



**TRAINING AND DEVELOPMENT FOR PUBLIC GOVERNANCE: A CASE STUDY  
OF THE DEPARTMENT OF GOVERNMENT COMMUNICATION &  
INFORMATION SYSTEMS IN SOUTH AFRICA.**

by

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**DECLARATION**

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## **ABSTRACT**

It has been previously observed that all components of the public service are impaired by a deficiency in expertise and professionalism. Studies have shown that many workers in the public sector have not performed well because of a lack of basic training and development (T&D). In order to enhance organisational efficiency and the ability of employees to provide high-quality services to the public, T&D of public servants are required to ensure the development of effective skills and practices. Drawing upon governance theory, human capital theory and learning theories, this study explored T&D in the Department of Government Communication and Information Systems (GCIS). In addition, through the use of a mixed methods design, the study aimed to provide evidence of the inherent weaknesses that currently exist in the public sector, using the case of the GCIS, when it comes to the systematic planning, implementation and evaluation of T&D. A method involving documentary research, interviews (13), and surveys was used in the study (108 questionnaires). The research attempted to show how T&D is implemented and evaluated in the GCIS department by using both qualitative and quantitative enquiry methods.

The findings show that, despite the existence of T&D policies and different training frameworks, different obstacles continue to obstruct its successful implementation in the GCIS. These include a lack of standardised training, supervisory support and rigid and lengthy implementation processes. These challenges militate against training leading to increased capacity in the public sector and addressing the skills challenge that hinders national development, social development, economic development and progress in the attainment of the government's developmental goals at large. The findings will be of interest to public sector human capital development practitioners and researchers alike, as they have several practical implications. There is a need to establish a robust legislative framework that is sufficiently flexible to accommodate the training needs of the employees. Another finding of this study is that there is an urgent need for the implementation of training programmes that reflect the individual needs of employees in the GCIS. Overall, this study reinforces the idea that the systematic and appropriate implementation of T&D is crucial in order to improve the quality of public sector services.

## TABLE OF CONTENTS

DECLARATION .....	i
ABSTRACT .....	ii
TABLE OF CONTENTS .....	iii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ACRONYMS .....	xii
DEDICATION .....	xiii
ACKNOWLEDGEMENTS .....	xiv
CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY.....	1
1.1 Introduction .....	1
1.2 Background to the study.....	1
1.3 The Department of Government Communication and Information System .....	3
1.4 Research problem.....	4
1.5 Aim of the study.....	5
1.6 Research questions .....	5
1.7 Research objectives .....	5
1.8 Key words .....	5
1.8.1 Training .....	5
1.8.2 Development.....	6
1.9 Significance of the study .....	7
1.10 Structure of the thesis.....	8
CHAPTER TWO: THEORETICAL BACKGROUND GOVERNING TRAINING AND DEVELOPMENT IN THE PUBLIC SECTOR .....	9
2.1 Introduction .....	9
2.2 Theoretical framework for training and development.....	9
2.2.1 Human capital theory.....	9
2.2.2 Scientific management theory and training and development.....	13
2.3 Theories of learning .....	15
2.3.1 Reinforcement theory .....	16
2.3.2 Social learning theory.....	17
2.4 Training and development conceptual framework.....	18
2.4.1 Training needs analysis .....	19

2.4.2 Planning for training .....	25
2.4.3. Training implementation .....	28
2.4.4 Evaluation of training .....	35
2.5 Training and development barriers .....	40
2.5.1 Lack of appreciation of the role of human capital development .....	40
2.5.2 Lack of alignment with the organisational needs .....	40
2.5.3 Balancing training and development programmes and work life.....	41
2.5.4 Lack of training implementation .....	41
2.5.5 Cost of human capital development .....	42
2.5.6 High level of employee mobility and turnover.....	42
2.5.7 One-size-fits-all training programmes.....	43
2.6 Summary of the chapter .....	43
<b>CHAPTER THREE: CONTEXTUALISING TRAINING AND DEVELOPMENT IN THE SOUTH AFRICAN PUBLIC SECTOR .....</b>	<b>44</b>
3.1 Introduction .....	44
3.2 The need for training and development in the public sector .....	44
3.3 Factors responsible for the skills challenge in the South African public sector .....	46
3.3.1 Historical reasons .....	46
3.3.2 Technological changes .....	48
3.3.3 Affirmative action and training and development .....	49
3.3.4 Political interference.....	50
3.4 Training and development legal and policy framework.....	50
3.4.1 Constitution of the Republic of South Africa of 1996.....	50
3.4.2 Skills Development Act, 1998 (Act 97 of 1998) (SDA), amended by SDA, 2003.	51
3.4.3 White Paper on human resource management in the public service of 1997 - WPHRMPS.....	52
3.5 Institutions that support training and development in the public sector .....	52
3.5.1 National School of Government .....	52
3.5.2 Sector education and training authorities .....	53
3.6 Training and development initiatives .....	54
3.6.1 Workplace skills plans.....	54
3.6.2 Personal development plans (PDPs).....	55
3.7 Summary of the chapter .....	56

CHAPTER FOUR: RESEARCH METHODOLOGY.....	57
4.1 Introduction .....	57
4.2 Research philosophy: pragmatic paradigm.....	57
4.2.1 Epistemology of pragmatism.....	58
4.2.2 Ontology of pragmatism.....	58
4.2.3 Axiology of pragmatism.....	59
4.3 Research design.....	60
4.3.1 Qualitative methodology .....	61
4.3.2 Quantitative methodology .....	62
4.3.3 Case study research strategy.....	62
4.4 Study site .....	63
4.5 Target population .....	64
4.6 Sampling strategies .....	64
4.6.1 Sample .....	65
4.7 Data collection methods .....	66
4.7.1 Interviews .....	66
4.7.2. Questionnaire surveys.....	68
4.7.3 Documentary review.....	69
4.8 Recruitment strategy .....	70
4.9 Data quality control.....	70
4.9.1 Measurements.....	71
4.10 Analysis of the qualitative and quantitative data .....	72
4.10.1 Qualitative data analysis .....	72
4.10.2 Quantitative analysis.....	73
4.11 Ethical considerations .....	74
4.12 Limitations of the study.....	75
4.13 Summary of the chapter .....	75
CHAPTER FIVE: THE DEGREE OF THE NEED FOR TRAINING AND DEVELOPMENT IN THE DEPARTMENT OF GOVERNMENT COMMUNICATION AND INFORMATION SYSTEMS IN SOUTH AFRICA .....	76
5.1 Introduction .....	76
5.1.1 Biographical data of the participant population .....	76
5.2 The degree of the need for training and development in the GCIS department.....	78

5.2.1 The need for training and development for the current position .....	78
5.2.2 The need for additional training to adapt to the current organisational transformation. .....	84
5.2.3 Training needs identified through a performance appraisal mechanism. ....	87
5.2.4 Awareness of training and development opportunities offered by the GCIS.....	88
5.2.5 Training and development needs are identified at “individual” worker level.....	92
5.2.6 Training needs are always identified at organisational level.....	94
5.2.7 Employees’ training needs identification .....	96
5.2.8 Supervisor’s role in employees’ training needs identification .....	98
5.2.9 Training needs analysis through employee performance .....	100
5.2.10 Training as a formality in the GCIS .....	101
5.2.11 Training and employee’s ability .....	103
5.3 Discussion .....	106
5.3.1 The need for training and development for the current position .....	106
5.3.2 Training needs and organisational transformation .....	108
5.3.3 Training needs identified through a performance appraisal mechanism.....	109
5.3.4 Awareness of training and development opportunities offered by the GCIS.....	110
5.3.5 Training and development needs are identified at “individual” worker level.....	112
5.3.6 Training needs are identified at the organisational level.....	113
5.3.7 Opportunity to identify my training needs .....	114
5.3.8 Supervisor’s role in employees’ training needs identification .....	115
5.3.9 Performance management and training needs identification.....	116
5.3.10 Training and development formality .....	117
5.4 Chapter Summary.....	120
<b>CHAPTER SIX: TRAINING AND DEVELOPMENT POLICY IMPLEMENTATION IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEMS DEPARTMENT 121</b>	
6.1 Introduction .....	121
6.2.1 Training and development policy implementation in the Government Communication and Information Systems Department .....	121
6.2.2 Training and development policy objectives awareness in the Government Communication and Information System Department.....	123

6.2.3 Government communication planning and the implementation of training programmes .....	125
6.2.4 Employee participation in training and development policy formulation and implementation .....	130
6.2.5 Planning of Personal Development Plans in the Government Communication Department. ....	132
6.2.6: Training and employees’ commitment .....	135
6.2.7 Summary of respondents’ ideas for the improvement of the training and development policy .....	137
6.3 Discussion .....	139
6.3.1 Awareness of training and development policies in the GCIS .....	140
6.3.2 Training and development policy objectives awareness .....	140
6.3.3 GCIS plans and implements training and development .....	141
6.3.4 Employees’ participation in training and development policy formulation and implementation .....	143
6.3.4 Implementation of personal development plans in the GCIS department.....	143
6.3.5 Deciding factor to leave the GCIS, based on a shortage of training and development .....	145
6.4 Summary of the chapter .....	148
<b>CHAPTER SEVEN: FACTORS THAT INFLUENCE SUCCESSFUL TRAINING AND DEVELOPMENT IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEMS DEPARTMENT .....</b>	<b>149</b>
7.1 Introduction .....	149
7.2 Training and development obstacles and successes in the Government Communication and Information Systems Department.....	149
7.2.1 The skills development plan in the GCIS.....	149
7.2.2 Performance management used to support training efforts in the GCIS.....	151
7.2.3 Time off to attend training and training efforts in the GCIS.....	155
7.2.4 Employees’ accountability and training efforts in the GCIS.....	158
7.2.5 Supervisory support and training effort in the GCIS.....	161
7.2.6 Planning of training and development.....	165
7.2.7 The effectiveness of one-size-fits-all training programmes .....	167
7.2.8 I The training and development geographic .....	169



7.2.9 Political will and training and development in the GCIS .....	172
7.2.10 Workers' buy-in to training and development in the GCIS.....	174
7.2.11 Workers' commitment to training .....	176
7.2.12 Job silos in training and development .....	177
7.3 Discussion .....	179
7.3.1 Skills development plans promote the success of training .....	179
7.3.2 Performance management and training .....	180
7.3.3 Time off to attend training .....	181
7.3.4 Supervisors' training and development support .....	182
7.3.5 One-size-fits-all training programmes.....	183
7.3.6 Location limitation to training .....	184
7.3.7 Political will of the management .....	185
7.3.8 Workers' buy-in and accountability to training.....	185
7.3.9 Workers' commitment to training .....	186
7.3.10 Job silos and training and development.....	186
7.3.11 Quality of trainers and the success of training .....	187
7.4 Chapter summary .....	189
<b>CHAPTER EIGHT: EVALUATION AND EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEMS DEPARTMENT.....</b>	<b>190</b>
8.1 Introduction .....	190
8.2 Training and development evaluation .....	190
8.2.1 Training and development evaluation systems.....	190
8.2.2 Employees' training satisfaction .....	193
8.2.3 Employees' behavioural change.....	197
8.2.4 Customer satisfaction .....	198
8.2.5 Post-training evaluation.....	201
8.2.6 The value of the training attended in the Government Communication and Information Systems Department.....	203
8.2.7 Effectiveness of the training and development provided .....	205
8.2.8 I believe training motivates us as employees to do our work.....	210
8.2.9 Training and employees working independently.....	212

8.3 Discussion: Analysis of T&D evaluation and the effectiveness of T&D in the Government Communication and Information Systems Department .....	214
8.3.1 Awareness of training evaluation .....	215
8.3.2 Evaluation through employees' satisfaction with training .....	216
8.3.3 Evaluating training through employees' behavioural change .....	217
8.3.4 Training and customer service satisfaction .....	217
8.4 Importance of training and development.....	219
8.4.1 Training and the achievement of organisational objectives .....	220
8.4.2 Training and employees' motivation.....	220
8.4.3 Training helps employees to minimise mistakes.....	221
8.4.4 Effectiveness of training and development .....	221
8.5 Summary of the chapter .....	227
CHAPTER NINE: SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND .....	228
A GENERAL CONCLUSION .....	228
9.1 Introduction .....	228
9.2 Restatement of the research objectives and research questions .....	228
9.3 Summary of chapters.....	229
9.4 The main research findings, conclusions and recommendation.....	232
9.5 The research objective one: a quest to discover the degree of the need for T&D .....	232
9.6 Research objective two: GCIS training and development policy implementation .....	235
9.7 Research objective three: factors that hinder or promote the success of training and development in the GCIS.....	237
9.8 Research objective four: a quest to discover how training and development are evaluated in the GCIS.....	239
9.9 A model for systematic training and development.....	241
9.10 The contribution of the study to the body of knowledge .....	244
9.11 Limitations and suggestions for future research .....	245
9.12 Concluding remarks .....	246
References.....	247
LIST OF APPENDICES.....	257
Appendix A: Questionnaire.....	257
Appendix B: Recruitment Letter for Survey .....	265
Appendix C: Recruitment Letter for Interviews .....	266

Appendix D: Invitation to Participate in a Research Study .....	267
Appendix E: Interview Guide .....	268
Appendix F: Informed Consent Document .....	270
Appendix G: Gatekeepers Letter .....	272
Appendix H: Ethical Clearance .....	273
Appendix I: English Language Editing Letter .....	274
Appendix J: Turnitin Report .....	275

## LIST OF TABLES

Table 2.1 Training and development outcomes .....	<b>Error! Bookmark not defined.</b>
Table 4.1 Sampling .....	65
Table 5.1 Biographical data of the questionnaire population .....	76
Table 5.2 Cross-tabulation of participants' qualifications regarding training needed for the current position .....	80
Table 5.3 Training needs .....	82
Table 5.4: Cross-tabulation of the number of experiences regarding the organisational transformation T&D needs .....	84
Table 5.5: Summary on the need for training and development based on the organisational transformation .....	86
Table 5.6 Cross-tabulation of number of years' experience and the awareness of training and development opportunities .....	90
Table 5.7: Summary of awareness of training and development opportunities available for GCIS employees. ..	91
Table 5.8: Summary of training needs analysis at organisational level .....	96
Table 5.9 Cross-tabulation of number of years on training and employees' ability .....	103
Table 5.10: Summary of the research questions, the emergent themes and the literature .....	119
Table 6.1: Cross-tabulation of participants' experience regarding if training programmes offered by GCIS are properly planned and implemented.....	126
Table 6.2: Summary of findings on the training and development planning and implementation mechanism ..	127
Table 6.3: Training and development planning based on personal development plans, related to gender .....	135
Table 6.4: Training and employees' commitment; respondents' perceptions.....	136
Table 6.5: Summary of respondents' ideas for the improvement of the training and development policy .....	138
Table 6.6: Summary of the research questions, emergent themes and literature .....	147
Table 7.1: Performance management supports training efforts in the GCIS; respondents' perceptions based on their age .....	153
Table 7.2: Summary of the findings of participants' perceptions of performance management and training efforts .....	154
Table 7.3: Based on gender, time off to attend training and development promotes the training effort in the GCIS. ....	157
Table 7.4: Employees' accountability and training effort in the GCIS.....	159
Table 7.5: Cross-tabulation of participants' qualifications regarding employees' accountability and training effort .....	160
Table 7.6: Summary of supervisor support in training efforts .....	162
Table 7.7: Summary of findings on additional factors that promote the success of training in the GCIS. ....	164
Table 7.8: The effectiveness of one-size-fits-all training programmes.....	167
Table 7.9: The training and development geographic in the GCIS; respondents' perceptions based on their age .....	170
Table 7.10: Political will and training and development in the GCIS; participants' perceptions .....	173
Table 7.11: Workers' commitment to training; respondents' perceptions.....	176
Table 7.12 : Summary of the research questions, the emergent themes and the literature .....	188
Table 8.1: Training evaluation system used by the GCIS; participants' perceptions .....	192

Table 8.2: Cross-tabulation of participants' experiences regarding employees' satisfaction with training attended in the GCIS .....	196
Table 8.3: Summary of findings on the customer satisfaction assessment as the training evaluation method in the GCIS .....	200
Table 8.4: Summary of respondents' views regarding value for time, based on the training attended.....	204
Table 8.5: Cross-tabulation of participants' opinions regarding the statement that the training received has helped the GCIS to achieve its objectives .....	208
Table 8.6: Summary of respondents' views regarding training and working independently.....	213
Table 8.7 Types of training needed by GCIS employees .....	214
Table 9.1 Restatement of the research questions and the objectives of the study.....	228

## LIST OF FIGURES

Figure 2.1: Training and development conceptual framework .....	18
Figure 2.3 Kirkpatrick's four levels of training evaluation.....	36
Figure 5.1 I need additional training for my current position .....	79
Figure 5.2 Training needs identified through a performance appraisal mechanism .....	87
Figure 5.3 Training and development opportunities awareness.....	89
Figure 5.4 Training and development identified at individual level .....	92
Figure 5.5 Training and development identified at organisational level.....	95
Figure 5.6 I am always given a chance to identify my training needs .....	97
Figure 5.7 My supervisor helps me to identify my training needs.....	98
Figure 5.8 Training needs analysis through employee performance .....	100
Figure 5.9 Training as a formality in the GCIS .....	101
Figure 6.1 Awareness of training and development policies in the GCIS .....	121
Figure 6.2 Training and development policy objectives awareness.....	123
Figure 6.3 Training and development planning and implementation .....	125
Figure 6.4 Employees' participation in T&D policy formulation and reviews .....	130
Figure 6.5 Planning of Personal Development Plans.....	133
Figure 7.1 Skills development plans promote the success of training in the GCIS .....	150
Figure 7.2 Performance management promotes the success of training .....	152
Figure 7.3 Time off to attend training promotes the success of training .....	156
Figure 7.4 Supervisory support promotes the success of training efforts .....	161
Figure 7.5 Planning of training and development.....	165
Figure 7.6 Training and development geographic .....	169
Figure 7.7 Political will and training and development in the GCIS .....	173
Figure 7.8 Workers' buy-in to training and development in the GCIS.....	175
Figure 7.9 Job silos in training and development .....	177
Figure 7.10 Most common challenge to T&D is poorly qualified trainers.....	178
Figure 8.1 I am fully aware of the training evaluation system in the GCIS.....	191
Figure 8.2 Most common training evaluation is employees' satisfaction with training .....	194
Figure 8.3 Training evaluation and employees' behaviour.....	197
Figure 8.4 Customer satisfaction as a training evaluation method .....	199
Figure 8.5 Awareness of post-testing training evaluation in the GCIS.....	201
Figure 8.6 I believe that the training I attended in the GCIS was value for my time.....	204
Figure 8.7 Efficiency of GCIS workers improved because of training programmes.....	206
Figure 8.8 Training received helps the GCIS to achieve its objectives .....	208
Figure 8.9 I believe training motivates us as employees to do our work.....	211
Figure 8.10 Training empowered me to work independently without supervision .....	212
Figure: 9.1 Proposed model for systematic training (researcher's perspective: 2020) .....	242

## LIST OF ACRONYMS

APP	Annual Performance Plan
CIPs	Compulsory Induction Programmes
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
GCIS	Government Communication and Information System
HR	Human Resource
HRD	Human Resource Development
IDP	Individual Development Plan
Manco	Management Committee
NDP	National Development Plan
NPC	National Planning Commission
NSD	National Skills Development Strategy
NSG	National School of Governance
NQF	National Qualification Framework
OECD	Organization for Economic Cooperation and Development
OJT	On the Job Training
PALAMA	Public Administration Leadership and Management Academy
PAs	Performance Agreements
PSC	Public Service Commission
PSETA	Public Sector Education and Training Authority
SAQA	South African Qualification Authority
SETA	Education and Training Authority
SETAs	Sector Education and Training Authorities
SMS	Senior Management Serviced
SPSS	Statistical Package for Social Sciences
SSPs	Sector Skills Plans
SWOT	Strengths, Weaknesses, Opportunities & Threats

## **DEDICATION**

This work is devoted to the remembrance of my late father, Freddy Gcinokwakhe Nkwanyana, whose belief in the importance of education has led to my academic achievements and many life achievements, my mother, Gijimile Phumelele Nkwanyana, and my whole family for their great influence in ensuring that I am where I am today. I thank them all for giving me the chance to realise my potential. Without their support and encouragement, I would not have been able to accomplish this goal.

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## **CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY**

### **1.1 Introduction**

It has previously been reported that all aspects of the public service are impaired by a deficiency in expertise and professionalism (*National Planning Commission, 2012:408*). Extensive research such as that of Nassazi (2013), Nwokeiwu (2013), Muhammad and Aiman (2015), and Fugar, Ashiboe-Mensah and Adinyira (2013) has shown that numerous employees have not performed well in many institutions due to the absence of their exposure to basic training and development (T&D). Workers are the most important resources of any organisation. Their role in realising an organisation's goals cannot be underestimated. The proper T&D of public servants through proper skills improvement practices are required to improve organisational performance and the capacity of public servants to effectively deliver high-quality services to the public (Chelechele, 2009:47). Successful training has historically promoted the idea that it empowers people and makes them feel respected. T&D facilitates a common awareness of fundamental values, provides individuals with an opportunity to acquire new skills or expertise, and provides a neutral forum for trainees to address the challenges they face (NPC, 2012:420). T&D not only improve individual competency but also improve the performance of an organisation. In the global economy, T&D have become a central issue for improving organisational performance.

### **1.2 Background to the study**

The work of the public sector is reliant on the services of a team of committed, trained and reliable public employees. A lack efficiency in the workplace and the slow transition and lack of mobility of the workforce are challenging South Africa, primarily because of the insufficient training of those already in employment (*Department of Higher Education and Training: 2011:18*). A scarcity in skills and professionalism affects all elements of the public service (*National Planning Commission, 2012:408*). In addition to the above, President Cyril Ramaphosa in his State of the Nation Address (SoNA: 2018), mentioned that the state employs about one million public servants, the majority of whom serve the public with diligence and commitment. However, people still face challenges when they interact with the state. Regularly, the public receive "poor service". This phenomenon has exposed the weakest point in achieving governmental objectives. It is therefore a given that the contribution of capable public servants is central to the attainment of the objectives of developmental government.



We live in a difficult, dynamic policy environment which requires a different set of knowledge skills and values in employees. Today's organisations require workers who are both ready to perform their jobs and eager to learn and adjust to the changing demands of the organisation (Salas *et al.*, 2012:75). The South African public service has ultimately realised that it needs to be responsive to the needs of the country's people, but if its workers are unable to deal with change, it will not be able to adapt to those changing needs and will not be sufficiently skilled to be capable of handling new developments (Qwabe & Pillay, 2009:16). In the context of these policies, the state has tried to address the lack of skills in the South African public service by means of T&D policies. Policies such as those delineated in the White Paper on Public Service Training and Education of 1997 and the White Paper on Human Resource Management in the Public Service of 1997 provide guidelines for building professional capacity. The Skills Development Act, 97 of 1998 was introduced to strengthen the skills development approaches by organisations to ensure that everyone has access to education (Phago, Mohlala & Mpehle, 2014:35). The main idea of the Act is to improve the quality of working life of all citizens in terms of productivity, self-employment, and the T&D of employees, which includes learnerships. Furthermore, the Skills Development Act, 97 of 1998 was introduced to address the challenge that was posed during the apartheid era in terms of the provision of training and education, and to close the skills gap. The Skills Development Levies Act of 1999 was adopted with the goal of attracting resources to support initiatives for the development of skills. Despite substantial financial investment in the T&D of civil servants by organisations and the government, the effect of T&D initiatives on public employees is typically illusory. Given the reality of the lack of service delivery in the country, these strategic measures to strengthen the capability of public servant have not yet produced the desired results. Furthermore, the relation between T&D initiatives and the success of organisations is still a topic for debate.

Poor performance caused by a lack of training might lead to poor service delivery and consequently to protests by the public. Nwokeiwu (2013:25) argues that the need to invest in the existing workforce is without a doubt more urgent than ever because the ability to succeed depends on the growth of expertise and how well that knowledge is handled and used. South Africa has a massive and increasing problem with its critical skills shortages in most sectors of the economy (Phago, Mohlala & Mpehle, 2014; Subban & Vyas-Doorgapersad, 2014; Abdulla & McArthur, 2018). These authors contend that in South Africa we have few of the personnel with the skills essential to making a difference in our economy. In the same vein, Mummenthey

& Du Preez (2010:9) maintain that skills deficits and unemployment do not only severely constrain the country in terms of future economic growth and further development, but most importantly they are the greatest impediment to achieving a more equitable society.

The National Development Plan (NDP), as adopted by the South African Government, has identified a weakness in capacity and performance as a major challenge to building a capable developmental state. This weakness, which is caused by a lack of training, affects not only the South African Government but also many foreign investors who find it difficult to find the right employees (Siu & Lau, 1998:1). Salas *et al.* (2012:1) also note that organisations in the United States alone spend billions on training each year to address the problem of a lack of skills. These T&D activities empower organisations to adapt, compete, excel, innovate, produce, be stable, enhance service delivery, and achieve objectives. In such high-risk areas as emergency rooms, aviation, and the military, preparation in the United States has been successfully used to minimise errors.

### **1.3 The Department of Government Communication and Information System**

The South African public service is divided into divisions that could be defined as organisational components under Section 1(1) of the Public Services Act, 1994, at the national level of government (Act 103 of 1994). Departments can also be found at the provincial and local levels. The Department of Government Communication and Information System (GCIS) was formally established in terms of section 7 (subsections 2 and 3) of the Public Service Act, 1994 as a strategic unit located in the Department of Communications (DOC). The mandate of the organisation is to co-ordinate, guide and advise on government communication, including media liaison, development communication and marketing. The GCIS is primarily responsible for providing strategic leadership in communication and coordinating a government communication system that facilitates public access to government programmes and policies that benefit them (GCIS, 2012-2017:56).

The GCIS as a national public sector institution is mandated to provide strategic leadership in government communications and to coordinate a government-wide communications system that ensures that the public is continuously informed of government programmes and policies. Its aim is to achieve integrated, organised and transparent contact between the government and the South African people in order to allow public participation in the transformation of the country. The GCIS provides other government agencies and stakeholders with communication

support in general. It is therefore critical that it have the required skills to discharge its mandate effectively. If these skills are lacking in the GCIS, this would have severe consequences for the country.

#### **1.4 Research problem**

Due to a scarcity of skills, unfilled posts and inadequate state capacity, it has been difficult for the GCIS to accomplish its departmental mandate and vision. T&D have been embraced in many public sector organisations, including the GCIS, but the outcomes have not been impressive. On the one hand, this could be attributed to several reasons, which include cuts in the training budget, and the availability of insufficient funds for information technology service-level agreements has also put a damper on the performance of the Department (GCIS, 2016:7). On the other hand, when such training is conducted it does not follow logical T&D processes. This could be attributed to the lack of clarity of the relevant T&D policies and the application of inappropriate models, which could consequently lead to providing training that is not based on the employees' identified needs. Furthermore, there is no proper or identified GCIS policy framework to guide the GCIS on how a training needs analysis should be conducted (Nkwanyana, 2016:69). In most cases, T&D have a limited impact on the employee's performance, since the training is often not based on the employee's needs. Although the GCIS spends an enormous amount of money on training, it has not defined the level of implementation of the abilities gained during such T&D. Nkwanyana's (2016:110) findings reveal that there is insufficient training for employees of the GCIS, which might also have a negative impact on service delivery in future, when employees are unable to cope with the demands of their work, which may be beyond their level of competence.

Besides wasting money on T&D that does not seem to be effective, this problem could hinder the achievement of the broader objectives of the NDP of building a capable state, and could continue to constrain the efforts of the GCIS to deliver quality public services. Furthermore, resources used in unsystematic training can continue to be wasted if the training is not informed by the needs of the workers. Although this problem has been identified (cf. GCIS, 2016:7), there is a paucity of scholarly literature to shed light into the black box of the challenges of T&D in the public sector. As result, our understanding of T&D in the South African public sector in general and the GCIS in particular is based on anecdotal evidence, as it has received little scholarly attention. To that end, our knowledge about the nuances of T&D in the South African public sector and in the GCIS is largely based on speculation.

### **1.5 Aim of the study**

Given the lack of evidence-based knowledge on the disconnect between T&D in South African government departments, this study seeks to illuminate these debates through an examination and analysis of T&D, specifically through a case study of the GCIS Department in South Africa.

### **1.6 Research questions**

1. What is the extent of the need for T&D for the Department of Government Communication and Information System in South Africa?
2. How are the T&D policies being implemented in the Government Communication and Information System Department, South Africa?
3. What are the factors that affect and promote the success of T&D in the Government Communication and Information System Department?
4. How are T&D evaluated in the Department of Government Communication and Information System?
5. Can a new model for systematic T&D in the Government Communication and Information System be formulated?

### **1.7 Research objectives**

1. To establish the extent of the need for T&D in the Department of Government Communication and Information System.
2. To explore how T&D policies are being implemented in the Government Communication and Information System Department.
3. To explore factors that limit and promote the success of T&D in the Government Communication and Information System Department.
4. To ascertain how T&D are evaluated in the Department of Government Communication and Information System.
5. To develop a model for systematic T&D in the Government Communication and Information System.

### **1.8 Key words**

#### **1.8.1 Training**

The definitions of training offered by a number of authors indicate clearly that training is an initiative to improve employees' performance and work skills. Obi-Anike and Ekwe (2014:68) define training as the systematic process of altering the behaviour and/or attitudes of employees

in such a way as to increase their ability to work towards the realisation of organisational goals. Similarly, Berman *et al.* (2010:276) further explain that training is an effort to improve the knowledge, skills and abilities of employees and managers so that they can better understand their jobs. Asfaw, Argaw and Bayissa (2015:190) express the same idea, in this case from a broader perspective, and argue that training is a planned effort to encourage employees to learn job-related knowledge, skills and behaviour. In addition, Nassazi (2013:3) explains that training is a type of organised and systematic operation that results in enhanced ability, expertise and competency levels that are required if employees are to perform work effectively. Nkwane (2012:37) suggests that training will produce a deeper understanding of what the company wants to achieve with a performance management system and create a better understanding of the system, processes and terminology used. Drawing on these definitions, it can be concluded that training is an intervention to develop workers' performance and thus ultimately improve workers' skills and knowledge. Through training, accountability can be achieved, as employees should be well equipped, after training, to take responsibility for their actions.

Training can cultivate competence and skills in the workforce. The public service's performance in achieving its organisational and government developmental objectives depends primarily on the effectiveness and efficiency with which staff conduct their duties (*Department of Public Service Administration, 1997*). Training is increasingly referred to as the secret for attracting new and active workers who seek and need to learn new, competitive skills as they grow and advance their careers (Berman *et al.*, 2010:275). Letsoalo (2007:45) argues that a careful evaluation of employee performance can uncover weaknesses or deficiencies in their knowledge, skills and abilities that, once identified, can be corrected through training. Training could minimise numerous justifications of misconduct on the basis of a lack of training. It is important, therefore, that organisations provide training for all employees. Training is not only for the new employees who join the organisation, but also for those who have been with the organisation for many years and who must still be trained.

### **1.8.2 Development**

Berman *et al.* (2010:276) define development as an effort to improve future performance by providing skills to be used in a subsequent assignment. According to Noe (1999:218), development refers to formal schooling, work experience, relationships and personality and ability tests that help workers plan for the future. Development is a large continuous, multi-

faceted series of activities (including training activities) intended to bring someone or an organisation to a higher performance threshold, often to carry out a new job or to take on a new role in the future (Nassazi, 2013:13). Interventions such as T&D help a company accomplish its objectives and goals (Munzhedzi, 2011:17). Such interventions benefit both the organisation and the employees.

From the above perspective, training is all about improving performance in the present job, whereas the purpose of development is to improve future performance. These concepts complement each other. Through T&D workers are empowered to make informed decisions and to address issues more efficiently. According to Rani and Garg (2014:34), T&D are very important components of modern human resource management and the scope of T&D varies from one organisation to another. It can be concluded that development is much broader than training and includes a longer-term focus. Training focuses more on a skill or practice that is intended to result in a change in workplace behaviour. It is for such reasons that the GCIS has designed the Human Resource Development Unit in such a way as to make it possible for it to deal with matters of T&D for its employees. The unit is responsible for identifying the training needed by the departmental staff.

### **1.9 Significance of the study**

Employees' poor performance may have a negative effect on an organisation's reputation and effects. It is therefore important that training is provided to employees in order that they may effectively execute their work. The public sector is an ever-changing environment. This may be seen, for instance, in the developments in technology that have resulted in the organisation being compelled to adapt to new methods of doing its business (Qwabe & Pillay, 2009:23). There is no question that the need to invest in the contemporary workforce is more important than ever, as the ability to succeed depends on knowledge development and how well that knowledge is handled and used (Nwokeiwu, 2013:1). The public sector has a major impact on the economy of the nation; it is therefore important to develop efficient T&D programmes that motivate staff and ensure that public accountability is exercised. Ultimately, this would be beneficial to the nation. T&D in the public sector must be efficiently implemented. Therefore, understanding the implementation of T&D in the public sector is significant. An analysis of the sort to be performed in this study could help the Department in which the study is to be conducted to understand its successes and failures in providing T&D programmes.

The results of this study may have significant implications for reinforcing the GCIS T&D policy framework. The study could also assist the organisation to get a sense of how its employees feel and think about the T&D programmes that the Department offers. Most of the existing literature on T&D has focused on the effectiveness of T&D in organisations. Aspects such as training needs, factors that hinder and promote training, and the evaluation of training have been overlooked. Therefore, the research should help to uncover critical areas in respect of T&D, such as training needs and the importance of training evaluation, which many previous studies were not able to explore. Thus, a new model of T&D for public governance may be arrived at.

### **1.10 Structure of the thesis**

This study is comprised of nine distinct chapters. Chapter 1 introduces the study, describes the layout of the chapters and addresses the context of the study in detail. It also spells out the research problem, questions and objectives of the study. Chapter 2 covers the conceptual framework of T&D by discussing the available literature. The chapter also discusses in some detail the theories and conceptual framework underpinning the study, namely the governance theory and learning theories. The second chapter also discusses the phases, benefits, methods and issues pertaining T&D. The third chapter unpacks various legislative instruments that are crucial to the public sector formulation and implementation of T&D. Chapter 4 discusses the research methodology, including the methods of design and data collection that were used during the study. It concludes by looking at various ethical considerations that were pertinent to conducting this study. The fifth chapter examines and interprets the data on whether or not GCIS employees receive T&D in the workplace. Using both graphs and tables, Chapter 6 analyses the implementation of T&D policies in the GCIS, whilst Chapter 7 focusses on the factors that limit or promote the implementation and outcomes of T&D. Chapter 8 analyses how T&D is evaluated, as well as its effectiveness in the GCIS. Chapter 9 makes recommendation arising from the research conducted in the course of the study, and discusses the recommendations, which are aimed at assisting the GCIS and the South African public sector to fill the gaps in the implementation of T&D programmes. The chapter also provides a conclusion to the study.

## **CHAPTER TWO: THEORETICAL BACKGROUND GOVERNING TRAINING AND DEVELOPMENT IN THE PUBLIC SECTOR**

### **2.1 Introduction**

The first step in understanding how T&D can be effectively used and can benefit an organisation is to discuss and evaluate the theories and the literature associated with it. Organisations use T&D to improve their productivity and advance their service delivery, as noted in the above chapter. This chapter presents the theoretical and conceptual framework underpinning T&D, which framework supports and substantiates the validity of the study. The theoretical basis of the study is very crucial, as it is the foundation upon which this study was constructed. The chapter will begin by discussing and examining the theories underpinning the study, then move on to the conceptual framework of the study and how these were applied. Lastly, the chapter examines a T&D evaluation model.

### **2.2 Theoretical framework for training and development**

This current study seeks to bridge the gap between the literature on T&D implementation and on organisational management, which are informed by different theoretical frameworks. The investigation is underpinned by three main theories. Researchers have used different theories to investigate T&D. Human capital theory (HCT), scientific management theory and learning theories were used as the theoretical foundations of this study. This study applies these theories in combination because of weaknesses associated with each of the theories when used in isolation.

#### **2.2.1 Human capital theory**

T&D draws essential arguments from HCT. According to Kern (2009:6), HCT emerged in the 1960s, primarily through the work of American economists. At that time, economists started to create concrete ties between education and its impact on the ability of human beings to earn higher wages. The new idea of public education spending as a method of expenditure with a demonstrably high rate of return and the potential to contribute to the achievement of substantial national goals became common in the 1960s (Biddle, 2014:1). Schultz and Becker, laureates for economic science in 1969 and 1992 respectively, developed HCT in terms of growth and development. The proponents of HCT, Schultz (1972), Becker (1962) and Sweetland (1996) advocated education as a key to raising productivity in an organisation.

HCT focusses on the development of human capital. According to Shuaibu and Oladayo (2016:527), the origin of the idea of HCT goes back at least to Adam Smith who, in *The Wealth*



of Nations, advocated that investment in physical capital through outlay on machines might have parallels in investment in human capital through expenditure on education and training. In the perspective of public administration, having inadequate human capital thus adds to the inadequate accomplishment of developmental government objectives, as it influences the delivery of such services as electricity, housing and water (Mubangizi, 2008:274). The theory of human capital claims that education or training provides workers with useful knowledge and skills, which in turn increases their productivity and income (Fugar, Ashiboe-Mensah & Adinyira, 2013:447). HCT hypothesises that individuals, in the expectation of receiving a higher salary in the future, invest in education and training. The HCT rationale is clear that education and training improve human capital, contributing to a higher rate of productivity, which in turn provides the employee with a higher salary (Gagliardi, 2015:1). According to Biddle and Holden (2014:20), economists understand HCT as a unified set of models of human behaviour and social processes, with a well-understood set of implications and an associated research programme.

HCT's main argument is that investment in employee training and education should lead to greater internal flexibility and reduce external mobility (Letsoalo, 2007:15). The theory suggests that when employees participate in T&D programmes, they would be able to learn new skills and accomplish various tasks. Moreover, employees tend to be more dedicated to the current employer, and this should lessen the turnover rate. Moreover, Becker's (1962:11) classic critique of human resource development proved that many workers increase their productivity by learning new skills and perfecting old ones while on the job. Similarly, Fleischhauer (2007:3) points out that skills represent individual capacities contributing to production. Fleischhauer also concludes that education is an investment of time, and present earnings are foregone for higher rates of return in later periods. The arguments made by Letsoalo (2007), Fleischhauer (2007) and Becker (1962) clearly acknowledge that to increase productivity, improving skills and knowledge is considered as the best instrument. In the case of the public service sector, this means that service delivery can be improved if workers are equipped with extensive skills and knowledge.

Education is very important to any organisation that is striving for good performance. According to Torrech (2018:5), education is a crucial component of HCT because it is regarded as the main means of developing knowledge and skill. The HCT understands that the well-

being of people is a function not only of the traditional stock of financial capital, labour and natural resources, but also of the knowledge and skills of individuals (Crocker, 2006:1). In the same vein Osuka, Ihejirika and Chinweze (2018:48) proclaim that the HCT emphasises how education increases the productivity and efficiency of personnel by growing the level of intellectual stock of economically productive human capability, which is a product of innate abilities and investment in human beings. Furthermore, Van der Merwe (2010:107) makes the point that the core idea of HCT is that education renders people more productive; that is, it raises the marginal product of an educated worker relative to one not so educated.

### **2.2.1.1 Strength of the human capital theory**

The HCT may be used as a primary force in educational policy development because it shows the importance of human capital and the benefits of it. According to Netcoh (2016:1) a major strength of HCT is that it aids policymakers and researchers to assess the associations between education and training as inputs and economic and social benefits as outputs. The author further argues that HCT could provide a valuable lens for understanding how policies can be recognised to promote participation by individuals in their own education. The HCT considers education and training to be an investment in skills and competences. The HCT emphasises the need for policy makers to allocate significant funds to the development of the education system. Although some governments may hesitate to finance education, the positive returns from this outlay substantially outweigh the costs (Akinyemi & Abiddin, 2013:151). The HCT propositions are that the skills that individuals gain are a source of human capital, that they are achieved by intentional investment in education, and that skills are the skills that lead to economic development (Little, 2002:2). In several studies, the value of education and human resources was emphasised and arguments were made for their importance in economic growth and development

Human capital is a critical part of the operation of any organisation. Given the fact that employees are the most essential basis of capital benefit for an organisation, the overall aim of T&D would be to instil a high-performance ethos in the organisation. Human capital development is any action that increases the quality of the employee. Fugar, Ashiboe-Mensah & Adinyira (2013:446) conclude that training is a prime instrument by which human capital is advanced. The argument made by the proponents of the HCT clearly indicates that training could be regarded as an investment both for an organisation and for an individual. Becker (1962:30) argues that investment in human capital commonly extends over a long period, so

the amount invested cannot produce a result in an identified investment period. Fugar, Ashiboe-Mensah, and Adinyira (2013:467) differentiate between “specific human capital” and “general human capital”. Specific human capital comprises knowledge developed through education and training which is precise to a firm (firm-specific or context-specific skills). General human capital (general skills), on the other hand, is knowledge gained through education and training which is valuable across the board (e.g., reading and writing). Both specific human capital and general human capital are essential to attaining high performance. It should be concluded that human capital is attained through learning.

### **2.2.1.2 Criticism of the human capital theory**

The embeddedness of intellectual capital in both people and systems has for some time been the subject of debate in the human resources development management field. Like all other investments, the question of whether or not HCT is economically worthwhile is always arguable. One criticism found in much of the literature on HCT is the doubt that T&D really increases the productivity of employees. For example, Becker (1962:30) breaks with tradition by raising the question of whether the efficiency of employees is determined not only by their innate ability and knowledge but also by their motivation or passion for their work. Becker’s argument is sound. However, both skills and passion should be considered to determine the efficiency of how employees do their work. Employees can be passionate about their work, but if they don’t have the abilities to accomplish their work they might then become demotivated. HCT critics have often argued that it is not possible to grasp the efficiency of a successful worker simply in regard to how individual worker abilities are related to individual worker outputs. A highly trained workforce is definitely not a productive workforce, say Bowles and Gintis (1975:77). Nevertheless, HCT rejects such ambiguity and strongly argues that increased knowledge and skills produce enhanced economic results for both organisations and employees, especially in contemporary societies, where it is generally recognised that knowledge and skills provide greater economic and social excellence than in the past (Crocker, 2006:1).

Another critique of HCT was made by Kolomiets and Petrushenko (2017:79), who argue that the people of a country should not be viewed as wealth, because wealth exists only for the sake of people, and investment in studying, training and other improvements is conceived as a huge expenditure on the part of a family or a government. This expenditure is not included in production costs. Likewise, Netcoh (2016:1) argues that another limitation of HCT is that it

assumes that education increases productivity in the workplace, resulting in higher individual earnings, but it delivers little understanding of the procedures through which education and training are translated into higher wages. It is vital for policy makers to realise the link between education and economic returns such as a higher wage.

Further criticism of HCT is that training may replicate higher productivity without causing it. According to Kolomiiets and Petrushenko (2017:72) education is not the foundation but the indication of the higher productivity of cultivated people, since schools recognise the able and dedicated individuals and eliminate the less able ones in the process. The author further argues that, because of what the author terms "imperfect information" in the labour market, an individual level of education is taken as evidence of his or her greater capacity to produce, whereas there is no inherent correlation between education and productivity.

Although many scholars have criticised the work of Kolomiiets and Petrushenko (2017) (Netcoh, 2016; Becker, 1962), this study draws on it to argue that improvement through T&D is very important to instilling a high-performance culture in an organisation. Insufficient T&D could contribute to the inadequate attainment of the developmental government objectives, this would impact negatively on the GCIS service delivery, and it could demotivate the GCIS employees. HCT emphasises the importance of education in the form of T&D in any organisation, including the GCIS. The theory is useful to this study's investigation as it allows one to think through the connection between T&D and its impact on the ability of a human being to be productive in the organisation. To this end, HCT's conceptualisation of T&D is important for grasping how an increase in knowledge and skills produces enhanced economic outcomes for both the individual and society.

### **2.2.2 Scientific management theory and training and development**

Numerous studies have revealed that T&D is a cornerstone of productivity in any organisation. Classical theories such as Taylor's (1914) scientific management theory assert that efficiency in workers can be achieved only through the effective training of workers. Taylor argues that it follows that the most important object of both the workmen and the management should be the T&D of each individual in the establishment, so that he can do (at his fastest pace and with the maximum of efficiency) the highest class of work for which his natural abilities fit him (Taylor, 1914:4). In this assertion Taylor views T&D as a critical component of productivity before trying to measure the performance of a worker. He asserts that training equips workers

to work according to the scientific method. To him, all the other pillars of scientific management theory would be of no consequence if the worker were not given T&D.

Drawing on this and other theoretical arguments, the New Public Management, which some scholars view as a neoclassic approach (Memon & Kinder 2016) would, in the late twentieth century, make T&D one of its key pillars (Smalskys 2011) to emphasise that the personnel in an organisation should be updated and improved continuously. In the public sector the need for T&D is premised on the fact that most of its workers, particularly the managers, were trained for a hierarchical system and a system of networks while the current closely-coupled service systems require different abilities (Memon & Kinder 2016). Memon and Kinder underscore the need for T&D and argue that an effective and successful public service requires new ways of working.

#### **2.2.2.1 The application of Scientific Management Theory**

The Scientific Management Theory could be used as a primary model in the development of educational policy since it illustrates the importance of scientific education and the development of workers and the benefits of education and development to the organisation and the employee. According to Paramboor and Ibrahim (2018:325) a key strength of Scientific Management Theory is that it stresses the importance of providing a framework for better education and employee development in the organisation. The proposition of the Scientific Management Theory is that when employees' ability rises, this can promote efficiency in production, bring more profit to the organisation, increase the overall competitiveness of the organisation, realise the potential of the employees, and accelerate the progress of the organisation (Su, 2017:105). As noted by Wilson (2018:13), the Scientific Management Theory offers economic order quantities, queuing theory, assembly lines, statistical quality control, and Gantt Charts. With so many of the methods still used in many organisation including public sector organisations relying on Scientific Management Theory, it is impossible to argue that the organisation management practice represents a clean break with earlier practice. Bell and Martin (2012:106) argue that several employees (and some of their managers) are unaware of the fact that Frederick Winslow Taylor's principles of Scientific Management underlie their current work practices. Because of Taylor's principles, various employees are skilled to be machine-like in certain aspects of their jobs, for improved efficiency and profitability. Having said the above, one can conclude that the principles of Scientific Management remain

applicable to everyday business operations. Therefore, it is crucial to give employees ample skills to enable them to perform their jobs.

#### **2.2.2.2 Weakness of Scientific Management Theory**

Although the Scientific Management Theory of administration made headway towards a better understanding of how to develop performance, the theory has its shortcomings. One criticism of much of the literature on Scientific Management is that it focusses only on the "logic of work" - how the work is to be done - and not enough on the "logic of working" - how to motivate the worker (Paramboor & Ibrahim, 2018:325). A further, much criticised aspect of Scientific Management Theory concerns the implications of the system for human beings. According to Caldari (2007:61), Taylor's system is known for converting each worker into a simple appendage of machinery, to be exploited in order to increase the employer's gain. Perhaps the most serious disadvantage of this theory is that if human productivity is increased, fewer workers might be needed to do work. In fact, employees can be uncomfortable in their positions and often fear that they may not keep their positions (Su, 2017:105). The author also indicates that the protection and security of workers in terms of work opportunities are important for improving productivity as well as innovation. Another critique of the philosophy of Scientific Management is that it is time consuming, because it often involves mental updating, and it often requires the institution's full reorganisation. The work, research, and standardisation of the business and its specialisation take a lot of time (Caldari, 2007:55).

Notwithstanding these weaknesses, this study draws on Taylor's Scientific Management Theory to argue that workers' skills need to be updated in order that they may work to their utmost ability. Taylor's analysis allows one to draw lessons from the theory to guide the present practice of organisational management. It cannot be denied that Scientific Management Theory (ways of working) still has considerable significance to our country and organisation. We must therefore firmly grasp the premise of the environment and use the theory to guide continuous employee training. Taylor's Scientific Management Theory is productive for understanding the need for T&D in the public sector in order in turn to meet the need to provide an effective and efficient public service.

### **2.3 Theories of learning**

Learning is the process of receiving and processing information. The information received should be remembered. The information can be received through physical organs like the ears

and the eyes. Learning assists in fostering human potential. Noe (2014:247) argues that learning produces a relatively lifelong change in human competences that is not the outcome of the growth process. Capabilities such as solving problems and how to execute work timeously are related to specific learning outcomes such as intellectual skills, motor skills and attitudes (Noe, Clarke & Klei, 2014:249). Learning is acquiring any skills that enrich your life. This does not have to be taught out of a book or by a teacher. Instead, it may be acquired through one's own exploration, through sharing or through instruction from anyone (Erasmus *et al.*, 2015:107). Learning is driven by many goals, and the relative importance of these possibly changes through the life cycle. Many learning goals are determined by societies, communities and families in relation to the requirement of economic survival (Dang & Robertson, 2010:4). Individuals learn new things each day of their lives, but there are certain ways in which individuals acquire learning. It is for this reason that there are different learning theories which give different understandings of how people learn. These theories are discussed in the next section.

### **2.3.1 Reinforcement theory**

Reinforcement theory proposes that in order for the learner to acquire information, alter his/her behaviour or transform his/her abilities, the teacher must recognise the results that the learner finds most positive or negative (Noe, 1999:80). Training outcomes are frequently positive, but new employees sometimes find it difficult to apply what they have just learned. When they enter the working environment older employees may regard this new conduct as inappropriate. It is therefore important to train employees who have some years of experience with those who are fairly new, so that they will speak with one voice. According to reinforcement theory, a student is likely to repeat the desired behaviour if there is positive reinforcement or if it leads to pleasant consequences (Erasmus *et al.*, 2015:110). Jalloh, Habib and Sesay (2015:16) further argue that individuals can be conditioned to repeat their behaviour by positive reinforcement in the form of feedback and the knowledge of results. Wei and Yazdanifard (2014:9) explain optimistic reinforcement as a method of eliciting and reinforcing new performance by adding rewards and incentives instead of eradicating benefits. Trying to do well but not being recognised by your colleagues might demotivate and lead the trainee to quit the organisation. Therefore, good behaviour must be praised and reinforced. Omomia and Omonia (2014:175) further suggest that the learning process can be positively enhanced if the actors are satisfactorily motivated through being given rewards.

This study draws on the reinforcement theory to argue that a student can repeat the desired behaviour if there is positive reinforcement in the form of feedback and knowledge of the results. Reinforcement theory explains the notion behind individual behaviour and why we do what we do. The theory is particularly valuable to this study's analysis as it states that an individual's behaviour is a function of its consequences. In the learning process, reinforcement plays an important role because the speed and strength of the response can be greatly affected by when and how frequently a behaviour is reinforced. To this end, the conceptualisation of how a person puts extra effort into T&D through reinforcement theory with the intention of achieving more skills and knowledge to help him/her to become more productive in the workplace and advance his/her job performance leads to the acquisition of learning, skills and knowledge.

### **2.3.2 Social learning theory**

According to social learning theory, people learn from their collaboration with other people. This theory underscores the role of language and culture in developing thinking (Erasmus *et al.*, 2015:112). This view is like that found in Jalloh *et al.* (2015:16), who write that social learning theory emphasises that people learn by observing other people whom they believe are creditable and knowledgeable. There is some evidence that reinforced or rewarded behaviour tends to be repeated (Noe, 2014:250). From the viewpoint of social learning theory, events and outcomes are cognitively processed and affect behaviour in the learning situation, even though the learner does little but observe (Blanchard & Thacker, 2013:91). Social learning theory also differentiates between the acquisition of skills and performance, because people may not do everything they learn. According to Jalloh *et al.* (2015:18), individuals are most likely to implement modelled strategies if the strategies produce valued outcomes rather than unsatisfactory or deleterious effects.

The main weakness with this theory is that when individuals interact with people who are not satisfactory role models, they might imitate such people to the detriment of the organisation. However, learning is also about being able as an individual to select and evaluate what is and what is not worthy of emulation. Individuals must be able to select good role models. A role model is a person whom other people desire to be like, either in the present or in the future. Good role models are very important and helpful, as they motivate and inspire workers to do a good job. Noe (2014:250) concludes that social learning remains applicable, but with



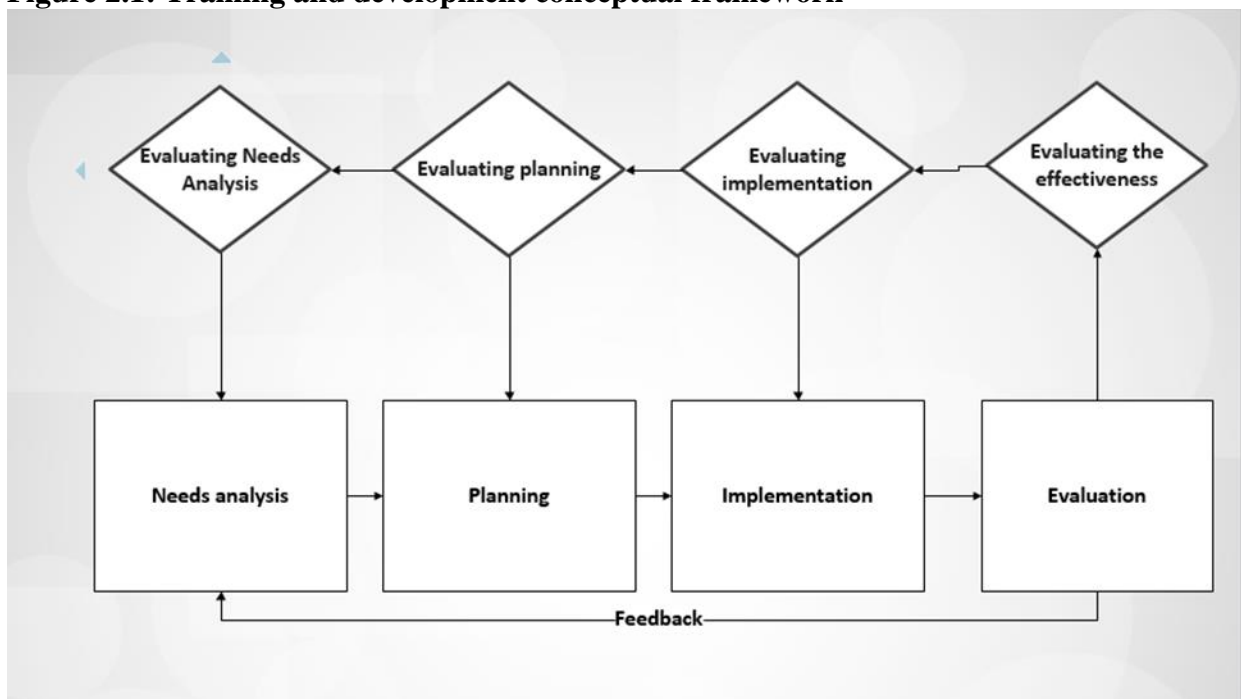
technologies such as social media providing interaction with a larger number of models or social others to learn from, the social climate for learning has fundamentally changed. This then suggests that it is important to rethink our old-style social learning model.

This study employs the social learning theory to clarify how people could learn from interacting with other people in the GCIS. Social learning theory's emphasis on social interaction in the organisation is especially useful this to this study, as it assists in understanding different methods of learning that could be applied to training new employees in the GCIS.

#### 2.4 Training and development conceptual framework

In order for an organisation to address its present and future needs, T&D call for a series of learning activities that employ diverse approaches to advancing employees' skills, knowledge and performance. T&D requires a systematic approach to increase effectiveness. Such an approach would consist of a complete cycle of T&D, including a needs identification, T&D planning, training implementation and the evaluation of training. The T&D conceptual framework selected for use in this study is discussed in the following sections.

**Figure 2.1: Training and development conceptual framework**



Source: Researcher's perspective (2019)

#### **2.4.1 Training needs analysis**

It is usually argued that the first phase in T&D is an analysis of the need for T&D (Sarheng, 2013; Nwokeiwu, 2013; Blanchard & Thacker, 2013; Ferreira & Abbad, 2013; Razzaq *et al*, 2011; Bansal & Tripathi, 2017; Hartoyo, Efendy & Utama, 2017). Developing a training needs analysis is now considered a worldwide trend and is associated with the success of T&D programmes. According to Bansal and Tripathi (2017:51), a training needs assessment is an analysis that is undertaken to ascertain the nature of the performance difficulties evident in an organisation, to determine their fundamental reasons, and to establish how they can be addressed by training. A training needs assessment is further identified by Sarheng (2013:163) as a means of determining what educational courses or activities should be given to employees to enhance their work productivity. This definition places the identification of the performance behaviour before the provision of the training. In the same vein, Erasmus *et al.* (2015:18) conclude that the training needed to advance job performance is identified at this stage.

The principal questions that must be asked are “Is there a need for training?” and “If something is wrong, is it caused by a performance problem that training will fix?” It is necessary to conduct a training needs analysis to enable organisations to identify specific training opportunities. The results generated from this procedure lead to the identification of the strategies that are followed in the improvement and training of public officials (Razzaq *et al*, 2011:671). It is very important that training needs be considered before implementing T&D programmes. Not doing this could lead to incompatibility between the T&D and the skills needs of an organisation. According to Salas *et al* (2012:80), a crucial phase in T&D is to perform a proper diagnosis of what needs to be taught, to whom, and under what sort of organisational structure. The outcomes of this step are (a) the identification of the learning results expected, (b) guidance for the design and delivery of the training, (c) ideas for evaluating the training, and (d) information about the organisational factors that are likely to promote or impede the success of the training. Such outcomes are discussed later in this chapter.

Conducting training needs identification at all levels is essential. Proper training needs identification could assist to achieving the strategic objectives of the organisation. Therefore, it is essential to present a process of needs analysis to enable organisations to detect specific training opportunities. The results generated from this method provide a clearer direction for the strategies that are followed in the development and training of public officials (Razzaq *et al*, 2011:671). While it was found that skills development plans (SDPs) are in place in most

departments and that training is taking place, questions about the identification of the needs have been raised (Public Service Commission, 2011:1). It is for this reason that Swanepoel, Erasmus and Schenk (2008:449) point out that it takes time, resources and skills to conduct a needs analysis. In fact, many organisations commence T&D without making this crucial initial investment.

A report on European Quality Assurance in Vocational Education and Training (EQAVET, 2014:1) reported that the systematic processes of training needs analysis are considered to help guide policy makers at different levels through decisions, while balancing “needs” and “wants”. Although there is a common perspective about the importance of T&D in the literature, some scholars are of the view that T&D is not always the solution to a lack of performance. For instance, Moore and Dutton (1978:542) argue that the deficiencies in most businesses are deficiencies in execution and not of knowledge, and that these cannot be eliminated by training. They assert that deficiency in execution is usually caused by three elements, namely (a) insufficient feedback (b) task intrusion (c) and lack of inspiration. These require diverse levels of analysis, not training solutions. These assertions are sound, as there are different levels of training needs analysis. These levels of analysis assist in finding out if the problem is or is not caused by a lack of training. The factors that Moore and Dutton (1978) suggest as causing an inability of employees to execute their work might still be proof of a lack of training. For example, managers should be well trained so that they are able to deal with a lack of motivation among their employees.

In the context of the South African public sector, there are four ways to identify training needs, namely macro-level, meso-level, micro-level and mega-level. The next section of this study discusses the different levels of training needs identification.

#### **2.4.1.1 Macro-level training needs**

Political, social, economic and welfare settings have a significant impact on an enterprise's approach to training. Economic globalisation and restructuring in the world's political and economic systems are increasing, and the requirements for knowledge and skills in these systems are increasing. According to Erasmus *et al* (2015:135), macro-level needs are those training needs that originate both nationally and internationally. It has long been pointed out that the primary objective of T&D could be regarded as transforming the processes whereby

the public servant could be trained and skilled to adapt to globalisation and political, social, and economic transformation.

Moreover, the report on European Quality Assurance in Vocational Education and Training (EQAVET, 2014:1) notes that economic and social trends are affecting the complexity of the situations in which labour market-related decisions are being made. Therefore, lifelong learning or training is presently regarded as essential to improving competitiveness, productivity, and labour market effectiveness and efficiency. Political, social and economic transformation are some of the factors that impact on the manner in which GCIS employees carry out their duties, predominantly the communication team. It is therefore crucial that the GCIS Human Resource Development unit take note of these factors and conduct strategic interventions on how to capacitate employees to deal with such transformation.

#### **2.4.1.2 Meso-level training needs**

A meso-level needs evaluation focusses on the organisation and discusses factors such as changes in the organisational strategy or environment that may contribute to training needs (Erasmus *et al.*, 2015:135). Nwokeiwu (2013:50) believes that a training needs analysis performed at the organisational level needs to review the organisation's strategy and operational plans. He emphasises that trainers are required to have a strategic picture of the organisation's business purposes, performance, and impending direction. Other significant variables include the mission statement, ideology, principles, structure, objectives and role demands of the organisation. The training analysis of the organisation requires considering the strategic direction of the organisation, such as analysing the purpose, vision and principles of the organisation, and subsequently assessing the training that will facilitate the achievement of those goals. The GCIS interacts with different stakeholders and clients in almost all spheres of government. There is a need for GCIS employees to be trained for them to be able to effectively execute their jobs and enable the organisation to attain its goals. A demonstration of the effectiveness of such training would be the ability of GCIS employees to care for their clients.

In addition, at meso-level employers are required to perform a skills audit which documents the available skills and determines the skills gaps. After this audit the employer should develop a workplace Skills Development Plan (SDP). A 2011 report by the Public Service Commission indicates that such SDPs were in place in most departments and that T&D was carried out, but there have been concerns regarding how the training needs were identified (Public Service

Commission, 2011:1). Drawing on a survey of 472 respondents, Swanepoel *et al.* (2015) report that performance management data were the main (83%) method of TNA. At the meso-level, institutions such as the Services Skills Education and Training Authorities (the Services SETA) conferred with employers to determine the skills needs of a sector and design sector skills plans. However, caution must be exercised when designing workplace plans based on meso skills needs or designing personal development plans based on the workplace skills needs. This is because they are not always congruent with the training needs of an individual worker. That is why the training needs analysis is, perhaps, the most important phase of this T&D model. Individual workers' training needs are discussed in detail in the section on micro-level training immediately below.

#### **2.4.1.3 Micro-level training needs**

At micro-level, attention in a training needs analysis centres on a person's work and individual performance. Micro-level training needs analysis is very important because its focus is more on internal factors that might improve employees' work.

#### **2.4.1.4 A person's work**

It is common cause that after having done the organisational training needs analysis, an analysis based on a person's or an employee's work needs should also be considered. According to Bansal & Tripathi (2017:50) a person's work training analysis consists of examining how well the team or individual executes the job. In undertaking this, a range of tools can be utilised to evaluate the extent of individuals' skills, knowledge and abilities - tools such as interviewing staff (about the job), observation 'on-the-job', and compiling a job profile. In addition, Nwokeiwu (2013:136) asserts that a training needs assessment is a trustworthy method of identifying the skills and knowledge required to carry out jobs in an organisation. During this process an effort is made to determine which competencies an employee needs to execute his or her job. According to Hartoyo, Efendy and Utama (2017:146), the knowledge possessed by an individual can be categorised into two types, namely "conscious knowledge" and "unconscious knowledge". For instance, the person will collect and acquire facts, watch events and get other pieces of information as the individual lives his/her life, which will then be incorporated into his/her intellectual reasoning. These events will then form his/her memory and be retrieved when the individual processes the new information and prepares a reaction to a new situation. On the other hand Hartoyo, Efendy and Utama (2017:146) define work-related knowledge or special situations gained through education or training to perform a task or series

of tasks as what they call conscious knowledge. Both conscious knowledge and unconscious knowledge can assist in determining the training needs of individual workers in the organisation.

Erasmus *et al.* (2013:136) point out that the skills and abilities that the person needs in order to be able to do his or her job must be given special attention. Nassazi (2013:15) firmly underscores the statement that a personal analysis process should not only consider the current training needs of an individual but should also identify T&D strategies that can help the individual to achieve the performance standards that are important to the organisational goals. A mixed method study by Nkwanyana (2016:107) established that the GCIS provides training to employees at some levels, but the training that they get to attend is usually not related to their jobs or to any development plans. Of course, it is important that the GCIS Human Resource Development Unit should take note of the Department's organisational needs, but employees' training should never be overlooked.

Having said the above, it is very important that the organisation develop employees' personal growth. According to Pienaar and Rothmann (2003:87) self-development can take place through programmes directed at the inspiration of personal growth (including self-knowledge, self-esteem, self-efficacy, and resilience) and the ability to cope. Self-development is also referred to as self-actualisation or psychologically optimal functioning. Although employees in the organisations are hired to carry out their duties as described in their performance agreements, they might not be able to do so if they lack personal development. Self-development could be regarded as a method of personal gain development, and the importance of it can never be overlooked. For this reason, employees must be regularly sent on self-development training to develop their personal growth and coping skills.

#### **2.4.1.5 Individual performance**

At the individual level, the analysis of needs seeks to assess whether individual workers require training or additional training, or to determine any deficit in the skills and expertise that an employee needs to perform his/her job. It ultimately seeks to understand the difference between the current abilities/skills of an employee and the skills required for his/her work (Nwokeiwu, 2013:51-52). Erasmus *et al.* (2013:136) argue that during this process the performance of the individual incumbent is measured to decide in which performance areas the person is absent in

a case of current underperforming, which could be attributable to personal problems such as being involved in divorce proceedings or the illness of a child.

In addition to the above, Yusof (2010:12) states that individual performance training needs analysis is a traditional and common ways of looking at training needs and involves focussing on a performance gap between current performance and expected performance. In this context, training is usually applied as the explanation only when there is a gap between the present performance and the required standard of performance. An organisation must not wait till an employee has underperformed before applying training. Performance and probation assessments are in place in the GCIS to ensure that the performance of employees is measured. It is therefore easy to identify the weaknesses of employees, through quarterly performance evaluations. A “performance management system” is in place in most public sector organisations to manage and evaluate the performance of the employees. Individual workers are expected to identify their own training needs through performance management. The “Employee Performance Management and Development System” (EPMDS) is not designed merely to reward good performers, but also requires them to identify their training needs and develop Personal Development Plans (PDPs).

#### **2.4.1.6 Mega-level training needs**

Mega-level training needs assessment refers to the assessment of organisational contributions that add measurable value to society and external clients, i.e. value that the organisation adds outside itself. Examples of such areas of contribution are the health and well-being of the family, and its survival and safety (Erasmus *et al.*, 2013:136). In human resource development literature, mega-level training begins with an organisational analysis (Bansal & Tripathi, 2017:51). According to Bansal and Tripathi (2017:51), the organisation analysis allows the analyst to view the performance of the organisation by reviewing the organisation’s contribution to its clients and to society. It is worth mentioning that although this analysis does not really give an indication of a specific training need of an individual, nevertheless it can illustrate the performance difficulties in the organisation. Departmental profit and loss statements, staff turnover, downtime, and the business plan of the company could assist in the evaluation of organisational performance (Bansal & Tripathi, 2017:51). The analysis of mega-level training needs is essential to attaining information such as trends in the organisational strategy, output, turnover, and employee behaviour in the work place. Hartoyo, Efendy and Utama (2017:144) conclude that the information could be beneficial to determining the training

objectives to be accomplished. Such an audit can be conducted by assessing whether training can lead to changes in employee behaviour and will contribute to the achievement of organisational objectives. Figure 2.2 below illustrates four approaches to training needs analysis in terms of the discussion in the previous sections of this chapter. As already said, it is very important that organisations conduct a training needs analysis before implementing training. This can be done via different training needs analyses such as macro, micro, meso and mega training needs analyses. When a training analysis has been conducted, the organisation can therefore determine the training needs of its staff and subsequently conduct annual, relevant, planned T&D.

#### **2.4.2 Planning for training**

A training plan identifies training needs, recommends goals and results, and suggests how they can be reached, based on a training needs analysis. The plan specifies the causes of deficiency, what performance criteria are not met, and who is the target population (Salas *et al.*, 2012:95). By drawing on the concept of planning for training, Nischithaa and Rao (2014:54) have been able to show that training planning could be separated into specifying training objectives, designing training programme, and selecting training methods. The training objectives, training methods, period, programme structure, site and selection of learners are included in the plan. Erasmus *et al.* (2015:17) identify training planning as a method of identifying the correct types of T&D interventions to ensure the success of the organisation.

In addition, practical issues should be discussed at the planning stage. Planning is the basis of an effective training programming. Depending on the needs identified and the available resources, this could be “on-the-job training”, “off-the-job-training” or information communication technology- (ITC) aided training. Almost 10 years ago Yusof (2010) reported that there had been an increase in ITC-aided training in South Africa from 27% per cent in 2009 to 33% per cent in 2012. The T&D planning stage is very important and requires educational expertise, which may lack in some government departments, which leads to an overreliance on outsourcing. However, four years later Nischithaa and Rao (2014) reported that there had been a decrease in outsourcing with only 52% per cent of training being outsourced. Therefore, it is important that the organisation undertake training planning after the training needs have been identified. It has conclusively been shown that T&D requires systematic training needs analysis (Erasmus *et al.*, 2015; Nischithaa & Rao, 2014; Salas *et al.*, 2012; Yusof,



2010). A training strategy could help the organisation when planning for T&D programmes. The next paragraph provides a discussion on the T&D strategy.

#### **2.4.1.1 Training and development strategy**

Research points to the fact that many public service organisations have T&D strategies in place. However, the extent to which guidelines for the T&D strategies are being appropriately followed is questionable. The public sector's capability lags well behind what is expected. Erasmus *et al.* (2015:22) explain that a T&D strategy focusses on all those activities associated with the T&D of the people in the organisation to deal with the over and under supply of personnel in the organisation. According to Khan (2013:38), forming a sound training strategy and training policy is crucial. It must also encompass all the stakeholders of the organisation. Khan further emphasises that T&D must be a strategic priority rather than just a knee-jerk response. In other words, T&D should be systematically planned. Considering all this evidence, it seems that a training strategy should have all the information that is needed by the employer with regard to training timeframes.

Moreover, T&D approaches and policies must be seen as the main ways of evaluating and resolving organisational skill deficits and must be conceptualised (Khan, 2013:38). Khan (2013:38) further argues that once the need for a training strategy has been accepted, an organisation must carefully create an overall training policy which provides a framework for T&D activities. It is crucial that the training policy is documented and shared across the organisation. It should be reviewed from time to time because what worked for the organisation now might not work in future. Hence there is always a need for the review of the training policy. It is crucial that policies are current, and policy reviews should happen regularly and timeously. In government departments policies are usually reviewed at the end of every financial year, but if there is a compelling need, a policy may get reviewed within the financial year.

In addition, effective policy making and implementation in the GCIS relates to the policy cycle, which is a process that explains how policy should be drafted, implemented and assessed. According to Everett (2003:67), a policy cycle is a mechanism to help the public sector manager design a smooth complex policy process and to inject rigour into the process. Everett (2003:67) identifies six stages in the development of policy: identify issues, analyse policy, undertake consultation, move towards decisions, implement and evaluate. The use of

the policy cycle is a common practice in public policy. Its main function is to help order the analysis of the complex and apparently chaotic dynamics of policy making. Based on the researcher's observation, there is usually a lack of policy review inputs (consultation) from the GCIS provincial offices. This is because the HRD unit is based in head office, and thus policy review meetings take place in Pretoria. However, all employees could send their inputs to the T&D policy review committee meeting.

The GCIS Department has a T&D policy in place, which is reviewed before every new financial year, to cater for the needs of employees and the organisation. Fugar, Ashiboe-Mensah and Adinyira (2013:476) argue that such a policy must link the objectives of the organisation to the nature of the training to be provided. It must be flexible enough to allow for regular revision and to accommodate changes brought about by changes in the technological, economic, legal and social environments, which changes might require that employees acquire new knowledge, skills and abilities.

Kyndt and Baert (2013:278) emphasise that a T&D strategy should adopt a participatory approach. According to the authors, the nature of the relationship between basic skills and training participation could facilitate the development of strategies that organisations facing literacy challenges could use to enhance the pay-off from learning and training. Kyndt and Baert's (2013) thoughts are sound. Such a strategy could be adopted by an organisation that is facing a challenge with participation in training. Having said that, it is vital that organisations evaluate the challenges and successes of training and thereafter develop a training strategy that can work in their favour.

Swanepoel, Erasmus *et al.* (2015) further suggest that employees must feel capable of understanding the content of a training programme before participating in that training. From this perspective, individuals with job-proficient levels of basic skills would be more apt to participate in training than those without such skills. It is also likely that basic skill deficits impair the ability of a person to gain from training (Hanaysha, 2016:171). Therefore, it is important that the organisation incorporate individual readiness to attend training in their training strategy. The training strategy should decide on an approach of how to deal with training participation, because there is no profit in having a budget and policies without gaining employees' confidence in attending the training. Evidence suggests that the T&D strategy is

among the most important factors involved in transforming the competencies of existing and new employees in the public sector, including graduate employees. Therefore, it is important for any organisation to have a T&D strategy.

### **2.4.3. Training implementation**

Implementation is the stage where ideas are translated into action. The implementation of an organisational strategy for training purposes, as in strategic business planning, is perhaps the single most critical step on the T&D level (Erasmus *et al.*, 2015:30). The implementation phase of systematic training includes delivering the training materials and process to the learners. Associated activities can include clarifying the training materials, supporting group feedback, administering tests and conducting the final evaluation (Swanepoel, Erasmus *et al.*, 2015). In most organisations, developing competency standards on paper is one thing but implementing them in practice is another. It is therefore important that an organisational strategy designed for training be implemented accordingly. There are certain principles that Swanepoel, Erasmus *et al.* (2015) identify as key for workplace principles, particularly for adult learning. Drawing on the principles of andragogy, Swanepoel *et al.* (2015) assert that trainers must know that adult learners need to be active in their learning and need to focus on real-world problem solving.

Training needs analysis must be conducted before implementing training programmes. That would assist in identifying whether “poor performance” is indeed caused by a deficiency of training or by some other factors. For example, Hanaysha (2016:171) argues that employee performance is also affected by ecological issues such as the corporate culture, the organisational structure, the job design, the performance appraisal systems, the politics prevailing in the firm, and the group dynamics. If these problems remain in the business, the output of employees decreases not because of a lack of appropriate expertise, skills and attitude, but because of the above-mentioned issues. The next paragraph lists and discusses the T&D programmes found in most organisations, including the GCIS.

#### **2.4.3.1 Orientation and induction**

The National School of Governance (NSG) conducts induction programmes which are known as compulsory induction programmes (CIPs), and they are very significant. This form of training is attended by all employees who have joined the public sector to give them an understanding of how the public sector operates and how a civil servant conducts himself or

herself in doing the work of the public sector. Documentary analysis shows that the GCIS, in conjunction with the National School of Governance, presents relevant induction and orientation programmes for all new employees. GCIS internal comprehensive induction is compulsory for employees (GCIS, 2016:14).

This training is aimed at new employees in the organisation. Its goal is to orientate new workers to the organisation's vision and goals so that they can perform their duties effectively (Nwokeiwu, 2013:88). Mishra & Sharma (2005:13) conclude that it is very important that the training institutions which usually offer numerous kinds of training, including induction training, post-entry training and mid-career training, to staff belonging to diverse services, need to reinvent themselves in such a manner that they train public servants not only to function effectively but also to deliver the goods and services to citizens effectively.

#### **2.4.3.2 On-the-job training**

We can never disregard the fact that most of our human capital is acquired through schooling, but we also acquire some of our knowledge through formal and informal on-the-job training (OJT) programmes. OJT can be traced back to earlier days. For example, Borjas (1981:236) views OJT as the skills we acquire in the workplace and that make up an increasingly important component of our stock of knowledge. In his analysis Borjas further points out that people do not naturally stop accruing skills and knowledge on the day they leave school. Instead, they continue to add to their stock of human capital throughout much of their working lives. Such learning is regarded as OJT. Several authors have considered OJT as a cheap internal method of investing in human capital (Noe, 1999; Dessler, 2002; Berman *et al.*, 2010).

In the context of “human resource development”, Noe (1999:166) explains that OJT refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to replicate their behaviour. OJT is perhaps the most common and least costly training method. In support of the statement above, Raheja (2015:36) says that as workers are still on the job, OJT does not cost much and is less disruptive. Training is delivered on the same equipment, and the trainee will, above all, learn while earning. Berman (2010:282) also explains that OJT is often used for new hires. It is customised job instruction, either intermittent or continuous, involving detailed monitoring and feedback to achieve rapid improvement in basic skills. Dessler, (2002:138) states that in OJT training, an employee is trained on the job by experienced workers or the trainee’s supervisor. OJT training is cost-effective and needs

less investment in time or money. There is, however, a downside to this form of learning, as poor habits can be passed on by peers or superiors. Unstructured OJT can lead to poorly trained staff (Noe, 1999:166). It is vital that OJT be balanced with other training methods. The success of OJT is based on the principles of social learning theory, a model which was discussed earlier in this chapter.

#### **2.4.3.3 Organisational socialisation**

It is vital that employees learn how the organisation is structured. Organisational socialisation assists in ensuring that new employees get to know the environment they work in. Luca (2016:10) explains socialisation as a process of social learning through which the individual, under the influence of some agents of socialisation, develops new means of perceiving/understanding the organisational environment, new ways of acting and new attitudes, and is thus able to better cope with his organisational role. In the same vein, Steyn (2013:3) explains that organisational socialisation can be understood as the process whereby an individual obtains the skills to achieve an organisational role in a specific setting. Organisational socialisation may be required because new employees regularly experience nervousness because of the “loneliness” and “isolation” that comes with moving to a new position in an organisation (Nwokeiwu, 2013:88).

#### **2.4.3.4 Mentoring**

Mentoring has been defined and discussed by many scholars in the arena of human resource development in the public and private sector environment. Various definitions of mentoring are found in the field of human development. For example, Jalloh, Habib and Sesay (2015:17) define mentoring as the process of using particularly nominated and trained individuals to offer guidance, pragmatic advice and support which can aid the person or persons allocated to them to learn and develop. Similarly, Erasmus *et al.* (2015:210) define mentoring as a teaching and learning process in a one-to-one career development relationship between two individuals, where one serves as the teacher in setting up a new business. For Berman *et al.* (2010:282), mentoring is a developmental approach through which inexperienced employees learn and develop their career potential through ongoing, periodic dialogue and coaching from a senior manager. It is cost-effective when the mentor is in the proximity of the employee being mentored. According to Noe (1999:238), a mentor is a knowledgeable, creative senior employee who supports less skilled employees. Noe (1999:238) further explains that

mentorship programmes are used to socialise employees and to increase the likelihood of skills transfer from training to work settings.

According to the GCIS T&D policy (GCIS, 2016:15), it is the responsibility of every programme manager, with the assistance of the Director: Human Resource Management, to ensure that a formal mentoring and coaching programme exists for the effective transfer of knowledge. This is also the kind of training that can significantly be provided to employees, as it is provided by senior staff who have extensive knowledge. Although mentoring is a less costly training method, like any other training method it presents some challenges. For example, Marcinkus Murphy (2012:560) mentions that individual differences such as gender, race/ethnicity and personality have long been acknowledged as a potential challenge in mentoring relationships. Murphy also argues that individuals tend to be attracted to those they see as similar to themselves. It is therefore important that human resource practitioners assist mentors and mentees in compacting such challenges.

#### **2.4.3.5 Coaching**

The terms coaching and mentoring are often mistakenly thought to mean the same thing, but it is important to this study to differentiate between these two kinds of learning programmes. Jalloh *et al.* (2015:17) defines coaching as a process of developing the capacity and knowledge of learners by providing them with systematically planned and progressively increasing responsibilities to execute, coupled with constant assessment and counselling. According to Erasmus *et al.* (2015:210), coaching is about bringing out the best in people. This is done by maximising potential, being optimistic about people, and guiding them through their journey of evolution. Coaching can involve assigning an experienced employee to help other employees to master their jobs (Berman *et al.*, 2010:282). Munzhedzi (2017:4) points out that the benefit of coaching is that learners receive performance feedback as and when they engage in their daily tasks and activities. With coaching, the mentor or the coach is more hands-on concerning guidance and supervision, as against with the other methods of training. In-house coaching is cost-effective. Coaching can be very helpful to new employees as they may learn much from a coach. Not just anyone can be a coach; it requires extensive experience and skills. One major drawback of coaching is that it can perpetrate existing bad practices and styles (Raheja, 2015:36).

#### **2.4.3.6 Understudy assignment**

The previous sections have focussed on training and learning programmes for new entrants in the public sector. However, it is also important that managers be trained. The understudy assignment focusses on training future managers or supervisors. According to Nwokeiwu (2013:85) the understudy task is used most regularly by supervisors or managers to train employees who are expected to occupy their positions in future. The potential manager works directly with the existing manager for a few weeks or months, studying his/her techniques and management style and gradually taking over from him/her. In the absence of the manager, the understudy performs the role of the manager on non-critical activities, and develops valuable managerial skills (Swanepoel, Erasmus & Schenk, 2008:464). Such training is very important in retaining the skills of employees who are soon to retire.

#### **2.4.3.7 Behavioural-modelling training**

Behavioural-modelling training is a component of social learning theory which is to be discussed later in this chapter. According to Swanepoel, Erasmus and Schenk (2008:465), behavioural-modelling training holds that most human behaviour is learned by observing others and then imitating their behaviour when appropriate. In most organisation behaviour-modelling training or rather call learning occurs on a daily basis. Such learning can be very risky when inappropriate behaviour is observed and applied. Inappropriate behaviours in organisations should be monitored and corrected.

#### **2.4.3.8 Job rotation**

Job rotation typically involves systematically shifting supervisory or managerial personnel from one department to another department in the enterprise (Erasmus *et al.*, 2015:270). In the same vein Raheja (2015:36) explains that a method of training workers by rotating them through a series of similar jobs is called job rotation. The aim of this method is to enable the managers to have wider experience. It also assists the organisation not to fall apart when a manager working in a section is absent, as another manager can continue with the work because he or she knows how to do it. Berman *et al.* (2010:282) state that job rotation includes increasing the range of the jobs a person can do and includes variety in the job content. A downside, however, may be that other workers in their particular areas of work have become more like professionals. This may mean they may not want to be rotated because they are already experts and it may be difficult for them to master a new area of work (Munzhedzi, 2017:5).

#### **2.4.3.9 Job enlargement**

Job enlargement can be very chaotic and can demoralise employees if it is not properly managed. According to Firestone (1991:261), job enlargement is another approach to rewarding individual employees. Employees are paid more to do different tasks and different work. However, Nwokeiwu (2013:83) acknowledges the fact that this method lets an employer or manager enlarge an employee/s current job to incorporate new and higher-level tasks. That is, new tasks and responsibilities are added to the employee's present job. Job enlargement can assist to lessen the boredom that may result from the execution of the same or a few similar activities in a particular job. This approach should be discussed with an employee before it is executed as it may intimidate an employee if he or she does not see a need for it. On the one hand Nwokeiwu (2013:83) points out that one major drawback of job enlargement is that if it is not appropriately planned, it may then result in a great deal of extra work, which may make an employee feel stressed. On the other, Supsomboon and Vajasuviwon (2016:612) say that job enlargement could reduce absenteeism and staff turnover, it could reduce monotony and it could increase the satisfaction of the workers, thereby increasing the productivity and performance of employees. Therefore, such an approach should be adopted with caution to avoid its becoming a liability.

#### **2.4.3.10 Delegation**

Skills transfer can be done in the form of delegating controls to other subordinate who can carry them out. Nwokeiwu (2013:82) defines delegation as a situation in which the initiative is taken by a manager or supervisor to allow his or her subordinate to make decisions and take action on his or her behalf. In the same vein Overman (2016:1241) points out that the delegation of public services is at the heart of many reforms in the public sector. Delegation is, in short, the transfer of decisionary powers to another subordinate. From a different perspective, Drew and Grant (2017:40) perceive the delegation process as a shifting of blame and responsibilities by managers. It is for such reasons that GCIS has put in place policies to manage delegations. An employee must be capable of managing the task delegated to him/her before being delegated to do it. Most of the delegations in GCIS are done when the managers are away from the office or are on leave.

#### **2.4.3.11 E-learning**

Nowadays most organisations provide e-learning training for their employees as a cost-cutting measure. According to Nwokeiwu (2013:89) e-learning is usually described as computer-based training, but it is also defined as delivering training using electronic media. On the same topic



Haythornthwaite *et al.* (2016:3) point out that the term e-learning has at times been equated with the implementation of institutional learning management systems (LMS), also known as virtual learning environments (VLE). Munzhedzi (2017:4) argues that the advantage of this form of training is that it may be cost-effective in a particular organisation in that the organisation may not have to hire an external service provider or a physical being to conduct training.

In the literature, one critique of e-learning is that it is not more effective than other types of instructional training. Noe (2014:250) suggests that for organisations to develop human capital from e-learning, they should ensure that it facilitates learning and the transfer of training using practice, feedback, meaningful content, the engagement of many senses, action planning, follow-up, and manager and organisational support. De Beer and Bezuidenhout (2006:67) point out that e-learning is an approach rather than a method, and is aimed at granting open access to higher education by removing all unnecessary barriers to learning. Furthermore, it also aims to provide learners with a reasonable chance of success in higher education.

#### **2.4.3.12 Job enrichment**

Job enrichment is like the job enlargement discussed earlier in this chapter. In job enrichment, the level of responsibility increases. The aim is to give the individual more independence and power over the planning and control of the activities he or she may be involved in (Berman *et al.*, 2010:282-283). This kind of development might intimidate employees in the organisation if it is not properly communicated. According to Niehoff *et al.* (2001:94), job enrichment affects the critical psychological states of meaningfulness, felt responsibility, and the knowledge of results, and is theorised to result in higher job satisfaction, intrinsic motivation and work quality, and lower turnover and absenteeism. It should be noted that the increase of responsibilities without increased payment could cause unhappy employees. The gist of job enrichment must be made clear to employees.

#### **2.4.3.13 Sensitivity training**

Emotional problems can never be avoided. Therefore, it is important that human resource development consider having sensitivity training. Such training can include emotional intelligence training. Munzhedzi (2017:6) argue that employees' personal problems contribute negatively to the job performance of employees. In a recent study conducted by Raheja (2015:36), sensitivity training was also known as laboratory or T-group training. This training

is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioural flexibility. It develops the ability of an individual to sense what others feel and think from their own points of view. In the public sector this type of training is mostly attended by managers, as they supervise the staff.

#### **2.4.3.14 Apprenticeship**

Apprenticeships are learning programmes that are ideal for companies in the public and private sectors. The government introduced apprenticeships to train unemployed and employed people to gain scarce skills qualifications in the public sector. According to Nwokeiwu (2013:86), an apprenticeship leads to the attainment of skills through a wide-ranging applied training exercise over a period of time. This technique of training is suitable for artisans and tradesmen. The trainee works closely with the instructor for a period, and is often hired by the organisation on a part-time basis to carry out the instruction. In the literature, the word apprenticeship tends to be used to denote certain jobs such as those of welders, plumbers, fitters, plasterers, mechanics and instrument mechanics. It should be noted that apprenticeships are different from learnerships or internships, although all three are considered as work experience and are very important parts of training. Such learning experience is crucial as it enables new entrants into the public sector to learn required skills while they are at work.

#### **2.4.3.15 Internships**

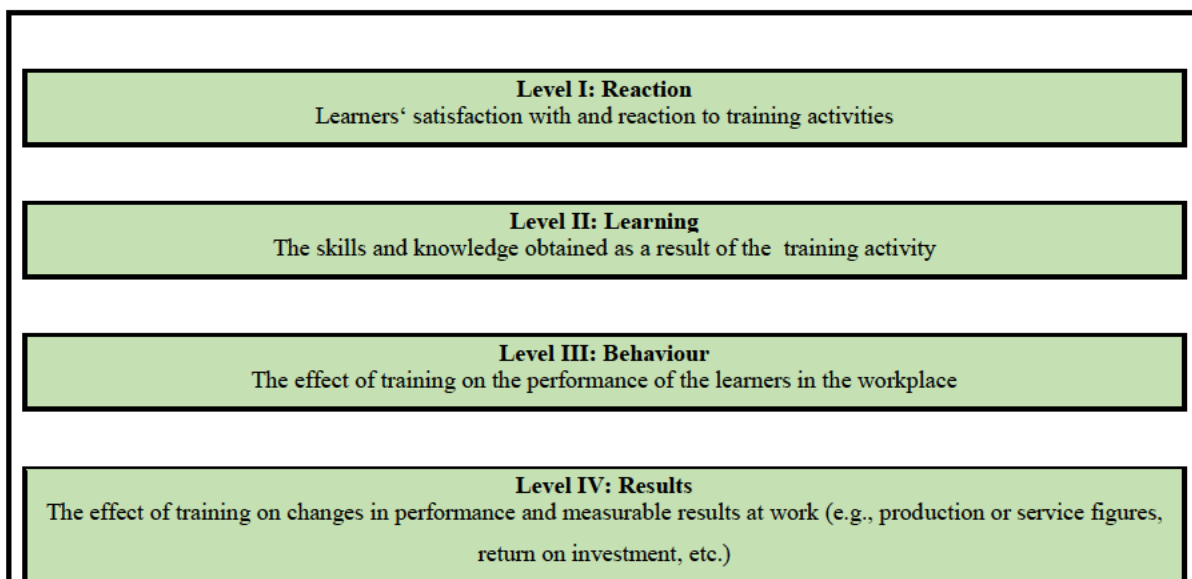
Internships are another form of learning programme. They assist in providing job readiness. A definition of internships is given by the Department of Public Service and Administration (2017:35), where an internship is described as a structured workplace experience programme that is agreed to between the intern and the supervisor/line manager who is delegated this responsibility by the department. Internships are very popular in most organisations currently. They are offered in most organisations, particularly in government departments as entry points to the organisations. The GCIS also has internships programmes in place to help graduates with no experience to gain experience while earning a stipend which is scaled at a certain amount.

#### **2.4.4 Evaluation of training**

One purpose of this study was to assess the extent to which T&D is evaluated in the GCIS. In any organisation, the assessment of training is the final stage in the training process. Its aim is to encourage the identification and correction of any errors made in the implementation of the training strategy (Khan, 2013:40). Khan further explains that evaluation is the process of

determining the merit, worth and value of things, and evaluations are the products of that process. According to Nwokeiwu (2013:60), the evaluation of training is an effective technique of determining the efficiency of a training programme and eases decisions regarding future training programmes. Similarly, Shenge (2014:52) argues that the evaluation of T&D assists in ascertaining whether the intended result has been achieved or not. In the evaluation phase, the effectiveness of the training programme is assessed.

Moreover, evaluation is part of an effective training method. Evaluation enables organisations to continue to implement training that works and to alter or discontinue training that does not work (Salas *et al.*, 2012:90). According to Khan (2013:40) the process of evaluating training activities is highly complex and involves many stakeholders. Researchers, trainers and managers all need to participate in the development of a globally accepted standard for the training evaluation process. One important theme that emerges from the studies discussed so far is the effectiveness of training. Almost everyone would agree that the lack of T&D evaluation could be associated with an increased risk of producing ineffective training results. Many different training evaluation models have been developed over the years. Nwokeiwu (2013:60) argues that models of training assessment help to find the dimensions or variables to be included in determining the efficacy of training. Training assessment models can typically be divided into four evaluation modes: reaction, learning, behaviour and results. These are Kirkpatrick’s four levels, and the model used in this research. The sub-section below addresses the Kirkpatrick model in depth.



**Figure 2.3 Kirkpatrick’s four levels of training evaluation**

The fundamental aim of the training evaluation is to ensure that training provided to employees served its purpose and has had an encouraging influence on the employee's performance. There are several distinct models of the phases in training evaluation. This model, drawn from an early study which still has its importance, is that of Kirkpatrick. He recognises four levels of evaluation. This popular model was presented by Donald Kirkpatrick in 1959. It emphasises the calculation of four outcome categories or, it could be said, four levels of outcomes that should result from a highly efficient training programme. The first level (EL1) is reaction, the second level (EL2) is learning, behaviour is the third level (EL3) and outcomes/impacts are the fourth level (EL4). The authors further stipulate that in-class reaction and learning tests are conducted, while behaviour and outcomes are administered in the workplace. The stages of T&D evaluation are addressed in detail in the paragraph below.

#### **2.4.4.1 Reaction**

Reaction is on the first evaluation level. According to Topno (2012:19), this stage measures the trainees' views on the training, i.e. a version of customer satisfaction. In a nutshell, we can say that on this level we measure the degree to which the participants found the learning event favourable. The author further argues that "happy sheets", as the most common form of training evaluation, are a measure of the reaction. The information obtained from the "happy sheets" or questionnaires should be analysed to establish the success or failure of the training. Such questionnaires must allow trainees to express their views about the training. This assists the Department to know where they went wrong. According to the research bulletin issued by eLeaP, it is extremely valuable for the company hosting the training to obtain such information. Not only can you measure how the audience received the training, but you can also look for ways to improve training for future participants. Having said that, it could be argued that the main purpose of the reaction evaluation is to advance the importance of training programmes, which in turn would lead to better success by measuring the reactions of the participants to the training programme. Topno (2012:19) stipulates that it is critical that reaction evaluation be measured immediately after the programme.

#### **2.4.4.2 Learning**

Notwithstanding its common usage, the term "learning" is used in diverse disciplines to mean different things. In "human resource development" learning is viewed as the process of receiving and processing information. In 1999 psychologist Noe popularised the term as describing a relatively permanent change in human capabilities. In other words, learning assists

in fostering human potential. Having said that, Topno (2016:19) defines a learning evaluation level as a measure of the knowledge attained, the skills enhanced, or the attitudes improved due to training. Similarly, Shenge (2014:50) concludes that the learning evaluation level measures changes in knowledge, skills and attitudes with respect to training objectives. At this stage, evaluation differentiates between what was already understood before training and what was learned during the training programme. A performance test can be used to assess and measure the change in job performance. Consequently, at this level human resource practitioners can develop questions for use in a “pre-test” before a training programme and a “post-test” afterwards. A pre-test could determine the level of knowledge the employees had before attending training, while the post-test could determine the learning outcomes, which could include changes in knowledge, skills or attitudes. According to Rafiq (2015:158), in the Kirkpatrick model learning is measured after three months of the training programme. Information learning, knowledge implementation, organisational support, content relevance, improvement, aim, and employee expectations are the framework for this level.

#### **2.4.4.3 Behaviour**

It is vital that human resource practitioners be able to measure and evaluate the behaviour of employees after they have been trained. The behaviour evaluation process of any training programme can show the organisational value of training. According to Kirkpatrick and Kirkpatrick (2019:4), behaviour assessment tests whether the trainees have put the learning into practice in their jobs. A recent analysis of the literature on this subject (Al-Mughairi, 2018:14) found that the evaluation of behaviour examines the degree to which the learners have applied the learning and modified their behaviour in context, and this may be immediately after or several months after the training. In other words, this degree of assessment has the objective of evaluating the transfer that has taken place in the work behaviour/job performance of the learner due to attending the training programme. Rafiq (2015:158) points out that this evaluation level is closely linked to practical effectiveness. Interestingly, Kirkpatrick and Kirkpatrick (2019:7) argue that the organisations that strengthen the knowledge and skills learned during training with accountability and support systems can expect as much as an 85% application of training on the job. On other hand, companies that rely primarily on training events alone to create good job performance achieve around a 15% success rate. The arguments made by the authors are sound. Organisations cannot solely rely on T&D to improve or create good job performance. There are other variables that must also be taken into account - internal

and external variables that could impact on or enhance the output and actions of individual workers.

#### **2.4.4.4 Results**

To see if the training has had any impact on the organisational level, this test looks beyond the individual. The influence on the organisation or society arising from the enhanced performance of the trainee is the result-level evaluation. Al-Mughairi (2018:13) argues that level four of the training evaluation (results) outcomes is not limited to returns on the training investment (RoI). Other significant outcomes that lead to the well-functioning of an organisation may also be included. The author further explains that it requires any result that most individuals will agree is good for the company; results are either improvements in financial results (such as a favourable RoI or improved profits) or changes in variables that may have a reliable direct impact on financial results at some point in the future. Kirkpatrick and Kirkpatrick (2019:6) describe a range of key metrics that include departmental and individual objectives, each leading to the achievement of the highest standard of T&D outcomes:

- Customer satisfaction
- Employee engagement
- Sales volume
- Cost containment
- Quality
- Market share

The Kirkpatrick training evaluation model helps to simplify the complexity of training programmes. If T&D are systematically planned and evaluated, they can bear fruit. This study uses Donald Kirkpatrick's 1959 four-level training evaluation model to determine the usefulness of a training programme and to facilitate decisions on future training programmes. The model, which places emphasis on evaluating T&D initiatives at different stages of the training process, is especially valuable to the analysis in this study as it allows one to think through the implementation and effectiveness of training programmes. To this end, the conceptualisation of Kirkpatrick's four levels of training evaluation is useful to grasping how important it is to evaluate T&D initiatives in terms of accountability and to provide evidence of a RoT because of the enormous costs involved in executing T&D. It is here, also, that Kirkpatrick's training evaluation model comes to the fore in ensuring that the strategy achieves the desired objectives.

## **2.5 Training and development barriers**

It is crucial that T&D should follow a systematic model to be able to determine its success. Like many other investments in any organisation, T&D also has its barriers. Some of these barriers occur because of a lack of T&D needs analysis, a lack of proper planning, a lack of implementation and a lack evaluation. Such barriers might militate against the success of T&D, and it is therefore important that human resource development practitioners take them into consideration when planning T&D for employees.

### **2.5.1 Lack of appreciation of the role of human capital development**

In the history of human resource management, T&D has been thought of as a key factor in improving organisational performance (Becker, 1962; Fugar, Ashiboe-Mensah and Adinyira, 2013; Erasmus *et al.*, 2015). Human capital development and learning theories have also acknowledged the importance of T&D in instilling a high-performance culture in an organisation. The role of human capital development, however, is not always appreciated in some organisations. In this connection Fugar, Ashiboe-Mensah, and Adinyira (2013:472) argue that sometimes employees and managers do not value the importance of T&D as a means of reinventing organisations and making them more competitive and proactive in a highly competitive and ever-changing economic environment. Human capital development is hardly ever factored into the strategy and structure of such organisations. Furthermore, Obisi (2011:84) warns that if an organisation does not have a training schedule that means that the organisation does not have faith in training. If an organisation does not believe in training, this also means that there is no deliberate determination on the part of the organisation to encourage training.

### **2.5.2 Lack of alignment with organisational needs**

Four levels of training needs analysis were discussed. One of those level was meso-level training needs analysis, which alludes to the fact that the organisation's needs must also be considered when planning for T&D. If the T&D programme is not aligned with or connected to an organisation's goals or needs, no improvement can be derived from the programme. Too often, training is executed for the wrong reasons. The development of human resources through training cannot be carried out without sufficient assessment of such training activities, and the development of human resources cannot be assured if training programmes and courses are not strategically connected to organisational performance measures (van Dijk, 2004:507).

On the one hand Patton *et al.* (2002:328) argue that training is often conducted without first determining the employees' training needs. This approach can result in a great deal of wasted time for the employee. Instead, T&D should be planned to meet the needs of the organisation and those who work for it. On the other hand, Meyer (2007:107) reports no or less significant difference in human capital development between T&D and a strategic business goal. Meyer (2007) argues that training does not always tie in with the strategic business needs of a company. Many training programmes are instituted, but many of them do not relate directly to the strategic business needs. Meyer's argument is sound. Some training programmes might not tie into the organisation's goals. They may instead be directed to the employee's needs, or there might be external factors that cause training to be conducted.

### **2.5.3 Balancing training and development programmes and work life**

The existing body of research on T&D demonstrates that T&D is an element of education. Like any other form of education, training also requires commitment and time. In most cases balancing training, work and family life is difficult for certain employees. It is for this reason that there are a growing number of cases of debt bursaries that are recovered from employees who fail to complete courses because they could not balance training, work and family life. This has been witnessed in the GCIS department. Commenting on this, Noe (1999:321) argues that many companies are beginning to respond to such work, training, and development issues by developing policies intended to decrease the potential for conflict between T&D programmes and work. It is for this reason that employees are given study and exam leave or leave to attend classes. However, not all organisations have implemented such policies.

### **2.5.4 Lack of training implementation**

The implementation of what is learnt during T&D is of importance, because the learners must be able to apply the skills gained in the working environment after the training has taken place. It becomes a problem if employees do not apply what they have learned in the working environment. Teffu (2014:18) believes that there is often no commitment from employees to implement knowledge and skills gained on the job. In the same vein Nkwanyana (2016:37) also argues that T&D often fails because employees are not held accountable for the results. The GCIS department does indeed face the challenge that employees do not apply their training in the workplace. Employees are regularly sent on training, but the results are not quantifiable. Training evaluation can assist in ensuring that the results of T&D are measurable. This could



assist in ensuring that trainers understand the reason why employees do not apply their knowledge in the working environment.

### **2.5.5 Cost of human capital development**

Much of the literature on T&D has demonstrated that the cost associated with human capital development is usually very high. Thus, it has been difficult for many organisations to provide training. Berman *et al* (2010:276) find that T&D are less urgent than other budget necessities such as salaries and other operational costs. Human capital development (T&D) is also one of the most costly in addition to being one of the most important “human resource management” functions. This requires an allocation in long-term rather than short-term benefits of time and financial capital (Fugar, Ashiboe-Mensah and Adinyira, 2013:472). It requires strategic human resource management to be able to measure the impact of T&D, therefore those who are not strategic opt to limit expenditure on it. According to Qwabe and Pillay (2009), the reason for poor T&D is usually a lack of financial resources, and the fact that training is not seen as an investment in terms of the opportunities it creates to support the career enhancement of the individual. Berman *et al.* (2010:276) indicate that the budget for training is usually not prioritised as compared with the budget for operational costs, and sometimes the budget for training is transferred to operational costs. Thus Mbili (2013:15) points out that the cost of T&D remains one of the challenges that hinder the progress of an organisation in ensuring that its employees are developed. Further, Mansour (2013:9) concludes that although there are some disadvantages, such as its cost, the advantages of training outweigh its disadvantages.

### **2.5.6 High level of employee mobility and turnover**

Employee mobility is common to most organisation, and for that reason human resource practitioners may be reluctant to invest in employees who are viewed as mobile, switching between employers (Berman *et al.*, 2010:276). According to Qwabe and Pillay (2009:26), training is not seen as an investment in terms of the opportunity it creates to support the career enhancement of individuals in the public sector. However, Struwig *et al.* (2003) conclude that an employee is a value-appreciating commodity and that a company has a social obligation to invest in its workers through T&D. Resignations influence the manner in which the management views the subject of T&D in the organisation. Employees sometimes leave the organisations they have worked for after they have been provided with training, and this leaves a bad taste in the mouths of the managers. It should be noted that, whether or not an employee leaves to work for another organisation, the skills will still be available to the Public Service,

having just been transferred to another department. Fugar, Ashiboe-Mensah and Adinyira (2013:473) agree that staff training is one of the ways to minimise mobility. Training stimulates a sense of dedication in the workforce and dedicated employees usually stay in an organisation for longer periods.

### **2.5.7 One-size-fits-all training programmes**

Those who design T & D programmes often fail to recognise the need for skills development. Most of the training programmes are assumed to be suitable for everyone in the organisation and overlook the fact that employees have diverse skills training needs. This argument brings us back to the training needs analysis. The training needs analysis seems to be the most important facet of T&D. Obisi (2011:85) argues that training needs should be analysed first for the organisation as a whole (corporate needs), second for the department (teams, functions or occupations in the department), and third for individual employees (individual needs). Obisi clearly states that as much as training should be analysed in different stages, it should also be analysed in terms of the needs of individual employees. Such an initiative could eliminate one-size-fits-all training programmes, which do not always work.

## **2.6 Summary of the chapter**

This chapter has demonstrated that there is growing pressure for the public sector to be more innovative. This is the reason why there have been transformations in the models used in the sector. The shift from hierarchical public administration to contemporary network governance has brought about changes in the manner in which the state operates. It is for this reason that public administration needs to equip civil servants with new skills, in order that they may adapt to the transformation of public administration. A growing body of literature recognises the importance of T&D for any organisation aiming for success in the business arena. The ability of an organisation to succeed depends on knowledge development and how well that knowledge is handled and used. The need to invest in the existing workforce is more important than ever before.

## **CHAPTER THREE: CONTEXTUALISING TRAINING AND DEVELOPMENT IN THE SOUTH AFRICAN PUBLIC SECTOR**

### **3.1 Introduction**

The preceding chapter presented the theoretical background - the conceptual framework of the study. The first step towards understanding the implementation of T&D in the public sector is to consider the historical context of T&D. This chapter aims to provide a summary of the need for T&D and the factors that are responsible for skills shortages. The chapter will start by examining the need and impact of T&D in the “South African public sector”, then move on to discussion about the factors responsible for the skills challenge in the South African public sector. The chapter will also look at various initiatives implemented by the state to advocate for T&D for public sector employees.

### **3.2 The need for training and development in the public sector**

T&D has turned out to be a key issue for organisations globally, an issue which continues to inhabit centre-stage, being predominantly relevant for public sector organisations. The unequal performance of skills in the public sector is recognised in Chapter 13 of the NDP as being among the main challenges to the delivery of services at local, provincial and national levels. In addition, in Chapter 9 of the NDP, ongoing professional development, lifelong learning, innovation and the creation of expertise are considered to be strong elements in the capacity-building of the public sector and for use in addressing the shortage of public sector skills.

Many scholars have argued that South Africa has a massive and increasing problem with its critical skills shortages in most sectors of the economy (Berman *et al.*, 2010; Phago, Mohlala, & Mpehle, 2014; Qwabe and Pillay, 2009). These authors point out that South Africa has few personnel with the essential skills to make a difference in our economy. Pillay, Subban, and Qwabe (2008:312) add that the shortage of staff with sufficient expertise and talent is a formidable challenge to service delivery. Other scholars are equally concerned with the ineffectiveness of the response of the government to society's needs. Mummmenthey (2016:9), for example, argues that skills shortages and unemployment do not only rigorously restrain the country in terms of future economic growth and further development, but most prominently, they militate against the achievement of a more equal society. In fact, attempts to bring about development in society are largely dependent on government staff. The scarcity of skills raises considerable organisational distress in terms of proficiency and skills management, with the result that organisational effectiveness is a rather scarce quality.

It is not reasonable to expect new staff to have all the skills necessary to the performance of the functions attached to the posts to which they have been appointed. There needs to be a vision of how public servants can advance their skills while at work (*National Planning Commission*, 420:2012). A broader perspective is adopted by Asfaw, Argaw and Bayissa (2015), who argue that the formal educational system may not adequately teach specific job skills for a position in a particular organisation. Few employees have the requisite skills, knowledge, abilities and competencies needed to work effectively. As a result, many need extensive training to learn the skills necessary to be able to make a significant contribution to the company's growth. Therefore, the T&D of public servants is significant because it plays an essential role in giving them the requisite knowledge and skills to be able to provide an effective and efficient service.

Lack of expertise and ability affects all elements of the public service (*National Planning Commission*, 2012:408). Lack of skills development in the South African public service adds to poor service delivery because of inefficiency and ineffectiveness in government departments. The *National Planning Commission* (2012) further argues that skills development in the South African public service is seen as one of the major challenges to improving living standards in society, and that it is also a means of increasing efficiency levels to meet the social service demands in the country. Because the poor development of its skills can put the value of human capital at serious risk, it is important that further investment should be made in the skills and knowledge of the workforce through training. South Africa's development agenda will not work if public servants lack the requisite skills to do their job. The development of the human capital resources of the public service is the best way to enhance the quality of the services delivered and make the personnel more successful and efficient in the role they play in regard to the people they serve. The literature supports the opinion that the productivity of an organisation depends to a large extent on the performance of the workers. The need to ensure that workers have sufficient skills is evident. Chelechele (2009:47) argues that the proper T&D of public servants through quality skills development practices are required in order to improve organisational efficiency and the ability of employees to provide high-quality services to the public. Effective training is empowering and makes people feel valued. It fosters a shared understanding of basic principles, gives people a chance to develop specific skills or knowledge and allows a neutral environment in which workers can discuss the challenges they face

(*National Planning Commission*, 420:2012). T&D do not merely improve individual competency, but they also improve the performance of an organisation. Based on the above, T&D should not be treated as an expense to an organisation. Rather, it should be seen as an important benefit added to the organisation, leading to the achievement of a superior competitive advantage.

### **3.3 Factors responsible for the skills challenge in the South African public sector**

There are numerous factors that contribute to the skills challenge in the South African public sector. The following section provides a discussion of such factors. The factors responsible for the skills challenge in South African Public Sector are historical, but not exclusively so. They include political interference, affirmative action and changes in T&D and technology.

#### **3.3.1 Historical reasons**

Over the years there has been a significant shift in the purpose and the systems of South African governance. A number of authors have considered the effects of apartheid and the skills problem in the South African public sector (Denhardt & Denhardt, 2000; Chelechele, 2009; Mummenthey, 2010). For instance, Mummenthey (2010) argues that the problem of skills development inherited from past restrictive education and training policies cannot be easily resolved. In his assertions the author further argues that apart from dealing with the general pressures produced by globalisation and the knowledge economy, South Africa faces some unique domestic challenges in skills development. These challenges have been mainly inherited from the apartheid era. Mohlala and Mpehle (2014:217) argue that pre-1994 education and training was premised on the policy of separate development, which prevented most of the African people from accessing relevant human resources T&D opportunities. The policies that were developed and implemented during the time of the apartheid government were intended to stifle the growth of human capital for Africans. Therefore, the proper implementation of T&D programmes must be seen as a priority that could also address the issues of the past.

Having said that, it may be impossible to understand recent governance system and human resource development in South Africa without considering the anti-apartheid struggle. In April 1994 the democratically elected government which then came into power did not take over a clean slate in South Africa to start writing on (Denhardt & Denhardt, 2000:500). Sheoraj (2007:50) also points out that the subject of skills in South Africa can hardly be isolated from

its historical context. To this end it is important to relate the current state of skills to the imbalances created by Apartheid. According to Mumenthey (2010:10) due to the disintegrative and “exclusive” nature of education and training policy during the apartheid era, the overall educational system as well as its delivery institutions (i.e. private and public education and training providers) was highly fragmented and often dysfunctional. Mohlala and Mpehle (2014:218) state that the post-1994 T&D landscape, which aimed at fast-tracking and empowering the previously disadvantaged people in South Africa, assumed priority with the implementation of a constitutional accord. It is for the reason that T&D is still needed in the “South African public sector” - in order to develop those who were disadvantaged during the apartheid era.

Since 1995 the public service has engaged in the process of changing itself into an efficient, effective organisation, a democratic, fully representative and development-orientated instrument of service (Denhardt & Denhardt, 2000:500). In an attempt to address the inequalities, various items of legislation had to be introduced. The latter point has been devastatingly critiqued by Chelechele (2009:44), who argues that the legislative framework and policies which the new democratic government introduced under the African National Congress (ANC) government do not seem to be adequate to deal with the skills development problems in the South African public service. This is in total agreement with Swanepoel *et al.* (2014), who note that compared with other developing countries (as the Institute of Management Development (IDM) reported) South Africa is the least efficient. This is according to the rating of international competitiveness recorded in 2012/2013. The IDM also indicated that South Africa’s global ranking was 52nd out of 144 countries in terms of literacy and training, and the quality of education in the country was rated at 132nd out of 144 countries (Swanepoel *et al.*, 2014:564). Despite all of this, it cannot be denied that South Africa is still seeking to close the gap created by the previous administration's oppression. The policy of segregation led to the conditions presently being experienced.

Moreover, the South African democratic transition in 1994 saw the implementation of public sector reforms in all spheres of government. This placed a strain on workers who had been trained in an apartheid post-school system that left the majority of people without adequate employability skills. It is thus essential to remember the necessity to redress the legacy of the previous administration’s oppression of the country’s black majority by the then minority white

administration (Mummenthey, 2010:25). In order to deliver public services to the expectant citizenry, the post-apartheid government was constrained by limited skills in both those employed and those transitioning from school education. In addition to expanding the post-school system, the public sector embraced T&D for its workers. This was supported by both policy and funding. Unfortunately, the effectiveness of the training has been poor. This could be countered by establishing an effective human resource development system which ensures that employees are provided with the skills required to carry out their jobs.

### **3.3.2 Technological changes**

Continuous improvements in production technology and working practices entail the provision of ongoing interventions in T&D. Although some companies operate in stable market environments, others operate in organisations with increasingly varying technologies (Rainbird, 2000:185). For the latter it is usually important to train and retrain their workers continuously. Changes in the manufacturing process of a highly complex product must affect the frequency of training offered by a business. In order to adapt to the changing systems, these modifications require not only highly qualified workers but continuous learning. According to Hasani (2015:251), today's civil servants are addressing problems of unprecedented complexity in societies that are more pluralistic and demanding than ever. At the same time the governance structure and tools are increasingly digital, transparent and interconnected. The GCIS department is experiencing rapid changes in the communication environment that call for technological advancement. Not all employees have the skills and capacity needed to be able to cope with advanced communication technology - thus the need for T&D. In general, civil servants need the right skills to keep pace with the changes in their job requirements. Without the right skills, the day-to-day functions of government would cease to be performed.

In support of the above-mentioned observations, Erasmus *et al.* (2010:55) argue that training is the instrument by which the knowledge to implement technology is conveyed. There have been shifts in the job and market climate globally that enable companies and their workers to continue learning to be on a par with other organisations. Similarly, Meyer *et al.* (2012:02) suggest that new technologies in the workplace have a significant influence on HRD. In their study Qwabe and Ruffin (2013:278) show that changes and the progression of technology resulting from globalisation during the 21st century have complicated the management and delivery of projects predominantly in the public sector. South Africa has been noted for its lack

of vital skills. There is a need to keep pace with other nations to ensure that it does not continue to be a developing country forever. Qwabe and Ruffin (2013:278) add that the new human capital theory concentrates on microeconomics, which stresses the need for a highly skilled and flexible work force to ensure national success in the new global knowledge economy.

### **3.3.3 Affirmative action and training and development**

Unfairly discriminating bylaws were applied during the apartheid period to establish disadvantages based on race and gender. Women and people of the “African”, “Coloured” and “Indian” races were excluded from the amenities of life under the apartheid regime, especially in the education and labour arenas (Harkoo, 2014:31). According to Nkosi (2015:106), one of the greatest inequalities of the past and a major cause of the skewed distribution of income and of senior jobs on the basis of race and gender at present is the fact that the selection for training and the resources allocated to different forms of training were biased in favour of white males. This had the effect of disqualifying blacks, people with disabilities and women from engaging on an equal basis with white males. The RDP White Paper (1994:30) and section 2(b) of the Employment Equity Act 55 of 1998 emphasise that affirmative action in the workplace should be applied to redress the disadvantages in employment experienced by members of the designated groups in order to ensure their equitable representation in all occupational categories and on all levels in the workplace.

Therefore, it is necessary for the public sector to redirect some of its resources to those previously neglected groups of its employees. It would also be appropriate for every public sector agency, including the GCIS department, to review its entry qualifications when selecting T&D workers, putting more focus on skills, ability and knowledge acquired informally, and less on formal education. According to the researcher’s observation, in line with affirmative action the GCIS department prioritises employees with no or minimal qualification when providing bursaries and other training programmes. Mbutho (2015:39) argues that in order for human resources T&D to play a strategic role, it must focus on long-term institutional performance implications such as the influence of the changing workplace demographics and shortages in terms of transformational legislative prescriptions such as affirmative action. Affirmative action refers to the government-led initiative to allow traditionally marginalised citizens in South Africa, such as Africans, Indians, Coloureds, women and persons with disabilities, to attain skills through the provision of T&D.



### **3.3.4 Political interference**

The political instability in the country is a further obstacle to the growth of skills in the South African public service. In his arguments Kroukamp (2002: 454) mentions that while many developed and developing countries were adapting to the global economy and strengthening their employees' capacity, South Africa lagged, constrained by its political problems, which prevented it from paying more attention to the skills development of its workforce. A broader perspective has been adopted by Mazibuko-Madalani (2016), who argues that this is an effect of the controversial deployment of party members to senior public sector management positions, many of whom lack appropriate training and experience. In the same breath, Ali, Saleem and Bashir (2017:253) argue that more often than not, it involves certain individuals' appointments to certain strategic positions. Companies and individuals spend money and time on developing the required expertise of their work forces while the public remains deprived of essential services. A recent study by Mngomezulu (2020:29) titled "Political Interference in the Administration of Service Delivery in Umlalazi Local Municipality of KwaZulu-Natal, South Africa" argues that one problem in South Africa is that selections to critical posts in the public sector are still often based on political influence. This is also why the same senior civil servants tend to be rotated from one top job to another. This is because only they can be trusted politically. One can conclude that the battle for power among politicians in recruitment has undermined the general interest of human capital development. This is why the gap between the needs and the capacities of the public services is getting bigger, thus making education and the massive in-training of public servants inevitable. The appointment of people without the relevant expertise has compromised service delivery.

### **3.4 Training and development legal and policy framework**

The issue of T&D has received considerable critical attention. The South African Government has highlighted T&D as a means of encouraging the growth and maintenance of a professional and competent public service. This is demonstrated by the number of pieces of legislation and policy mechanisms that the government has adopted to address the problem of skills shortages. This section will examine the various legislative frameworks, policies and initiatives taken by the state to deal with the lack of development of human capital in the country.

#### **3.4.1 Constitution of the Republic of South Africa of 1996**

The acquisition of skills is seen as an important method for redressing socio-economic inequality arising from oppressive legislation prior to 1994. Section 195(1)(a) of the

Constitution has brought about radical changes in which all South African citizens are protected, and also provides that efficient and effective human resources and career development training are available to all employees. In 1994, following the general elections held on 27 April 1994, which heralded the end of the apartheid period, South Africa became a democratic government. Thereafter the Constitution of the Republic of South Africa of 1996 required public administration to be “development-oriented, transparent and responsive” and called for public administration to be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. It is provided that T&D must be initiated to generate public employees that are development-orientated and responsive to the needs of the public. Public servants are expected to have skills and abilities in order to be able to properly perform the duties assigned to them. This study advances the argument that the Constitution of the Republic of South Africa encourages the development of the nation’s human resources and the professional advancement of public sector workers.

### **3.4.2 Skills Development Act, 1998 (Act 97 of 1998) (SDA), amended by SDA, 2003**

According to *Section 2(1) of the Skills Development Act, 1998 (Act 97 of 1998) (SDA)*, emphasis should be placed on employee development to foster the good and effective performance of employees in the institution. The Act focusses on the development of employees’ skills and the enhancement of productivity, thus relying on education and training to bring about a situation in which employers make a return on their investment and offer opportunities for employment to new entrants to the labour market. Furthermore, Section 30 of the SDA prescribes that government institutions are required to budget at least one per cent of their payroll for the T&D of officials in accordance with the Skills Development Levies Act No. 9 of 1999 (SDLA). Berman *et al.* (2010:275) argue that training is frequently cited as the key to maintaining young and active workers who want and need to learn new competitive skills as they grow and advance their careers. It is important that training is provided to employees so that they can understand their jobs and do better.

Of equal importance, the SDA was introduced to strengthen the skills development approaches of organisations to ensure that everyone had access to education (Phago, Mohlala & Mpehle, 2014:35). Likewise, Mohlala (2011:38) maintains that the SDA came about as a fulfilment of section 23 of the 1996 Constitution, which in part specifies that every person has the right to unbiased labour practices. The main idea of the Act was to ensure a better quality of work for

all citizens in terms of productivity, self-employment, and the T&D of employees, which included learnerships. Furthermore, the SDA was introduced to address the challenge that was posed during the apartheid era in terms of the provision of “education and training”, and to close the skills gap discussed earlier in this chapter. In support of the above-mentioned stipulations Grawitzky (2007:1) argues that the SDA was introduced because of the realisation that the economy was being constrained by the shortage of a skilled workforce and the political imperative to redress the unfair discrimination in T&D in employment opportunities. Employers generally offered less T&D, as the country was facing increasing unemployment levels at the same time as the labour market lacked adequately qualified and competent human capital.

### **3.4.3 White Paper on human resource management in the public service of 1997 - WPHRMPS**

The WPHRMPS aims at providing a policy framework that will facilitate the growth of human resource management practices which support an effective and efficient public service geared for economic and social transformation. Approximately 1.2 million citizens were hired by national departments and regional governments in 1997, accounting for more than 50 per cent of all public expenditure (*Department of Public Service and Administration, 1997*). Therefore, people are the most important commodity, and the efficient and strategic management of human capital must be the pillar of the broader public service transition. The success of the public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties. In order to achieve this, the employees should be trained regularly (*Department of Public Service and Administration, 1997*). To this end, from the point of view of achieving GCIS departmental results through the growth of its employees' human resources, the WPHRMPS should be viewed holistically.

### **3.5 Institutions that support training and development in the public sector**

There are some institutions that support T&D in the public sector but not exclusively. Among these are the National School of Government (NSG) and the Sector Education and Training Authorities (SETAs)

#### **3.5.1 National School of Government**

The newly founded National School of Government, which replaced the Public Administration, Leadership and Management Academy (PALAMA), is mandated to provide training for

employees as per the identified skills gaps and in line with departmental needs (*Public Service Commission, 2014:2*). Public sector companies are under pressure to decrease their costs and develop their capabilities and the level of service delivered to the people they serve. Numerous training initiatives are provided by the National School of Governance that benefit and enhance the level of service provided in the public sector. According to the Public Service Commission (2014:2) the objective of the NSG is to develop a professional and capable public service for a developmental state. This objective is in line with one of the aims of the NDP, which is building a capable state.

The services offered by the NSG consist of a mix of compulsory T&D programmes for all civil service employees, programmes customised to serve the needs of different departments of the public sector, and optional programmes available for continuous T&D. The NSG works closely with GCIS HRD practitioners to implement training programmes. Furthermore, some HRD practitioners have been capacitated to train employees in the GCIS. According to Erasmus *et al.* (2010), public sector organisations are under pressure to reduce their costs and to upgrade their efficiencies and the quality of service provided to the public they serve. According to the researcher's observation, although the NSG is there to provide training to the public sector, including the GCIS, due to budget cuts and a lack of T&D implementation capacity, only compulsory training is offered to the GCIS employees. The National School of Governance (NSG) provides numerous training initiatives which can benefit and improve the quality of the services delivered to the public, but only a few training sessions are attended by employees.

### **3.5.2 Sector education and training authorities**

The Sector Education and Training Authorities (SETAs) are the main execution agencies, governed by the SDA and SDLA guidelines, empowered to improve and ensure quality in workplace-based training and learning. Overall, twenty-three SETAs were created to oversee the development of training and skills, and thus also to develop sector-specific skills plans (SSPs). The key aim of the SSPs is to outline the particular strengths and challenges of a sector in relation to the production of jobs and skills. It was required that SETAs would promote the implementation of sector-specific skills interventions that would help achieve objectives of the National Skills Development Strategy III (NSDS III), address employer demands and deliver results.

Furthermore, the SETAs are responsible for designing SSPs and Skills Growth Plans (SDPs). They are intended to be labour market intelligence authorities and to ensure that SSPs and SDPs clearly set out the criteria for the skills needed and strategies to meet those needs. The *Department of Higher Education Training* (2011:21-60) argues that many efforts have been made to increase the skills levels of public service managers, officials, and workers. Ideally, all government departments should participate in the relevant Sectoral Education and Training Bodies. They do not pay levies to their SETAs but contribute towards the 10 per cent administration budget of the relevant SETAs. All government departments should pay a levy if the SETAs are to efficiently provide educational training to government employees. Furthermore, Mohlala (2011) argues that the work of the SETAs is constrained by a myriad of operational problems due to institutional incapacity within public sector institutions. It is worth mentioning that the Public Service Sector Education and Training Authority (PSETA) is responsible for leading the development of a skilled and competent workforce in the public service sector. In order to attain this, PSETA entrenches skills development within broader efforts to build the competencies requisite to deliver on the NDP.

### **3.6 Training and development initiatives**

Various initiatives have been established to improve the work of the state. For example, there are the Workplace Skills Plans (WSP) and the Personal Development Plans (PDPs). These initiatives are discussed in this subsection.

#### **3.6.1 Workplace skills plans**

According to Erasmus *et al.* (2015:152), a workplace skills plan is a SETA-approved plan that summarises a company's T&D needs for a year. Swanepoel, Erasmus and Schenk (2008:453) argue that the term Workplace Skills Plan refers to strategic human resources T&D aim of developing the workforce skills capacity and thereby achieving the organisational goals contained in the organisation's plan. The WSP is loosely linked to the T&D needs assessment process. It is an annual plan devised after consultation between management and employees aimed at addressing the skills shortages identified in a department to enable it to meet its strategic objectives (*Public Service Commission*, 2011). The WSP is in place to assist the organisation to identify skills shortages.

In research done by the "Public Service Commission", 97 per cent of the departments in one of the samples had WSPs in place and had submitted them to the PSETA. Analysis of these

documents showed 100 per cent compliance with the requirements for drafting WSPs (PSC, 2011). Recent research by Powel (2020:10) reveals that the biggest problem with WSPs rests in the limited capacity available to analyse and manage the large database of WSPs that SETAs receive. Nonetheless, the WSPs have made a huge contribution to the data collection on sectoral skills needs. In 2008 South African organisations invested at least 3.43 per cent of their revenue on training employees, which is well above the one per cent required by the SDA (Erasmus *et al.*, 2010:01). This proves that the South African government is committed to developing employees, but the question remains whether the T&D initiatives provided are effective.

WSPs can provide organisations with the prospect of realising talents and skills that they did not necessarily know already existed in their workforces. According to the researcher's observation, due to unavailability of an adequate budget in the GCIS, employees are not interested in discussing their skills shortage with their supervisors during the signing of the performance management documents and the PDPs. They sign only for the sake of compliance. This poses a challenge when a workplace skills plan is developed, as some the skills shortages identified do not match employees' job profiles.

### **3.6.2 Personal development plans (PDPs)**

The definition of the Personal Development Plan (PDP) is complicated and has been understood in several ways. The same words are used to denote various tools with diverse application characteristics. Despite the variations, the tools have many features in common. Based on the literature (Mohlala, 2011; Swanepoel *et al.*, 2014; Berman *et al.*, 2010) PDP can be defined as a tool to help employees in career and personal development. Its primary purpose is to help employees reach short- and long-term career goals, as well as to improve current job performance. In the same breath, Erasmus (2010) argues that PDP is a form of self-managed learning that is performed by the individual and enables a strategic approach to setting learning and development goals. One could argue that PDPs are in place in most departments to identify skills shortages in employees. This is done by employees in consultation with their supervisors during the completion of performance agreements (PAs). Public Service Commission research conducted in 2011 revealed that employees in 100 per cent of 30 sampled departments included PDPs in their PAs. The learning, however, was primarily defined by individual workers and was not carried out in consultation with the managers or through a skills audit (PSC, 2011).

This is one of the challenges faced by GCIS that has been observed by the researcher. PDPs are completed quarterly and submitted to the Human Resource Department, but they are not being actioned. If an employee has identified a gap in training and development, action should be taken to cover that gap. If not, the GCIS could be faced with skills obsolescence.

South African legislation has sought to resolve the historical experience in T&D in the light of the policies mentioned above, to encourage people who had been historically disadvantaged. The strategies and policies adopted suggest that preparation and education are essential to the growth of public officials' professional capacities. The state has tried to address the skills scarcity in the South African public service by means of T&D. However, given the reality of the poor service delivery in the country, or the lack of it, these strategic interventions to support the capability of public servants have not yet produced the desired results.

### **3.7 Summary of the chapter**

This chapter has dealt with the concept of the need for T&D in the South African public sector and the understanding that in a broader sense T&D goes beyond the needs of individual workers or the improvement of the performance of an organisation. The chapter reveals that the “social and economic disparities” that are prevalent in SA will continue unabated in the absence of T&D measures. It is for this reason that “remedial” measures in the form of human capital development have been introduced to advance the skills of the employees in the public service. It is an irrefutable fact that South Africa faces difficulties in terms of skills. The state is trying everything possible to ensure the T&D of workers. Government Acts, policies and initiatives to support skills development in the public sector were also discussed above.

## CHAPTER FOUR: RESEARCH METHODOLOGY

### 4.1 Introduction

Having extensively reviewed the scholarly literature in various works, as well as having delineated the main precepts of the study in the preceding chapters, this chapter outlines the methodology that was used in the collection and collation of the data pertaining to the research conducted. The strategy and the paradigm used in this process are explained in depth. Additionally, the chapter addresses the methods used in the collection of the data, such as interviews and questionnaires. The study's sampling techniques are also critically analysed. The chapter concludes by unpacking the various steps that were taken to ensure that the study was ethically conducted.

### 4.2 Research philosophy: pragmatic paradigm

The research methodology that was chosen for this study helped to establish an understanding of the concept of T&D. Kothari (2004:8) explains that the application of a research methodology is a systematic way of solving a research problem. Research methodology may be understood as the science of studying how research is performed. Paradigms are associated with certain methodologies. Du Plooy-Cilliers *et al.* (2014:136) and Davis and Bezuidenhout, (2014:19) argue that paradigms are clusters of beliefs which dictate to scientists in specific disciplines what should be studied, how the research should be done, and how the results should be interpreted. The mixed methods approach (to be discussed later in this section) was used, focussing on the pragmatic approach.

Instead of focussing on techniques, pragmatic researchers underscore the research problem and use all the approaches available to them to comprehend the problem (Creswell, 2014:10). Pragmatism is not dedicated to any system of or viewpoint on truth. Pragmatists strive to facilitate "human problem-solving". They emphasise the significance of selecting techniques that achieve the best possible results. Scotland (2012:6) argues that pragmatists believe that reality is continually renegotiated, debated and interpreted, and therefore that the best method to use is the one that solves the problem. A pragmatic paradigm is used in this study to guide the methodology according to which this study proceeds. Pragmatism, as supported by positivism and anti-positivism, adopts both quantitative and qualitative techniques. According to Creswell (2014:11) pragmatists therefore support the use of mixed methods of quantitative and qualitative data generation in studies where the data are collected concurrently or sequentially and are integrated at some stage of the research process.



Pragmatism has been selected as a theoretical frame of reference because it is not committed to any one perspective or structure of reality. The universe is not seen by pragmatists as necessarily being a phenomenon in total harmony with itself. With an eye on the expected consequences of the choices they make - where they want to go with an analysis - pragmatist researchers look at the "what" and "how" of their procedures. Guthrie (2010:81) argues that pragmatists agree that research always occurs in social, historical, political, and other contexts. Instead of focussing on one research approach, this study used a mixed methods approach. This approach helped in trying to address the questions raised in this study. In-depth knowledge was gained by collecting data through interviews and questionnaires. Pragmatism was chosen because it allowed the study to produce convergent findings across different methods, each of which addressed the same research question. Each research method used in this study was adopted to answer a separate question asked in the study.

According to Creswell (2014:15), a paradigm has the following components: ontology, epistemology, methodology and method. The epistemology, ontology and axiology of pragmatism are discussed in the following paragraph.

#### **4.2.1 Epistemology of pragmatism**

The term "epistemology" stems from the term "episteme", which means the study of (something). Epistemology enables human beings to acquire knowledge in the form of data (in research). Tuli (2010:99) explains that epistemology is the theory of knowledge that informs the research. Similarly, Reybold (2002) shows that an epistemology is an explanation of how one perceives what one knows. The epistemology of pragmatism indicates that the best method of investigation is the one that solves the problem, that finding out is the means, and that changing is the underlying aim (Scotland, 2012:12). Epistemology enables human beings to get knowledge in the form of data in research. A pragmatic epistemology was adopted for use in this study. The researcher concluded that this epistemology resonated better with the form of the research being carried out.

#### **4.2.2 Ontology of pragmatism**

Ontology is defined as the science of discovering the nature of reality or truth. Scotland (2012:9) argues that ontology "is the study of being". Furthermore, Furlong and Marsh (2010:67) point out that the ontological perspective on pragmatism is influenced by various

factors in the specific setting, which include social, political, economic and ethnic factors, as well as race and sex. Likewise, Mtshali (2019:10) argues that “action and change” are at the core of a pragmatist ontology; humans act in a world that is in a constant state of becoming. According to Scotland (2012:10), the world is thus changed through reason and action and there is an inseparable link between human knowing and human action. This means also that actions and their consequences are keys to cognitive/conceptual development and clarification.

The GCIS as a public sector department seeks to address the challenges related to various socio-economic factors. These challenges are perceived as global phenomena. Many studies on public sector human capital development highlight the role of public sector employees’ skills development in reducing poverty and ensuring the economic growth of the country. In the context of economic development, the “public sector” is the implementer of national development, social development, economic development and the progression of the government’s developmental goals at large. This research seeks to explore the actual “effectiveness” of T&D in improving the quality of service delivery by public sector employees. The T&D of the workforce in the public service is absolutely crucial because it plays an important role in equipping public servants with the expertise, knowledge and skills needed to deliver an efficient and successful service.

#### **4.2.3 Axiology of pragmatism**

Axiological deals with the manner in which a researcher conducts him/herself. It has to do with the search for value, and so to the ethics of the behaviour and attitudes of researchers. Mtshali (2019:37) points out that the role of axiology in research is to protect all the participants taking part in the research. Morals and ethics are addressed in all research activities, using guidelines and professionalism. An effective approach requires respect for human rights (including cultural rights), which results in the researcher treating all the subjects of the research with courtesy, regardless of their backgrounds (Mertens, 2010). Tomar (2014) avers that the axiological argument states that values are the foundation for social projects and knowledge-producing systems. The author further notes that the term “axiology” is derived from two Greek words, “axios”, meaning worth, and “logos”, meaning word, reasoning, “logical” study or science. Gericke (2012) defines axiology as a “theory of value and aesthetics” which is based on one’s cultural, religious and political background. This theory differentiates between good and evil and acceptable and unacceptable behaviour in human beings. Axiology in reality assists the researcher to conduct a study ethically during data collection and to follow the

guidelines of research accordingly (Biddle and Schafft, 2015). Mtshali (2019:37) notes that many instances of unethical behaviour during the performance of research have been evident, including the use of inappropriate tools in data collection, that can lead to a misrepresentation of the matter under investigation.

This researcher valued the opinions and perceptions of the participants, since the findings of the study were a true reflection of how the participants perceive the processes and execution of T&D in the GCIS. The researcher therefore arrived at all the findings of the study without distorting or omitting anything to accomplish the objective of the study. The study sought to gain an understanding of employees' and top managers' views on and experiences of T&D initiatives in the GCIS.

### **4.3 Research design**

A mixed-methods design was used in this study in order to overcome the weaknesses inherent in using any one method. According to Guthrie (2010:45), an increasing number of social science researchers use mixed methods. Wagner *et al* (2012:161) explain mixed-methods research as the collection or analysis of both quantitative and qualitative data in a single study, in which the data are collected concurrently or sequentially and are given a priority, and which involves the integration of the data at one or more stages in the process of the research. Creswell (2014:14) further explains that mixed methods involve combining or integrating qualitative and quantitative research and data in a research study. Creswell also argues that qualitative information appears to be open-ended and free of predetermined responses, whereas quantitative data generally include closed-ended responses. De Lisle (2011:97) maintains that mixed-methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., the use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purpose of developing a breadth and depth of understanding and corroboration. Mixed methods in general incorporate both qualitative and quantitative techniques to remove their weaknesses. The strength of using mixed methods is that doing so makes up for the limitations of using either approach on its own, in line with this paradigm (Ritchie *et al.*, 2003; Hanson *et al.*, 2005; Creswell, 2013; Creswell *et al.*, 2003). The mixed methods approach was the most appropriate for this study because the researcher wanted to assess various categories of expectations of employees about the effect of T&D on employee and organisational

performance. The researcher obtained both the quantitative and the qualitative data from the participants simultaneously. This made it possible to make a better use of time.

In addition, this study adopted a convergent parallel design. Cohen, Manion, & Morrison (2018:39) argue that a convergent parallel design includes both quantitative and qualitative data which are collected independently and in parallel with each other, and then they converge, yielding the triangulation of data and offering complementary data on the question, problem, issue or topic in question. Figure 4.1 presents the research process adopted for this study.

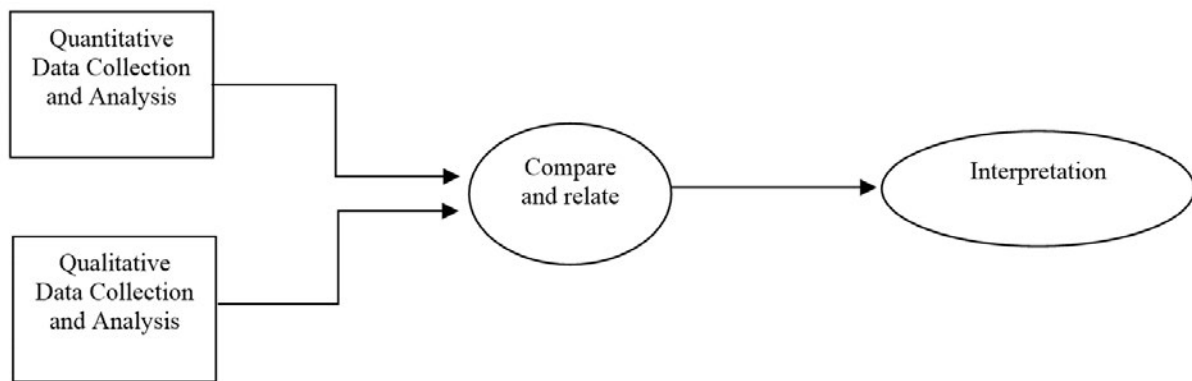


Figure 4.1 Convergent mixed parallel design (Adapted from Demir & Pismek, 2018:124)

As seen in figure 4.1, this study concurrently conducted the quantitative and qualitative data in the same phase of the research process, analysed separately, and interpreted the results together. Furthermore, the results were compared and contrasted, looking for similarity, difference and complementarity.

#### 4.3.1 Qualitative methodology

“Qualitative” data were collected as part of the mixed-methods approach. The use of a qualitative research method allowed the researcher to gain information and understanding about T&D from the point of view of employees of the Department of Government Communication and Information Systems. The use of qualitative methods also permitted the researcher to ascertain the views of heterogeneous, different groups of individuals and to unpack different viewpoints in the department. Choy (2014:102) argue that because social capital is relational — it exists between people — asking a group of people to respond together to certain questions and hypothetical situations might yield information that is more nuanced than data derived from surveys.

The researcher was able to obtain insights from the participants through in-depth interviews and was able to analyse the data using qualitative research techniques. It also allowed the researcher to gain succinct and detailed data on the experiences and perspectives of GCIS employees. Furthermore, since the method is inductive, it enabled the researcher to generate a model of T&D implementation processes for public sector organisations, focussing on GCIS as a case in point. Finally, and based on Du Plooy-Cilliers *et al.*'s (2014) conceptualisation, this study is both interpretive and descriptive, as it was thought that such duality in approach would help in unpacking the GCIS T&D processes and implementation mechanisms. It also sought to establish the nature and level of policy implementation and how the T&D programmes implemented are evaluated.

#### **4.3.2 Quantitative methodology**

The study also made use of quantitative research methods. The researcher chose to use quantitative research methods because of two significant advantages. First, they can be managed and assessed quickly. Second, the numerical data obtained through this approach facilitate comparisons between organisations or groups and allow the determination of the extent of agreement or disagreement among respondents (Choy, 2014:101). Quantitative work implies the application of a measurement or mathematical method to the nature of the issue under examination, as well as the interpretation of the findings. Du Plooy-Cilliers *et al.* (2014) further explain quantitative research as the analysis of numbers and samples of a population (the size of which is generally known) to derive conclusions based on the responses of the sample set.

The quantitative method was important to this research as it enabled the researcher to test the variables in a very objective manner. As a result, the research design was deployed with a view to evaluating employees' perceptions of T&D initiatives in the public sector. The quantitative research design also enriched the study as it added statistical data in analysing the implementation of T&D in the GCIS. Lastly, this method was heavily advantageous as the data analysis was less time-consuming than the analysis of the qualitative data.

#### **4.3.3 Case study research strategy**

The study used a case study approach to the research questions and objectives. The phenomena under review in this study were T&D programmes in the public sector. The population of the

study comprised of all permanent employees of the GCIS. Case study researchers gather detailed data over a long period of time using a variety of data collection techniques. For this study, the researcher gathered data through interviews, questionnaires and the analysis of GCIS documents. Cohen *et al.* (2007:253) emphasise that case studies are set in temporal, geographical, organisational, institutional and other contexts that enable boundaries to be drawn. Zainal (2007:5) explains that case studies focus on individual actors or groups of actors, and they seek to understand their perceptions of events. A case study strategy, therefore, refers to the analysis of an entity, event or unit and is not intended to focus on the entirety of an organisation, for example, but on a particular issue or unit of analysis. Case studies are valuable in understanding a specific problem or situation in great depth. They are normally qualitative in nature and are determined by limitations of time (Karlsson, 2016:88). The benefit of the use of case study research is that the review of the data is most frequently carried out in the context of its use; that is, in the condition in which the action takes place. Zainal (2007:4) argues that the disadvantage of case studies is that they provide very little basis for generalisation, since they use a small number of subjects, some being conducted with only one subject. In addition, the performance of case studies has been discredited as their findings can be applied only to similar cases. The findings of case studies, however, may be useful for other entities challenged by similar issues.

The GCIS department consists of nine provincial offices and a head office which is based in Pretoria. Four Provincial offices were selected for this study: Eastern Cape, KwaZulu Natal, Northern Cape and Mpumalanga. The study was a holistic descriptive case study of the GCIS. The case study strategy was immensely valuable to the researcher, as it enabled her to investigate the perception of T&D in the GCIS holistically through the use of both qualitative and quantitative methods.

#### **4.4 Study site**

The site for this research was in South Africa. The GCIS provincial offices in all nine provinces of South Africa were studied. The GCIS national office, which is based in Pretoria, was also included. The respondents were composed of general workers, administrators and secretaries, system support and top management. As mentioned previously the site of the study was the GCIS national office based in Pretoria. Four provincial offices were also selected for study: Eastern Cape, KwaZulu Natal, Northern Cape and Mpumalanga.

#### **4.5 Target population**

The target population was the group of individuals with particular features that informed the study (Cohen *et al.*, 2007:50). McMillan and Schumacher (2006) explain a target population as being a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the researcher intends to generalise the results of the research. This group is also called the target group. The area under study has 415 (See Table 4.1) employees of the GCIS working in the national office and the provincial offices. There are nine provincial offices, one in each province, with a fairly flat structure, each of them having a Provincial Director as a head (top management), a Deputy Director and Assistant Director (system support), and two line functionaries consisting of an Administration Officer and a Secretary, and general workers. The GCIS national office consists of all structures from an Administration Officer and Secretary to general workers and top management.

#### **4.6 Sampling strategies**

Du Plooy-Cilliers *et al.* (2014:137) explain that non-probability sampling is regularly employed when it is hard to describe who the whole population is or when it is difficult to obtain access to the whole population. Researchers can use convenience sampling, quota sampling, snowball sampling or purposive sampling if they want to use the non-probability sampling process. In the case of non-probability sampling, units or individuals may be selected on the basis of the judgment of the investigator. Non-probability sampling is often referred to as qualitative sampling.

This study used purposive sampling to choose the sample. Purposive sampling was used as this research targeted a specific group (see Table 4.1). Therefore, the findings were meant to reflect the perceptions of the population under study. According to Welman and Kruger (2002:61), the probability that an element or unit is included in a non-probability sample cannot be specified. In some instances certain members may have no chance of being included in the sample. Du Plooy-Cilliers *et al.* (2014:142) explain that with purposive sampling the researcher purposefully chooses the elements that he/she wishes to include in his or her sample, based on the list of characteristics of the elements. Such sampling has the added advantages of reducing research costs as well as making it possible to conduct such research in an efficient and swift manner while providing greater flexibility and accuracy (Cohen *et al.*, 2007:66).

#### 4.6.1 Sample

Purposive sampling was utilised in administering the survey questionnaire and key informant interviews in the GCIS. Table 4.1 below summarises the study’s sampled population. The questionnaires were administered to one hundred and eight respondents whilst fifteen interviews were conducted. The use of purposive sampling allowed the researcher to reach the required number of research participants. Amongst the general support staff, questionnaires were distributed to five employees (see Table 4.1), four surveys forms were given to employees who were on salary level three, and one to an employee on level four. The study also distributed forty-six questionnaires to employees in the Administrators and Secretaries category (see Table 4.1). The employees in this category are from salary levels five to eight. In addition, forty-nine surveys were distributed to system support employees, who are on salary levels nine to twelve. Lastly, eight top managers who are on salary levels thirteen to fifteen participated in the surveys.

Five interviews were conducted with system support employees on salary level nine, and two interviews with employees on salary level twelve. Lastly, eight interviews were conducted with top managers of the organisation, who are on salary level thirteen. In total, fifteen interviews were conducted. It was not practically possible to interview all of the top managers due to time constraint and their pressing work schedules.

**Table 4.1 Sampling**

Description of position	Respondents per salary levels	Population	Sample size	Sampling method	Data Collection Methods	
					Interviews	Surveys
General workers	Level 3	23	4	PURPOSIVE SAMPLING	0	4
	Level 4	5	1		0	1
Administrators & secretaries	Level 5	4	1		0	1
	Level 6	82	25		0	25
	Level 7	45	10		0	10
System support workers	Level 8	27	10		0	10
	Level 9	121	50		5	45
	Level 10	5	1		0	1
	Level 11	2	1		0	1
Top management	Level 12	62	4		2	2
	Level 13	28	13		8	5
	Level 14	7	2		0	2
TOTAL	Level 15	1	1		0	1
		<b>415</b>	<b>123</b>		<b>15</b>	<b>108</b>

Source: (2019) Department of Government Communication and Information Systems staff establishment



#### **4.7 Data collection methods**

The research made use of interviews and questionnaires to gather information from the participants. With the addition of documentary analysis, these three methods were selected because they allowed the researcher to get information of different kinds from the participants.

##### **4.7.1 Interviews**

Interviews were conducted with selected participants regarding T&D. According to Boyce & Neale (2006:3), interviewing is a qualitative form of study requiring intensive individual interviews with a limited number of respondents in order to investigate their perception of a concept, programme or circumstance. The study used interviews as a data collection tool to get a clear picture of the perspectives of the participants regarding the topic. The interviews were beneficial to this research, because they allowed the researcher to assess how serious the participants were about the subject by reading their body language and gauging their understanding of the subject.

The interviews were used to provide a context for other data (such as outcomes data), giving a complete picture of what happened in the programme and why. According to Wagner, Kawulich and Garner (2012:133), an interview is a two-way conversation and a purposive interaction in which the interviewer asks the participants (the interviewees) questions in order to collect data about the ideas, experiences, beliefs, and opinions of the participants. One reason for selecting interviews as one of data collection methods used in this study was that interviews tend to have a higher response rate, as people are more likely to agree to be interviewed than to fill in a questionnaire at home during their personal time (Wagner *et al.*, 2012:102). According to Nkwane (2012:47) another advantage of an interview is that “it is useful in cases where the researcher wants to launch an explorative investigation or to pre-test a questionnaire”. But the primary benefit of interviews is that they offer much more comprehensive information than what is attainable through other data collection methods, such as surveys (Boyce & Neale, 2006:3). This study found interviews to be helpful in eliciting more nuanced and deeper information than questionnaires. Furthermore, without interviews it would have been extremely difficult to bring together the information obtained from the top managers.

The interviews that the researcher conducted were semi-structured. They followed a set of predetermined questions. Interviewees were asked almost the same questions in a similar order,

while the researcher allowed respondents to raise issues that they deemed relevant to the subject. According to Wagner *et al.* (2012), semi-structured interviews allow one not only to skilfully follow up on ideas but to also scrutinise motives, to establish the emotional state of interviewees, and to further probe responses, which questionnaires can never do. In this instance probing was especially helpful in clarifying unclear issues. The researcher found the semi-structured interviewing technique very useful as it standardised the questions through the reiteration of the same interview process with different respondents. However, Kawulich and Garner (2012:135) criticise interviews as being highly subjective and running the risk of being biased, expensive and time-consuming, as well as being too cumbersome. For these reasons, this study opted to employ semi-structured interviews to steer responses with the objective of making them adaptable to thematic analysis.

The interviews were administered to key stakeholders such as system support employees and top management. In total, fifteen interviews were administered (See Table 4.1). Seven interviews were conducted with system support employees on salary level nine, three of whom were from the GCIS provincial offices (Mpumalanga, KwaZulu-Natal and Northern Cape office) whilst two were from the GCIS Head Office (located in Pretoria). Two interviews with employees on salary level twelve forming part of system support were also conducted with employees based in Head Office. Interviews were also conducted with top managers on salary level thirteen. Four of these were managers in Mpumalanga, KwaZulu-Natal and the Northern Cape, and four interviews were conducted with top managers in Head Office. Two top managers in the GCIS head office were not available for face-to-face interviews due to their tight schedules, which resulted in conducting telephonic interview with them. The interviewees were interviewed with a view to gathering their perceptions and understanding of T&D in the GCIS.

The interviews were conducted between June and August 2019. Some of the interviews were rescheduled by the top managers, and a delay in conducting the interviews was therefore experienced. One interview was conducted per day, and a voice recorder was used with the consent of the participant. Whilst the recording was being done, the researcher also jotted down field notes as observations, or further questions that needed to be raised for clarification. On average, the interviews took about 35 to 40 minutes to complete. In this study the interviewees

are not identified by name in order to protect their identity, but are referred to by using pseudonyms.

#### **4.7.2. Questionnaire surveys**

The study also employed a combination of “open- and closed-ended questions” to explore the views of the GCIS employees about T&D. The questions covered the objectives of the study. Using a questionnaire is a valuable technique for gathering data (Singh, 2007:174). Open-ended questions were used for this study to generate relevant information about the phenomenon being studied. The advantage of using open-ended questions is that there is freedom for the respondents to give their input about the phenomenon under study. However, a shortcoming of the technique is that participants may feel frustrated by the limitation of their responses (Wagner *et al.*, 2012:109). In general, employing closed-ended questions allows the researcher to get the intended answers, but the participants may feel forced to opt for a particular choice even when that is not their actual preference. A mixture of questions was used for this study to avoid the disadvantage of using one method. The questionnaire for the GCIS employees contained a mixture of closed- and open-ended questions. The purpose was to ascertain the essence of the need for T&D in the GCIS and the implementation of the GCIS T&D policies. It also sought to analyse the variables that impede or facilitate the performance of T&D and affect the assessment of T&D in the GCIS. The participants were also asked to assess the effect of their T&D in terms of productivity, work gratification, organisational engagement and so on.

Upon the identification of a potential respondent in the Provincial Offices and National Offices in the GCIS., the researcher would approach the subject. The target would be advised of the broad aims of the study and told why her/his input was important to contextualising the issues. Upon agreement, the respondent would be assured that her/his participation would be confidential and anonymous. Subjects were further advised that their inputs were not only voluntary but that they had a choice to participate or not. Furthermore, they were advised that they could terminate their participation at any given time without proffering reasons. The subjects were also advised that no one had the right to know of their participation and that the information they supplied would not be linked to them for any reason except for academic purposes. During the administration of the questionnaire, the subjects were asked their gender, age, and qualifications for coding purposes. During the interviews the researcher maintained

warm, friendly and courteous relations with the interviewees in order to allow them to feel relaxed.

The surveys were administered to one hundred and eight respondents (see Table 4.1). Questionnaires were distributed to five general support staff employees (see Table 4.1), four employees who are on salary level three and an employee who is on level four. The researcher also distributed forty-six questionnaires to employees in the category Administrators and Secretaries (see Table 4.1). The employees in this category earn from salary level five to level eight. A further forty-nine survey were distributed to systems support employees, who are on salary levels nine to twelve. Lastly, eight top managers who are on salary levels thirteen to fifteen participated in the survey. In other words, there were one hundred and eight respondents, comprised of officials from National Office and the provincial offices. The researcher directly administered the questionnaires by emailing them to the respondents as the first step of the data collection. This strategy saved time, and copies of the questionnaires could be retained by the respondents. About thirty-eight questionnaires were completed by the respondents and emailed back to the researcher. The researcher also collected the respondents' completed questionnaires personally, with the support of the contact persons from the GCIS library unit at a later period, so that participants could fill them in, in their own spare time.

#### **4.7.3 Documentary review**

The study also examined government documents to develop an in-depth understanding of T&D. According to Mpanga (2009:16), in this context document analysis usually entails doing a content analysis of official government records, internal organisational annual reports or memos, or external reports or articles about a case in point. Brynard and Hanekom (2006:58) point out that although it may require critical analytical skills to carry out a document analysis, such an analysis has an advantage as it does not interfere with or distort the case setting in any way. One purpose of conducting this review was to ensure the collection of several sets of data and so to produce reliability in the results. For the purposes of this study, relevant documents in the GCIS that were thought to be essential to this study and pertinent to answering the research questions were perused. These documents included the GCIS T&D policy, the coaching and training guidelines, the Annual Performance Plan (APP) and the Strategic Plan. Various government documents and reports relating to T&D in the public sector were also analysed. This involved data selection instead of data collection, and was therefore less onerous and less time-consuming. The study relied heavily on archival documents available in the GCIS

intranet. The internet was an important reservoir of information, as it provided online books, journals and articles that underpinned the study. The study also relied on documents such as books, theses and journals to get an understanding of T&D for public governance.

#### **4.8 Recruitment strategy**

Having received permission from the HRD GCIS section to conduct the study, the researcher made use of telephonic calls and emails to inform potential respondents of her intention to interview them (see Appendix C). This was done a month before the interviews. The researcher also utilised posters in recruiting respondents for surveys (see Appendix D). The posters were placed strategically at all the entry and exit points of GCIS areas. Furthermore, as the dates were approaching, the researcher dispatched telephonic reminders to selected key interviewees.

Table 4.1 above shows the GCIS staff establishment. As stated previously, the study used the method of purposive sampling. The participants shown in the table above were purposefully selected to participate in the study. Of four hundred and fifteen permanent employees, the study purposively selected one hundred and twenty-three employees to participate in the study. Fifteen employees, who included system support workers and top managers, were interviewed. One hundred and eight employees were included in the survey.

#### **4.9 Data quality control**

Data quality control refers to how a researcher ensures that the information collection methods used measure what they are supposed to measure, and that they do so reliably. In general this refers to the data's being reliable and valid. Brynard and Hanekom (2006:48) point out that reliability relates to the exactness and uniformity of procedures. The matching mechanisms must be capable of producing matching data at later stages under similar conditions.

To ensure validity and reliability, the researcher developed consistent procedures for undertaking the interviews with the employees of the department. The bias of the researcher was taken into account because the researcher is a "public servant" and a worker in the department under study. A recording device was used to ensure the validity of the raw data. This was achieved in order to improve the validity and reliability of the eventual findings. The appropriateness of the interview schedule was enhanced by carefully piloting the schedules and by the extensive use of closed-ended questions (Cohen, Manion & Morrison, 2007:151). According to Du Plooy-Cilliers *et al.* (2014:257) a pilot study can act as a pre-warning system,

because likely faults or difficulties with the measurement tools arise during a pilot study. Performing a pilot study enables a researcher to modify the instrument based on the feedback received. It also assists to test if the respondents correctly understood the questions the researcher has developed. Guthrie (2010:137) points out that when piloting a questionnaire, the answering of many questions with the words “I don’t know” and “I don’t understand” and a total lack of a response are signs that the questions need to be revised.

#### **4.9.1 Measurements**

Wagner *et al.* (2012:74) define measurement as the method of attaching numbers to an occurrence or phenomenon. Furthermore, Welman and Kruger (2002:130) argue that measurement involves the assigning of numbers, in terms of fixed rules, to individuals or objects to reflect differences between them in some characteristic or attitude.

This study used the Likert Measurement Scale. The quantitative part of the study was initially to be conducted through a “closed and open-ended questionnaire” which was disseminated to the participants via e-mail. The questionnaire involved the use of a Likert scale to measure the level of agreement or disagreement with statements made relating to the subject matter of the research. According to Jackson (2008:60), Likert scales were developed in 1932 as the familiar five-point bipolar response format most people are familiar with today. These scales always ask people to indicate how much they agree or disagree with a statement, approve or disapprove of it, or believe it to be true or false. The Likert scale is also defined by Du Plooy-Cilliers *et al.* (2014:159) as a scale that requires respondents to indicate their degree of agreement or disagreement with a variety of statements related to an attitude or topic. This type of scale is also known as a summative scale, as the responses to individual items are noted in order to construct a total score for the participants.

The questionnaire had two main sections. Section A contained demographic questions for the respondents, while section B was separated into six categories ranging from 2.1 up to 2.6. The questions related to the first objective were covered in 2.1. Section 2.2 covered the second objective. The third objective of the study, factors that hinder or promote the success of T&D, was covered in 2.3 and 2.4. Lastly 2.5 covered the fourth objective and 2.6 covered the fifth objective. These sections sought to provide answers to questions on whether the GCIS needs T&D and how it is implemented in the Department. Furthermore, they also sought to generate

data illuminating the respondents' perceptions about the evaluation and effectiveness of training programmes in the GCIS.

The Likert scale used in the questionnaires was critical to measuring the level of agreement or disagreement in statements made relating to the understanding of T&D in the GCIS. Responding to a Likert scale necessitates respondents indicating their degree of agreement or disagreement with a variety of statements related to an attitude or subject. Respondents were asked to rate their level of agreement on a number of issues relating to T&D in the GCIS. Their responses were rated as: 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat agree, 4 = Agree and 5 = Strongly agree.

As stated previously, the researcher designed the questionnaire to understand the process and implementation of T&D in the GCIS and how respondents perceived them. As a result, the questionnaire covered a few comprehensive themes aimed at understanding the T&D implementation processes and their impact on the respondents' jobs. Open-ended questions were also included in the questionnaire, resulting in respondents being able to express themselves in a comprehensive manner and being able to express any views they thought were relevant regarding T&D in the GCIS.

#### **4.10 Analysis of the qualitative and quantitative data**

Data analysis calls for a researcher to inspect the information gathered and sort, select and organise the statistics to gain a greater understanding of the question that the study is focussed on (Du Plooy-Cilliers *et al.*, 2014:228). The next paragraph discusses the data analysis methods that were used in this study.

##### **4.10.1 Qualitative data analysis**

The researcher processed and analysed the qualitative data obtained from all the interview transcripts. The first step in this regard was to transcribe all the taped interviews with the key informants. The transcription was done verbatim. This was important and necessary as the analysis was based on meanings, silences, evasions, areas of emphasis and sensitivities. The qualitative data were analysed using thematic analysis. This is a general approach to analysing qualitative data that contains classifying themes or patterns in the data. Describing the data according to themes and concepts resulted in the generation of the findings of the study. Hlubi (2013:57) states that thematic data analysis is a qualitative data analysis process in which the

researcher identifies underlying themes. These themes are later organised using illustrative codes. Du Plooy-Cilliers *et al.* (2014:241) further define thematic coding as a process of data reduction by means of identifying themes. Wagner *et al.* (2012:231) conclude that the thematic codes provide the basis for the development of categories, as the researcher groups codes linked to the similar theme.

The first stage involved identifying initial themes and concepts. This entailed going through a handful of interview transcripts to get an overview of the data set. This was aimed at detecting recurrent themes and ideas. This was then followed by the development of a T&D model based on recurring themes and issues that guided the questions posed during interviews. The thematic analysis comprised the identification of the main themes that had been gleaned through interviews and questionnaires. The study also involved the transcription of the qualitative data. Davidson (2009:38) argues that transcription entails a translation or transformation of sound/images from recordings to text. The process in this case was a selective one, whereby certain phenomena or features of speech and interaction were transcribed.

#### **4.10.2 Quantitative analysis**

The statistical analysis of the information in this research was done using the Statistical Package for the Social Science (SPSS) 32. SPSS is one of the most common research numerical packages in existence and can execute extremely high complex information manipulation and analysis with simple instructions (Wagner *et al.*, 2012:231). Davidson (2009:61) explains that SPSS is a Windows-based programme that can be used to perform data entry and analysis and to create tables and graphs. It is capable of handling large amounts of data and can perform all the analyses required and many more.

In addition, the Chi-squared test was used to test whether variables such as the employees' age, gender, experience and qualification determined their responses, and whether their responses were influenced by such variables. Nwokeiu (2013:150) describes the Chi-squared test as a non-parametric test used in testing a hypothesis of association between a population, criteria and more than one group. It is also used to test what is described by Rana and Singhal (2015) as the goodness-of-fit, which refers to how likely the fit of the distribution of the data will be with the expected distribution. The Chi-squared test has an advantage in that it allows one to use statistical methods that are not dependant on the normal distribution to successfully interpret the findings.



#### **4.11 Ethical considerations**

In this context ethics refers to the code of conduct a researcher must adhere to in order to ensure that the participants in the study are valued and respected. Research conduct is important as it requires researchers to conduct themselves with integrity and to be honest. This is achieved through the inviolable protection of the human subjects. Wagner *et al.* (2012:231) summarises the most significant ethical issues in the social science as being linked to voluntary participation and causing no harm to the participants; maintaining anonymity and confidentiality; and not deceiving the subjects of the research. The names, addresses and phone numbers of the respondents were not recorded to ensure their anonymity. To this end, the responses were coded and pseudonyms were used to guarantee the anonymity of the respondents, which remained sacrosanct and inviolable

The researcher sought informed consent from the respondents to ensure that human integrity was respected, and ensured that they participated willingly, based on the awareness they had of the purpose of the study. According to Cohen, Manion and Morrison (2007:52) informed consent is the mechanism in which individuals determine whether to contribute to an inquiry after being told of the details that are likely to influence their choices. As a corollary, these consent letters help the researcher immensely in that they describe the goals and intentions of the research. Those who were to be interviewed were also requested to give their written permission for the recording of the interviews. The respondents were also reminded that they had a right to decline to participate in the research, and that, should they reach a decision to participate, they had the right to withdraw at any time without penalty. In addition, respondents were given ample chance to ask questions about the analysis, which were answered to their satisfaction. Therefore, before performing the interviews time was spent describing the steps taken to protect the respondents.

The researcher obtained gatekeepers' letters from the organisation in which the research was to be conducted permitting the research to take place, and also applied successfully for ethical clearance from the University Research and Ethics Office. According to Wagner *et al.* (2012:64), gatekeepers are those individuals who enable researchers to gain access to an organisation or community to conduct their research.

#### **4.12 Limitations of the study**

Du Plooy-Cilliers *et al.* (2014:275) define limitations as restrictions that could impact on the study. The GCIS is a large public sector organisation which has national, provincial and regional offices. Consequently, the research population is large and dispersed nationwide. For these reasons it was difficult to sample the population representatively. The population was therefore purposively sampled. The study can therefore not be regarded as representative in nature, and given the limitations of resources and time it could scarcely be described as comprehensive. Notwithstanding these limitations, the study provides an initial foundation for asking more detailed questions in future research on T&D in the public sector.

#### **4.13 Summary of the chapter**

This section has dealt with the data analysis conducted in the study and the research design. The researcher used mixed methods, which comprise both quantitative and qualitative methods. The qualitative aspect involved interviews to understand and evaluate T&D in the GCIS. The quantitative method involved asking closed-ended questions whilst the qualitative data were obtained from interviews. Purposive sampling was employed to select individuals from the target population of the Department. Some of the participants who were unable to participate in interviews participated in the empirical survey.

**CHAPTER FIVE: THE DEGREE OF THE NEED FOR TRAINING AND DEVELOPMENT IN THE DEPARTMENT OF GOVERNMENT COMMUNICATION AND INFORMATION SYSTEMS IN SOUTH AFRICA**

**5.1 Introduction**

The preceding chapter presented the research methodology that was employed in this study. The overall objective of the study was to analyse T&D in the public sector with reference to the GCIS as a case study. The aim of this chapter is to present and analyse the results of the survey and interviews conducted in this study. The chapter employs figures and tables to present data. The first objective of the research was to determine the degree of the need for T&D in the GCIS. To achieve this, the researcher analysed data collected from questionnaires and interviews with the participants. This chapter has three sections. The first section is an analysis of the GCIS setting in pursuit of establishing the degree of the need for T&D in the GCIS. In this section the researcher looked at the perceptions of the surveyed population and the prevailing observation that their need for T&D is great in order that they should be able to maintain relationships with their stakeholders, and because communication is an ever-changing concept. The second section provides a discussion of the findings, synthesising the results with those reported in the literature on the phenomenon being studied. Lastly, the chapter provides a conclusion.

**5.1.1 Biographical data of the participant population**

In order to evaluate T&D in the public sector using the case study of GCIS, a survey was conducted using a questionnaire focussed on the GCIS personnel. Interviews were also conducted with various key managerial personnel of the Department. The tables in this section provide brief biographical information on those who participated in this study, namely their age, gender, number of years operating in the GCIS, and highest qualification. As explained in the methodology chapter, the researcher managed to successfully distribute, administer and collect the 108 questionnaires. Furthermore, fifteen interviews were conducted with managers of the GCIS to gain more knowledge about the topic under study. Table 5.2 below illustrates the type and frequency of the respondents to the questionnaires.

**Table 5.1 Biographical data of the questionnaire population**

Categories		GCIS Respondents		Total
		Frequency	Per cent	(N)
Age group	Between 21 and 30	13	12	12

	Between 31 and 40	39	36.1	36.1
	Between 41 and 50	42	38.90	38.90
	Between 51 and 60	11	10.2	10.2
	Above 60	3	2.8	2.8
Level of Education	Below Matric	5	4.6	4.6
	Matric	21	19.4	19.4
	Diploma	30	27.8	27.8
	Degree	28	25.9	25.9
	Post Graduate	24	22.2	22.2
Gender	Male	50	46.3	46.3
	Female	58	53.7	53.7
Years of experience	Less than 1 Year	1	0.9	0.9
	Between 1 and 2 Years	13	12.0	12.0
	Between 3 and 5 Years	26	24.1	24.1
	Between 6 and 10 Years	26	24.1	24.1
	Over 10 Years	42	38.9	38.9
	Total	108	100%	100%

**Source: Field Survey 2019. Sample size = 108**

As shown in Table 5.1, out of the 108 respondents who participated in the study, almost 40 per cent were between 41 and 50 years old, 36.1 per cent were between 31 and 40 years old, 12 per cent were between 21 and 30 years old, 10.2 per cent were between 51 and 60 years old, whilst 2.8 per cent were above 60 years old. The age classification illustrated above indicates that all age groups are fairly represented in the GCIS. Moreover, it was also noted that the highest level of education of the majority of the GCIS employees was a diploma, followed by degree qualifications, whilst the least number of respondents had no formal education. This indicates that the GCIS employees had a minimum secondary education qualification and that they could be considered to have the capability and were sufficiently knowledgeable to be able to address the concerns of this study.

From the foregoing, it was therefore established that the majority of the respondents in this study had more than 10 years' experience in the GCIS (38.9 per cent), followed by six to ten years of experience (24.1 per cent), whilst the least number (0.9 per cent) of respondents had less than one year of experience. This was useful to know, because these are employees who have been with the GCIS for a long time and who have extensive knowledge of T&D within

their department. This enhances the quality of their responses as they come from a background of experience.

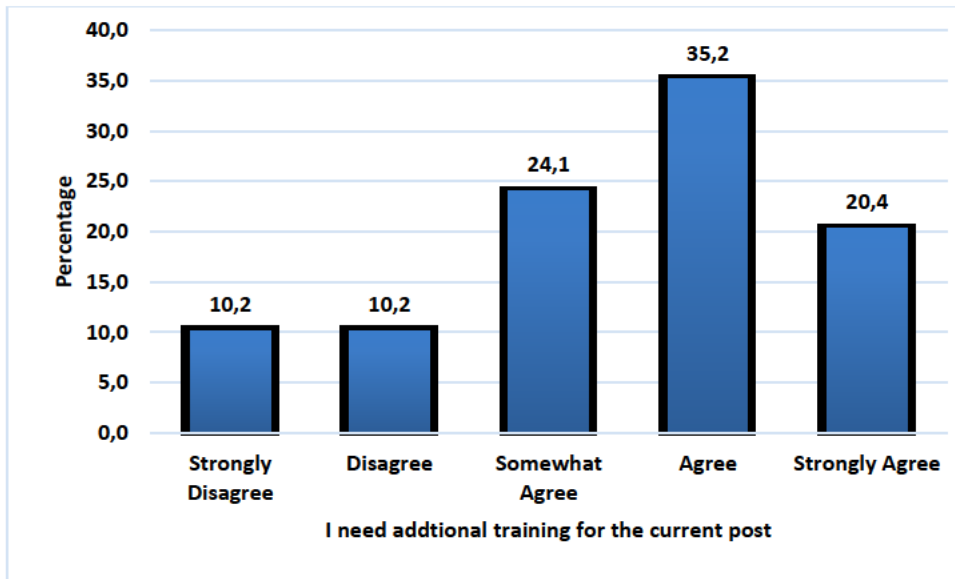
The study also revealed that of the 108 respondents who participated, 58 were female whilst 50 were male. Thus, the dominant gender was female. This may mean that the GCIS has improved from the situation in the past where males were dominant in most departments. This observation is supported by the further observation that most of the positions that get advertised in the organisation give priority to female applicants. So statistically females tend to dominate in the GCIS. Meanwhile, the gender composition of the interviewees also shows that nine were with women whilst the remaining six were with male respondents. The fact that more female managers were interviewed than other female members of staff shows that in the quest for transformation the public sector privileges the appointment and promotion of females.

## **5.2 The degree of the need for training and development in the GCIS department**

The first objective of this study was to assess the degree of need for T&D in the GCIS for the possible production and implementation of more successful T&D programmes. Relevant themes were formulated. Qualitative and quantitative study and the review of documents had been carried out. Thirteen items on the questionnaire measured the extent of the need for T&D in the Department of GCIS. Therefore, thirteen items will be presented in this chapter to test and evaluate the first objective of this study.

### **5.2.1 The need for training and development for the current position**

Training needs analysis is one of the critical subject matters for human resource development. Prior studies have acknowledged that the results generated from training needs analyses provide a clear direction for the strategies that are followed in the development and training of public officials. It is very important that training needs be considered before implementing T&D programmes. Therefore, a survey examined if the GCIS employees needed T&D in their current positions. Figure 5.1 illustrates the respondents' views.



**Figure 5.1 I need additional training for my current position**

Figure 5.1 presents the summary statistics for training needs. It is apparent that most of the respondents (35.2%) strongly agreed that they need T&D for their current position. About 21 per cent of the respondents strongly agreed with the statement. The data presented in Figure 5.1 also show that a minority of about 20 per cent of the respondents seems not to have agreed with the statement (10.2% strongly disagreed and 10.2% disagreed). Again 24.1 per cent somewhat agreed that they need T&D for their current position. The fact that about 20 per cent of the respondents are in disagreement with the statement that there is a need for T&D is a cause for concern for the GCIS. This could either imply that that the employees are not aware of the T&D provided by GCIS relating to the current position or that some employees have benefited from the training while others have not benefited and thus they need T&D. Nonetheless, the results, as shown in Figure 5.1 indicate that a majority of the GCIS employees need training for their current position. These findings are profound for the GCIS human resource development practitioners and suggest that there is strong need for T&D for the GCIS employees. Furthermore, these results were scrutinised very closely by assessing respondents' perceived views about training needs versus their qualifications. A cross-tabulation was used to test these variables. Table 5.2 displays the training needs of the respondents versus their qualifications.

**Table 5.2 Cross-tabulation of participants' qualifications regarding training needed for the current position**

		SD	D	SWA	A	SA	Total	
<b>Qualifications</b>	<b>Below matric</b>	Count	2	0	0	0	3	5
		% within qualification	40,0%	0,0%	0,0%	0,0%	60,0%	100,0%
		% within I need additional training	18,2%	0,0%	0,0%	0,0%	13,6%	4,6%
		% of Total	1,9%	0,0%	0,0%	0,0%	2,8%	4,6%
	<b>Matric</b>	Count	5	3	5	6	2	21
		% within qualification	23,8%	14,3%	23,8%	28,6%	9,5%	100,0%
		% within I need additional training	45,5%	27,3%	19,2%	15,8%	9,1%	19,4%
		% of Total	4,6%	2,8%	4,6%	5,6%	1,9%	19,4%
	<b>Diploma</b>	Count	1	1	6	14	8	30
		% within qualification	3,3%	3,3%	20,0%	46,7%	26,7%	100,0%
		% within I need additional training	9,1%	9,1%	23,1%	36,8%	36,4%	27,8%
		% of Total	0,9%	0,9%	5,6%	13,0%	7,4%	27,8%
	<b>Degree</b>	Count	1	3	7	10	7	28
		% within qualification	3,6%	10,7%	25,0%	35,7%	25,0%	100,0%
		% within I need additional training	9,1%	27,3%	26,9%	26,3%	31,8%	25,9%
		% of Total	0,9%	2,8%	6,5%	9,3%	6,5%	25,9%
	<b>Post graduate</b>	Count	2	4	8	8	2	24
		% within qualification	8,3%	16,7%	33,3%	33,3%	8,3%	100,0%
		% within I need additional training	18,2%	36,4%	30,8%	21,1%	9,1%	22,2%
		% of Total	1,9%	3,7%	7,4%	7,4%	1,9%	22,2%
<b>Total</b>	Count	11	11	26	38	22	108	
	% within Qualification	10,2%	10,2%	24,1%	35,2%	20,4%	100,0%	
	% within I need additional training	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	
	% of Total	10,2%	10,2%	24,1%	35,2%	20,4%	100,0%	

**Source:** Field Survey 2019. **Sample size** = 108.

SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agree.

On the one hand, Table 5.2 reveals that 46.7 per cent of the respondents with a diploma agreed that they need T&D for their current positions. The results also show that 36.8 per cent of all the respondents that agreed with this statement were those with diploma qualification. About 35.7 per cent of the respondents with degrees agreed with the statement. This group formed 26.3 per cent of all respondents who agreed with this statement. As far as respondents with postgraduate qualification are concerned, only 33.3 per cent of the respondents agreed that they needed T&D for their current positions, but they represented only 21.1 per cent of the respondents who agreed. Furthermore, 28.6 per cent of the respondents with matric agreed that

they needed T&D for their current posts, but they were only 15.8 per cent of all the respondents who agreed with the statement.

On the other hand, two respondents (40%) with qualifications below matric were of the view that they don't need additional T&D for their current position. This could mean that the employees with no matric are comfortable with their level of education and the skills they have for their current positions. About 23.8 per cent of all respondents with matric certificates strongly disagreed that they needed additional training for their current positions

Overall, although most respondents with all types of qualifications seemed to agree that they needed additional T&D for their current positions, respondents with no matric did not see it that way. They constituted the biggest ratio of respondents who disagreed with the statement. It is noteworthy, however, that they represented a small percentage (4.6%) of the survey population. This analysis seems to show that respondents' views on the need for T&D are associated with their levels of qualification. This is confirmed by a Chi-square test ( $\chi^2=27.193$ , **df=16, p=0.039**) which indicates that the association is statistically insignificant.

The quantitative data were supplemented by qualitative interviews and desktop analysis. Table 5.3 below present data obtained from interviews relating to the need of GCIS employees for T&D. The most interesting aspect of the findings is that most of the participants were of the opinion that there is a great need for T&D at the GCIS. On the whole, they argued that continued training is needed in the GCIS. Three broad themes emerged from the analysis, as highlighted in Table 5.3.



**Table 5.3 Training needs**

Major theme	Sub-themes	Respondent Response	Source
Training needs	Fourth industrial revolution	<i>There is a need for training and development for employees in my section, but most important I think with the Fourth Industrial Revolution, GCIS needs training in social media and current technology more than any other training as this is one of our core mandates. Not everyone is able to handle social media or the issue of the Fourth Industrial Revolution. This is very critical for the communicators in the department.</i>	GCISR1
	Job rotation	<i>As much as some of the employees have been provided training, but I still feel that one need to be training on other aspects within the directorate. There has been no filling of posts in the organisation, the work did not stop. We needed to do the work for some of the vacant posts without being trained. This put a strain on us, nonetheless of the fact that you were going to be compensated for it. I always get tasked to do the work that's not within my scope of work. This becomes too much for me as I am not trained how to do the work, but I also cannot say no because I know the work needs to continue.</i>	GCISR5  GCISR7
	Stakeholder relations and content management	<i>Well for my Unit broadly, there is a need for training in editing and writing because I get lots of reports that I have to edit and summarise. Sometimes you will find out that some of the content is not understandable. We also need training for stakeholder management so that our colleagues can keep the stakeholders that they need to make relationship with and keep them for the long term. GCIS work requires a person to work with stakeholders.</i>	GCISR10

A recurrent theme in the interviews was a sense amongst the interviewees that there is a need for T&D at the GCIS. All the participants in the interviews agreed to the fact that there is a need for training in the department. Their views surfaced mainly in relation to the introduction of the “fourth industrial revolution” and job rotation. Their comments, as reflected in the table above, help in unpacking the reasons for the training. For example, participant GCISR1 identified characteristics of the era of the fourth industrial revolution such as the use of social media and contemporary technology in the department as motivating T&D. Social media and current technology are the most common tools for the communicators in the department. In addition to this finding, a documentary review shows that the GCIS is using technology to reach more South Africans through the government online application. The online application gives users quick access to government leaders, events, speeches and other government information (GCIS, 2019:14). In order to do so it is evident that there will be a greater use of social-media platforms such as “Facebook”, “Twitter” and “Instagram”, as mentioned by the respondent GCISR1. Furthermore, the GCIS acknowledges the fact that in order to be ready

for this, they are in the process of training staff for their drone pilot licences to capture footage of larger events (GCIS, 2019:15). One concern expressed regarding the use of current technology was whether all the GCIS employees are ready for it.

One of the most common responses from the respondents was about job rotation. For example, respondent GCISR5 noted that as much as the training need may not be relevant to the current position the employees have, job rotation caused by the existence of vacant posts in the GCIS could lead to some of the employees needing training beyond the scope of their work. Respondent GCISR7 said that being given extra tasks which are not within her scope of work becomes too much, although there is extra compensation for it. Analysis of the GCIS Annual Performance Plan (2019:15) revealed that the GCIS has a vacancy rate of 8.99%, which is perceived to be lower than the 10% prescribed by the Department of Public Service and Administration (DPSA). As much as the vacancy percentage is lower than the DPSA prescription, it seemingly has a major impact on some employees' capabilities to do the work, which might lead to stress. This is very important for the GCIS to note. Furthermore, most of the participants in the interviews, such as respondent GCISR10, referred to the issue of maintaining stakeholder relationships in order to deliver and strengthen government's message to the public. According to the documentary review, it was discovered from the strategic planning of the GCIS that one of the GCIS's key mandates is to ensure and continue to strengthen and integrate the government communication system by fostering communication partnerships with relevant stakeholders and coordinating forums for government communicators, among other things (GCIS, 2015:4). This is one of the reasons for the request for T&D. The employees of the GCIS are of the view that in order to maintain stakeholder relationships they need continuous training to keep up with the trend. Moreover, it is also increasingly recognised that it is inadequate to communicate in isolation. Partnerships with other related stakeholders that are intended to respond decisively to the socio-economic needs of the affected communities should be included (GCIS, 2019:6). The document analysis validates the importance of partnering with stakeholders as vital for the GCIS to be able to address the socio-economic needs of South Africans.

Looking at all three kinds of data simultaneously, one can conclude that there is a great need for T&D for the GCIS employees. The human resource development practitioners need to consider T&D needs as intensified by the respondents in order to allow the GCIS employees

to achieve the mandate of the GCIS. The section below will investigate the T&D needs based on the organisational transformation.

### 5.2.2 The need for additional training to adapt to the current organisational transformation.

The public sector is an ever-changing environment. This can be seen, for example, in the technological advances that have led to companies being forced to adapt to new ways of doing their business. The issue of T&D is central to adaptation to organisational transformation and to developing the capacity of employees to deliver high-quality services. One of the objectives of the study was to establish if the GCIS had changed in any way that would require employees to engage in T&D to adapt to the organisational transformation. The respondents were asked if they needed additional T&D to adapt to the organisational transformation. Their perceptions are presented in Table 5.4.

**Table 5.4: Cross-tabulation of the number of experiences regarding the organisational transformation T&D needs**

Experience			D	SWA	A	SA	Total
		Less than 1 year	% within experience	0,0%	100,0%	0,0%	0,0%
% within I need training	0,0%		4,3%	0,0%	0,0%	0,9%	
% of total	0,0%		0,9%	0,0%	0,0%	0,9%	
1-2 years	% within experience	46,2%	0,0%	46,2%	7,7%	100,0%	
	% within I need training	33,3%	0,0%	12,5%	5,3%	12,0%	
	% of total	5,6%	0,0%	5,6%	0,9%	12,0%	
3-5 years	% within experience	11,5%	19,2%	46,2%	23,1%	100,0%	
	% within I need training	16,7%	21,7%	25,0%	31,6%	24,1%	
	% of total	2,8%	4,6%	11,1%	5,6%	24,1%	
6-10 years	% within experience	3,8%	42,3%	26,9%	26,9%	100,0%	
	% within I need training	5,6%	47,8%	14,6%	36,8%	24,1%	
	% of total	0,9%	10,2%	6,5%	6,5%	24,1%	
Over 10 years	% within experience	19,0%	14,3%	54,8%	11,9%	100,0%	
	% within I need training	44,4%	26,1%	47,9%	26,3%	38,9%	
	% of total	7,4%	5,6%	21,3%	4,6%	38,9%	
Total	% within experience	16,7%	21,3%	44,4%	17,6%	100,0%	
	% within I need training	100,0%	100,0%	100,0%	100,0%	100,0%	
	% of total	16,7%	21,3%	44,4%	17,6%	100,0%	

**Source:** Field Survey 2019. **Sample size** = 108.

SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agree.

About 62 per cent of the respondents agreed (44.4% agreed and 17.6% strongly agreed) that they needed training to adapt to the organisational transformation. However, 16.7 per cent of

the respondent were of the view that they didn't need T&D to adapt to the organisational transformation. The findings above seem to reveal the truth about the current environment that the state operates in, which is forever changing, and hence the need for T&D. Public servants need to adapt to factors such as globalisation and political, social and economic transformation. The results in Table 5.4 support the argument that T&D should be an ongoing process in public administration due to the transformations that have been witnessed in government.

Further analysis was also made to determine whether the views of the respondents were dependent on the quantity of their experience at GCIS. Table 5.4 above shows that 54.8 per cent of the respondents with more than ten years' experience agreed that they needed T&D to adapt to the current organisational transformation. About 46.2 per cent of the respondents with three to five years' experience agreed that they needed training to adapt to the current transformation. In addition, a total of 46.2 per cent of the respondents with one to two years' experience disagreed that they needed training to adapt to the current organisational transformation. Close to 20 per cent of the respondents with more than ten years' experience seemed to disagree with the statement. The reason for this could be that employees with more than ten years' experience have adequate skills to deal with organisational transformation. Another possible reason could be that their T&D needs are not based merely on organisational transformation. From this analysis it is apparent that almost all the respondents with more than ten years' of experience in the GCIS agree that they need T&D to adapt to organisational transformation. In addition, the views of the respondents regarding organisational transformation and the need for T&D are significantly associated with the years of experience of the respondents, as shown by the chi-square test ( $\chi^2 = 16.683$ ,  $df = 16$ ,  $p = 0.04$ ). These quantitative data were supplemented by qualitative interviews and desktop analysis. Table 5.5 below presents data obtained from interviews based on the summary of T&D relating to the organisational changes needed by employees of GCIS.

**Table 5.5: Summary on the need for training and development based on the organisational transformation**

<b>Sub-theme</b>	<b>Participants' Response</b>	<b>Source</b>
<b>Communication dynamics</b>	<i>We need training for communication capacity building for stakeholders. Communication is a strategic function that needs constant innovation, hence regular training is required.</i>	<b>GCISR9</b>
	<i>As GCIS employees, we need to ensure that every communication effort achieves the desired impact on the lives of people and hence we need training. Such efforts and strategies change now and then. We therefore need to be able to keep up with the trend.</i>	<b>GCISR8</b>
<b>Administration</b>	<i>I work in supply chain. Now and then there are numerous transformation and new policies introduced for the department. Such changes require training so that we can be able to train other admin staff in the provincial office. It sometimes becomes difficult to implement policies without being taught or trained. Sometimes we find ourselves making many mistakes.</i>	<b>GCISR3</b>

The table above reveals that organisational transformation in the GCIS usually takes the form of a change of policies to be implemented by the end users and the way the organisation communicates government messages to the public. This is validated by the views put forward by a GCIS human resource development practitioner, when she retorted that:

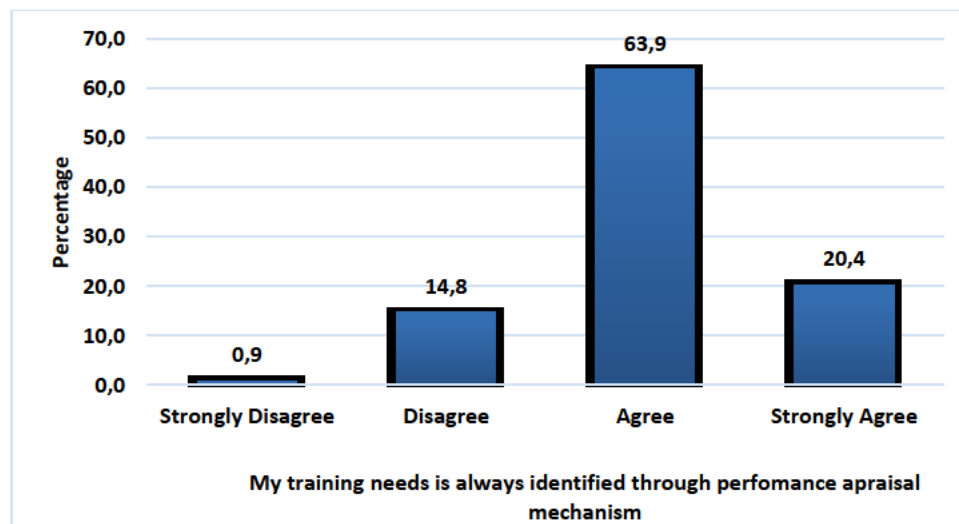
*Most of the T&D needs of the GCIS employees reflecting on our workplace skills plan is based on communication support such as online publication, digital media, communication research, media monitoring and many more. The ones that I just mentioned relates to communication as you are aware that the department itself is “government communication”. Again, we have training needs such as financial management, minutes training and logistical training and office admin. (GCISR2)*

The comments made by GCISR2 are particularly important as they show the relations amongst the training need of the employees and the organisational objective of the GCIS. Furthermore, the quote also shows that the human resource development practitioners of the GCIS are aware of the training needs of the GCIS employees. The evidence above is also linked to the fact that the GCIS is made up of three programmes, as discussed in Chapter Four, the first being Programme One, which is administration, the second being Content Processing, the third being Dissemination, and the last being Intergovernmental Coordination and Stakeholder Management. The purpose of each programme is different. As a result, the T&D needs will vary from programme to programme. Communication space is forever changing. Hence there

is a need for regular training. It is evident from the document analysis that one of the high risks of the GCIS is the inability to attract human capital that is responsive to the changing environment (GCIS, 2019:53). T&D could play a vital role in updating the talents and skills of those who are already with the GCIS.

### 5.2.3 Training needs identified through a performance appraisal mechanism.

it is necessary to introduce a process of needs analysis to enable organisations to identify specific training opportunities. In addition to the organisational transformation training needs question in Table 5.3, this study found it necessary to test if GCIS employees' training needs had been identified through performance appraisal. Therefore, a question to that effect was asked. Figure 5.2 presents the answers of the respondents.



**Figure 5.2 Training needs identified through a performance appraisal**

A small percentage (0.9%) of the respondents asserted that their training needs are not identified through a performance appraisal system whilst 14.8 per cent disagreed with the statement. What stands out in Figure 5.2 is that many respondents (63.9%) agreed that T&D needs were identified through a performance appraisal mechanism, and 20.4 per cent strongly agreed with the statement. The overall response to this question was very positive. The results indicate that the GCIS utilises a performance appraisal system to identify the training needs of its employees. Some of the GCIS human resource development practitioners and GCIS employees had the following to say about training needs and the performance appraisal system. *As the GCIS HRD, each semester we ensure that the GCIS staff do performance evaluations. That is the system designed to evaluate the performance of the employees. The staff performance is rated from level one to four. If the employee's performance is from three and above that means you are performing*

*well or over and above. If the performance is on level two and less, that means the employee is not performing according to the expected standard. The supervisor can then recommend T&D needed that can boost the employee's performance. (GCISR1)*

*We as managers we do identify T&D for the employees through performance appraisal which is done each every six months. To tell you, our department has improved with regards to the submission of this which is now done online. The system is called HRWIMS and it is very effective. In addition to this, we also identify T&D any time and submit to HRD for assistance. It is therefore up to HRD if identified training can be implemented or not. But usually T&D related to underperformance usually gets attended very urgent. But then we usually don't have such in our section. (GCISR8)*

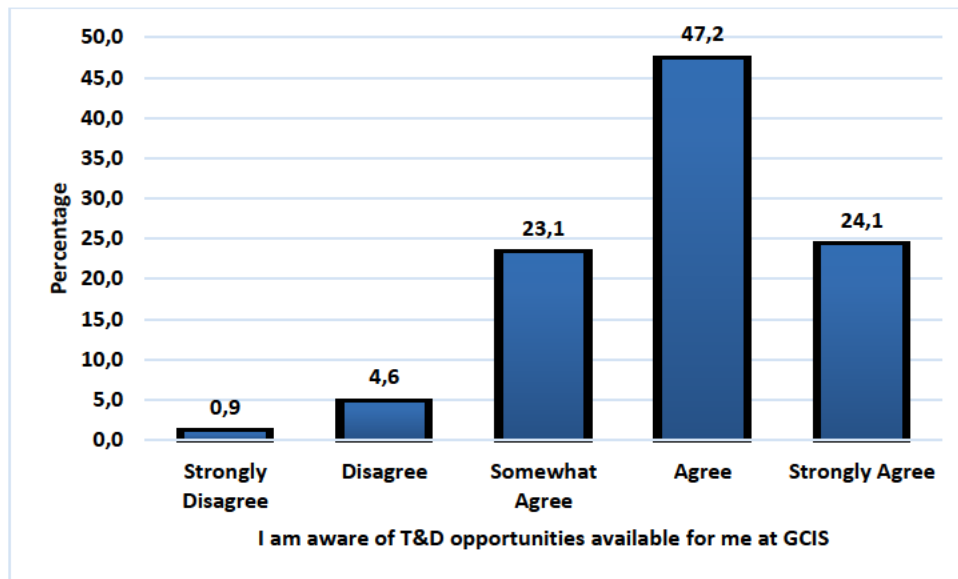
*Our training needs do get identified during performance appraisal semester but that does not stop us to identify T&D any time before the deadline for performance evaluation, more especially for underperformers. (GCISR1)*

It is apparent that almost all the respondents acknowledge the use of a performance appraisal system at the GCIS. What is interesting about the data derived from the interviews is that they even correlate with the responses of the human resource development participants. For example, respondent (GCISR1) from HDR proclaimed that the GCIS conducts performance evaluation every six months, and in doing so, managers can identify employees who perform well and perhaps consequently reward outstanding performance. The system is also able to recognise employees who underperform and thus recommend T&D that can assist in enhancing the performance of the employee. Respondent GCISR8 also acknowledged that doing performance appraisal online had made it easier and quicker. The respondent also pointed out that although they can submit their T&D needs at any time, they are not in control of implementing the training programmes. T&D programmes related to underperformance seem to be taken as matter of urgency. It is very important that HRD does not delay the training of the staff to a point where there are employees who underperform.

#### **5.2.4 Awareness of training and development opportunities offered by GCIS**

It is also important that that the availability of T&D for employees be communicated to the staff in the organisation. This gives an employee a chance to be aware of which type of T&D programme he or she can benefit from. Furthermore, the procedure to be followed should also be communicated. Respondents were asked to rank and give their opinions about the statement

“I am fully aware of T&D available for me at GCIS.” Their perceptions are shown in Figure 5.3.



**Figure 5.3 Training and development opportunities awareness**

Approximately 50 per cent of the respondents agreed that they were fully aware of the T&D available for them at GCIS. The results in Figure 5.3 show that 24.1 per cent of the respondents strongly agreed, while 23.1 per cent of the respondents somewhat agreed with the statement. A closer inspection of the figure shows that only 0.9 per cent of the respondents strongly disagreed with the statement, whilst about 5 per cent of the respondents disagreed with the statement. This shows that most of the employees of the GCIS seem to be aware of the T&D available for them at the GCIS, and that they are therefore able to use such T&D opportunities to develop themselves. Furthermore, this result shows a lack of conviction in relation to employees’ awareness of T&D opportunities availability. Figure 5.3 shows that about 5.5 per cent of the respondents disagreed or strongly disagreed with the statement that that are aware of the T&D opportunities available for them. The possible reason for this could be that some employees are new to the GCIS and have not been informed about the GCIS T&D available for them. Further analysis was made to determine whether the views of the respondents were associated with their experience in the organisation. As reflected in Table 5.6 below, the study looked at whether the respondents’ responses were predicated according to their experience in the GCIS.



**Table 5.6 Cross-tabulation of number of years' experience and the awareness of training and development opportunities.**

		SD	D	SWA	A	SA	Total	
Experience	Less than 1 year	Count	0	0	0	1	0	1
		% within experience	0,0%	0,0%	0,0%	100,0%	0,0%	100,0%
		% within I am fully aware of T&D	0,0%	0,0%	0,0%	2,0%	0,0%	0,9%
		% of total	0,0%	0,0%	0,0%	0,9%	0,0%	0,9%
	Between 1-2 years	Count	0	0	3	7	3	13
		% within experience	0,0%	0,0%	23,1%	53,8%	23,1%	100,0%
		% within I am fully aware of T&D opportunities	0,0%	0,0%	12,0%	13,7%	11,5%	12,0%
		% of total	0,0%	0,0%	2,8%	6,5%	2,8%	12,0%
	3-5 years	Count	0	0	5	12	9	26
		% within experience	0,0%	0,0%	19,2%	46,2%	34,6%	100,0%
		% within I am fully aware T&D opportunities	0,0%	0,0%	20,0%	23,5%	34,6%	24,1%
		% of total	0,0%	0,0%	4,6%	11,1%	8,3%	24,1%
	6-10 years	Count	0	1	11	13	1	26
		% within experience	0,0%	3,8%	42,3%	50,0%	3,8%	100,0%
		% within I am fully aware T&D opportunities	0,0%	20,0%	44,0%	25,5%	3,8%	24,1%
		% of total	0,0%	0,9%	10,2%	12,0%	0,9%	24,1%
	Over 10 years	Count	1	4	6	18	13	42
		% within experience	2,4%	9,5%	14,3%	42,9%	31,0%	100,0%
		% within I am fully aware of T&D opportunities	100,0%	80,0%	24,0%	35,3%	50,0%	38,9%
		% of total	0,9%	3,7%	5,6%	16,7%	12,0%	38,9%
Total	Count	1	5	25	51	26	108	
	% within I am fully aware T&D opportunities	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	
	% of total	0,9%	4,6%	23,1%	47,2%	24,1%	100,0%	

**Source:** Field Survey 2019. **Sample size** = 108. SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agree.

Table 5.6 reveals that 53.8 per cent of the respondents with one to two years' experience agreed that they are aware of the T&D opportunities available for them in the GCIS. The results also show that 50 per cent of the respondents with six to ten years' experience agreed that they are aware of the T&D opportunities in the GCIS. Turning to the respondents with three to five years' experience, Table 5.6 shows that nearly a half of the respondents (46.2%) agreed that they are aware of the T&D opportunities available for them.

A small minority, 3.8 per cent of the respondents with six to ten years' experience, strongly disagreed with the statement that they were aware of the T&D opportunities available to them. Approximately 9.5 percent of the respondents with more than ten years' experience disagreed with the statement. It is pleasing that none of the participants with between one and five years'

experience disputed their awareness of T&D opportunities available to them. It is noticeable that the disagreement came chiefly from respondents with between six and ten years' experience.

A closer observation shows that apart from a small percentage of respondents who disputed their awareness of the T&D opportunities available to them, an absolute majority of all respondents were aware of the T&D opportunities available to them in the GCIS. However, their views were not significantly associated with their years of experience, as is shown by the Chi-square test results ( $\chi^2= 19.202$ ,  $df=4$ ,  $p= 0,258$ ). These sentiments were also observed in the interviews, as shown in Table 5.7,

**Table 5.7: Summary of awareness of training and development opportunities available for GCIS employees.**

Sub-theme	Respondents' Responses	Source
Training awareness	<i>I am aware of the training and development opportunities available for me at GCIS however I am not sure if these are applicable to me. I had training needs identified in my personal development plan but even today I have never been provided training on it.</i>	GCISR3
	<i>Well to be honest, some of the training opportunities available at the GCIS are not applicable for us. I will make an example of the sport policy that just been introduced by human resource development which is to boost the morale of the staff; the provincial office is exempted from this policy. Apparently, it is not practical for us GCIS employees in the provincial offices to partake in such, I wonder why some of the policies will only favour certain employees in the Department.</i>	GCISR8
	<i>Yes, I am aware of the training and development opportunities available for me but I feel as if it is difficult for us to access some of the benefit that our head office received. For an example we are given bursaries but we cannot use the library facilities of the GCIS because we need to be physically there. We are in the same system, books can be sent to us via courier. Why are we given bursaries if we are going to be excluded from other things. I am very sad about this.</i>	GCISR4

It is apparent that there was a sense of T&D awareness opportunities amongst the GCIS employees. However, a few negative issues were identified by some of the participants. For instance, GCISR3 pointed out that although she was aware of the T&D available, she was not certain if such opportunities were relevant to her. The respondent GCISR3 mentioned the fact that the training needs identified for her had never been met. GCISR8 agreed with GCISR3 that as much as they are aware of the T&D available, but sometimes employees in provincial offices were excluded from some of the policies which rightfully should apply to all employees of the GCIS. Another respondent, who seemed to be very sad, referred to the matter of the use of the GCS library, which does not cater for the staff in the provincial offices. To supplement

the above data, a document review was conducted to get a sense of the T&D opportunities available to GCIS employees. Orientation and induction, bursaries, internships, short courses, conferences and seminars, mentoring and coaching and management development programmes were identified as training programmes that the GCIS offers (GCIS, 2019:15-20).

Considering all the data applicable to awareness of the training programmes available in the GCIS, one could conclude that there is a challenge concerning the implementation of T&D and its fair provision to all employees of the Department. The results reveal a lack of alignment of T&D policy with the need to cater equally for all the employees. As a result some of the employees feel that they are being left out. This is problematic and could demoralise some employees. The findings arising from the responses to this question, therefore, are that a lack of a properly formulated T&D policy could result in the incompatibility of T&D with the needs of the employees of the GCIS. Nonetheless, there are numerous T&D opportunities available for GCIS employees. The application and the implementation of the programmes are another subject. The next section investigates whether the T&D offered to GCIS employees responds to the identified individual needs of employees.

#### 5.2.5 Training and development needs are identified at “Individual” worker level

Respondents were asked if their T&D needs are identified at individual level. Their responses are shown in Figure 5.4.

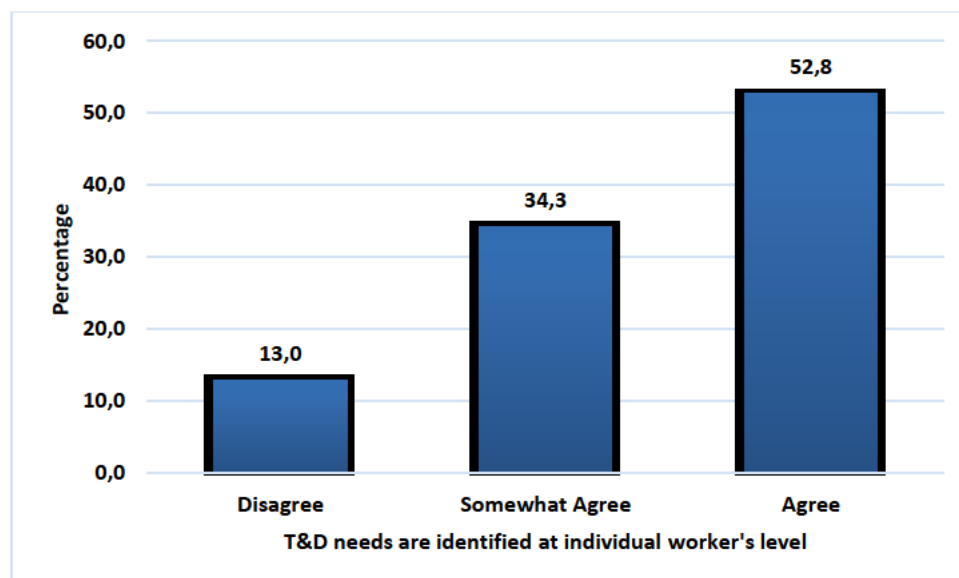


Figure 5.4 Training and development identified at individual level

Figure 5.4 reveals that more than half (52.8%) of those surveyed agreed that T&D needs are identified at the level of individual workers. This is a positive result and reveals that the GCIS training needs analysis is done at individual worker level. Figure 5.4 also reveals that as many as a third (34.3%) of the respondents somewhat agreed with the statement, and a small minority of 13 per cent disagreed with the statement. It is striking to note that despite an extensive negative comment noted in Table 5.7 regarding the awareness of T&D opportunities available for the GCIS employees, individual T&D identification is yet considered to be operational. When conducting training needs at individual level, employees will be required to mention the preferred training method for the T&D needed. The uncertain response in Table 5.7 is confusing when combined with the responses given in the interviews, as almost all the participants interviewed seemed to agree that T&D needs are regularly identified at individual worker level. Some of the GCIS employees had the following to say about T&D needs identification at individual level.

*I would believe that training needs analysis at individual worker's level is that one of submission of personal development plans. If so, yes, the supervisor and employee do identify training based on employees needs through the personal development plan. (GCISR10)*

*Individual workers training needs analysis is very effective at the GCIS, Human resource development always remind us to ensure that we include areas that we need to be trained on in the beginning of the financial year. Such need is submitted online after discussing with the supervisor. (GCISR2)*

*I always identify my training need but recently I tend to ignore it because there is no use in identifying training that does not get met by the department. It feels as if I just submit for the sake of submitting. Most of the time, group training needs always get practised within the Department. If I have a need for training not mentioned by other GCIS employees, I would never get a chance to attend. Human resource development unit must really investigate this. (GCISR5)*

The above sentiments show that the GCIS conducts training based on the employee's individual needs. It is mandatory for the human resources development practitioners and managers in the department to identify the training needs of the individual employees each financial year, in order to develop their skills and competencies. It was also noted that performance assessment submissions are done online, which shows the technological improvement in the GCIS. The use of T&D individual needs assessment as a training needs analysis mechanism can be applauded for improving the skills of employees as well as enhancing service delivery for the

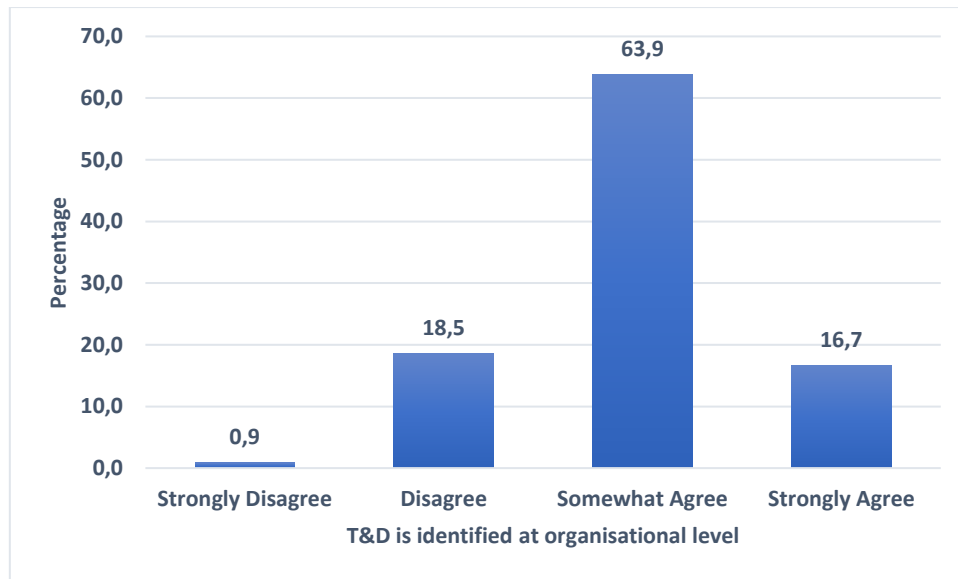
GCIS department. This is reflected in the data that has been presented here. The most surprising aspect of the data is that although GCIS employees are able to identify their training needs, there is an issue with regard to training that cannot be provided to a group. Group training is favoured at the GCIS. The statement made by the participant GCISR5 was validated by one of the human resource development practitioners during an interview, as seen in the comment below.

*For now, we are mostly prioritising group training but once again that does not mean we are not paying attention to other forms of training needed by the GCIS employees for the GCIS. (GCISR8)*

To conclude, in general these results provide an important insight into how the GCIS responds to the identification of employees' training need. The GCIS should diversify the T&D programmes it offers by finding ways to cater for all GCIS employees. Failure to achieve this will lead to a growing mistrust among GCIS officials. In order to unpack this further and test other methods of training needs analysis, respondents were also asked if their T&D needs were identified at the organisational level. Their responses are shown in Figure 5.5.

#### **5.2.6 Training needs are always identified at organisational level**

In the previous section it was observed that the training needs analysis at the individual level is crucial. The same can be argued about the training needs identification at the organisational level, as these factors play a pivotal role in enhancing T&D implementation. Therefore, to assess this, respondents were asked if their training needs are identified at organisational level. Figure 5.5 presents the perceptions of the respondents about the subject in question.



**Figure 5.5 Training and development identified at organisational level**

The data indicate that the majority (63.9%) of the respondents somewhat agreed that training needs are identified at organisational level, while 16.7 per cent strongly agreed with the statement. Furthermore, 18.5 per cent disagreed that T&D is done at an organisational level, and a smaller number of respondents strongly disagreed at 0.9 per cent. The results, therefore, suggest that an absolute majority of the GCIS employees are aware of the T&D needs analysis that is done at an organisational level. Nonetheless, the fact that about 19.4 per cent of the respondents disagreed or strongly disagreed with the statement is still a subject of concern for the GCIS human resource development practitioners. A possible reason for this could be that the analysis was done at management level. As a result, the respondents were not aware of it. Another possible reason could be that Human Resource Development, which might have been the key actor in dealing with such matters, had not disclosed or shared the information with the staff. Additional analysis was done to determine the relationship between the views of the respondents on the topic that training needs are identified at the organisational level with the number of years of their experience at the GCIS. The chi-square test results ( $\chi^2=9.705$ ,  $df=12$ ,  $p=0.642$ ) indicate that there is no significant association between the respondents' views and the number of years' experience of the respondents. It was observed in the interviews that the participants had no idea that the organisational training needs were being identified. Some of the participants had the following to say regarding the statement.

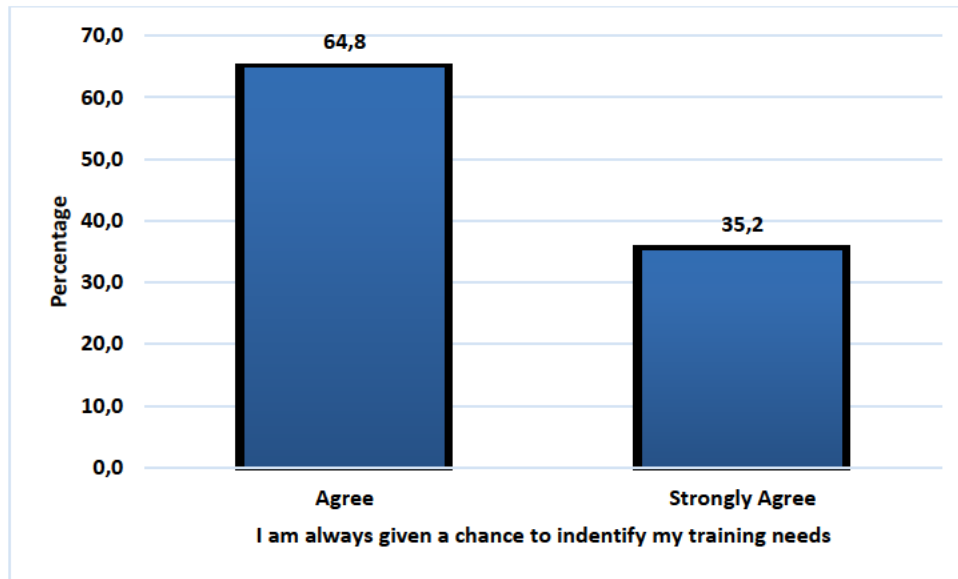
**Table 5.8: Summary of training needs analysis at organisational level**

Sub-theme	Respondents' Responses	Source
Organisational training needs identification	<p><i>I am not aware of such training needs identification, but I believe HRD might have.</i></p> <p><i>I know that as much as training can be identified at individual employees needs but some of the training can be provided based on matters like modification of organisational strategy or perhaps operational plans of the department. Such matter will usually be discussed at high level and we will then be told as employees to attend training based on that evaluation being done.</i></p> <p><i>As much as I don't have much idea if such training needs is done, but I tend to believe that is something that is not done in our organisation considering the fact that there has been so many changes within the GCIS but we have not been trained on how we can be aligned with the departmental operation plan or mission.</i></p>	<p><b>GCISR4</b></p> <p><b>GCISR2</b></p> <p><b>GCISR13</b></p>

Overall, the findings indicate that there is inadequate knowledge of the training needs analysis done at the organisational level. Most of the GCIS employees were not aware of it as such. Some participants, such as participant GCISR4, indicated that they were not aware of the training needs identification conducted at organisational level. The participant thought that employees from human resources development might have more knowledge of it. Furthermore, it was also observed in the interviews that managers in the organisation were aware of the training needs evaluation done at the organisational level. We can see that participants GCISR13 and GCISR2 did have some knowledge of it. Further analysis could have been conducted if the question had been directed to human resource development practitioners, who might have had in-depth knowledge of the subject.

### **5.2.7 Employees' training needs identification**

The study also aimed to assess the GCIS employee's participation and influence on T&D needs identification. Thus, respondents were asked if they were given a chance to identify their training needs. Figure 5.6 presents the perceptions of the respondents on the subject in question.



**Figure 5.6 I am always given a chance to identify my training needs**

Figure 5.6 reveals that 64.8 per cent and 35.2 per cent of the respondents in the GCIS agreed or strongly agreed that they are always given a chance to identify their training needs. Almost all the respondents felt that they are always given the chance to identify their training needs. The findings revealed that the GCIS included employees when it comes to needs identification. This is a very positive result. A positive correlation was found between the results obtained in Figures 5.6 and 5.2. It was noted that in Figure 5.2 that most of the respondents felt that their training needs are always identified through performance appraisal. From these findings one can conclude that employees are involved in T&D identification through their performance and the performance appraisal process. They should always be consulted about training if they need to improve the standard of their work.

Two participants gave the following brief statements:

*Well, as GCIS employees we are always given a chance to identify our training needs. What usually happens is that through our performance development plans which is now done online [via a system called HRIMS], we are given the opportunity to state our training needs to enhance our duties in the work place. It is usually done in the beginning of every financial year. This gives our HRM a chance to plan for our training for the year. If the budget is available, then individuals are then granted the opportunity to attend training. (GCIS5)*

*HRM will always send us a reminder in the beginning of the financial year about the submission of our training needs. For me, I like the exercise because it is done online, and it is linked with our performance assessment. Our supervisor working together to determine training needs for us based on our*

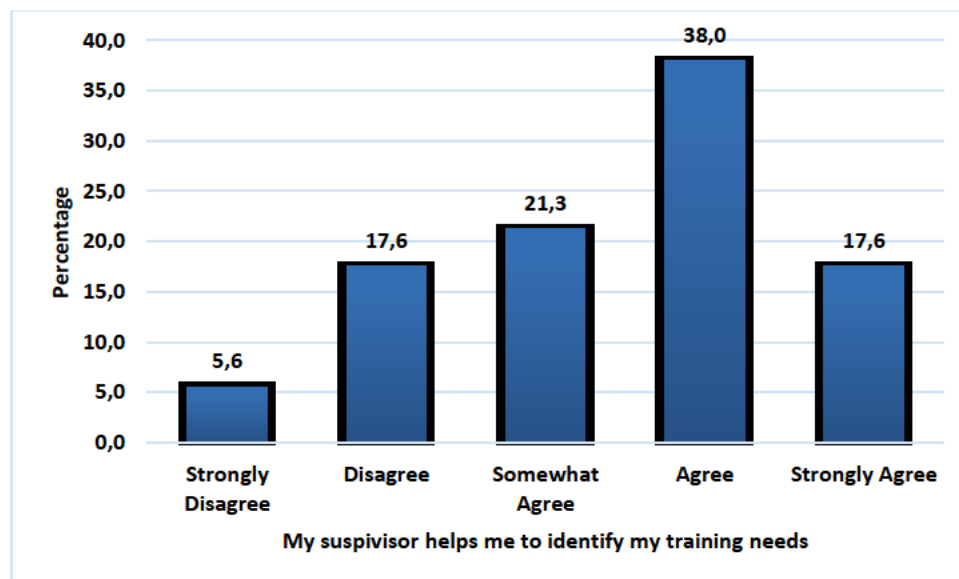


performance. Again, as much as the exercise is done in the beginning of the year, supervisor and employee are also allowed to identify training needs through six months' performance assessment. (GCIS10)

The findings indicate that the employees of the GCIS are consulted when identifying training needs. Most of the GCIS employees are very positive about training needs consultations. It was also discovered that the GCIS uses an online system for the submission of training needs (PDP), which is seen to be very appealing to most of the GCIS employees.

### 5.2.8 Supervisor's role in employees' training needs identification

The subject of human capital development concerns both the supervisor and the employees. Consequently, it is important that the supervisor contribute to the skills development agenda of her or his subordinate. In order to understand the GCIS supervisor's role in T&D needs identification, all respondents were asked whether they believed their supervisors contributed to the process of identifying the training they need to effectively execute their jobs. Figure 5.7 presents the perceptions of the respondents about the subject in question.



**Figure 5.7 My supervisor helps me to identify my training needs**

Figure 5.7 shows that about 40 per cent of the respondents are assisted by their supervisors to identify their training needs. A proportion of 17.6 per cent of the respondents strongly agreed with the statement, while 21.3 per cent of the respondents somewhat agreed with the statement. About 23.2 disagreed or strongly disagreed that supervisors helped them to identify their training needs. It was noted in Figure 5.7 that almost all of the respondents indicated that they are given the chance to identify their training need. However, it seems in Figure 5.7 that although

employees are given the chance to identify their training needs, sometimes supervisors do not assist in completing this task. This finding reveals a gap in the supervisors' role in terms of supporting employees with identifying their training needs. It is very important for the supervisor be part of the training needs decision for their subordinate before the approval of any training, as they might provide a decisive input about the training that might be needed by the employee. Training needs should be based on employees' needs, but must also be based on how the supervisor feels the employee might need skills development. Two participants gave the following brief statements:

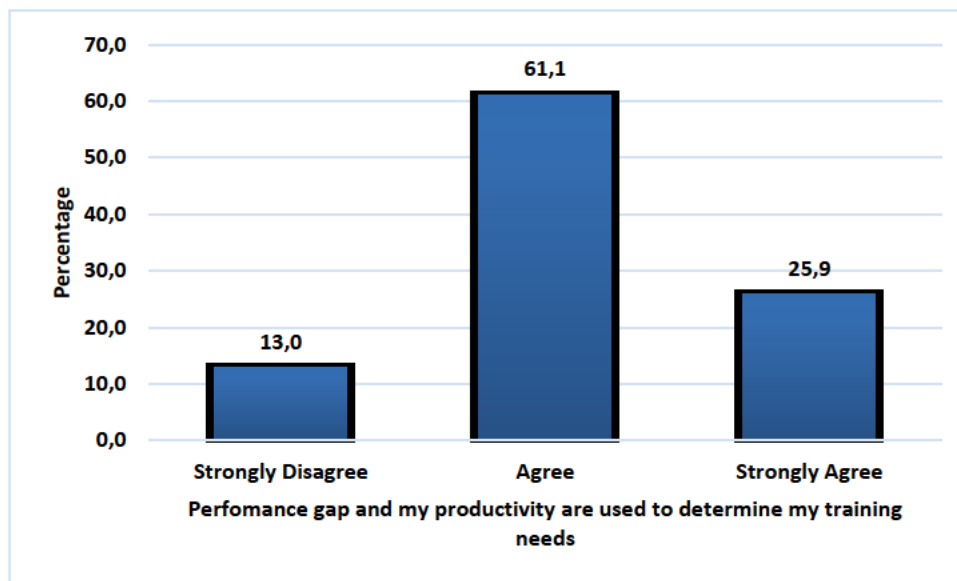
*Well, when HRM indicated that we need to submit our training needs, I just make sure that I submit on time. My supervisor will always approve my training online, but we usually don't discuss it. Maybe most of us submit for the sake of compliance. (GCISR1).*

*In my section, we usually discuss training needs for all the staff and ensure that timeframes are not clashing with each other. We always make sure that when someone is away attending training, there will be someone who will be left to cover the work of another colleague. Really, we cannot afford to send all the staff on training as the work will stop. (GCISR8)*

The comments made by participants GCISR8 and GCISR1 further unpack the reason behind the different opinions evident in the quantitative data presented in Figure 5.7. The qualitative data reveal that some supervisors partake in identifying the training needs of the employees, and proper arrangements take place to ensure that there is no clash when it is time for the employees to attend training. Such initiatives are commended. The other respondent revealed that there is no communication between her and the supervisor before the submission of her training needs, and further points out that the submission is done only for compliance's sake. The GCIS human resource development policy clearly specifies that line managers should determine individual developmental needs and develop a developmental plan. It also requires that the development plan be agreed with individual employees during performance contracting on an annual basis (GCSI, 2020:4). Thus, supervisors who do not participate in their subordinates' training needs identification are breaching the policy. In order to unpack this further, respondents were asked whether their performance gap and productivity was used to determine their training needs. Their responses are shown in Figure 5.8.

### 5.2.9 Training needs analysis through employee performance

The level of performance is one of the criteria that the organisation and the supervisor use to determine employees' developmental needs. In the public sector, the Employee Performance Management Development System (EPMDS) is used as a mechanism to assess the performance of employees. The respondents were asked if they believed that their performance gap and productivity were used in identifying their training needs. Figure 5.8 presents the perceptions of the respondents about the subject in question.



**Figure 5.8 Training needs analysis through employee performance**

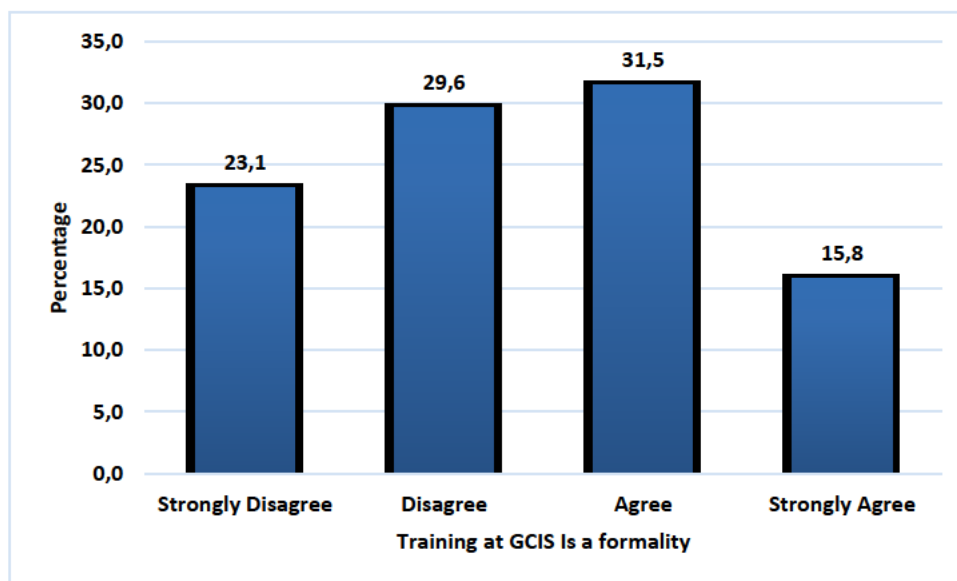
Almost 80.7 per cent of the respondents (61% agreed and 25.9% strongly agreed) agreed that their performance gap and productivity are taken into consideration when determining their training needs. A small proportion (13 per cent) of the respondents seemed to disagree that their performance gap and productivity assessment was utilised in determining their training needs. The results illustrated in Figure 5.8 show that most of the respondents agreed that their productivity was used to determine their training needs. What is interesting about the data in this figure is that the results are comparable with the findings in Figure 5.6, where almost all the respondents believed that they are always given a chance to identify their training needs through the GCIS-designed system of HRIMS. This could indicate that when employees are identifying their training needs, they do so with their performance gaps in mind regardless of the supervisor's contribution, as reported in Figure 5.7. This was validated by the views propounded by a senior HRM official, when she retorted that:

*Well, we have a system in place to track the performance of employees. Those who are performing beyond their duties are awarded through the performance appraisal system. Again the system is design to identify employees who are underperforming and we then apply proper intervention depending on each case. But so to say, we normally don't have the cases of underperformers in this Department.*  
**(GCISR8)**

The above comment is in line with the perceptions of the respondents to the questionnaires. The comment made by respondent GCISR13 is particularly important. It shows that the GCIS has a system in place to track well-performing and underperforming employees which assists in identifying gaps that need to be attended to, and rewards those who deserve it. It is important for the GCIS to go through the needs evaluation stage before the implementation stage. If such evaluation is not conducted, the GCIS might provide employees with training that is not needed or not a priority at that time. T&D implementation involves many stages, from planning to evaluating T&D initiatives. Some organisations implement T&D policies and training programmes merely for the sake of compliance. Therefore, in a bid to further understand T&D implementation in the GCIS, the respondents were asked if they receive training as a formality in the department. Their perceptions are shown in Figure 5.9

#### **5.2.10 Training as a formality in the GCIS**

Respondents were asked if training was a formality in the GCIS. Figure 5.9 presents the perceptions of the respondents about the subject in question.



**Figure 5.9 Training as a formality in the GCIS**

Nearly 53 per cent of the respondents (23.1% strongly disagreed and 29.6% disagreed) thought that training is a formality at the GCIS. On the other hand, approximately 46.3 per cent of the respondents agreed (31.5% agreed and 15.8% strongly agreed) that T&D is a formality at the GCIS. These figures are enlightening in several ways. First, unlike most of the other figures in this chapter, the results in this figure show a lack of conviction regarding training as a formality at the GCIS. The issue of the reasons for the agreement or disagreement with the statement about the formality of T&D in the GCIS were particularly prominent in the interviews. The following are the views of the participants who strongly believed that T&D is not a mere formality in the GCIS;

*Human resource development do provide training to us employees, I would really be lying if I say training in a formality. You see, I have been trained and provided with bursaries on numerous occasion so really I don't have any complaints. (GCISR10).*

*I am hundred per cent sure that training is not a formality in our department due to the number of trainings provided to employees in my sections. Sometimes we have to turn down training offers by the HRD unit because we are busy and can't attend training other days. (GCISR13)*

It is clear from these responses that some of the employees of the GCIS are of the view that training in the GCIS is not a mere formality. The responses of both participants GCISR10 and GCISR13 are comparable with the finding represented in Figure 5.9, where some of the respondents disagreed with the statement that training is a formality in the GCIS. The respondents felt that they had received so much training from the department that they sometimes declined training when they thought that they were too busy.

Although some of the participants were very happy with the training provided in the GCIS, while others pointed out the following when they were asked if training was a formality in the GCIS.

*To be honest with you, I would not really say that training is just a matter of formality in our department because we do receive training sometimes. The issue is that I could say that our HRD is lost somehow as we sometimes don't get training appropriate to our work. (GCISR12)*

*Eish, I would really not say that training is a formality in our department, but again, there is too many grievances from us as employees when it comes to training in our department, more especially us in the provincial offices. (GCISR5)*

This evidence is very significant for the GCIS to note. Employees feel that training is not adequately distributed among the employees of the GCIS. In the interviews, about half of the employees were happy about the training and said they believed that training was not a formality, while some respondents had grievances about the training. The researcher could feel the unhappiness to those respondents who were of the view that training is a formality. These results are very significant for the GCIS to note, as such perceptions could lead to distress and a feeling of alienation amongst employees.

In order to unpack this further, respondents were asked whether there are times when they were not able to complete a certain task due to a lack of training. Their responses are shown in Table 5.9.

### 5.2.11 Training and employee's ability

The study wanted to investigate if there were certain occasions where employees were not able to complete a task due to a lack of training. Table 5.9 presents the perception of the respondents about the subject in question

**Table 5.9 Cross-tabulation of number of years on training and employees' ability**

			SD	D	A	Total
Experience	Less than 1 year	Count	0	1	0	1
		% within experience	0,0%	100,0%	0,0%	100,0%
		% within training and employee's ability	0,0%	1,9%	0,0%	0,9%
		% of total	0,0%	0,9%	0,0%	0,9%
	1-2 years	Count	4	8	1	13
		% within experience	30,8%	61,5%	7,7%	100,0%
		% within training and employee's ability	8,9%	15,4%	9,1%	12,0%
		% of total	3,7%	7,4%	0,9%	12,0%
	3-5 years	Count	10	13	3	26
		% within experience	38,5%	50,0%	11,5%	100,0%
		% within training and employee's ability	22,2%	25,0%	27,3%	24,1%
		% of total	9,3%	12,0%	2,8%	24,1%
	6-10	Count	11	12	3	26
% within experience		42,3%	46,2%	11,5%	100,0%	

		% within training and employee's ability	24,4%	23,1%	27,3%	24,1%
		% of total	10,2%	11,1%	2,8%	24,1%
	Over 10 years	Count	20	18	4	42
		% within experience	47,6%	42,9%	9,5%	100,0%
		% within training and employee's ability	44,4%	34,6%	36,4%	38,9%
	% of total	18,5%	16,7%	3,7%	38,9%	
Total	Count	45	52	11	108	
	% within experience	41,7%	48,1%	10,2%	100,0%	
	% within training and employee's ability	100,0%	100,0%	100,0%	100,0%	
	% of total	41,7%	48,1%	10,2%	100,0%	

**Source:** Field Survey 2019. **Sample size** = 108.

SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agree.

Table 5.9 shows that approximately 89.8 per cent (48.1% disagreed and 41.7% strongly disagreed) of the respondents had never failed to do their work due to a lack of T&D. It is also striking to note that 10.2 per cent of the respondents in the GCIS agreed that they had failed to do their work due to a lack of T&D. It was noted earlier, in Figure 5.1, that almost 55 per cent of the respondents indicated that they needed training for their current positions. Nonetheless, the results in Table 5.9 show that almost all GCIS employees are able to cope with the work assigned to them, although T&D has not been provided to them. The results point to a scenario that although employees had not been provided with appropriate T&D, many of them were able to cope with their work. Therefore, despite the need for T&D reported earlier in this chapter, the employees of the GCIS are capable of delivering services to the public. The efficiency of the services could be a discussion of another day. Although these results are positive, it is worth the GCIS noting that employees should be provided with the skills necessary for the performance of their work. Insufficient training for employees might have a negative impact on the GCIS service delivery in future. This could happen when employees are unable to cope with the demands of work which is beyond their level of competence. Furthermore, more time could be taken and more mistakes made when employees are completing tasks that are beyond their capabilities. This was aptly captured in the comments made by GCISR3 when she argued that:

*To be honest with you, there are times where I will spend about four hours trying to complete a certain task due to a lack of certain skills. Sometimes I make numerous calls before work gets done. This is sometimes very frustrating but what can we say 'ijob mfethu' if you know what I mean. (GCISR3)*

This was further highlighted by GCISR8 when he said;

*Well, one is always given tasks that are not even within our KPAs by the management, and we would really not blame HRD for not training us on some of those duties because we are not supposed to be performing them according to our work plan. Nonetheless we try by all means to ensure that the work is always done no matter how long it will take. (GCISR8).*

From the evidence gathered, it is quite clear that although employees are able to deliver what is expected of them they are not happy, as a lot of time is taken trying to do a task that they do not have knowledge of. We can see from participant GCISR3's comment that workers try by all means not to question their employers about the capability they possess, because they believe that when you are hired in a position, you are then mandated to do your work, no matter what. This could result in service delivery delays in the public sector, which cause many service delivery protest. Although employees are obliged to ensure that they do the duties they were hired for in the organisation, it is also the duty of the employer to regularly capacitate employees with the skills necessary to the effective execution of their duties. The human resource development policies implemented by the GCIS might not be necessary if there were no need for training. This is further exacerbated by the fact that most of the employees claim that they are regularly given work that is not included in their annually agreed Key Performance Areas (KPAs). Such decisions are imposed by the management and supervisors without engagement with the human resources management directorate. This has resulted in the decline of training which is not directly linked with individual KPAs by the HRD directorate. It has been observed that there is a lack of communication between the management, human resources management and the development directorate in terms of additional duties done by employees. This hinders the participation of employees in some of the training programmes. It was also discovered in some of the interviews that there are many employees who do not find that they have additional duties to do. For example, participant GCISR5 had the following to say;

*I never ever experience that. Maybe it is because I specialise in what I do and, in our Unit, we always get trained for any new development. (GCISR5)*

Taken together, these results suggest that there is a strong need for the T&D of GCIS employees. The most remarkable result emerging from the data is that although there are training implementation gaps such as a lack of diverse training implementation and an absence of a role



for the supervisor in the training identification process, the GCIS has most of the systems in place to maximise human capital development for its employees. It is a matter of reviving the systems and ensuring that they cater for everyone. The document analysis also suggested that the GCIS believes that training is the best tool to equip employees to better execute their work, as some of the strategic planning of the department stresses the importance of training in order to mitigate risks. These findings further widen our knowledge about the importance of T&D in any organisation, and further strengthen our confidence in training in the public sector, especially in a changing environment like that of the GCIS. It should therefore be noted that the implementation of T&D enhances the quality of a labour force, which is one of the most important contributors to a nation's economic growth.

The discussion of this chapter, informed by the conceptual and theoretical framework derived from the literature review described in the previous chapters, is the subject of the following section.

### **5.3 Discussion**

The first objective of this study was to explore the degree of the need for T&D in the GCIS department. This section seeks to comprehend and create a sense of the findings through discussion. The discussion of the findings in this section was driven by the first research objective of the study, the conceptual and theoretical framework and the literature review, as described earlier in Chapters One, Two and Three.

#### **5.3.1 The need for training and development for the current position**

T&D is relevant in today's changing workplace, as emerging technology and flexible working practices are becoming more common, leading to corresponding changes in the skills and abilities required, but in order for T&D to be implemented productively it is very important first to discover if there is a need for particular training. One of the underlying premises of this study is that conducting training needs analyses assists in providing appropriate training. As anticipated, the findings from the questionnaires administered in this study were that there is a great need for the T&D of employees in their current positions. Furthermore, qualitative data obtained also indicated that training is needed due to job rotation, the advent of the fourth industrial revolution, and stakeholder engagement dynamics.

From a Human Resources viewpoint, job rotation may be recommended as a T&D technique which provides employees with a rounded view of the entire organisational operation, which eliminates boredom and enhances the perceived level of job satisfaction. Although job rotation could be regarded as a brilliant and flexible way to train employees in an organisation, if it is not properly managed it could lead to job dissatisfaction and stress. Thus, it is important to evaluate the disadvantages and advantages of it. This is in agreement with Van Wyk, Swarts and Mukonza (2018:90), who contend that while larger companies are more likely to invest in job rotation programmes, businesses of all sizes might want to consider the implementation of such a programme when they see all the advantages it provides. According to Oparanma and Nwaeke (2015: 3), job rotation makes the worker unconsciously acquire a variety of skills, technical know-how and knowledge of the various units and department in the organisation. The main challenges to a job rotation programme may be resistance from superiors and employees and the need for adequate training before an employee is moved to a new department. Our research suggests that policy makers should consider these factors before deciding on job rotation. Job rotation may seem flexible and refreshing, but it could pose challenges when no proper consideration and management of it is made. Van Wyk, Swarts and Mukonza (2018:90) are correct to argue that flexibility in an organisation should not be adopted as a general policy to enhance employee performance, but should target only those workers who are more likely to be positively influenced by it. Consistent with Dhanraj and Parumasur (2014) and Gowsalya and Jijo (2017), acquiring additional knowledge and skills can be an inefficient and frustrating process unless it is carefully planned and controlled.

This study notes that the trend for T&D is continuing in the GCIS due to the advent of the fourth industrial revolution and stakeholder engagement dynamics. Interestingly, the views expressed by the respondents were similar to and consistent with the recent work done by Karim, Choudhury and Latif (2019), whose study investigated the impact of T&D on employee performance. Their study reports that there is a need for continuous training and development, taking into deliberation the opposition, market dynamics and customer satisfaction. There is a great need for T&D for the GCIS employees due to the nature of their work and the fact that the department is a very challenging, uncertain and rapidly advancing technological environment. The GCIS department being the hub of information thus creates information demands from stakeholders and customers. In this context, the respondents pointed out that traditional working conditions may not always be sufficient to satisfy stakeholders and

customers' needs. Thus the GCIS must rely on T&D, which could help in developing creativity, innovation, flexibility and speed in delivering the service to the public and stakeholders being served. This result has further strengthened our confidence that there is need to develop an effective T&D system that will capacitate GCIS employees to deliver departmental objectives and developmental government objectives as a whole.

These results are not distinguishable from those of other scholars like Illic and Petkovic (2018), who report that for the successful implementation of public administration reform, it is necessary to have competent personnel for the professional performance of the tasks in their fields. Their study further supports this current research, as they report that in order to have a competent public administration, it is crucial to provide the T&D of civil servants, in addition to professional training. In their view, training programmes have to be constantly innovated and adapted to new social circumstances, and recently to the demands of the European Union.

Earlier this study suggested that the changing contexts in which government operates require the acquisition of new skills and knowledge by its employees. The findings of this study broadly support the work of other studies in this area, linking T&D with transformation in the public sector. This result fits well with the assessment made by Memon and Kinder (2016), who argue that the need for T&D is premised on the fact that most of its workers, particularly the managers, were trained for the system of hierarchy and networks while the current closely-coupled service systems require a different set of skills. Memon and Kinder underscore the need for T&D and argue that effective and successful public service requires new ways of working. As outlined in the preamble of this study, human capital theory holds that the well-being of a society is a function not only of the traditional stocks of financial capital, labour, and natural resources but also of the knowledge and skills of individuals (Crocker, 2006:1). Jermolajeva and Znotina, (2009:2) further argue that the human capital theory emphasises how education increases the productivity and efficiency of workers by increasing the cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The evidence gathered here validates this assertion.

### **5.3.2 Training needs and organisational transformation**

The study also aimed to assess whether the training of employees had to do with any organisational transformation that might require them to adapt to the new situation. The study found that the communication space is forever changing, and GCIS employees therefore need

to undergo regular training. This substantiates previous findings in the literature. Karim, Choudhury and Latif (2019) suggest that today's organisations are facing extensive competition in a continuously changing technological and business environment. Globalisation and ever-changing customer needs have added to the challenges in the business environment. In order for businesses to be able to rise to these challenges, more training programmes are needed. This is in accord with Dhanraj and Parumasur (2014), who suggest that training should be used to support the implementation of workplace reform such as the introduction of team work, new technology and quality assurance. Therefore, it is imperative that training should be part of the overall human resources strategy and connected to the overall strategy of the organisation in order to be successful.

In addition, the findings also agree with the observation in the literature that the need to invest in the existing workforce is more urgent than ever before for any organisation. A country's ability to compete depends on the growth of knowledge and how well the knowledge is handled and used (Nwokeiwu, Ziska & Achilike., 2018:145). That being said, the implications of these findings is that the capable public servant's contribution of time and effort is central to the attainment of the developmental government objectives. These results validate the presumption of the study, that the T&D of public servants are needed to improve organisational performance and the capacity of employees to deliver high quality services to the public. It is noteworthy that although the participants did not point out any particular organisational transformation that had transpired lately in the GCIS, they claimed that the changed working environment was the reason why training was needed. It may be worth mentioning that this research did not detect any evidence of an organisational transformation in the GCIS.

### **5.3.3 Training needs identified through a performance appraisal mechanism**

This study also aimed to ascertain whether the respondents were of the view that their training needs were being identified through the performance appraisal mechanism. One unanticipated finding in this regard was that the GCIS utilises the performance appraisal system to identify the training needs of its employees. The respondents were in agreement that this is done through performance appraisal, which occurs every six months, despite the fact that Chauhan (2019: 32) finds that managers complain about the performance appraisal system, saying that it is very time consuming and not very effective. We found that the GCIS has a newly introduced system called the human resource information management system (HRIMS) which is used for the submission of the performance assessment and the personal development plan. The GCIS

HRIMS system is perceived to be quick, effective and user-friendly. Ameen and Baharom (2019:137) believe that an effective performance appraisal system is an integral component of an effective of “human resource management system” in any organisation.

These results are in line with the White Paper on Public Service Training and Education (1997), which indicates that managing performance is a key human resource management tool to ensure that the service delivery goals are attained (DPSA, 1997). This finding is contrary to that of a recent study conducted by Duki (2019), which investigated the implementation of an employee performance management and development system. His study found that employees of the eThekweni District Office were not willingly participating in performance appraisal processes due to the system observed not being implemented properly and the employer’s creation of a non-enabling environment. Ameen and Baharom (2019:145) point out that the effect of performance appraisal on employee engagement would be greater if better methods were employed.

Duki (2019:20) finds that employees’ discontent with the employees’ performance management system stems from their lack of training in utilising the system and their anxiety about the use of it. Employees are also not fully informed about the aims and objectives of the system. According to the researcher’s observation, human resource development practitioners, employees and managers in the GCIS were trained about the system, and that could be one of the reason why employees of the GCIS find the system effective. More recent evidence (Ameen & Baharom, 2019) highlights that performance appraisal has regularly been employed in organisations to decide whether a worker should be promoted or not. Performance appraisal is the most critical function of human resource management because it assists in determining desired and undesired performance and consequently indicates what training to implement.

#### **5.3.4 Awareness of training and development opportunities offered by the GCIS**

The Skills Development Act, 1998 and the Skills Development Levies Act, 1999 mandate public service employers to develop learning or training programmes. Thus, it is very important for the GCIS to have a T&D policy which outlines training programmes for its employees. Earlier this study revealed that employees are in need of T&D and that such a finding was predictable given the mandate of the public sector to deliver services to the public. This study has also found it crucial to determine whether the GCIS employees know what T&D opportunities are available to them. Therefore, this study sought to determine if the GCIS

employees were aware of T&D that could capacitate them. The results gleaned from the responses to the questionnaires indicate that the majority of the GCIS employees are in agreement that they are aware of the T&D opportunities available to them. However, the participants in the interviews had varied feelings regarding the awareness of T&D.

Varied as they are, there were similarities in the responses, as they felt that they are indeed aware of the T&D offered by the Department, as Human Resources Development will regularly update employees about new T&D. The variation in the views had to do with the actual benefit of the T&D programmes for some employees, particular those in the provincial offices. Some of the T&D programmes were perceived as being inapplicable to some employees, which created a degree of discontent among some employees, who said they did not wish to engage with Human Resource Development about the issue any more as they had been discussed several times with no positive outcome. According to Rodriguez and Walters (2017), T&D requires emotional buy-in from its subjects. This means that the company and its workers can collaborate to achieve long-term commitment through career development and training opportunities. The unwillingness of employees of the GCIS to engage with Human Resource Development is very disturbing and requires urgent intervention.

The implementation of T&D in the GCIS should be in line with the mandate of the “Constitution of the Republic of South Africa of 1996”. The Constitution requires the public service to be “development-oriented”. This could be achieved if the GCIS T&D programmes were not biased and catered for everyone. Moreover, in line with the Labour Relations Act No. 66 of 1995, the employer must allow each member of the workplace forum reasonable time off with pay during working hours to perform the functions of a member of the workplace forum and to receive training relevant to the performance of those functions (Department of Labour, 1995:55). It is clear, then, that all employees should be given equal opportunities to access T&D programmes in accordance with employees’ duties.

This investigation has revealed that there is a lack of standardisation of T&D programmes in the GCIS department. The researcher is of the view that the finding presented has important implications for human resource practitioners in the GCIS. This could create conflict amongst employees. Urgent attention should therefore be given to the matter.

### **5.3.5 Training and development needs are identified at “individual” worker level**

With regard to T&D needs identification at individual worker level, the study set out to establish whether the need for T&D is identified at the individual worker level. The responses to the questionnaires indicate that almost all GCIS employees agree that T&D is identified at the individual worker’s level. However, a few participants in the interviews had different feelings regarding the identification of T&D at the individual worker’s level. The study revealed that although T&D is identified in that manner, training is generally offered to groups rather than individuals. This finding was confirmed by human resource practitioners and managers, who agreed that the focus was on group T&D initiatives. This implies that the GCIS does not fully utilise the personal development plans of employees. This finding parallels that of Makhoba (2013:136), who found that employees of the Department of Agriculture and Environmental Affairs did not agree that the role of the PDP was to inform the training needs of the department. Her study provides further support to this current research, as she reports that the systems established in response to the legislation and government policies on the T&D of employees were not benefiting employees equally, despite the T&D having been reviewed so that poor performance could be managed. This seems apparently to be the case with the GCIS. This result also correlates with Meyer’s finding (2007:107) that many training programmes are not flexible enough to meet the unique needs of everyone.

This study established two possible reasons for preferring group T&D. Firstly, most departments regularly utilise T&D methods that will not be too costly and that will not strain already limited budgets. Secondly, it might be more convenient for human resource development practitioners to implement T&D that has been identified as a need by many employees rather to attempt to meet individual T&D needs. This finding is in contradiction of the White Paper on Public Service Training and Education (1997), which indicates that individual workers are expected to identify their own training needs through performance management. The Employee Performance Management and Development System (EPMDS) is also designed to allow the employees to identify their own training needs. However, there is no point in employees identifying their T&D needs if the training is not going to be actioned because it is assumed not to fit into group needs. It seems that GCIS is not exploring diverse T&D methods that cater for all its employees.

Rodriguez and Walters (2017:206) observe that ideally the investment in employee T&D should comprise diverse content areas, such as mandatory, compliance, managerial,

supervisory, executive development, customer services, sales and interpersonal skills. It is apparent that the GCIS is focussing on only one or a few aspect of T&D that best work for the Department. This could potentially negatively affect GCIS employees. The findings in this study are a microcosm of what is happening in the public sector in general. They confirm and substantiate previous findings in the literature which reveal that employees in all of the organisations investigated have personal development plans or individual development plans in their performance agreements. However, the training identified by individual employees was not done, according to a skills audit or in consultation with the supervisor (Public Service Commission, 2011). Therefore, there is an urgent need not only for the GCIS as a particular government department but for the public sector as a whole to review its T&D implementation strategies to make them more inclusive and responsive to employees' needs.

### **5.3.6 Training needs are identified at the organisational level**

At the organisational level, training needs evaluation focusses on the organisation and discusses factors such as changes in the organisational strategy or environment that may contribute to training needs. With regard to T&D needs identified at organisational level, this study intended to establish whether the need for T&D is indeed identified at organisational level. The results of this study derived from the questionnaires and interviews indicate that the majority of the GCIS employees agree that T&D is identified at organisational level. The study also revealed that some of the respondents were totally blank about the T&D assessment done at organisational level. Such information was perceived to belong to human resource development practitioners. Further investigation was done and it was learned in the interviews that managers in the organisation were aware of the training needs evaluation done at organisational level. Indeed, most of the respondents who were aware of the performance of T&D needs analysis at organisation level were senior managers and human resource practitioners. It can therefore be assumed that such strategic T&D planning is done at a higher level. The importance of T&D needs analysis at all levels is emphasised and supported by Nwokeiwu (2013), who points out that at all levels of need, an examination of training needs is important, as signs of the existence of an issue often manifest at various levels of an organisation.

Granted that managers and human resource practitioners in the GCIS state that training needs analyses are done at an organisational level, this study finds that some T&D needs are not actioned. This means that the organisation's T&D needs are not fully evaluated and



implemented. This substantiates the previous findings by Son *et al* (2011) which provide empirical evidence on the organisational level training needs analysis techniques used and examine whether there is a gap between the theory and the practice. The study found that all training needs analysis techniques were used by the organisations to a certain extent. The most popular technique reported was SWOT analysis, followed by organisational scanning. The rest of the organisational level techniques listed in their data collection were rarely used by organisations, which implies that they probably did not analyse training needs at organisational level often enough or were just not very familiar with the techniques. This finding relates well with the situation in the GCIS, where some training needs analyses seemed to be more important than others.

### **5.3.7 Opportunity to identify my training needs**

Employees identify their training needs using PDP based on the skills to be improved or attained to effectively execute their work. With regard to the GCIS employees being given the chance to identify their training needs, the study intended to establish whether the system of PDP is functional at GCIS. The results of this study derived from the responses to the questionnaires indicate that all the employees of the GCIS agreed that they are always given the chance to identify their training needs using PDPs. It also revealed that they are always reminded to ensure that they have fully utilised the HRIMS system to identify their T&D needs. The results of this study are in line with the opinion of experts such as Blanchard and Thacker (2013), Meyer (2007) and Nwokeiwu (2013), who argue that employees' needs should be considered when planning training programmes. Furthermore, Blanchard and Thacker (2013) point out that training should consider the motivation and cognitive processes that influence the trainees' readiness and willingness to learn. Blanchard and Thacker further highlight that participation, choice, personal experiences, critical reflection, and critical thinking are key characteristics of adult learning. This means that if GCIS employees are given the chance to identify their training needs, they will then be motivated to attend training programmes, as they will feel part of the process.

This also accords with our earlier observations, which showed that the GCIS conducts T&D needs analysis at an individual level. However, recorded T&D needs were perceived as not being actioned when they did not fit with other employees' group needs. Interestingly, this correlation is related to Nkwanyana's finding (2016:108), which is that employees of the GCIS

are submitting PDPs only because it is mandatory to do so, believing that what they put down on paper never gets attended to.

### **5.3.8 Supervisor's role in employees' training needs identification**

Supervisors should always assist employees to determine their T&D needs. In fact, supervisors should have the best idea of the T&D needs of their subordinates to effectively execute their work. This is usually done during performance assessment, but that does not stop employees or supervisors from motivating for an employee if there is an urgent need for training. Supervisors are regarded as the primary level of management and are provided with major responsibilities and duties to lead work groups in organisations. The study intended to establish whether supervisors play their role in determining employees' training needs. The finding was that there was level of uncertainty, as some of the respondents agreed and some did not. This finding reveals a gap in supervisors' roles in terms of supporting employees with training needs identification. As stated earlier in Chapter Two, scholarly arguments for T&D were arguably informed by Taylor's work on scientific management. Provocatively, Taylor argues that the workman is too naïve to properly train himself in order to meet the requirements of the workplace. He proposes that the workman should be trained under a competent teacher until he can work in accordance with scientific laws that he had postulated. This argument is useful in explaining the need for a supervisor to identify the abilities that an individual employee has. It is very important for the supervisors be part of the training needs identification for their subordinates before the approval of any training, as they might provide input on the training that might be needed by the employee.

In theory, supervisors should play a big role in the working lives of their subordinates, not only in identifying their training needs but also in ensuring that their capabilities are being maximised. In the same vein, Ismail (2010:3) argues that supervisors should often encourage and motivate trainees to attend training programmes, help employees before, during and after their training programmes in terms of time, budgetary support and resources, get them to be actively involved in decision making, and guide them in applying the new competencies that they have acquired in their workplace. However, the findings of this study are that this is not the case in reality. If employees do not have support from their supervisors, they may identify training that might not add value in their work. In line with this study, Barrow (2015:29) is of the view that performance on the job is largely influenced by what individual workers and their supervisors perceive to be their strengths and weaknesses in terms of knowledge and skills.

Ameen and Baharom (2019:138) maintain that worker engagement is improved when supervisors offer their juniors guidance, training and emotional assistance. In addition, a report from CompassPoint Nonprofit (2015:39) points out that it is the responsibility of supervisors to communicate with their employees on an ongoing basis. These conversations should be grounded in honest communication and provide the employee with clear role expectations and feedback, and should identify performance improvement, development opportunities, and career possibilities. The findings of this research study shed light on why some organisations fail to gain a return on their investment in T&D. This study has established two possible reasons for this, one being the lack of cooperation of line managers in supporting training initiatives and the other being that some employees end up attending training they do not need due to a supervisory assessment not having been fully done before implementation.

#### **5.3.9 Performance management and training needs identification**

The study also aimed to assess if productivity and the performance gap were used in the GCIS to determine training needs. In contrast with what was previously thought, we found that productivity and performance gaps were indeed used to determine employees' training in the GCIS. Our findings are in contrast with previous observations (Meyer, 2007:107) that a vast amount of money, time and effort is spent and wasted in teaching people what they do not really need to know. Too much generic training is given, whether everyone needs it or not. In the case of the GCIS, there are system in place to determine the types of training needed by employees. According to the findings of the current study, the GCIS doesn't have underperformers. Instead it has over-and-above performers. These results are very surprising considering the finding presented in this chapter that some employees do not receive training because their training needs do not form part of the group training. Elnaga and Imran (2013:141) are correct to argue that employee performance is also effected by environmental factors such as the corporate culture, the organisational structure, the job design, the performance appraisal systems, the power and politics prevailing in the firm, and the group dynamics. If these exist in a firm, employee performance decreases not due to a lack of relevant knowledge, skills and attitude, but because of the above-mentioned hurdles. To make training effective and to ensure a positive outcome on workers' performance, it seems that these foundations should be considered.

### **5.3.10 Training and development formality**

In relation to the view that T&D is a mere formality at the GCIS, the study intended to ascertain if there was a feeling that T&D was indeed merely a formality at GCIS. The study found a level of uncertainty, as some of the respondents agreed and some did not. This finding reveals a gap in terms of the implementation of T&D, as some of the respondents felt that indeed T&D at GCIS was merely a formality, as it was only good on paper. This result was expected because of what has been reported earlier regarding the unfairness of the implementation of training in the organisation. The public sector is in dire need of capable public servants to engage in public service delivery. This will not be achieved if policies are implemented merely for the sake of compliance.

A study by Mazibuko-Madalani (2016:36) reveals that citizens see public sector institutions as too big, costly, wasteful, unproductive, inefficient, ineffective and unnecessarily bureaucratic, and see public sector operatives (civil/public employees) as too parasitic, rent seeking, incompetent, rude, officious, mean, abusive and corrupt. Mazibuko-Madalani's observation is not different from that encapsulated in the NDP. The NDP, as adopted by the South African Government, identifies a weakness in capacity and performance as a major challenge to building a capable and development state. Mubangizi (2008:274) argues that an insufficiency of human capital thus contributes to the inadequate attainment of developmental government objectives as it influences the delivery of such services as electricity, housing and water, among others. Thus, the researcher is of the view that the finding presented here has important implications for government to ensure that the T&D policies and regulations in place are truly utilised.

This study also aimed to investigate the proportion of the employees who could not accomplish their tasks because of a lack of knowledge due to inadequate training. The study revealed that almost all GCIS employees are able to cope with the work assigned to them, despite the lack of T&D. Although this result is positive, it is worth noting by the GCIS, which should ensure that employees are provided with the skills necessary for their work. It cannot be assumed that employees' skills and knowledge levels are in a good state because the work of Government continues. Of course, the fact that an employee can get the job done does not guarantee that it was done properly.

This study confirms that although individuals may be considered to be competent in their jobs by virtue of their qualifications, there is a need to continuously update their knowledge to avoid their being guided by outmoded work guidelines (Som & Nam, 2011). Qualifications can be regarded as essential links with the actual skills needed in a particular workplace. T&D skills through learning can be translated into specific competencies that can feed into workplace competence. Employees who believe they are unable to perform particular tasks at the expected performance level may decide to leave the company. If they remain, their efforts will not be constructive and they are likely to add no value to the company (Elnaga & Imran, 2013:139). These values correlate favourably with Nwokeiwu's (2013:261) finding that untrained workers are more likely to feel uncertainty about their levels of competence, lack work satisfaction, and may thus provide the company with low quality performance. Thus, they are more likely to leave the organisation out of dissatisfaction.

The sad reality is that public service delivery will continue to be compromised if such instances are allowed to continue. This could be one of the reason for poor service delivery and might consequently lead to protests. In his speech "State of the Nation Address" (SoNA: 2018) President Cyril Ramaphosa mentioned that people still face challenges when they interact with the state. Regularly the public receive "poor service or no service at all" from public servants whose capabilities such as solving problems and executing work timeously could be improved through T&D. Rodriguez and Walters (2017) emphasise that enhanced capabilities, knowledge, and skills are the foundation of the organisation's competitive advantage in today's global market. The findings of this study make it increasingly clear that education, skills and attitudes are crucial to the sustainable and inclusive economic growth of the country. The goal of the Agenda for National Development requires a comprehensive response in terms of human capital development, talent solutions, and education and training. Elnaga and Imran (2013:142) agree that a well-trained worker is able to make the best use of organisational resources, along with a minimum level of wastage.

**Table 5.10: Summary of the research questions, the emergent themes and the literature**

Research question	Emergent theme/s	Interaction with literature	Sources
An assessment of the degree of the need for training and development in the GCIS department.	<ul style="list-style-type: none"> <li>- There is a great need for employees' T&amp;D in their current positions due to job rotation, the introduction of the fourth industrial revolution and stakeholder engagement dynamics.</li> <li>- T&amp;D is still needed in public organisations due to fourth industrial revolution and stakeholder engagement dynamics in the GCIS.</li> <li>- The public communication space is forever changing; hence GCIS employees need regular training</li> <li>- GCIS utilises the performance appraisal system to identify the training needs of its employees</li> <li>- The GCIS has a newly introduced system called the human resource information management system (HRIMS) for the submission of performance assessment and personal development plans</li> <li>- The GCIS employees are aware of the T&amp;D offered by the Department, however some of the T&amp;D programmes are perceived not to benefit all employees.</li> <li>- Almost all of the GCIS employees agree that T&amp;D is identified at individual worker's level.</li> <li>- Although T&amp;D is identified at individual worker's level, group training is provided rather than individual training</li> <li>- Strategic T&amp;D planning is done at a higher level at the GCIS, as some junior employees are not aware of organisational training assessment.</li> <li>- GCIS employees are always given the chance to identify their training needs using PDPs.</li> <li>- The GCIS has a gap in the supervisors' role in terms of supporting employees with training needs identification.</li> <li>- Productivity and performance gaps are used to determine employees' training needs in the GCIS</li> <li>- There is a gap in terms of the implementation of T&amp;D as some of the respondents felt that indeed T&amp;D at GCIS was merely a formality as it only looks good on paper.</li> <li>- Almost all the GCIS employees are able to cope with the work assigned to them, regardless of the T&amp;D not being provided to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquiring additional knowledge and skills can be an inefficient and a frustrating process unless it is carefully planned and controlled.</li> <li>- Changing contexts in which government operates requires new skills and knowledge for its employees.</li> <li>- Globalisation and ever-changing customer needs have added more challenges to business organisations.</li> <li>- An effective performance appraisal system is an integral component of the effectiveness of the human resource management of an organisation</li> <li>- Employee T&amp;D requires emotional engagement, meaning that the organisation and individuals should partner in achieving long-term commitment through career advancement and training opportunities</li> <li>- Investment in employee T&amp;D should comprise diverse content areas</li> <li>- Many training programmes are not flexible enough to meet the unique needs of everyone.</li> <li>- Worker engagement is improved when supervisors offer their juniors guidance, training and emotional assistance</li> <li>- An insufficiency of human capital contributes to the inadequate attainment of developmental government objectives as it influences delivery.</li> <li>- A well-trained worker is able to make best use of organisational resources, along with the minimum level of wastage.</li> </ul>	<ul style="list-style-type: none"> <li>- Van Wyk, Swarts &amp; Mukonza (2018)</li> <li>- Oparanma &amp; Nwaeke (2015)</li> <li>- Dhanraj &amp; Parumasur (2014)</li> <li>- Gowsalya &amp; Jijo (2017)</li> <li>- Dhanraj &amp; Parumasur (2014)</li> <li>- Karim, Choudhury &amp; Latif (2019)</li> <li>- Illic &amp; Petkovic (2018)</li> <li>- Memon &amp; Kinder (2016)</li> <li>- Crocker (2006)</li> <li>- Jermolajeva &amp; Znotina (2009)</li> <li>- Nwokeiwu, Ziska and Achilike (2018)</li> <li>- Ameen &amp; Baharom (2019)</li> <li>- Chauhan (2019)</li> <li>- Duki (2019)</li> <li>- Makhoba (2013)</li> <li>- Meyer (2007)</li> <li>- Rodriguez &amp; Walters (2017)</li> <li>- Elnaga &amp; Imran (2013)</li> <li>- Som &amp; Nam, (2011)</li> </ul>

#### **5.4 Chapter Summary**

This chapter has presented and analysed the need for the T&D of the GCIS employees. In the main, the most obvious finding to emerge from this chapter is that there is a great need for the T&D of the GCIS employees. The study has identified that the need to capacitate the GCIS employees arises from a number of factors such as job rotation, the introduction of the fourth industrial revolution, and changes of policies and stakeholder engagement dynamics. The research has also shown that an ever changing communication space and the need to engage with diverse stakeholders and customers also increases the need for training in the GCIS. The GCIS employees are aware of the T&D offered by the Department, which could capacitate them to meet the demand of the organisation. The GCIS performance appraisal system and personal development plan emerged as reliable predictors of T&D implementation. Even though the submission of the performance appraisal and personal development plan is perceived to assist to convey the training needs of employees, some of the T&D programmes seem not to benefit all employees. The results of this investigation show that personal development plans and performance appraisals could be done for compliance purposes. This study has found that generally there is insufficient training because some needs do not coincide with the group needs prioritised by the Human Resource Development Unit.

In addition, the GCIS also uses factors such as productivity and the performance gaps of employees to determine their training needs. Nonetheless, the study also found that supervisors are not playing a constructive role in determining employees' training needs in the GCIS. There is also a general feeling among employees that although they have not been provided with enough training to guide them in doing their work, they are not in a position to complain, and they go on to complete their work, regardless of how long it might take them to complete it. They believe that the department hired them with qualifications that should give them baseline competence to do their work. Thus, the findings of the study reveal that almost all GCIS employees are able to cope with the work assigned to them, regardless of the fact that T&D is not being provided to them.

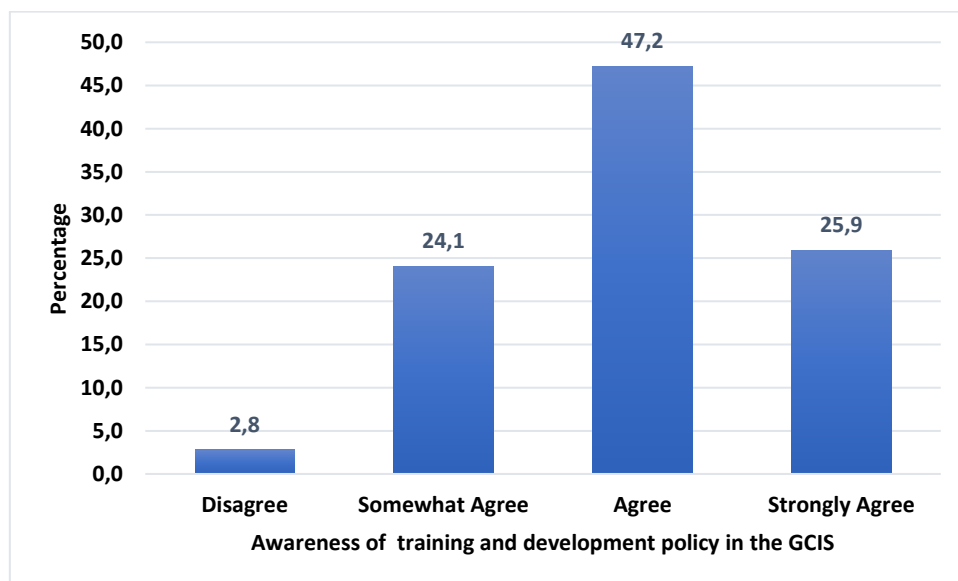
## **CHAPTER SIX: TRAINING AND DEVELOPMENT POLICY IMPLEMENTATION IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEM DEPARTMENT**

### **6.1 Introduction**

In the last chapter the focus was on the need for the T&D of the GCIS employees. In trying to answer the second objective of the study this chapter is going to examine the extent to which T&D policies are being implemented in the GCIS. To achieve this end and answer the questions posed in this study, the research analyses data collected from responses to questionnaires and from interviews with members of staff. The chapter is divided into three sections. The first section is an analysis of the GCIS setting, in pursuit of T&D policy implementation in the GCIS. In this section the researcher looks at the perceptions of the population surveyed and synthesises these with the GCIS T&D policies. The second section provides a discussion of the findings, synthesising the results with the literature on the phenomenon being studied. Lastly the chapter provides summary of its content.

### **6.2.1 Training and development policy implementation in the Government Communication and Information System Department**

There are various statutory and legislative frameworks that underpin the process of T&D in the public sector. Therefore, in a bid to understand T&D policies in the GCIS, the respondents were asked to state their degree of agreement with this statement: I am aware of the T&D policies in the Department. Their perceptions are shown in Figure 6.1.



**Figure 6.1 Awareness of training and development policies in the GCIS**



Figure 5.1 presents the summary statistics for training needs. It is apparent that most of the respondents (47.2%) agreed that they are aware of the T&D policy in the GCIS. About 25.9 per cent of the respondents strongly agreed with the statement. A closer inspection of Figure 6.1 surprisingly shows a minority of about 2.8 per cent of the respondents who are not aware of the T&D policy in the GCIS. Again, 24.1 per cent somewhat agreed that they are aware of the T&D policy. The single most striking observation to emerge from the data was that most of the respondents are aware of the T&D policy in the GCIS. The fact that about 2.8 per cent of the respondents were not aware of the GCIS training policy is a cause for concern for the GCIS. It could be that the employees who are not aware of the policy are new to the department, and are still to be told about the GCIS policy. Small as the ratio is, the finding is for the GCIS human resource development practitioners to note, and they should intervene where possible. Furthermore, the results were confirmed by a human resource management employee during the interviews, when she argued that:

*The GCIS has training policies and these policies are aligned to the National Human Resource Development Strategy, and are implemented through the workplace Skills Plan, which also gets submitted to PSETA, and the HRD Implementation Plan submitted to the DPSA. We also do Quarterly Monitoring Reports and Annual Report are submitted to the PSETA for monitoring of the implementation of the WSP. The Annual Report is submitted to the DPSA for monitoring of the HRD Implementation Plan. GCISR10*

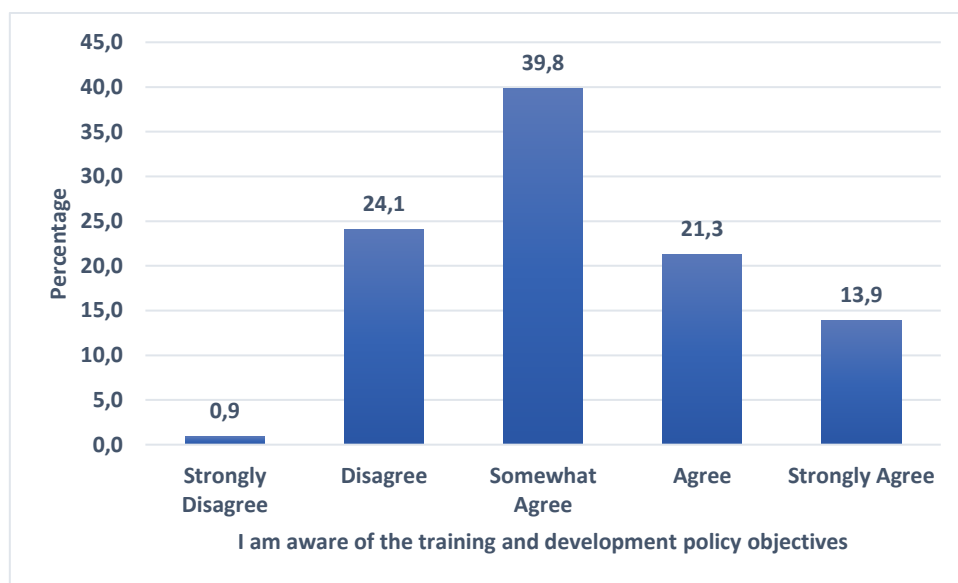
The above comment is in line with the perceptions of the respondents in the survey questionnaires. This indicates that the GCIS has a T&D policy in place. The response from respondent GCISR10 provides a better understanding of how GCIS training policy is formed. Another participant had the following to say about the awareness of the training policy;

*To be honest with you, the GCIS is very good in making employees aware of any policies within the department. I would make an example, before the financial year period starts we get a chance to review all the department policies. It's sometimes a tiring process as sometimes we don't know whether the policy will be reviewed according to our comments, but I have learnt that it's worth it because you can be able to provide further interrogate the policy if it happens to not work for you. So yes, I am pretty aware of T&D policies. GCISR3*

The comment made by GCISR3 is particularly important as it shows that the GCIS makes the necessary arrangements for its employees to take note of the Department’s policies. The most remarkable result to emerge from the data is that the GCIS reviews its policies annually. This means that the GCIS’s policies are flexible and should be able to cater for the needs of employees during its reviews. A document analysis of the Department confirmed this finding, as all T&D policies (among others) are signed off in the beginning of April of every year. The 1<sup>st</sup> April every year marks the beginning of the new financial year in the public sector. It is fundamental that the public sector should begin the year with a new slate and amended policies. This finding validates the usefulness of reviewing policies,

### 6.2.2 Training and development policy objectives awareness in the Government Communication and Information System Department.

Although the respondents seemed to be aware of the T&D policy in the GCIS, it was also of interest to investigate whether the respondents were aware of its objectives. To assess this, the respondents were asked if they were aware of the objectives of the T&D. Figure 5.5 presents the perceptions of the respondents about the subject in question.



**Figure 6.2 Training and development policy objectives awareness**

Figure 6.2 above reveals that 39.8 per cent of the respondents somewhat agreed that they were aware of the T&D policy objectives. This is followed by 21.3 per cent of the respondents (21.3% agreed and 13.9% strongly agreed), who concurred with the statement. Almost a quarter (24.1% disagreed and 0.9% strongly disagreed) of those surveyed reported that they were not aware of the T&D policy objectives. It is of particular interest that although it was reported in

Figure 6.1 that almost all respondents surveyed are aware of the T&D policy, the findings in Figure 6.2 on the other hand reveal that some respondents are not aware of the objectives of the policy. This could mean that employees are aware of the training policy because the GCIS is very keen on posting policies on the internet and via emails, but employees may have read the objectives of the policy. The results show that there is a difference between being aware of the policies and understanding them. This fact was particularly brought to the fore by one of the participants during an interview.

*I have never read the policy and scrutinised it that much to understand its objectives. Therefore I would not be honest if I say I know what is the objectives of the policy and how it aims to achieve its objectives.*

#### **GCISR1**

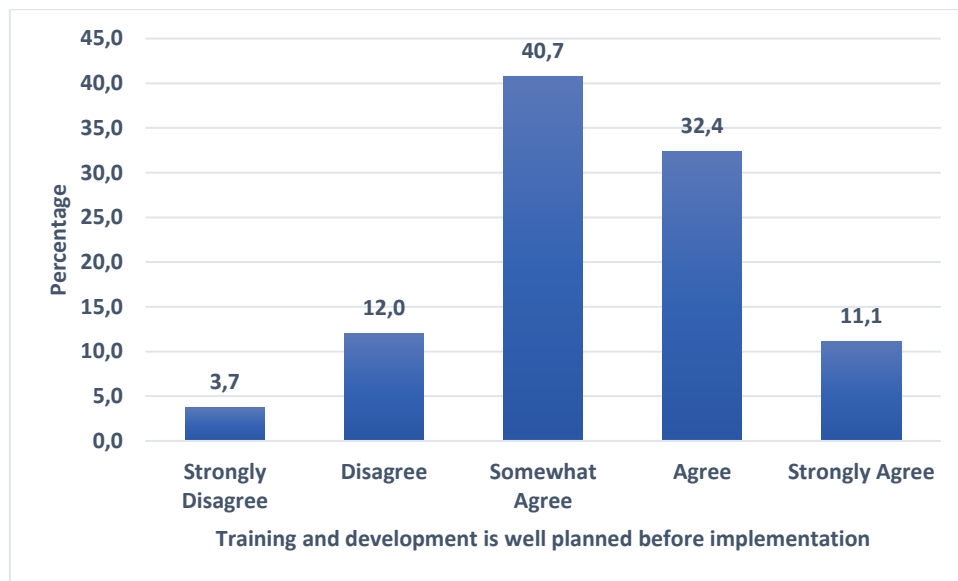
This statement is very significant for the GCIS to note. The above finding is very disturbing, because it is difficult to see how GCIS employees will engage with human resource management about their training needs if they don't know what the objectives of the T&D policy are. The GCIS has provided the opportunity for almost all its employees to engage with their policies by ensuring that they invite employees to policy reviews and also post the policies on the internet. Employees who are not aware of the training objectives could merely be ignorant or there could be an issue with understanding the content. During the interview, one of the respondents provided a general perspective of what the objective of the T&D policy could be:

*I think that our training and development policy aims to capacitate GCIS employees by facilitating and implementing training programmes according to the needs of the employees.* **GCISR3**

Of all the participants interviewed, excluding HRD and HRM practitioners, only one was able to explain the objective of the training policy in the GCIS. This finding therefore contradicts the finding represented in Figure 6.2 that the majority of the respondents agreed and strongly agreed that they were aware of the objectives of the T&D policy. The finding represented in Figure 6.2 was that only a quarter (25%) of the respondents claimed to be unaware of the T&D policy objectives in the GCIS. HRD has the responsibility to ensure that employees of the GCIS read and understand the training policy.

### 6.2.3 Government communication planning and the implementation of training programmes

It is very important that organisations abide by their policies when implementing training programmes. This leads employees to trust in the organisation, as they know that the policies in place are being followed. The issue of policy implementation is central to any organisation. The study sought to investigate if training programmes in the GCIS are well planned and implemented. Respondents were asked if they believed that the training programmes offered by the GCIS were properly planned and implemented. Their perceptions are presented in Figure 6.3.



**Figure 6.3 Training and development planning and implementation**

From the graph above we can see that the majority of the respondents are in agreement that training is planned and implemented in the GCIS. In fact, cumulatively, 43.5 per cent (32.4 % agreed and 11.1% strongly agreed) of the respondents supported this notion whilst 40.7 per cent of the respondents shared the same sentiments. On the other hand, the results show that about 15 per cent (12% disagreed and 3.7% strongly disagreed) of them did not support the notion that training is properly planned and implemented in the GCIS. Additionally, as highlighted in Table 6.1 below, the study looked at whether the respondents' responses were predicated according to their years of experience in the organisation.

**Table 6.1: Cross-tabulation of participants' experience regarding if training programmes offered by GCIS are properly planned and implemented**

			SD	D	SWA	A	SA	Total
<b>Less than 1 year</b>	% within experience		0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	% within training programmes offered are properly planned and implemented		0.0%	0.0%	2.3%	0.0%	0.0%	0.9%
	% of total		0.0%	0.0%	0.9%	0.0%	0.0%	0.9%
<b>Between 1-2 years</b>	% within experience		0.0%	15.4%	23.1%	30.8%	30.8%	100.0%
	% within training programmes offered are properly planned and implemented		0.0%	15.4%	6.8%	11.4%	33.3%	12.0%
<b>Between 3-5 years</b>	% within experience		7.7%	11.5%	34.6%	30.8%	15.4%	100.0%
	% within training programmes offered are properly planned and implemented		50.0%	23.1%	20.5%	22.9%	33.3%	24.1%
<b>Between 6-10 years</b>	% within experience		0.0%	7.7%	42.3%	42.3%	7.7%	100.0%
	% within training programmes offered are properly planned and implemented		0.0%	15.4%	25.0%	31.4%	16.7%	24.1%
<b>Over 10 years</b>	% within experience		4.8%	14.3%	47.6%	28.6%	4.8%	100.0%
	% within training programmes offered are properly planned and implemented		50.0%	46.2%	45.5%	34.3%	16.7%	38.9%
<b>Total</b>	% within experience		3.7%	12.0%	40.7%	32.4%	11.1%	100.0%
	% within training programmes offered are properly planned and implemented		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		3.7%	12.0%	40.7%	32.4%	11.1%	100.0%

**Source:** Field Survey 2019. **Sample size** = 108.

N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agreed

In Table 6.1 above it can be seen that although the majority of all respondents agree that training programmes in the GCIS are well planned and implemented, there are some recognisable variances in terms of the level and the degree of agreement based on numbers of years' experience in the GCIS. The data show that respondents in all the categories have differences in perceptions in terms of agreeing that T&D in the GCIS is properly planned and implemented. Those with between 3 and 5 years' experience, for example, are in total agreement on the training's being properly planned and implemented, as 30.8 per cent and 15.4 per cent of those surveyed agree and strongly agree, respectively, with the positive statement. This perception was shared by respondents with between 1 and 2 years of experience. Only 15.4 per cent of those surveyed with between 1 and 2 years of experience were in disagreement with the

statement, though a minority, 7.7 per cent of the respondents with between 6 and 10 years of experience, disagreed on the proper implementation of the training programmes in the GCIS, whilst almost 20 per cent of respondents with more than 10 years of experience (4.8% strongly disagreed and 14.3% disagreed) are in disagreement with the statement. This perception is shared with respondents with between 3 and 5 years of experience. Additionally, the statistics show that about half (42.3% and 7.7%) of those surveyed with 6-10 years' experience agreed that T&D is properly planned and implemented in the GCIS. Furthermore, another 33.4 per cent (28.6% and 4.8%) with over 10 years' experience also agreed that the GCIS properly plans T&D programmes and also implements training accordingly.

However, the study reveals that respondents' views are not significantly associated with respondents' number of years' experience in the GCIS as shown by the chi-square test ( $\chi^2=14.347$ ,  $df =16$ ,  $p= 0.573$ ). Overall, these results provide an important insight into how, despite there being different categories of respondents, their responses are almost similar. The quantitative data were supplemented by qualitative interviews and desktop analysis. Table 6.2 below presents data obtained from discussions in interviews on how and what mechanisms the GCIS uses to plan and implement its training programmes.

**Table 6.2: Summary of findings on the training and development planning and implementation mechanism**

Sub-theme	Participant's response	Source
PDPs	<i>I believe that our Department uses performance development plans taken from our performance agreements to plan and implement training programmes. But some other training programmes are implemented ad hoc without consideration of the personal development plans of the employees. I also believe that management and human resource development take that decision based on their observation and the organisational needs for training. In summary, I would say that training is properly planned in our organisation.</i>	<b>GCISR1</b>
	<i>From the year 2019, I have seen that human resource development unit has now embarking on getting employees to submit performance development plans before finalising or submitting their performance assessment. I think this is the strategy that HRD uses to ensure that they have enough time to consolidate and plan for training programmes. I believe this is the best practice from HRD in trying to improve training implementation.</i>	<b>GCISR8</b>
	<i>To be honest with you, I don't know if I could answer that questions as I really don't know how training is implemented. I am more concerned about the issue of how training is offered. What qualifies an employee</i>	<b>GCISR4</b>

	<p><i>for training while some training requests are declined with no tangible explanation or reason?</i></p> <p><i>Although training is planned in our organisation but there is one aspect which I believe that the organisation is looking at - which is the advice from HRD or HRM on the courses that we choose to do and give bursaries for. It is very heart breaking to do a certain qualification which the Department has funded you for but when you apply for the post in the department you are then told that you do not qualify for the post because you don't have proper experience. You then wonder how come the department has paid for me to do the course if I would not be given an opportunity to showcase my capabilities. This is very demotivating us in studying and in our area of work.</i></p>	<p><b>GCISR13</b></p>
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All of the above sentiments show the indispensable role of T&D implementation in the GCIS. Largely, it can be deduced from the above that the planning of T&D in the GCIS is in a good state. However, a variety of perspectives were expressed about the implementation of T&D programmes in the GCIS. Some of the participants interviewed argued that T&D in the GCIS is implemented according to the PDPs submitted, while others were concerned about the implementation of T&D in the GCIS and thought that not all employees are given an equal opportunity to attend training. Submitting PDPs before the submission of the performance assessment is concerned could not be a viable strategy as this could lead to the misrepresentation of the training needs. At least PDPs should be submitted together with performance assessments. Performance assessment aims to evaluate the performance of employees and then identify the skills they require to improve their performance, if there is a need. Training needs can be discussed during the performance assessment process. The submission of PDPs before concluding the performance assessment could put pressure on the supervisor and a subordinate could end up by identifying training that is not informed by the employee's performance. Although the GCIS may see this process as effective, it is associated with numerous disadvantages. In terms of declining training requests without proper explanation, an HRD official succinctly explained this when she noted that;

*HRD do not merely decline employees training request without a valid reason. All employees training are taken in consideration but as I said earlier on, the department is mostly prioritising group training than individual training. Nonetheless, we also consider the emergency of the individual training needs and request an employee to arrange for the training. You will note from our policy that it is also the duty of an employees and a supervisor to ensure that an employee attends the training. Therefore, the employee and the supervisor has all the right to question us as they are our clients. **GCISR7***

GCISR7's comments revealed the reason why some of the training is not being attended. It seems that although it is a responsibility of the GCIS human resource development department to plan and implement training programmes, employees and supervisors also have the freedom to question and provide inputs about the implementation of the training. It is therefore important that GCIS employees and supervisors take this initiative so that they don't blame HRD. The comment by GCISR7 also reveals that urgent individual training is also considered at some point when implementing training. Commenting on individual training, one of the interviewees said;

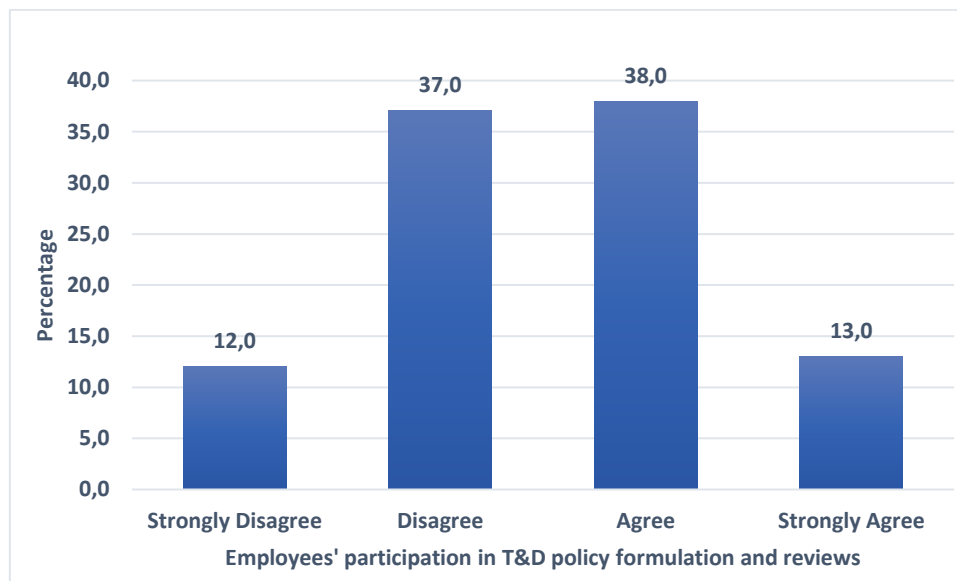
*Sometimes we get emails form our HRD to organise for an individual by getting quotations. For me this is very frustrating because this is not my area of expertise. This should be left in the hands of experts. Again, sometimes the process of attending training that is outside your performance development plan is very long and tiring as we have to write memos for it to be approved. Meanwhile it is very true that training needs can emerge any time, GCISR1*

The sentiments expressed by GCISR1 respondents reveal a truth about the current environment the state operates in, where the actual delivery of services could be delayed due to the long processes of approval. GCISR1's comment reveals the growing frustrations the GCIS employees sometimes endure when trying to attend training programmes. Although accountability is important in any department, it should also not compromise the implementation of programmes or service delivery. Mechanisms could be put in place to ensure that training required by employees is indeed a priority, instead of implementing procedures that frustrate and delay the process of implementing training programmes. In addition to this finding, the documentary review shows that if training that is not initially identified in the PDP arises during the course of the year, the training request must be accompanied by an approved motivation (GCIS, 2020:4). This documentary review confirms our finding. Although it might be necessary to ensure the proper management of training implementation, it is also important that employees are consulted about the process that bothers them and dampens their enthusiasm to embark on training. Furthermore, training policy must clearly define who is responsible for sourcing training quotations for individual training programmes. Some GCIS employees may not have the skills to source quotations for their individual training. Thus, employees may end up not attending the training.



#### 6.2.4 Employee participation in training and development policy formulation and implementation

In the previous section, it was observed that the appropriate planning and implementation of training is crucial. The same can be argued about the employees' participation in formulating and reviewing training policies in the organisation. Although they seemed to be aware of the T&D policy in the GCIS, it was also of interest to investigate whether the respondents were aware of its objectives. Therefore, the respondents were asked if they had been involved in the formulation and reviewing of training policy in the GCIS. Figure 6.4 presents the perceptions of the respondents on the subject in question.



**Figure 6.4 Employees' participation in T&D policy formulation and reviews**

Figure 6.4 above reveals that almost half (37% disagree and 12% strongly disagree) of the respondents disagreed on having participated in the T&D policy formulation and review. On the other hand, 38 per cent agreed that they had participated in the policy formulation and reviews, while 13 per cent strongly agreed with this notion. It is surprising that half of the respondents agreed that they had participated in the formulation and review of T&D policy while the other half of the respondents disagreed with the statement. One possible explanation is that some employees were not involved in policy formulation while others were. Another possibility could be that the GCIS involved employees on a certain level, such as managerial personnel, in the policy formulation and reviews. Training concerns everybody in an organisation, so it is crucial that all employees are involved in the review and formulation of T&D policy. In some cases T&D did not succeed in its intent and purposes because employees or clients did not understand its purpose and also felt left out in the process of planning. These

results are important for the GCIS HRD practitioners to note. Employees who are aware of and involved in the formulation and review of the training policy and able to interpret the policy in their working environments could be an asset to the organisation in terms of policy review, as they are able to comprehend and conceptualise T&D issues that affect them.

The above results were confirmed by the findings from the qualitative data, which show that it is important to consult with the employee when formulating and reviewing policy in an organisation. Under normal circumstances, organisations are supposed to either formulate or develop training policy in accordance with the Skills Development Act and other public service Acts that govern training and development. Training policies should also be regularly reviewed in accordance with the needs of the organisation. In fact, it is indispensable for an organisation to review its policies as there are so many organisational transformations taking place. In the case of the GCIS, there is a traceable training policy which guides the HRD practitioners and employees on the topic of the implementation of training programmes. Despite this, many of the employees who participated in the study are of the view that they were not involved in reviewing the existing training policy, or any training policy in the GCIS, for that matter. Some of the respondents interviewed are of the view that senior managers are the ones who get the opportunity to review numerous policies in the organisation, and that is becoming one of the biggest contributors to the demotivation of employees to participate in any training efforts or GCIS initiatives. The sentiments expressed by one participant describe the level of this dissatisfaction aptly:

*The level of public participation is very poor because some of the employees are working in the provincial offices and we do not get the chance to review policies. Sometimes we are told to send our reviews via emails but our views are always not taken into consideration. In fact, I just excuse myself in an organisational policy review because our views are not listened to. (GCISR5).*

Therefore, having realised the inadequacies of provincial offices in T&D policy formulation and reviews, HRD has developed consultative engagement with the staff in the provincial offices to ensure that they are not left behind in the process. This is highlighted in the following:

*As HRD, we discovered that the provincial offices sometimes feel left behind in policy reviews and formulation. As a result, before the beginning of the new financial year we visit all the provinces to ensure that we get their views about the changes of the policies. This process has been working very*

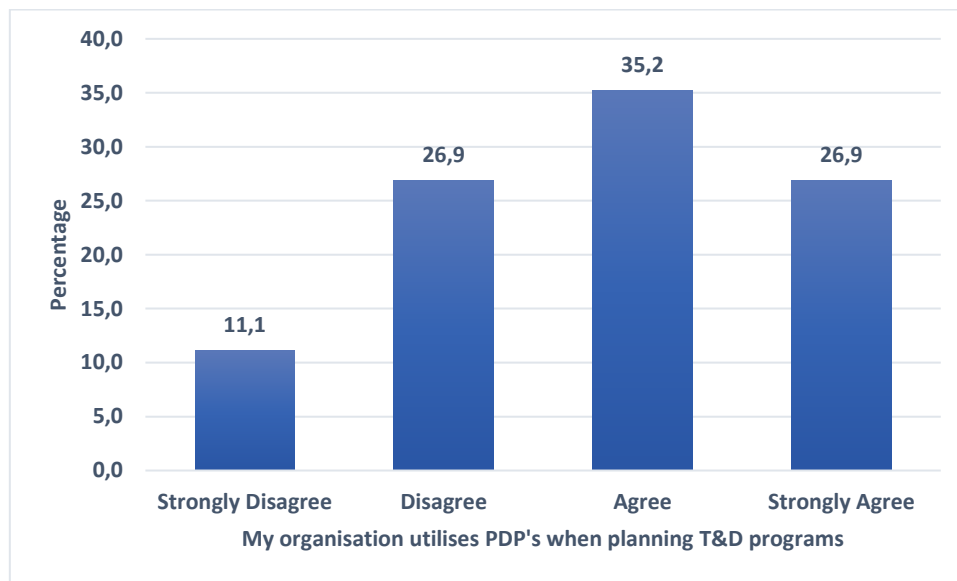
*well as we have some other inputs that have already been implemented in our policy which were taken from the provincial office. I will make an example of recognising improved qualification - this was an input from employees of the department and it was attended to. (GCISR8).*

Surprisingly, it was discovered that although some of the employees in the provincial offices do not attend sessions for policy reviews, the HRD unit visits them to get their inputs. It is very important that the employees in the provincial offices fully utilise the opportunity to express their concerns about T&D policy. One drawback observed about this HRD exercise is that the consultative sessions take place during staff meetings in the provincial offices, and not enough time can be given to employees to engage thoroughly, as there are many other items that also need to be discussed. Furthermore, some of the respondents alluded to the fact that they are busy at that time, as there are many reports that they need to present during the staff meetings.

These results are significant and underline the importance of employees' participation in policy review and formulation, as the process will assist in ensuring that employees are involved in matters of their mutual interest. Moreover, given the high level mistrust shown by some of the respondents, the employees could end up being uninterested in the human capital development matters that affect them in the organisation. These findings are further buttressed by the results reflected in Figure 6.5 in the following section, which is aimed at evaluating the level of the use of PDP in relation to training planning and training implementation in the GCIS. It was observed that some of the respondents had already lost interest in the submission of PDPs.

### **6.2.5 Planning of Personal Development Plans in the Government Communication Department.**

Numerous organisations, including the GCIS, stress the importance of utilising PDPs when implementing training programmes. One could argue that the PDP is a popular tool that assists an organisation to gather and document the competencies required by employees. As discussed earlier in this chapter, the GCIS documentary review indicates that a training request that is out of the scope of a PDP may be approved, based on the motivation. Despite the popularity of PDPs, there are some who say that the tool is not fully utilised when training programmes are planned. Respondents were therefore asked if their PDPs are utilised when training programmes are being planned. Figure 6.5 presents the perceptions of the respondents in this regard



**Figure 6.5 Planning of Personal Development Plans**

The results reflected in Figure 6.5 above indicate that 35.2 per cent of the respondents agreed, 26.9 percent strongly agreed, 26.9 per cent disagreed, and 11.1 percent strongly disagreed that T&D are planned according to employees' submission of PDPs. The most surprising thing about these results is that approximately two thirds (62.1%) of the respondents are of the opinion that training is planned according to their PDPs. One reason for this may be that some employees have benefited from training that they had identified in their PDPs. Another reason could be the one that was mentioned earlier on in this chapter - that there are some employees who benefit from training while others do not. It is important that the planning of training should be based on PDPs. No preference should be given to employees when it comes to the planning of training programmes. In some cases the GCIS could provide T&D to its employees based on the urgency of the identified need. Nonetheless, employees should be given the opportunity to embrace their training needs, using PDPs. These results are for the GCIS HRD practitioners to note. Participants GCISR6 and GCISR12 noted the following;

*We submit performance development plans each and every year, but the application of it is really questionable. As indicated earlier I believe sometimes the challenge with is with the fact that some training does not fit to the scope of group training. (GCISR6)*

*To be honest with you, Bongeka, what I do now is to check with my colleagues which course they put on their PDPs. This assists me because I know that I will be able to attend training if some other people has also identify it. Again, I also check with NSG regarding online training because I know that it will be easier for HRD and HRM to organise for me. Although online training are good, but sometimes I have a problem with them as I don't get time to concentrate as I will still be doing my daily work.*

**(GCISR12)**

A largely negative response arose from the participants during the interviews on the matter of planning training in accordance with PDPs. The most common issue was that of the PDP's implementation. It seems that the GCIS prioritises group training. This finding was expected, because the same concern was raised by participants, as reported in Chapter Five, when asked about training needs evaluation at individual level. Additionally, research findings have established that online training works better in the GCIS as it does not involve too much administration. Nonetheless, the GCIS must be able to balance face-to-face training with online programmes. As suggested by participant GCIR12, online training may not achieve its intended results if employees are not given time off to complete it. Leave or time off should also be given to employees who opt for online training. According to a GCIS document review, employees will also be encouraged to register for courses offered through e-learning (GCIS, 2020:8). The policy is vague about time off for those who go for e-learning courses, while it is known that face-to-face training allows employees to take time off from their duties. This is very important for the GCIS HRD and HRM practitioners to resolve and having done so to clarify to employees. It is apparent that the GCIS could end up facilitating training that will not achieve its objectives due to the failure to provide individual training. This is traced back to respondent GCISR12, who argued that she checked other people's statements of their training needs before submitting hers, in order to form part of a group that would be attending training. This training would be based not on individual needs but rather on what other subordinates want. Additional analysis was done on this topic to determine if the views of the respondents were associated with their gender. The results are shown in Table 6.3.

**Table 6.3: Training and development planning based on personal development plans, related to gender**

Implementation of personal development plans			Strongly disagree	Disagree	Agree	Strongly agree	Total
Sex	Female	% within sex	6.9%	31.0%	32.8%	29.3%	100.0%
		% within implementation of PDPs	33.3%	62.1%	50.0%	58.6%	53.7%
		% of total	3.7%	16.7%	17.6%	15.7%	53.7%
	Male	% within sex	16.0%	22.0%	38.0%	24.0%	100.0%
		% within implementation of PDPs	66.7%	37.9%	50.0%	41.4%	46.3%
		% of total	7.4%	10.2%	17.6%	11.1%	46.3%
Total	% within sex	11.1%	26.9%	35.2%	26.9%	100.0%	
	% within implementation of PDPs	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of total	11.1%	26.9%	35.2%	26.9%	100%	

**Source:** Field Survey 2019. **Sample size** = 108.

N = number of respondents, Std. Deviation = Standard Deviation, 1 = Strongly Disagree, 2 = Disagree, 3 = Strongly Agree, 4 = Agree.

Table 6.3 reveals that the highest proportion of male respondents (38 %) agreed that training is planned and implemented according to the PDPs in the GCIS. This is followed by 24 per cent who also strongly agree with the statement. Some respondents (22%) disagreed that training is in accordance with their PDPs, whereas 16 per cent strongly disagreed. The results also show that 32.8 per cent and just more than a quarter (29.3%) of the female respondents agreed and strongly agreed respectively. Some respondents (31%) disagreed and 6.9 per cent strongly disagreed that training is in accordance with their PDPs, whereas 16 per cent strongly disagreed. It is apparent that the sexes have different opinion about the implementation of training in accordance with PDPs. Their responses were slightly different in terms of agreement as disagreement. However, their opinions are in sync, as both sexes agreed and disagreed that training in the GCIS is implemented according to their PDPs. However, their level and degree of perception varied slightly. The chi-squared test results of ( $\chi^2=3.311$ ,  $df=3$ ,  $p=0.346$ ) show a p-value greater than 0.05. This indicates that there is no statistically significant association between the above views and the respondents' gender.

### **6.2.6: Training and employees' commitment**

Although training could be regarded as a small aspect of an organisation, it has numerous implications on the level of individual work and how individuals cope with their work. In Chapter Two we learned that some employees get anxious and frustrated when they don't have

the skills required to execute their duties. Therefore, one could argue that some of the stress in the work place is caused by an inability to complete a given task. A lack of training could also cause delays in executing required duties. When this happens, the employee responsible for delivering the service could be blamed. This causes stress and unhappiness in the organisation. Therefore, to assess this the respondents were asked if a lack of training in the GCIS could influence their decision to leave the organisation. Table 6.6 presents the perceptions of the respondents in this regard.

**Table 6.4: Training and employees' commitment; respondents' perceptions**

ITEM	Degree of Agreement	Frequency	Per cent
A lack of training in the GCIS could be one of the factors to influence their decision to leave the organisation	Strongly disagree	37	34.3%
	Disagree	55	50.9%
	Agree	10	9.3%
	Strongly agree	6	5.6%
	Total	108	100%

Source: Field Survey 2019. Sample size = 108.

N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 6.4 above reveals that a substantial majority (50%) of the respondents disagreed that a lack of training might be a factor in a decision to leave the GCIS. A proportion of 34.3 per cent strongly disagreed with the statement that limited training programmes could make them decide to leave the organisation. A small minority of 9.3 per cent agreed and 5.6 per cent strongly agreed that the shortage of training was one of the criteria they might use when deciding to leave the organisation. The results show that although there could be a shortage of training in the GCIS, the respondents were of the view that it would not cause them to leave the organisation. These results correlate with those reported in Table 5.6 in Chapter Five, which were that most employees are able to cope with their duties despite the lack of training. A small minority (10.2%) of the respondents reported that they were unable to cope and complete their tasks due to a lack of training. Similarly, about 14 per cent of the respondents in Table 6.6 reported that they regarded the lack of the development of human capital in the GCIS as one of the factors that might induce them to leave the organisation. Taken together, these results suggest that there is an association between the frustration some of the respondents feel in the workplace and resignation from the GCIS. This result has further strengthened our confidence

that training is critical in the organisation. The results were confirmed by some of the participants in the interviews when they say that:

*My sister, I would be not honest if I say I never thought of leaving this organisation because of lack of training. Sometimes, I get fed up but again “i-job i-job” and really I don’t want to seem as if I am not fit for my position, but really sometimes it get very tough. GCISR1*

*Leaving GCIS will never be based on the issue of lack of training. For me, I am able to cope without being capacitated. There are some of the days that I feel I am not coping or my work is piling up because I don’t have proper skills to execute it. When that happens I just work extra hours or come during the weekend to complete some other tasks. GCISR4*

The participants’ perspectives as reflected above, particularly that of respondent GCISR4, helped this study to unpack the tactics and strategies that some of the employees use in the organisation and show the indispensable role some of the employees play in ensuring that the GCIS mandate is not compromised. This finding may be important for HRD and. It can be countered only by providing employees with the skills necessary to effectively execute their work. However, given that our findings are based on a limited number of respondents, the results obtained from such analyses should be treated with caution.

### **6.2.7 Summary of respondents’ ideas for the improvement of the training and development policy**

During the interviews the participants made several recommendations about how the GCIS could improve the implementation of the T&D policy. Table 6.5 gives a summary of the sentiments of different interviewees according to themes that emerged during the interviews.



**Table 6.5: Summary of respondents' ideas for the improvement of the training and development policy**

<b>Sub-theme</b>	<b>Respondents' responses</b>	<b>Source</b>
<b>Prejudice</b>	<i>Bias towards business goals should be limited. This will allow employees to self-evaluate themselves on their performance and to identify self-stimulus programmes that may help his or her academic esteem</i>	<b>GCISR13</b>
	<i>Affording an opportunity to the Provincial component to access training opportunities equally like the Head Office.</i>	<b>GCISR1</b>
	<i>HRD should also recognise local institutions when partnering for certain training programmes.</i>	<b>GCISR3</b>
	<i>Signing agreements with the institutions based in Pretoria creates a challenge to other employees in the provincial offices. Service level agreements should also be done with provincial universities</i>	<b>GCIR7</b>
<b>Budget</b>	<i>T&amp;D should not be focused more on the budget, rather on the training needs of employees. More budget should be allocated to training. Sometimes HRD cannot afford to capacitate all employees in the organisation due to little budget they have.</i>	<b>GCISR10</b>
	<i>Decentralised budget for training and allowing sections to conduct their own training</i>	<b>GCISR2</b>
	<i>I still believe employees could regularly go for T&amp;D if the budget for T&amp;D is control by each units</i>	<b>GCISR4</b>
<b>Strategic training</b>	<i>Training needs must be based on the future development of employees. For example, I might need risk management as a skill to be promoted to the next position, Currently the training focusses only on the job you currently execute.</i>	<b>GCISR6</b>
	<i>GCIS must have a training programme for improving capacity, not to try and tick the box of the number of trainings attended.</i>	<b>GCISR5</b>

### ***Training and development implementation prejudice***

The first theme that arose was biased training implementation in the GCIS. Not all GCIS employees are given opportunities to attend training. This finding keeps appearing, and it is important for the GCIS HRD practitioners to note. According to the document review, all GCIS employees should be given opportunities to attend training based on their identified training needs (GCIS, 2029:5). However, the statement is also made that training implementation will be based on available budget and resources. The GCIS may choose to sign service level agreements for some courses with certain institutions which are situated in proximity to the GCIS head office. One reason for this practice could be that it is easier to negotiate and finalise negotiations with institutions closer to the GCIS head office, but this seems to cause challenges

to employees who are not based in head office. This could have a negative impact on employees in the provincial offices who want to participate in some of those training and educational courses. This finding is significant for the GCIS HRD to note and underlines just how important policy consultation is.

#### ***Training and development budget***

An organisation is not able to fully implement training programmes with a limited training budget. Table 6.5 reveals that a sufficient training budget is needed. This was implied by respondent GCISR10 when he said that employees' training needs should be informed not only by the availability of a budget but rather by the need to address a lack of skills. The respondent further stated that the work of the Department could be constrained if this continued. This finding reveals that employees of the GCIS get limited training due to budgetary constraints.

#### ***Budget decentralisation***

Decentralisation of the training budget was commonly mentioned by the majority of the participants as one of the solutions for the successful implementation of training in the GCIS. The respondents feel that HRD is not conducting the training they need. The respondents further said that if training was allocated to their sections or provincial offices, they could attend more training programmes, as opposed to what is currently happening in the organisation. Their arguments are confusing, because the training budget was allocated to different sections and provincial offices until the year 2016. According to a study of the perceptions of GCIS staff members conducted by Nkwanyana (2016), the training budget was previously decentralised but training programmes were not implemented as sections or provincial offices were utilising the budget to cover operational costs. The budget was thereafter centralised to the human resource development unit, which is responsible for employees' human capital development matters. In essence, the provincial offices and different units in the GCIS were previously granted the opportunity to manage their training budgets but it seemed as if they failed to do so as their budgets were utilised for other purposes. According to circular No. 2 of 2016 dated 20 October 2016, Management Committee (Manco) approved the centralisation of the training budget to the HRD Directorate. The purpose of a centralised budget is to ensure that training is attended according to employees' PDP's.

### **6.3 Discussion**

The objective of this study was to interrogate and evaluate T&D policy implementation in the GCIS. The following section will discuss the findings of the study and centre on the second

research question and the theories deliberated in Chapter Two. The conceptual and theoretical framework and the literature review as described in Chapters Two and Three inform the discussion in this section.

### **6.3.1 Awareness of training and development policies in the GCIS**

The research revealed that many of the respondents are aware of T&D policy in the GCIS. It is quite apparent that HRD has been doing what it is supposed to do by ensuring that the policy is shared among all employees in the GCIS. This substantiates previous findings in the literature, that policy must be fully documented and shared across an organisation (Rajasekar & Khan, 2013). Almost all T&D policies were listed and available on the GCIS intranet. Further, it is adjudged from the evidence gathered during the interviews that the GCIS training policies are aligned with the National Human Resource Development Strategy and that training programmes are implemented in accordance with the WSP. The findings also reveal that the GCIS submits them to the WSP PSETA. Furthermore, it was noted that the HRD implementation plan is submitted to the DPSA. Quarterly Monitoring Reports and an Annual Report are submitted to the PSETA for monitoring of the implementation of the WSP. It is very commendable that the GCIS employees are aware of T&D policy, as they are therefore able to equip themselves to adapt to the growing complexity of their workplace through training.

Interestingly, it was found that GCIS HRD personnel do not rely solely on their in-house training policy but are also guided by the policies of other public institutions. This study has found that the GCIS acknowledges the importance of training. The views expressed and the evidence gathered validate an assertion by Human Resource Development (2017:7) that most institutions acknowledge the need to give systematic attention to the role of HRD in supporting national economic growth and development programmes. Wilson and Hash (2003:7) suggest that policy understanding should start with an initiative that can be deployed and enforced in different ways and is targeted at all levels of an organisation, including senior executives. Similarly, the GCIS policy is directed at all workers on all levels. The effectiveness of this effort will determine awareness and the effectiveness of the training programme.

### **6.3.2 Training and development policy objectives awareness**

Since the inauguration of democracy in “South Africa”, the state has acknowledged the development of sufficient skills to meet the development needs of the country as a key strategic priority. Most of the policies servicing such development are in place in most public sector

organisations, but sometimes the understanding and application of them is questionable. Like any other policy, a training policy must be communicated to employees. In fact, if employees understand and comprehend the organisation's training objectives, they are likely to support the motive behind the training initiative and then actually engage in training. In this research project the quantitative data revealed that almost all the respondents are aware of the GCIS training policy objectives. However, the qualitative data obtained indicated that some of the participants were not aware of the objectives of the GCIS T&D policy.

Fugar, Ashiboe-Mensah and Adinyira (2013) and Rajasekar and Khan (2013) emphasise that a T&D policy must link the objectives of the organisation to the nature of the training to be provided. It may seem to be a duty of employees to ensure that they are aware of the policies of the organisation that employs them, but HRD should also use means of communicating its policies to the GCIS employees besides posting them on the intranet. Furthermore, the GCIS should consider that some of its employees do not utilise the internet often, as their line of work does not require them to do so regularly. These findings draw a parallel with what was identified by Nwokeiwu, Ziska, and Achilike (2018) and Rajasekar and Khan (2013), who are correct to argue that a lack of clarity regarding the objectives of training could limit the success of employees learning in the organisation. Najeeb (2013:34) concludes that training programmes will not become more effective unless the purpose for which they are provided is known.

### **6.3.3 GCIS plans and implements training and development**

The study sought to establish whether the GCIS properly plans and implements its training programmes and to find out how training programmes are planned and implemented in the GCIS. The quantitative data reveal that the GCIS properly plans and implements T&D programmes. This study was able to succinctly establish from the qualitative data that T&D is properly planned in the GCIS, but that there is a challenge with the implementation of it. In terms of planning, the study discovered that employees of the GCIS are compelled to submit PDPs before the submission of the performance assessment. The earlier submission makes it easier and quicker for HRD to plan and implement training programmes.

Another important finding was that most training programmes in the GCIS are implemented *ad hoc* without consideration of the employee's needs. It was discovered that some of the employees' training needs are not met because they do not form part of group training. This

finding also appeared in Chapter Five. The findings also revealed that some of the remaining programmes in the GCIS do not follow the PDP's plans submitted but are rather implemented *ad hoc*. It is clear that HRD practitioners in the GCIS continue to find themselves enmeshed in the worrisome challenges of converting policy intent into action. Interestingly, this correlation is related to the finding of Nkwanyana (2016:108), who discovers that although respondents identified excellent T&D programmes, they also indicated that these training programmes are just good on paper due to a lack of implementation. Human capital development in the GCIS should take into account performance rather than merely documenting policy. Furthermore, this study revealed a growing frustration amongst employees in the GCIS having to arrange for all the logistics for their training programmes. It should be noted that GCIS employees who do not work in HRD or HRM are not experts in terms of logistics. This finding reveals a disorganisation and a lack of HRD support of the implementation of training in the GCIS. This logic could also lead to the conclusion that HRD is not doing what it is supposed to be doing. This is seen in the fact most individual training programmes are not attended, and thereafter HRD shifts its responsibility to the GCIS employees who are not specialists in doing this.

There are growing frustrations that the GCIS employees sometimes endure when trying to attend training programmes. This finding is inconsistent with the views expressed by Erasmus *et al.* (2015:207), when they argue that too rigid and too many policies and procedures are likely to create a bureaucratic dilemma, stifle flexibility and block implementation. It was established that whilst some of the employees genuinely need to attend training, their rights continue to be trampled upon by the inflexible and long processes. From the evidence gathered during the interviews it may be concluded that the ideal scenario as propounded by O'Toole Jr (2000:278) remains a pipe-dream when it is suggested that policy implementation should constitute an effort to synthesise influences on policy performance of several sorts and on several levels by taking account of the standard concerns of implementation. We then draw on these perspectives and conclude that it is more likely that an effective approach for preparing training interventions would have an important effect on organisational priorities and goals. The findings appear to be well substantiated by Rajasekar and Khan (2013:38), who argue that the T&D of public sector employees is vital to any country. It affects the quality of its bureaucracy and policy making, as well as the representativeness of its administrative systems. Currently, one of the most significant responsibilities of organisational management is to

ascertain possible skills in employees and to deliver the ground for capacitating these skills as a contribution to HR productivity (Pourmola *et al.*, 2019:122).

#### **6.3.4 Employees' participation in training and development policy formulation and implementation**

This study revealed that the GCIS reviews its policies before the beginning of every financial year. In line with this study, Knapp and Ferrante (2012:68) argue that the policy should be updated, that companies must approve or recertify their policies with an appropriate senior manager, and that this must be followed by some type of employee awareness campaign. The findings reveal the inadequacies of junior employees' participating in training policy formulation and review. It was discovered that senior managers are the ones who get the opportunity to review numerous policies in the organisation and that this causes the dissatisfaction of employees to participate in any training efforts or GCIS initiatives. Furthermore, from the evidence gathered during interviews, the ideal scenario as propounded by Erasmus *et al* (2015:208) remains a pipe dream, who suggest that policies are usually developed at a senior management level and approved by top management. Employees on a lower level should ideally be involved in the process of policy formulation because these are the people who will have to implement the policy. Additionally, this study also revealed that the review of policies can be seen as a time-consuming and tiring process, as sometimes there is no guarantee that employees' input will be considered when policies are being reviewed

#### **6.3.4 Implementation of personal development plans in the GCIS department**

The findings reveal a lack of the planning of training in accordance with the needs apparent in PDP's. This substantiates previous findings in the literature that the inclusion of training in the PDP does not guarantee that the worker will certainly obtain the training required (Makhoba, 2013:74). Furthermore, Nkwanyana (2016) discovered that training is provided to employees at some level but that the training that they get to attend is often not related to their job or to their development plans. This finding correlates with the findings of the "Public Service Commission", which revealed that employees in 100% of the sampled respondents in the public sector include PDPs in their Performance Agreements. However, the training identified by individual employees is not done according to a skills audit or in consultation with the supervisor (Public Service Commission, 2011). This is especially true for public sector and government organisations, which strongly believe in a well-defined business mission and vision but do not really translate it into a proactive HR and training plan (Rejasekar & Khan,

2013:39). As a result, employees' personal development and acquisition of learning is often neglected.

The findings of this study are consistent with those of recent work done by Makhoba (2013), who investigates the effectiveness of outcomes-based performance management in KwaZulu-Natal. Her study reports that in three departments sampled, training was not given to employees who required it, but that specific people were trained repetitively. Furthermore, the role of PDPs in the development of employees was seen as being lost in the system. There is therefore an urgent need to revisit the implementation of training in most public sector departments, including the GCIS. Judging from the evidence gathered during the research, the ideal scenario as propounded by Rejasekar and Khan (2013) remains a pipe dream. They suggest that it is essential that organisations prioritise their training programmes and adopt training agendas for specific time periods rather than having a disjointed and *ad hoc* training plan. According to Beausaert (2011:182), it is crucial for an organisation to measure employees' perceptions of the PDP practice, since employees need to perceive the PDP in such a manner that they react positively to it. Where employees do not perceive the PDP as a tool which stimulates their reflection and learning, the causes of their incomprehension need to be researched and changes in the implementation of the PDP need to be made.

The findings have established that the training method used most frequently in the GCIS is online learning. This is due to the fact that it does not involve too much logistics. As was observed by Rejasekar and Khan (2013) in their study of the Omani public sector, there was relatively little enthusiasm for online training. In most of the selected government organisations, managers, trainers and employees all preferred traditional face-to-face training. They found it more acceptable than on-line methods and felt that it provided the most effective communication and interaction. This study found that online learning usually does not achieve its intended results as employees are not given time off from work to complete the online learning. This finding refutes those reported in the literature, that employees' resistance to on-line training is due to technological challenges which make it less efficient and less user-friendly. These challenges include poor network connectivity and a lack of internet connectivity (Rejasekar & Khan, 2013). It is also true that the GCIS has already developed reliable e-business infrastructures and is thus able to cope with online learning. These findings add to a growing body of literature on human capital development and substantially to our

understanding of training processes and implementation, particularly in the public sector. Furthermore, the findings established that some employees choose to attend training based on their co-workers training needs.

The above view also dovetails with an argument made by Rejasekar and Khan (2013), that employees' participation in training needs identification sometimes creates problem when individual employees are eager to follow an expensive training programme which may not be a priority for the department or the organisation as a whole. The culture of identifying training based on other individuals' needs should be discouraged in the GCIS. In fact, this may have a negative impact on the GCIS workplace skills plan (WSP) in future as employees may be sent to training that is not a priority or needed at all. Blanchard and Thacker (2013) construct an example of what can happen when employees are sent on training which they don't see the need for; firstly, they might be a distraction to those who need and want to be trained and secondly they might cause other trainees not to take the training seriously. The results point to the likelihood that some training does not achieve its intended result. Furthermore, Mozael (2015:39) asserts that organisations that implement training directly without prior needs analysis usually leads to the expenditure of money and time but does not attain the actual benefits of training.

### **6.3.5 Deciding factor to leave the GCIS, based on a shortage of training and development**

It is clear from this study that although there is a proven shortage of training in the GCIS, the majority of the employees do not regard this as a factor that could made them to leave the organisation. However, the finding revealed that few of the respondents are happy with the shortage of training, even if they would not consider resigning from the GCIS due to the frustration they endure on a daily basis. The above-mentioned findings validate Nwokeiwu's (2013) argument that training programmes are believed to help employees to decrease their anxiety and the frustration arising from their jobs. The increase in skills and knowledge because of the training can also instill confidence in the employees, which may enable them to handle difficult tasks better and to make fewer mistakes". This finding supports the research findings of Kadiresan *et al.*, who looked at human resource practices in South Africa. Their argument is that effective HRM will result in acquiring and retaining qualified employees, will motivate them to optimise performance, and will assist them to meet their psychological and social needs. This leads to the establishment of long-term commitment among employees to maintain an employment relationship with the organisation. As stated in Chapter Two, scholarly



arguments for employees' commitment to the organisation were arguably informed by human capital theory. Provocatively, human capital theory argues that when employees participate in T&D programmes they are able to learn new skills and perform multiple tasks. In addition, employees tend to be more committed to the current employer, and this should lower the turnover rate (Teffu, 2014:15). In our view the result emphasises the importance of training in the GCIS.

The implementation of training is still largely theoretical in GCIS, and employees are becoming increasingly reliant on working extra hours and working during weekends as a source of sharpening their skills and completing some of the difficult tasks which were not completed during their working hours. This is a disturbing culture. However, it is necessary to note that our findings are based on a limited number of respondents, and that the results from such analyses should be treated with the utmost caution. It is very likely that participants may have not been able to complete their daily tasks because of other underlying factors such as taking long breaks, attending long meetings, and the execution of other duties that are out of their daily routine. We cannot rule out that a lack of skills in the GCIS may have an influence on the performance of duties that are not completed. This therefore validates an observation made by Yamoah (2013:28) that when employees are not performing their jobs properly, it is often assumed that training will bring them up to standard. This is not always the case. For instance, training is less effective for problems arising from an employee's lack of motivation or lack of attention to the job. It could be necessary for the GCIS to conduct an evaluation to discover the reason behind working extra hours and during weekends. This could be a marked departure from understanding under-performance in the GCIS. Generally, failing to complete the day's work in the stipulated day-to-day hours could be regarded as under-performance.

This study has been able to demonstrate that there are many factors that affect T&D policy implementation in the GCIS. Therefore, employees' training needs are not met according to their desires. The study has demonstrated a serious deficit in the participation of junior employees in training policy formulation and review. This has had a severe impact on the awareness of T&D in the GCIS, and has to some extent reduced the level of the participation of employees in training implementation.

**Table 6.6: Summary of the research questions, emergent themes and literature**

Research question	Emergent theme/s	Interaction with the literature	Sources
An assessment of T&D policy implementation in the GCIS department.	<ul style="list-style-type: none"> <li>- There is clear awareness of T&amp;D policy in the GCIS.</li> <li>- GCIS training policies are aligned with the National Human Resource Development Strategy, and training programmes are implemented in accordance with the Workplace Skills Plan (WSP).</li> <li>- Quarterly Monitoring Reports and Annual Report are submitted to the PSETA for monitoring of the implementation of the WSP.</li> <li>- Policy programmes in the GCIS draw on more than one implementation partner.</li> <li>- Knowledge of T&amp;D policy objectives is lacking.</li> <li>- HRD practitioners in the GCIS continue to find themselves enmeshed in the worrisome challenges of converting policy intent into action.</li> <li>- T&amp;D policies and implementation give rise to inflexible and long processes.</li> <li>- Junior employees do not participate in training policy formulation and review,</li> <li>- PDP's do not guarantee that the employee will indeed receive the training required.</li> <li>- Training agendas should be set up for a specific period, rather than being disjointed and <i>ad hoc</i>.</li> <li>- Some respondents are not happy with the lack of training. As a result they are considering resigning from the GCIS.</li> <li>- It is sometimes necessary to work extra hours and work during weekend as a way of honing skills and completing tasks which were not completed during working hours</li> </ul>	<ul style="list-style-type: none"> <li>- T&amp;D policy must be fully documented and shared across the organisation.</li> <li>- Policy awareness should begin with an effort that can be deployed and implemented in various ways and is aimed at all levels of the organisation, including senior and executive managers.</li> <li>- No single organisation holds enough power, authority and resources to design and implement policy programmes and projects independently.</li> <li>- Lack of clarity regarding training objectives could hinder the success of learning in the organisation.</li> <li>- Policy implementation should constitute an effort to synthesise influences on policy performance of several sorts, and from several levels, by taking account of the standard concerns of implementation.</li> <li>- Organisational management must identify potential talents in employees and provide the ground for developing these talents as a contribution to HR productivity.</li> <li>- Lower level employees should ideally be involved in the process of policy formulation as they are policy implementers.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Rajasekar &amp; Khan (2013).</li> <li>- Wilson and Hash (2003).</li> <li>- Fugar, Ashiboe-Mensah and Adinyira (2013).</li> <li>- Nwokeiwu, Ziska, &amp; Achilike (2018).</li> <li>- Najeeb (2013)</li> <li>- Teffu (2014)</li> <li>- Erasmus <i>et al.</i> (2015).</li> <li>- Nkwanyana (2016).</li> <li>- O'Toole Jr (2000).</li> <li>- Pourmola <i>et al.</i> (2019).</li> <li>- Knapp and Ferrante (2012)</li> <li>- Makhoba (2013)</li> <li>- Yamoah (2013)</li> </ul>

#### **6.4 Summary of the chapter**

This chapter has presented and analysed T&D policy implementation in the GCIS. In the main, the most obvious finding to emerge from this study is that most of the respondents are aware of T&D policy in the GCIS and that policy programmes in the GCIS draw on more than one implementation partner. It was also noted that the GCIS policies including the training policies are listed and available on the GCIS intranet. The study noted that although the awareness of training policy was high, knowledge regarding its objectives was limited. It was discovered that the GCIS HRD uses online means of communicating their policies to the GCIS employees. This poses a challenges for some employees who don't have access to computers, and for those who do not regularly check such policies online. The research has also shown that HRD practitioners in the GCIS continue to find themselves enmeshed in the worrisome challenges of converting policy intent into action. Furthermore, the study revealed a disorganised and lack of HRD support for the implementation of individual training in the GCIS. As a result, this causes growing frustration for GCIS employees when they try to attend training programmes.

In addition, the study discovered that some of the training Programmes in the GCIS do not follow the PDP's submitted, but are rather implemented *ad hoc*. The HRD is inclined to favour providing training to groups rather than individuals. It was also discovered that a frustrating process has to be followed when attending training that is not on the PDP. As a result, some employees tend to ignore training needs that arise after the submission of the PDP's. The findings reveal the inability of junior employees to participate in training policy formulation and review. The results of this investigation show that senior managers are the persons who get the opportunity to review the numerous policies in the organisation. This causes dissatisfaction among junior of employees, who are therefore reluctant to participate in any training efforts or GCIS initiatives. The implementation of training is still largely theoretical in GCIS, and employees are becoming increasingly reliant on working extra hours and working over weekends as a source of honing their skills and completing some of the difficult tasks which were not completed during working hours. It is also important to get a deep understanding of the factors that affect and promote the success of T&D in the GCIS. This, therefore, brings to the fore the question as to what factors affect and promote the success of training in the GCIS. It is this question that the next chapter attempts to answer.

## **CHAPTER SEVEN: FACTORS THAT INFLUENCE SUCCESSFUL TRAINING AND DEVELOPMENT IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEM DEPARTMENT**

### **7.1 Introduction**

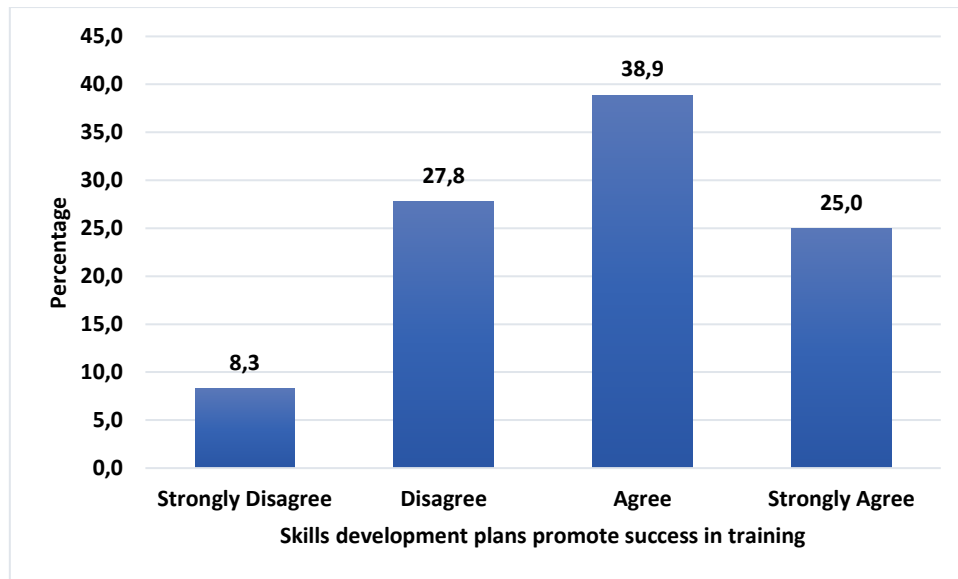
In the last chapter the focus was on examining the extent to which T&D policies are being implemented in the GCIS. In trying to answer the third objective of this study, this chapter examines the factors that influence the success of T&D. To achieve this, the research analyses data gathered through the administration of questionnaires and from interviews with participants. The chapter has three sections. The first section is an analysis of the factors that influence the success of T&D in the GCIS. In this section the researcher looks at the factors that hinder and promote the success of T&D implementation in the GCIS. The second section provides a discussion of the findings, synthesising the results with the literature on the phenomenon being studied. Lastly, the chapter provides a summary of its contents.

### **7.2 Training and development obstacles and successes in the Government Communication and Information System Department.**

There are factors that could promote or hinder the success of training in the organisation. Again, it is crucial that HRD practitioners be aware of them for the benefit of the employees. In this chapter the researcher conceptualises factors that affect and promote the success of T&D in the GCIS. These are skills development plans, performance management, T&D time-off, employee's accountability, supervisory support, T&D planning, one-size-fits-all programmes, geographical limitations, the political will of the management, workers' buy-in, workers' commitment, job silos, and the quality of trainers.

#### **7.2.1 The skills development plan in the GCIS.**

The skills development of public service workers is important and is claimed to be necessary to promote better service delivery in the public sector. As said above, it is very important that the organisation be aware of the factors that make their training programmes successful. Therefore, to assess this the respondents were asked if they thought a skills development plan would assist the GCIS in planning and implementing training programmes. Their responses are outlined in Figure 7.1.



**Figure 7.1 Skills development plans promote the success of training in the GCIS**

Figure 7.1 above reveals that just over two-thirds (25% strongly agree and 38.9% agree) of the respondents were of the view that skills development plans promote the success of training implementation in the GCIS. On the other hand, 27.8 per cent disagreed that skills development plans promote the success of training in the GCI, while 8.3 per cent also strongly disagreed with this notion. These results show that even though most of the respondents are of the view that skills development plans promote the success of training, just over a quarter of the respondents disagreed with the statement. This may be partly because some of the GCIS employees expressed unhappiness when it came to the planning of training, as has been previously shown in Chapter Six. Perhaps due to their unhappiness they perceive the training planning system in the GCIS as not working. Furthermore, based on their experiences in the GCIS where training implementation decisions are routinely taken haphazardly, the respondents feel the need to be consulted fully as well as the need to have a framework that specifically spells out their role in planning for training. They feel such a scenario will lead to inclusivity and the acceptability of training planning and implementation. Without the buy-in of all employees, there is a strong likelihood of friction, conflict, ostracism and a lack of the successful implementation of training in the GCIS. These results were checked against the qualitative data. The sentiments expressed by one of the participants indicate the level of this dissatisfaction and uncertainty about the GCIS skills development plan:

*I believe that the GCIS develops what they call a “Sector Skills Plan” based on skills gaps that have been identified in the various units through the PDPs. A skills development plan will then operate on a*

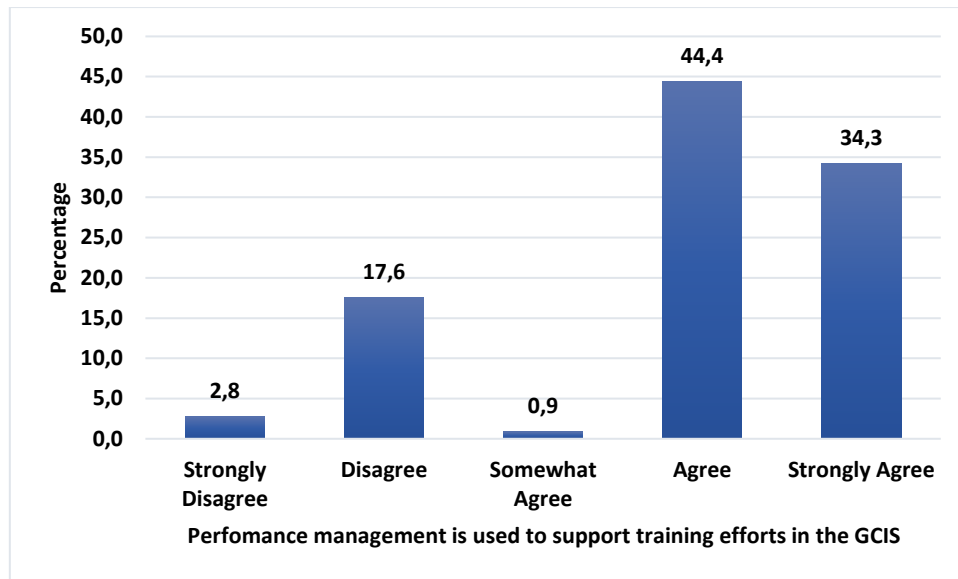
*five-year plan. The GCIS should then have a comprehensive skills development plan. However, I would be dishonest if I say the skills development plan of the GCIS is comprehensive. If it is, why do we have people for over five years who are not trained? (GCISR6)*

*The GCIS have skills a development plan in place, but the implementation and scrutiny of it is questionable. Perhaps PSETA should take an initiative to investigate interventions to fulfil those skills needs identify in the skills development plan. (GCISR2)*

A largely negative response arose from the respondents during interviews on the matter of skills development for the GCIS. The most common matter that was illustrated by respondents was the issue of a lack of training implementation, with the result that many of the respondents felt that the skills development plan might be drafted as a matter of compliance. These results were expected due to what has been reported in Chapters Five and Six regarding training planning and implementation in the GCIS. Respondents' perspectives as reflected above, particularly those of respondent GCISR2, helped this study to arrive at tactics and strategies that could be used by training agencies such as PSETA to evaluate the compliance of public sector employers. This could be done by consulting employees rather than employers. This finding is significant for HRD expects in the GCIS. However, given that the findings are based on a limited number of respondents, the analyses should be treated with caution.

### **7.2.2 Performance management used to support training efforts in the GCIS.**

In Chapter Two the literature review revealed that employees who participate in training are mostly likely to demonstrate a higher degrees of understanding their job requirements. This could automatically lead to good performance and they could therefore gain performance rewards. This study sought to understand if there is a link between performance management and training attendance. Therefore, to assess this, respondents were asked their views on whether performance rewards support training efforts in the GCIS. Their responses are outlined in Figure 7.2.



**Figure 7.2 Performance management promotes the success of training**

Figure 7.2 reveals that 44.4 per cent and 34.35 per cent of the respondents respectively agreed and strongly agreed that performance management is utilised in the GCIS to promote training efforts. This is followed by those who disagree at 17.6 per cent, and 2.8 per cent strongly disagreed with the statement. Only a small percentage (0.9%) of the respondents somewhat agreed with the statement. Despite several reports of dissatisfaction with the implementation of training in the GCIS, the results reflected in Figure 7.2 show that most of the respondents are of the view that the performance management system is used to support training efforts in the GCIS. Therefore, many respondents concur that the use of performance management supports training efforts. Further analysis was made to determine whether the views of the respondents were associated with their age. The data are reflected in Table 7.1.

**Table 7.1: Performance management supports training efforts in the GCIS; respondents' perceptions based on their age.**

			SD	D	SA	A	SA	Total
<b>Age</b>	Above 60	% within age				66,7%	33,3%	100,0%
		% within performance management is used at GCIS to support the training efforts				4,2%	2,7%	2,8%
	51-60	% within age	9,1%	9,1%		45,5%	36,4%	100,0%
		% within performance management is used at GCIS to support the training efforts	33,3%	5,3%		10,4%	10,8%	10,2%
	41-50	% within age	2,4%	21,4%		42,9%	33,3%	100,0%
		% within performance management is used at GCIS to support the training efforts	33,3%	47,4%		37,5%	37,8%	38,9%
	31-40	% within age		17,9%	2,6%	48,7%	30,8%	100,0%
		% within performance management is used at GCIS to support the training efforts		36,8%	100,0%	39,6%	32,4%	36,1%
	21-30	% within age	7,7%	15,4%		30,8%	46,2%	100,0%
		% within performance management is used at GCIS to support the training efforts	33,3%	10,5%		8,3%	16,2%	12,0%
	<b>Total</b>	% within age	2,8%	17,6%	0,9%	44,4%	34,3%	100,0%
		% within performance management is used at GCIS to support the training efforts	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
% of Total		2,8%	17,6%	0,9%	44,4%	34,3%	100,0%	

**Source:** Field Survey 2019. **Sample size** = 108.

N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, SA=Somewhat Agree, A = Agree, SA = Strongly Agree

Table 7.1 shows that although the majority of the respondents agree that the performance management system supports training efforts in the GCIS, each age group differs slightly from the next in terms of its perceptions. Furthermore, respondents who are above the age of 60 do not share the same thoughts as respondents in other age groups. Those above 60 years, for example, are in total agreement that performance rewards support the training effort in the GCIS, as the 66.7 per cent in agreement (agreed) are followed by 33.3 per cent of those surveyed who strongly agreed that performance management supports the training effort in the GCIS. A proportion of 48.7 per cent of the respondents in the 31-40 age bracket agreed, whilst 30.8 percent strongly disagreed with the statement. There is a slight though significant variation among the respondents in all age categories. The statistics of the respondents above 60 years old did not disagree or strongly disagree with the statement that performance management is a tool to support training efforts in the GCIS. One conclusion that could be drawn from this



finding is that employees in their 60s in the organisation have excessive experience and are able to meet the demands of work life. Thus, they benefit from the performance management system.

The Chi-square test ( $\chi^2=8.806$ ,  $df=16$ ,  $p=0.921$ ) indicates that there is no statistically significant association between the above views and respondents' age categories. The study also found it necessary to get participants' views on how performance management is used in the GCIS to support the training effort. Table 7.2 below therefore looks at the participants' perceptions of performance management and training efforts.

**Table 7.2: Summary of the findings of participants' perceptions of performance management and training efforts**

Sub-theme	Participants' responses	Source
<b>Performance management</b>	<i>GCIS is very good with employees' performance management. Every year I get performance rewards. I think sometimes this is what motivates me to seek training that will improve my work. At the end of the day, who wouldn't want a cash bonus.</i>	<b>GCISR7</b>
	<i>The nature of our work automatically requires us to perform beyond the scope of our work and that makes us qualify for performance rewards. In my Provincial Office all my employees including me qualify for the performance rewards because we do work beyond what is expected of us. I would really not comment on how performance rewards are connected to training efforts because most of the employees I am talking about perform very well nonetheless that training is not regularly provided to them.</i>	<b>GCISR1</b>
	<i>My sister, to be honest with you, I think somehow performance management is just a stand-alone item that is not connected to training effort because we are still performing very well no matter if we give training or not. As alluded earlier on, we even work during lunch time, after hours and weekends to ensure that the work is properly done.</i>	<b>GCISR3</b>

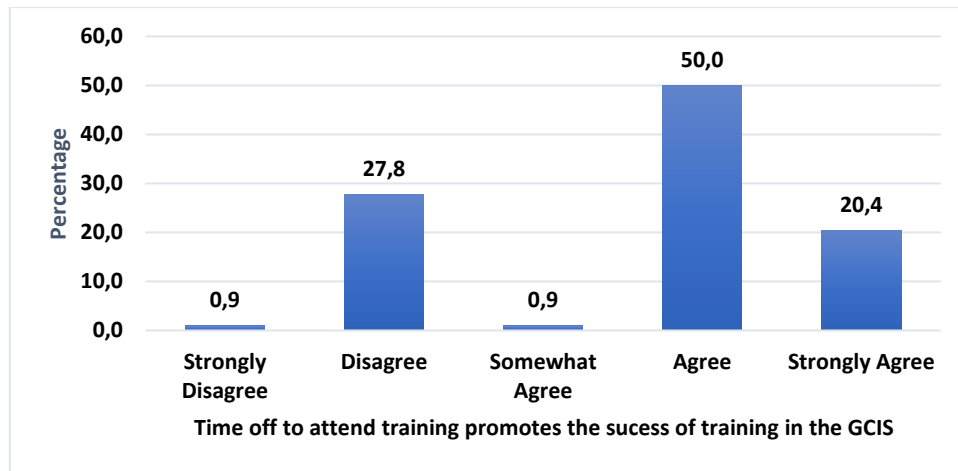
Table 7.2 gives a summary of the sentiments of different interviewees on their perceptions on performance management and its association with training efforts in the GCIS. It can be deduced from the above data that the performance management system in the GCIS is in a rather good state. Despite the participants' positive views on performance management in the GCIS, however, the analysis did not confirm any significant relationship between performance management and the training effort in the GCIS. Some of the respondents interviewed argued that the performance management system is a stand-alone system as they don't see how it could be connected to training efforts in the GCIS, while others are of the view that most of the GCIS

employees automatically qualify for performance rewards based on the nature of their work and also on the fact that they work very hard, including working overtime in order to accomplish their tasks.

According to the GCIS document review, employees who do not meet the required performance level will be sent for training. The supervisors and employees must ensure that training is organised to improve weak performance (GCIS, 2020:15). Surprisingly, according to the document analysis of the GCIS, performance management and rewards are linked to training efforts. We have learned that when an employee does not perform at the required level, the employee will be sent for training. Under normal circumstances, one of the most critical HRM practices is rewarding performance. In the case of the GCIS, rewarding the performance of the employees seems to have had a satisfactory outcome. Our study found that some of the employees work overtime in order to accomplish their tasks. Nonetheless, it is very important for the GCIS HRM and HRD to note that training efforts cannot be replaced by performance rewards. T&D programmes are implemented to make the employees capable of executing allocated tasks efficiently and effectively.

### **7.2.3 Time off to attend training and training efforts in the GCIS.**

Numerous organisations including the GCIS have leave policies that guide employees about what they are entitled to when it comes to leave. Furthermore, most public sector organisations include a section on employees' attendance of T&D courses. In order to understand the issue of time off or leave related to T&D in the GCIS, all the respondents were asked whether they believe that time off to attend T&D promotes the success of T&D in the GCIS. Their views are reflected in Figure 7.3.



**Figure 7.3 Time off to attend training promotes the success of training**

From the data in Figure 7.3, it is apparent that an absolute majority of the respondents surveyed, totalling 70.4 per cent (50% agree and 20.4% strongly agree), feel that time off to attend training promotes the success of training efforts in the GCIS. A closer analysis of the data shows that 0.9 per cent of the respondents somewhat agree that time-off promotes the success of training in the GCIS. A mere 27.8 per cent disagreed, while 0.9 per cent of the respondents strongly disagreed that time off promotes the success of training efforts in the GCIS. Furthermore, from the results as indicated in Figure 7.3, what stands out is that the majority of the respondents are in agreement that time off to attend training promotes the success of training in the GCIS. The results indicate that the GCIS utilises its leave policy to support training efforts. These results were confirmed by some of the participants during the interviews, as follows:

*GCIS allows us to take time off for our studies such as exams and even when we have a portfolio of evidence to submit after we have attended training. I commend GCIS for that because really most of the public sector organisations do not do such. Beside attending what I just mentioned, we are even able to attend block classes which is something that I never got from any other public sector. **GCISR7***

*We are given time off to attend training in the GCIS, but as mentioned earlier on, the problem starts when training take place within the GCIS premises, where sometimes you have to leave the training venue because there is an urgent matter that needs to be attended in your workstation. I think HRD should engage with trainees and ensure that this is monitored. We also could not refuse to attend work matters during training programmes because our job is also important to us. **GCISR2***

The sentiments of GCISR2 reveal the truth about how training is perceived in some organisations and the frustration some employees endure when attending training programmes. There is a strong possibility that employees who get disturbed during training will not grasp or learn what the training is intended to convey. Therefore, this finding is important for HRD practitioners to note, who should ensure that such supervisor behaviour is discouraged. In fact, trainers should be transparent enough in giving HRD reports about trainee’s behaviour during the training process. Furthermore, this study reveals that time-off to attend T&D promotes the success of training in the GCIS. This could be traced back to respondent GCISR7 when she stated that GCIS provides employees with frequent leave to attend T&D courses. She further mentioned leave for attending classes, which is according to her something that not many public sector organisations offer to employees.

The GCIS is commended for this. In Chapter Six respondents’ views showed dissatisfaction when it comes to time-off to attend online training. Thus, it is very important for the HRD to simplify the policy for the GCIS employees, as the policy is vague about time-off for those who take e-learning courses, while it is known that face-to-face courses allow employees to take time off from their duties. According to the GCIS document review, a head of department may grant study leave to a maximum of 20 days per academic year for the attending of classes, conducting research, or compiling a portfolio of evidence for any management development programme (GCIS, 2020:17). Relatedly, additional analysis was done to determine if the views of the respondents were associated with their gender. The results are shown in Table 7.3.

**Table 7.3: Based on gender, time off to attend training and development promotes the training effort in the GCIS.**

Time off to attend T&D programmes promotes the success of T&D at GCIS							Total	
			Strongly disagree	Disagree	Somewhat agree	Agree		Strongly agree
Sex	Male	% within sex		28.0%	2.0%	44.0%	26.0%	100.0%
		% within time off to attend T&D		46.7%	100.0%	40.7%	59.1%	46.3%
		% of Total		13.0%	0.9%	20.4%	12.0%	46.3%
	Female	% within sex	1.7%	27.6%		55.2%	15.5%	100.0%
		% within time off to attend T&D	100.0%	53.3%		59.3%	40.9%	53.7%
		% of total	0.9%	14.8%		29.6%	8.3%	53.7%
Total	% within sex	0.9%	27.8%	0.9%	50.0%	20.4%	100.0%	

	% within time off to attend T&D	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of total	0.9%	27.8%	0.9%	50.0%	20.4%	100.0%

**Source:** Field Survey 2019. **Sample size** = 108. N = number of respondents, Std. Deviation = Standard Deviation, 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Agree, 4 = Strongly Agree, 5 = Agree.

Table 7.3 reveals that the highest proportion of male respondents (44 %) agreed that granting time-off to attend training promotes training effort in the GCIS. This was followed by 26 per cent of the male respondents surveyed, who strongly agreed with the statement. Furthermore, 28 per cent of the male respondents disagreed, whilst 2 per cent somewhat agreed that time off promotes the success of training efforts in the GCIS. Further analysis also shows that 55.2 per cent and 15.5 per cent of the female respondents either agreed or strongly agreed, respectively. Approximately 27.6 per cent of the female respondents disagreed, while 1.7 per cent strongly disagreed that time off promotes the success of training in the GCIS. It is apparent that the sexes have different opinions about time off to attend training and T&D efforts in the GCIS. Both genders' responses were slightly different in terms of agreement and disagreement. However, the opinions of both sexes are in sync, as both sexes agreed and disagreed that time-off promotes the success of training efforts in the GCIS. However, their level and degree of perception varied slightly. Furthermore, a chi-square test ( $\chi^2=4.143$ ,  $df=4$ ,  $p=0.387$ ) indicated that there is no statistically significant association between the above views and respondents' genders.

#### **7.2.4 Employees' accountability and training efforts in the GCIS.**

Although training is regarded as a HRD and HRM duty, it is crucial that employees in the organisation play their part in ensuring that training efforts are successful. This could be done by ensuring that an employee is accountable for any training attended and that an employee must initiate training attendance. In Chapter Two we learned that some of the training in the organisation fails due to employees not being accountable for the training. Accountability could happen before and after attending training. Therefore, to assess this, respondents were asked if employees' accountability promotes the success of T&D in the GCIS. Table 7.4 presents the perceptions of the respondents in this regard.

**Table 7.4: Employees’ accountability and Training effort in the GCIS**

<b>ITEM</b>	<b>Degree of agreement</b>	<b>Frequency</b>	<b>Per cent</b>
Employees’ accountability promotes the success of the training effort in the GCIS	Strongly disagree	2	1.9%
	Disagree	9	8.3%
	Agree	65	60.2%
	Strongly agree	32	29.6%
	Total	108	100%

Table 7.4 above reveals that a substantial majority of approximately two-thirds (60.2%) of the respondents agreed that employees’ accountability promotes the success of training in the GCIS. Relatively, a proportion of 29.9 per cent strongly agreed with the statement that employee’s accountability promotes the success of T&D in the GCIS. A small minority of 1.9 per cent strongly disagreed and 8.3 disagreed that employees’ accountability promotes the success of training efforts in the GCIS. The results show that the GCIS is good at ensuring that employees are accountable for any training effort. These results are confirmed by the qualitative interviews and desktop analysis, which also confirm that the GCIS ensures that employees are required to be accountable when attending training by ensuring that no employees will skip training after having been selected and having agreed to attend the training. One of the HRD practitioner’s explained this by saying:

*Most organisations find themselves in a fruitless expenditure situation because some employees will select to attend training and when all logistic arrangement has been done, the employee decides not to come. There, our training policy and training acceptance form has a clause that indicates if an employee just decides not to attend training without any proper reasons, the employee will be liable with all the costs endured by the department. GCISR12*

The comments made by GCISR12 are particularly important as they show that the department is mindful of fruitless expenditure that could be caused by the uncertainties of employees regarding training attendance. Furthermore, the quote also shows that HRD has a system in place to make employees accountable for the training programmes offered to them. Of equal importance is that HRD practitioners have a system in place that enables them to determine the reason for the non-attendance before making the employee pay for the non-attendance. Relatedly, additional analysis was done to determine if the respondents’ views were associated with their qualifications. The results are shown in Table 7.5.

**Table 7.5: Cross-tabulation of participants' qualifications regarding employees' accountability and training effort**

		SD	D	A	SA	Total	
Qualifications	Below Matric	% within qualification			80.0%	20.0%	100.0%
		% within employee's accountability for T&D promotes the success of T&D			6.2%	3.1%	4.6%
		% of total			3.7%	0.9%	4.6%
	Matric	% within qualification			47.6%	52.4%	100.0%
		% within employee's accountability for T&D promotes the success of T&D			15.4%	34.4%	19.4%
		% of total			9.3%	10.2%	19.4%
	Diploma	% within qualification	3.3%	13.3%	63.3%	20.0%	100.0%
		% within employee's accountability for T&D promotes the success of T&D	50.0%	44.4%	29.2%	18.8%	27.8%
		% of total	0.9%	3.7%	17.6%	5.6%	27.8%
	Degree	% within qualification		10.7%	64.3%	25.0%	100.0%
		% within employee's accountability for T&D promotes the success of T&D		33.3%	27.7%	21.9%	25.9%
		% of total		2.8%	16.7%	6.5%	25.9%
	Post-graduate	% within qualification	4.2%	8.3%	58.3%	29.2%	100.0%
		% within employees' accountability for T&D promotes the success of T&D	50.0%	22.2%	21.5%	21.9%	22.2%
		% of total	0.9%	1.9%	13.0%	6.5%	22.2%
Total	% within qualification	1.9%	8.3%	60.2%	29.6%	100.0%	
	% within employee's accountability for T&D promotes the success of T&D	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of total	1.9%	8.3%	60.2%	29.6%	100.0%	

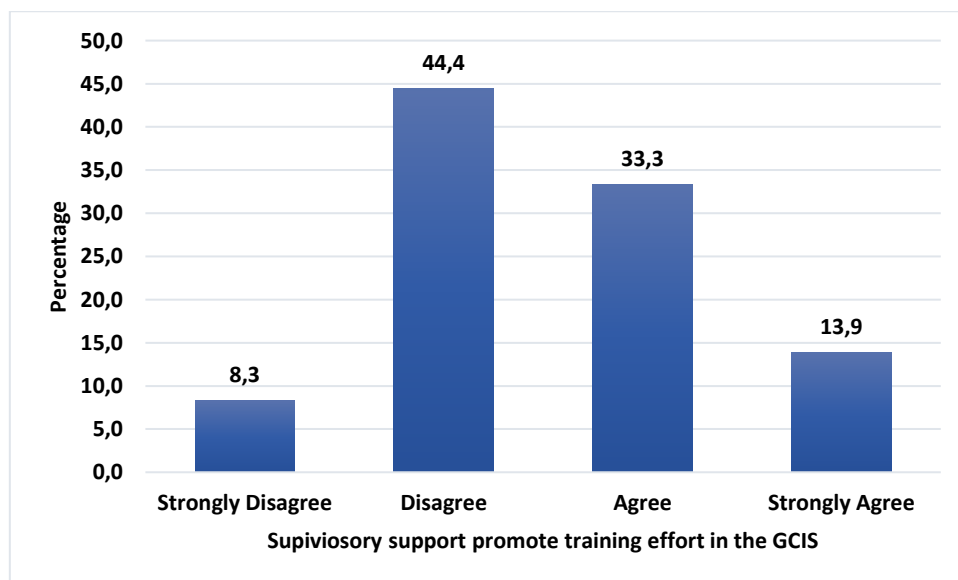
**Source:** Field Survey 2019. **Sample size** = 108. N = number of respondents, Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

The results show that although the majority agree that the employee's accountability promotes the success of training efforts in the GCIS, there is a recognisable difference in terms of the degree of perception based on the respondents' qualifications. The results show that each qualification group differs slightly from the others in terms of its perceptions. Furthermore, respondents with qualifications of matric and below matric do not share the same thoughts as those with diplomas, degrees and post-graduate qualifications. In terms of the respondents with below matric qualifications, 100 per cent (80% agree and 20% strongly agree) agree and strongly agree, whilst 100 per cent (47.6% agree and 52.4% strongly agree) of the respondents with matric qualification agree that the accountability of employees promotes the success of the T&D effort in the GCIS. These views are at variance with those of respondents with diplomas, degrees and post-graduate qualifications. Of the respondents in the diploma

qualification bracket, 13.3 per cent disagreed whilst 3.3 per cent strongly disagreed that an employee’s accountability promotes the success of training in the GCIS. However, 63.3 per cent and 20 per cent of the respondents with diploma qualifications either agreed or strongly agreed with the notion. Interesting statistics emerged from the respondents with post-graduate qualifications, where 8.3 per cent and 4.2 per cent of the respondents agreed and strongly agreed that an employee’s accountability promotes the success of T&D in the GCIS. 58.3 per cent agreed and 29.2 per cent strongly agreed with the notion. The chi-square test ( $\chi^2=11.294$ ,  $df=12$ ,  $p=0.387$ ) shows that there is no statistically significant association between the above views and respondents’ gender.

### 7.2.5 Supervisory support and training effort in the GCIS

In Chapter Two it was reported that the literature pertaining to HRD emphasises the supervisor’s role in training programmes. This is because supervisors are considered as the first level of management, and are given major duties and responsibilities to lead and guide employees in organisations. Given this approach, supervisors can effectively design and administer training programmes which are appropriate to the development of the employees and the organisation alike. The respondents were therefore asked if supervisor support promoted the success of training in the GCIS, and their responses are shown in Figure 7.4.



**Figure 7.4 Supervisory support promotes the success of training efforts**

Figure 7.4 reveals that that 52.7 per cent agreed, 44.4 per cent disagreed, and 8.3 per cent strongly disagreed that supervisory support promoted the training effort in the GCIS. Furthermore, just above a quarter (33.3%) of the respondents agreed whilst 13.9 per cent



strongly agreed that supervisory support promoted the success of training efforts in the GCIS. The fact that about 20 per cent of the respondents are in disagreement that supervisory support promotes the success of training in the GCIS is a cause for concern for the GCIS. This could imply that the supervisors simply do not support the employees in the training programmes of the GCIS. These findings are profound for the GCIS human resource development practitioners. The single most striking observation to emerge from the data is the inconsistency between Figure 7.4 and Figure 5.7 in Chapter Five, In Chapter Five, most of the respondents reported that their supervisors assisted them in identifying their training needs. One reason that could be deduced from these findings is that although supervisors assist employees to identify their training needs, there are also some gaps in terms of giving full support to some employees. This could be the support when training programmes must be implemented. Thus, the level of supervisor support in the GCIS is questionable. For training to be effective, it is crucial that supervisors provide full support throughout the training stage. This would also assist HRD to know if the training programmes are a success or not. Such information could be obtained from employees' supervisors, who work closely with the employees. During the interviews, the participants expressed their discontent about the role of the supervisor in terms of supporting employees during training. Table 7.6 gives a summary of the sentiments of different interviewees on their perceptions according to themes that emerged during the interviews.

**Table 7.6: Summary of supervisor support in training efforts**

Sub-theme	Participants' responses	Source
Supervisory support	<p><i>Our supervisors are mandated to ensure that our PDP's are completed and submitted on time to HRD because they are mandated to do so according to the policy. But I would really not agree that their support promotes the success of training in the GCIS. In fact, sometimes the supervisors are the ones who create havoc and stress when we are attending training, as they call us now and then for some of the work left in the office. Sometimes, I gain nothing out of training I usually attend because of this challenge. I wish there could be a way that HRD could intervene in this.</i></p>	<b>GCISR4</b>
	<p><i>I know that my supervisor should be supporting us when it comes to training programmes, but for me I do not feel that I get full support from my supervisor because even if I have a training need that's beyond the PDP's that I had already submitted. My supervisor would not even assist me with drafting a memo to be submitted to HRD. This is the reason why sometimes I just ignore my training need because it's just too much for me.</i></p>	<b>GCISR1</b>
	<p><i>My supervisor is very hands-on when it comes to anything that pertains to us employees that she supervises, always give us</i></p>	<b>GCISR9</b>

	<p><i>guidance on which training we could go for and assesses the performance improvement after training has been attended. Therefore, I agree that supervisors' support or role promotes the success of the training effort in the GCIS.</i></p>	
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Overall, the findings indicate that there is inadequate support from the supervisor regarding employees in the GCIS. A common view amongst interviewees was the difficulty with the support from their supervisors. As a result, they believe that the success of training in the GCIS could not be based on the support from the supervisor. One interviewee (GCISR4) argued that supervisors participate in matters concerning their training only when it comes to the identification of training which is done during the submission of the PDPs. The respondent further argued that supervisors only attend to PDP submissions because they are mandated to ensure that employees' PDPs are completed and submitted on time to HRD. Other than that, there is not much that is done by the supervisors. This view was echoed by another informant (GCISR1), who emphasised that she does not feel that she gets full support from her supervisor because a supervisor would not assist with drafting a memo. It was also noted that although most of the participants felt that their supervisors do not play a role in ensuring that their training is a success, there were a few participants who felt that their supervisors' support promoted the success of T&D in the GCIS. For example, the comment made by respondent GCISR8 is illustrative of how some of the supervisors are hands-on when it comes to their subordinates' training or any other matters. This finding is significant for the GCIS HRD to note, as the negative report about supervisors' role in training could have a tremendously negative impact on the success of training in the GCIS. These findings raise intriguing questions regarding the nature and extent of T&D in the GCIS, if the supervisors do not play their roles.

It was also necessary to get the participants' views on additional factors that promote the success of T&D in the GCIS. In a bid to understand as well as to unpack various factors that promote the success of T&D, the next question asked the participants to identify some of the additional factors that could promote the success of training in the GCIS. This section of the questionnaire required participants to give information on factors that could promote the success of training in the GCIS. Table 6.7 gives a summary of the sentiments of different participants.

**Table 7.7: Summary of findings on additional factors that promote the success of training in the GCIS.**

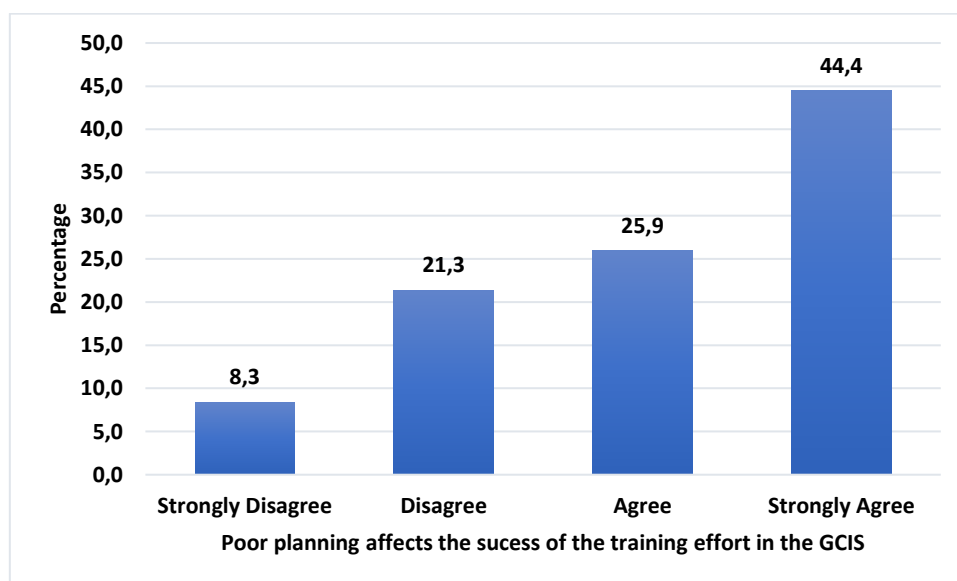
Sub-theme	Participants' response	Source
Additional factors that promote the success of training in the GCIS.	<i>We would like training to take place outside our buildings. We are often called to come to the office and attend to some matters</i>	<b>GCISR13</b>
	<i>It would be nice if we could get cash rewards for upgrading qualifications. I know most of the public sector department are doing it.</i>	<b>GCISR4</b>
	<i>We could also appreciate regular coaching and mentoring from our directors. I know most of them they have coaching and mentoring skills.</i>	<b>GCISR3</b>
	<i>Our managers should stop to think training is for underperformers. We also need to attend training to sharpen our skills.</i>	<b>GCIR7</b>
	<i>HRD should also do follow-ups with the employees who have attended training so that they could assess employee's training satisfaction. The only assessment I usually do is the one that we submit to the trainers and I am not sure if our recommendations do reach HRD for action.</i>	<b>GCISR1</b>
	<i>We would really like to be informed earlier about training dates bearing in mind that we still must meet our monthly targets and we also have family which we need to do arrangements should the training be not within our work premises.</i>	<b>GCISR8</b>

Table 7.7 above encapsulates the variety of perspectives expressed by the participants regarding additional factors that could promote training in the GCIS. Firstly, a recurrent theme in the response was a sense amongst the participants that training programmes should take place outside the premises of the department, as some of the employees get disturbed during training. Respondent GCISR3 said that they are often called to come to the office when they attend training that is on the GCIS premises. This was also reported in Chapter Five. One assumes that the reason for having the training take place on the premises of the GCIS could be cost saving. It could be costly to hire venues for training, if it takes place off the GCIS premises. Nonetheless, GCIS HRD practitioners should investigate and resolve the frustration that employees endure when attending training on the premises of the department. Another reported factor that could promote T&D is receiving cash rewards for upgrading qualifications. Interestingly, according to the document analysis of the department, it was discovered that the cash rewards for improved qualifications have been attended to in the GCIS. Another respondent, when asked about his view regarding additional factors that promote T&D in the GCIS, suggested that the managers in the GCIS could regularly provide coaching and mentoring to the employees of the GCIS as most of them have the skills. One of the participants

further recommended that the GCIS HRD should inform managers that training is not only for underperformers. Another interviewee alluded to the notion of the earlier communication of the training dates. This was also mentioned as a factor that could promote the success of T&D. The respondents felt that they sometimes don't have enough time to ensure that they meet their targets, because the date of the training was not communicated to them earlier. These recommendations are significant for the GCIS HRD to note. This underlines just how training could be improved in the GCIS. The first set of questions was aimed at understanding the factors that promote the success of training in the GCIS. The next section of the survey was concerned with the factors that hinder the success of training in the GCIS. These factors are discussed in the following paragraph.

### 7.2.6 Planning of training and development

T&D is an effective and useful tool in ensuring that workers are capacitated and can cope with work stress that is caused by a lack of training. In Chapter Two we learned that a successful T&D activity depends on organised and systematic planning. T&D policies and strategies are in place in most public sector organisations to guide employees and managers on how training programmes should be organised. To assess if T&D planning is in a good state in the GCIS, respondents were asked if poor planning for T&D programmes in the GCIS affects the success of the training effort in the GCIS. Figure 7.5 presents the perceptions of the respondents about the subject in question.



**Figure 7.5 Planning of training and development**

Figure 7.5 above reveals that almost half (44.4%) of the respondents strongly agree that poor planning of T&D programmes adversely affects the success of training in the GCIS, whilst 25.9 per cent agreed with this notion. Furthermore, 21.3 per cent of the respondents disagreed that poor planning of training has an adverse effect on the success of the training in the GCIS. A closer inspection of Figure 7.5 shows that 8.3 per cent of the respondent strongly disagreed that poor planning for T&D affects the success of training programmes in the GCIS. These results show that just above two thirds of the respondents agree and strongly agree (44.4% strongly agree and 25.9% agree) that poor planning affects the training effort in the GCIS. One reason that could be deduced from these findings is that the dissatisfaction previously reported by the respondents makes employees of the GCIS feel that training is not properly planned. The respondents who felt poor planning did not affect training efforts in the GCIS might be those who have not encountered any problem when it comes to training attendance. As noted earlier, it is crucial that training programmes are properly planned to allow for employees to arrange time-off with their supervisors. If training is not properly planned, the issue of requesting employees to do their work while attending training will not be resolved. Unplanned training implementation might cause frustration among the supervisors and employees. These results are for the GCIS HRD practitioners to note.

The above results were supplemented by the findings from the qualitative data. What is surprising is that the qualitative data contradict the quantitative data in regard to Figure 7.5. When the interviewed respondents were asked about training planning in the GCIS, the majority commented that training planning is in a good state in the GCIS. The sentiments expressed by one respondent describe how the GCIS plans for training programmes:

*Training is properly planned in the GCIS. I am saying this because as employees we submit PDPs. Training attendance is always based on the PDPs we have submitted. Sometimes HRD communicates with employees about training attendance well in advance. GCISR3*

*Well I can really say that planning for training in the GCIS is not good. You see, there are many factors that affect training in the GCIS except planning. For now, I think HRD is doing all in their powers to properly plan for training for us. The best we could do is to follow up with them should there be a need to do so. GCISR11*

In all cases the interviewees responded that they could not say that planning for training was as good as it could be, because there is no system that does not have its faults. However, the participants believed that HRD is doing all it can in its power to plan for training properly. What was surprising was the view of the GCISR3 participant, who argued that HRD does not communicate training programmes well in advance. Previously it was noted that respondents felt that some training courses were not communicated in advance. This caused problems when they did not meet their monthly targets. It is very likely that participants may have erroneously assumed that the question for Figure 7.5 was just a general question and not directed to the planning of training in the GCIS. These findings thus need to be received with caution.

### 7.2.7 The effectiveness of one-size-fits-all training programmes

The workforce is becoming more diverse. The challenge that arises from diversity is that training that works for one employee might not work for another. Therefore, it is very critical for the HRD practitioners to plan and implement training programmes that work best for all the diverse employees in the organisation. The varied methods could include a mix of educational human capital development topics such as education, persuasion, lectures, videos, discussions, role playing, simulation and exercises. To assess whether the provision of one-size-fits-all programmes was one of the challenges in the GCIS, respondents were asked if the most common challenge for T&D in the GCIS was one-size-fits-all training. Table 7.8 presents the perceptions of the respondents about the subject in question.

**Table 7.8: The effectiveness of one-size-fits-all training programmes**

ITEM	Degree of Agreement	Frequency	Per cent
Is the most common challenge for training and development in the GCIS the one-size-fits-all programmes	Strongly Disagree	6	5.6
	Disagree	15	13.9
	Agree	37	34.3
	Strongly Agree	50	46.3
	Total	108	100%

Source: Field Survey 2019. Sample size = 108.

Table 7.8 reveals that 46.3 per cent of the respondents strongly agreed that one-size-fits-all training implementation in the GCIS hinders the success of training in the GCIS. In addition, 34.3 per cent agreed that one-size-fits-all training programmes hinder the success of training in the GCIS. Just above a quarter (44.4%) disagreed, and 8.3 per cent strongly disagreed that

one-size-fits-all training programmes hinder the success of training in the GCIS. The results show that 13.9 per cent disagreed that one-size-fits-all training programmes hinder the success of training in the GCIS, whilst a closer inspection reveals that 5.6 per cent of the respondents strongly disagreed with the notion. There is a correlation between the results from Table 7.8 and Figure 6.5, reported in Chapter Five, where the findings reveal that most of the employees' PDP's were not attended to. Consequently, Table 7.8 reveals that one-size-fits-all programmes affect the success of training in the GCIS. A possible explanation for these results may be due to the recurring challenge with providing individual training in the GCIS. These results were confirmed by some of the participants during the interviews:

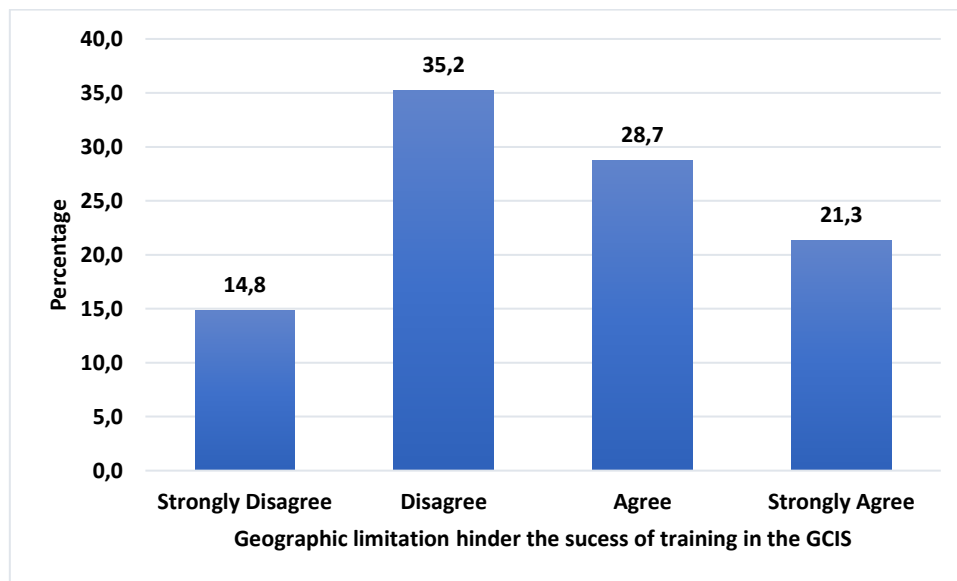
*Training in the GCIS usually does not cater for all the needs of the employees. In most cases we attend training that does not suit our training needs because we might end up not being trained if we could wait for our individual training needs to be attended to. **GCISR5***

*Well, training in the GCIS is a one-size-fits-all thing. I have indicated that previously our PDPs are not attended to. As a result we cannot be trained. Usually, group trainings are the ones that get attended to in the GCIS. **GCISR7***

A largely negative response arose from the participants during the interviews on the matter of diverse training in the GCIS. The above comment is in line with the perceptions of the respondents in the survey questionnaires. The most common matter illustrated by the respondents was the issue of individual training needs not being regularly attended to. Thus, the implementation of training in the GCIS usually focusses on group training. Not surprising then, in Chapter Five we learned that the GCIS HRD practitioners are aware of this challenge and working on it. Diverse training has the potential to make a huge, positive impact because of the idea behind it. This combination of findings provides some support for the conceptual premise that the training needs of individual workers are, perhaps, the most important aspect of this T&D model, because it could address individual training needs. What works best for one employee will not necessarily work well for another. This finding is important for the GCIS to note and understand. The blanket approach to training implementation could be a factor that hinders the success of training in the GCIS.

### 7.2.8.1 The training and development geographic

The geographic area has a significant impact on the success or failure of T&D programmes. Therefore, it is important that HRD practitioners understand the geographical advantages and disadvantages of training. Training programmes should not be embedded in one geographical area only unless it has proven that it works for trainees and trainers for that particular training programme. In a bid to understand whether the geographical situation of the training contributes to the factors that could hinder the success of training in the GCIS, the respondents were asked whether the most common challenge for T&D in the GCIS is geographical limitation. The responses are outlined in Figure 7.6.



**Figure 7.6 Training and development geographic**

Figure 7.6 reveals that 35.2 per cent and 14.8 per cent of the respondents disagreed and strongly disagreed that a geographical limitation hinders the success of training in the GCIS, yet 28.7 per cent of the respondents agreed that geographical limitation hinders the success of training in the GCIS. This figure is followed by those who strongly agreed, at 21.3 per cent, that geographical limitations hinder the success of training in the GCIS. On the one hand, the most interesting finding that emerged from this analysis is that half of the respondents (32.2% disagreed and 14.8% strongly disagreed) disagreed that a geographical limitation hinders the success of training in the GCIS. On the other hand, the results also reveal that the remaining half of the respondent agreed (28.7% agreed and 21.3% strongly agreed) that geographical limitations hinder the success of training in the GCIS. Further analysis was made to determine whether the views of the respondents were associated with the demographic age group of the respondents This classification is important as it helps in understanding whether the level of



maturity has got anything to do with the respondents' reasoning and conceptualisation of the issues or not. Their responses are highlighted in Table 7.9

**Table 7.9: The training and development geographic in the GCIS; respondents' perceptions based on their age**

			SD	D	A	SA	Total
<b>Age</b>	21-30	% within age	23.1%	38.5%	7.7%	30.8%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation	18.8%	13.2%	3.2%	17.4%	12.0%
	31-40	% within age	12.8%	33.3%	33.3%	20.5%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation	31.3%	34.2%	41.9%	34.8%	36.1%
	41-50	% within age	14.3%	35.7%	35.7%	14.3%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation	37.5%	39.5%	48.4%	26.1%	38.9%
	51-60	% within age	18.2%	36.4%	9.1%	36.4%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation	12.5%	10.5%	3.2%	17.4%	10.2%
	Above 60	% within age		33.3%	33.3%	33.3%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation		2.6%	3.2%	4.3%	2.8%
<b>Total</b>		% within age	14.8%	35.2%	28.7%	21.3%	100.0%
		% within the most common challenge for T&D at GCIS is the geographic limitation	100.0%	100.0%	100.0%	100.0%	100.0%
		% of total	14.8%	35.2%	28.7%	21.3%	100.0%

Source: Field Survey 2019. Sample size = 108.

N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

There was a split in the opinions expressed. Half of the respondents agreed that the geographical location is one of the factors that hinders the success of training in the GCIS, whilst the other half of the respondents disagreed with this notion. In Table 7.9 some of the respondents' levels of disagreement and agreement are more or less the same as the others'. For example, of the respondents in the age bracket 21 to 30 years, 38.5 per cent disagreed and 23.1 percent strongly disagreed that a geographic limitation hinders the success of training in the GCIS. Furthermore, 30.8 per cent of the respondents between the ages of 21 to 30 years strongly agreed that geographic limitations hinder the success of training in the GCIS, and 7.7 per cent of the respondents in this age bracket agreed with this notion. Surprisingly, these views corroborate the findings of the respondents in the 51 to 60 age group. Of the respondents interviewed in this age bracket, 36.4 per cent strongly agreed, whilst 9.1 per cent agreed that

geographic limitations hinder the success of training in the GCIS. Furthermore, of the respondents in the 51 to 60 age group, 36.4 per cent disagreed that the geographic limitation affects training in the GCIS and 18.2 per cent strongly disagreed with this notion. Interesting statistics emerged from the 31 to 40 and 41 to 50 age groups, which are somewhat comparable with each other. The chi-square test ( $\chi^2=8.740$ ,  $df=12$ ,  $p=.725$ ) shows that there is no statistical difference in terms of respondents' ages, and this may be attributable to the fact that the T&D challenges being faced by all the age groups are similar, and as such elicit almost similar responses. However, there is a slight variation in terms of the degree of intensity. Consequently, one's maturity can be a factor, as it determines one's understanding of issues.

The above results were confirmed by the findings from the qualitative data, which show that it is important to ensure that the geographical environment of the training is appropriate. The responses express the view that geographical limitations affect the success of training in the GCIS. This was said by one of the managers based in the provincial office:

*The employees in the provincial offices are attending training in the head office, which is in Pretoria. As managers, we have tried to reason with HRM for them to understand how this affects our operation and budget in the provincial office. The challenge is that whenever training is organised we as managers we are requested to meet HRD halfway by either paying for the flight or S & T fee (subsistence and travel). This is unfair for us. At some point we end up not sending our employees for training because we do not have money to meet HRD halfway. GCISR6*

The perspective on the situation given by participant GCISR6 enables this study to understand how the geographical location of the training venue could limit the implementation of the training provided in many organisations, particularly in public sector organisations. In fact, this suggests that some of the GCIS employees could have been or have been deprived of training because the provincial office could not meet the budgetary requirement to send the employee for training. It is understandable that it might be very costly for HRD to train one employee in a provincial office, but the issue that cannot be overlooked is that some of the employees might not attend training because of this predicament. We noted in Chapter Six that the training budget has been centralised to HRD. As a result, a provincial office does not have a budget to cover training costs. The budget that could be used to meet HRD halfway would be the daily operation provincial office budget. Using this would strain the budget of the provincial offices. This finding is significant for HRD experts in the GCIS. In fact, the GCIS could liaise with

other training intuitions in the province and draw up an agreement that could cater for employees in the provincial offices.

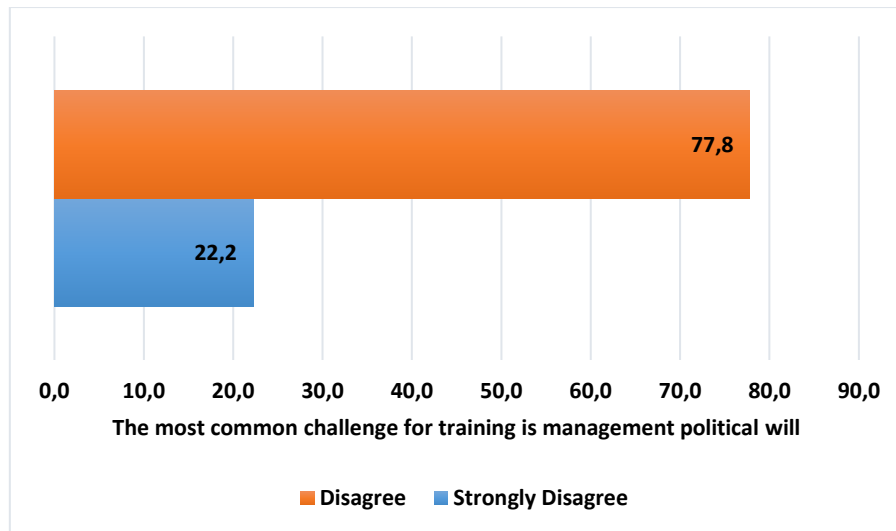
One manager based in the GCIS head office felt that they did not have a challenge with training venues. She said that most training happen in the GCIS building. This helps them as they sometimes do their work after training.

*In my section as I am based in the head office, we don't have any challenge with training being attended in the GCIS. This saves us time of travelling as also we can come to our offices and do the work should training finish earlier. GCISR1*

The view expressed by the participant GCIS1 shows why the perception of geographic limitations differs with the managers in the provincial offices. The managers in the head office do not worry about the budget for flights and S&T budgets because the training happens in the GCIS building, which is where they are based. The data from the interviews confirm the results in Figure 7.6. The results in this figure show that half of the respondents agree that the geographical situation of the training venue limits the success of training in the GCIS, and the other half disagrees. We can assume that most of the respondents that agreed have been deprived of training because of budgetary constraints. Taken together, these results suggest that there is an association between geographical situation and attendance at training in the GCIS.

### **7.2.9 Political will and training and development in the GCIS**

Managers play an important role in ensuring that training is successful in an organisation. If the managers do not support the training effort, it will not be successful. The respondents were asked if they believed that the most common challenge for T&D in the GCIS was the political will of the management, and their responses are shown in Figure 7.7.



**Figure 7.7 Political will and training and development in the GCIS**

Figure 7.7 reveals that all the respondents (77.2 % disagreed and 22.2 % strongly disagreed) disagreed that management hinders the success of training in the GCIS. Unlike other findings in this chapter, the results in Figure 7.7 are different. From the statistics above, it is obvious that respondents disagreed that management’s political will hinders the success of training in the GCIS. This finding was unexpected and suggests that managers in the GCIS do not stand in the way of their employees’ skills development. The GCIS managers are to be commended for this. It was noted earlier that one manager in the provincial office expressed his dissatisfaction with how they must finance training programmes. The informant further illustrated how this put a strain on the provincial office’s budget, and said that some employees could not be sent for training as a result. Nevertheless, all of the respondents surveyed believed that the managers support training programmes. This is probably because the GCIS employees in the provincial offices are aware of these instances, and as a result do not attribute the shortage of training to the responsibility of their managers. Some of the participants’ views are noted in Table 7.10.

**Table 7.10: Political will and training and development in the GCIS; participants’ perceptions**

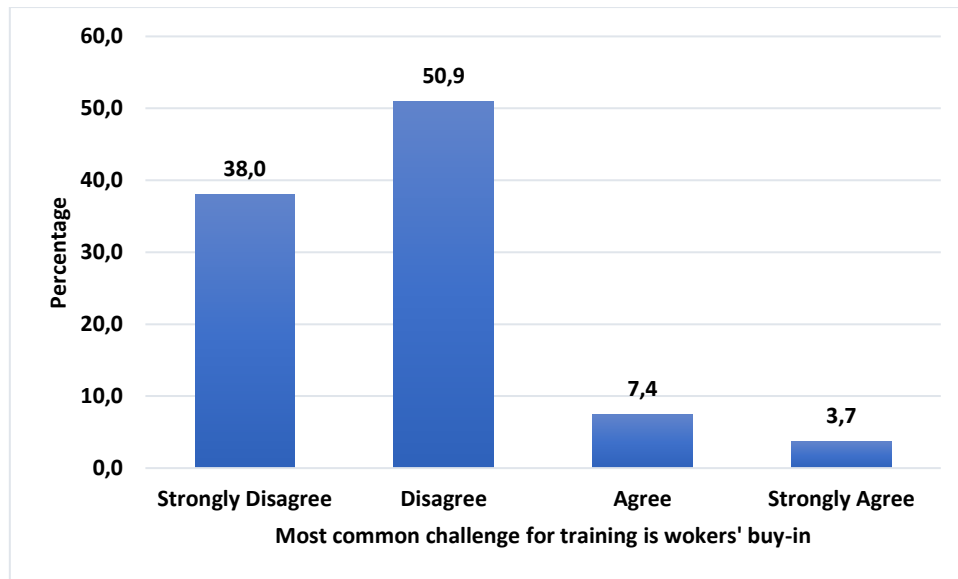
Sub-theme	Participants’ response	Source
Political will of the management	<i>I believe that our managers provide us all the support we need to ensure that at the end of the day we are capacitated. Remember, managers are accountable for our performance as well. Therefore, if we do not perform well, their section or province gets questioned. In fact, the performance of an employees for the unit or province represents that unit.</i>	<b>GCISR9</b>

	<p><i>I find it difficult to blame our managers for the shortage of training in the department. You see, there are many factors that go beyond shortage or non-attendance of training in the department. This goes beyond managerial control.</i></p>	<p><b>GCISR7</b></p>
	<p><i>I know that sometimes it becomes hard for our managers when we have to attend training that was announced in a short notice, but they always allow us to attend. Nonetheless, the work do not stop when you are attending training.</i></p>	<p><b>GCIS10</b></p>

In all cases, the respondents reported that the managers in the GCIS provide support when it comes to training. This view was echoed by another participant (GCISR9), who argued that managers are accountable for their employees’ performance. Thus, they are bound to support the training effort in the GCIS because when an employee cannot perform his or her duties, the manager is likely to be questioned. The respondent further explained how an employee’s performance replicates the image of the unit or the provincial office. Given the ever-changing environment that the GCIS operates in, this could be one of the reasons why managers support the training effort. As a result, we have learned that some managers use their operational budget in order to get their employees to attend training. What can be gleaned from this section is that the managers in the GCIS support training programmes in the GCIS to such an extent that short-notice training programmes are accepted. Short-notice attendance of training could put a strain on the managers and employees, as the monthly target might not be met. This thought is traced back to respondent GCISR10, who argued that sometimes it is hard for the managers when employees must attend training that was announced at short notice, but the managers always allow them to attend. Given that our findings are based on a limited number of respondents, the results of the analysis should be treated with caution.

**7.2.10 Workers’ buy-in to training and development in the GCIS**

Workers play an important role in ensuring that training is successful in the organisation. If the workers do not support the training effort, the training will not be successful. The respondents were asked if they believed the most common challenge to T&D in the GCIS is workers’ buy-in, and their responses are shown in Figure 7.8.



**Figure 7.8 Workers' buy-in to training and development in the GCIS**

Figure 7.8 reveals that the majority (50.9%) of the respondents disagrees with the statement that the most common challenge for T&D in the GCIS is workers' buy-in. A proportion of 38 per cent strongly disagreed with the statement. A closer inspection of Figure 7.8 shows that a small minority of 7.4 per cent agreed and 3.7 strongly agreed that the most common challenge for T&D in the GCIS is workers' buy-in. The results show that although several challenges with training implementation in the GCIS have been reported, employees are still willing to support the training effort. These data were supplemented with qualitative data which confirmed the opinions expressed in the quantitative data:

*We need training programmes in the GCIS and we will always support training implementation. The only time perhaps where HRD could feel that we are not in support of training programmes is when they decide for example that a certain level of employees need to go for training because it is a requirement for that salary or job level without consulting us as employees. That, we really cannot accept. **GCISR2***

*I will always support training in the GCIS. At the end of the day, we all want to be capacitated so that we could effectively do our work. We just need to be patient with HRD as they can never really capacitate everyone in the department. The least we could do is to take advantage of what they best provide for us. For example, I know that they are very good in awarding with bursary, but again one must ensure that you apply for bursary and know that you will complete your studies within the required timeframe. **GCISR4***

It was quite clear from these interviews that the GCIS employees support the training initiatives. When asked about workers' buy-in in relation to the training programmes, the participants were unanimous in the view that a lack of workers' buy-in regarding the implementation of training programmes in the GCIS is not one of the challenges to the success of training. In general, the participants demonstrated that employees need to capacitate themselves in order to effectively do their work, and that that could be achieved through training. One respondent further said that the only occasion when they don't support training is when HRD decides to impose training on them, based on the worker's job description or salary level. It is important that HRD communicate such training programmes with the employees in such a way that they reach a mutual understanding.

### **7.2.11 Workers' commitment to training**

Workers' commitment to training plays an important role in ensuring that training is successful in an organisation. Usually, if workers do not commit themselves to training, the expenditure on the training could be fruitless, as it is likely that what is learned during the training will not be implemented. The respondents were asked if they believed that the most common challenge for T&D in the GCIS is workers' commitment to training, and their responses are shown in Table 7.11.

**Table 7.11: Workers' commitment to training; respondents' perceptions**

<b>ITEM</b>	<b>Degree of Agreement</b>	<b>Frequency</b>	<b>Per cent</b>
Workers' commitment to training; respondents' perceptions	Strongly disagree	10	9.3
	Disagree	55	50.9
	Agree	38	35.2
	Strongly agree	5	4.6
	Total	108	100%

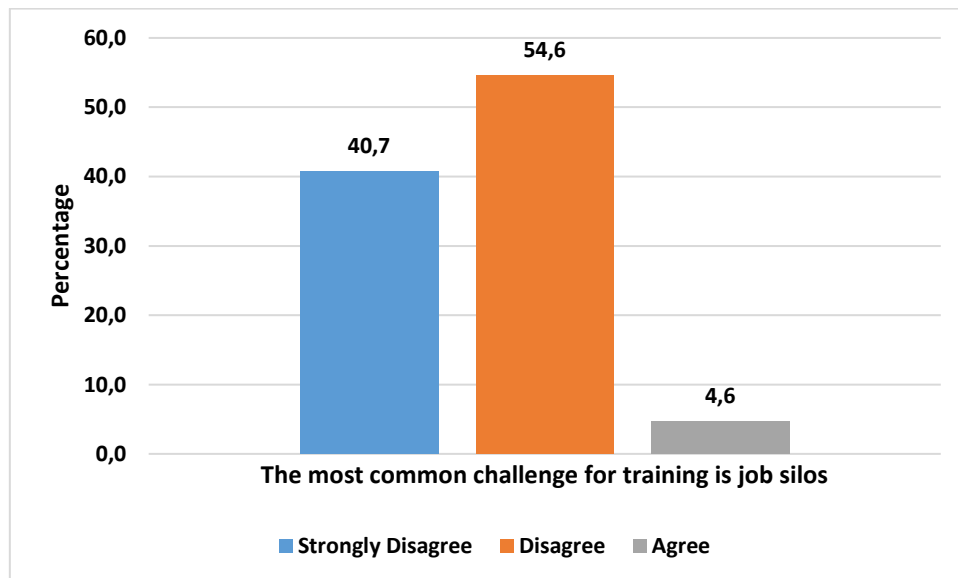
**Source:** Field Survey 2019. **Sample size** = 108.

The results represented in Table 7.11 indicate that 50.9 per cent disagreed that the most common challenge for T&D in the GCIS is a lack of workers' commitment to training. In addition, 9.3 per cent strongly disagreed that the most common challenge to T&D in the GCIS is a lack of workers' commitment to training. Just above a quarter (35.2%) of the respondents

agreed that the most common challenge for T&D in the GCIS is a lack of workers' commitment to training. A closer inspection of Table 7.15 shows that 4.6 per cent of the respondents strongly agreed that the most common challenge for T&D in the GCIS is a lack of workers' commitment to training. The most surprising aspect of the data is the correlation between the results shown in Table 7.11 and those in Figure 7.8. There is a noticeable correlation in the ratios of reported respondent perception.

### 7.2.12 Job silos in training and development

Job silos usually affect the training effort in an organisation. Some organisations or departments introduce job rotation or job enlargement in order to address this problem. The respondents were asked if they believed the most common challenge to T&D in the GCIS is job silos, and their responses are shown in Figure 7.9.



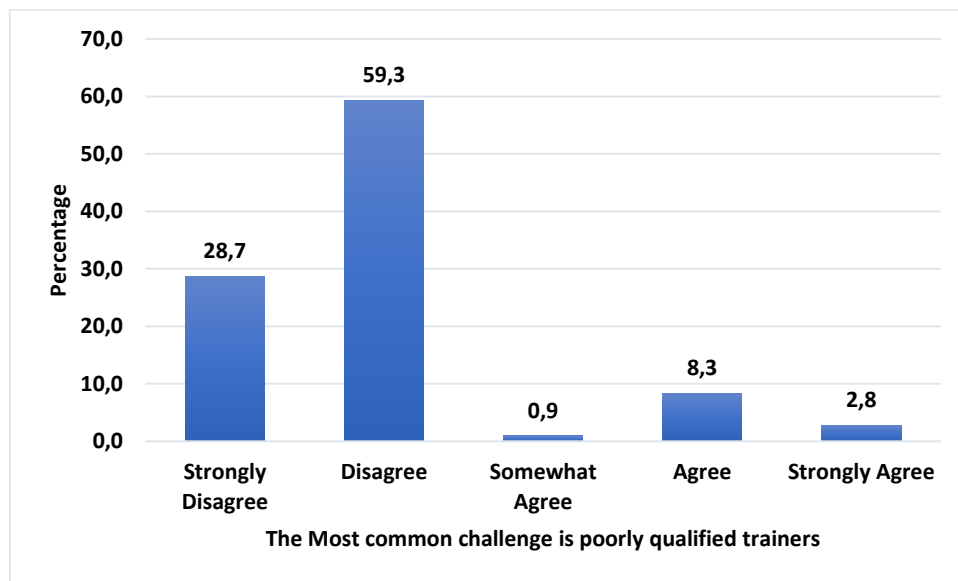
**Figure 7.9 Job silos in training and development**

Figure 7.9 above reveals that just over half (54.6%) of the respondents disagreed that the most common challenge to T&D in the GCIS is job silos. Furthermore, 40.7 per cent strongly disagreed that the most common challenge for T&D in the GCIS is job silos. A closer inspection shows that 4.6 per cent of the respondents agreed that the most common challenge for T&D in the GCIS is job silos. It is apparent that most of the respondent are of the view that job silos are not a challenge to the success of training in the GCIS. A reason for this may be that the manner in which the GCIS organisation is structured allow for a unified vision of team collaboration.



### 7.2.13 Quality of trainers

The way training is delivered to the trainee could also pose a challenge. It is always commendable to hire qualified trainers to deliver high-quality training. The respondents were asked if they believed the most common challenge to T&D in the GCIS was the quality of the trainers and their responses are shown in Figure 7.10.



**Figure 7.10 Most common challenge to T&D is poorly qualified trainers**

Figure 7.10 above reveals that just above half (59.3%) of the respondents disagreed that the most common challenge for T&D in the GCIS is poorly qualified trainers. A further 28.7 per cent strongly disagreed that the most common challenge for T&D in the GCIS is poorly qualified trainers. A closer inspection shows that 0.9 per cent of the respondents somewhat agreed that the most common challenge for T&D in the GCIS is poorly qualified trainers. A proportion of 11.1 per cent (8.3% agreed and 2.8% strongly agreed) agreed with the statement. It is apparent that the respondent have different views regarding poorly qualified trainers as being the most common challenge to T&D in the GCIS.

The quantitative data were supplemented by qualitative data. Some of the participants in the interviews had the following to say:

*In most cases, the GCIS appoints qualified trainers. I believe this is because previously when we happened to have unqualified or poor trainers, we would just report the matter to HRD, and that has*

*helped the department a lot as we now have good trainers that provide training service to our employees. GCISR3*

*So far, the training I attended had good trainers therefore I think GCIS appoint good training facilitators. GCISR1*

The sentiments expressed by participants GCISR3 and GCISR1 supplement the findings from the quantitative data. GCISR3 notes that the GCIS used to have trainers that were perceived as unqualified and provided poor services, but that this changed over time due to feedback given to the HRD. It is very important that employees give feedback about the level of service provided by trainers so that corrective action can be taken if needed. Overall, the findings are that the issue of poorly qualified trainers is the least of their worries. The GCIS is commendable for this conduct, considering that providing T&D activities for the staff of organisations is expensive. They have not engaged in fruitless expenditure by appointing trainers who will not deliver good quality training.

### **7.3 Discussion**

The third purpose of this study was to interrogate and evaluate the factors that hinder and promote the success of T&D in the GCIS. The following section is going to discuss the findings of this section of the study, focussing on the third research question and the theories presented in Chapter Two. The conceptual and theoretical framework derived from the literature review as described earlier in Chapters Two and Three informs the discussion in this section.

#### **7.3.1 Skills development plans promote the success of training**

The findings from the quantitative data were that skills development plans promote the success of training in the GCIS. Many of the respondents agreed that skills development in the GCIS is one of the factors that promotes the success of training. There is undeniable evidence from the qualitative findings with regard to T&D implementation. A largely negative response arose from the respondents during the interviews on the matter of skills development planning in the GCIS. It was found that the most common issue is a lack skills development planning, which can cause a failure of the implementation of training. Thus, some participants in the interviews felt that skills development plans were being drafted only as a matter of compliance. This view is consistent with the findings of a study by Rani and Garg (2014:32), which revealed that about 89% of the respondents in public sector banks were of the view that training programmes are

well planned. In the case of GCIS, there is a plethora of evidence that shows that the ideal scenario being postulated above is far from being achieved. Nonetheless, the findings of this study dovetail and are consistent with those of a previous study conducted by Mazibuko-Madalani (2016:28), which investigates challenges pertaining to service delivery in the public sector, the cases studied being those of labour centres in Johannesburg and Emalahleni. Her study discovered that the Department of Labour paid no heed to the individual needs described in PDPs, a fact which led to most staff being provided with irrelevant training. Questions remain as to the extent to which skills development plans are implemented in the public sector. The role of SETAs in evaluating organisations' planned training and education interventions is also questionable. Asfaw, Argaw and Bayissa (2015) are of the view that many organisations meet their needs for training in an *ad hoc* and haphazard way. Training in many organisations is more or less unplanned and unsystematic.

Furthermore, it was discovered that training implementation decisions are routinely taken haphazardly. As a result, the respondents felt that they were not being consulted and suggested that there is a need to have a framework that specifically spells out employees' roles in planning for training. The finding of this study was similar to and consistent with that of a previous study by Leong, Narunan and Sim (2010) which investigated skills development and training (SDT) in Malaysia. Their study reported that most common problem was the issue of the involvement of the main social partners, particularly in terms of the participation of workers in skills training planning in the workplace. Leong, Narunan and Sim (2010) are correct to argue that there is a need for a fundamental realignment in the policies and planning strategies of human resource development in order to support the country's shift towards a knowledge-based economy.

### **7.3.2 Performance management and training**

It was found that performance rewards are very popular and are appreciated by employees in the GCIS. However, the findings did not confirm any significant relationship between performance rewards and training effort in the GCIS. In fact, the study revealed that performance rewards are viewed as stand-alone with no connection to training. Accordingly, most of the GCIS employees automatically qualify for performance rewards based on the nature of their work and how hard they work. These findings are inconsistent with the argument made by Mazibuko-Madalani (2016:22) that in many cases there is an attitude of entitlement to bonuses by officials irrespective of merit or performance. A study by Kingoo (2018:22) looked at the effects of non-financial rewards based on employee performance in the national

police service in Kenya. His arguments resonate with the findings of this study when he finds that there is a connection between performance and rewards in the national police service in Kenya. In addition, Erasmus *et al.* (2015:52) emphasise that the performance reward and recognition programme should be properly aligned to ensure organisational accountability.

This study finds that the perceived good performance which leads to performance rewards is not based on training. The document review of the GCIS, on the other hand, indicates that there is meant to be such a relationship. This substantiates previous findings in the literature that there is a positive and significant relationship between recognition, training, working conditions and the performance of employees (Kingoo, 2018:6). In the same spirit, the personnel of the GCIS seem to be working very hard because they are motivated by the prospect of receiving performance rewards, and their working condition are flexible enough for the employees to work overtime. In Chapter Five the current study discouraged working overtime and suggested that the HRD address the issue of overtime, which may be caused by a lack of training. However, there is nothing wrong if employees work overtime because they are committed to work and trying to find innovative ways to do the work. Leong, Narunan and Sim (2010:5) are correct to argue that committed, experienced and skilled workers should be recognised and rewarded. Rewarding employees' performance seems to have brought about a culture of satisfaction in the GCIS. In the same spirit, Ho and Yeung (2015:114) argue that incentives are likely to increase and sustain certain desired behaviours in the short term, and when offered for a longer period, financial incentives can be used to cultivate a behaviour into a habit, resulting in long-term behavioural change. Consequently, the GCIS management must consider this determinant as one of the factors that could commit employees of excellence to remain in the organisation.

### **7.3.3 Time off to attend training**

It is found that members of staff feel that being granted time off to attend training promotes the success of the training effort in the GCIS. In fact, the study discovered that the GCIS provides employees with ample leave to attend T&D courses. The research has established, however, that despite being provided with leave to attend T&D course, employees often get called to do the work they left behind, as they still have the tools of their trade with them. Such interruptions were found to be disturbing and to make it challenging to learn what the training intended to convey. Previous research has established that trainees whose managers have encouraged them to attend and benefit from training, and who will allow them to take the time needed to practise

their new skills, will have higher levels of motivation to learn the training content than those from non-supportive environments (Martineau, 1994:67). However, our study found that regardless of the need for supervisor support of T&D reported in the subsequent section, employees given the opportunity to attend training can do so if the policy allows them. Another most important finding that emerged was that although employees are given time off to attend training, they often end up working during the training. This was perceived to have a negative impact on employees' learning. Although there was overwhelming evidence in this study that time off was granted to attend T&D programmes and training, there was scarcely any such evidence reported in the scholarly literature.

#### **7.3.4 Supervisors' training and development support**

Supervisor support of T&D could reinforce the positive attitudes and feelings of subordinates and give them a sense of commitment. Considering the role of the supervisor in the development of the employees, this study looked at whether supervisor support promotes the success of training in the GCIS. It noted that the success of training in the GCIS could not be based on support from the supervisors, who participate in matters concerning training only when it comes to the identification of what training needs to be done and the inclusion of it in the PDP's. Other than that, supervisors usually don't get involved, and leave their subordinates to fight training battles with the HRD. This research result is in contradiction of the overwhelmingly positive report of the commitment of employees to training and their organisation due to their supervisors' positive support of T&D found by previous empirical researchers such as Shafiq and Zia-ur-Rehman (2013), Noe and Wilk (1993), and Noe *et al.* (1994).

The many complaints of the employees regarding the lack of their supervisors' support for T&D suggest the need for the supervisors to take part to any development initiative of their subordinates in order to ensure the proper planning and implementation of T&D in the GCIS. This finding appears to be well substantiated by Ismail *et al.* (2010:2), who argue that supervisors are considered as the first level of management, and are given major duties and responsibilities to lead work groups in organisations. GCIS supervisors should stop thinking that training initiatives are only the concern of the HRD. There is an urgent need to revisit the supervisors' role in their subordinates' training. From the planning to the evaluation of training, countless things can go wrong with training initiatives not supported by supervisors. Most importantly, supervisor or management support is important in making sure that training is

fully applied back on the job (Austin, 2008:581). Ahmed (2016:2), too, argues that supervisors play a significant role in contributing to training and the transfer of skills. Networking with peers and exchanging ideas regarding the content of training helps learners to enhance transfer.

The above viewpoints of Austin (2008) and Ahmed (2016) correlate favourably with those of Ismail *et al.* (2010:2), and further support the contention that the role of supervisors in administering training programmes is not limited to providing financial and physical facility support. They are also able to create realistic and possible learning beliefs, supply positive reinforcement, and give the training programme a positive motivation, make staff feel contented to attend training, and improve and develop employees' skills. The evidence gathered during the fieldwork suggests that it would be ideal if the supervisors actually participated in the training. This is a suggestion made by Serrat (2017:715). A growing body of research (Serrat, 2017; Newman, Thanacoody & Hui, 2011; Kraiger, McLinden & Casper, 2004) has demonstrated that supervisors can help employees in their performance, guide in job-related matters, help employees to make progress in their careers, and give the employees confidence.

### **7.3.5 One-size-fits-all training programmes**

It is necessary to recognise that different types of skills training are required for different employees and industry sectors; that is, to relinquish the belief that "one size fits all" (Leong, Narunan & Sim, 2010:3). However, the findings indicate that the respondents were disillusioned by the GCIS' inability to diversify its T&D programmes. The training in the GCIS usually focusses on groups rather than individuals. Thus, the finding of this study is that the provision of one-size-fits-all-programmes affects the success of the training in the GCIS. This observation is not new. Kicken *et al.* (2012:84) note that standardised training might not meet the training needs of the trainees and may be less effective than customised training. This has been witnessed in the GCIS, where standardised, group training overlooks the importance of considering individual training needs. To emphasise this, Byrne (2005) notes that a workforce may include what he calls a group of "mature-age workers". They would be important to their organisation from a policy and practical perspective, and the organisation would want to acknowledge them and address their training needs, but these needs would be totally different from those of younger workers. This is true and for the GCIS to acknowledge. There is no single best approach for employee growth. Therefore, it is very critical that companies use as

many training approaches as possible to satisfy the organisation's needs as well as the needs of the staff.

In Chapter Two the study adopted human scientific management theory to support the argument that T&D should be an ongoing process in public administration due to the transformations that have been witnessed in government. The public administration transformation witnessed over the years also calls for a diversity in the training programmes provided in order to respond to the individual needs of the employees. It goes without saying, therefore, that the diverse T&D of employees is required to meet the different needs of the employees in the GCIS. This cannot be achieved in a short period and would require proper planning and extensive consultation before such a training programme could be implemented. Kicken *et al.* (2012:85) are correct to argue that if the content of standardised training does not match the trainees' needs, they will be less motivated and less willing to engage in the training, and have difficulties in transferring what is learned during training to the workplace. These findings contribute substantially to our understanding that different employees have different training requirements.

### **7.3.6 Location limitation to training**

This study has revealed that some GCIS employees could have been deprived of training opportunities because the provincial office could not meet the budgetary demand to send the employee for training. It was observed in this study that most of the many complaints about a lack of training opportunities came from employees in the provincial offices. This is because most of the training happens in the GCIS head office, and most of the training institutions appointed are based in Pretoria. This means that employees in the provincial offices have to travel to Pretoria to receive training, which puts them under strain and also strains the budgets of the provincial departments. Some of this training could be offered by the service providers located in the provinces. This observation is not new. Nkwanyana (2016:100) reported that employees of the GCIS were of the view that GCIS could try to find service providers that could conduct training in provincial offices. If that were done, the GCIS could save the cost of travel and accommodation that would have been incurred if the training were conducted in Pretoria. Although this topic has not featured in the literature, the research findings in this study have established that the geographical limitation placed on the venues where training is provided has a negative effect on the training.

### **7.3.7 Political will of the management**

One interesting finding is that the respondents disagreed strongly with the point that the lack of political will of the management is one of the factors that hinders the success of training in the GCIS. This study found that the GCIS managers are accountable for the employees' performance. Therefore, the respondents felt that managers were bound to support the training efforts in the GCIS, because if an employee could not perform his or her duties, the manager was likely to be questioned. This finding is to that of Elnaga and Imran (2013) in their study investigating the effect of training on employee performance. Their study reports "managers are trying their level best to develop the employees' capabilities, ultimately creating a good working environment in the organisation".

This study also reveals that on occasion managers used their operational budgets in order to get their employees to attend training. This finding reveals some of the struggles that managers have to go through in order for training programmes to be implemented for the benefit of the employee and the organisation. The above view dovetails with the argument made by Obisi (2011:88) that for the sake of capacity building managers are involved in developing effective training programmes for their employees to equip them with the desired knowledge, skills and abilities to achieve organisational goals. Elnaga and Imran (2013) emphasise that training should be an essential part of the management process, which in turn needs managers regularly to review the training provided with their teams and the individuals reporting to them. Furthermore, Rajasekar and Khan (2013) suggest that the seriousness of top management's concern for training and the degree of their support for it can be shown in how well the size of the training budget allocated meets the demands of the organisation.

### **7.3.8 Workers' buy-in and accountability to training**

The current study found positive employees' sentiments regarding workers buy-in to training initiatives. The results show that although there had been several reported challenges with training implementation in the GCIS, employees remained willing to support the training initiatives. The employees' eagerness to learn is motivated by the standard of the services provided to employees of the GCIS by the trainers. The present findings confirm a historical hypothesis by Facticeau (1995), that if training is perceived as a waste of time, employees may lack training motivation irrespective of the organisation's willingness to provide employees with T&D. In other words, the reputation of a training programme affects an employee's training motivation. It is therefore crucial that the organisation employ appropriate trainers to avoid the programme getting a bad reputation. Perceptions of the quality of the trainers' service



will be discussed on the next section. Taking all the above viewpoints into consideration, Obisi (2011:88) is correct to argue that everybody in the organisation is responsible for training. It is not true that it is only management that is responsible for training. Employees should take their destinies into their own hands and train and develop themselves in their organisations, but many are not ready to do that. Furthermore, another fundamental finding to emerge from the analysis is that the GCIS is good at ensuring that employees are accountable for any training efforts. Ahmed (2016:2) underscores that accountability works as a driving force for encouraging training transfer and promoting positive change in a work setting. The GCIS ensures that employees are accountable for any training attended by ensuring that no employees will miss training after they have been selected and agreed to attend training.

### **7.3.9 Workers' commitment to training**

In a constantly changing work environment, workers must commit to and continue to participate in training in order to stay relevant and competitively employable (Ho & Yeung, 2015:114). This study finds that the workers of the GCIS are committed to training. This finding is inconsistent with the views expressed by Obisi (2011:90) when he argues that some employees are serious when they are sent on a training programme. They come late. In some cases, on a five-day training programme, they would show up only on the last day. Newman, Thanacoody and Hui (2011) suggest that in a bid to enhance employees' commitment to training, organisations may promote the awareness of training opportunities. The availability of training has a strong relationship with continued commitment. They argue that employees will be committed to training because they have the perception that should they pass them by, they might not be considered for future available training programmes. Ho and Yeung (2015:117) hypothesise that employees stay with their employers as they are concerned not to lose the training opportunities on offer to them. This is not the case with the GCIS employees. The employees of GCIS seem to be committed to training despite the shortage of training offered in the GCIS. Employees' commitment could be one the main factors leading some of the managers in the GCIS to sacrifice their budgets in order to send their employees to train.

### **7.3.10 Job silos and training and development**

Bridging organisational and job silos calls for collaboration, coordination, capability and connection, and it is very important for creating a working atmosphere that is free and exciting. Employees who operate in a job silos environment are likely to be marked by low trust, high blame, alienation, undertones of threat and fear, anxiety, guardedness, hyper rivalry, hostility,

and withholding (Serrat, 2017:714). This study revealed that job silos do not exist in the GCIS, and could therefore not affect T&D in the GCIS. This finding concurs with the finding in Chapter Six, where many of the respondents alluded to their having to be versatile and accomplish tasks that are not even reflected on their KRAs. The GCIS is commended for this. This could enhance the organisational culture and be conducive to sustaining high-performing, long-term, collaborative relationships.

### **7.3.11 Quality of trainers and the success of training**

The findings have established that the trainers that are appointed by the GCIS are qualified and offer excellent service. The quantitative data showed that almost all the respondents disagreed that the most common challenge for T&D in the GCIS is the appointment of unqualified trainers to provide training to the employees. This rejection was supported by the findings from the qualitative data. The study discovered that the issue of unqualified trainers is the least of the worries in the GCIS. These findings conflict with the observations of Boadu *et al.* (2014) in their study in the district assemblies in Ghana, that the management faced constraints during the T&D exercise because of a lack of qualified trainers. Boadu *et al.* recommended that steps be taken to hire qualified trainers with the skills required to take employees through the training programmes and develop a better understanding of their jobs.

Obisi (2011:85) and Bisschoff and Govender (2004) emphasise the need for the training instructor to be competent in his or her areas of specialisation, and believe that the instructor should have the personality to convey a sense of her/his competence and ability. In this context, the reality is that training providers must arm themselves with different education, training and skills development policies, procedures and practices if they are to succeed and benefit from the skills revolution. Although the finding of this study is that the GCIS utilises good trainers, the study also notes the growing complexity of the public sector and its problems, which is making increasing demands on training instructors to improve the quality of the services they provide in order to effectively improve the skills of the public sector workforce at all levels.

**Table 7.12: Summary of the research questions, the emergent themes and the literature**

Research question	Emergent theme/s	Interaction with the literature	Sources
<p>An assessment of the factors that promote and hinder T&amp;D implementation in the GCIS department.</p>	<ul style="list-style-type: none"> <li>- Skills development plans are drafted only to satisfy the need for compliance</li> <li>- Workers do not participate in planning the skills training.</li> <li>- Performance rewards are very popular and are appreciated by employees in the GCIS.</li> <li>- Performance rewards are viewed as a stand-alone with no connection to training efforts in the GCIS.</li> <li>- The GCIS freely provides employees with leave to attend T&amp;D courses.</li> <li>- Employees are given time off to attend training but in most cases they end up working during training.</li> <li>- The success of training in the GCIS could not be based on the support of the supervisor</li> <li>- Diversification of T&amp;D programmes is largely lacking in the GCIS.</li> <li>- The provision of one-size-fits-all programmes limits the success of training in the GCIS</li> <li>- Geographical limitations affect the implementation and success of T&amp;D in the GCIS</li> <li>- The GCIS managers are accountable for the employees' performance; as a result, they support training initiatives.</li> <li>- In many instances GCIS managers use their operational budgets in order to get their employees to attend training.</li> <li>- The employees' eagerness to learn is motivated by standard of the service provided to employees of the GCIS by the trainers.</li> <li>- The employees of GCIS are committed to training despite the shortage of training opportunities in the GCIS.</li> <li>- There are no job silos in the GCIS. As a result, the job silo issue is not one of the factors that could affect T&amp;D in the GCIS.</li> <li>- Unqualified trainers are not a worry in the GCIS.</li> <li>- Increasing demands are being made on the training instructors to improve the quality of their service in order to effectively improve the skills of the public sector workforce at all levels</li> </ul>	<ul style="list-style-type: none"> <li>- Training in many organisations is more or less unplanned and unsystematic.</li> <li>- It is necessary to have a framework that specifically spells out employees' role in planning for training.</li> <li>- A performance reward and recognition programme should be properly aligned with performance to ensure organisational accountability.</li> <li>- There is a positive and significant relationship between recognition, training, working condition and the performance of employees.</li> <li>- Managers who allow employee to take the time needed to practice their new skills will have higher levels of motivation to learn in their employees.</li> <li>- Employees feel morally obliged to remain committed to training and their organisation due to positive supervision support.</li> <li>- Supervisor or management support are important in making sure that training is fully used back on the job.</li> <li>- Standardised training might undermine the training needs of the trainees and may be less effective than customised training.</li> <li>- Employees differ in the effectiveness of training programmes based on their demographic characteristics</li> <li>- The seriousness of the top managers' concern about training and the degree of their support for it can be shown in how well the size of the training budget allocated meets the demands of the organisation.</li> <li>- Organisations may enhance affective commitment for training by promoting awareness of training opportunities, as the availability of training has a strong relationship with continuance commitment</li> </ul>	<ul style="list-style-type: none"> <li>- Asfaw, Argaw &amp; Bayissa (2015)</li> <li>- Rani &amp; Garg (2014)</li> <li>- Mazibuko-Madalani (2016)</li> <li>- Leong, Narunan &amp; Sim (2010)</li> <li>- Kingoo (2018)</li> <li>- Erasmus <i>et al.</i> (2015)</li> <li>- Martineau (1994)</li> <li>- Shafiq &amp; Zia-ur-Rehman (2013)</li> <li>- (Noe &amp; Wilk) (1993)</li> <li>- Noe <i>et al.</i>, (1994).</li> <li>- Ismail <i>et al.</i>, (2010:2)</li> <li>- (Austin, (2008)</li> <li>- Ahmed (2016)</li> <li>- Serrat (2017)</li> <li>- Newman, Thanacoody &amp; Hui (2011)</li> <li>- Kraiger, McLinden &amp; Casper (2004)</li> <li>- Kicken <i>et al.</i> (2012)</li> <li>- Byrne (2005)</li> <li>- Topno (2012)</li> <li>- Nkwanyana (2016)</li> </ul>

#### **7.4 Chapter summary**

This chapter has managed to show that there are various factors that promote and hinder the success of training in public sector organisations. It has been noted that the HRD and HRM in the GCIS are fully aware some of these factors. Consequently, this makes it easier for the HRD and HRM to improve what they do and work on the factors that they still need to address. Amongst others concerns revealed by this study, training diversification and supervisor support seem to be more urgently in need of attention. Neglecting to diversify T&D programmes in the GCIS could result in training expenditure that is not justified by success. This study could not provide evidence of such fruitless expenditure due to its limited focus. It was observed that most performance rewards tools used in GCIS are largely used to motivate employees. Furthermore, although the GCIS seems to be lacking in the frequency with which it offers training opportunities, when training is provided, qualified trainers and institutions are appointed. The study also discovered that the GCIS managers fully support the provision of training initiatives.

## **CHAPTER EIGHT: EVALUATION AND EFFECTIVENESS OF TRAINING AND DEVELOPMENT IN THE GOVERNMENT COMMUNICATION AND INFORMATION SYSTEM DEPARTMENT**

### **8.1 Introduction**

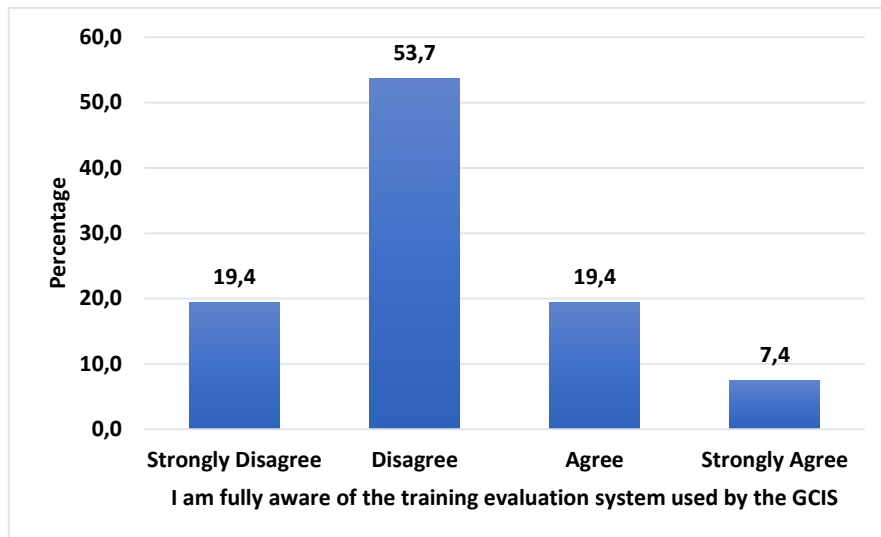
In the last chapter the focus was on factors that affect and promote the T&D programme in the GCIS. This chapter conceptualises how training is evaluated and the effectiveness of training in the GCIS. The first set of analyses examines the extent to which T&D is evaluated in the GCIS, while the second examines the effectiveness of training in the GCIS. Then the chapter examines the literature about T&D evaluation using Kirkpatrick's evaluation model and the T&D theoretical approach as set up in Chapter Two. The chapter concludes with a look at some notable scholars' contributions to the literature dealing with the factors that influence T&D. Lastly, the chapter provides a summary of the study.

### **8.2 Training and development evaluation**

Training evaluation can be achieved in various way. The purpose of conducting training evaluation is to determine whether programmes for T&D have achieved their results. The sections of this chapter below will discuss how training is evaluated in the GCIS and whether the T&D programmes achieved their intended results. This is done by teasing out different variables during the surveys and interviews. The factors pertaining to the evaluation of the effectiveness of T&D seem to be skills development plans, performance management, T&D time-off, employee's accountability, supervisory support, T&D planning, one-size-fits-all, geographical limitations, the political will of the management, workers' buy-in, workers' commitment, job silos and the quality of trainers.

#### **8.2.1 Training and development evaluation systems**

Systematic training implementation is very important. One of the phases in the training cycle is the evaluation of training. For the purpose of this study it was also of interest to investigate whether the respondents were aware that training evaluation takes place in the GCIS. In order to assess this, respondents were asked about their awareness of training evaluation in the GCIS. Figure 8.1 presents the perceptions of the respondents about the subject in question.



**Figure 8.1 I am fully aware of the training evaluation system in the GCIS**

Figure 8.1 above reveals that the majority of the study population surveyed disagreed and strongly disagreed (53.7% disagreed and 19.4% strongly disagreed) about their being aware of the T&D evaluations system used in the GCIS. 19.4 per cent agreed that they were aware of the T&D evaluation system used in the GCIS, while a small minority of 7.4 per cent also strongly agreed with the statement. Surprisingly, although most of the respondents were of the view that they are not aware of the T&D evaluation system in the GCIS, slightly more than a quarter of the respondents seemed to be aware of the T&D evaluation system in the GCIS. One reason for this may be that the GCIS has conducted training evaluation with some of the employees after they had attended training. Another reason could be that those who agreed to the statement were the managers who usually get involved in the formulation of training policy, as mentioned in Chapter Five. Hence, they would have been aware of the training evaluation system in the GCIS. Nonetheless, the reported lack of awareness of the training evaluation system in the GCIS is worrisome. This finding is therefore important for HRD practitioners to note. These sentiments were also observed in the interviews, as shown in Table 8.1, which suggests that there is a serious deficiency in the GCIS in terms of the evaluation of training.

**Table 8.1: Training evaluation system used by the GCIS; participants' perceptions**

<b>Sub-theme</b>	<b>Participants' responses</b>	<b>Source</b>
Training evaluation	<i>Really, I have not seen any training evaluation system in the GCIS. We do send employees for training, but I don't recall by one day getting anything that say we must assess the performance of employees. But as a manager, I usually assess the performance of my employees when we do performance assessment. Besides that, I have not seen anything from HRD.</i>	<b>GCISR1</b>
	<i>I am not aware of any training evaluation system in the GCIS. What I know is that after the training we usually complete an assessment given by the facilitator or a trainer to rate his or her services. OK, I have seen that somehow the questions talk about the training environment, satisfaction of the training and other things. Perhaps this assessment gets submitted to our HRD to evaluate training we received.</i>	<b>GCISR3</b>
	<i>We do get some kind of a questionnaire after we have attended training. The challenge is that we get it very late. I remember I got mine after like 9 months of attending training. This assessment must be completed with the supervisor. It becomes a challenge because even my supervisor has forgotten about the training I attended. This should be urgently done, maybe a week or at least a month after attending training.</i>	<b>GCISR9</b>
	<i>As HRD, we do send out Post-training Assessment Questionnaires to supervisors after six months of training attendance by the employee. By this, we evaluate employees' performance, level of training satisfaction after training has been attended</i>	<b>GCISR5</b>

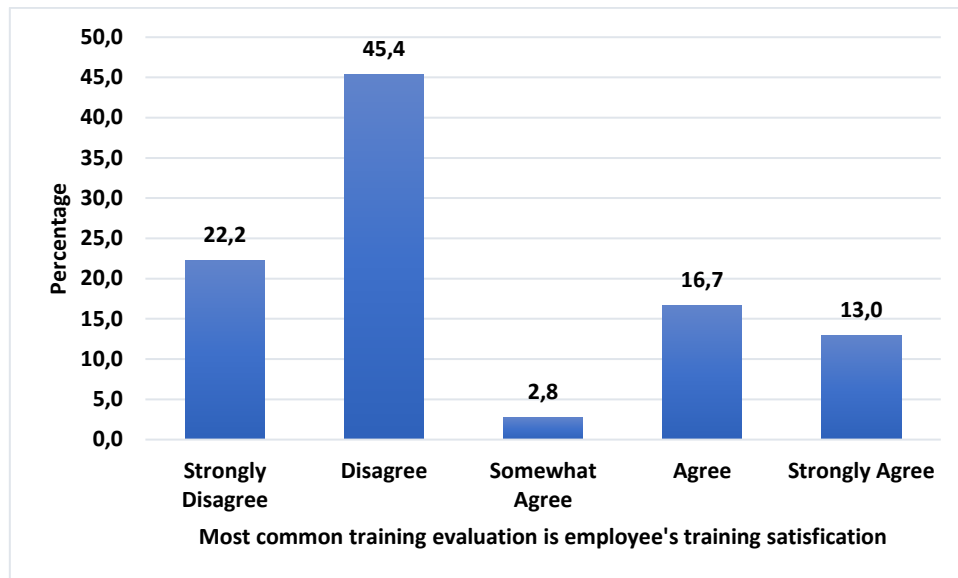
Table 8.1 gives a summary of the sentiments of different interviewees on their awareness of a T&D evaluation system in the GCIS. As much as most of them are not HRD practitioners, they play an important role in employees' awareness of the training evaluation system as they are the managers in the GCIS. Their comments, as reflected in the table above, help to unpack the issue of the awareness of the existence of a training evaluation system in the GCIS. The most common opinion expressed was that there is no training evaluation in the GCIS, this resulting in the effectiveness of training in the GCIS not being known. One problem reported was that although there is a post-training assessment used by the GCIS, as said by HRD practitioner GCISR5, the application of it is questionable. The sentiments expressed by GCISR9 reveal that in many cases post-training assessment gets done long after the training was attended. She gave an example, that she received an assessment questionnaire nine months after attending training. According to GCISR1 this poses a challenge, as she and her supervisor had already forgotten about the training attended. By the look of things, the GCIS might have a training evaluation system in place, but the application of it is questionable.

An attempt was made to verify the respondents' perceptions about training evaluation. However, despite the existence of other pieces of training legislation, there is no specific legislation that clarifies the training evaluation process in the GCIS. During the course of the document analysis, only a training attendance register and a proof of attendance register were found on the GCIS intranet where forms and policies are listed. This could be one of the reasons most of the respondents disagreed or strongly disagreed that they are aware of the training evaluation system. For example, the participant GCISR7 reported that he usually assesses employees' performance after training when he is conducting performance assessments on a six months' basis. Although this might be effective for some managers in the GCIS, it should be noted that the performance assessment of employees should not be linked with the effectiveness of training. In some cases, training does not achieve its intended results. Therefore, if training effectiveness is linked with employees, this could not be fair. There are many factors that could be used to evaluate training. Such factors could include employee training satisfaction, customer satisfaction, employee behaviour and the quality of work. Thus, in order to understand the methods that GCIS uses to evaluate training the researcher administered a survey to the respondents aimed at gauging their satisfaction with the method of training evaluation. As indicated in Figure 8.1, the respondents were therefore asked if training satisfaction was the most common training evaluation system used by the GCIS.

### **8.2.2 Employees' training satisfaction**

Although the respondents seemed not to be aware of the existence of a training evaluation system in the GCIS, it was also of interest to investigate if the respondents could recall any training evaluation method used by the GCIS. To assess this, respondents were asked if they believed employees' satisfaction with the training offered is a way of judging its relevance and effectiveness. Figure 8.2 presents the perceptions of the respondents about the subject in question.





**Figure 8.2 Most common training evaluation is employees' satisfaction with training**

In the graph above we can see that the majority of the respondents were in disagreement that the most common training evaluation in the GCIS is the evaluation of employees' satisfaction with the training attended. On the one hand, 67.6 per cent (45.4% disagreed and 22.2% strongly disagreed) of the respondents disagreed with this statement. On the other hand, the results show that about 29.7 per cent (16.7% agreed and 13% strongly agreed) agreed that the most common training evaluation method was the degree of employees' satisfaction. A closer inspection of the results shows that a small minority (2.8%) somewhat agreed that the most common training evaluation in the GCIS was the evaluation of employees' satisfaction about the training attended. Despite the apathetic posture taken and reported by the respondents in Figure 8.1 over the awareness of training evaluation system in the GCIS, the respondents still disagreed with the statement that the most common training evaluation in the GCIS is the evaluation of employees' satisfaction with the training attended. There is a noticeable correlation in the ratios of reported respondents' perceptions between Figure 8.1 and Figure 8.2. Furthermore, the responses from Figure 8.1 and Figure 8.2 elicit the view that training evaluation in the GCIS is very worrying. The above results were confirmed by the findings from the qualitative data, which show that it is important to conduct training evaluation after the attendance of training. Conducting evaluation immediately after the training is completed could result in the avoidance of mistakes in the future. The sentiments expressed by the participants (GCIR1 and GCISR11) describe concerns about the evaluation of training:

*Really, should the GCIS be doing evaluation of training based on our satisfaction, by this time they will could know that some of the training we attend do not bear much results because it is not channeled on the right people. (GCISR11)*

*As I mentioned early on, I have not seen any training evaluation done by our HRD, but really to be honest, the biggest concern for HRD is to get employees trained. Doing evaluation of training might be the least of their worry. However, I do understand the importance of this. Perhaps HRD should hire more staff to assist in doing this evaluation task because it is a lot for them as they themselves short staff. Oh, talking about that, most of the section is very short staffed in the GCIS. Hence sometimes it is very difficult to deliver what is expected of you. (GCISR6)*

The sentiments expressed during the fieldwork interviews by the GCIS participants are quite instructive, as they bring to the fore the challenge of the training evaluation. The views of respondent GCISR11 reveal the truth about the current position in the public sector. It was noted that some of the challenges are due to limited staff in the GCIS. As a result, some of the employees take it as normal that some of the deliverables might not be met. Nonetheless, the GCIS could not continue to spend money on training if the effectiveness of it is not measured and evaluated. The above statements by the participants suggest that the evaluation of T&D is usually not conducted in the GCIS because it requires too many resources and the involvement of other external stakeholders. A further analysis was made to determine whether the views of the respondents were associated with their number of years' experience, and their responses are reflected in Table 8.1. An attempt was made to find out whether one's number of years' experience had a bearing on their understanding of, perception of or opinion on training evaluation matters that affect them.

**Table 8.2: Cross-tabulation of participants' experiences regarding employees' satisfaction with training attended in the GCIS**

		SD	D	SWA	A	SA	Total
<b>Less than 1 year</b>	% within experience	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	% within common T&D evaluation system is measurement of training satisfaction	0.0%	2.0%	0.0%	0.0%	0.0%	0.9%
<b>Between 1-2 years</b>	% within experience	15.4%	46.2%	7.7%	15.4%	15.4%	100.0%
	% within common T&D evaluation system is a measurement of training satisfaction	8.3%	12.2%	33.3%	11.1%	14.3%	12.0%
<b>Between 3-5 years</b>	% within experience	34.6%	46.2%	0.0%	15.4%	3.8%	100.0%
	% within common T&D evaluation system is a measurement of training satisfaction	37.5%	24.5%	0.0%	22.2%	7.1%	24.1%
<b>Between 6-10 years</b>	% within experience	15.4%	42.3%	7.7%	15.4%	19.2%	100.0%
	% within common T&D evaluation system is a measurement of training satisfaction	16.7%	22.4%	66.7%	22.2%	35.7%	24.1%
<b>Over 10 years</b>	% within experience	21.4%	45.2%	0.0%	19.0%	14.3%	100.0%
	% within common T&D evaluation system is a measurement of training satisfaction	37.5%	38.8%	0.0%	44.4%	42.9%	38.9%
<b>Total</b>	% within experience	22.2%	45.4%	2.8%	16.7%	13.0%	100.0%
	% within common T&D evaluation system is a measurement of training satisfaction	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	45.4%	2.8%	16.7%	13.0%	100.0%

**Source:** Field Survey 2019. **Sample size** = 108.

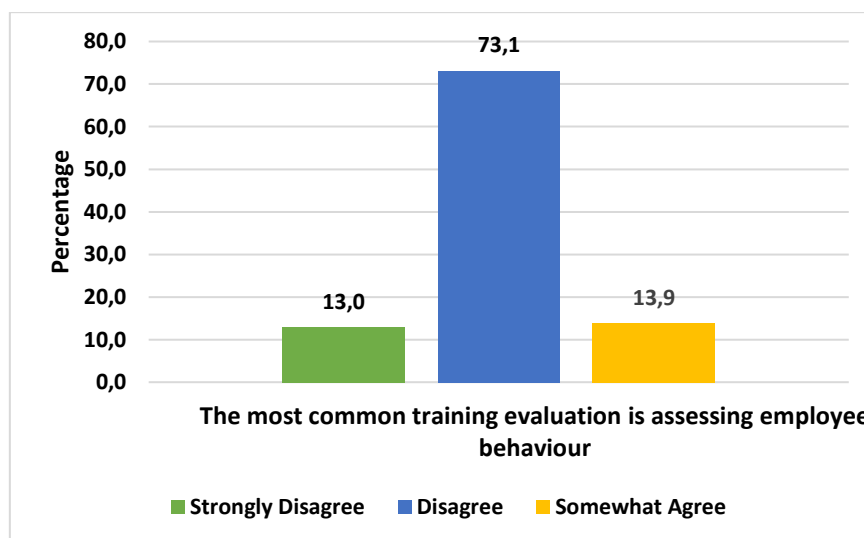
N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, A = Agree, SA = Strongly Agree

In Table 6.1 above, the results show that although the majority of the respondents disagreed that the most common training evaluation is employees' satisfaction with the training attended in the GCIS, there are, however, some recognisable variances in terms of the level and the degree of agreement based on the number of years of experience in the GCIS. From the data it can be seen that the views of the respondents are almost comparable across experience categories. In fact, some of the respondents' levels of disagreement and agreement are more or less the same. For example, of the respondents in the between 1 and 2 years' experience bracket, 46.2 per cent disagreed and 15.4 per cent strongly disagreed that the most common training evaluation is employees' satisfaction with the training attended in the GCIS. Furthermore, 15.4 per cent of the respondents in the 1 to 2 years' experience category agreed

and strongly agreed that the most common training evaluation was employees' satisfaction with the training attended in the GCIS, and 7.7 per cent of the respondents in this age bracket somewhat agreed with this notion. Surprisingly, these views corroborate the findings of the respondents in the between 6 and 10 years' experience category. Of the respondents in this category, 42.3 per cent strongly disagreed whilst another 15.4 per cent disagreed that the most common training evaluation is employees' satisfaction with the training attended in the GCIS. Furthermore, of the respondents with between 6 and 10 years' experience, 19.2 per cent strongly agreed that the most common training evaluation is employees' satisfaction with the training attended in the GCIS and 15.4 per cent somewhat agreed with this notion. The study revealed that the respondents' views are not significantly associated with the number of their years' experience in the GCIS, as shown by a chi-square test ( $\chi^2=11.950$ ,  $df=16$ ,  $p=0.747$ ).

### 8.2.3 Employees' behavioural change

It has been historically argued that behavioral change may be used as a factor to assess in evaluating the effectiveness of training. Respondents were asked the degree to which they agreed with this assertion in the case of the GCIS. Their responses are shown in Figure 8.3.



**Figure 8.3 Training evaluation and employees' behaviour**

Figure 8.3 above reveals that most of the study population surveyed disagreed and strongly disagreed (73.3% disagreed and 13% strongly disagreed) that the most common training evaluation used was the evaluation of employee behaviour in the GCIS. Furthermore, 13.9 per cent somewhat agreed that the most common training evaluation is evaluating employee behaviour. The results suggest that evaluating employee behaviour after training is not

conducted in the GCIS. This is shown by the number of respondents that disagreed with the statement that the evaluation of employees' behaviour is one of the evaluation methods used in the GCIS. The overall response to this question was not surprising, considering the response to the awareness of a training evaluation system in the GCIS reported in Figure 8.1. The apparent lack of a correlation between Figure 8.1 and Figure 8.3 is interesting. This could be attributed to the fact that employees do not have knowledge about a training evaluation process done to assess employee's behaviour after training. This is captured in the comments made by GCISR7 when she said that:

*I have attended my training in the GCIS; however, I have not seen any assessment that is assessing my behaviour after training. However, I am aware that there is a form that is usually sent out to us employees after training but on my side, I have never received it. Therefore, I don't know if that form do talk about employee behaviour after training. GCISR7*

This was further highlighted by GCISR13 when he said

*What I am sure of is that GCIS somehow evaluates employee's behaviour, however I would be lying if I know how because I am still new in the organisation and have not attended any training. Remember there is a lot of money spent on training for it not to evaluate employees' behaviour after training attended. GCISR13*

The sentiment expressed by respondent GCISR7 gives this study an idea that at some level the GCIS does conduct training assessment, although an attempt to get a copy of the template of the post-training assessment that is sent to employees failed. Nevertheless, the assumption of this study is that it is highly possible that employees' behaviour evaluation is included on the template, and this could be one of the reasons why it takes about six months for the evaluation to be done. By this time the employee should have applied what was learned during training in his or her work environment. The other possible assumption is that the post-assessment evaluation document lacks some training evaluation aspect which is still going to be amended by the HRD practitioners. These are only speculations based on unsubstantiated assumptions. They need to be treated with caution.

#### **8.2.4 Customer satisfaction**

Customer satisfaction is very important for any organisation that strives for a good image. In most cases, when the customer has been mistreated, this usually produces a bad image of the

organisation. This is one of the reasons it has been argued in the literature that training improves not only individual performance but also organisational performance. In the case of a public sector organisation, a high standard of service delivery could be regarded as customer satisfaction. A good quality of service delivery is vital and shows that government is caring and responsive to the needs of the community. It is therefore vital that customer satisfaction is evaluated at all levels. To assess if customer satisfaction is one of the methods used by GCIS to evaluate the success of training, the respondents were asked the degree to which they agreed with this assertion. Their responses are shown in Figure 8.4.



**Figure 8.4 Customer satisfaction as a training evaluation method**

From the data in Figure 8.4, it is apparent that an absolute majority of the respondents surveyed, totalling 58.4 per cent (49.1% disagreed and 9.3% strongly disagreed) felt that customer satisfaction assessment is not the most common method of training evaluation used in the GCIS. A closer analysis of the data shows that 0.9 per cent of the respondents agreed and were of the view that customer satisfaction assessment is not the most common method of training evaluation in the GCIS. A mere 40.7 per cent of the respondents somewhat agreed that customer satisfaction assessment is the most common method of training evaluation in the GCIS. Furthermore, from the results as indicated in Figure 8.4, what stands out is the level of difference amongst the respondents. The table is revealing in several ways. First, the previous Figures in this chapter show a clear trend of disagreement. As far as Figure 9.4 is concerned, almost half of the respondents agreed that customer satisfaction assessment is the most common training evaluation method used in the GCIS, whilst just slightly above half of the respondents disagreed with this notion. The results seem to suggest that customer

satisfaction evaluation is somehow conducted in the GCIS after training. The same sentiments also emerged during the interviews, as shown in Table 8.3.

**Table 8.3: Summary of findings on the customer satisfaction assessment as the training evaluation method in the GCIS**

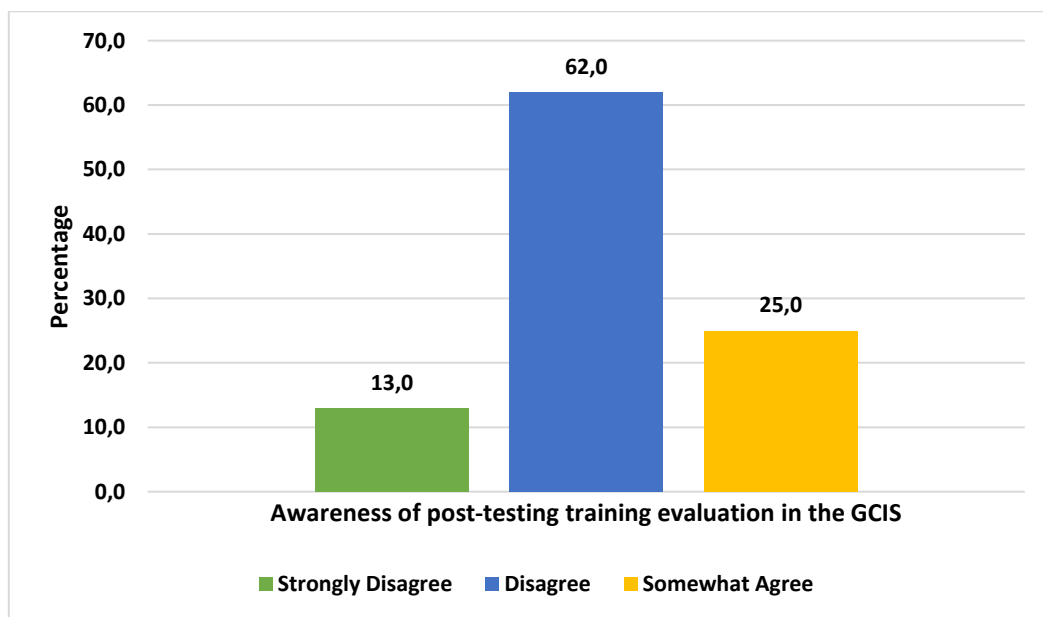
Sub-theme	Participants' responses	Source
Customer satisfaction	<i>Customer satisfaction is done in our IT section to assess the level of service we provide to the internal staff. The Director and us as employees design research questions which will be sent to employees to evaluate the level of service we offer employees. You will understand that Internal IT sections is very crucial for the functioning of our department. I guess that is the reason why this is done, however this is just apart from training evaluation done by our HRD.</i>	<b>GCISR9</b>
	<i>To be honest with you, I really don't understand anything about training evaluation in the GCIS. As a result I cannot give any views in this matter. What I know is that we do attend training but what happens after I really don't know.</i>	<b>GCISR12</b>
	<i>As one of the employees working in the internal audits, we sometimes do an assessment on how the GCIS perceive services that we offer in our organisation.</i>	<b>GCISR10</b>
	<i>I believe even if HRD will like to measure this, it will be very hard for them and costly to do that. To measure the impact of training on my clients as a communicator will mean not merely hearing what I say but will mean assessing the level of the community I serve. This could be a time-consuming factor and requires lot of resources.</i>	<b>GCISR7</b>

The sentiments expressed by GCISR7 reveal the truth about how training evaluation is perceived. Training evaluation is not conducted in many organisations because it is found to be costly and time consuming. This could be traced back to respondent GCISR7's comment when she said that conducting training evaluation based on customer satisfaction could be time-consuming and would require a lot of resources, since in her case the community would be the clients. The GCIS provides employees with leave to attend T&D courses. A common view amongst the interviewees was that in most cases each section or unit in the GCIS performs research about the level of service the section offers to the GCIS employees. This study is of the view that this kind of evaluation may assist a section to determine internal clients' satisfaction with the services they offer. Good as this is, this initiative is not linked to training evaluation. Furthermore, the participants' explanations during the interview are confusing as they did not show any relation with training evaluation in the GCIS. This rather contradictory

result may be due to the fact that no training evaluation is done to prove customer satisfaction in the GCIS. As a result, respondents opted to provide explanations of customer satisfaction done by their sections and units in the GCIS. Nonetheless, these findings are important for HRD to note, as they provide a framework of how HRD could develop a training evaluation model based on the inputs provided by the respondents.

### 8.2.5 Post-training evaluation

Earlier, this study noted that the majority of the respondents surveyed were not aware of the training evaluation method used in the GCIS. Nonetheless, to amplify the negative results obtained about the awareness of training evaluation in the GCIS, this study also found it important to further scrutinise and understand the post-training evaluation method used in the GCIS. All the respondents were therefore asked whether they were aware of post-testing training evaluation after the implementation of training. The results obtained from the 108 respondents show that several of them were not aware of any post-testing training evaluation used in the GCIS. The respondents' views are presented in Figure 8.5 below.



**Figure 8.5 Awareness of post-testing training evaluation in the GCIS**

Figure 8.5 above reveals that just over two-thirds of the respondents (62%) disagreed with the statement that they were aware of post-training evaluation in the GCIS. Furthermore 25 per cent somewhat agreed that they were aware of post-testing training evaluation in the GCIS. On closer inspection the results reveal that a small minority (13%) strongly disagreed with the statement. The results presented in Figure 8.5 were somewhat expected due to the respondents'



negative view of training evaluation reported previously in Figure. 8.1. This can be seen in the words of participants GCISR7 and GCISR3:

**Table 8.4: Summary of the findings on post-testing training in the GCIS**

Sub-theme	Participants' responses	Source
Post-testing training evaluation	<i>Although I don't have knowledge about our department's pre-test training evaluation, but I believe that conducting training evaluation can assist HRD to find out our expectation about training programmes to be attended. In fact, I think I will put this as one of the suggestions during training policy review.</i>	<b>GCISR9</b>
	<i>Exposure to that specific field in which the staff have completed their training may help to measure the success of the training. There are so many employees who have qualifications through the GCIS bursary, but they cannot put their qualifications into use because the HRM and HRD system seems to be disjointed. But maybe this is a DPSA thing and if so it must be reviewed because it got a lot of impact on the performance of our employees as they get demoralised after obtaining a qualification</i>	<b>GCISR12</b>
	<i>Once the staff member underwent for training the staff member must be allowed to implement the training in practical. Proper tools to be developed to evaluate the training must be developed to see the knowledge embedded in the workplace and there is value for money for the organisation. This is still the weakness.</i>	<b>GCISR10</b>
	<i>I am not even aware if such evaluation systems are in existence in GCIS. However, I would suggest that GCIS takes seriously the issue of addressing individual training needs in order to enable trainees to come back and apply what they have learned during the training in the day-to-day work</i>	<b>GCISR7</b>

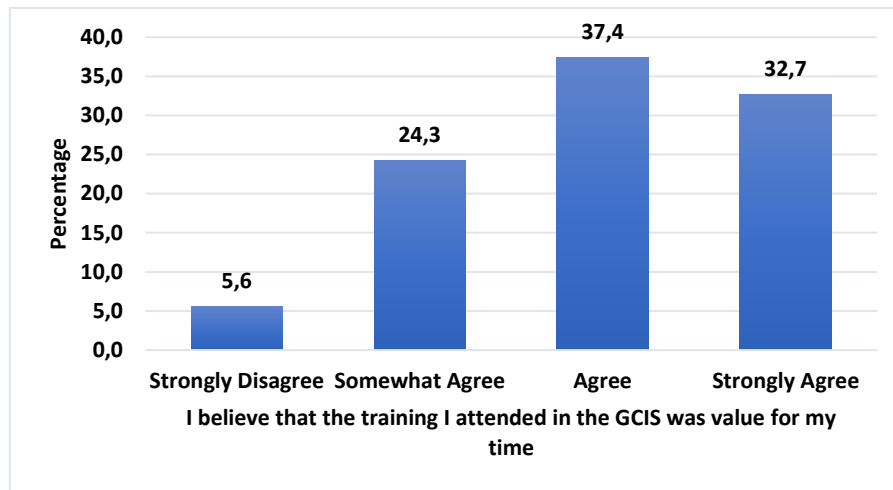
A recurrent theme in the interviews was a sense amongst the interviewees that the GCIS employees are not aware of any post-testing training evaluation in the GCIS. Overall, the findings indicate that there is inadequate post-testing training evaluation in the GCIS. The result is important for the HRD to note. As discussed earlier in this chapter, the training evaluation phase is very important to any organisation, including the GCIS, to avoid repeating mistakes when implementing training. Training evaluation also assists in assessing the success of the training implemented.

One major finding that was reported in the interviews is that many employees improve their qualifications or register for new qualifications. Consequently, after obtaining a qualification they are not able to practise the skills they have learned because some of the policies that prevail mean that employees are hired on a particular level related to the qualification they have when the post is advertised. This was perceived as demotivating some of the employees in the GCIS. According to the GCIS document analysis, an employee must be on level 7 in order for him or her to qualify for a level 9 position (GCIS, 2019:1). Therefore, an employee on a level below seven cannot qualify for the post, regardless of whether the qualification he or she has is related to or is what is needed for the post.

Another interviewee alluded to the notion of the implementation of training that is not related to employees' daily work, and which therefore cannot be applied. This raises the question as to why employees are trained in skills that do not pertain to their work. Furthermore, one participant said that a lack of proper tools to execute the skills gained may also pose a challenge. Employees should be given the tools of the trade in order to implement the skills that have been learned. In essence, these results have further strengthened the confidence that there are many factors that could contribute to the failure of training. Hence the importance of all phases of the training cycle cannot be stressed enough.

#### **8.2.6 The value of the training attended in the Government Communication and Information System Department**

In order to determine if employees value the training they attend in the GCIS, the respondents were asked if they believed the training programmes attended were value for their time, and their responses are shown in Figure 8.6.



**Figure 8.6 I believe that the training I attended was value for my time**

Figure 8.6 above reveals that 70.1 per cent of those surveyed (37.4% agreed and 32.7% strongly agreed) were of the view that the training attended in the GCIS was value for their time. Furthermore, 24.3 per cent somewhat agreed that the training attended in the GCIS was value for their time. A closer inspection shows that a small minority of 5.6 per cent of the respondents strongly disagreed that the training attended in the GCIS was value for their time. This, therefore, means that on average, the respondents had an almost similar reaction to the training attended in the GCIS. Almost all of those employees surveyed felt that the training organised in the GCIS was value for their time. During the interviews some participants expressed their discontent whilst some expressed their happiness with the training organised in the GCIS. Table 8.8 gives a summary of the sentiments of different interviewees on their perceptions according to themes that emerged during the interviews.

**Table 8.4: Summary of respondents' views regarding value for time, based on the training attended**

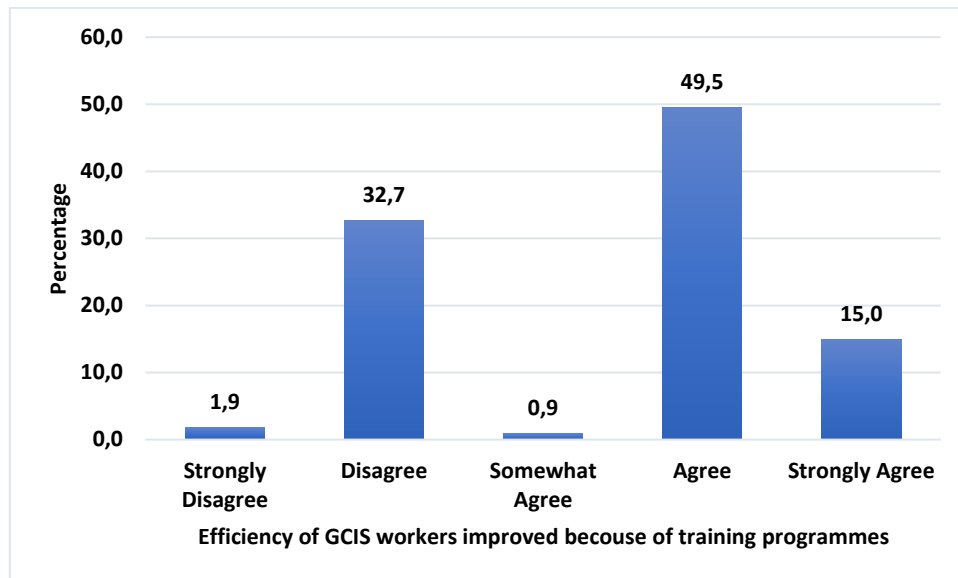
Sub-theme	Participants' responses	Source
Time to attend training	<p><i>To be honest with you, so far, the training I attended met all my expectations and I didn't blame myself for attending those training.</i></p> <p><i>Although I have not attended many trainings, but the ones I have attended was very good. Even the facilitators knew their story, As mentioned, my sister, I have a communication degree which GCIS funded me to do but because I am a secretary which is level 6 I cannot apply for communication post because I don't meet HR criteria of level seven. In the GCIS, most of communication post start from level 9, which therefore this means I will never be absorbed in the department unless maybe I get a level 7 within the organisation.</i></p>	<p><b>GCISR10</b></p> <p><b>GCISR4</b></p>

	<i>Really, I feel that the qualification I obtained was waste of my time. I know that this is not the case with other Department, so I now believe that my skills obtained in this qualification will be of use to another department should I get appointed.</i>	<b>GCISR2</b>
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The results of the qualitative data show that most of the respondents believed that the training they attended in the GCIS was worth their time. Some of the respondents felt that the trainers provided a good quality of training. The sentiments expressed during the interviews with some of the managers and junior employees in the GCIS confirmed the quantitative data. However, a recurrent theme in the interviews was a sense amongst the interviewees that some of the employees have qualifications which they perceive as useless and that do not add value to the GCIS because some HRD policies do not allow the employees to get appointed in certain positions. Thus, these participants felt that completing such qualifications was a waste of time, as they are not recognised by their own departments, although they even funded their studies. This is very concerning. HRD and HRM should work together to resolve this problem. At least they should explain to the GCIS employees why such policies are implemented in the organisation. A clear explanation would resolve the staff confusion in this matter, and might help with the demotivation.

### **8.2.7 Effectiveness of the training and development provided**

To determine if employees' performance improvement in the GCIS is based on training implementation, respondents were asked if they believed that the efficiency of GCIS employees is improved due to the training programmes attended, and their responses are shown in Figure 8.8.



**Figure 8.7 Efficiency of workers improved because of training programmes**

The most surprising aspect of the data in Figure 8.8 above is that more than half (49.5% agreed and 15% strongly agreed) of the respondents are of the view that the efficiency of the GCIS workers improved because of the training programmes. 32.7 per cent of the respondents disagreed that the efficiency of GCIS workers improved because of the training programmes, whilst 1.9 per cent of the respondents strongly disagreed with this notion. A closer inspection of Figure 8.7 shows that 0.9 per cent of the respondents somewhat agreed that the efficiency of the GCIS workers improved because of the training programmes. Although just over a quarter of the respondents felt that the efficiency of the GCIS workers had not improved because of the training programmes, it is remarkable that most of the respondents felt that training programmes improve their efficiency. Nonetheless, the fact that some respondents disagreed with the statement is still a cause for concern. In terms of the qualitative data, most of participants felt that the efficiency of the GCIS employees was not improved because of training. This was because some of them had never received any training. As a result, they perceived their efficiency in the organisation not to be based on a training programme. This was particularly clear in the statement made by participant GCISR8:

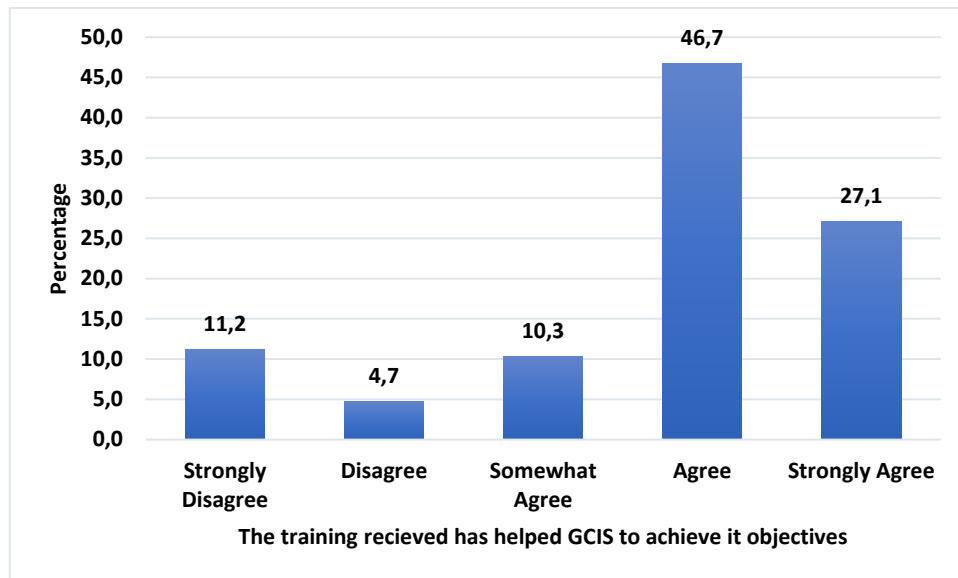
*I really don't think my efficiency in the organisation is based on training programmes provided by the GCIS. I am saying this because I have almost seven years in this organisation, but I have never received any form of training. Besides that, I am performing extremely well. However, I am not saying that I don't need training. I do put training needs in my PDP which could assist me in sharpening my skills. My performance is merely based on the hard work and extra hours I put into my work. **GCISR8***

The comment made by GCISR8 is that although some employees might perform well in the organisation this could be either because of their dedication to their work or working extra hours. Yet even for those employees who perform well, they need training to sharpen their skills in performing their duties. Providing proper skills to employees could also limit the numerous hours of overtime worked by an employee, as GCISR8 reported that sometimes he works extra hours. Nonetheless, a common view amongst the interviewees was that efficiency in the organisation is based on training programmes. For example, one interviewee said:

*I work in the supply chain. Should I have not been trained on the Logis system I don't know how I would have coped. I am pretty sure that I was even going to perform beyond what is expected of me. It was also good that this kind of training was provided to me within a month when I was appointed. I believe that HRD knows the importance of supply chain in the organisation. You know, my sister, with some other employees you can delay their training needs because it is not that vital compared to others that the organisation cannot function without. GCISR13*

The comment made by GCISR13 shows that some of the good performance and efficiency in the GCIS is based on the training provided. The sentiments expressed by respondent GCISR13 also reveal how other training needs might be neglected in the GCIS in order to prioritise the needs of employees who urgently need training based on their work structure. It is understandable that the functioning of the supply chain in the public sector is vital for ensuring that goods and services are delivered to where they are needed. But the importance of that must not obscure the importance of other line functions in the Department. Supply chain could process goods and services, but other line function employees might have to deliver those services and goods to the community. This could be a reason why service delivery fails in the public sector. This study provides additional evidence of the fragmented training implementation in the public sector and how this could impact on service delivery.

To determine the actual effectiveness of the T&D in achieving the organisation's objectives, the respondents surveyed were asked whether the T&D they had received in the GCIS had helped their organisation to achieve its objectives. Their responses are shown in Figure 8.8.



**Figure 8.8 Training received helps the GCIS to achieve its objectives**

Figure 8.8 reveals that 73.8 per cent (46.7% agreed and 27.1% strongly agreed) of the respondents are of the view that the training received has helped the GCIS to achieve its objectives, whilst 10.3 per cent of the respondents somewhat agreed with this notion. Furthermore, 15.9 per cent (11.2% strongly disagreed and 4.7% disagreed) of the respondents did not agree that the training programmes received had helped the GCIS to achieve its objectives. The most interesting aspect of these findings is that the majority of the respondents recognised the training programmes received as contributing to the achievement of the GCIS’s objective. Further analysis was made to determine whether the views of the respondents were dependent on their qualifications. Table 8.5 below analyses the responses based on qualifications.

**Table 8.5: Cross-tabulation of participants’ opinions regarding the statement that the training received has helped the GCIS to achieve its objectives**

		SD	D	SWA	A	SA	Total
<b>Less than 1 year</b>	% within experience	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	% Training received has helped the GCIS to achieve its objectives	0.0%	0.0%	0.0%	2.0%	0.0%	0.9%
<b>Between 1-2 years</b>	% within experience	0.0%	0.0%	8.3%	58.3%	33.3%	100.0%
	% Training received has helped the GCIS to achieve its objectives	0.0%	0.0%	9.1%	14.0%	13.8%	11.2%
	% within experience	19.2%	3.8%	15.4%	42.3%	19.2%	100.0%

<b>Between 3-5 years</b>	% Training received has helped the GCIS to achieve its objectives	41.7%	20.0%	36.4%	22.0%	17.2%	24.3%
	% within experience	7.7%	3.8%	3.8%	50.0%	34.6%	100.0%
<b>6-10 years</b>	% Training received has helped the GCIS to achieve its objectives	16.7%	20.0%	9.1%	26.0%	31.0%	24.3%
	% within experience	11.9%	7.1%	11.9%	42.9%	26.2%	100.0%
<b>Over 10 years</b>	% Training received has helped the GCIS to achieve its objectives	41.7%	60.0%	45.5%	36.0%	37.9%	39.3%
	% within experience	11.2%	4.7%	10.3%	46.7%	27.1%	100.0%
<b>Total</b>	% Training received has helped the GCIS to achieve its objectives	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	11.2%	4.7%	10.3%	46.7%	27.1%	100.0%

**Source:** Field Survey 2019. **Sample size** = 108.

N = number of respondents Std. Deviation = Standard Deviation, SD = Strongly Disagree, D = Disagree, SWA = Somewhat Agree, = Agree, SA= Strongly Agree

Table 8.5 above shows that the majority of the respondents agreed that the training received had helped the GCIS to achieve its objectives. There are, however, some recognisable variances in terms of the level and the degree of agreement based on the number of years' experience. Of the respondents with between 1 and 2 years' experience, for example, 58.3 per cent agreed and 33.3 percent strongly agreed that the training received had helped the GCIS to achieve its objectives, whilst 8.3 per cent somewhat agreed with this notion. This perception was also shared by respondents in the less than one-year experience category. All the respondents agreed that the training received had helped the GCIS to achieve its objectives. However, there is a slight though significant difference between the respondents with between 3 and 5 years' experience and those with between 6 and 10 years' experience. Though a minority (7.7 per cent) of the respondents possessing between 6 and 10 years' experience strongly disagreed that the training received had helped the GCIS to achieve its objectives, 19.2 per cent of those with between 3 and 6 years' experience also strongly disagreed, whilst 42.3 per cent strongly agreed. However, the statistics of the respondents with over 10 years of experience show that 11.9 per cent of the respondents strongly disagreed that the training received had helped the GCIS to achieve its objectives, whilst 7.1%5 per cent of the respondents with over 10 years of experience disagreed with this notion. Furthermore, another 42.9 per cent agreed and 26.2 per cent of the respondents strongly agreed that the training received had helped the GCIS to achieve its objectives. The results reveal that there is a strong need for T&D in the public sector



in order to achieve departmental objectives. This is validated by the views propounded by a senior official, when he said:

*Nonetheless of training challenges in the organisation, but I can say without no doubt that the organisational objectives have been met in the organisation because of skills improved by training provided to employees. Those who have received training, they get to experience how training improve their performance and thus organisation objectives get achieved. GCRIS13*

The comments made by GCISR13 are particularly important as they show the relation between training implementation and the success of the organisation. The results indicate that well-managed training programmes are reflected in the excellence of the performance of the organisation. Documentary information gleaned from the GCIS strategic plan indicates that the GCIS should be at the forefront of communicating the latest developments pertaining to the nine key priorities, namely employment, health, education, the fight against crime and corruption, rural development and land reform, access to housing and basic services, building a developmental and capable state, social cohesion, and a better Africa and a better world (GCIS, 2015-2020:3). This reveals how important the objectives of the GCIS are in communicating and reaching out to the community about government developments - and the capability of its employees can be supported by training.

#### **8.2.8 I believe training motivates us as employees to do our work**

In a bid to understand if employees believe training motivates them to do their work, the respondents were asked if they believed training motivates them as employees to do their work. Their responses are shown in Figure 8.9



**Figure 8.9 I believe training motivates us as employees to do our work**

Figure 8.9 presents the summary statistics for training and its influence on employees' motivation. It is apparent that most of the respondents (47.7%) agreed that training motivates employees in the GCIS to do their work. About 38.8 per cent of the respondents strongly agreed that training motivates employees in the GCIS to do their work. Furthermore, 9.3 per cent of the respondents somewhat agreed that training motivate employees in the GCIS to do their work. A closer inspection of Figure 8.9 shows that a minority of about 4.7 per cent of the respondents strongly disagreed that training motivates employees in the GCIS to do their work. The single most striking observation to emerge from the data was that most of the respondents are of the view that training motivates employees in the GCIS to do their work. This could imply that the training programmes provided by the GCIS sharpen the skills of the employees to effectively do their work. Nonetheless, the fact that about 4.7 per cent of the respondents are of the view that training does not motivate employees in the GCIS to do their work is a cause for concern for the GCIS. This could imply that the employees holding this opinion have never benefited from training, and therefore cannot associate their motivation to do their work with the implementation of training programmes in the GCIS. Otherwise, the employees seem to be united in their views about the training provided by the GCIS and their motivation to work.

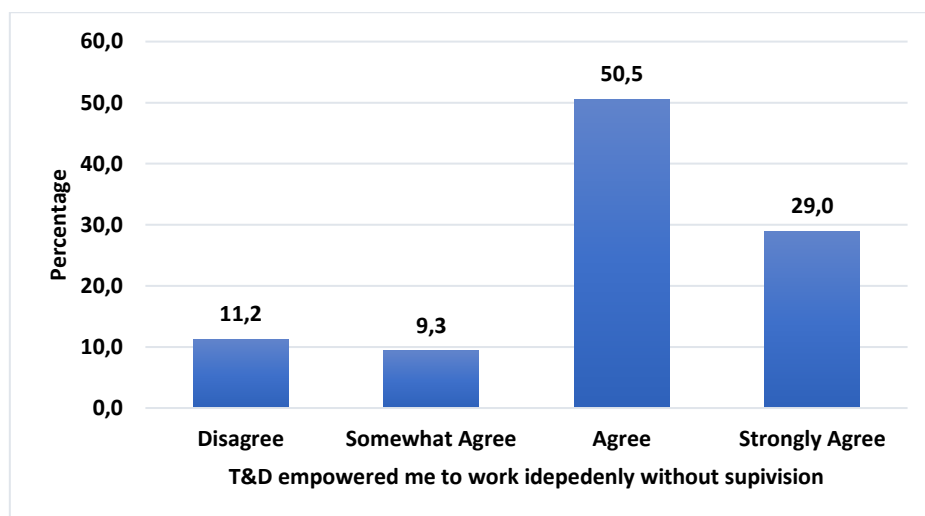
Information gleaned from the desktop analysis and key informant interviews suggests that training is vital to motivating employees to wake up in the morning to do their work. Commenting on this, one respondent said;

*It is very motivating waking up in the morning knowing that you have skills and knowledge about the work you are doing. I remember this one other time when I was not trained in one of the major systems that we work with. I always was afraid of making mistakes and getting in trouble with my boss. GCRSR1*

Furthermore, the document analysis shows that it is imperative for the GCIS to move South Africa forward by carrying out its communication mandate with renewed confidence and an inspired commitment to make a difference in people’s lives (GCS, 2015-2020:4). In fact, the GCIS is actively engaged in helping other departments make their campaigns a success through its different clusters and related units. In organising and executing major government initiatives, including community outreach projects, it helps to provide strategic leadership and communication support. This could be achieved by capacitating employees to effectively do their work and feel confidence in carrying out the duties assigned to them. The results show that apart from being provided with the skills necessary to do the work, training motivates employees to do their work because training usually limit the stress about making mistakes.

### **8.2.9 Training and employees working independently**

In a bid to understand if the T&D provided by the GCIS is associated with employees being able to work independently of the supervision of the supervisor, the respondents were asked if they believed that the T&D obtained in the GCIS empowered them to work independently without the supervision of the supervisor. Their views are presented in Figure 8.10.



**Figure 8.10 Training empowered me to work independently without supervision**

From the data in Figure 8.10 it is apparent that an absolute majority of the surveyed respondents, totalling 79.5 per cent (50.5% agreed and 29% strongly agreed) felt that the T&D obtained in the GCIS empowered them to work independently without supervision. Further, the results show that 9.3 per cent of the respondents somewhat agreed that the T&D obtained in the GCIS had empowered them to work independently without supervision. A mere 11.2 per cent of the respondents did not support the statement that the T&D obtained in the GCIS had empowered them to work independently without supervision. The quantitative data were supplemented by qualitative interviews. Table 8.12 below presents data obtained from interviews on how T&D empowers employees to work independently.

**Table 8.6: Summary of respondents' views regarding training and working independently**

Sub-theme	Participants' responses	Source
T&D and working independently	<i>Yes, being capacitated assisted me for not always relying on the guidance of my supervisor. I don't deny that now and then he still assists me because in the organisation we always have new development that require new skills and that is why I suggested that training be an ongoing matter. You might also get promoted from one section to another and when I get there, there might be a system that I am not familiar with.</i>	GCIS2
	<i>It does assist our employees to work independently. As much as supervisors are there to supervisor us, but they might also need to delegate the work when they are not around, so if your staff is not trained it become difficult to do if employees do not have skills.</i>	GCISR3
	<i>This thing of independently comes with the personality of the person. Some employees might be capacitated but you find that you still require to monitor them because it is in their nature to drag their feet. It is why I am saying, training goes together with the mind-set of the person.</i>	GCISR8

The table above validates the findings in Figure 8.6 above and confirms that training empowers the GCIS employees to work independently without supervision. The comments made by GCISR3 are particularly important as they show the relation between the human capital development of the employees and delegating tasks. The GCISR3 respondent reported that it is challenging to delegate the work to your staff knowing already that they don't have the skills to do the work. In fact, delegating duties to employees who do not have the skills to carry them out might create stress and uneasiness in the work environment. One informant (GCISR8) reported that it is not guaranteed that T&D will assist employees to work independently

because some employees simply need to be constantly monitored. This is true, and such behaviour should be monitored by the supervisor. It is also important to discover the reason behind employees' unwillingness to work independently.

Lastly, this chapter looked at the T&D that is needed in order to capacitate GICS employees to effectively execute their duties. Although these T&D need are not presented according to the GCIS structures, it is important that the GCIS HRD practitioners should note them.

**Table 8.7 Types of training needed by GCIS employees**

<b>RESPONDENTS' VIEWS ON THE TYPES OF SKILLS THEY NEED TO EFFECTIVELY EXECUTE THEIR WORK</b>		
Communication skills	Financial management skills	Research software analysis and sampling techniques
Writing and presentation skills	Financial reconciliation and bookkeeping	Labour law
Customer service	Compliance analysis	Project management
Problem solving	Time Management	Monitoring and evaluation
Digital media	Stakeholder management and content developing	Presentation skills and negotiation skills
Social media marketing	Minute taking	Risk management
Graphic design	Switchboard and office administration	Supply chain
Video production	Computer training	Employees' performance management
Programming and data design	Analytical skills	Media monitoring
Emotional intelligence	Training in logic	Assets management

It was discovered that different kinds of training are required by GCIS employees. Most of the respondents were of the view that they required training based on communication development skills. This kind of training seems to be important because of the function of the GCIS, which is communication

### **8.3 Discussion: Analysis of T&D evaluation and the effectiveness of T&D in the Government Communication and Information Systems Department**

The objective of this study was to interrogate and evaluate training evaluation and the extent to which T&D is effective in the GCIS. The following section discusses the findings of the study and focusses on the fourth and fifth research questions in the context of the theories presented in Chapter Two.

### **8.3.1 Awareness of training evaluation**

The numerous factors that influence the efficacy of T&D assessment in an organisation have been identified in the literature by experts in the field of T&D. To gain a deeper understanding of the GCIS training evaluation method and its efficacy in affecting achievement or failure, this analysis builds on the available knowledge and the Donald Kirkpatrick 1959 training evaluation model. Considering the role of training evaluation and its effectiveness in influencing training programmes, this study looked at the employees' awareness of the T&D evaluation system used in the GCIS. The study established that the employees of the GCIS are not aware of the training evaluation system used in the organisation. Furthermore, the study revealed that the GCIS training programmes are not evaluated, with the result that the effectiveness of the training provided in the GCIS is not known. The findings dovetail with the work of Topno (2012:17), when he highlights that some organisations invest a great deal of time and effort in elaborate training programmes designed to improve the so-called soft skills of managing, yet assessing the effectiveness of such initiatives has been rare.

This study reveals that training evaluation is an elusive concept, especially when it comes to practice. The finding appears to be well substantiated by Topno (2012:17), who argues that there is a mismatch between organisations' desires to evaluate training and the extent and effectiveness of actual evaluation, which is in many cases the reason for the inadequacy of current methods. The seminal work of Sithole (2018:129) looked at the monitoring and evaluation of T&D programmes in the Office of the Premier, Kwazulu-Natal Province. Her study discovered that the Provincial Public Service Training Academy (PPSTA) was found to have a firm system of the evaluation of training through the training evaluation forms and trainers' evaluation reports, yet the provincial departments were found in the main not to have concrete and holistic after-training systems. The issue of not evaluating training programmes implemented in public sector departments leads to serious questions. To what extent is the use of T&D programmes producing the desired outcomes? What are the undesired consequences of not evaluating T&D in the public sector? Furthermore, the study discovered that there is no specific legislation pertaining to the GCIS that clarifies or guides the training evaluation process. It can therefore be assumed that the lack of training evaluation awareness is also caused by the fact that there is no legislative framework that guides employees and managers regarding how training evaluation is to be evaluated in the GCIS. Chapter Two outlined the need for HRD practitioners to give considerable attention to the formal assessment phase of

training or to systems that aim to assess the effectiveness of the training programme implemented.

### **8.3.2 Evaluation through employees' satisfaction with training**

Mulder (2001) points out that training professionals in many organisation want to answer the question about the quality of their training programmes as perceived by their clients. If the results of such evaluation are disappointing, the training professionals can revise their training policy in this respect. Topno (2012:17) supports the argument and notes that the evaluation of T&D via customers' satisfaction can be done in class by the training provider or in the workplace with the collaboration of or guidance from the training provider. Evidence from this study shows that employees' training satisfaction is conducted by the trainers only at the end of the training session. The research revealed that the GCIS HRD experts do not conduct the evaluation of training based on employees' satisfaction after training has been concluded. This dovetails with the work of Topno (2012:17), when he argues that the most common training evaluation in the majority of government and private sector organisations is the completion of questionnaires at the end of the training session.

Furthermore, it can also be argued that the findings are consistent with the arguments propounded by Rani and Garg (2014), that trainers routinely collect feedback from the participants after the completion of the training programme. Rani and Garg (2014) further argue that HR professionals may not have control over the data that are required to measure the efficacy of T&D by the trainers. Therefore, it is very important that HR further assesses the training satisfaction of the employees using a questionnaire that would not be subject to the trainer's control. This brings to the fore of one of the findings of this study, which is that the estimation of the satisfaction of employees after they have attended a training programme is usually not conducted in the GCIS because it is time consuming, requires numerous resources and the cooperation of external stakeholders. This was confirmed by the GCIS managers themselves, who said that there were too few HRD professionals for them to be able to conduct training evaluation at this level and cover all the training attended by GCIS employees. These findings are in keeping with the arguments made by scholars such as Swanepoel, Erasmus and Schenk (2014), Erasmus and Schenk (2014), Blanchard and Thacker (2013), Meyer (2007), Shen and Tang (2018) and Nwokeiwu (2013), who argue that the T&D evaluation process is usually omitted by many organisations because of its complexity and its (assumed) costly

nature. The arguments made especially by Swanepoel, Erasmus and Schenk (2014) resonate with this study when assessing the Kirkpatrick model of T&D evaluation from level one to level four, as discussed in Chapter Two. They argue that as one moves from level one to level four, the evaluation process becomes more difficult and more time consuming. This has great relevance to the current situation in the GCIS, as training evaluation seems not to be done on almost all the levels of T&D evaluation.

### **8.3.3 Evaluating training through employees' behavioural change**

The provision of training could have a stronger connection with the quality of the service delivered. Shen and Tang (2018) point out that the rationale behind T&D and service delivery is that training improves employee competence because of the upgrading of knowledge, skills, and abilities in relation to products and services, communications, complaints handling, and managing difficult customers. There is undeniable evidence from the qualitative findings with regard to training evaluation based on employee behaviour. A largely negative response was elicited from the participants during the interviews on the matter of evaluating training based on employee behaviour. This research indicates that HRD practitioners ought to make a considerable effort to analyse the systemic training appraisal process or systems aimed at evaluating the actions of employees and the effectiveness of the training programme implemented. The organisation needs to know whether its investment is being spent effectively or not. Topno (2012:16) concludes that continuous evaluation of T&D is necessary. Evaluation of T&D means the assessment of the impact of training on the trainees' performance and behaviour. Furthermore, this study finds that at some point there is a post-training assessment of the behaviour of the employees in the GCIS. However, the study reveals that in many instances post-training assessment gets delayed and the relevant documents may never be sent to the employees. These are only speculations based on unsubstantiated assumptions and thus need to be interpreted with caution.

### **8.3.4 Training and customer service satisfaction**

Shen and Tang (2018:1) maintain that an organisation invests in employee training in the expectation that it will enable its employees to perform better and more efficiently in delivering service to the organisation's clients. If so, it follows that the organisation will want to assess the level of customer satisfaction after the training has been provided. This will allow the organisation to discover if its expectation of T&D has been met or not. Training evaluation based on customer satisfaction is usually not done in the GCIS. It would be costly and time



consuming since the community is the GCIS's sole client. Instead, the study discovered that each GCIS section or unit researches the degree of internal customer service satisfaction it offers to GCIS employees. Sections such as SCM and IT are of the view that their client services have improved due to the training provided to the employees in these sections. This finding is consistent with that of a previous study conducted by Nwokeiwu (2013), which examines T&D and performance in a public corporation: a case study of the Nigerian railway corporation. The study found that the customer service of the Nigerian Railway Corporation had improved since the T&D initiatives took place. This is because training contributes to an improvement in operational performance, resulting in less injuries and less administration time being lost.

In the same vein Chauhan (2019) argues that training is a necessity in the workplace. Without it, employees don't have a firm grasp of their responsibilities or duties. Nevertheless, this study still suggests that the GCIS should evaluate the customer service it provides to external clients. A research unit based in the GCIS head office could assist the HRD in conducting this task after training has been provided to employees. The study acknowledges the fact that some of the sections in the GCIS provide services to internal staff only. GCIS is also commended for improving the skills of the employees in these sections, because as much as they render service to internal staff, the absence of the services they provide could have tremendous impact on the GCIS organisation.

### **8.3.5 Pre- and post-test training evaluation**

The study discovered that employees of the GCIS are not aware of any post-test training evaluation in the GCIS. The findings revealed that there is inadequate post-test training evaluation in the GCIS. This is inconsistent with the finding of Sithole (2019) that large numbers of trainees had written evaluation reports after the training programmes and that the trainees were in strong agreement that they should have had a meeting with their immediate supervisor after the training. However, the results of our research seem to substantiate a previous finding in the work of Swanepoel, Erasmus and Schenk (2014), when they argue that the evaluation of training is often done poorly or not done at all. They further argued that the reason for this is that there is a general assumption that training will work and a fear exists among those who initiated the training that an objective evaluation of the effectiveness of the training could prove otherwise. This was one of the researcher's observations in the GCIS,

where HRD was of the view that T&D initiatives work despite the lack of training evaluation. Post-testing assists in finding out the extent of the application of the newly acquired skills (Mulder, 2001:323). It is clear from the research undertaken that there is inadequate pre-test training evaluation in the GCIS. General findings from the interviews strongly favour the use of pre-test training evaluation. The respondents felt that pre-test training evaluation could come in handy to assess some of their concerns before training is implemented. These findings parallel those of Erasmus *et al.* (2015), Swanepoel, Erasmus and Schenk (2014), Noe (1999), Letsoalo (2009), Salau *et al.* (2016) and Berman *et al.* (2010) on the importance of T&D evaluation. These results further increase our knowledge of the importance of pre-test training evaluation. According to Mulder (2001), pre-training evaluation should be able to determine target groups, the learning needs of the participants, and the design of the training.

Borrowing heavily from arguments made by Swanepoel, Erasmus and Schenk (2014), Sithole (2019) and Erasmus *et al.* (2015), this study argues that T&D evaluation at all levels is important as it helps to improve the implementation of training and helps to determine the extent to which the training activities have achieved their stated objectives, whilst at the same time providing informed input into the future implementation of T&D programmes. It should be noted that the findings demonstrate what the study set out to determine in the beginning of the thesis. T&D evaluation is still a novelty in the GCIS. However, if harnessed it would be an important evaluation tool, especially in addressing many T&D challenges faced by the GCIS. The GCIS needs to review its T&D evaluation system in order to align training implementation with employees' needs and to retain the skills obtained through T&D. Considering the financial crisis in the public sector, the state cannot continue to provide T&D to its employees just for the sake of it, without knowing whether or not it is effective.

#### **8.4 Importance of training and development**

The previous section provided an analysis of the T&D evaluation system used in the GCIS to ascertain the effectiveness of the training programmes in improving employees' skills in order to deliver services of excellent standard to the public and therefore attain government's developmental goals for the country. One of the underlying premises of this study is that the purpose of T&D initiatives is to improve the performance of employees. Thus, there is a need for managers in the public service to find ways of evaluating the T&D programmes

implemented. A set of sub-factors was developed in a bid to further understand the effectiveness of T&D in the GCIS. Subsequent paragraphs will discuss these sub-factors.

#### **8.4.1 Training and the achievement of organisational objectives**

This study was able to succinctly establish that the implementation of T&D initiatives assists the GCIS in attaining its organisational objectives. The views expressed during this study and the evidence gathered validate an assertion made by Falola, Osibanjo and Ojo (2014) that T&D plays a vital role in the effectiveness of an organisation. It is one of the most pervasive techniques for improving employees' performance and enhancing organisational productivity in the workplace. This is succinctly put by GCISR13:

*Nonetheless of training challenges in the organisation, but I can say without no doubt that the organisational objectives have been met in the organisation because of skills improved by training provided to employees. Those who have received training, they get to experience how training improve their performance and thus organisation objectives get achieved. GCRIS13*

It is apparent that despite the disillusion of some GCIS employees with the T&D provided many participants still felt that the objectives of the GCIS were being achieved because of the training that had been or was being provided to the employees. A similar finding was also reported by Bangura (2017), when he argued that for any company to achieve its specified goals and objectives in the competitive and volatile business environment, sufficient and significant T&D of staff could not be overemphasised. Swanepoel, Erasmus and Schenk (2014) further argue that the T&D of the workforce is done for the purpose of updating employees' ability in tasks they have to perform, or even better, for the purpose of updating the performance standards of the organisation as a whole. Esione and Okeke (2019) conclude that it could be argued that in the absence of education, training and development, an organisation's manpower could be viewed as a passive and inactive burden or as mere potentials in the productive efforts of the firm. Our study provides additional support for the view of the importance of training in an organisation, especially in the public sector.

#### **8.4.2 Training and employees' motivation**

The study revealed that T&D motivates employees to do their work. This answers the question asked by Becker (1962:30), who broke with tradition by raising the question of whether the efficiency of employees is determined not only by their innate ability and knowledge but also

by their motivation or passion for their work. This study revealed that T&D initiatives are among the factors that lead to employees' motivation in an organisation. The findings in this study confirm Oparanma and Nwaeke's (2015) hypothesis that training is meant to motivate, enlighten, update, acquaint and educate workers on what to do, thereby ensuring efficiency in the operation of an organisation.

#### **8.4.3 Training helps employees to minimise mistakes**

According to Rafiq (2015:1), there is a chasm between the knowledge provided in formal schooling and that required by a business organisation. T&D initiatives are required to fill this gap. The same author argues that knowledge is a factor that helps companies cope with a volatile, unpredictable and complicated global climate, and selective knowledge gathered during T&D sessions could easily solve complex business challenges. Asfaw, Argaw and Bayissa (2015), in their study which assesses the impact of T&D on employee performance and effectiveness, also note that T&D activities in which employees participate make it possible for employees to perform new tasks and enhance employee effectiveness. It is therefore vital that organisations, public or private, pay more attention to training and development.

These findings are in keeping with the argument made by Bangura (2017) that T&D allows challenges to be overcome as employees who have been trained and developed can make better and frugal use of material and equipment. The findings of this study resonate well with those of Bangura's study, which emphasises how education, T&D increase the productivity and efficiency of workers by increasing the level of their cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings (Osuka, Ihejirika & Chinweze, 2018:48). In their study Esione and Okeke (2019) found that companies identified capacity building as a sure route to improving the productivity of an organisation, as capacity building gives employees fresh knowledge, new ways of thinking, efficiency, effectiveness and the relevant skills needed for gaining a competitive advantage for the organisation. This demonstrates just how important the role of human capital development in the development of an organisation is. It cannot be overemphasised.

#### **8.4.4 Effectiveness of training and development**

What could be gleaned from the findings is that sometimes it is difficult to put into practice the skills learned from training in the GCIS. The general perspective of the respondents was that

improving their qualifications or registering for a new qualification is not productive in the GCIS. This is because they are not able to practise the skills they have learned, because the new (or improved) recruitment and selection policy that prevails makes it impossible to gain promotion if they have not reached a level that qualifies them for appointment to a higher level. This was perceived as demoralising by some of the employees in the GCIS. It was noted in the documentary evidence that a minimum requirement for appointments to level 9 is that an employee must be on level 7 or above. This finding is consistent with a report from NPC which indicated that most internal candidates have qualifications and experience, but the minimum requirement of 5 years of experience for entry into SMS positions remains a barrier. To make matters worse, according to NPC (2018:38), officials with long service, vast public service experience and entry level qualifications are disadvantaged because they do not meet the current NQF 7 requirements. It is clear from the research undertaken that these initiatives of the DPSA seriously hinder the progression and recruitment of competent candidates into the public service. As a result, some of the improved qualifications and the concomitant talent will be lost to the public service. This has been witnessed to have the negative effect of stifling potentially talented and motivated employees who could enhance the efficiency and effectiveness of the GCIS. This opinion is in firm agreement with the those of experts such as Swanepoel, Erasmus and Schenk (2014), Blanchard and Thacker (2013), Meyer (2007) and Nwokeiwu (2013), when they argue that managers and employees in many of today's workplaces are confronted with a confusing array of jobs, roles and hierarchies, thus complicating everything from the recruitment process and compensation management to employees' T&D. Hierarchies and an inability to retain excellent staff or recognise career development have gained notoriety in the GCIS.

Another important finding is that employees are sometimes not given the proper tools to execute the skills they have newly gained. Employees should be given the tools of the trade in order to be able to implement the skills that have been learnt. Mazibuko-Madalani (2016:29)'s study looked at challenges with service delivery in the public sector. Her arguments resonate with the findings of this study when they note that the simplest tools of the trade are sometimes not provided, resulting in long queues and gross inefficiencies in the Johannesburg Labour Centre. Thus, this study suggests that a lack of the tools of the trade could have a negative impact on the application of training in the public sector. In the same vein, Esione and Okeke (2019) argue that the improper use of or dearth of resources could result in low productivity.

Due to its limited scope, this study could not look at how and what kind of shortage of the tools of the trade affect the practice of the skills learned in the GCIS, and because of this, there is a need for other scholars to look at the problem. This study therefore suggest that the GCIS locate unused skills and try to place them in appropriate parts of the delivery system.

Table 8.11 below summarises the themes that emerged from the research of the field in the context of the theoretical assumptions made in Chapter Two.

**Table 8.11: Theoretical arguments versus the study themes**

<b>Themes Data</b>	<b>Human Capital Theory Arguments</b>	<b>Scientific Management Theory Arguments</b>	<b>Learning Theory Arguments</b>
<b>Theme 1:</b> GCIS HRD policymakers recognise the relationships between education and training as inputs to employees and Departmental performance.	Education or training impart useful knowledge and skills to workers.	Efficiency in workers can be achieved only through the effective training of workers.	The learner is to acquire knowledge, change behaviour, or modify skills.
<b>Theme 2:</b> T&D policy implementation is trapped in long processes and procedures which lead to frustration.	HCT views schooling and training as an investment in skills and competence.	Personnel in the organisation should be updated and improved continuously.	The individual puts more effort into T&D with the goal of gaining more skills and knowledge to enable him/her to become more efficient in the workplace and improve job performance.
<b>Theme 3:</b> GCIS must devise strategies that mitigate against the factors that hinder the application of T&D and embrace good training policies and strategies.	HCT emphasises the need for policy makers to allocate significant resources to the expansion of the education systems.	It emphasises the importance of having a better system of education and the development of the employee in the organisation.	Learning assists in fostering human potential.
<b>Theme 4 :</b> Developing employees' skills leads to the potential that employees receive performance bonuses.	Education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.	When employees' ability rises and can promote production efficiency, bring more profit to the organisation, enhance the overall competitiveness of the organisation, and realise the common progress of employees and the organization	Students could repeat the desired behaviour if there is positive reinforcement or pleasant consequences
<b>Theme 5:</b> There is a lack of legislative provisions upon how training evaluation is grounded.	Employees tend to be more committed to the current employer, and this should lower the turnover rate.	T&D is a critical component of productivity before trying to measure the performance of a worker	Learning could be applied to train new employees in the organisation

As presented in the theoretical framework, the logic of HCT, SMT and LT becomes clear - that education and training increase human capital, and this leads to a higher productivity rate, which in turn brings a higher wage for the individual (Gagliardi, 2015:1). This thesis has shown that although the GCIS has systems and policies in place for T&D, there are factors that hinder their application. The study has also revealed that human capital development in the GCIS leads to better chances of being recruited into a higher post when the chance presents itself.



**Table 8.11: Summary of the research question, emergent themes and the literature**

RESEARCH QUESTION	EMERGENT THEME/S	INTERACTION WITH THE LITERATURE	SOURCES
<p>T&amp;D evaluation and the effectiveness of T&amp;D in the GCIS</p>	<ul style="list-style-type: none"> <li>- The employees of the GCIS are not aware of the training evaluation system used in the organisation.</li> <li>- The results revealed that the GCIS HRD does not conduct evaluation of training based on employees' satisfaction after training has been conducted.</li> <li>- Client satisfaction is usually not conducted in the GCIS because it is time consuming, requires numerous resources and other external stakeholders. The client is the community.</li> <li>- Employees' behaviour is not assessed when completing the post training evaluation assessment.</li> <li>- Sometimes it is difficult to put into practice the skills learned from training in the GCIS.</li> <li>- The implementation of T&amp;D initiatives assists the GCIS to attain its organisational objectives.</li> <li>- T&amp;D activities in which employees have participated capacitate employees to perform new tasks and result in employee effectiveness.</li> <li>- Education and training increase human capital, and this leads to greater productivity and a higher wage for the individual.</li> </ul>	<ul style="list-style-type: none"> <li>- There is no specific legislative that clarifies or guides the training evaluation process in the GCIS</li> <li>- T&amp;D customer satisfaction valuation is to be done in class by the training provider and at the workplace by the client's institution in collaboration with or the guidance of the training provider.</li> <li>- T&amp;D evaluation is usually omitted out my many organisations because of its complexity and it is assumed to be costly.</li> <li>- The evaluation of T&amp;D means the assessment of the impact of the training on the trainee's performance and behaviour.</li> <li>- Organisations invest in employee training with the expectation that it will enable employees to perform better and more efficiently in delivering service to the organisation's clients.</li> <li>- Most internal candidates have qualifications and experience but the minimum requirement of 5 years of experience for entry into SMS positions remains a barrier.</li> <li>- Employees should be given the tools of the trade in order to implement the skills that have been learned.</li> <li>- T&amp;D of the workforce is done for the purpose of updating employee ability in tasks that meet or even better the performance standards of the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Topno (2012)</li> <li>- Sithole (2018)</li> <li>- Rani &amp; Garg (2014)</li> <li>- Swanepoel, Erasmus &amp; Schenk (2014)</li> <li>- Erasmus &amp; Schenk (2014)</li> <li>- Blanchard &amp; Thacker (2013)</li> <li>- Meyer (2007)</li> <li>- Shen &amp; Tang (2018)</li> <li>- Chauhan (2019)</li> <li>- Falola, Osibanjo &amp; Ojo (2014)</li> <li>- Bangura (2017)</li> <li>- Becker (1962)</li> <li>- Oparanma &amp; Nwaeke (2015)</li> <li>- Esione &amp; Okeke (2019)</li> <li>- Rafiq (2015)</li> <li>- Osuka, Ihejirika &amp; Chinweze, (2018)</li> </ul>

### **8.5 Summary of the chapter**

This chapter has presented and analysed the data developed during the course of the research. It has also presented and discussed the findings of the study. In the main, this study has shown that effective training can be enhanced through the implementation of a T&D evaluation system in the GCIS. It has been noted that training evaluation seems to be the most expensive factor in the provision of T&D. As a result, the sense of the effectiveness of training in the GCIS is based on speculation. It was discovered that some of the respondents believe that the implementation of a training evaluation system in the GCIS could assist the department to identify some of the discrepancies regarding training in the GCIS. This study has shown that there is no specific legislation that clarifies or guides the training evaluation process in the GCIS. As a result, few people know anything about the T&D evaluation process. Furthermore, this study finds that despite the disillusion of some GCIS employees with T&D, others felt that the ongoing achievement of the organisation's goals is attributable partly to the training provided to the GCIS employees.

## **CHAPTER NINE: SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND A GENERAL CONCLUSION**

### **9.1 Introduction**

This chapter presents the conclusion and recommendations of the study of T&D in the South African public sector with particular reference to the GCIS. The chapter provides a brief synopsis of all the earlier chapters. It is important to note that the conclusions drawn in this study are based on the objectives of the study that were presented in the preceding chapters. These conclusions are also derived from the discussion and findings reported in the various earlier chapters of this research study. The limitations of the study are presented with the aim of coming up with recommendations for future research. Then the chapter makes recommendations as to policy and practice particularly applicable to HRD public sector practitioners and policy-makers. The chapter also discusses the model of the study and finally provides a summary of its contents.

### **9.2 Restatement of the research objectives and research questions**

The main objective of the study was to analyse T&D in the public sector using constructs emanating from governance and human capital theories as well as drawing on the experience and perceptions of employees of the GCIS. Consequently, the research questions and research objectives therefore were generated in Chapter One. Table 9.1 below restates the research question and research objectives of this study.

***Table 9.1 Restatement of the research questions and the objectives of the study***

<b>RESEARCH QUESTIONS</b>	<b>RESEARCH OBJECTIVES</b>
1. What is the degree of the need for T&D in the Department of Government Communication and Information Systems in South Africa?	1. To establish the degree of the need for T&D in the Department of Government Communication and Information Systems.
2. How are the T&D policies being implemented in the Government Communication and Information Systems Department, South Africa?	2. To explore how T&D policies are being implemented in the Government Communication and Information Systems Department.

3. What are the factors that hinder or promote the success of T&D in the Government Communication and Information Systems Department?	3. To explore factors that hinder or promote the success of T&D in the Government Communication and Information Systems Department.
4. What are the factors that affect and promote the success of T&D in the Government Communication and Information Systems Department?	4. To ascertain how T&D are evaluated in the Department of Government Communication and Information Systems.

**9.3 Summary of the chapters**

**Chapter One:** This chapter began with an overview of the study, emphasising the importance of the T&D of public servants through appropriate skills development to enhance organisational performance and the capacity of the workers to effectively deliver services to the public. In order to problematise the study area effectively, the chapter provided the research questions and objectives. Additionally, Research Objective Two aimed to explore how T&D policies are being implemented in the GCIS. The chapter also provided the cornerstone of the study through the provision of the research problem and the formulation of the research questions of the study in order to achieve the objectives of the study.

**Chapter Two:** This chapter succinctly presented the theoretical and conceptual framework underpinning T&D. Three theories that guided the study received considerable attention in this chapter. Human capital theory (HCT), scientific management theory, and learning theories were used as the theoretical foundations of this study. Dialoguing with theory and interventions, the chapter established that T&D should be an ongoing process in public administration due to the transformations that have been witnessed in government and to instill a high-performance culture in the relevant organisations. The study then moved on to the conceptual framework of the study and how this was to be applied. The conceptual framework of the study was built around the following constructs: needs analysis, planning, implementation and evaluation. These concepts were discussed and T&D programmes that are commonly applied by many organisations were broadly explained in relation to other scholarly works. Similarly, issues relating to models were carefully illustrated and explained in relation to the various themes of the study. Lastly, the chapter examined a T&D evaluation model.

**Chapter Three.** This chapter started by examining the need for T&D in the South African public sector. Then the chapter moved on to a discussion of the factors responsible for the skills challenge in the South African public sector, factors such as historical events, technological changes, affirmative action and political interference. The chapter also looked at and examined various pieces of legislation and policy documents drafted by the state to advocate T&D for public sector employees.

**Chapter Four:** This chapter explained in detail the methodology of as well as the paradigm employed in this study. It established the philosophical orientation upon which the study was based. The chapter offered an insight into the population of the study and also highlighted how the sample was determined using purposive sampling. A mixed-methods approach was adopted for the data collection and analysis. Additionally, this chapter discussed techniques such as interviews and questionnaires that were used in the collection of the data. The study's sampling techniques were also critically analysed. Moreover, the chapter spelt out the various analytical tools for both sets of data collected and justified the adoption of different quantitative and qualitative analytical tools. In conclusion, the chapter indicated that the research was carried out in strictly compliance with the ethical guidelines of the UKZN Research Ethics Office.

**Chapter Five:** This chapter contained three sections. The first section was an analysis of employees' need for T&D for in the GCIS. In this section the researcher examined the perceptions of the population surveyed and the prevailing assumptions that their need for T&D was great because they needed to maintain stakeholder relationships and because communication is an ever-changing concept. The second section provided a discussion of the findings, synthesising the results with the literature on the phenomenon being studied. Analyses and discussions of the findings of the study were carried out to examine the need for the T&D of the GCIS employees. The qualitative and quantitative data were analysed. A broader picture presented itself as the data gathered in Chapter Five revealed that there is a clear need to capacitate the GCIS employees for a number of reasons such as job rotation, the

advent of the fourth industrial revolution, changes of policies, and stakeholder engagement dynamics.

**Chapter Six:** This chapter examined the extent to which T&D policies are being implemented in the GCIS. To achieve this examination, the researcher analysed data gathered through the administration of questionnaires and from interviews with selected participants, the purpose being to answer the questions posed in this study. The chapter contained three sections. The first section was an analysis of the GCIS setting, in pursuit of T&D policy implementation in the Department. In this section the researcher looked at the perceptions of the sample and synthesised them with the GCIS T&D policies. The second section provided a discussion of the findings, synthesising the results with the literature on the phenomenon being studied. Lastly, the chapter provided a summary of its contents.

**Chapter Seven:** The aim of this chapter was to explore the factors that hinder or promote the success of T&D in the GCIS. The chapter was divided into three sections. The first section was an analysis of the factors that influence the success of T&D in the GCIS. The second section provided a discussion of the findings, synthesising the results with the literature on the phenomenon being studied. Lastly, the chapter provided a summary of its contents. Analysis of the results showed that there are various factors that promote or hinder the success of training in public sector organisations. The HRD and HRM were fully aware of some of the factors that hinder or promote the success of T&D in the GCIS. Consequently, this made it easier for the HRD and HRM to improve on what they do best and work on the factors that they are not yet addressing.

**Chapter Eight:** This chapter conceptualised how training is evaluated and the effectiveness of training in the GCIS. The first set of analyses examined the extent of T&D evaluation in the GCIS, while the second set of analyses examined the effectiveness of training in the GCIS. Then the chapter examined the literature about T&D evaluation, using Kirkpatrick's evaluation model and the T&D theoretical approach set up in Chapter Two. The chapter concluded with a look at some notable scholars' contributions to the identification of factors that influence T&D. Lastly, the chapter provided a summary of the entire study until that point. It noted the

lack of a T&D evaluation system in the GCIS and speculated that the reason for this might be that the evaluation of training is an expensive operation. As a result of this absence, the sense of the effectiveness of training in the GCIS is based on speculation. It was thought that the development of a training evaluation system in the GCIS could assist the department to address some of the shortcomings regarding the implementation of T&D in the GCIS.

**Chapter Nine:** This chapter serves as a synopsis of the overall results and research findings. The major sections include a presentation of the highlights of the work, a description of the contributions the study makes to the field, and recommendations to the practitioners and policy makers. Thereafter suggestions for further research are made.

#### **9.4 The main research findings, conclusions and recommendation**

This section discusses the research findings, conclusions and recommendations.

The study consists of four research questions and objectives which aimed to unpack and understand the processes, implementation and impact of T&D in the GCIS.

#### **9.5 Research objective one: a quest to discover the degree of the need for T&D**

The first research objective investigated the extent to which the GCIS employees need T&D. It was observed that there is a great need for T&D, firstly because the evolution of information and communication creates demands from stakeholders and clients with unlimited needs and expectations. The need to engage with diverse stakeholders and clients in an ever-changing communication space is one of the reasons why regular skills improvement is needed in the GCIS. A common practice of job rotation and enlargement in the GCIS creates a clear need for training. It was also observed that the advent of the fourth industrial revolution, which requires GCIS employees, particularly the communicators, to use various constantly evolving items of technological equipment means that training must be an ongoing process.

Furthermore, the findings revealed that despite the existence of PDPs in the GCIS, there is an absence of diversity and particularity in the training programmes provided in the GCIS. This has had a negative effect on morale, as employees in the GCIS are not able to attend training

courses addressing the needs identified in their PDPs if the needs do not align with those of a group. This has led to employees falsifying their needs in order to be able to attend a group training programme. This leads to fruitless expenditure on pointless training. It has also led to there being a long list of unattended training needs in the GCIS. The study also discovered that some of the employees in the GCIS work overtime and during weekends in order to complete challenging work. The GCIS has a system in place to identify the training needs of individual employees: the performance appraisal system. Training need are also identified at organisational level. The study also established that supervisors are not adequately identifying the training needs of the workers in their charge, which should be one of their duties

### **9.5.1 Conclusion**

The thesis has provided insight into the need for T&D. It has concluded that there is a general feeling amongst GCIS employees that continuous and complex technological innovations, the dynamism of the public sector environment, the constant change in the client and stakeholder population and the demands it makes on the Department requires employees in the sector to continuously update their skills and knowledge. They also feel that the GCIS has not been able to meet their T&D needs due to its insistence on standardised training. The finding is that there is an urgent need to address the T&D needs of employees in the GCIS.

### **9.5.2 Recommendations**

The findings will, therefore, be of interest to the HRD specialist in the public sector as they will help in the self-introspection of T&D implementation processes. They will also be of interest to government at large, in order for it to come up with a new strategy of training implementation, especially in the context of its ongoing individual T&D agenda. Overall, this study strengthens the idea that although training might be seen as an urgent matter from an organisational perspective, it also has a huge impact on the wellbeing of the employees in the organisation.

#### **9.5.2.1 A need to redesign the needs analysis process**

An effective T&D activity is based on a comprehensive training needs analysis. It is recommended that T&D needs analysis in an organisation should be implemented in a planned



manner that relates the needs of the employees to the organisational goals. This can be achieved by putting in place a thorough T&D needs analysis. It is therefore strongly recommended that HRD experts should ensure that any T&D programmes are grounded on a suitable needs analysis at all levels. The GCIS has PDP in place for the identification of training programmes.

#### **9.5.2.2 Training methods diversification recommendation**

Presumably, this work has successfully revealed that there is a lack of diversity in the T&D programmes in the GCIS department. The provision of one-size-fits-all programmes affects the success of training in an organisation. There is no single best method of training staff; thus, any T&D method that is best for particular T&D programmes can be implemented. However, a mixture of two T&D approaches may have positive results in meeting the T&D needs of employees. Therefore, it is recommended that HRD experts be trained to use a mixture of suitable approaches for more positive T&D results.

#### **9.5.2.3 A need for the proper management of job enlargement recommendations**

The study recorded that job rotation is very popular in GCIS. Flexible and nice it may seem to be, but it seems to be causing a challenge in the GCIS as it is not properly managed. It is therefore recommended that job rotation is managed. Employees should be provided with skills that could assist them in executing their jobs. It is worth mentioning that acquiring additional knowledge and skills through job rotation can be an inefficient and frustrating method unless it is carefully planned and controlled. One of the findings was that training policy implementation is trammelled with tedious processes. More effort should be made to incorporate flexibility in the T&D processes in order to provide training that is not included in the PDP. Hierarchal structures for the approval of T&D could contribute to an unwillingness to participate in T&D initiatives.

The findings of this investigation expand the existing knowledge in the field of human capital development for public governance. Due to the limited scope of the study, there is also a need for other scholars to expand the sample size and include other public sector institutions. Other theories that govern T&D could also be used to assess T&D.

## **9.6 Research objective two: GCIS training and development policy implementation**

This research objective sought to explore how T&D policies are being implemented in the GCIS. The study has shown that although there are T&D policies in the GCIS, there is little consultation and involvement of junior employees in the provincial offices in T&D agenda-setting, policy formulation, review and decision-making. Policy development is done by HRD experts and senior staff in Pretoria with the junior staff in the provincial offices mere receptors of policy. This study also finds that on the rare occasions when HRD experts visit the provinces to consult, this is done during staff meetings, where there is already a lot on the agenda. Thus, there is little focus on the presentation made by the Human Resources visitor. This seems to have led to a lack of training objectives awareness by many employees in the GCIS. It is also found that the top-down approach of GCIS T&D implementation is causing hindrances to the employees. It was also discovered that some of the GCIS employees are opting for online learning, since it does not involve too much in the way of logistics, which requires approval via many signatures. Furthermore, the study revealed disorganisation and a lack of HRD support for the implementation of individual training in the GCIS. This causes growing frustration among GCIS employees when trying to attend training programmes. Taken together, these results suggest that T&D decisions are made, goals are set and priorities are established without the input of GCIS employees, and where T&D is implemented it does not meet employees' needs.

### **9.6.1 Conclusion**

The study contributes to the understanding of the crisis in GCIS T&D policy implementation, as it has been established that there is little consultation and involvement of junior staff in the provincial offices in setting the T&D agenda and policy formulation, review and decision-making. The study has provided a deeper insight into T&D policy implementation, which is muddled with cumbersome processes and procedures. As a result, GCIS employees tend to be frustrated when trying to attend training programmes. These findings suggest that there is an urgent need for the GCIS to review its T&D policy to meet employee needs and avoid adopting the top-down approach. The findings should therefore be of interest to the HRD specialists in the GCIS, as they should help in evaluating T&D policy.

## **9.6.2 Recommendations**

Upon the examination of T&D policy at the GCIS, this study has established that there is no specific policy for training evaluation, and where training evaluation is mentioned, it has limited scope. The insights gained from this study may be of assistance to the GCIS, especially on the need to amend the T&D policy (2020) to include the aspect of making a T&D evaluation processes mandatory after training has been attended. The researcher offers the following as the medium through which the T&D policy could be amended.

### **9.6.2.1 Communicate training objectives recommendation**

In order to optimise the advantages of investing in T&D programmes, the company should better convey to its workers the main purpose of the training programmes. This would boost learning and increase the involvement of GCIS workers in planned and future training initiatives.

### **9.6.2.2 Incorporate all the staff inputs in the policy implementation and review recommendation**

This study recommends that the exercise of the T&D policy review should include every employee. It is most likely that junior employees would support the T&D initiatives if they were part of the process of planning and reviewing policies. This would make them feel valued in the Department. The inequity of the T&D implementation will persist if such employees are not included in the decision making

### **9.6.2.3 Logistical arrangement of training programmes recommendation**

It is recommended that HRD experts in the GCIS attend to all the logistics of training programmes. It seems unfair for other employees to attend to the logistics of their individual training only because it does not fit within the training scope of the HRD. The study acknowledges Government's limited staffing of the HRD, but the importance of getting the logistics of training programmes right can never be overlooked, as they can have negative outcomes if it not properly managed and executed.

Since the advent of democracy in South Africa, the state has identified as a key strategic priority the development of appropriate human capital to meet the country's development needs. It is therefore important that the relevant policies be understood by those who need to implement them. The finding in this study is that the implementation of T&D initiatives is fragmented, and the main objective of the training programmes is not known by some of the employees.

This was a case study of the GCSI, so the study excluded other public sector departments that implement T&D policies. Further data collection would be needed to compare and determine exactly how other departments implement their T&D policies. It is recommended that future studies be done to discover the relationship between two or more public sector T&D policy implementers. This could assist in answering some of the unanswered questions that arise from this study.

### **9.7 Research objective three: Factors that hinder or promote the success of training and development in the GCIS.**

The third research objective was aimed at examining and determining the factors that hinder or promote the success of T&D in the GCIS. It is found that there are various factors that promote or hinder the success of training in public sector organisations. Thus, the study finds that the GCIS provides employees with generous leave to attend T&D courses but the employees often get called on to work as well, as they still have the tools of their trade with them. This was found by the trainees to make it difficult to learn what was being taught. The study also discovered that there was strong political will among the managers to support training initiatives, to support employees who wished to commit themselves to T&D, to source the best possible trainers to offer the programmes, and to promote the success of T&D in the GCIS.

#### **9.7.1 Conclusion**

This thesis has provided insight into the factors that promote or hinder the success of T&D in the GCIS. The employees feel that the GCIS needs to robustly invest in training needs analysis and evaluation in order to address the challenges of T&D implementation. In cases where T&D

is implemented, numerous challenges such as budgetary constraints, a lack of local training providers, a lack of supervisors' support for training initiatives, and a lack of skills management bedevil the provision of T&D. These implementation challenges have led to GCIS employees' loss of faith in the system and resolving not to apply for skills development. These findings suggest that in general there is an urgent need to regain the employees' trust through the revamping of the training implementation strategy and allocating sufficient budget to training. These results will be of importance to the GCIS HRD practitioners, as they may help to determine possible solutions to the implementation challenges highlighted by the respondents in this study.

## **9.7.2 Recommendations**

### **9.7.2.1 Reinforce supervisors' involvement in determining employees' training needs**

One of the key findings in this study is that supervisors do not often pay attention to the T&D needs of their subordinates. The supervisor approves PDPs merely for compliance's sake. Therefore, it is recommended that the supervisors examine and be part of the training needs identification of their subordinates. In fact, supervisors should work with employees and provide input on the training needs of employees. Supervisors should further promote and inspire trainees to engage in training programmes and assist workers in their work before, during and after training programmes in terms of resource, time and budget support. They should also enable workers to engage effectively in decision-making and direct them in the implementation of their newly developed competencies. The lack of engagement of supervisor in T&D needs identification could lead to the implementation of training that is irrelevant to the work scope of employees.

### **9.7.2.2 Environmental scanning before training implementation**

In terms of the factors that hinder the success of T&D in the GCIS, the provision of one-size-fits-all training programmes, the lack of localised T&D, and the provision of generalised training programmes causes challenges in the GCI. It was discovered that most training happens in the GCIS head office, and most training institutions appointed to provide the training are based in Pretoria. This causes strain on employees in the provincial offices, who must travel to Pretoria for courses that could have been offered by local service providers. It is

therefore recommended that the GCIS train its employees locally. This could save time and money that could be spent for transport and accommodation expenses.

### **9.7.2.3 Devising a skills management strategy**

Many members of staff of the GCIS have improved their skills and obtained new qualifications through T&D, but the minimum requirement for appointment to level 9, for example, is that an employee must be on level 7. That remains a barrier. Continuing with this could demotivate talented employees whose enthusiasm could enhance service delivery in the GCIS. This study therefore suggests that the public sector design policies that relate employees' skills development to promotions. The development of a more objective measurement of the effect of T&D could be considered for future studies.

### **9.8 Research objective four: A quest to discover how training and development are evaluated in the GCIS**

The fourth research question sought to examine how T&D are evaluated in the GCIS. The study built on the Donald Kirkpatrick 1959 training evaluation model to gain a deeper understanding of the GCIS training evaluation system. This study has shown that there is no specific legislation that clarifies or guides the training evaluation process in the GCIS. As a result, few people know anything about the T&D evaluation process, which is largely theoretical in the GCIS. The research revealed that evaluation at an acceptable standard would be a time consuming, costly process demanding the use of many resources and requiring the cooperation of external stakeholders, which may be why it is not being done. However, the general feeling of most of those interviewed was that if the GCIS were to conduct simple pre- and post-training evaluation some of the mistakes in the implementation process could be avoided.

Furthermore, this study finds that despite the disillusion of some GCIS employees with T&D, others felt that the ongoing achievement of the organisation's goals is attributable partly to the training provided to the GCIS employees. They believe that their attendance at T&D initiatives motivates them, helps them to minimise mistakes, makes the job more rewarding, and helps the organisation to achieve its mandate. This demonstrates just how important the development of human capital is in the development of an organisation.

### **9.8.1 Conclusion**

This thesis has investigated the T&D evaluation system in the GCIS and concluded that it is non-existent. It was noted that the evaluation of training seems to be too costly to implement. As a result, the impression of the effectiveness of training in the GCIS is based on speculation. A general feeling amongst GCIS employees is that the implementation of a training evaluation system in the GCIS would assist the department to improve its provision of T&D. The GCIS needs to establish a T&D evaluation system that can assess the effectiveness of the T&D programmes provided. T&D implementation unaccompanied by an evaluation system may cause errors in the system to be repeated.

The general finding of this study is that that proper management and implementation of T&D could significantly improve employees' and the organisation's performance. It is found that the training programmes implemented by the GCIS have generally produced positive results. Nonetheless, the study notes that the GCIS needs to strategically and systematically devise human capital development programmes that are intended to accomplish the desired organisational goals and enhance employees' performance. This thesis recommends that the T&D of all staff should be vigorously pursued. The study concludes that there is a need for continuous T&D, taking into account the importance of the skills development dynamic in public sector organisations.

### **9.8.2 Recommendations**

#### **9.8.2.1 Continue training programmes**

This research has shown that T&D can improve organisational engagement, job satisfaction and worker capacity, and can decrease the inclination of the employees to quit. It is therefore recommended that the public sector continue to set up training programmes on a regular basis - at least annually. T&D should not be a once-off exercise.

#### **9.8.2.2 A need for a training evaluation policy framework recommendation**

One of the findings of this study is that there is no policy framework that guides the process of the evaluation of T&D programmes in the GCIS. Therefore, it is recommended that the GCIS

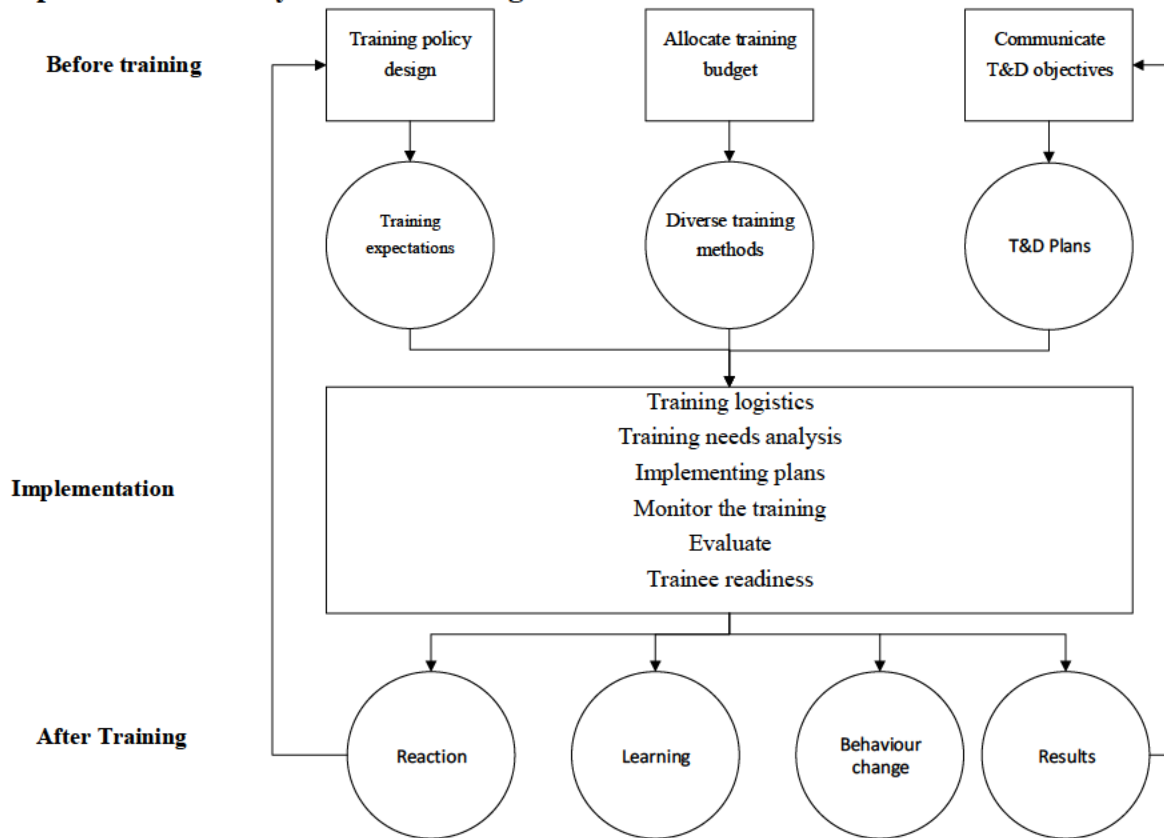
develop evaluation policies, frameworks and processes that could create an enabling environment for the assessment of T&D outcomes. Until a method of T&D evaluation has been identified, a T&D programme is not complete. A T&D plan should incorporate the evaluation and measurement of the effectiveness of the T&D programmes. Therefore, it is recommended that the GCIS evaluate its T&D programmes on a regular basis, and that outcomes be recognised and recorded for future reference. The GCIS HRD practitioners need to dedicate significant effort to the systematic evaluation of training, or processes that seek to measure employees' behaviour after the event, as a measure of the effectiveness of the training programme implemented. If training programmes in the public sector are not evaluated, this leads one to ask to what extent T&D programmes are producing the desired outcomes and what are the consequences of not evaluating T&D in the public sector? A future study could attempt to answer these questions.

### **9.9 A model for systematic training and development**

This study also developed a framework for the practice of T&D in both public and private organisations in South Africa and around the world. A comprehensive secondary literature review culminating in the new paradigm presented in Figure 9.1 below was performed. Established and emerging trends have been identified and included in this model.



### Proposed model for systematic training



**Figure: 9.1 Proposed model for systematic training (researcher’s perspective: 2020)**

Based on the findings of this study, it can be argued that the GCIS should consider the three stages adopted by this research in relation to training implementation i.e. before, implementation consideration, and after training consideration. This analytical framework was created to guide the planning and implementation and evaluate the effectiveness of training for the GCIS. This framework offers a more holistic view of key frameworks that ensure the effectiveness of training. As shown in Figure 9.1, the framework suggests that training planning (prior training) is affected by three characteristics: the formulation of T&D policy, the allocation of a T&D budget, and the communication of T&D objectives. Each government institution is empowered to develop its T&D policies which spell out the planning, implementation and evaluation of T&D initiatives. The existing GCIS policy framework was reviewed in Chapter Six and found to be complicated and to hinder the implementation of T&D initiatives. Furthermore, the study revealed that there is no policy that guides the evaluation of

T&D initiatives in the GCIS. In the model developed in Figure 9.1, the researcher proposes that the GCIS develop a T&D policy that responds to all levels of the T&D process. In the process of formulating and reviewing the T&D policies, the study suggested the adoption of a bottom-up policy implementation strategy that would create an opportunity for all GCIS employees to take an active role in every stage of the policy implementation.

The model also made a proposal pertaining to the T&D budget allocation. The management needs to ensure that T&D plans are converted into actual T&D activities. Lack of budgets, resources and equipment constrain the execution of T&D programmes and prevent the consequent learning. T&D budgets must be made available to enable learning. This could allow for the use of diverse learning methods, the implementation of which would be important for the GCIS, as articulated by the respondents, to provide learning opportunities to different individuals using diverse training methods. Of course, the GCIS must also communicate the objectives of the policy to its employees and ensure that they have a proper mechanism to retain the skills obtained through the T&D initiatives.

Furthermore, the implementation is affected by four sets of issues: training needs analysis, training feasibility, training logistics, and trainee readiness. Of course, training analysis can be conducted after a T&D policy has been formulated, a T&D budget has been allocated and T&D objectives has been communicated to employees of the organisation, but theoretical studies (Erasmus, 2014) have identified training needs analysis as the first phase of systematic training. In the proposed model it is possible to bypass the training needs analysis as a first phase – a reflection of what is presently obtainable in the case study of the GCIS. This study reveals that many organisations, including the GCIS, undertake training needs analysis and implementation without making the essential preliminary investigation of their training policies, budget and capacity to implement the programme. This therefore creates frustration and unmet hope in the employees, when their training needs are not met. The proposed model does specify, though, that not all of the variables may be appropriate to all settings or to all organisations. After the assessment of training needs, the model proposes that the managers should assess the feasibility of providing the training, training logistics and trainee readiness.

There is also a realisation that the evaluation of the effectiveness of T&D after the implementation is particularly important. Therefore, the proposed model also draws from Kirkpatrick's model and recommends that the GCIS evaluate its T&D initiatives. The T&D evaluation process is affected by the trainees' reactions, learning, behaviour and results. This study indicates that training would be more successful if the structure in Figure 9.1 were used, as it is intended to promote an enhanced structured training method in the GCIS. In addition, the GCIS would be able to use these processes to enhance training in the future, as well as to recognise employees' expertise, skills and talents that could be used in the design and planning of future training.

#### **9.10 The contribution of the study to the body of knowledge**

**Research value:** This study has emphasised the strengths and weaknesses in the preparation and execution of T&D programmes in the GCIS. Therefore, the findings could strengthen the planning, formulation, execution and evaluation of future T&D initiative for the long-term sustainability of the GCIS and other public sector organisations in South Africa. This research has discredited the widely-held notion that in many cases T&D initiatives do not add value to an organisation. Most governments design T&D policy frameworks that relate only to the implementation arrangements involving designing training methods and identifying training needs, to the exclusion of other factor such as allocating a budget, evaluating the flexibility of policies, logistical arrangements and evaluating the outcomes of planned training initiatives. This is restrictive, and it forms the basis of the problem in contextualising effective T&D. This study recommends that conceptualising and planning T&D should follow a systematic process that responds to the circumstances of the organisation.

**Theoretical implications:** Theoretically, the study has contributed to the field of human capital development by developing a model that provides guidance for systematic T&D in the GCIS. The theoretical models found in the extant literature do not seem to address the peculiar nature of T&D implementation in the GCIS vis-a-vis the T&D policy's complexity, implementation and evaluation problems. Therefore, this study proposes a systematic model for improved T&D policy, implementation and evaluation. The model is a problem-solving one that is not restrictive. Therefore, future researchers could build on it. Also, the model is

open to scholars and practitioners for critical analysis. It is anticipated that these theoretical propositions will underpin future and related research on policy formulation and planning, and the implementation and evaluation of human capital development in the public sector. Thus, this study hopes that potential researchers and scholars working in the field of human capital development generally and in the public sector in particular will receive generous assistance.

**The ingenuity and significance of the study:** Few studies have concentrated on the processes of the identification of T&D needs, T&D planning, and the implementation and evaluation of T&D, which are thought to be significant in numerous contexts such as the GCIS and the public sector in general. This study has also added to the literature by providing an innovative contribution to the subject of systematic training in a developing country, South Africa. This is probably the first study to give attention to the dilemmas of the training processes, including the dilemmas of T&D policy in the implementation agenda of T&D initiatives in the public sector. Furthermore, the earlier research on T&D has focussed on evaluating training results after training is implemented, and the impact of training (post-test only) (Nwokeiwu, 2013; Al-Mughairi, 2018; Asfaw *et al*, 2015). A deeper understanding as well as insights into the GCIS T&D policy, planning, implementation and evaluation processes has been developed, and the study has articulated the importance of policy review and thorough employee participation and input in the formulation of T&D policy.

#### **9.11 Limitations and suggestions for future research**

The current study was conducted in the GCIS and was limited to GCIS personnel. Therefore, future studies should include the analysis of other public sector organisations in South Africa, in order to be able to offer more accurate general information on the planning, implementation and evaluation of T&D. Further research on the best strategies for implementing the T&D programmes could help enhance employee efficiency and improve organisational effectiveness. The investigation of the implementation of employee PDPs and talent management in the public sector could also be a subject for further research. Although the study adopted a mixed methods approach, it would be interesting to further investigate the research problem by having individual interviews with a large sample of top managers and

HRD officials in the public sector who are involved in the T&D policy processes. Other theories that govern T&D could also be used to assess T&D in the public sector.

### **9.12 Concluding remarks**

It is important to note here that multiple data collection tools were used in gathering the data. The study recommended the need to continue to implement training programmes on a regular basis to update employees' skills in order to effectively enhance service delivery to the public, which, if it is ignored, could lead to the further underperformance of the GCIS. There is also a need to draft a vigorous policy framework that guides HRD practitioners about T&D evaluation. Those who devise T&D policy should set out to infuse a culture of inclusivity in T&D processes and decentralise power and governance to allow for a flexible implementation process.

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## LIST OF APPENDICES

### Appendix A: Questionnaire

**Topic: Training and development for public governance: A case study Government Communication and Information System Department in South Africa.**

#### INSTRUCTIONS

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, IT. & Governance and your responses will not be used for any purposes outside of this study.

Thank you for taking the time to indicate your knowledge about training and development in the department.

#### FOR STUDY PURPOSE ONLY

SECTION A	RESPONDENT DEMOGRAPHIC QUESTIONS
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A series of questions regarding your demographics are raised. Please go through each question and place a tick (✓) in the relevant block.

a) Indicate which age group you fall into by placing a tick (✓) in the appropriate block.

21 to 30	
31 to 40	
41 to 50	
51 to 60	
Above 60	

b) Indicate your highest qualification by placing a tick (✓) in the appropriate block.

Below Matric	
Matric	
Diploma	
Degree	
Post Graduate	
Other (specify)	

c) Indicate your gender by placing a tick (✓) in the appropriate block.



Male	
Female	
Other	

d) Indicate how many years you worked for Government by inserting a tick (✓) in the appropriate block.

Less than 1 year	
Between 1-2 years	
Between 3-5 years	
Between 6-10 years	
Over 10 years	

d) Please indicate which component or provincial office you come from by inserting the name of the component or provincial office in the block below.

Component / Provincial Office	
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<b>SECTION B</b>	<b>DEPARTMENTAL TRAINING NEEDS QUESTIONS</b>
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Please read the following statements and indicate your response with a tick (✓) to confirm whether you” “strongly agree”= 1, “Strongly disagree”= 2, “Disagree”= 3, Somewhat Agree” = 4 or “Agree” = 5 “Strongly Agree”.

**2.1 Respondent’s perception on training needs.**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
I need additional training to execute my duties	1	2	3	4	5
I need training to adapt with the organizational current transformation	1	2	3	4	5
My training needs is always identified through a performance appraisal mechanism	1	2	3	4	5
I am fully aware of T&D opportunities offered by GCIS.	1	2	3	4	5
Training and development needs are identified at individual worker level (personal analysis) at GCIS	1	2	3	4	5
Training needs are identified at operational level (task analysis) at GCIS	1	2	3	4	5
Training needs are identified at organizational level at	1	2	3	4	5

GCIS					
I am always given a chance to identify my training needs.	1	2	3	4	5
My supervisor identifies my training needs	1	2	3	4	5
Clients feedback is used to identify my training needs	1	2	3	4	5
My productivity is used to identify my training needs	1	2	3	4	5
Training at GCIS is not informed by training needs –it is a formality.	1	2	3	4	5
Performance gaps are used to determine my training needs	1	2	3	4	5
There are times where I could not get my work done because I do not have proper skills and knowledge to execute the task given to me.	1	2	3	4	5

2.1.1 Which work skill/s do you feel is most important to receive training?

.....  
.....  
.....  
.....  
.....

2.1.2 Please indicate where appropriate, **you can indicate more than one answer**: The training and development that you received in GCIS has helped you in improving your;

<b>Training and development</b>	<b>NO</b> √	<b>YES</b> √
Knowledge on the job		
Skills		
Ability		
Confidence at work		
Moral at work		
overall performance		
Other/s Specify:		

2.1.3. What method of training and development were used to facilitate the programme please indicate?

**You can indicate more than one answer.**

<b>Training and development</b>	<b>Tick</b> √		<b>Tick</b> √
Job rotation		Coaching	
Induction		Mentoring	
Job Enlargement		Simulation Exercises	
Job Enrichment		Understudying	
Sensitivity Training:		University Education	
Apprenticeship		Orientation	
Internship		Lectures and Conferences:	
Secondment		workshop	
Others – Please specify			

2.1.3 Please specify the areas of your job in which you would like to receive additional training.

- 1) .....
- 2).....
- 3).....
- 4).....

**2.2 Respondents perception on training and development policies implementation**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
My organisation has a training a development policy	1	2	3	4	5
I am aware of training needs analysis conducted by my organization.	1	2	3	4	5
My organisation conduct training needs analysis before carrying out any T&D programs	1	2	3	4	5
I believe that all training programs offered by the organization are properly planned and designed	1	2	3	4	5
I am satisfied with the manner in which training is organized in my organization	1	2	3	4	5
My organization fully utilize employee Personal Development Plan (PDP) as a tool to identify training needs for employees	1	2	3	4	5
Training programs received are always in relation to my work daily task.	1	2	3	4	5
T&D objective and content is adequately explained much ahead of the training program	1	2	3	4	5
My organization has a T&D policy applicable to all employees and I fully understand it.	1	2	3	4	5
I am aware of the organization’s T&D strategic objectives.	1	2	3	4	5
My organization links T&D with our company business strategy	1	2	3	4	5
My organization values T&D of employees	1	2	3	4	5
T&D is one of my criteria when deciding whether to leave the organization	1	2	3	4	5

2.2.1 In what way/ways do you think GCIS training and development implementation can be improved?

.....  
 .....  
 .....  
 .....

2.2.2 Are there any matters that you feel are not comprehensively explained or incorporated in the Departmental (GCIS) training and development policy?

- (a) “Yes” (b) “No”

2.1.3 If the answer to the question number 2.1.2 is No please go to next question, if Yes at kindly state the areas or matters that you feel need to be comprehensively explained or incorporated on training and development policy.

- (1).....  
 .....  
 (2).....  
 .....

**2.3 Respondents perception on factors that promote the success of training and development in GCIS.**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Skills development plans (SDPs) promotes success of training in my organization	1	2	3	4	5
Skills Development Plans (SDP) improve and promote the success of training in my organization.	1	2	3	4	5
Workplace skills plan (WSP) assist GCIS in outlining the T&D requirements for an enterprise for one year.	1	2	3	4	5
The use of Personal Development Plan (PDP) promote the success of T&D at GCIS.	1	2	3	4	5
Performance reward system is utilized at GCIS to support the training efforts.	1	2	3	4	5
I am always given time off to attend T&D programs.	1	2	3	4	5
I always account for training attended.	1	2	3	4	5

2.3.1 Are there any factor/s promotes the success of training and development in GCIS?  
 (a) "Yes" (b) "No"

2.3.2 If the answer to the question number 2.3.1 is No please go to next question, if Yes what are those factor/s that promotes the success of training and development.

- (1).....  
 .....  
 (2).....  
 .....

**2.4 Respondents perception on factors that hinders the success of training and development.**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Poor skills on the trainers hampers the success of training and development in GCIS.	1	2	3	4	5
Poor implementation of training has adversely impact on the success of T&D in GCIS.	1	2	3	4	5

The most common challenge for T&D at GCIS is lack of workplace skills plans (WSP)	1	2	3	4	5
The most common challenge for T&D at GCIS is One size fit all training programs.	1	2	3	4	5
The most common challenge for T&D at GCIS is the geographic limitations	1	2	3	4	5
The most common challenge for T&D at GCIS is the increased costs	1	2	3	4	5
The most common challenge for T&D at GCIS is the language barriers	1	2	3	4	5
The most common challenge for T&D at GCIS is the translation issues.	1	2	3	4	5
The most common challenge for T&D at GCIS is the virtual training needs.	1	2	3	4	5
The most common challenge for T&D at GCIS is the lack of political will or the culture of senior management.	1	2	3	4	5
The most common challenge for T&D at GCIS is the lack of buy in from workers	1	2	3	4	5
The most common challenge for T&D at GCIS is the lack of vision.	1	2	3	4	5
The most common challenge for T&D at GCIS is the time and staffing	1	2	3	4	5
The most common challenge for T&D at GCIS is lack of commitment	1	2	3	4	5
The most common challenge for T&D at GCIS is Attitude we've always done it that way	1	2	3	4	5
The most common challenge for T&D at GCIS Job silos – only know your job.	1	2	3	4	5
The most common challenge for T&D at GCIS is Poorly qualified trainers	1	2	3	4	5
The most common challenge for T&D at GCIS is organizing individual training.					

2.4.1 Are there any other factor/s that hinders the success of training and development?

(a) "Yes" (b) "No"

2.4.2 If the answer to the question number 2.4.1 is No please go to next question, if Yes what are those factor/s that hinders the success of training and development.

(1).....

(2).....

2.4.3 Are you aware of any measures taken by the Company to address factors limiting the implementation of training programs to its staff?

(a) Yes (b) No

2.4.4 What are your suggestions for improving the training programs implementation?

.....

.....  
 .....  
 .....  
 .....  
**2.5 Respondents perception on training and development evaluation**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
I am fully aware of T&D evaluation system used by GCIS.	1	2	3	4	5
The system is fully functional and can determine the success and failures of T&D.	1	2	3	4	5
Most common T&D evaluation at GICS is measurement of training satisfaction.	1	2	3	4	5
Most common T&D evaluation at GCIS is the trainees' value of the time spent attending training.	1	2	3	4	5
GCIS use employee behavioral change as a tool for training evaluation	1	2	3	4	5
GCIS use employee attitude change as a tool of training evaluation	1	2	3	4	5
GCIS use customers satisfaction as tool for training evaluation	1	2	3	4	5
GCIS apply pre-testing to differentiate between what was already known before the training.	1	2	3	4	5
Post-testing training evaluation is used in GCIS to ascertain what skills were acquired after the training.	1	2	3	4	5
I am required to demonstrate what I learned after the training	1	2	3	4	5
I receive regularly feedback on my performance after training	1	2	3	4	5
Most common T&D evaluation at GCIS is measuring organisation improvement.	1	2	3	4	5

**2.5.1 What are your suggestions for improving T&D evaluation system in GCIS?**

.....  
 .....  
 .....  
 .....  
 .....

**2.6 Respondents perception on training and development outcomes**

Statement	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
My job performance improves when I use new skills that	1	2	3	4	5

I have learned					
I feel very confident in doing what I learned in training at work	1	2	3	4	5
I never doubt my ability to use newly learned skills on the job	1	2	3	4	5
Trying to use this training takes too much energy away from my other work.	1	2	3	4	5
My supervisor helped me set realistic goals for job performance based on my training.	1	2	3	4	5
T&D programs have contributed in improving the overall performance of GCIS.	1	2	3	4	5
T&D help us as employees of GCIS to minimize mistakes.	1	2	3	4	5
Having the chance to learn at work makes the job more rewarding.	1	2	3	4	5
I believe that T&D motivate employees in doing their work.	1	2	3	4	5
I believe T&D has greatly improved the quality of my work	1	2	3	4	5
T&D have empowered me to work independently with no supervision.	1	2	3	4	5
I believe the frequency of training in my organisation can have a positive impact on my job.	1	2	3	4	5
Training programmes attended was valuable investment of my time.	1	2	3	4	5
I believe that the efficiency of GCIS employees improved due to the training programme.	1	2	3	4	5
I am satisfied with T&D I have received in GCIS.	1	2	3	4	5

**End**

**Thank you for your participation!!!!!!!!!!!!**

**Appendix B: Recruitment letter for survey**



School of Management, IT and Governance

Dear Government Communication and Information System employee

**RE: INVITATION TO PARTICIPATE IN A STUDY: TRAINING AND DEVELOPMENT FOR PUBLIC GOVERNANCE: A CASE STUDY OF GOVERNMENT COMMUNICATION AND INFORMATION SYSTEM DEPARTMENT IN SOUTH AFRICA.**

As an employee of Government Communication and Information System, you are invited to take part in the above mentioned study. You have been selected for this survey because you work for Government Communication and Information System. Your participation will involve giving responses to a questionnaire regarding your experience of training and development employed by Government Communication and Information System. The survey would take between 50 minutes of your time. Your participation is valued and would enrich the study as I will draw on your insights and experiences to understand training and development in the GCIS in South Africa.

Regards.

.....

**Bongeka Nkwanyana**

**██████████ or 031 301 6787**

**Email: [bongeka@gcis.gov.za](mailto:bongeka@gcis.gov.za)**



**Appendix C: Recruitment letter for interviews**



School of Management, IT and Governance

Dear Government Communication and Information System employee

**RE: INVITATION TO PARTICIPATE IN A STUDY: TRAINING AND DEVELOPMENT FOR PUBLIC GOVERNANCE: A CASE STUDY OF GOVERNMENT COMMUNICATION AND INFORMATION SYSTEM DEPARTMENT IN SOUTH AFRICA**

As an employee of the Government Communication and Information System Department, you are invited to take part in the above mentioned study. You have been selected for this interview because you work for the Government Communication and Information System. Your participation will involve giving responses to interview questions regarding training and development in the Government Communication and Information System. The interview last between 50 minutes. Your participation is valued and would enrich the study as I will draw on your insights and experiences to understand training and development in the Government Communication and Information System.

Regards.

.....

**Bongeka Nkwanyana**

**██████████ or 031 301 6787**

**Email: [bongeka@gcis.gov.za](mailto:bongeka@gcis.gov.za)**

## Appendix D: Invitation to Participate in a Research Study



**Title of the Study:** Training and development for public governance: A case study of Government Communication and Information System Department in South Africa.

- Are you permanently employed in the Department of Government Communications and Information System and plays a part in training development of the Department, if so you are requested to take part in an interview for the study.

**We want to know and understand your experiences of training and development in your department.**

**Contact:** Bongeka Nkwanyana on [REDACTED] [bongeka@gcis.gov.za](mailto:bongeka@gcis.gov.za) for reservation.

Doctor of Administration candidate at the School of Management, Information Technology and Governance, Discipline of Public Governance.

**Date:** July 2019

**Participation is voluntary and confidentiality will be strictly upheld. Dr S Mutereko of the School of Management, IT and Governance, Discipline of Public Governance, supervises this research**

## Appendix E: Interview Guide

INTERVIEWER
<p><b>Introduction</b></p> <p>Greeting, I would like to thank you for taking part in the study and hope we will continue until the end. My name is Bongeka Nkwanyana, I will be interviewing you for this study and the voice recorder will be used. You are also allowed to ask the researcher to repeat the question if it not clear and also to pause the recorder when necessary.</p> <p><b>Purpose of the interview</b></p> <p>The purpose of this interview is to study to analyse training and development and to provide the analysis at the end of the interview processes. The information gathered will be protected and the names will not be revealed for privacy purposes.</p> <p>The interview duration will be 45 minutes, I would like you to first introduce yourself and then we can proceed with the interview.</p> <p><b>Introduction covering the following:</b></p> <ul style="list-style-type: none"><li><b>Gender</b></li><li><b>Age</b></li><li><b>Race</b></li><li><b>Occupation</b></li><li><b>Number of years in the organisation</b></li></ul>
<p><b>1. Training needs analysis</b></p> <ul style="list-style-type: none"><li>✓ Does GCIS conduct training and development needs analysis before implementing training programmes?</li><li>✓ Do you think training needs analysis conducted in GCIS meet all training needs analysis such as of macro level, organizational level, job level and personal level? Please support your answer.</li><li>✓ Is there sufficient training provided to employees of the department, if not how does insufficient of training affect your job or if there is, how have training assisted in addressing your performance gaps?</li><li>✓ Do you have performance gap that you feel it can be addressed by training? If so, what skill/s is needed to cover the performance gap?</li><li>✓ Have you ever not able to complete the job tasked to you because of not having knowledge or skills on how to do the job? If so how was addressed?</li><li>✓ Do you think there is currently a need for training and development for GCIS employees? Please support your answer.</li><li>✓ Do you think T&amp;D programmes are evenly distributed to all workers of the organisation? Please support your response.</li><li>✓ In your understanding, do you think training and development programmes are linked to GCIS objectives? Please support your answer.</li></ul>

## **2. T&D policies**

- ✓ Does the company have a training policy to guide employees on training and development?
- ✓ As an employee of GCIS, do you think training and development policy is flexible enough to adapt to any organisational transformations?
- ✓ Do you think training and development policy assist in guiding GCIS employees on available skills development programs to uplift employee's skills?
- ✓ Do you think GCIS T&D policy is implementable? Please support your answer.
- ✓ Kindly explain the GCIS procedure on training and development policy review and its effectiveness.
- ✓ In your opinion, in what ways could T&D policy be improved?

## **3. Factors that hinders the success of T&D**

- ✓ Are there any factors that limit/hinder the effective implementation of GCIS training programmes? If Answer is No, what are the success of T&D programmes in GCIS? If the answer is Yes, what are those factors that hinders or limit the effectiveness of training programs?
- ✓ What are the courses of these factors and in your opinion what could be the solution of such factors?
- ✓ Mention two most critical weaknesses of implementation of training program in GCIS, if any?
- ✓ What suggestions do you have for ensuring such Programme works well?

## **4. Training and development evaluation**

- ✓ Are you aware of GCIS training and development evaluation processes?
- ✓ Mention how GCIS conduct its training and development evaluation.
- ✓ In your opinion do you think training and development evaluation assist or could assist in ensuring that correct training is provided to correct employees? Please support your answer.

## **5. Training and development outcomes**

- ✓ In your opinion does training contribute to improve employee performance? Please support your answer.
- ✓ In what way/s do you think training and development can improve GCIS employees?
- ✓ Do you think that frequency of training in GCIS can have a positive impact on my job?

## Appendix F: Informed Consent Document

Dear Participant,

My name is Bongeka Nkwanyana (Student number: 209514917). I am a Doctorate candidate studying at the University of KwaZulu-Natal Westville Campus. The title of my research is training and development for public governance: *A case study of Government Communication and Information System Department in South Africa*. The aim of the study is to:

1. To establish the degree of the need for training and development in the Department of Government Communication and Information System.
2. To explore how training and development policies are being implemented in Government Communication and Information System Department.
3. To explore factors that hinders the success of training and development in the Government Communication and Information System Department.
4. To ascertain how training and development are evaluated in the Department of Government Communication and Information System.
5. To examine the extent to which training and development achieve their intended objectives for the Government Communication and Information System Department.

I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- You have been selected for this study because you work for GCIS, which is the focus of this study.
- Although there is no direct potential benefit that may accrue to you for participation in this study, its findings may be useful to the overall planning and management of GCIS.
- Your input is completely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be punished for taking such an act.
- Your opinions in this interview will be presented anonymously. Neither your name nor identity will be revealed in any form in the study.
- The interview will take about forty-five minutes.
- The record, as well as other items related with the interview, will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement

(a separate sheet will be provided for signatures).

- I can be contacted at School of Management, Information Technology, and Governance, University of KwaZulu-Natal, Westville Campus, Email:[bongeka@gcis.gov.za](mailto:bongeka@gcis.gov.za) or [nkwanyanabongeka@gmail.com](mailto:nkwanyanabongeka@gmail.com), Cell: [REDACTED]

My supervisor is Dr. Sybert Mutereko who is located at the School of Management, Information Technology, and Governance, Pietermaritzburg Campus of the University of KwaZulu-Natal. Contact details: email [sybert@ukzn.ac.za](mailto:sybert@ukzn.ac.za) or [syberm@yahoo.com](mailto:syberm@yahoo.com), Phone number: Tele: +27332605070, Cell: [REDACTED]

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms. Mariette Snyman, University of KwaZulu-Natal, Research Office, Tel:+27312603587.

Thank you for your input to this research

### DECLARATION

Please show your willingness allow any of the followings research instruments to be used during the interview.

	Willing	Not willing
Audio equipment		

I..... (Full names of participant) here by endorse that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I realize that I am at right to pull out from the project at any time, should I so wish. I understand the purpose of the research. I hereby agree to participate.

I agree / do not agree to have this interview recorded.

.....  
SIGNATURE OF PARTICIPANT

.....  
DATE

## Appendix G: Gatekeepers Letter



### government communications

Department:  
Government Communication and Information System  
REPUBLIC OF SOUTH AFRICA

Private Bag X745, Pretoria 0001. Tshedimosetso House, cnr Frances Baard (Schoeman) and Festival streets, Hatfield, Pretoria 0083. Tel: (+27 12) 473-0000 Fax: (+27 12) 473 0593 Website: [www.gcis.gov.za](http://www.gcis.gov.za)

Enquiry: Ms T Zuma Tel: 012 473 0177 E-mail: [thabilez@gcis.gov.za](mailto:thabilez@gcis.gov.za)

Ms Bongeka Nkwanyana  
Doctorate in Public Administration Student,  
University of KwaZulu-Natal

Dear Ms Nkwanyana

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN GCIS ON  
"TRAINING AND DEVELOPMENT FOR PUBLIC GOVERNANCE: A CASE STUDY  
OF DEPARTMENT OF GOVERNMENT COMMUNICATION & INFORMATION  
SYSTEM IN SOUTH AFRICA".**

Your email dated 06<sup>th</sup> June 2019 has reference;

Kindly be informed that your request for conducting research in GCIS on "Training and development for public governance: A case study of Department of Government Communication & Information System in South Africa", has been approved.

Attached hereto is the confidentiality form that you must sign before the commencement of the research and return to GCIS, marked for the attention of **Ms T Zuma Director: HRD**.

Please note that upon completion of your research, you are required to provide a copy of the final research document to GCIS.

We wish you all the best with your studies.

Regards

Ms T Zuma

Director: Human Resources Development

Date: 07/06/2019.

## Appendix H: Ethical Clearance



14 March 2018

Ms Bongeka Nkwananya (209514917)  
School of Management, IT & Governance  
Westville Campus

Dear Ms Nkwananya,

Protocol reference number: HSS/0098/018D

Project title: Training and development for public governance: A case study of the Department of Government Communication & Information System in South Africa

**Approval Notification – Expedited Application**  
In response to your application received on 06 February 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Sybert Mutereko  
Cc Academic Leader Research: Professor Isabel Martins  
Cc School Administrator: Ms Angela Pearce

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Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X64001, Durban 4000

Telephone: +27 (0) 31 260 3567/8350/4557 Facsimile: +27 (0) 31 260 4608 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [soymanm@ukzn.ac.za](mailto:soymanm@ukzn.ac.za) / [mohunop@ukzn.ac.za](mailto:mohunop@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



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## **Appendix I: English Language Editing Letter**

Date: 20 August 2021

TO WHOM IT MAY CONCERN

I hereby certify that I have edited a thesis by Bongeka Nkwanyana titled Training and development for public governance: a case study of the Department of Government Communication and Information Systems in South Africa.

I am Professor Alan Brimer, DLitt (UPE), Professor Emeritus of UKZN.

Yours faithfully,

Alan Brimer



## **Appendix J: Turnitin Report**