	Not relevant training for the managers
Half or five participants	Training not tailor made		.....
Half or five participants	No skills gap identification	

All participants	Facilitators lack knowledge and experience	
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The participants had mixed feelings with regard to training and development in the municipalities. Data revealed that some were negative, whereas others were positive about how training is handled in municipalities.

Negative. The majority of the participants were concerned that training offered was not informed by a personal development plan, and this made the training irrelevant. *“The training we offer is not necessarily informed by the Personal Development Plan of employees entered after identification of skills gaps for soft skills courses to improve performance”*. Some of the participants’ concerns were that training was not tailor-made according to the skills gaps to improve performance – and that is a serious challenge to municipalities. The majority of participants were of the opinion that skills development facilitators lack knowledge and experience as to how training should be done. *“Skills development facilitators lack knowledge on how training should be done. “I am not a Skills Development Facilitator (SDF). I am just assisting and not trained in these roles; my traditional role is to manage leave and service benefits in Human Resource management”*.

Positive. Some of the participants were of the opinion that training was job related. *“She felt that training was job related and attended one training program of MFMA to upgrade her diploma.”*

Not properly located in municipalities. The majority of the participants indicated that skills development was not properly located in a municipality and there was no relevant training for managers to manage it. *“I sometimes feel that at least some positions such as that of a training manager or director can be developed and that at least a financial director and infrastructure manager be appointed on a full time basis as opposed to five year contract. This five year contract term and dismissal of managers by unqualified councillors derails service delivery and it endangered communities as skills development opportunities are not addressed”*.

Table 5.14 The importance of training and skills development and its impact on the municipality

Based on the above question, the following themes were generated:

Participants	Theme 1: Improve the performance of employees	Theme 2: Assist the employees to do the job properly	Theme 3: Help the municipality for service delivery
	Theme 4: Helps for clean audits	Theme 5: No evaluation tool and proper management	

Improve the performance of employees. All the participants indicated that skills development and training improve the performance of employees and enhance chances of personal growth.

Assist the employees to do the job properly. Furthermore, training and development assists employees to do their jobs properly.

Help the municipality for service delivery. It was the participants' observation that skills development helps service delivery and addresses the shortage of skills amongst employees.

Helps for clean audits. Lastly, it helps the municipality achieve clean audits. In terms of the impact, all the participants indicated that there was no impact,

No evaluation tool and proper management. Since there was no evaluation tool and no proper management or system of skills development. *“Although, it depends some people attended training and felt that training helped them and others felt that it is has no impact because it is not evaluated”*. Appropriate policies for skills development occupy a dominant place in the development of an economy.

Table 5.15: Planning for training and administration and skills development

Based on the above question, the following themes were generated:

1. Participants	2. Theme 1: Completed forms from supply chain	3. Theme 2: Delay in the appointment of service providers
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Completed forms from supply chain. The participants confirmed that municipalities follow the normal procedure in terms of executing training and development. The employees are expected to complete a form which should be submitted to supply chain before attending training and development.

Delay in the appointment of service providers. The participants revealed that it is the responsibility of supply chain management to outsource quotations from the service providers. According to participants, there is always a delay in appointing the service provider to conduct training and development.

Table 5.16: What informs training and skills development programmes in your municipality

Based on the above question, the following themes were generated:

Participants	Theme 1: Inform the employees from the beginning of the year
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Inform the employees from the beginning of the year. Participants indicated that they informed employees about the training to be offered at the beginning of the year. It was indicated that this communication about training was circulated to all employees. *“The process is that I must notify all staff that they need to select courses they think they need for a year. I will then consolidate a list for short courses and bursaries and I use a form from Seta and then forward to anyone who is assigned with a responsibility of approving training but supply chain in most cases is the end of process and CFO.”*

Table 5.17: Assessment of the relevance of training to be attended by the employees, including inexperienced graduates at the municipality

Based on the above question, the following themes were generated:

Participants	Theme 1: No tool to measure the impact of training and development	Theme 2: Serious gap in terms of executing training and development
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No tool to measure the impact of training and development. All the participants revealed that there is no yardstick to evaluate, assess and monitor the impact and relevance of training within the municipality. *“There is no tool or instrument to measure the relevancy of training in the municipalities”.* *“Unfortunately, there is no assessment tool, for training approval is done without considering the personal development plan”.*

Serious gap in terms of executing training and development. Interviews conducted revealed that there was a serious gap in terms of executing training and development in municipalities. Furthermore, the performance system for all employees is not in place and this affects the issue of selecting training as needed.

Table 5.18: The roles of mentoring and coaching in human resource development strategy

Based on the above question, the following themes were generated:

All the participants	Theme one: No mentoring and coaching	Theme two: No human resource development strategy	Theme three: Negatively affect skills development
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No mentoring and coaching. The majority of respondents indicated that there was no mentoring or coaching in the municipalities.

No human resource strategy. The participants also indicated that there was no resource development strategy.

Negative effects on skills development in the municipality. According to the participants, failure to develop coaching and mentoring facilities negatively affected skills development in the municipalities.

Table 5.19: The availability of a workplace skills plan and its usefulness

Based on the above question, the following themes were generated:

Participants	Theme 1: Workplace skills plan in place	Theme 2: No workplace skills plan in place
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Workplace skills plan in place. According to the majority of participants, the municipalities have a workplace skills plan, but it was not fully implemented due to

challenges in funding as well as a lack of service providers to execute workplace skills. The participants indicated that it is too expensive to send the employees to be trained in big cities. *“To send employees to bigger cities is too costly.”*

Workplace skills plan in place. Some of the participants confirmed that there was no workplace skills plan in their municipalities. *“I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?”* The interviews conducted with the officials revealed that in the majority of municipalities there is no workplace skills plan.

Table 5.20: The success of training and skills development intervention and the evaluation of skills development intervention

Based on the above question, the following themes were generated:

Participants	Theme 1: Training and development successful	Theme 2: No tool to evaluate training
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Training and development successful. According to the participants, training and development interventions are successful in most instances, but depend on the commitment of that particular employee, because employees have to submit a portfolio of evidence and be found to be competent. No tool to evaluate training and development. The participants revealed that there was no tool to evaluate training and skills development programmes.

Table 5.21: The impact of employee skills development

Based on the above question, the following themes were generated:

Participants	Theme 1: No tool to measure the success of training	Theme 2: No impact
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No tool to measure the success of training. The majority of the respondents indicated that there is no tool for measuring the success of training was available, though participants testified that training assisted employees to do their job better.

No impact. However, some of the participants indicated that there was no impact and the training was not a success. *“There is no impact.” “There is no impact in my own view; there are no assessments and evaluation and proper HRD and performance structure”.*

Table 5.22: Determining success and failure of skills development in the municipality

Based on the above question, the following themes were generated:

Participants	Theme 1: Difficult to measure the success or failure of training	Theme 2: Training not based on the personal development of employees.
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Difficult to measure the success and failures of training. The majority of participants revealed that it is difficult to measure the success or failure of skills development in municipalities. This is due to the fact that there is no standard measure of training and development in municipalities.

Training not based on the personal development of employees. Some of the participants pointed out that the success or failure of training could have been measured if training had been based on the personal development of employees.

Table 5.23: Challenges encountered in the management and administration of training and skills development programmes

Based on the above question, the following themes were generated:

Participants	Theme one: No unit responsible for training	Theme two: No Personal Development Plan	Theme three: Courses attended not relevant
All participants	Theme four: No induction program	Theme five: Procurement prolongs the process	.....

The participants revealed that there were many challenges associated with training and development in municipalities. The participants established that there was no database of accredited learning institutions to provide training and development for the municipalities. The participants revealed that supply chain management requested quotations from service providers without considering their expertise in training at municipalities. The participants suggested that it was important for supply chain management to consult practitioners or specialists who understand service delivery constraints, and who can design proper training courses, so that people can attend the right training program and receive a proper certificate. The majority of the participants indicated the following aspects which affected training and development in the municipalities:

- There is no unit responsible for training and development in the municipality;
- Training is not relevant to the Personal Development Plan of the employees;
- The courses attended are not relevant to the services in the municipalities;
- There is no evaluation done to address the training needs of employees;
- There is no induction program to prepare newly appointed employees to familiarise themselves with municipality services;
- Procurement prolongs the process of appointing the service provider for training and development.

Table 5.24: Mechanisms to address the challenges and recommendations

Based on the above question, the following themes were generated:

All of the participants	Theme one: Appoint a skills development facilitator	Theme two: No. Establish a training committee	Theme three: Have a dedicated LGSeta
	Theme 4: The establishment of training and development	.....	..........

The participants suggested the following mechanisms to address the challenges:

- Appoint a skills development facilitator;
- Establish a training committee which will be responsible for overseeing all training matters within the department;
- Have a dedicated LGSeta co-ordinator for each district municipality so that it will be easier to administer and manage, as well as ensuring better communication lines;
- The establishment of training and development facilities.

5.4 Findings of focus group among employees who received training and skills development programmes at Umzinyathi District Municipality

In this section, nine questions were asked of employees who received training, to measure training and development in municipalities. The findings of the study revealed the following:

Table 5.25: Perceptions about training and development

Based on the above-question the following themes were generated:

All of the participants	Theme one: Both old and newly employees were trained	Theme two: Training not linked to performance evaluation	Theme three: Training not considering skills gaps
	Theme four: Training not relevant to the nature of work	.....	..........

Both old and newly-appointed employees were trained. Data revealed that there were employees who had been trained by the municipalities. Data reflected that the municipalities trained both old and newly-appointed members, including those who were in internships. According to those in internships, training was not good at all. *“I joined the municipality in 2013 as an intern and was later appointed as a payroll officer. The training I received was not that good because somehow I felt frustrated because*

my performance was not evaluated such that I knew where I stood in terms of performance gaps.”

Training not linked to performance evaluation. Employees were worried that training was not linked to performance evaluation. *“I am now as an employee not feeling good by the fact that my performance is not evaluated by my manager.”*

Training not taking skills gaps into account. Some of the participants felt that the training did not consider the skills gaps in municipalities, and that it did not add any value.

Training not relevant to the nature of work they do in the municipalities. Some of the participants came directly from higher learning institutions and felt they were misplaced because the training received was not relevant to the nature of work they were doing in the municipalities. Lastly, the participants cited that no consultation was done between employees and supervisor or human resources management when attending training. Data revealed that the training offered was not specific to the working conditions of the employees.

Table 5.26: Understanding of training attendance

All of the participants	Theme one: Nervous	Theme two: No proper coordination of training	Theme three: No relationship between training and work expectations
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Nervous. Some of the participants were nervous when attending training. According to the majority of the participants, there was no relationship between training offered and what was expected from the employees at work.

No proper coordination of training by the managers. Some of the participants indicated that their managers should have done better in terms of co-ordinating training and development. *“I thought that a guy who supervised my work would assist me in providing courses that would enhance my performance, but I appreciate it because I was eventually appointed as a payroll officer. I did not receive proper induction, including my new responsibilities as a payroll officer, in terms of what I would*

be doing; I happen to be lucky I was offered a job, but internship could have assisted others who left before finishing it.”

No relationship between training and work expectations. Some of the participants indicated that the training was not relevant for the following reasons:

- *“I really understand, but I expect something specifically related to my functions and training. There was an absence of practical examples.”*
- *“I am not sure because training exposed me to on-the-job situations and how financing of local government is practically managed, but I am now placed in human resources.”*
- *“I have nothing to do with leave register and the writing of appointment letters of the people who were here for interviews.”*

Table 5.27: Value of training

Based on the above question, the following themes were generated:

All Participants	Theme one: Mixed feelings	Theme two: Prepare them to understand municipalities better	Theme three: Add value in the municipalities
	Theme four: Provides information for the employee	.....	..........

Mixed feelings. Data revealed that participants have mixed feeling with regard to the value of training received. Some are of the opinion that the training was valueless whereas other are of the opinion that the training was valuable.

Prepare them to understand municipalities better. Others supported the notion that the training helped them to have a better understanding of the role of the municipality, but there is a lot that should be improved in terms of training of employees. *“I feel somehow it helped me because I am now getting a stipend and it is better than not getting a salary; with this stipend I will prepare my CV and apply to other companies; but I appreciate the opportunity because I have been sitting at home with no income.”*

Add value to municipalities. Some of the participants indicated that training adds value in the municipalities. According to the participants they had the opportunity to share ideas with employees from other municipalities. *“It added value because as an employee I was booked into a hotel in Durban and met employees from other municipalities and we shared our own experiences about the particular work we do on a daily basis.”*

Provide information to employees. According to the participants, training is beneficial because it provides information for the employee about why new skills enhancement is necessary.

Table 5.28: Relevance of training

Based on the above question the following themes were generated:

All of the participants	Theme one: Training was not relevant	Theme two: Training was too general	Theme three: Training was partially relevant
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Training was not relevant. The participants who attended training indicated that the training was not at all relevant.

Training was too general. Some are of the opinion that training was too general. *“In terms of short courses and internship I received, training was not so focused and relevant with what I did at the Durban University of Technology; however I appreciated that I eventually got a job. It was so generalised and did not talk to my specific situation as an admin officer: Public Participation.”* Some indicated that even though the training was not relevant, at least they managed to get money. *“It is not so focused, but at least I am getting a stipend and I will apply for another job.”*

Training was partially relevant. Others indicated that the training was partly relevant. *“There is little relevance of training in my situation as I did National Diploma in Cost and Accounting Management and I am now doing something totally different from my qualifications.”*

Table 5.29: Determine the needs for training

Based on the above question, the following themes were generated:

Participants	Theme 1: Completed forms from Human Resource
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Completed forms from Human Resources. All the participants interviewed received a form from human resources for completion in order to attend training. According to the participants, that is the standard procedure followed at municipalities

Table 5.30: Necessity of training and skills development in the municipalities

Based on the above question, the following themes were generated:

Participants	Theme 1: Contribute to improved performance of employees	Theme 2: Improve knowledge of employees in the organisation
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Contribute to improved performance of employees. According to the participants, it is critical for the municipality to make sure that employees attended training and skills development. This, according to them, contributes to improved performance of employees.

Improves the knowledge of employees. Furthermore, the participants revealed that training and development contributes to the performance of the employees. The participants indicated that skills and development improves the knowledge of the employees in the organisation.

Table 5.31: Challenges experienced when attending training, and solutions to address those challenges

All of the participants	Theme one: Training was not competent	Theme two: Training was poorly coordinated	Theme three: Municipalities failed to appoint competent service providers
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Participants were much concerned about the content of the training. According to them, the content of training was not relevant to the nature of work they do in the local government.

Training was not competent. The participants revealed that the service providers offering the training were not competent. *“I think or feel that service providers for training courses should be evaluated because the training I attended did not relate to what I expected and it did not touch on the Municipal Finance Management Act. Instead it talked about national government, with limited practical examples on municipality or local government.”*

Training was poorly coordinated. The participants revealed that the training attended was poorly co-ordinated. *“I attended a poorly co-ordinated course; I feel the guy who trained us was from an unqualified service provider. I feel he gave limited information and it did not properly relate to local government or municipal background.”*

Municipalities failed to appoint competent service provider. Some felt that the municipality failed to appoint a competent service provider to conduct training. *“I think the municipality has to appoint a training manager and the right service providers for training.”*

5.31. Suggestion for the management to improve training and skills development of employees

In order to improve management of training and development, the participants suggested that the municipality should appoint an official who is good in coordinating training. *“The municipality has to appoint a person who understands training matters like a training manager and advise service providers how to do proper training for municipal employees. Appoint right managers for the job. Ensure that managers stay longer in a municipality and investigate whether training companies are doing their jobs.”*

Table 5.32. Recommendations for improving training and development in municipalities

The participants suggested the following recommendations to improve training and development in municipalities:

All of the participants	Theme one: View training as an investment	Theme two: Target the needs of the employees	Theme three: Training and development as a learning culture
	Theme five: Training crucial	Theme six: Track the results	

Six themes were generated from the above question.

- **The participants emphasised that the municipalities should view training as an investment.** It was stated that while the training costs may seem high, the focus should be that training is a long-term investment in the development of the employees in the municipalities.
- **The participants suggested that training should target the needs of the employees and the municipalities.** According to them, the process should involve identifying the specific skills employees need to improve and the time frame within which municipalities meet the training goals to provide optimum payback.
- **The municipalities should encourage training and development as a learning culture.** It was suggested that municipalities should impress on all employees that the municipalities cares about enhancing employees' skills.
- **Support from municipalities' executive is crucial.** The participants suggested that it is important for the municipality's executives to be on par with the new training initiative, which is a vital way to build support for the effort.
- **Appoint high-quality service providers.** The participants suggested that supply chain management should make sure the trainers hired are professional and the content of training should be relevant to local government.
- **Track the results.** The participants indicated that a training programme would not be effective unless the municipality monitors its progress.

5.5 Discussion of the findings

The following are the discussion of study based on the findings:

Human Resource Development Strategy: The study revealed that there was no human resource development strategy at the municipalities. Human resource development strategy is a tool which is used to maximise the potential of the people of South Africa through the acquisition of knowledge and skills, working productively and competitively in order to achieve a high quality of life for all and set in place an operational plan, together with the necessary institutional arrangements.

Failure to have HRDS in the organisation has resulted in a chaotic and disastrous situation, especially in training and development. Literature has argued that the Human Resource Strategy of the public sector seeks to maximise people development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of South Africa.

This strategy could be achieved by providing quality training and skills development to students and employees in all public sectors. The study revealed that training in municipalities is not done properly because of the shortage of a Human Resource Development Strategy.

Mentoring and Coaching: It emerged in this study that there is no mentoring and coaching in the municipalities, which negatively affects training and development in the municipalities. Mentoring and coaching programmes help employees to grow, develop and learn new skills under the guidance, direction and advice of professionals.

Mentoring and coaching are tools used by both public and private organizations to support the goals of the organization using the professional development of its employees. Coaching and mentoring provide benefits for the “mentee”, the mentor and the organization.

Organizations need to consider how they use coaching and mentoring to ascertain the level of training and development they require. The study further revealed that the

absence of a mentoring programme affects artisans and financial internship programmes, because the municipality has no qualified technical managers to supervise young graduates. There is a high management turnover and some managers are not capable of handling artisans, so change for the better has the potential to address the shortage of key skills in water, sanitation and infrastructure in basic service delivery.

The Role of Line Managers and Skills Development Facilitators in Training and Skills Development: The study revealed that line managers are not playing an effective and efficient role in the process of training and skills development in municipalities. The study indicated that managers are not fully supported or empowered by political leadership in communicating skills development programmes through the integrated development plan. The lack of support impacts on district plans to deal with the shortage of skills in infrastructure and technical services for improved service delivery.

The study further revealed that there was high management turnover, poor retention plans within the municipality and low morale among employees, making them demotivated and unproductive. The study also revealed that there are no training managers, directors or SDFs with the experience and skills to manage training and skills development in the district municipality. The literature indicates that managers play a key role in the development of employees and they need to understand what motivates them and their employees. The study revealed that there were no technical managers in the district municipality to manage the delivery of basic services. The study also revealed that managers are not empowered to conduct one-on-one performance audits of their employees and recommend training where necessary.

Training not informed by Integrated Development Plan: The study revealed that training in the municipality was not informed by an Integrated Development Plan. It should be stated that municipalities spend billions of rands to employ consultants and external specialists who are hired to perform duties which should have been executed by the internal staff, rather than relying on hired technical experts. The data on the South African School of Governance has revealed that there is no capacity for

providing technical and municipal training programmes due to the shortage of required skills at the provincial and national level.

Workplace Skills Development: The study revealed that there was no workplace skills plan for development in the municipalities. Workplace skills plans are a tool or document which organisations use to describe the range of skills development interventions that an organisation will use to address its needs. A shortage of workplace skills development in an organisation is a disaster. It means that training and development will be facilitated in an undirected way.

An equally important purpose of the WSP is that it provides important sector information to Seta on employee profiles, skills needs and skills development interventions. The absence of a WSP and a Skills Development Plan, as well as skilled training managers, presents another serious problem.

Training not informed by Personal Development Plan and employee performance management system: The study confirmed that training and development are not informed by a Personal Development Plan for each employee. This is a serious gap in the organisation, since otherwise training is conducted for the sake of conducting training. The study also revealed that the performance of employees is not evaluated at the district municipality.

Tools to measure the impact and success of training: The study revealed that there is no tool to measure the impact and success of training in the municipalities. The literature suggests that defending the cost of training is the challenge of every training professional. Even for more “enlightened” companies (who don’t regard their training department as a cost centre but rather as an investment centre), quantifying the value of their training “investment” is a difficult task.

Training and Organisation Development: The study revealed that there was no training and organisational development section in municipalities. Human Resource Development (HRD) is the structure for helping employees develop their personal and organizational skills, knowledge and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key

employee identification, tuition assistance, and organisational development. It should be stressed that it is impossible for an organisation to operate without training and organisational development.

5.6 Conclusion

In this chapter, analysis and interpretation of data collected through conducting in-depth interviews with 10 line managers, focus group interviews with 10 skills development facilitators and focus group interviews with 16 employees who received training and skills development training, were presented. The findings and discussions were linked to the theoretical section of the literature review and the following section contains recommendations, indicating the model to be followed.

CHAPTER 6

SUMMARY AND CONCLUSIONS

6.1 Introduction

In the previous chapters the researcher indicated that although the training transfer process was extensively researched by scholars, its practicality remained under-researched without clear and unambiguous findings. The fundamental questions in the study were to understand the challenges affecting training and skills development, the actual roles of line managers in skills development, whether or not training and skills development programmes have an impact on delivery. The purpose of this chapter is to provide summary and conclusions of the study. The researcher suggests appropriate strategies to improve the impact or transfer of training at the Umzinyathi district municipality.

The researcher has consistently indicated throughout this research that the study will make an original contribution on the involvement of line managers in the implementation of skills development and its measurable impact on service delivery. The study is supported by research studies which point to limited research on how training impacts on the workplace and there are limited skills development studies directed at rural local government. Government's training programmes are broad and not directed at municipalities.

In Chapter Two, the study covers the contextual framework in which it is located. Local government operates differently from national and provincial departments, according to the study. Skills development in municipalities is often neglected and it seldom adds any value to service delivery. The managers and skills development facilitators are not adequately empowered by way of development skills. In addition, managers do not playing a meaningful role during the delivery and management of skills development programmes.

This chapter reveals that there are generalised training programmes provided for municipal employees and that individual performance management is not

implemented across all levels of local government. The absence of a clear performance management policy impacts negatively on the implementation of skills development in municipalities. These gaps directly impact on the delivery of basic services and the implementation of the Integrated Development Plan. The challenges facing the implementation of skills development, such as high management turnover, poor management, shortage of experienced skills development facilitators and managers, have serious implications and impact on service delivery.

In Chapter Three, the researcher presents and analyses various studies in skills development, learning theories, a transfer model and conclusions. According to the literature review the following inconsistencies or gaps were identified:

In most of the studies there are few empirical findings on the impact of training transfer to the workplace and its measurement for changed behaviour and results. According to the studies, most researchers present aggregate or broader studies that do not relate entirely too local government. This, according to researchers, suggests that training and skills development in local government are often neglected, and there is minimal research in this field. The role of line managers in the implementation of skills development at the District Municipality should be to make a contribution in this area.

In Chapter Four the study indicates a qualitative research methodology that explores data through in-depth face-to-face or focus group interviews.

In Chapter Five, the study presents the findings and discussion. The findings of the focus groups namely, line managers, skills development facilitators and employees who received training in this present study are presented according to key themes.

In Chapter Six the major findings of the study and recommendations, as well as the transfer model, are presented below:

6.2 Major findings of the study

The results of the study can be summarised as follows:

- The study revealed that managers and skills development facilitators are not playing an active role in the implementation of skills development and this negatively affects the delivery of basic services at the district municipality.
- The findings of the study revealed that the impact of training and skills development programmes implemented in the municipality are not effectively evaluated or measured for improved service delivery.
- The study revealed that there is no tool to measure the impact and success of training in the municipalities. This suggests that it is not possible for the municipalities to gauge the success and failures of training and development in the municipalities.
- The study revealed that the performance of employees and proper training needs analysis are not evaluated and compared to identify gaps and align with performance of individuals to achieve service delivery.
- The study revealed that there are no proper human resources development strategies in the municipalities. This suggests that municipalities are conducting training without guidance. The study revealed that training in municipalities is not properly done because of the shortage of a Human Resource Development Strategy.
- The study confirmed that training conducted in the municipalities is not informed by IDP and a proper skills audit. This suggests that service delivery is negatively affected in these municipalities.
- It emerged in this study that there is no mentoring and coaching in the municipalities. The absence of coaching and mentoring negatively affects training and development in the municipalities. Mentoring and mentoring programmes help employees to grow, develop and learn new skills under the guidance, direction and advice of a professional. The absence of mentoring and coaching as revealed by this study frustrates inexperienced graduates such as artisans and financial internship programmes. The study revealed that

managers are unable to provide proper induction and a mentorship programme for inexperienced graduates.

- The study revealed that there is no workplace skills development in the municipalities. The shortage of workplace skills development in the organisation is disastrous because training and development are conducted without any direction.
- The study confirmed that training and development are not informed by the PDP of the employees. This is a serious gap in the organisation because training and development require this exercise to happen between managers and employees.
- The study revealed that there is no training and organisational development section in the municipalities. Human Resource Development (HRD) is the structure meant to help employees develop their personal and organisational skills, knowledge and abilities.
- The findings revealed that the content of the training was not relevant to the nature of the work done by local government. Findings also confirmed that some of the service providers offering training were not competent.

6.3 Reporting on findings pertaining to analyses of primary data

This section reports findings pertaining to analyses of primary data in relating to the theories discussed in this study.

Training in the municipalities is not aligned to the strategic objectives of the organisation. Training, according to Bird and Cassel (2013: 6-15), is the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has the specific goals of improving one's capability and performance. Therefore, training does meeting the needs of employees and the municipalities. According to Enojo et al (2015), training and development of staff without assessing their needs is a serious problem. In addition, (Salas et al 2012: 74) there is a failure to transfer learning to the workplace, and a lack of improved individual performance, in respect of those members and that of the organisation as a whole. The findings are consistent, in that

most training is not relevant to the job and there is no proper mentorship programme to supervise young graduates.

In addition, training and skills development is not properly done in the municipalities. According to Werner et al (2012: 249), training and development and skills audits, if correctly applied in organisations, change attitudes, including the attitudes of line managers and their employees. Furthermore, they change work behaviour, create a good organisational culture and subsequently a positive return on investments. The above finding is consistent with the finding that well-developed training programmes change work behaviour. According to Grossman and Salas (2011), trainee characteristics, training design, motivation to transfer, environment (management support) and post-training job performance are all regarded as factors influencing training transfer in the workplace.

The data revealed that even though there are few trained officials but they have no opportunity to transfer the skills to other employees. As the theorist Donald Kirkpatrick wrote: *“Contrary to the training myth and deep tradition, we do not believe that training events deliver positive, bottom line outcomes. Much has to happen before and after formal training.”* (Bird and Cassel, 2013). According to Khan et al (2015) work environments (support and climate) on transfer of training, taking into account mediating role played by transfer motivation are essential in training settings.

The participants confirmed that training and skills development improve organisational performance if they are properly conducted. Manzini and Sumba (2014: 2) indicated that there was agreement on management views that training and development improve organisational performance if they are properly aligned to organisational strategy.

Data also confirmed that there are no training specialists in the municipalities. According to Kraig and Kohl (2014: 61), a valuable instrument to measure cognitive preferences and potential is the cognitive process profile. It is widely used both locally and internationally and is aligned with the stratified systems theory. It predicts results, and integrative judgement capability, contextualises issues, and reviews managerial structuring, monitoring tendencies, visionary and strategic planning capabilities.

All participants indicated that there was no performance evaluation system of employees at any level. The above finding by line managers is consistent with the

findings of Raliphada et al, (2014: 746), who indicate that the public service has a weak profile in a supervisory role – with lack of proper performance management, absence of mentorship and coaching and non-alignment of training programmes with organisational goals. In order for municipalities to successfully implement training and development it is important to have a Human Resource Development Strategy, mentoring and coaching, workplace skills, and a measurement tool to measure the effectiveness of the training, which should be informed by IDP and PDP. According to Schultz and Van Der Walt (2015), coaching and mentoring are the most crucial component of human resource development strategy.

According to Coetzee et al (2013), Social Learning theory focuses on the social environment and relationships that will provide the correct context for learning. In the context of training, learners participate in a structured environment (the organisational environment), but at the same time, they contribute to the structure (their own behaviour influences the organisation) which means that the whole group is affected by a learning environment that is not conducive to learning. McGrath and Bates (2013: 28) and Swanepoel et al (2014: 388) argue that leadership and motivation are closely related.

In addition, Schultz and Van der Walt (2015) report that coaching, training and development of employees depends heavily on managers. According to Erasmus et al (2013), training and development is of the utmost importance to an organisation. Managers help organisations achieve their goals through the joint efforts of their subordinates. Graig and Kohl (2014: 130) suggest that good leaders and managers are capable of and committed to driving the culture of learning in companies. While the research of De Vos and Willemse (2011: 34) shows that management is vital in facilitating training needs and skills development in companies and, therefore, they need to be empowered.

Higher exit rate of managers. All the participants indicated that the higher exit rate of managers negatively affected both service delivery and the mentoring of young graduates. The above findings are consistent with Raliphada et al (2014: 748). The absence of mentorship and coaching could be one of the factors that affect learning transfer. There is no willingness to coach or mentor in the public service.

According to Coetzee et al (2013), development has a nurturing perspective and focuses on the long-term growth and development of individuals in a way that fulfils their potential. It is further suggested that successful managers and learning professionals seek to build on innate talents that individuals possess. Coaching implies the creation of capacity for continuous improvement, development and success through supporting people and organisations by sharing knowledge, insight, vision and sensibility. While for Schultz and Van der Walt (2015: 111) the theory of mentorship is a mechanism for supporting adult learning and development. These theories emphasize the important role trainers or managers can play as mentors in support of adult learning and growth. This theory is intended for mentees (inexperienced employees) and mentors (experienced person imparting knowledge to inexperienced or junior employees).

Data revealed that in all municipalities where this research was conducted there was no workplace skills plan. According to Grossman and Salas (2011: 103), training can be defined as the systematic acquisition of knowledge, skills and attitudes that together lead to improved performance in a specific environment. This encompasses what employees need to know, what they need to do, and what they need to feel in order to successfully perform in their jobs. Training is focussed on producing targeted permanent cognitive and behavioural changes and on developing critical competencies for job performance.

The majority of the participants shared that the following aspects affecting training and development in the municipalities are a shortage of budget allocations for training; there is no unit responsible for training and development in the municipality; training is not relevant to the Personal Development Plan of the employees etc. Salas et al (2012: 76) indicate that challenges facing private and public institutions include a new generation entering the workplace, whilst Yasin et al (2014) point out the failures associated with transferring training to workplace for changed behaviour and performance.

The majority of the participants indicated that skills development was not properly located in a municipality and there was no relevant training for managers to manage it. For Chakunda and Chakaipa (2015) capacity building and conducting training needs are key requirement for skills development in rural district municipalities.

Data collected revealed that there was no evaluation tool and no proper management or system of skills development. For Wenzel and Cordery (2014), training transfer is one of the most important activities or criteria in judging the success of training and development. The success of any training is reflected in whether or not what has been learned gets applied while on the job. Training transfer is a complex process for most organisations and they should employ strategies which ensure that what is learned is applied to the job. Integrated transfer models assist organisations in the effective execution of training and skills development.

The research concludes that there is a serious gap in terms of executing training and development. For Kruss et al (2012: 30) it is important to note the possibility of mismatching between skills and capabilities developed during training and those required in the workplace. In addition, for Kraak et al (2013: 38), monitoring and evaluation are vital tools to be adopted by companies in evaluating the impact of skills development and success or failure of a training system.

The study also concludes that managers are not empowered to conduct one-on-one performance audits of their employees and recommend training where necessary. According to Slater (2015), managers are required to understand people and be self-declared motivators in the workplace. Wenzel and Cordery (2014), Shumba and Manzini (2014) and Yasin et al (2013) indicate that transfer models help organisations to improve performance in measuring impact and organisational performance in the workplace. The transfer process, according to Crossman and Salas (2011), includes a knowledge of trainee characteristics, training design such as error management, behaviour modelling and follow-up, as well as learning and retention.

6.4 Recommendations to improve training and development in the municipalities

6.4.1 Recommendations pertaining to training and development

The findings confirmed that the municipalities should introduce the following in order to conduct training effectively:

- **Introduction of Human Resource Development Strategy.** It is strongly recommended that municipalities should introduce a Human Resource Development Strategy. The introduction of the strategy would assist to maximise the acquisition of knowledge and skills. The strategy would also address the lack of service delivery, because employees would productively and competitively have a role in attaining a better quality of life for all in South Africa. The strategy would assist municipalities to have a focus in terms of conducting training and development for the employees. Lastly, the strategy would assist the municipalities to conduct training systematically.
- **Introduction of a monitoring and evaluation system for training and skills development for line managers.** It is important that managers are involved and empowered in the management of training and skills development and are capable of indicating whether training has improved employee performance and service delivery;
- **Introduction of a career management and employee performance management division.** It is recommended that the municipalities should introduce facilities for training and organisational development. These structures would help employees to develop their personal and organisational skills, knowledge and abilities. The unit would support managers in conducting performance evaluation of employees in South African municipalities at all levels and develop talent management policies.
- **Training should be link to an Integrated Development Plan.** It is recommended that training in the municipalities should be linked to an Integrated Development Plan. This would help the municipalities to implement their mandate.
- **Introduction of Mentoring and Coaching. It is recommended that the municipalities should introduce mentoring and coaching.** Mentoring and coaching programmes help employees to grow, while developing and learning new skills under the guidance, direction and advice of a professional. Mentoring and coaching are tools that should be used by municipalities to support the goals of the organization in the professional development of its employees. The absence of mentoring and coaching, as revealed by this study, is frustrating to

inexperienced graduates such as artisans and those inclined to finance or accounting. The municipality has to ensure that managers are able to provide proper induction and mentorship programme for inexperienced graduates.

- **Introduction of Workplace Skills Development.** It is essential for the municipalities to introduce workplace skills development. Workplace skills development would assist in outlining the range of skills development interventions that an organisation should use to address training needs.

6.4.2 Recommendations pertaining to training

For training to be effective it cannot stand on its own but should be part of an overall development strategy that results in an infrastructure of learning. Launching a successful training programme requires more than a financial plan. However, this study makes the following recommendations to improve training impacts:

- The approval of training and skills development programmes rests with the management of an organisation. Therefore, the involvement of managers in the implementation of skills development needs to be supported through a managed training and development programme. Managers are the ones empowered to check whether training and skills development offered have an impact on performance, behaviour and service delivery.
- It is important for municipalities to identify the skills that employees need to do their jobs. Furthermore, the municipalities should identify the gaps between where they have and what they need, and focus their training on resolving the gaps.
- It is critical for employees to implement what they have learned in training. That would assist in measuring the effectiveness of training and in identifying whether gaps were addressed.
- It is important for managers in municipalities to be empowered by organising follow-up mini sessions a month or two after a training session, where participants can interact and talk about their experiences and challenges in applying what was learned.

- High-quality managers and skills development facilitators should be appointed. Municipalities should make sure that they hire professional facilitators who will add value in training.
- The municipalities should provide sufficient funds for training. The training and development department should be in touch with the PDP of the employees.
- Procurement should improve their services and avoid prolonging the appointment of a service provider for training and development.
- An institutionalise training and development system is needed to respond to employees and the district as a whole.
- A performance system needs to be put in place for all employees at local government level.
- A proper training and skills development unit or academy is needed that will address the shortage of skills.
- There is a need for a performance policy and a structure for training and development.

6.4.3 Recommendations for the modification of an Integrative Transfer of Training Model

The researcher strongly recommends that all municipalities in South Africa adopt a modified Intergrative Transfer of Training Model for skills development and training to enable the evaluation of organisational impact. Below, once again, is the step by step guide of implementing Integrative Transfer of Training model presented in chapter 3:

Using the Integrative Transfer Model

The following are components of the Integrative Transfer Model:

Trainee Characteristics and Pre-training job performance

- Cognitive ability is a strong predictor of transfer outcomes and plays a key role in the transfer of training;
- Self-motivation;
- Motivation transfer is facilitated when trainees are motivated to learn;

- Perceived utility of training: trainees who perceive training as useful and valuable are far more likely to apply new competencies in the workplace.

Training design or behavioral modelling

- Behavioral modelling facilitates transfer when both positive and negative models are used and when opportunities to practice are used;
- Error management promotes the transfer of training by allowing trainees to anticipate potential issues, providing them with knowledge of how to handle such problems and highlighting the negative outcomes that can occur if training is not transferred.

Work environment

- Realistic training environment: conducting training and practice in environments that resemble the workplace increases the likelihood that trained competencies will transfer;
- Work environment and the transfer climate: situational cues and consequences largely determine whether or not learned competencies are applied in the workplace;
- Support: both supervisor and peer support are critical for the transfer of training. This includes mentoring and coaching;
- Opportunity to perform. For training to transfer successfully, trainees need the resources and opportunities to apply their new skills and abilities in the workplace.
- Pre-training and post-training job performance assessments;
- Follow up. To facilitate transfer, the formal training period should be followed by additional learning opportunities (e.g. after-action reviews, feedback and job aids).

Transfer of Training

- Behavior
- Attitude and motivation.
- New learned skills on the job.

Post-Training Job Performance.

- Feedback on tasks or performance on hand by employees
- Interviews
- Follow up on job performance.

As presented in chapter 3 by the researcher, the modified integrative transfer model will:

- Review existing business strategy, needs analysis and its impact on organizational performance.
- Agree on occupations and skills required by the business
- Commitment by CEO and board of directors on evaluating and rewarding performance and talent management and conduct ;

Evaluation of post organizational performance and impact:

- Evaluate and assess impact of development programmes on business performance.
- Monitor and evaluate performance of employees and effectiveness of assessment tools.
- Communicate improved business results influenced by learning interventions.
- Management feedback in business performance and impact
- Evaluation report on the organizational impact and performance.
- Give feedback on improved talent management

6.5 Extension of integrative transfer model to other municipalities in South Africa

Although this research is focused on the Umzinyathi District Municipality, this modified Integrative Transfer Model can be implemented in other similar sized rural district councils in South Africa. The integrative transfer of training model is critical for similar sized rural municipalities in South Africa, as it focuses on the use of training, knowledge and skill on the job. For transfer to occur learned behaviour must be generalized to the job context and maintained over a period of time. Earlier discussion

has made it clear that previous investments in training have continued to yield deficient results, making training transfer a core issue for human resource development (HRD) researchers and practitioners focused on designing interventions that support individual, team, and organizational performance.

This model also emphasises seminar work, which is key in skills development and training. The feedback from seminar work has helped to identify gaps in the way skills development and development are transferred, viewed, studied, and measured, and has provided numerous opportunities to improve skills and training development. It should be emphasized that a learner's characteristics influence training outcomes: that is, an individual's ability and motivation affect performance. The primary learner characteristics influencing training transfer examined here include the trainee's intellectual ability, self-efficacy regarding the training task and motivation level, as well as job/career variables and personality traits that affect trainee motivation.

The model emphasizes support from the supervisor and peer support, which is key to the transfer of training. This approach includes mentoring and coaching. The model also emphasizes the opportunity to perform, which has a direct impact on resources and opportunities to apply new skills and abilities to the workplace. Municipalities in South Africa should consider pre-training and post-training job performance assessments and evaluation of organizational impact performance or impact. Municipalities should employ follow up to facilitate transfer and the formal training period should be followed by additional learning opportunities.

Contribution of the modified Integrative Training Transfer Model to new knowledge. The Integrative Training Transfer Model will contribute to the new knowledge which currently does not exist in rural municipalities. Through this model, employees will be enabled to “transfer” their knowledge and skills learned in a training session back to their jobs and their managers who evaluate their organisational impact. This will assist the municipalities to achieve their mandate, which is service delivery to their constituencies. The Integrative Training Transfer Model will give the rural municipalities a yardstick to measure their progress in terms of what is expected of them. In addition, this model will help to measure the impact of training and development in municipalities. The municipalities will also employ this model to

measure the impacts of training and skills development which are currently non-functional.

6.6 Recommendations for future research

Based on the findings and recommendations of the study, the following areas are recommended for future research:

Although this study is recommending that its findings be applied in a rural district of KwaZulu Natal province and other similar sized municipalities in the country, the future or subsequent studies may investigate whether all South African municipalities are aware of the influence of talent management benefits in the workplace and how it relates to the training and development of employees. This study has revealed that there is a high management turnover in municipalities, and no effective mentoring and coaching programme to nurture the talent of inexperienced graduates and create a pool of experienced technical managers. This presents an opportunity to evaluate whether or not the model did empower managers or not at local government level.

6.7 Conclusion

It has become clear that managers and skills development facilitators are not playing an active role in the implementation of skills development and this negatively affects the delivery of basic services at the district municipality. The study revealed the impact of training and skills development programmes implemented in the municipality are not effectively evaluated or measured for improved service delivery. Moreover, there is no tool to measure the impact and success of training in the municipalities. Furthermore, there are no proper human resources development strategies, workplace skills development, training and development are not informed by the PDP and no training and organisational development section. Therefore, it is imperative for the municipalities to consider the recommendations of this study. It is essential for municipalities to develop the implementation plan and to implement some of the recommendations of the study. Furthermore, municipalities should commit the resources necessary to implement the findings of the study.

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APPENDICES - (APPENDICES RESEARCH INSTRUMENTS AND INTERVIEW NOTES)

APPENDIX A: Findings of the pilot study.

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES AT UMZINYATHI DISTRICT MUNICIPALITY.

Findings pertaining to four Human Resource Training and Development employees responsible for training and development in various Local Municipalities of Umzinyathi District Municipality.

Question 1

What is your opinion and perceptions of training offered to Umzinyathi District Municipal employees? The following answers were given:

Four employees indicated that training and development of employees was not properly done. The greatest concern was that employee training needs are not properly aligned to the strategic vision of the municipality and that of the Cooperative Governance Department. Another concern was that training as a division is not managed by its specific Senior Manager with influence at the Executive level.

Two of the four employees responded that there was no uniformity or standardization of training from District to local municipalities, since while one local municipality is doing well in delivering training, others are struggling even though they operate under the same District Council. Another concern was that the local government system is operating without a training and development manual, and this makes it difficult to manage and provide tailored municipal training programmes for employees.

Four participants further indicated that the supply chain management system at local government was in most instances poorly managed and that impacted seriously on attempts to implement the WSP, due to delay in evaluating training and development bids or proposals. Two respondents felt that a high turnover of CFOs and Municipal Managers impedes training and development, whilst two other participants think the absence of qualified Chief Financial Officers is also a contributing factor to non-implementation of training and development learning interventions.

Question 2

How do you go about planning for training and development in your Municipality? Can you share your training and administration process with us ?

Four participants responded as follows:

At the beginning of each and every financial year , we disseminate templates for Personal Development Plans employees and proceed as follows:

- Once PDPs are collected from training coordinators we prepare the training plan,
- We consolidate data and compile the annual training plan for approval.
- The training plan is presented to the Skills Development Committee and approved by EXCO once the budget has been confirmed.
- Training proposals are then referred to Supply Chain Management.

Question 3

Do you use the Workplace Skills Plan and is it helpful in your situation?. All four participants responded as follows:

We prepare the Workplace Skills Plan in order to use it because it is supposed to be helpful, but Senior Management often come up with training programmes which do not relate to it. In some instances the WSP is not implemented because money allocated for training is used for other projects at the Municipality.

These training programmes are imposed on employees and do not relate to the WSP. In addition the supply chain management system is weak, it may take up to a year to implement training courses for groups and bids may be cancelled. This means that the Workplace Skills Plan has not been successful and annual training reports may not be produced.

Question 4.

Do you think the training interventions conducted are successful?

Four participants felt that training interventions in most instances were not successfully implemented because reports were not as specific as needed for the Workplace Skills Plans. In addition, it takes almost six to eight months to finalize bids related to training and development interventions for employees. Bid evaluation committees will endorse a service provider which has no capacity to deliver the required unit standards, as

required by the LGSETA for a particular Municipal training programme. Respondents felt that people who evaluate training-related bids do not understand the specifications and they end up imposing the wrong service provider with no knowledge of the Municipal training programme. In addition, being accredited as the service provider and quoting a low price are not the only the determining factors for suitability, and ignorant service providers fail to provide proper training.

Question 5

How do you determine success and failure? Can you provide some concrete examples?

Four participants described success as something correctly planned, executed and delivered on time, while they described failure as something which was poorly planned, poorly executed and did not yield positive results. These participants added that examples of success were the training which had been done as per the workplace skills plan, funded and delivered on time to the learners, whilst failure, is where the municipality fails to execute the workplace skills plan due to poor planning and failure to have proper training guidelines in place.

Question 6

What role do Mentoring and Coaching play in your Human Resources Development Strategy?

Four participants responded as follows:

Participants indicated that there was no Human Resource Development Strategy in place at the District Municipality. In addition, there were no prospects of success in having mentoring and coaching aligned to Human Resource Development strategy in their respective Municipalities because there was no uniformity or standardization of training. Development from District Level to Local Municipalities and training divisions operates in silos, and each municipality from each District Municipality does things in its way.

Moreover, participants indicated that training and development was not professionally and strategically located in their Municipalities, while training was viewed as an

administrative function and an expense. In addition, participants felt that training was headed by junior managers who have no influence at the Executive Level.

Four participants also indicated that training and development was affected because it reports to Corporate Services Directors who have no interest in it, since they also manage other divisions. These directors are appointed on five-year fixed term contracts and turnover of Municipal Managers, CFOs and Director levels is relatively high.

Participants felt that mentorship and coaching requires committed Executive Management who will stay longer in the organization and be able to impart knowledge in the form of shadowing , mentoring and coaching to young upcoming graduates and municipal employees with the right attitude and skills. Respondents felt that it would be impossible to have such a successfully implemented strategy because managers come and go.

Question 7

Why is it important to have training and development of employees in your section?
The following responses were given:

According to all four participants, training and development assists employees to be competent in their work. In addition, it prepares employees to understand the strategic objectives of the organization and its purpose for existence. Two participants added that training at the municipality should be viewed as a tool for attracting prospective employees such as graduates in the form of on-the job training or mentorship programmes to acquire skills and join the municipality in areas such as ICT, Engineering, Infrastructure, Water and Sanitation, since most municipalities have a serious shortages of skills in these fields.

Question 8

Do you think is there any impact on training and development delivered at your Municipality?

The following responses were given:

All four participants felt that there was no impact, since service providers who offer training and development do not understand how a municipality operates. Participants further indicated that skills audit and training needs were not addressed when dealing

with skills shortages, and the training of existing employees able to impart knowledge to junior employees made no impact. In addition, two participants felt that there was no impact because training and development were not taken seriously at a Municipal level. “There are no proper training and development guidelines at the Municipality,” said one of the respondents, so how do you have impact under such circumstances?.

Question 9

What informs training and development in your section? How do you assess the relevance of training given by employees in your Local Municipality? The following responses were given:

Four respondents indicated that training and development are informed by the decisions of the Executive Council meetings, which have to endorse the names of people who have been nominated by the Skills Development Facilitator (SDF). Those names will be given to members of the Supply Chain and the Service Provider will be appointed. The relevance of training is assessed through post course evaluation forms.

Question 10

What challenges are you encountering in managing training and development at your Municipality? The following responses were given:

The four participants indicated that service providers do not understand the scope and operation of the municipality. In addition, some service providers will be hired with no knowledge of local government problems. Participants further pointed out a serious shortage of alignment of the skills audit at the District Municipalities.

All four participants felt that training and development are not professionally and strategically located at the District Municipality. Training is not managed by a specific Senior Manager who is permanently appointed and sits at the Executive Level of the Municipalities. What makes training and development fail is the system of Local Government. Most of the Corporate Services Directors who supervise it and the Municipal Managers are appointed only for a fixed-term contract of 3 to 5 years and this makes it difficult to ensure continuity.

In addition, the municipality does not have a training manual, so there is no standardization and uniformity in terms of the human resource development strategy. There is no appropriate human resource development structure aligned to provincial Cooperative Governance at District and local government level.

The participants further indicated that funds allocated for training end up being spent on matters not related to the training and development of employees. This, according to participants, is caused by the fact that training and development are not managed by a specific Director with influence on Municipal decisions. Participants feel that training is not taken seriously at the Municipal level, since most of its Executive Directors are appointed on a contractual basis and mentorship is impractical under such conditions, because people with vast experience in Management come and go.

Question 11

How did you manage to address those challenges? The following responses were given:

All four participants raised the matter with the management of respective local municipalities. Participants used the minutes of the Skills Development Committees in order to alert management to training problems.

Question 12

What are your recommendations to improve training and development at your Municipality?

The four participants responded as follows-

- Training should be tailor-made for Municipal employees and service providers who understand how the municipality operates are to be appointed.
- Skills Audit to be conducted.
- There should be a uniformity in training and development from District to Local Level at a Municipality.
- Training and Development are to be professionally and strategically located.
- Mentorship and Coaching are to be aligned with the HRD Strategy from National, Provincial Cooperative Governance to District and Local Municipalities.

- There should be standard guidelines for the mentoring and coaching of existing graduates in the fields of IT, engineering, infrastructure, water and sanitation. Director Training and development officials are to be appointed to oversee the implementation of Workplace Skills Plan and the evaluation of training-related bids or proposals through the Supply Chain Management Division.
- Guidelines or a manual for training and development in Local Government are to be developed and implemented across municipalities.

Question 13: Could you describe your role in facilitating training and development ?

Findings of four line managers pertaining to their roles in the implementation of training and skills development at the municipality.

Question 1

What is your opinion and perceptions of training offered at your Municipality?

The following responses were given:

Two employees felt that training and development were well planned and coordinated. Two other participants indicated that it took a long time to acquire training from the Training and Development department, and the process was long and frustrating. Four participants felt that they attended training for fun and viewed it as a way of getting out of the office. In addition, training does not help them to grow at the Municipality. “ I do not feel that it is planned and coordinated properly, because it doesn’t change my career progression within the Municipality” said one of the participants.

Question 2

Do you think training interventions are successful at your Municipality?

Four respondents indicated that training interventions are planned and the execution can take up to eight months, due to the delay by the Supply Chain Management division of the Municipality. We end up doing things in the end: “ *fiscal dumping , spending money for the sake of compliance with no results*” said one respondent. Training interventions are not successful because they were not done as per the requirements of the skills development act.

Question 3

How do you determine success and failure ? Can you provide some concrete examples?

Four participants gave the following responses :

Success in this context can be attributed to proper planning and execution of a training programme in line with appropriate guidelines, whilst they felt that failure was associated with inability to have proper planning and standard guidelines regulating training and development in the workplace.

Question 4

Why is it important to have training and development of employees in your Municipality? And what role are you playing in facilitating training and development of employees?

The following responses were given:

According to four participants, training prepares employees for career growth and to cope with their day-to-day operations. It further enhances the performance and productivity of the employees.

Question 5

Do you think is there any impact on training and development on employees in your Municipality?

The following responses were given :

According to four participants, training has had no impact on their career progression. There is no personal growth since such training does not relate to their jobs. Management does not nurture talent through mentoring and coaching.

Question 6

Take us through the administration process of Training and Development in your Municipality. The following responses were given:

- The process start between the employee and the supervisor during the performance evaluation.
- Training needs are agreed between the manager and the employee.

- The training needs of the employees are forwarded to Human Resource Development and then to Supply Chain Management.
- The training and development plan will be developed by employees.
- Budget will be allocated to training division in that particular division.
- After attending training, the coordinator from each unit will be required to develop reports.
- The report will be part of the Annual Financial Statements and will further be presented to LGSETA.

Question 7

What informs training and development of employees in your Municipality? How do you assess the relevance of training to be attended by employees? The following responses were given-

All four participants indicated that training and development of employees at the Municipality is informed by employee performance needs.

Question 8

What are some of the challenges you have or are encountering in the process of administrative training and development?

The following responses were given by three participants:

Training and development is not properly located at the District Municipality and there is no standardization. Municipal Executives sometimes do block training suggested for officials and channel such funds to non-training and development projects without consulting the HRD Coordinator. *'The supply chain management system at the municipality is a huge administrative problem, it takes long for the Bid Adjudication Committee to evaluate tenders or proposals for training courses and because of this we end up doing things in haphazard way so that we can be seen as complying by the LGSETA, this has resulted in appointing service providers with no knowledge of municipal operations,'* concludes one of the participants.

Four participants felt that LGSETA was failing local government system through not coming up with appropriate strategies to support training and development in municipalities. In addition, they sometimes allocated money which ended up being

used for strategic planning meetings and would be termed a training intervention, which the LGSETA Specialists would not pick that up in their Annual Training Reports.

Question 9

How did you manage to address those challenges ? The following responses were given by four respondents :

Circulars and meetings have been conducted to create awareness about the importance of training and appropriate utilization of the budget.

Question 10

What are the recommendations to improve training and development at your Municipality ?

The following responses were given by all four participants :

Training was to be conducted for Senior Managers so that they understand the importance of setting up proper strategies for training and development or guidelines. In addition they proposed the following:

- Professionalize supply chain management through appointing Chartered Accountants as CFOs, who understand the importance of training and development in the organization to reduce delays in delivering training.
- Training and development to have its permanent executive Director who will oversee the HRD strategy and alignment.
- The Executive HRD Director to be part of the Council meetings and have necessary powers to manage the training budget.
- LGSETA to account for training and development at local government level.
- Monitoring and Evaluation to be strengthened by the Cooperative Governance to make Municipalities accountable on the utilization of the training budget.

Findings pertaining to four employees who attended training at the Municipality.

Question 1

Kindly share with us your position and role in the municipality, job title and your present skills ...

What is your opinion and perceptions on training received ?

One of the participants indicated that for “*me I think training is not well coordinated because you can also attend training which is not in line with your performance development plan*”. “*This makes training not so focused*” . Another participant indicated that he attended training even if it does not relate to his job because he will spend some time away from home. Two employees felt that it partially assisted however , they will not be considered for internal career progression as they feel that they are trained for statistical purposes.

Question 2

Do you understand why you attended the training you did?

One participant indicated that he attended financial management training because of negative audit findings and the municipality offered him training. Three respondents indicated that training was as the result of weak internal control and supply chain systems, and they were not told how the training would change or address the stated problems.

Question 3

To what extent did you determine your need for training?

All four respondents felt that they would have needed training only if a new role had been added to their job description. Or alternatively, if they require to enhance their career prospects in the job and enhance performance.

Question 4

Was the training relevant to your context or was it so generalized that you saw little relevance to your situation?

The participants responded as follows:

All four respondents felt that the training they attended was relevant but not tailored to the day-to-day challenges they encounter on the job. The respondents felt that although they attended financial management training it was just a theory and did not attend to Municipal Finance related challenges as they requested. “In other words ,

“training was not specific and so generalized that it did not train us how to deal with weak internal control and supply chain system’ said one of the respondents.

Question 5

Do you think the training added any value to your life ? Yes or no? If yes please provide reasons and if no also give reasons.

Two respondents felt that it added some sort of the value because training is conducted out of office and they meet employees from other provinces. Two felt that it didn't add any value because when internal employment opportunities were available they were not considered . *“I will say “NO” I won't be considered for any career opportunities , I am not being valued as an employee here”*, said one of the respondents.

Question 6

How would you advise Management to improve training and development?

Four participants responded as follows:

It take long to get approval for training and we must be interviewed for prospective training. In other words Managers must train us, so that we can move up the ladder one day, rather than training us for statistical purposes.

Question 7

Why is it necessary to have training and development ?

Four Participants respondent as follows :

It enhance performance and increases morale.

Question 8.

What recommendation will you give your managers in improving training and development at your Municipality?

Four participants responded as follows :

- Managers must train us so that we can be considered for future internal career progression opportunities.
- Requesting a training is a lengthy process , they must shorten the process.

- We must be interviewed and told why we have to attend training
- Training must be relevant and be aligned to our personal development plans.
- Training must happen regularly not toward the end of the financial years

In-depth Interviews with line managers at Umzinyathi district

- What is your opinion and perceptions of the training offered to municipal employees, with specific reference to your district municipality?
- Why is it important to have training and skills development programs in your Municipality? And do you think the
- training and skills development programs offered had any impact?
- How do you go about planning for training and skills development in your Municipality? Kindly share with us the administration of training and skills development processes in your municipality.
- Take us through the management processes of training and skills development in your municipality, including your specific role in such a process.
- What informs training and skills development programs in your Municipality?
- How do you assess the relevance of training attended by the employees, including your inexperienced graduates at the Municipality?
- What roles do mentoring and coaching play in your human resource development strategy?
- Do you use the workplace skills plan? Is it helpful to your District Municipality?
- Do you think the training and skills development interventions conducted are successful? Further indicate how training and skills development programs are evaluated?
- What is the impact of training and skills development in your Municipality?
- How do you determine success and failure? Can you provide some concrete examples?
- What are the challenges you have or are encountering in the management and administration of training and skills development programs in your municipality?
- How did you manage to address those challenges?

- What are your recommendations to improve training and skills development programs in your municipality?

Focus Group Interviews with Skills Development Facilitators

- What is your opinion and perceptions of training offered to municipal employees, with specific reference to your district municipality?
- Why is it important to have training and skills development programs in your Municipality? And do you think training and skills development programs offered had impact?
- How do you go about planning for training and skills development in your Municipality? Kindly share with us the administration of training and skills development processes in your municipality.
- Take us through the management processes of training and skills development in your municipality, including your specific role as the coordinator in such a process.
- What informs training and skills development programs in your Municipality?
- How do you assess the relevance of training to be attended by the employees, including your inexperienced graduates at the Municipality?
- What roles do mentoring and coaching play in your human resource development strategy?
- Do you use the workplace skills plan? And is it helpful in your District Municipality?
- Do you think training and skills development interventions conducted are successful? Further indicate how training and skills development programs are evaluated.
- What is the impact of training and skills development in your Municipality?
- How do you determine success and failure? Can you provide some concrete examples?
- What are the challenges you have or are encountering in the management and administration of training and skills development programs in your municipality?
- How did you did you manage to address those challenges?

- What are your recommendations to improve training and skills development programs in your municipality?

Focus group C: Employees who received training and skills development programs at Umzinyathi district municipality.

- What are your opinions and perceptions about the training you received?
- Do you understand why you attended the training you did?
- Do you think training added any value in your life? Yes or No, if yes please provide reasons and if no also give reasons.
- Was the training relevant to your context or was it so generalized that you saw little relevance to your situation?
- To what extent did you determine your need for training?
- Why is it necessary to have training and skills development at the municipality?
- What challenges did you experience when attending training? How do you think those challenges could be addressed?
- How would you advise Management to improve the training and skills development of employees?
- What recommendation would you give your managers in improving training and development at your Municipality?

Appendix B: Transcripts or interview notes

1. In-depth interviews conducted with Line Managers responsible for approving training and skills development programmes at UMzinyathi district Municipality.

Name of a Line Manager	Questions and Answers
<p>1.Participant A: Administration manager –Nqutu Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and feels that training had an impact. <p>Question 3</p>

	<ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees however; the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery of a municipality; but my performance is not evaluated and only section 56 managers; We do not have performance evaluation policy some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised including myself for proper engagement. I do not have a role to play in the whole process <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to human resource section and we do not discuss such in a skills development committee. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program will run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training on human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill
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development programs and we do not have a tool to evaluate training and development programs .

Question 10

- I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation.

Question 11

- A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality.

Question 12

- There is no database of accredited learning institutions; Supply Chain management request quotations hence they are not training practitioners or specialist; do not understand service delivery constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills because of the rurality of our municipality; contribute to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack their and training skills.

Question 13

- That an SDF to be appointed and training or skills development committee to be developed. I think we must have a full functional division of training and development to address headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor

Question 14

- We must have a training and development division that will help employees and internship and including unemployed graduates in our local municipality and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need performance management policy of managers and some managers are only appointed for five years ; there is no stability ; managers come and go.

2.Participant B: Manager Support Services

Question 1

- My view is that there is no impact in a sense that it is not as per result of performance evaluation; my view is that I must be somehow empowered by management to evaluate my employees and be able to say you need this particular training and I must also be evaluated so that I can identify my own performance gap to improve performance of the municipality.

Question 2

- Training upgrade performance of employee. But there is no impact as earlier submitted and there is no SDF and no relevant senior manager. Our training is failing the whole district municipality and employees as well as young learners because they end up acting as messengers having been appointed to serve as interns in a municipality

Question 3

- There is a form that we normally circulate for all of us to complete and you must take it to SCM.

Question 4

- Training is not discussed at the management level and I have no role to play there as earlier submitted since there is no structure in place.

Question 5

- We take forms from individuals and put them together in files and those requests inform training and development in a municipality

Question 6

- There is no tool to assess or instruments to assess the relevant of training including inexperienced graduates; some inexperienced graduates complained to me that they end up acting as messengers having completed internal audit degree. And training or work exposure they are getting is not helping and they are doing this for a stipend of R3000 due to shortage of employment opportunities and are applying in bigger cities and companies where they hope they might be valued.

Question 7

- There is no understanding of coaching and mentoring as young graduates had no mentors , artisans and apprenticeships has not be assigned a coach . Also there is no standing induction program to assist these learners that we get from the

	<p>provincial treasury and no one is accountable for their development and non- of us can be blamed with that .</p> <p>Question 8</p> <ul style="list-style-type: none"> ➤ We do not have a work place skills plan ; there is no training director here ; no SDF and no training committee ; no performance evaluation committee and no evaluation of training as I submitted earlier <p>Question 9</p> <ul style="list-style-type: none"> ➤ Impact of training is not measured here for checks and balances on training provided; you cannot have an impact if you do not have a proper structure and relevant management. <p>Question 10</p> <ul style="list-style-type: none"> ➤ No impact as submitted and it is not successful <p>Question 11</p> <ul style="list-style-type: none"> ➤ That there will be no errors after training ; continued errors even after training ; that is a failure <p>Question 12</p> <ul style="list-style-type: none"> ➤ High turnover of municipal managers ; no back up plan in management positions; no performance management of employees and line managers ; only section 57 managers who enter into a performance contract and that is irrational and no performance evaluation at lower levels ; that affect service delivery and fail skills development and fail to improve a municipality. To add; there is no training committee <p>Question 13</p> <ul style="list-style-type: none"> ➤ I proposed that Government review legislation for better management of municipalities countrywide ➤ I proposed Training to be informed by performance gaps as there is nothing else I can do. These I sent to EXCO. <p>Question 14</p> <ul style="list-style-type: none"> ➤ There should be performance evaluation of councillors as one cannot debate decisions of the municipality with no proper training ➤ Stakeholder engagement within and outside the municipality ➤ Institutionalise training and development system to respond to employees and the district as a whole ➤ Have performance system in place for all employees at local government level
3.Participant C : HR Manager	Question 1

	<ul style="list-style-type: none"> ➤ I think it is not properly done and we need a right manager for training ; I am approving trainings which I think are not relevant to the need of our municipality employees ; we need a specialist person to advise us on skills development <p>Question 2</p> <ul style="list-style-type: none"> ➤ It improves service delivery and skills within a municipal employees <p>Question 3</p> <ul style="list-style-type: none"> ➤ We refer forms that I sign to supply chain to phone a service provider for three quotations and an employee will be allowed to attend. <p>Question 4</p> <ul style="list-style-type: none"> ➤ I have a specific role of signing of forms and forwarding to supply chain management as and when there is a training request by municipal employees or managers <p>Question 5</p> <ul style="list-style-type: none"> ➤ It is a form that we instruct employees to complete on yearly basis that inform training <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no tool to assess inexperienced graduates and to evaluate training in the municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no mentorship and coaching or human strategy professionally aligned <p>Question 8</p> <ul style="list-style-type: none"> ➤ There is no work place skills plan or training procedure manual or process flow <p>Question 9</p> <ul style="list-style-type: none"> ➤ It is not successful <p>Question 10</p> <ul style="list-style-type: none"> ➤ There is no impact <p>Question 11</p> <ul style="list-style-type: none"> ➤ Is to have a structure or not having it – that relate to success and failure because things are not done as per plan <p>Question 12</p> <ul style="list-style-type: none"> ➤ That supply chain take time to approve training and some tenders are cancelled at an 11th hour and we often fail to train people and we fail to produce a report as per the completed number of forms by employees <p>Question 13</p> <ul style="list-style-type: none"> ➤ I reported to the Municipal Manager who promised to help <p>Question 14</p>
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	<ul style="list-style-type: none"> ➤ Have a proper training and skills development unit or academy that will address shortage of skills ➤ Have training manual or business processes ➤ Get proper policies and skills audit in place
<p>4.Participant D : Acting Corporate Service Director</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I feel it sometime help managers though I feel that we do not have proper training procedures in place and we are one of the poor municipalities in the country; but we train our employees and young graduates and they get proper training . It is good and I think we are on top of it despite having challenges <p>Questions 2</p> <ul style="list-style-type: none"> ➤ It improves municipal services and service delivery and changes attitude of employees <p>Question 3</p> <ul style="list-style-type: none"> ➤ I direct all employees to complete forms and apply for bursaries and I put a report on the IDP and we make an announcement during the IDP Road shows <p>Question 4</p> <ul style="list-style-type: none"> ➤ We prepare forms and discuss it with councillors and the mayor of the municipality ; we table it at the council and the budget and opposition parties add inputs into it and once approved we engage supply chain to take over a process <p>Question 5</p> <ul style="list-style-type: none"> ➤ The IDP and the forms inform training of our people. <p>Question 6</p> <ul style="list-style-type: none"> ➤ As I indicated there are no tools to assess training and unfortunately I feel that our inexperienced graduates are not supported as we had no standing program to assist them. We do not assess training <p>Question 7</p> <ul style="list-style-type: none"> ➤ We have no mentoring and coaching programs in our training and this affect us and skills development in our municipality; for employees and unemployed youth and there is nothing I can do about it. <p>Question 8</p> <ul style="list-style-type: none"> ➤ Unfortunately we do not have a person responsible for training and skills development for a municipality; for employees and external youth ; it is a gap . <p>Question 9</p> <ul style="list-style-type: none"> ➤ Somehow ; there is impact ; because some employees perform better after training. <p>Question 10</p> <ul style="list-style-type: none"> ➤ I train employees and if they fail ; that is a problem

	<p>Question 11; improved performance after training is a good example</p> <p>Question 11</p> <ul style="list-style-type: none"> ➤ Same as above <p>Question 12</p> <ul style="list-style-type: none"> ➤ Shortage of budget ➤ Some courses do not help our people the way I wanted to. <p>Question 13</p> <ul style="list-style-type: none"> ➤ I recommended to the MM that we need a specialist person in training of employees and skills development of entire municipality <p>Question 14</p> <ul style="list-style-type: none"> ➤ We need to allow employees to grow and have confidence ➤ We need to train our councillors to understand basic municipal policies and municipal finance management act as a key stakeholder ➤ We need to do away with short term contracts in a municipality ➤ We need to have procedure manual of training for in service training ➤ We need to have a director and specialist people in training ➤ We need to give more powers to the municipal manager and have an external accountant attending exco meeting to avoid corruption and abuse of power and municipal resources
<p>5.Participant E : Corporate Services Director Nquthu Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ It is good and assists employees <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training improves performance and makes employees happy and will stay longer in a municipality. Training has impact in the municipality <p>Question 3</p> <ul style="list-style-type: none"> ➤ Standard procedure is a form that we normally complete and sent to supply chain <p>Question 4</p> <ul style="list-style-type: none"> ➤ I managed those forms and request CFO to give budget for employees <p>Question 5</p> <ul style="list-style-type: none"> ➤ The forms and budget and list of employees to attend training and requesting a bursary <p>Question 6</p>

	<ul style="list-style-type: none"> ➤ Unfortunately there is no assessment tool for trainings I approved and for young graduates ; managers and employees ; we compile a list of people who have attended and money spent per individual <p>Question 7</p> <ul style="list-style-type: none"> ➤ Again we are not yet familiar with such concepts in a municipality <p>Question 8</p> <ul style="list-style-type: none"> ➤ We do not have a skills person to assist ; unfortunately not <p>Question 9</p> <ul style="list-style-type: none"> ➤ Yes training are successful but they are not evaluated to check impact on employees and it is now a gap <p>Question 10</p> <ul style="list-style-type: none"> ➤ Now that I am observing that there is no assessment tool and evaluation of training ; I think I doubt the impact but in some instance it is there because I trained admin clerk for a minute taking course and her performance improved during council meetings. <p>Question 11; improved performance after training is a good example</p> <p>Question 12</p> <ul style="list-style-type: none"> ➤ As explained Sir on page 10 here is my argument <p>Question 13</p> <ul style="list-style-type: none"> ➤ No database for service providers in training and supply chain take service providers who I think sometimes fail us ; budget is a problem <p>Question 14</p> <ul style="list-style-type: none"> ➤ I recommended to the MM that we need a specialist person in training of employees and skills development of entire municipality <p>Question 14</p> <ul style="list-style-type: none"> ➤ We need a performance policy and a structure for training and development ➤ There is no institutional training approach ➤ Budget sometimes to be improved ➤ We need to assist young inexperienced graduates ➤ We need to help municipalities to have professional engineers to assist rural people ➤ We need to issue more bursaries to attract engineers to come and work with us. ➤ We need to improve performance evaluation across employees from lower level staff to Senior management
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**6.Participant F: Human Resources
Manager Endumeni**

Question 1

- It is well executed in my own view in this municipality

Question 2

- Training instil discipline and confidence within employees

Question 3

- I interview employees only when they intend to do a particular training

Question 4

- I then develop a database of employees who I selected for training and forward to supply chain management

Question 5

- I prepare a list of employees, behaviours ; skills and type of training needed and job title

Question 6

- There is no assessment tool to ascertain on whether training had impact; yes of course learners complained a lot to me as HR Manager that there is no induction and some are engineers and there is no one assigned as mentor that problem is that we do not have a qualified and registered engineer to do that because of rurality of the municipality and this is the problem which I have no control over it.

Question 7

- As explained above coaching and mentorship problem was brought to me ; there are no engineers and qualified people to be assigned as mentors and it is a problem

Question 8

- Look ; I am not an SDF ; I am helping yes I do have a data base of courses and employees

Question 9

- They are successful but training is not evaluated and performance of employees is further not evaluated ; there are no policies so I cannot support the statement that training is evaluated ; it is not evaluated because of those obvious reasons.

Question 10

- A guy had no drivers licence and he obtained it and he was not a good driver and I improved through giving him extra lessons with a driving school;

Question 11; your question is answered by question 10 Sir

	<p>Question 12</p> <ul style="list-style-type: none"> ➤ No performance management policy ➤ No training unit ➤ No process flow of training ➤ Evaluation of performance is a problem ➤ No engineers and it's a key skill in a municipality ➤ No induction program for our inexperienced graduates ➤ No qualified technical managers <p>Question 13</p> <ul style="list-style-type: none"> ➤ I reported to the MM and director <p>Question 14</p> <ul style="list-style-type: none"> ➤ I recommended that the mayor attend the above problems and get qualified people for the job in a municipality and improve skills development
<p>7.Participant G: Supply Chain Manager</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Training helps employees as they explore new things and share information with people from other municipalities; it relieve stress and make them happy as they sometimes treat it as a holiday. We are making strides in this municipality <p>Question 2</p> <ul style="list-style-type: none"> ➤ Education changes perceptions and attitude ; it make someone to be responsible for himself and make people respect each other or some degree of emotional intelligence ; it helps the municipality grow and have happier employees <p>Question 3</p> <ul style="list-style-type: none"> ➤ I authorize the quotations and convene bid evaluation for all trainings in a municipality and appoint a training consultant or service provider for employees and information is referred to me by HRM person for me to decide with CFO. <p>Question 4</p> <ul style="list-style-type: none"> ➤ I evaluate quotations and if it is above threshold prepare specification and invite bids from training providers. <p>Question 5</p> <ul style="list-style-type: none"> ➤ Obviously all employees must complete forms and forward such to SCM <p>Question 6</p> <ul style="list-style-type: none"> ➤ The gap is that we do not have a skills specialist in a municipality and we do not have professional people to assist with designing specification for training .

	<p>There is no one who manages training for inexperienced graduates and some are not necessary doing what they did at school</p> <p>Question 7</p> <ul style="list-style-type: none"> ➤ Mentorship is a problem in a municipality and that I acknowledge <p>Question 8</p> <ul style="list-style-type: none"> ➤ We do not have a skills person to assist ; unfortunately not <p>Question 9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; yes that we successfully send employees for training but we do not have a evaluation report to check whether training assisted or not . <p>Question 10</p> <ul style="list-style-type: none"> ➤ There is no evaluation and assessment tools <p>Question 11</p> <ul style="list-style-type: none"> ➤ Success is something that after evaluation yield positive results and failure is something that fail to show results ; I think these explanations are self-explanatory <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no skills person ➤ Sometimes tenders take too long to evaluate for training ➤ There is no skills development unit or training and I am not a trainer or teacher whilst I evaluate tenders and does specifications for training. ➤ Managers come and go and ➤ High turnover and no consequences for wrong doing <p>Question 13</p> <ul style="list-style-type: none"> ➤ I reported to the Municipal Manager who in a short space of time resigned <p>Question 14</p> <ul style="list-style-type: none"> ➤ We need to train councillors and politicians in people management so that they can take proper decisions. This stem from a lack of training by counsellors and politicians who run a municipality
<p>8.Participant H: Finance and Supply Chain Manager – Msinga</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ My opinion is that training offered is somehow helps employees and unemployed graduates including managers. <p>Question 2</p>

- Training improves performance of an employee and accelerate service delivery. It helps young people to be able to find a job after awarded a three bursary.

Question 3

- Training and development process start with a completion of a form by individual employee, for bursaries we advertise at the local newspaper or use community radio station. We then consolidate a list and check on whether there is enough budget to fund internal bursaries and external applicants; we than compile a list as per a number of forms received from employees. The administration and planning these are the above processes and at the end it will be included on IDP Road shows and the community will be told on how we are intending to spend their budget ; how bursaries we will fund and actual number of employees we anticipate to train in a year.

Question 4

- My specific role is that since there is no training specialist or human resource manager ; I am the one who assist with the budget for training and sourcing of qoutations for appointment of service providers in support of the above process. I am also responsible for the payment of external bursaries and for internal staff in this municipality. That is my role in skills development here.

Question 5

- As stated earlier ; I am guided by the IDP of the municipality

Question 6

- The improve of service delivery and the reduction of complaints from the community is taken into account, that is how I assess the relevant of training. There is a big issue with learners; we are short of technical managers in our municipality and there is no manual to manage inexperienced finance graduates and artisans who are on a three year contract. To cut it short learners training is not assessed and I received a complaint that one is a registry clerk whereas we hired her to get exposure in finance and internal auditing.

Question 7

- The problem is slightly related to the above ; because we will need technical manager and skills person to help with a manual of managing in service

training people and internship guys ; but we do have such.

Question 8

- There is no trainer to assist with that or to work with SETA

Question 9

- Look ; I feel training is not evaluated to assess whether there is impact or not ; we need a training specialist to that but I strongly feel that our training as promised on IDP are successful as we have trained internal and external applicants and people appreciated that we helped young people with money.

Question 10

- It helped young people from the area to register for a degree at the university and finish studies ; it further helped employees who attended a training in communication to be able to do public participation meetings.

Question 11

- To me ; the above is an example of success and a failure will be the failure by a student to finish studies.

Question 12

- There is no person who helps with training and skills development
- We need more engineers that we may train as a municipality to push service delivery and fill key positions in water and sanitation

Question 13

- I engaged EXCO and the Municipal managers and advised me that there is a shortage of money.

Question 14

- You know a municipality is a complex animal ; there are traditional leaders ; councillors who are also politicians and the community. There are employees and external people who during IDP road shows demand that we send their children to school or create work for young people and there is limited budget to do so and people complain that we cannot fix water problems and electricity hence there are no qualified people to do so. *I recommend that Government put more money and upgrade salary scales in rural municipalities so that we may attract right people for the job ; I also recommend*

	<p><i>that we are given more powers for administration and ensure that right skills are provided for all parties in local government such as traditional leaders and councillors ; and also the issue of five year contracts worsen the situation, managers get frustrated because councillors give irrational instructions and if they question they are labelled as disrespectful and this demonstrate a lack of training of stakeholders</i></p>
<p>9.Participant I: Public Participation Manager</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ <i>I am of the opinion that it is not properly handled because we do not have a person responsible for it but look I attended a good training program in development management at the University of KwaZulu Natal and received a certificate that covers Local Government and certificate assisted me a lot as Public Participation manager.</i> <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training improves communication and provide networking skills. It also helps one to engage stakeholders in a professional way. <p>Question 3</p> <ul style="list-style-type: none"> ➤ Planning is not done per se but we normally complete a form and I sign it off as a Manager and people attends training ; the clerk keep a copy of a certificate and a list of courses attended. <p>Question 4</p> <ul style="list-style-type: none"> ➤ My role is that I receive a form that I sign off and give to Supply Chain for training to take place. <p>Question 5</p> <ul style="list-style-type: none"> ➤ The form must be completed <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no assessment and another gap is that there is shortage of policies and people who deal with training matters. The performance system for all employees is also not in place and this affect the issue of selecting training as per training needs. For inexperienced graduates and in service training guys it's a nightmare and this frustrate them a lot. <p>Question 7</p> <ul style="list-style-type: none"> ➤ <i>There is no technical people and accountants here; this is a rural municipality and CFO has no time either to mentor finance interns ; remember she is here for 5 years and is already left with 10 months in her contract ; worse learners have just been</i>

	<p><i>appointed two weeks ago for a three year contract and there is no trainer to design something for them.</i></p> <p>Question 8</p> <ul style="list-style-type: none"> ➤ This requires a trainer and SETA should help us with skills plan training as we do not have a skill to do so. There is no such WSP and am not aware of it <p>Question 9</p> <ul style="list-style-type: none"> ➤ <i>I am not sure; it depends on an individual; I chose University of KwaZulu Natal for my training and other employees complain that they attended training but it was not successful ; the certificate did not help them understand work related problem ; there is no person who evaluate and monitor training and budget spent ; the answer is a big no.</i> <p>Question 10</p> <ul style="list-style-type: none"> ➤ I will be contradicting myself now ; honestly speaking ; there is no impact ; you only show off impact once you are able to evaluate something. <p>Question 11</p> <ul style="list-style-type: none"> ➤ Sir the above answers this question; remember we have spent 30 minutes for a meeting <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no proper human resource structure and manual and I will be dreaming if I can mention something else. <p>Question 13</p> <ul style="list-style-type: none"> ➤ We have been submitting this to councillors and the Mayor and MM and nothing happened. <p>Question 14</p> <ul style="list-style-type: none"> ➤ We need proper HRM and D structure
<p>10. Participant J : Manager Budget and Supply Chain</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ <i>My first degree was Human Resources Management but I am off the view that we are not getting it right ;we are training for a sake of training and this is not a proper training ; there is no PDPs ; Skills Audit ; Workplace skills plan ; it's a crisis</i> <p>Question 2</p> <ul style="list-style-type: none"> ➤ To me training improves performance and service delivery and helps employees to excel in what they do.

	<p>Question 3</p> <ul style="list-style-type: none"> ➤ I authorize bookings and training projects <p>Question 4</p> <ul style="list-style-type: none"> ➤ I evaluate quotations and allocate budget for training <p>Question 5</p> <ul style="list-style-type: none"> ➤ One must complete a form <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no assessment of training relevance to employees and no one can help artisans and finance interns because of shortage of skills . There is no training program in a municipality or induction session for inexperienced graduates. <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no mentorship and coaching guide for learner ships; in service training and internship within our local municipality and there no people to match such. <p>Question 8</p> <ul style="list-style-type: none"> ➤ No WSP <p>Question 9</p> <ul style="list-style-type: none"> ➤ The answer is no evaluation of training and I am unable to answer on success or failure of training <p>Question 10</p> <ul style="list-style-type: none"> ➤ <i>There is no impact in my own view ; there are no assessments and evaluation and proper hard performance structure</i> <p>Question 11</p> <ul style="list-style-type: none"> ➤ Number 9 and 10 In my own view signify failure <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no performance management and PDPs of employees ➤ There is no proper skills audit ➤ There is no training and bursary committee <p>Question 13</p> <ul style="list-style-type: none"> ➤ I put it in a suggestion box hoping that it will be attended <p>Question 14</p> <ul style="list-style-type: none"> ➤ Job grading of posts ➤ Performance and training Development Director to be hired ➤ We must have an academy for training in our area that will work with a municipality or at least government must have one that directly helps municipalities.
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End of Section A: Focus Group interview questionnaire with line managers responsible for approving training and skills development programs at UMzinyathi District Municipality.

Section B: Focus Group interviews with Skills Development Facilitators or training specialists who are responsible for coordinating training and skills development of employees at UMzinyathi district Municipality

Participant name	Responses from participants
<p>1.Participant A: UMzinyathi HR Practitioner</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ The training we offer is not necessarily informed by the Personal Development Plan of employees accepted after identification of skills gaps for soft skills courses to improve performance. We in most instances outsource training programmes to external service providers. I am not a Skills Development Facilitator (SDF) I am just assisting and not trained on these roles ; my traditional role leaves management and service benefits to Human resource management. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development improves performance of employees and enhances chances of personal growth in terms of career of young and old employees. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There should be a form circulated to individual employees and an advert for young people to apply for bursaries and request budget and a report will go to EXCO and factored into the IDP and budget road show for a municipality <p>Question 4</p> <ul style="list-style-type: none"> ➤ The process is that I must notify all staff that they need to select courses they think they need for a year. I will then consolidate a list of short courses and bursaries and I

	<p>use a form from SETA and then forward to anyone who is assigned with a responsibility of approving training but Supply Chain in most cases is the end of process and CFO.</p> <p>Question 5</p> <ul style="list-style-type: none"> ➤ A request from myself instructing people to submit courses they are interested in ; a list to supply chain and confirmation of budget once there is a list and money is available then we may train. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no formal process to evaluate training to be attended by employees and with our interns and in-service training ; I use a contract to check their progress in terms of functions <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no human resource development strategy and director training so mentoring and coaching is affected by the fact that we are located in rural areas and we do not have technical and finance managers with expertise to impart skills and knowledge to younger generation; our Directors are appointed to contract positions and have no time to train learners or interns. <p>Question 8</p> <ul style="list-style-type: none"> ➤ WSP is a guiding document and it is not fully implemented due to challenges in funds as well as lack of service providers and institutions within the area. To send employees to bigger cities is too costly <p>Question9</p> <ul style="list-style-type: none"> ➤ Training and development interventions are successful in most instances but depending on the commitment of that particular employee; the employee has to submit portfolio of evidence and found to be competent
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	<p>Question 10</p> <ul style="list-style-type: none"> ➤ It has impact and it helps employees to look for internal vacancies . <p>Question 11</p> <ul style="list-style-type: none"> ➤ A finding of competent and incompetent employees defined the question <p>Question 12</p> <ul style="list-style-type: none"> ➤ There were quite a number of challenges that we encounter in the management and administration of training and skills development programmes in the municipality such as employees not co-operating during the skills audit and not returning skills audit forms to be completed. Heads of departments and managers do not take seriously the needs of skills development and do not even bother to submit training needs of their sections; The political interference of untrained politicians or councillors taking on admin matters is a further problem. There is no skills development committee and SDF <p>Question 13</p> <ul style="list-style-type: none"> ➤ Escalate to top management <p>Question 14</p> <ul style="list-style-type: none"> ➤ Appoint a Skills Development Facilitator ➤ Director training ➤ Formulate a training committee which will draw up a training program or schedule for a year ➤ Have a dedicated LGSETA Coordinator for each district municipality so that it will be easier to administer and manage as well as ensuring better communication line
<p>2. Participant B: Human Resource Officer – Umvoti Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p>

	<ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and makes one feel that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees; however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; I further feel that there are no training processes in place and they rely heavily on a form. Training and performance management at my level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery of a municipality; but my performance is not evaluated and only section 56 managers are. We do not have performance evaluation policy, some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should communicate with employees, and staff advised, including myself for proper engagement. I do not have a role to play in the whole process <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is circulated advising all employees to communicate training requests to human resource section but we do not discuss these in a skills development committee. <p>Question 6</p>
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	<ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program will run . Mentoring and coaching programs not in place and there is no bursary or training policy or any training on human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I have never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs . <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ Success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that is not followed properly or add value to a municipality. <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no database of accredited learning institutions; Supply Chain management request quotations but they are not training practitioners or specialist, do not understand service delivery
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	<p>constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills because of the rural nature of our municipality contributes to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack training skills.</p> <p>Question 13</p> <ul style="list-style-type: none"> ➤ That an SDF be appointed and training or skills development committee be developed. I think we must have a full functional division of training and development to address, headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor <p>Question 14</p> <ul style="list-style-type: none"> ➤ We must have a training and development division that will help employees and internships, and including unemployed graduates, in our local municipality and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for managers and some managers are only appointed for five years ; there is no stability ; managers come and go.
<p>3.Participant C: HR Officer</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training

	<p>program of MFMA to upgrade her Diploma.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and she feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees; however, the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employees to evaluate performance gaps and identify things that will help improve service delivery in the municipality; but performance is not widely evaluated; only section 56 managers. We do not have a performance evaluation policy and some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process an SDF should have communicated with employees and staff, to advise, including myself, for proper engagement. I do not have a role to play in the whole process <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to human resource
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section but we do not discuss this in the skills development committee.

Question 6

- There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality

Question 7

- There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program should be run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training in human resource development strategy

Question 8

- I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say if it is working or not?.

Question9

- The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs .

Question 10

- I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation.

Question 11

- A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that is not followed properly or add value to a municipality.

Question 12

- There is no database of accredited learning institutions. Supply chain management request quotations but they are not training

	<p>practitioners or specialists. I do not understand service delivery constraints and how to design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills is because of the rural nature of our municipality. This contributes to problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills.</p> <p>Question 13</p> <ul style="list-style-type: none"> ➤ That an SDF be appointed and training or skills development committee be developed. I think we must have a fully functional division of training and development to address these matters, headed by the relevant manager and we must link training with performance management of managers and employees. For instance, my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor <p>Question 14</p> <ul style="list-style-type: none"> ➤ We must have a training and development division that will help employees with internships, including unemployed graduates in our local municipality – and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for managers and some managers are only appointed for five years. There is no stability ; managers come and go.
3. Participapnt C: Finance	Question 1

	<ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and it feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees; however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery in a municipality; but my performance is not evaluated and only section 56 managers; We do not have a proper performance evaluation policy. Some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised including myself for proper engagement. I do not have a role to play in the whole process <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate
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	<p>training requests to human resource section and we do not discuss such in a skills development committee.</p> <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program will run . Mentoring and coaching program is not in place and there is no bursary or training policy or I any training on human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs . <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality. <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no database of accredited learning institutions; Supply Chain management request quotations
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hence they are not training practitioners or specialist; they do not understand service delivery constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills because of the rural nature of our municipality; contribute to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills.

Question 13

- That an SDF be appointed and training or skills development committee be developed. I think we must have a fully functional division of training and development to address, headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor

Question 14

- We must have a training and development division that will help employees and interns, including unemployed graduates in our local municipality, and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need performance management policy of managers and some managers are only appointed for five years ; there is no stability ; managers come and go.

4.Participant D: HRD

Question 1

- Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma.

Question 2

- Training and development enables managers to do their jobs properly and she feels that training had an impact.

Question 3

- There is a form that is being circulated to employees, however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager.

Question 4

- There is no clear process and in fact I should have a meeting with my employer to evaluate performance gaps and identify things that will help improve service delivery in a municipality; but my performance is not evaluated and only section 56 managers have that. We do not have a performance evaluation policy, some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised, including myself, for proper engagement. I do not have a role to play in the whole process

Question 5

	<ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to human resource section and we do not discuss such in a skills development committee. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program should run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training in human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs . <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assists the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality. <p>Question 12</p>
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- There is no database of accredited learning institutions; Supply Chain management request quotations, hence they are not training practitioners or specialist; they do not understand service delivery constraints and can't design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills is because of the rurality of our municipality, which contributes to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills.

Question 13

- That an SDF be appointed and training or skills development committee be developed. I think we must have a fully functional division of training and development to address, headed by the relevant manager, and we must link training with performance management of managers and employees. For instance, my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor

Question 14

- We must have a training and development division that will help employees and internships, including unemployed graduates in our local municipality and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for managers and some managers are only

	<p>appointed for five years ; there is no stability ; managers come and go.</p>
<p>5. Participant E: HRD</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and she feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees; however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery in a municipality; but my performance is not evaluated and only section 56 managers. We do not have performance evaluation policy, some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised,

	<p>including myself, for proper engagement. I do not have a role to play in the whole process</p> <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to human resource section and we do not discuss such in a skills development committee. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program should run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training in human resource development strategy. <p>Question 8</p> <ul style="list-style-type: none"> ➤ I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say if it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs . <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ Success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that
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does not followed properly or add value to a municipality.

Question 12

- There is no database of accredited learning institutions; Supply Chain management request quotations, hence they are not training practitioners or specialists; they do not understand service delivery constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills because of the rurality of our municipality contributes to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills.

Question 13

- That an SDF be appointed and training or skills development committee be developed. I think we must have a fully functional division of training and development to address issues,headed by the relevant manager and we must link training with performance management of managers and employees. For instance, my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor

Question 14

- We must have a training and development division that will help employees and interns, including unemployed graduates in our local municipality, and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for

	<p>managers and some managers are only appointed for five years ; there is no stability ; managers come and go.</p>
<p>6. Participant F: HR</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees however; the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery of the municipality; but my performance is not evaluated and only section 56 managers; We do not have a performance evaluation policy, some trainings are not as per an engagement with me and therefore I cannot provide proper development. If we had a process;

	<p>an SDF should have communicated with employees and staff advised, including myself, about proper engagement. I do not have a role to play in the whole process</p> <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to human resource section and we do not discuss such things at a skills development committee. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program should run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training on human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I have never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say whether it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs . <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p>
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- A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that is not followed properly or add value to a municipality.

Question 12

- There is no database of accredited learning institutions; Supply Chain management request quotations but they are not training practitioners or specialists; do not understand service delivery constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills because of the rurality of our municipality contributes to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills.

Question 13

- That an SDF be appointed and training or skills development committee be developed. I think we must have a full functional division of training and development headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor

Question 14

- We must have a training and development division that will help employees and interns, including unemployed graduates in our local municipality and government in my view is not assisting us. We need a training committee that will work

	<p>with TVET Colleges and we also need money for training and development. We also need performance management policy from managers and some managers are only appointed for five years ; there is no stability ; managers come and go.</p>
<p>7. Participant G: HR</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and it feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees. However, the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve the service delivery of a municipality; but my performance is not evaluated and only section 56 managers are. We do not have a performance evaluation policy,

some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised, including myself, for proper engagement. I do not have a role to play in the whole process

Question 5

- A form is being circulated advising all employees to communicate training requests via human resource section and we do not discuss such in a skills development committee.

Question 6

- There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality

Question 7

- There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program should run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training on human resource development strategy.

Question 8

- I have never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say if it is working or not?.

Question9

- The answer is yes or no ; because we are supposed to have tools to evaluate training and skills development programs and we do not have a tool to evaluate training and development programs .

Question 10

	<ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ A success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality. <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no database of accredited learning institutions; Supply Chain management request quotations, hence they are not training practitioners or specialist; they do not understand service delivery constraints nor design proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills is because of the rurality of our municipality; these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills. <p>Question 13</p> <ul style="list-style-type: none"> ➤ That an SDF be appointed and training or skills development committee be set up. I think we must have a fully functional division of training and development headed by the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor <p>Question 14</p> <ul style="list-style-type: none"> ➤ We must have training and development division that will help employees and internship, including
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	<p>unemployed graduates in our local municipality, and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need performance a management policy for managers and some managers are only appointed for five years ; there is no stability ; managers come and go.</p>
<p>8. Participant H: Skills Development</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and it feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees; however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance gaps and identify things that will help improve service delivery of the municipality; but my performance is

not evaluated and only section 56 managers are. We do not have performance evaluation policy, some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process an SDF should have communicated with employees and staff advised including myself for proper engagement. I do not have a role to play in the whole process

Question 5

- A form is being circulated advising all employees to communicate training requests to human resource section and we do not discuss such in a skills development committee.

Question 6

- There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality

Question 7

- There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program will run . Mentoring and coaching program is not in place and there is no bursary or training policy or any training on human resource development strategy.

Question 8

- I never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say if it is working or not?.

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- The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill development programs and we do not have a tool to evaluate training and development programs .

Question 10

	<ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ Success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality. <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no database of accredited learning institutions; Supply Chain management request quotations, hence they are not training practitioners or specialists; do not understand service delivery constraints and should design a proper training so that people can attend the right training program and receive a proper certificate. The is a shortage of skills because of the rurality of our municipality; that contributes to these problems and some admin matters are left to be decided or ignored by councillors who themselves lack HR and training skills. <p>Question 13</p> <ul style="list-style-type: none"> ➤ That an SDF be appointed and training or skills development committee to be developed. I think we must have a fully functional division of training and development to address the relevant manager and we must link training with performance management of managers and employees. For instance my manager is not evaluating my performance and there is no policy in place for him to do so. I submitted the challenges to the Mayor <p>Question 14</p>
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	<ul style="list-style-type: none"> ➤ We must have a training and development division that will help employees and interns, including unemployed graduates in our local municipality and government, in my view. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for ➤ managers and some managers are only appointed for five years ; there is no stability ; managers come and go.
<p>9. Participatnt I: SDF</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ Feels that training was job related and she attended one training program of MFMA to upgrade her Diploma. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Training and development enables managers to do their jobs properly and it feels that training had an impact. <p>Question 3</p> <ul style="list-style-type: none"> ➤ There is a form that is being circulated to employees, however the process is derailed by the fact that there is no SDF and training committee in place to discuss all training and development programs in the local municipality; she further feels that there are no training processes in place and they rely heavily on a form. She thinks training and performance management at her level is not in place and training offered is not as per an agreement between an employee and a manager. <p>Question 4</p> <ul style="list-style-type: none"> ➤ There is no clear process and in fact I should have a meeting with my employee to evaluate performance

	<p>gaps and identify things that will help improve service delivery of a municipality; but my performance is not evaluated and only section 56 managers are. We do not have a performance evaluation policy, some trainings are not as per an engagement with me and therefore cannot provide proper development. If we had a process, an SDF should have communicated with employees and staff advised including myself for proper engagement. I do not have a role to play in the whole process</p> <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form is being circulated advising all employees to communicate training requests to the human resource section and we do not discuss such in a skills development committee. <p>Question 6</p> <ul style="list-style-type: none"> ➤ There is no instrument to evaluate , assess and monitor impact and relevance of training within a municipality <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no proper human resource and development strategy ; in fact we use IDP to indicate how a municipal program will run . Mentoring and coaching program is not in place and there is no bursary or training policy nor any training in human resource development strategy <p>Question 8</p> <ul style="list-style-type: none"> ➤ I have never come across a work place skills plan since we do not have a training committee and an SDF. I am unable to say it is working or not?. <p>Question9</p> <ul style="list-style-type: none"> ➤ The answer is yes or no ; because we are supposed to have a tool to evaluate training and skill
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	<p>development programs and we do not have a tool to evaluate training and development programs .</p> <p>Question 10</p> <ul style="list-style-type: none"> ➤ I think the training assisted the employees to perform properly but this is my opinion and it is not informed by performance outcome and evaluation. <p>Question 11</p> <ul style="list-style-type: none"> ➤ Success can be associated with a Manager who is able to develop employees and failure can relate to a skills development project that does not followed properly or add value to a municipality. <p>Question 12</p> <ul style="list-style-type: none"> ➤ There is no database of accredited learning institutions; Supply Chain management request quotations, hence they are not training practitioners or specialist; they do not understand service delivery constraints and design a proper training so that people can attend the right training program and receive a proper certificate. The shortage of skills is because of the rurality of our municipality; this contributes to the problems and some admin matters are left to be performed or ignored by councillors who themselves lack HR and training skills. <p>Question 13</p> <ul style="list-style-type: none"> ➤ That an SDF be appointed and training or skills development committee be developed. I think we must have a full functional division of training and development, headed by the relevant manager and we must link training with performance management of managers and employees. For instance, my manager is not evaluating my performance and there is no policy in place for him to
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	<p>do so. I submitted the challenges to the Mayor</p> <p>Question 14</p> <ul style="list-style-type: none"> ➤ We must have a training and development division that will help employees and interns, including unemployed graduates in our local municipality, and government in my view is not assisting us. We need a training committee that will work with TVET Colleges and we also need money for training and development. We also need a performance management policy for managers and some managers are only appointed for five years ; there is no stability ; managers come and go.
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Notes with employees who received training

Section C : Focus Group interviews with employees who received training and skills development programs at UMzinyathi district municipality.

Participant name	Responses from participants
<p>1. Participant A: (Payroll officer of Nquthu (UMzinyathi District Municipality).</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I joined the municipality in 2013 as intern and was later appointed as Payroll officer. The training I received was not that good because somehow I felt frustrated because

my performance was not evaluated so that I did not know where I was standing in terms of performance gaps. However my appointment as intern yielded positive results for me as I ended up being appointed as an intern. Furthermore, the form that I completed for training each and every year is supposed to be linked to my performance evaluation. I am presently now as an employee not feeling good because of the fact that my performance is not evaluated by my manager.

Question 2

- I was a little bit nervous when I observed that the training I received through internship was not as per what I did at school. I am having a National Diploma in Taxation and there was no proper induction by a Manager on what was expected from me. No details were provided about off the job courses suitable for me. I thought that a guy who supervised my work would assist me in providing courses that will enhance my performance but I appreciate my eventual appointment as a Payroll Officer. I did not receive proper induction into my new responsibilities as a payroll officer in terms of what I will be doing; I happen to be lucky I was offered a job but internship can even assist others who left before finishing it.

Question 3

- Yes of course because I am now a Payroll officer and I am now understanding the role but the municipality need to improve training of employees.

Question 4

- In terms of short courses and internship I received; training was

	<p>not so focussed and relevant to what I did at the Durban University of Technology; however I appreciated that I eventually got a job.</p> <p>Question 5</p> <ul style="list-style-type: none"> ➤ I receive a form from human resources requesting me on whether I need training or not. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To improve performance of employees. <p>Question 7</p> <ul style="list-style-type: none"> ➤ I think or feel that service providers for training courses should be evaluated because the training I attended did not relate to what I expected and it did not touch on municipal finance management act. Instead it talked about national government with limited practical examples on municipality or local government. This challenge to be honest we overlook it and I personally take some trainings if I had to take some three days away at one of the coastal provinces. <p>Question 8</p> <ul style="list-style-type: none"> ➤ The municipality has to appoint a person who understand training matters like a training manager and advise service providers to do proper training for municipal employees. <p>Question 9</p> <ul style="list-style-type: none"> ➤ I think for proper induction internship and in-service graduates need to be properly trained and their performance evaluated accordingly. There are no guidelines in our municipality on how to train an employee and a learner so these guidelines need to be in place.
<p>2. Participant B: Finance</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I personally feel that training provided should be rotational in a

sense that as an intern I can acquire more skills in terms of performing my duties. I think a person assigned to mentor or train me needs to somehow evaluate my knowledge about the job as I am fresh from Mangosuthu University of Technology and graduated with Finance and Accounting. I feel that I am misplaced as I am doing things that do not relate to what I have learnt at school; I feel that the municipality has made me unable to transfer or link what I did at school with real practical work situations. To add, there is no induction and I feel that the contract I entered with a municipality must show how training and my performance will be managed, including my specific roles and responsibilities, as some intending to acquire practical work exposure. *“I feel that I am not transferring what I have learnt at university “*

Question 2

- I am not sure because training should have exposed me on the job situations and I know how finances of local government are practically managed and I am now placed in human resources and I have nothing to do with leave register and writing of appointment letters of people who were here for interviews.

Question 3

- I feel somehow it helped me because I am now getting a stipend and it is better than not getting a salary ; with this stipend I will prepare my CV and apply to other companies ; but I appreciate the opportunity because I have been sitting at home with no income.

	<p>Question 4</p> <ul style="list-style-type: none"> ➤ It is not so focussed but at least I am getting a stipend and I will apply for another job. There is little relevance of training in my situation as I did a National Diploma in Cost and Accounting Management and I am now doing something totally different from my qualifications. <p>Question 5</p> <ul style="list-style-type: none"> ➤ It is my responsibility to search for training and I should I find something; I am advised that the form needs to go via supply chain and CFO for payment of the training I have requested. <p>Question 6</p> <ul style="list-style-type: none"> ➤ It improves skills and knowledge. <p>Question 7</p> <ul style="list-style-type: none"> ➤ The training I attended was poorly coordinated; I feel the guy who have trained us was from an unqualified service provider and I feel it gave limited information and it did not properly relate to local government or a municipal background. I think the municipality has to appoint a training manager and the right service providers for training. Managers have to do their roles effectively in delivering training for us but I understand their frustration as well as the resignation rate is high at their level; I have been here for six months but I have seen the municipality announcing the resignation of senior managers, and most people are in an Acting capacity and they are not sure of what will happen. <p>Question 8</p> <ul style="list-style-type: none"> ➤ Appoint right managers for the job. Ensure that managers stay longer in a municipality and investigate
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	<p>whether training companies are doing their jobs.</p> <p>Question9</p> <ul style="list-style-type: none"> ➤ Managers need to take their jobs seriously and to take further training seriously, as something that can improve service delivery. I think managers need to act as role models for young professionals and assist us to move up the ladder as we do not have experience about local government. Managers has to evaluate our performance and place us in positions as per our qualifications and develop proper induction program for our internship program.
<p>3. Particiapnt C: Administration Officer of Public Participation station at Umvoti LM of UMzinyathi district municipality.</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ There is no consultation between employees who attend training, supervisor and human resources management. The training is not specific to my working conditions. I expect something directly linked to my job. <p>Question 2</p> <ul style="list-style-type: none"> ➤ I really understand but I expected something specifically related to my functions and training, but it is talked about with no practical examples. <p>Question 3</p> <ul style="list-style-type: none"> ➤ It added value because as an employee I was booked at a hotel in Durban and met employees from other municipalities and we shared our own experiences about the particular work we do on a daily basis. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It was so generalized and did not talk to my specific situation as an Admin Officer Public Participation. <p>Question 5</p>

	<ul style="list-style-type: none"> ➤ Through requesting training that I feel I am expected to attend. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To capacitate the staff to enhance service delivery <p>Question 7</p> <ul style="list-style-type: none"> ➤ Sometimes there is a shortage in the budget and they recommend service providers who come and provide poor training. <p>Question 8</p> <ul style="list-style-type: none"> ➤ To conduct a skills audit of all the staff so that training will be relevant. <p>Question 9</p> <ul style="list-style-type: none"> ➤ To develop the new employees in terms of identifying the gaps in their new positions and actively play their roles in doing skills audit. They must appoint training managers and evaluate performance of employees and openly analyse performance results.
<p>4. Participant D: HR Manager</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am appointed as an in-service learner in Human Resources Management and getting a stipend; I am lucky because I did Human Resource Management and I am also working in Human Resource Management. However I feel that there should be a proper contract, induction and some training procedure for me to be able to understand theory and practice. I think I need to know my strengths and weakness on the job I am presently performing. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Yes, to gain more practical experience and to understand usage of Excel to improve my understanding of human resource records management.

	<p>Question 3</p> <ul style="list-style-type: none"> ➤ It helped; I am learning and also getting a stipend. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It is relevant to my qualification in human resource management <p>Question 5</p> <ul style="list-style-type: none"> ➤ I complete a form given to us by managers to complete requesting training. <p>Question 6</p> <ul style="list-style-type: none"> ➤ Improves performance. <p>Question 7</p> <ul style="list-style-type: none"> ➤ I attended one training but I feel that the challenge is that managers also need to do their part. <p>Question 8</p> <ul style="list-style-type: none"> ➤ To improve management of employees in a municipality. <p>Question 9</p> <ul style="list-style-type: none"> ➤ They must do their job properly; do skills audit and prepare contracts and manage young graduates as they have some working skills.
<p>5.Participant E: Internship Finance – Internal Auditing</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I feel that induction for financial internship and training is poorly done in a municipality; my expectation was that I will be exposed to internal auditing duties whilst on the job and that there will be a supervisor that will be aligned to me. This unfortunately did not happen: there is no specific senior person responsible for me and I ended up being used as a messenger having a National Diploma in Internal Auditing. There is no direct supervision from management of the municipality. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Treasury in KwaZulu Natal invited applications from graduates who would like to do on-the job training through learnership and assigned a

mentor or a coach for three years to apply and receive a stipend. I applied because I understood an advert and had a National Diploma in Internal Auditing.

Question 3

- It promised to add value because despite these challenges of not being assigned a mentor as promised through an advert, I can still apply for other posts. At least I will just put on my CV that I am based at Nquthu Municipality and that may assist as I am looking for another job.

Question 4

- It is generalized, it is not specific to my National Diploma in Internal Auditing; there is no induction and assigned responsibility and no awareness of my strengths and weaknesses or my job description. Things I am presently doing has nothing to do with internal audit and risk management. *It is not aligned with what I studied at the Durban University of technology.* I feel that, in some instances I end up doing things which are outside my scope of financial and revenue administration. I further note that the contract I entered to with the municipality is not indicating how my performance and progress will be evaluated. The contract is not explaining how rotation in other components will take place like showing my roles and responsibilities and how I will be coached or managed as promised in the advert.

Question 5

- I feel that it would be better if I had a person assigned to me; there is training that I think might help me but my needs in terms of training

	<p>and responsibilities are not provided.</p> <p>Question 6</p> <ul style="list-style-type: none"> ➤ To understand my responsibilities and the main objectives of the municipality as a whole. <p>Question 7</p> <ul style="list-style-type: none"> ➤ The challenge is that work is not so focussed and not allocated accordingly. Contracts are so generalized and they are not specific to revenue and internal audit. Enable managers to properly do their jobs in a municipality. <p>Question 8</p> <ul style="list-style-type: none"> ➤ I think they must train managers for effective management of interns and employees. I think managers do not know or are not trained in management skills. Managers should manage us and give feedback. There is no follow up on matters we raised to management in terms of job allocation as what we did at the university. <p>Question 9</p> <ul style="list-style-type: none"> ➤ Managers must do their part in training through short courses. For instance I individually sign a form which require both myself and a manager to identify what is lacking in terms of knowledge and skills and be assisted by appropriate training. The manager is not involved and there is no Training manager in a municipality to help us. The Municipality has to train managers on how to take responsibility and the management of interns.
<p>6.Participant F: Admin Support Officer Nquthu LM – UMzinyathi District Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I personally feel that training should be as per a meeting between myself and my Manager where she also helps me in the identification of

	<p>what is lacking on my training. The training was minute-taking but it is not what I requested.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ Yes; it will assist because in future I will have to sometimes take minutes. <p>Question 3</p> <ul style="list-style-type: none"> ➤ Yes it added value. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It was generalized training because I am presently not doing any form of minute taking; I think I must attend financial management course, not what they gave me. <p>Question 5</p> <ul style="list-style-type: none"> ➤ I completed a form requesting training. <p>Question 6</p> <ul style="list-style-type: none"> ➤ Training equips employees, it develop employees and helps one to acquire new skills. <p>Question 7</p> <ul style="list-style-type: none"> ➤ That training needs to be properly arranged and managed in a municipality <p>Question 8</p> <ul style="list-style-type: none"> ➤ The municipality should use universities for training rather than using wrong service providers through the supply chain. <p>Question 9</p> <ul style="list-style-type: none"> ➤ Universities and private colleges to be used in order for us to get proper training.
<p>7.Participant G: UMzinyathi District Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I joined the municipality in 2013 as a Technical Planner in Built, Environment and Engineering for a municipality. I needed some professional training in finance and

	<p>project management but I feel that training was not done accordingly and I have not received such training to date and I have never come across a skills audit exercise in this municipality and training generally offered is a thumb-suck not as per needs analysis.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ There are forms that we generally complete but these are not put into practice. I requested training and it has not yet been provided with having completed a form. <p>Question 3</p> <ul style="list-style-type: none"> ➤ I think training should be arranged in a manner that adds value to employee's life and for me if I can be trained in land administration and SPLUMA I will be a more competent than what I do as a Technical Planner. <p>Question 4</p> <ul style="list-style-type: none"> ➤ Training in my view is not so focussed. If a skills audit is not done, this simply means training offered in a municipality is not focussed. I am expecting my director who is unfortunately not a technical person to evaluate my performance and such is not happening and I do not blame him. He did not appoint himself and the person who appointed him did not understand roles and responsibilities of technical planners and engineers in a Municipality. <p>Question 5</p> <ul style="list-style-type: none"> ➤ I have been complying with a call to complete a form for a training request and nothing come from such a process. <p>Question 6</p>
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- To capacitate staff; enhance knowledge and experience in business processes

Question 7

- There is no skills audit and there are no policies regulating training; there is no proper person placed to ensure the development of skills audit and implementation of training courses. They appointed artisans and apprentice learners for a period of three years and they failed to allocate a relevant person with technical knowledge to train, and I am too frustrated because there is no one who is addressing my training requests. I tried to address the municipal manager who was investigated for financial misconduct and resigned; I engaged the CFO who also resigned after an investigation on fruitless and wasteful expenditure. Managers come and go and there is no standing process flow in a municipality: it depends on the manager at that point in time.

Question 8

- That managers perform their duties diligently and ensure uniformity and integration of process in a municipality. Managers have to design proper internal and external training policies for a district and bursaries need to be allocated as per shortage of key skills to drive the functions of a municipality such as technical and revenue collection and project management. Bursaries are awarded to people to study human resources whereas a diploma or a degree in human resources management is not a scarce skill.

Question 9

- I recommend that managers in a municipality begin to appoint people

	<p>with the right skills in key positions and people must be hired as per their academic qualifications. To add, there should be proper allocation of a training budget and a training person who will do proper skills gaps and skills audit for the entire district. Skills and development at the municipality need to be reviewed and a person needs to consolidate training needs, as I am completing one and same form for each and every year and no one is noticing that a request has already been filed. Managers have to monitor and evaluate the importance of training within a municipality.</p>
<p>8.Participant H: Stationed at Nquthu Local Municipality as a Senior Debtors Clerk – UMzinyathi District Municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am a Senior Debtors Clerk at UMzinyathi District Municipality and feel that training must be informed by good decisions learnt from other internal divisions, meaning that there should be good relationship systems for internal training to happen, managers must be able to somehow train and motivate us and they need to train us in order for us to reach their level as well. There is training which needs to be done by an internal manager and those that require an external service provider. Managers are unable to train us. Secondly, the training I received was as per my own request and the manager should form part of this, as what I studied did not relate to debtors and revenue collection on electricity and water account. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Yes I do understand, I needed to get ways of enhancing my performance on debt management, revenue collection and legal context in terms of enforcing payments for water and

	<p>electricity. The training I received did not address this and there are no legal services in the municipality to advise and train us.</p> <p>Question 3</p> <ul style="list-style-type: none"> ➤ It did not add any value as I needed something on debt collections and revenue management <p>Question 4</p> <ul style="list-style-type: none"> ➤ It was generalized and had so little relevance to my context it did not address debt management problems and legal service roles in enforcing payments of rates. <p>Question 5</p> <ul style="list-style-type: none"> ➤ I complete a form and I forward it to supply chain when I feel that I need to understand a particular aspect such as legal debt collection procedures. <p>Question 6</p> <ul style="list-style-type: none"> ➤ It helps me to understand how a municipality operates. <p>Question 7</p> <ul style="list-style-type: none"> ➤ Training is not informed by evaluation of performance and skills gaps. Since I joined a municipality my performance was never evaluated to identify gaps in performance and propose related training. Another challenge is that good work or performance is not rewarded or there are no performance incentives and training takes a long time to be approved by supply chain and there is no person responsible for performance and skills development in a municipality. A guy who is placed there is not necessarily a training specialist. <p>Question 8</p> <ul style="list-style-type: none"> ➤ I am advising managers that they play their roles in ensuring that every employee does proper training to improve their performance and managers work
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	<p>closely with employees on training and development matters. Both the manager and employee need to decide on training matters.</p> <p>Question9</p> <ul style="list-style-type: none"> ➤ Managers need to do thorough research before sending employees for training and allocation of long term bursaries. For instance there is a shortage of engineers in our municipality and managers are funding bursaries or studies which have nothing to do with addressing this problem. Also there is no legal services department to do proper debt collection and there is no training arranged by managers to ensure that money owed to a municipality is fully recovered to fund capital projects, and this tells you that we are somehow not understanding how to generate revenue skills and run a municipality. Another recommendation is that we must have a performance management system in place at the junior level and proper training and skills development unit headed by a qualified director. Interns and general workers need to be properly trained and their performance evaluated so as to motivate them.
<p>9. Participant I: UMzinyathi district office – Endumeni LM Public Management Trainee.</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am a Public Management trainee in a municipality and I am here for on 18 months contract and so far I have already spent 10 months. I did a National Diploma in Public Management at Plessislaer, Pietermaritzburg and I am required to complete proper in-service training before graduating. In short, I am receiving internal training but my opinion on training and development is that there is no

	<p>proper induction program for me to understand municipal functions and there is no supervisor assigned to me. I am not finding someone to write a report on my conduct and performance within a municipality.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ It is an experiential training program for a duration of 18 months and until now I have not entered into a proper agreement with a municipality in terms of a proper contract, but my Faculty directed a municipality to do so and I am expected to be exposed to work for 18 months. <p>Question 3</p> <ul style="list-style-type: none"> ➤ At least I am getting a stipend but the training itself is not giving anticipated results so far; I am not sure. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It is not designed in a manner that exposes me to understand all sections of human resources and public management. I expected a rotational type of training for the past 10 months. I have been capturing leave and looking for leave files and making copies. Training is not so focussed on my situation and it is not relevant, as I am doing one and the same thing now for 10 months with no supervision. <p>Question 5</p> <ul style="list-style-type: none"> ➤ Nothing <p>Question 6</p> <ul style="list-style-type: none"> ➤ To assist employees in improving performance. <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no good working environment and office space allocated to me as an inexperienced person in a municipality and I feel neglected. <p>Question 8</p>
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	<ul style="list-style-type: none"> ➤ Improve training and management and proper allocation of duties; roles and responsibilities for service trainees. <p>Question9</p> <ul style="list-style-type: none"> ➤ That there should be office space and supervisors for learners.
<p>10. Participant J: Records UMzinyathi district municipality</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I AM responsible for Records Management within a municipality. I attended a training course in archives and records management that I arranged for myself and it was relevant to my situation. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Yes, training was given for proper records and archives for disposal of redundant records. <p>Question 3</p> <ul style="list-style-type: none"> ➤ It did but I have been here for 5 years now and I am in the same position with minimal progress or growth in what I do. I understand my job very well because of the training I arranged for myself. <p>Question 4</p> <ul style="list-style-type: none"> ➤ Relevant <p>Question 5</p> <ul style="list-style-type: none"> ➤ I needed training on the Archives Act and proper electronic and manual record management. <p>Question 6</p> <ul style="list-style-type: none"> ➤ Training helped me to do my job better. <p>Question 7</p> <ul style="list-style-type: none"> ➤ There is no training manager to assist with training courses; the guy suggested that we get a company to train employees on record management and I argued that we cannot do so because I am the one who has to train all local municipalities on record management, and provide support. I did not successfully convince him as

	<p>he argued that people need something out of office. I failed to address this challenge because there are no managers in training and skills development to assist.</p> <p>Question 8</p> <ul style="list-style-type: none"> ➤ The municipality needs to have a training manager or director responsible for performance and skills development in each district. There should be guidelines for training and development as some courses need not be done by external service providers. <p>Question9</p> <ul style="list-style-type: none"> ➤ To train managers and employees on how to effectively perform their roles. To have some sort of training guidelines that help managers to train and take proper decisions for the municipality.
<p>11. Participant K: Artisan</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am an Artisan, I did electrical Engineering at an FET College and this training is also part of my in-service training. The letter I received is for a period of three years and so far I have spent almost 12 months within a municipality. Training I received is little bit frustrating because I am told that the municipality cannot assign a mentor because there is no qualified or registered engineer appointed by a municipality and that a Technical Director is not necessarily an engineer so he is unable to supervise and direct my work. I did not attend an induction program and I had to try and understand some other things myself. <p>Question 2</p> <ul style="list-style-type: none"> ➤ Yes; I responded to an advert posted by Provincial treasury and it

promised that a mentor would be assigned. There will be induction and a proper technical supervisor assigned to look at my performance and this did not happen.

Question 3

- I am not sure but I am getting a stipend and I am hoping that I will get a proper job at a professionally managed construction industry.

Question 4

- I am not sure

Question 5

- No training received

Question 6

- For me to acquire experience and assist a municipality to address electricity and energy problems.

Question 7

- There is no mentor or supervisor aligned to my work and my performance is not properly managed. When I raised the matter I was told that the municipality is located in a rural area and there is a shortage of qualified engineers to supervise my work, but when I checked the allocation of bursaries the councillor was accepting applications for public administration and human resources for funding. Some things are done by a councillor with minimal technical experience.

Question 8

- A political person need not interfere with technical affairs of our work and proper managers need to be placed in the right positions as per qualifications. At least a person must have a degree or something to take decisions at a municipality.

Question 9

- If there is no person appointed in a municipality, then at least the municipality must have a document directing how things are done,

	<p>ranging from human resources and technical aspects, and it must be compulsory for people to follow such business processes included in training.</p>
<p>12. Participant L: Administration Officer Supply Chain Management</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am an Administration Clerk and I joined a municipality in 2008 in the same position. Part of my duties is to file bid documents, write submissions and create a database of service providers. I sometimes required some training in the Municipal Finance Management Act and infrastructure procurement procedures to upgrade my expertise but the training I received had no practical examples of local municipalities; and it was not showing good practices and in my view a wrong service provider was hired for the job; though it was accredited but the training I received was not as per my expectation. <p>Question 2</p> <ul style="list-style-type: none"> ➤ I understood as mentioned why I needed training but because of poor management a wrong service provider was hired. <p>Question 3</p> <ul style="list-style-type: none"> ➤ It did not add any value in my life; I requested this because I wanted to be a better employee and increase my chances of finding a job in the supply chain industry outside a municipality, as I strongly feel that I am not valued here; there is no one who is evaluating my performance there are no rewards for exceeding performance standards and such standards and training needs are not in place.

	<p>Question 4</p> <ul style="list-style-type: none"> ➤ It was not specific or relevant to my situation; it was generalized with no practical examples and a facilitator had no knowledge about infrastructure supply chain and Municipal Finance management act. <p>Question 5</p> <ul style="list-style-type: none"> ➤ I complete a form if I need training. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To motivate and inspire employees <p>Question 7</p> <ul style="list-style-type: none"> ➤ Challenge is that training is not so focussed and there is no training manager to help a municipality and there is no skills audit and my performance is not evaluated. I have no powers to report and influence decisions and managers are paid to do so. <p>Question 8</p> <ul style="list-style-type: none"> ➤ Managers must perform their duties and act in a professional manner. <p>Question 9</p> <ul style="list-style-type: none"> ➤ A proper director and structure for a performance and training division to be put in place. That managers try to motivate employees and provide support at all times.
<p>13. Participant M: Civil Engineer Project Management Office</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I joined the municipality six months ago and no longer work there anymore as I am joining a private company in engineering. I have a National Diploma in Civil Engineering from Mangosuthu University of Technology and am presently serving a notice. In terms of my opinion on the training offered, it is poorly coordinated and human resource management and training are also poorly managed. There are no surveys to check on the opinions of staff: I am a professional

	<p>and expected the same treatment and I am leaving. Politicians are controlling things in infrastructure, with limited technical experience and I will be relocating to Durban. I was told that the municipality is in a rural area and it needed an engineer due to a shortage of such a skill, but proper systems are not in place and even exit interviews are not done so as to use work done as a reference point for future planning by a municipality.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ There is no understanding <p>Question 3</p> <ul style="list-style-type: none"> ➤ It did not add any value in my life. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It cannot be practical or relevant because there is no proper human resources, no performance management and training. <p>Question 5</p> <ul style="list-style-type: none"> ➤ A form they wanted me to complete did not make sense. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To develop employees. <p>Question 7</p> <ul style="list-style-type: none"> ➤ Challenge is that the issue with local government or municipality is that not only is training a problem; there is no proper monitoring and evaluation of the municipality as a whole in terms of administration, finance, infrastructure, performance management, human resources and training of employees so there are many challenges and I had no inclination to report something, having observed that there were no proper managers to assist. <p>Question 8</p> <ul style="list-style-type: none"> ➤ Managers must report to government to set sustainable governance systems at local government level.
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	<p>Question9</p> <ul style="list-style-type: none"> ➤ A proper director to manage infrastructure, skills development and human resources needs to be appointed. There should be a document or standard operational manual regulating the work of local government so that managers may use it: managers in local government are presently operating without clear guiding document.
<p>14. Participant N :Administration Officer payments and financial records management.</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I have been with the local government sector for almost 5 years since 2010, from another local municipality as debtors’ clerk. I feel that training offered in a municipality is not as per skills audit: it depend on you as an individual ; what worked for me was to apply to another municipality in Newcastle for a better salary and I received an appointment letter. It is not a proper place to work for and I honestly feel I attended training not for benefits in knowledge but for the holidays in Durban and Sandton with colleagues. <p>Question 2</p> <ul style="list-style-type: none"> ➤ They circulated forms which I completed and the service provider invited us to attend training; the training I attended did not relate to my work as it was meant for a Personal Assistant for CFOs and CEOs in private and public sector companies. I only received a certificate of attendance and not the requested portfolio of evidence.This was not an accredited company. <p>Question 3</p> <ul style="list-style-type: none"> ➤ It did not add any value to my life. <p>Question 4</p>

	<ul style="list-style-type: none"> ➤ It was not specific or relevant to my situation as I was appointed as Administration Officer and not a personal assistant <p>Question 5</p> <ul style="list-style-type: none"> ➤ I completed a form if I need training. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To helps employees address service delivery. <p>Question 7</p> <ul style="list-style-type: none"> ➤ The challenge is that training is not arranged as per performance evaluation at lower levels; there is no data base of present skills and gaps in skills. There is no one to report to. <p>Question 8</p> <ul style="list-style-type: none"> ➤ That a municipality needs to work with a private sector like the banking industry, so as to learn how to manage the payment of rates and electricity, as well as proper management of training and skills development of employees. I think universities and well known private colleges should assist managers in local government to offer better management of employees. <p>Question9</p> <ul style="list-style-type: none"> ➤ There should be a process flow in how things are done and managed in an accountable municipality.
<p>15. Participant O: Supply Chain Management Clerk Bids and logistics</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am a Supply Chain Management Clerk responsible for recording bids and attendance registers for companies who attend briefing sessions. I also record discussions on disc for minutes or briefing sessions conducted by the municipality. I am of the view that the training I attended for the supply chain did not assist me. I actually requested training for doing precompliance

	<p>evaluation of bids, with some sort of step-by-step process. I wanted practical examples or success stories of clean audits having spent millions on supply chains but the service provider which delivered training did not give me the type of training I needed at the time and I felt that it was a waste of time and resources.</p> <p>Question 2</p> <ul style="list-style-type: none"> ➤ I knew exactly what I wanted and the wrong approach to training was given to me. <p>Question 3</p> <ul style="list-style-type: none"> ➤ It was a waste of time and resources. <p>Question 4</p> <ul style="list-style-type: none"> ➤ It was not specific or relevant to my situation as explained above <p>Question 5</p> <ul style="list-style-type: none"> ➤ I complete a form if I need training. <p>Question 6</p> <ul style="list-style-type: none"> ➤ Training develop employees <p>Question 7</p> <ul style="list-style-type: none"> ➤ The challenge is that there are no proper managers assigned to performance management, or effective training and skills development in the municipality, so there is no uniformity. Everyone is doing what he or she think is right. So if there are no responsible managers where do I report this? <p>Question 8</p> <ul style="list-style-type: none"> ➤ I advise that there should be proper managers assigned for training and skills development. <p>Question9</p> <ul style="list-style-type: none"> ➤ I recommend that the municipality train councillors and its managers in proper management skills –people with academic qualifications and proper skills who can be put in place to run a municipality.
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<p>16. Participant P: Administration Officer Public Participation and IDP – Umzinyathi District</p>	<p>Question 1</p> <ul style="list-style-type: none"> ➤ I am responsible for the administration of public participation and IDP in a municipality. I am responsible for collecting Back to Basics reports and filing them accordingly for each municipality within our district municipality. The reports I compile relate to finance, governance, infrastructure, “people first” and institutional support. The challenge is that there is no proper template designed by Cooperative Governance to assist me to collect credible reports on municipalities within our district. I therefore requested training that would help me to write and produce credible reports for a municipality, but to date there has been no monitoring and no evaluation training has been received from human resource management. Instead they advised that there is training on supply chain and asked whether I was interested in submitting a form to them by the beginning of the year. This translates into a lack of a database of courses requested and training, and suggests a lack of information about key skills gaps to drive a municipal program. I reported this to my manager who then said that he had also been assigned to do a programme, but he was not trained to run it. It was launched at a political rally with no proper instruments or internal training were done councillors and employees to promote the strategy. I therefore conclude that training and skills development in a municipality are poorly coordinated and not scientific.
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	<p>Question 2</p> <ul style="list-style-type: none"> ➤ I have strong reasons why I needed proper training in the first place and this was not provided. <p>Question 3</p> <ul style="list-style-type: none"> ➤ Under such circumstances, training would not help or add value to my life and the work I am assigned to do. Someone did not check on whether I needed SCM training or not, meaning that the training intended was not scientific. There was a need to increase training statistics, and I feel that the money for training was not properly used. <p>Question 4</p> <ul style="list-style-type: none"> ➤ Not so focussed; relevant and scientific. <p>Question 5</p> <ul style="list-style-type: none"> ➤ I completed a form and instead wrong training was proposed, meaning that they did not do a proper training plan and skills audit. <p>Question 6</p> <ul style="list-style-type: none"> ➤ To help employees develop their skills and promotability. <p>Question 7</p> <ul style="list-style-type: none"> ➤ Challenge is that training is not scientific and it fails to consider broader problems faced by a municipality - and skills audit are not linked to municipal problems. The challenge I faced when arranging training is that wrong training was proposed for me, after I had properly communicated with the HR Clerk on what I needed at the time. I think if we had proper human resource development and performance management it would be easy to report such challenges. <p>Question 8</p> <ul style="list-style-type: none"> ➤ I advised management to get proper managers for the job and a proper human resource strategy, so that a guiding document could be
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	<p>developed which regulated local government, including the entire field of human resource management.</p> <p>Question9</p> <ul style="list-style-type: none">➤ That our training need to be based on internal employees and external applicants. Proper skills audits are to be done and relevant managers are to be appointed. Municipalities need to review the use and function of human resources.
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STAMPED INTERVIEW QUESTIONNAIRE BY THE MUNICIPALITY