

# UNIVERSITY OF KWAZULU – NATAL

***AN INVESTIGATION OF THE IMPLEMENTATION OF THE TRAINING AND DEVELOPMENT PROGRAMME IN THE DEPARTMENT OF ARTS AND CULTURE, HEAD OFFICE: KWAZULU - NATAL***

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**A dissertation submitted in partial fulfilment of the requirements of the requirements for the Master's degree of Public Administration, College of Law and Management Studies School of Management, Information Technology, & Governance UKZN**

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## **DECLARATIONS**

Submitted in partial fulfilment of the requirements for the Master's degree in the School of Management, Information Technology and Governance, College of Law and Management Studies, UKZN.

I, Nolufefe Mohlomi, declare that the research reported, except where otherwise indicated is my original work.

This thesis has never been submitted for any degree or examination at any other University.

This thesis does not contain any other person's writings, unless specifically acknowledged as being sourced from other researchers.

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To God be the Glory!

## ABSTRACT

Training and development of employees is encouraged by the *Skills Development Act (97 of 1998)* which encourages organisations to develop employees and to instill a culture of learning in the workplace. To further ensure that training and development is achieved, organisations should have systems and strategies in place that are linked to the highlighted strategies. This study aims to investigate and to get the insights of employees into the overall implementation of training and development in the Department of Arts and Culture, which seems to be lacking. There is no systematic training and development process that is followed to guide the overall implementation and evaluation of the programme. Training needs for employees are conducted in this Department. However the implementation and allocation of the training programme is not clear. People at lower levels are complaining that they do not get training programmes allocated to them and, because of this, they are not productive.

The main objective of this study was to investigate the Implementation of training and Development in the KZN Arts and Culture Department.

The objectives of the study include:

- ✚ To examine how the training needs are identified in the Department of Arts and Culture and to prioritise the training and development of employees.
- ✚ To determine how the allocation and implementation of training programmes are conducted at the KZN Department of Arts and Culture and to ensure that all employees get access to training.
- ✚ To assess whether or not there are any challenges encountered by employees and the Human Resource Manager in the delivery of training in the KZN Department of Arts and Culture.
- ✚ To establish whether or not training and development programmes in the KZN Department of Arts and Culture get evaluated to assess their success or failure.

This study used both qualitative and quantitative approaches. Stratified purposive sampling was utilised in this study. The research sample included thirty-eight participants. The study used questionnaires to collect data. Quantitative data was analysed through

the application of the SPSS 23. Qualitative data was also analysed using thematic analysis. Thereafter, findings of the study were analysed, interpreted and discussed. This study has shown that there is overwhelming evidence to substantiate the claim that training and development is not adequately provided for in the KZN Arts and Culture division. Whilst training - needs analysis is conducted, the findings revealed that training programmes are rarely provided for the respondents. Additionally, the findings have shown that there is no systematic training and development model used by the KZN Department of Arts and Culture. This study revealed that there are challenges that negatively impact on the implementation of training and development, including lack of budget and delays in supply - chain logistics. Further to that, the findings have shown that training and development is not evaluated in the KZN Department of Arts and Culture. Therefore, these results indicate that the policy and strategies of the Department regarding training and development should be reviewed. Failing which, the Department is going to continue to have unskilled labour or incompetent workers. The Human Resource Practitioners should ensure the provision of systematic training and development of the workers.

## LIST OF ACRONYMS

<b>ABET</b>	Adult Basic Education and Training
<b>ASGISA</b>	Accelerated and Shared Growth Initiative for South Africa
<b>DAC</b>	Department of Arts and Culture
<b>ETD</b>	Education Training and development
<b>HET</b>	Higher Education and Training
<b>HR</b>	Human Resources
<b>HRD</b>	Human Resource Development
<b>HRDS</b>	Human Resource Development Strategy
<b>JIPSA</b>	Joint Initiative on Priority Skills Acquisition
<b>KZN</b>	KwaZulu-Natal
<b>NSA</b>	National Skills Authority
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSP</b>	National Skills Plan
<b>PDP</b>	Personnel Development Plan
<b>RDP</b>	Reconstruction and Development Programme
<b>SAQA</b>	South African Qualifications Authority
<b>SDA</b>	<i>Skills Development Act (97 of 1998)</i>
<b>SDLA</b>	<i>Skills Development Levies Act</i>
<b>SETA</b>	Sector Education and Training Authorities
<b>SHRD</b>	Strategic human Resource Development
<b>SPSS</b>	Statically Package of the Social Science
<b>WSP</b>	Workplace Skills Plan

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## CHAPTER ONE: OVERVIEW OF THE STUDY

### 1.1 Introduction

This chapter discusses the main background to the study regarding training and development in a work environment. The chapter highlights the problem statement to be studied by pointing to the importance of providing an effective training and development programme, as guided by the legislation pertaining to training and development within the country. This chapter is structured as follows, the background and introduction to the study is followed by the problem statement. Then, the contribution to the field of study and the significance of the study will be discussed. Research questions and research objectives guiding this study will be outlined with the aim of answering the main research question. The significance of the study and the structure follows. Finally, in the last two sections, the chapter considers several limitations that had an impact on the study, such as resources.

Training and development is one of the key development agendas within the country. Various pieces of legislation were introduced soon after 1994 to ensure that development of employees in organisations is improved. These pieces of legislation include the *Skills Development Act 97 of 1988*, the *Skills Development Levies Act (9 of 1999)* and the *Constitution of the Republic of South Africa Act 5 of 2005*. The aims of human resources development incorporate the efficacy of service delivery, avoidance of unproductivity and professional development. In this regard, human resource development's objective is to increase productivity and to eliminate bottlenecks in service delivery. The effective implementation of training and development of personnel can eliminate this challenge. According to Saleem , Shahid , & Naseem (2011), a systematic training and development system safeguards the personnel of every institution to better recognise the dynamics of the institution. This demands a proper plan of skills needed to assist employees to execute their duties. Further, training and development of employees impacts on the job contentment and efficiency of organisations and, through this training, the employees get acquainted with the employer's expectations. According to Human Resources Development Strategy for South Africa ( 2008), human resources development serves as facilitation and forms part of the development agenda. In this regard, Mello (2008: 415),

points out that the aims of human resources development are to advance the effectiveness of service delivery, avoidance of unproductivity and professional development. Furthermore, the aim is to increase productivity and to eliminate bottlenecks in service delivery by providing developmental programmes in the work place. The primary objective of this study was to investigate the implementation of training and development in the KZN Department of Arts and Culture. This study aims to gain additional insights from experiences of other employees regarding implementation of training programmes and to further provide recommendations that will assist in the future planning of training and development programmes for employees.

## **1.2 Research problem of the study**

Government departments are expected to develop and train employees and to contribute to the development of both employees and the employer. The *Skills Development Act 97, of 1998* indicates that all organisations should improve the level of competency of employees, by prioritising training and development to augment formal education. The objective of the Act further specifies that training and development aims to develop employee's skills. Furthermore, the Act highlights that productivity should be improved to meet the global trends in terms of the economy. Improving the skills of employees in the workplace helps to address the imbalances of the past, in line with the national legislation and policy framework by ensuring a developmental work environment for employees and access to education for all. The concept of training and development is described by various experts as a strategy to be utilised to improve performance, skills and knowledge. Successful implementation of training and development relies on the systematic training and development procedure being followed by the organisations (Kraiger : 2002).

The KZN Department of Arts and Culture has formulated a policy and has defined the objectives of its training and development programme. The objectives of the policy are to co-ordinate and integrate training within the Department of Arts and Culture. Furthermore, training and development is a priority in terms of national, provincial and international imperatives, like Chapter 09 of the *National Development Plan*, Chapter 10: of the *Constitution of the Republic of South Africa (RSA,1996)*, Goal 04: of *Sustainable Development Goals*. Outcome Number (5) five of medium Term Strategic Framework as

an implementation framework for a 'skilled workforce', *kwaZulu Natal Provincial Growth and Development Strategy* and strategic goal number two (2) wherein human resource development is a top priority. For training and development to be successful, a systematic training and development process must be followed. These processes include application of a training- needs analysis, instructional design, implementation, lastly, the evaluation of training programmes (Dessler, 2006 :153 -154).

However, the researcher's experience shows that the implementation process of training and development contradicts the objectives of the Departmental policy on training and development. At the Department of Arts and Culture, training and development does not follow systematic steps as suggested by Dessler (2006). The implementation process is not transparent and it is inadequately concluded. As such this could result in demoralised employees and poor performance. This gap also impacts negatively on service delivery. Erasmus, Loedolff, Mda, & Nel, (2013) further agree that the systematic process of training and development is pivotal and there are fundamental steps that need to be followed such as training - needs analysis, instructional design, implementation and the evaluation of the training programme, as outlined by Dessler (2006) in a previous paragraph .

According to the researcher's personal experience, training itself is not provided systematically and the process of providing training is not transparent. Although this is the researcher's fifth year working in the Department of Arts and Culture, she has never been given training despite the need for it. The KZN Department of Arts and Culture utilises personnel development plans (PDP) on an annual basis as a tool to conduct the training needs assessment of the employees within the Department. On the other hand, despite the identification of training needs through the personal development plans, according to the researcher's experience, a training programme has not been provided. There seems to be an enormous problem with the implementation and evaluation phase of the training and development programme in the KZN Department of Arts and Culture. The problem could be that this Department does not adequately follow the systematic processes of implementing the training programmes as suggested by Dessler 2006 & Erasmus (2013). There seems to be a gap in the implementation process hence employees do not receive the requested training programmes.

Consequently, employees are not motivated and are not productive. Some employees have a poor performance record with the excuse that they have not been given training. It is not clear whether or not, training and development is prioritised in the Department's budget. Various experts and theories reveal that training and development of employees should be viewed as an investment and as a motivation for them to be productive in a workplace (Swanepoel, *et al.*, 2014). There is an indication that officials at lower levels are the most affected, compared to officials at management level. As a result, some employees are sluggish, demoralised, unproductive and not dedicated to their duties as they feel they do not form part of the organisation. This could lead to a high labour turnover and unnecessary absenteeism as employees use this as an excuse. Inadequate provision of training at KZN DAC can lead to loss of customers, poor services, less productivity, and poor organisational performance.

### **1.3 Rationale of the Study**

The findings of this research will benefit the Department of Arts and Culture, employees, and management in terms of establishing ways of reviewing the training and development strategies. This study will contribute to the growing literature on training and development of public sector employees. Scholars and researchers can use the findings of the study to ask more precise questions on the actual nuances of training and development. Thereafter, enhancement of the training and development programme will be necessary for effective implementation of the training programme. This study forms an important part of the researcher's degree programme and will enable her to gain some insights and share the experiences of other employees regarding the implementation of training and development at the KZN Department of Arts and Culture. The next section will discuss the significance of the study.

### **1.4 Significance of the study**

An understanding of the current training and development in the Department of Arts and Culture can assist the Department and management to recognise the causes of the inadequate provision of training. This can assist the Department to realise the consequences of not allocating training to officials adequately and equitably. This study can also assist the Department to improve the planning process or to review the strategies

pertaining to training and development in order to address all the identified gaps. This study, also contributes to the growing knowledge on training and development by revealing the gaps that should be addressed regarding the training programmes. The KZN Department of Arts and Culture and management will also benefit from this study.

### **1.5 The aim of the study**

This study sought to gain an understanding of the implementation of training and development in the Department of Arts and Culture in KZN. The specific research questions and objectives are listed below.

### **1.6 Research questions**

The research questions of this study were:

- ✚ How does the KZN Department of Arts and Culture identify training needs of its employees?
- ✚ How is the implementation of the training and development programme conducted in the Department of Arts and Culture?
- ✚ What are the experiences of the employees and Human Resources Development manager in ensuring adequate delivery of training for personnel in the KZN Department of Arts and Culture?
- ✚ How is the training and development programme evaluated in the KZN Department of Arts and Culture?

### **1.7 Research objectives**

- ✚ To examine how the training needs are identified in the Department of Arts and Culture;
- ✚ To determine how the allocation and implementation of the training programme is conducted at the KZN Department of Arts and Culture to ensure that all employees get access to training;
- ✚ To assess the experiences encountered by employees and the Human Resource development in the delivery of training for personnel in the KZN Department of Arts and Culture; and

- ✚ To establish whether or not the training and development programme gets evaluated to assess its success or failure in the KZN Department of Arts and Culture.

## **1.8 Limitations of the study**

A number of issues like the lack of financial resources and time constraints had a negative impact on the study. In order to mitigate this challenge, the researcher had to create more working time. Access to the hidden information about the study was a challenge and this resulted in partial outcomes. Triangulation of methods was used to obtain information from various sources using different methods. Although non-availability of some of the respondents such as senior managers during the data collection, contributed negatively to the study, the researcher made maximum use of junior managers and other people in supervisory positions.

## **1.9 Structure of the dissertation**

Following this introduction chapter, the rest of the dissertation is structured as follows:

**Chapter 2:** This chapter conceptualises training and development wherein the literature review outlines the history, background and definitions of training and development in South Africa.

**Chapter 3:** This chapter contextualises the theoretical and conceptual framework of the training and development model, guiding the training and development process and citing insights from various authors.

**Chapter 4:** This chapter outlines research methodology, research paradigms, research designs, sampling and data collection instruments and data analysis that were employed in this study.

**Chapter 5:** This chapter presents the interpretation of findings, conclusion and discussion of the findings linking these to the literature review.

**Chapter 6:** This chapter discusses the findings, conclusions and recommendations of the study in accordance with the research objectives and findings of the study. In this chapter the implications of the study and the need for further studies were discussed.

## **Summary of the chapter**

This chapter presented the background and introduction to the study. The chapter also explained the purpose of the study and the discussion of the problem statement. The significance of the study was suggested. The research questions and objectives were briefly discussed. Lastly, the key limitations were stated. The following chapter provides the theoretical and conceptual framework for training and development specifically in a South African context.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The focus of this study is on investigating the implementation of training and development in the KZN Department of Arts and Culture. The purpose of this chapter is to discuss in detail the overview of training and development. Additionally, the chapter explores the developments that have occurred so far in the country and also reveals the developments made after 1994. The first part of this chapter begins with the conceptualising and contextualising of the aspects of training and development. The various training methods will briefly be discussed as other methods of training provisions to be considered by institutions to develop employees. The definition of training and development - related terms will be explored. In this chapter, benefits of successful implementation of training and development are explored, briefly citing various items from the literature with the aim of revealing the advantages and disadvantages thereof.

### **2.2 Conceptualising training and development**

In the literature, the term 'training' refers to transfer of skills by means of providing training for an individual with the aim of achieving production. Training is concerned with skills acquisition and with the capacity to accomplish the job more efficiently. In most cases training is provided when training requirements or needs have been identified due to either new technological requirements or new targets that have to be met in terms of production (Dessler : 2006). Furthermore, training can be regarded as a corrective measure as in the case where there is an indication of a skills gap to be ironed out by an institution. Training could be organised or conducted using various methods, either from internal or external sources, or from abroad, depending on the institution's strategies. Further to that, internal training can be embarked on by means of on-the-job training and mentoring, whereas external training can be provided by organising seminars, conferences and workshops. Training undertaken abroad is exceptional and must be substantiated by valid reasons (Erasmus *et al.*, 2013:20).

(Swanepoel, BJ Erasmus, & MC Tshilongamulenzhe (2014), point out that training involves a specific intervention to enhance performance in a particular activity. According

to Erasmus *et al.* (2009), training denotes the planned acquisition of knowledge, skills and abilities to carry out a specific task or job in a job-related setting. According to Nel *et al.* (2011: 359), training is also pertinent to effect actions and, in the society, training can be referred to as mediations intended to advance the level of performance of existing work responsibilities.

Furthermore, Kraiger (2009), observed that training in an organisation creates an 'effervescent' profit for individuals, teams, the institution and society as it contributes to the advancement of the individual career development and improved performance, revenue and overall productivity in the organisation. Noe (2010) agrees with the above authors that training and development of employees encompasses a range of issues. He further argues that training and development has been widely addressed as a tool that can equip employees with required skills to enable them to execute their duties with success. In this regard, Grobler *et al.* (2011) add up by highlighting the various approaches regarding training and development of employees and indicate clearly how training should be perceived in the organisation. Hence, the lack of training in the Department of Arts and Culture, could possibly be attributed to the Department not viewing training as an appropriate investment for the organisation. In this regard, further discussion will continue about the different training methods to be considered by organisations to develop and capacitate their employees.

### **2.3 Various training methods**

According to Nel *et al.* (2011:377), there are various training and development techniques that could be considered. Further, they recommend on-the-job and off- the-job training as methods to be considered to deliver training.

#### **2.3.1 On-the-job training**

According to Swanepoel *et al.* (2014), on-the-job training should be conducted at the work site and its focus should be on the actual job. The advantages of on-the-job training are described as follows: The transfer of training to the job is advanced, a full-time trainer and a distinct training service is not essential. Furthermore, trainee motivation remains high because, what employees learn, is relevant to the job and provides job satisfaction.

Further, the employee is integrated more quickly into the organisation. In the KZN Department of Arts and Culture, on-the-job training is conducted. However, it is not carefully planned according to the researcher's experience and as suggested by Swanepoel *et al.* (2014). Furthermore, on-the-job training is not designed at all. Instead it is conducted as part of performing daily duties. Nel *et al.* (2011:357), describe on-the-job training as an on-going learning that should have a designed job focus. Furthermore, assessment of the job performance in the process of training should be undertaken as part of monitoring. Additionally, there is the opinion that immediate supervisors should take responsibility to ensure that their subordinates get training. Hunter, (2012 : 250), suggests that on-the-job training allows employees to gain experience and better knowledge of their jobs. The next section will discuss the aspects of the off-the-job training.

### **2.3.2 Off-the-job training**

Swanepoel *et al.* (2014) suggested that off-the-job training may take place closer to the workplace at a special training centre or training facility. The advantages of conducting training away from the workplace include a decrease in interruptions. Additionally, off-the-job training permits employees to concentrate on the training. The techniques and tools that should be considered in this approach to learning are lectures, group discussions, and role-playing, assigned reading, case studies, and videotapes. Swanepoel *et al.*, (2014) & Erasmus *et al.* (2013), point out that, off-the job training should be conducted away from the workplace in a different place or boardroom. However, they recommend that it could also be embarked on at the work site depending on the organisation. Nel *et al.* (2011) agree with Swanepoel *et al.* (2014) that off-the job-training case studies, role playing, in-basket training and management games could be applied. At the KZN Department of Arts and Culture, according to the researcher's experience off-the-job training is rarely provided. Once in a while workshops are conducted off site in which presentations are made. The following section discusses the importance of coaching as part of training in the work place.

### **2.3.3 Coaching**

In the field of training and development, Swanepoel *et al.* (2014), defined coaching as an intervention that is about supporting other managers or employees to gain capability. They further suggest that a quick response provides an advantage. Dessler, (2005), suggests that coaching should be provided for managers, who should provide answers to questions and should be exemplary. Swanepoel *et al.* (2014), further advise in their book that ethical coaching in this approach to learning should be applied at all times.

### **2.3.4 Job rotation**

Swanepoel *et al.* (2014), confirm that this training approach entails rotating from one subdivision to another for a number of months. They are of the opinion that this process allows employees to gain a broader understanding of different operations in the organisation. In addition, the job rotation approach may demotivate some employees. According to my experience at the KZN Department of Arts and Culture, job rotation is not implemented as a part of the training programme. According to Nel *et al.* (2011), job rotation involves supervisors, staff and managers. Job rotation should be piloted by moving systematically from one job to the other. However, they are specific enough to say job rotation should be conducted within at least a period of two weeks to six months. Additionally, they advise that job rotation affords employees a chance to learn and gain experience from the various sections. Furthermore this method of learning assists employees to gain enough confidence to make decisions and to be able to deal with bigger challenges (Nel *et al.*, 2011:377,379).

## **2.4 What is development?**

Erasmus *et al.* (2013), describe the term development as a process that is related to capacitating employees in an organisation through attaining certain skills. This process can be done through the learning methods in place with the purpose of accomplishing the organisation's targets. This also means attaining knowledge, skills and capacity through learning and through training techniques. It is further suggested that the process of development starts with identifying the need to be developed in the first place. Identification of needs to be trained relies on supervisors, the organisation and the employees themselves. However, the workplace skills plan is the critical tool to be utilised

to identify the need, or the skills gap in line with the organisation's performance. The development phase actually requires a human resource development manager with key management skills to be able properly to plan the development of the employees in order to improve the organisation's performance (Erasmus *et al.*, 2006). Further to that Meyer (2012) argues that development happens when continuing learning is promoted with the aim of advancing job performance. They further suggest that the development of employees contributes to the success of strategic goals of the organisation. Additionally, development refers to formulating the future of employees by shaping a culture of learning in an organisation. Furthermore, development should be embraced to ensure that employees remain well - Informed of novel developments technologically, fiscally, politically, governmentally and socially (Nel *et al.*, 2011:359). Human Resource development will briefly be discussed in the following section to highlight the significance and the role of this unit in an organisation.

## **2.5 What is Human resource development?**

Human resource development is the sub – unit that falls under human resource management. In this case, it is important that we fully understand where all these discussed approaches of learning fit. Therefore, the human resource development is discussed to connect it with these approaches to learning. In the field of training and development the term 'human resource development' is generally viewed as a macro-level challenge. Human resource development is a technique that involves various aspects such as approaches, procedures, systems, processes and guiding principles that the employer should organise in the form of learning interventions for the advancement of service delivery and in order to augment the competences of personnel in an organisation. Although the main objective of training and development is to provide education and development for employees, both employees and the organisation benefit in the process (Swanepoel *et al.*, 2014).

Dijk (2005) describes the concept of human resource development as the technique to accomplish personal and administrative growth by providing appropriate skills for the facilitation of service delivery. Furthermore, he explains that human resource development encompasses various aspects such as training and development,

organisational development and career development to increase the proficiency of personnel and of the Department. The aspect of human resource development is the critical element to augment the country's growth potential. He further observed that human resource training and development programmes have emerged since 1994, although there was a lack of organisational assessment of the shortcomings of the programme. Subsequently, a need to develop a comprehensive training strategy was identified and was established in 2001. The developmental agenda of training and development thus demands alignment of policies and strategies introduced by government to ensure effective implementation of the programme.

South Africa is branded as a developing country with a lot of unskilled people and with frequent unavailability of skilled people. In this regard, Dijk (2005) describes human resources development in three bands: integrating training and development, organisational development and career development with the intention to benefit the employees and the organisation by improving productivity. Chelechele (2009), asserts that training and development as the systematic process of changing behaviour and attitudes of individuals as a means to improve skills and performance in terms of institutional goals and objectives. According to the research of *Influencing training and Development on employees behaviour* by Saleem *et al.* (2011) the main objectives of training and development are to improve employment fulfilment and proficiency for the benefit of the organisation and the employees. Appropriately conducted training, development and education provide worthy outcomes whereby skills and growth are multiplied. Laird *et al.* (2003) further argue that training and development is more focused in various areas that are committed to employees' development. Furthermore, training and development are more focused in the development and productivity of organizations. Human resource development is commonly known as an investment, Mello (2008) supports the view that human resource training and development is a tool that should be used to improve service delivery in South African public service.

Grobler *et al.* (2011) & Nel *et al.* (201), confirm that training and development of employees is pivotal in South Africa to secure competitive advantages in a global market where technology is advancing exponentially. Training and development is a key concern

that enables the organisations to accomplish their targets. Systematic training and development are, therefore, considered in subsequent sections citing from different models of training and development.

The concept of training and development is the third leg in a performance management system, in particular performance appraisals wherein training needs of employees' should be identified. In this case, the PDP, as part of performance management monitoring tool, must be completed together by the employee and the supervisor, to ensure that the gap of training required to improve employees', performance is addressed (Hunter, 2012:203). Noe (2010), argued that human resource development has been identified as the cohesive practice in training and development strategies and procedures. Human resource development has been defined by Noe (2010) as the tool that involves analysis of tasks and productivity. Furthermore, he supports other researchers' notions that human resource development should engulf issues of change management and the building of team players in the organisation. In addition, he is of the opinion that training and development should form part of the roles that human resource management should play. In the KZN Department of Arts and Culture, training and development is indeed a sub-unit under the umbrella of Human Resource Management. Therefore, Noe (2010) concludes that achievement of successful training and development programmes requires the collective effort of everybody in the Department.

## **2.6 Benefits of training and development**

This section explores the benefits of training and development and how a systematic training programme benefits the employer, and also the country. In this sub-section the benefits of systematic training and development are explored. Various approaches proposed by different scholars highlighting advantages of developing employees will be discussed very broadly. The literature reveals the negative impact of not providing necessary training programmes in organisations. The risk of not following the systematic training and development will also be revealed.

According to Kraiger (2009), training and development makes a massive impression on the performance of individuals and teams with regard to attitudes, motivation, and

empowerment. Training has a strong impact on the increase of human well-being and performance in organisations as well as in society. Training and Development of employees' produces positive outcomes in that job performance improves and also employees get new skills. Benefits of training for the organisation involve productivity improvement, sales or financial gain. Training efforts result in the improved quality of production and in competent employees that then contribute to the economic growth Kraiger,(2009). Swanepoel *et al.* (2014), add that institutions must have competent personnel to perform their duties in a superior way, and that helps benefit the organisation to be competitive and successful.

Hunter (2012), mentions the benefits of training and development in that firstly, it stimulates employee's motivation. The second benefit is that employee's performance is likely to be enhanced; efficiency in the processes is promoted and reduced employee turnover can also be realised. However, if training is not appropriately organised the anticipated results will not, in all likelihood, be achieved. Yet, if training is well-planned, improvements can be achieved in various ways such as in financial gain, client fulfilment and quality of service delivery. Nel *et al.* (2011) highlight the benefits of training and development and listed them in point form. The benefits of training and development include advanced effectiveness. Additionally, it 'helps the organisation to improve skills and production. In addition, training and development increase employees' confidence in decision - making and quality of performance. Furthermore, they explain that benefits of training and development include improvement of processes and proficiency and assist employees in dealing with a changing environment and diverse challenges' (Nel *et al.*, 2011:388).

Botha *et al.* (2007), describe the significance of human resource development as the process of upgrading employees' proficiency by prioritising their training needs. He further agrees in his statement with Hunter (2012) & Nel *et al.* (2011) that development of employees should be central in organisations to attain new skills and to meet the countries economic targets. Furthermore, due to a range of issues like global competition ,technological advances, socio – economic factors requiring a well-planned training and development programme foremployees. Various fundamental reasons for the

development of employees have therefore been highlighted as: advancing employee performance, the updating of employee skills, familiarising newly appointed employees, enhancing promotional prospects, identifying personal growth needs, resolving organisational problems and other reasons (Botha, Kiley & Truman, 2007).

### **2.6.1 Employee benefits of training and development**

The exploration of the benefits of providing for the training and development needs requires a differentiation between employees and employer benefits. But, the discussion revealed and substantiated the fact that both employees and employers benefit from the provision of logical training programmes. The preliminary discussion starts with employee benefits and thereafter the organisation's benefits are also discussed.

Khawaja & Ahmed Bashir (2013), list the fundamental principles of training and development and various approaches that benefit employees. These are now discussed. Training and development of employees is critical and should be considered as the main activity within human resource functions. In their 'Agency Theory' in training and development they have indicated it is fundamental that well - effective training and development be organised for employees by organisations (Azevedo & Akdere, 2011: 400).

#### ***Career development***

Khawaja, et al. (2013), highlight that a well - planned and articulated training and development programme benefits the employees through them acquiring career -related proficiencies. They argue that even newly graduated people prefer to get employment in an institution that considers the development of skills and one could claim that every employee wants employment in an institution with chances of growth. The significant role of training and development is that it benefits employees and enables them to deal with the changing environment (Khawaja *et al.*, 2013). Since training and development of employees seem to be a challenge at the Department of Arts and Culture, the likelihood is that high labour turnover will continuously be encountered. Employees prefer to work for an organisation that considers career development. In the literature, various aspects have been highlighted regarding benefits of training and development including ,employees

satisfaction and the advantages for performance management. Further to that, 'learners should be prepared for multitasking by organisations by means of providing them with various career development programmes,' (Meyer *et al.*, 2012:384).

### ***Employee satisfaction***

Khawaja & Ahmed Bashir (2013), maintain that employees end up not being part of decision-making processes if their training needs are not considered. Therefore, organisations should be prepared to incur costs for the development of their human resources. Moreover, organisations that are not investing in training and development of employees can be faced with challenges of high labour turnover. Khawaja *et al.* (2013) claim that organisations that prioritise employees' training programmes are most likely to realise great employee satisfaction and minimal labour turnover. At the KZN Department of Arts and Culture most employees are complaining and are not satisfied with their jobs and, significantly, adequate training programmes are not provided. As a result, there is less employee satisfaction and high labour turnover. Employees are more likely to stay in an organisation with flexible work practices and the more staff get employed permanently to provide various skills including information technology (Meyer *et al.*, 2012:3).

### ***Performance management***

According to Khawaja *et al.* (2013), provision of training and development programmes improves performance of employees. Furthermore, referring to employee satisfaction, once employees realise that their skills will be developed eventually they become content. In other words, Khawaja *et al.* (2013), maintain that employee performance can be achieved through developing their skills. These authors underline that provision of training heightens performance in the organisation. However, at the KZN Department of Arts and Culture employees are performing their duties poorly with the excuse that their training programmes are inadequate. However, if training and development were adequately provided performance of the employees should automatically improve. Khan *et al.* (2011) agree that training and development is central to improve performance of both employee and organisation. In addition, Meyer *et al.* (2012:258) suggest that it is the responsibility

of human resource development section to ensure that their performance management system is smoothly implemented by providing new skills for employees in accordance with the strategic objectives of the organisation.

### **2.6.2 Benefits of training and development in an organisation**

According to Khawaja *et al.* (2013), & Asfaw *et al.* (2015), investing in employees through the provision of training and development programmes benefits the organisation. Although it could be a challenge to spend on developing their employees, positive results are most likely to be achieved. Basically, provision of training and development programmes is known to improve employees skill, although it involves an investment on the part of an organisation. Technology advances and for the organisation to achieve high production, it must keep up with these advances and it should develop competitive employees. Therefore, they further suggested that the organisation should develop and maintain a culture of training and development of employees to increase skills and competitiveness.

### **2.6.3 Organisational Performance**

Khawaja *et al.* (2013), & Khan *et al.* (2011), argue that successful training and development benefit the organisation employees. Furthermore, they recommend that a training and development programme serves as a fundamental aspect that increases organisational and employee performance (Khawaja, *et al.*, 2013). In this regard Asfaw *et al.* (2015), argue that training and development is important and should be viewed as an investment to enable employees to make meaningful decisions to further assist the organisation to operate its functions efficiently (Asfaw *et al.* 2015:190). Both organisational and employee performance are important, and the human resource unit should ensure that employees are aware of the organisational goals to be able to link them with duties and skills (Meyer *et al.* (2012:258).

### **2.6.4 Employee retention**

In the process of developing the employees through training and development, employees can gain skills that would enable them to perform better and to stand a chance of being retained. The training and development can be considered as a retention strategy by organisations and it should be viewed as an investment rather than a loss to the

organisation (Khawaja *et al.*, 2013). They further highlighted that some organisations view training and development as a sort of a loss, hence employees tend to leave and get opportunities elsewhere. Yet, this requires employers to turn training and development into a strategy to retain employees. At the KZN Department of Arts and Culture the employees are acknowledged as part of the human resources yet developing this resource is not considered a priority.

## **2.7 Theories of training and development**

This section briefly analyses learning theories in an attempt to point out that learning can be achieved if various approaches were to be considered. The fundamental basis of successful learning requires various methods of learning to be applied to employees. As a result, in this section, training is linked to various learning theories to illustrate the significance of employing different learning methods. Additionally, learning theories are described to point out how people learn in the learning process. Different authors are considered to debate the importance of learning theories in the training process.

In this study, I draw on the work of Noe (2010) to make the argument that learning theories are important in the training process of employees to actually allow the employees to acquire skills in various ways as they contribute to the learning process. Noe (2010) places the emphasis on learning and this is especially useful to my analysis as it allows me to think through the manner in which training programmes should be structured to include various approaches that will be beneficial to all learners. To this end Noe's (2010) conceptualisation of the learning process is generative for grasping how the learning process should be approached other than simply by considering one style of learning to ensure a successful training programme. Noe's attention to the learning theories is of value in encouraging trainers to create a conducive learning environment that will stimulate learner's concentration during the training process. The next section will briefly discuss the importance of linking training with learning theories.

### **2.7.1 What is learning?**

Learning is the process of receiving and processing information. The received information should be remembered. In particular the information can be received through physical

organs like ears and eyes. Learning is a practice of examining for meaning for which a learning environment has to be created. The process of learning in an organisation requires a training platform with visible activity and in-house practices involving thinking, attitudes and emotions. The primary objective of learning is to foster human potential and to transfer information (Laird *et al.*, 2003). Learning theories, therefore, explore how a learning environment should be set up to hold the trainee's attention and to stimulate thinking. Learning theories aim to revitalise trainees' minds to be able to participate actively and to be able to analyse issues critically and, as a result, to find solutions. This is a reminder then, that when training programmes are being devised, consideration must be given to the provision of an environment that should be conducive enough to stimulate trainees' concentration to enable them to engage with and better understand the training. Noe (2010) suggests that learning theories explore how trainees' interests in a learning programme can be promoted. A review of learning theories is also viewed as part of planning to ensure that appropriate and successful training is provided. There are various theories that demonstrate how learning should be acquired by learners and this section discusses some of the learning theories that inform training and development. The learning theories to be discussed are as follows: behaviourism, cognitivist science, and social learning theory.

Learning can be described as a lifelong process, and people can learn in many different ways so that the facilitator has to consider different approaches to facilitating training (Erasmus *et al.*, 2009). Noe (2010) is of the opinion that learning approaches are central to ensure that the training set up is properly outlined. Furthermore, he adds that it is vital for trainees to understand the training design to prepare them to receive the training. According to Noe (2010), learning theories include reinforcement theory, social learning theory, goal - setting theory, and expectancy theory.

According to Erasmus *et al.* (2009), there are different theories of learning and what constitutes learning involves the method of learning, stages and learning competencies. They further maintain that effective training requires the active participation of the learners. Erasmus *et al.* (2009), note that each learning theory has its own principles. Furthermore, they indicate that when training is conducted it is advisable for the trainer to

reference from various theories rather than to concentrate on one theory, depending on the learning content. Noe (2010), agrees with Erasmus *et al.* (2013) that training set up and design should allow the trainees to be comfortable and to participate in the learning process.

Learning theories therefore are classified in various ways by different authors. Behaviourism, Cognitivist Science, and Humanism have already been mentioned. Botha (2007) reminds us that these theories of learning contribute to the learning process wherein the trainers and trainees both benefit. He further argues that learning theories are the basis for the design of a learning process.

### **2.7.2 Behaviourism**

Erasmus *et al.* (2009), suggest that behaviourism is concerned with stimulating the attention of learners starting from devising the learning programme to developing the behaviour of the learner. In light of the above, behaviourism is narrowed to visible and assessable behaviour, and the posturing expression of new performances. During the learning process the focus is on rewards and punishments. This learning theory is criticised for not considering other methods of cognition that cannot be observed. Additionally, it proposes a one-size-fits-all approach, with automated instruction (Erasmus *et al.*, 2013). Noe (2010) has described this theory as reinforcement, in his book *Employee Training and Development*. Noe, shared the same sentiments with Erasmus that training involves employees acquiring knowledge and transforming their behaviour. Noe also viewed behaviour as a training approach that is centrally linked to negative or positive reinforcement. In positive enforcement verbal reinforcement can be used as a means of reward. Thus far, negative reinforcement suggests that a form of punishment can be applied to strengthen a behaviour and to mitigate a negative condition.

### **2.7.3 Cognitivism**

The Cognitive approach underlines the fact that people learn in different ways. For example, it could be by means of memory, judgment, problem-solving, or by relating to what they have witnessed. Erasmus *et al.* (2009), propose that this learning theory underlines the human behaviour. Basically, cognition theory promotes the person's

notions, understanding, information, analysis and understanding of his or her environment. Cognitive learning theory involves the study of the meaning of different items. Furthermore, learning is the process of connecting signs in a meaningful and memorable way. (Erasmus *et al.*, 2009). Additionally, they observed that the focus of cognitive theory is on actively processing the construction of knowledge rather than on acquiring it. According to the researcher's experience, the manner in which training programmes are structured in the KZN Department of Arts and Culture allows the learners to relate the learning to their jobs. Through the facilitator, learners are encouraged to follow through on their ideas. Other than that it is rare that the practical signs are utilised to stimulate the memory of trainees and to allow for meaningful learning.

#### **2.7.4 Social Learning Theory**

The Social Learning approach highlights the fact that people can learn by perceiving what other people have done and in that fashion they can gain skills and knowledge. In this approach of learning, trainees can learn best and enjoy the training together with other learners. This theory therefore, is regarded as the tweaking around of the other theories mentioned (Botha *et al.*, 2007). Social learning in the classroom takes the form of collective learning and group work, and there is the possibility of observing professionals in action. However, Social Learning is regarded as not giving sufficient consideration to individuality and experience as enabling aspects in learning. Additionally, reactions and stimuli are not considered significantly as being linked to learning (Erasmus *et al.*, 2009). Noe (2010) agrees with Erasmus that people can learn from others by means of observations. In particular, the training programme with experienced and reliable people can assist the trainer in the learning process. Although in this aspect of Social Learning Theory the decision of individuals to determine whether or not they can successfully learn new skills, is vital.

This theory is considered as an approach that is generally concerned with a structural approach that promotes learning and change. In particular, this relates to a situation where individuals should take charge of their own learning process. Furthermore it is crucial that learners focus on the prioritised and applied methods in the training programme (Botha, *et al.*, 2007). Noe (2010) explains that self-efficacy in the learning

process can be achieved if a range of training methods can be strengthened. He further explains that this includes verbal persuasion, logical verification, and observation of others. In short, these aspects relate to the reinforcement of trainees to achieve successful learning. Noe (2010) in his book *Employee Training and Development* outlines other theories including goal setting and expectancy theories.

However, it would seem to be advisable to ensure that a well - planned learning programme is instituted that would allow trainees to learn from each other as this is a practicable way to achieve meaningful learning. However, all experiential learning still needs to be monitored. Herzberg's theory of motivation, explains that once employees become part of decision - making and are given a chance to contribute to the success of the organisation, individual performance can be enhanced. Therefore, various learning approaches are advised in the training classroom to accommodate the various needs of learners. Training and development in South Africa will broadly be discussed in the next section to find out about the developments that have been made thus far.

## **2.8 Training and development in South Africa**

The concept of training and development in the literature of the study has been broadly discussed. Various reflections, observations from different experts were reviewed. Furthermore, the legislative framework that is in place to ensure improved labour work force in the country was briefly mentioned. Soon after 1994, the labour relations policies, strategies and reforms were introduced in South Africa and human resource management became a key concern. Various approaches to training and development were mentioned.

According to Subban & Vyas-Doorgapersad (2004 : 500) argue that immediately after 1994 the country had to continue with service delivery and continue with the existed challenges of skills gap in organisations and within the country. However, the country's development had to be grounded through the apartheid historical experiences of 1948 - 1994. They further reveal that in an attempt to improve and to stabilise the country, policies that promoted non-racial performances had to be developed. Furthermore, according to their paper as of 1995 things began to change as the country transformed

into a democratic society. The country based its changes on the freedom charter wherein apartheid actions were to be corrected by providing public services that were administered by all ethnic groups. This notion was supported by various items of new and revised legislation that promote effective public administration including, *The Constitution of The Republic of South Africa Act 5 of 2005*. Training and development was one of the critical aspects that had to be reviewed by the government (Subban & Vyas - Doorgapersad, 2004 : 503).

Currently, this demands that attention be given to the importance of intergovernmental relations and to the active participation of all the relevant actors to ensure that lack of skills in South Africa is addressed. In addition, the labour force already in employment should be provided with the necessary training to improve productivity. The Joint Initiative on Priority Skills Acquisition (JIPSA) as the human development approach supported by the Accelerated and Shared Growth Initiative for South Africa (Asgisa) are well known government initiatives to address infrastructure and skills shortages in South Africa. In particular, the Joint Initiative Priority Skills Acquisition supports the above statement, that partnerships between government, business and labour should be considered to address the skills gap in South Africa. Swanepoel, BJ Erasmus, & MC Tshilongamulenzhe (2014), also suggest the same that collective partnerships are required between government and the private sector to ensure provision of training in the work place.

The effective implementation of training and development requires the strategic training method whereby planning, leading and control are involved (Erasmus *et al.*, 2013:38). The shortage of skills can have negative implications in a developing country. Therefore, South African has to plan training and development strategically to address the shortage of skills in the public service. Apartheid policies regarding training and development of personnel have resulted in an inheritance of low skills and enormous imbalances in South Africa. In an attempt to address the inequalities, various items of legislation had to be introduced (Chelechele, 2009:44). In this regard, Veeram (2011:1086) further adds that the main objective and role of public human resources is effectively to perform recruitment, selection, human resource development, utilisation and maintenance of competent staff to provide efficient service delivery. However, if training and development

of employees is not planned accordingly, the strategic objectives and targets of the Department are less likely to be achieved. Veeram (2011:1087) & Grobler *et al.*, (2011:342) argue that in order for South Africa to be competitive in the global market, it is crucial that the South African Public Service is developed. This enables officials to deal with technological changes and organisational changes without challenges. He further states that training and development should be observed as an investment and the top management in the organisation should ensure that personnel at the lowest level get developed and trained” (Swanepoel *et al.*, 2014:523). According to Subban *et al.* (2004), the *Presidential Review Report* (1998), Researchers at the Department of Public Service and Administration revealed that South Africa as a developing country is still struggling with the shortage of proficiency in the labour market to ensure productivity.

Subban & Doorgapersad (2004:501), argue that currently the South African public administration is prominently emphasising on the quality and combination of knowledge, skills and capabilities required to augment the strategies, mission, and vision of the country. Furthermore, Meyer *et al.*, (2012:62), believe that to effectively manage and implement strategic human resources in line with the strategies in place, a broader understanding of expected results or products is required. The employees have got a critical part to play in the organisation to enable it to be productive or to produce efficient service delivery. The South African human resources development is crucial to improving the skills and literacy of employees up until the potential of its workers is fully realised. He also pointed out that the country would not be in a position to survive fiscal development and global competitiveness if human resources development is not strategically planned to augment the economy (Meyer *et al.*, 2012:63). Notwithstanding various definitions and approaches outlined regarding training and development, all approaches require collaboration. *The White paper on Human Resource Management in the Public Service* (1997), summarises that operative career design has to be advanced through the implementation of a lifelong education standard.

Dijk, (2005), is of the opinion that human resource development in South Africa has improved since 1994 and innovations were considered both in the national and provincial administration. However, the plans were not properly coordinated hence there was a lack

of assessment and management of the outcomes. In an attempt to address the training and development as highlighted above by different scholars (Meyer *et al.* 2012), a Human Resource Development Strategy was introduced between 2001 - 2006, and its objectives were to improve the socio – economic aspect of South Africans in terms of knowledge, skills and literacy in government as well as in the fight against poverty (Meyer *et al.*,2012:64). Kraak (2010), states that although human resource development strategy has the main goals to be achieved, including the quality of skills development for the betterment of service delivery and the public citizens Kraak (2010:70). The main objective of the strategy is to ensure that it is active and effectively implemented throughout the public service by providing the necessary requirements to identify training needs.

Furthermore, Swanepoel *et al.* (2014), highlight that compared to other developing countries; the institute of Management Development reported that, South Africa is commonly known as the last amongst the classification in international competitive ratings recorded between 2012/2013. The Institute for Management Development also indicated that South Africa's global ranking was between 52 out of 144 countries in terms of literacy and training, and the quality of education the country is rated 132 out of 144 countries (Swanepoel *et al.*, 2014:564).

The developed legislation on training and development in South Africa is confirmation that there is a need to address skills shortages wherein the systematic process of identifying, implementing and evaluating of training programmes has to be ensured. The next section, discusses the basic fundamental need for skills and development in South Africa citing from different relevant frameworks and scholars up until it deals with the exact legislation promoting training and development in South Africa (Swanepoel *et al.* 2014:506). Following is the discussion about the need and importance of training and development in South Africa.

### **2.8.1 The need for training and development in South Africa**

Historically, South Africa emerged from a past apartheid regime. Public service training and development was viewed as one of the critical elements that had to be addressed. Due to the socio - political conflict at that time the country inherited a racially tilted public

service. However, immediately after 1994 a post – apartheid public administration has emerged. Policy initiatives had to be revised and developed to overhaul the public administration services entirely (Subban *et al.* 2004).

In an attempt to expose the need for skills development that has to be addressed in South Africa, a range of frameworks for promoting good governance were articulated. In addition, to address frustrations around service delivery that was poorly provided and the quality of life for all had to be improved (Subban *et al.* 2004:499). An increase in training and development was noted immediately after 1994 and since then training and development has been widely investigated. Several strategies were devised, including *the Reconstruction and Development Programme* (RDP) that was developed to improve human resources.

### **2.8.2 Shortage of skills**

According to Swanepoel *et al.* (2014 : 510), the South African country is faced by a number of challenges including lack of skills. This aspect is one of the critical challenges and has to be addressed by providing training to bridge the gap. Furthermore, they noted that this gap poses a risk to economic and employment development. Nel *et al.* (2011:359), assert that in South Africa there is a need to improve the skills shortage to ensure that economic growth and that job opportunities are enhanced. Skills shortages have become a key concern and have to be addressed by providing necessary training to workers so that service delivery objectives can be achieved. South Africa is known to be faced with a challenge of satisfying the demand for skilled and flexible labour force, (Nel *et al.* 2011). *The Skills Development Act, 97 of 1998* was introduced to strengthen the skills development approaches by organizations to actually ensure that everyone has got access to education. The purpose of this Act is also to provide better quality for all in terms of productivity, self-employment, training and development of employees, learner ships etc. hence, several pieces of legislation have been introduced (Swanepoel *et al.*, 2014).

### 2.8.3 Self - managed teams

Erasmus *et al.* (2013), argue that in South Africa, training and development had formerly been ignored and this resulted in a negative impact and in a skills gap. As a result, low production was experienced, redundancy, high labour turnover and a fear of technological advancement. They further suggest that the situation has to change otherwise this could result in an illiterate workforce. *The National Development Plan Vision 2030* requirements highlight that for South Africa to move forward various methods have to be applied to alleviate poverty and to reduce inequality. Furthermore to successfully achieve the demands of the changing economy and the new technological advancements, critical skills have to be developed amongst employees. This, however, requires that the capabilities of the Human Resource Development Manager are developed to ensure alignment with the new demands. As soon as the alignment of policies is ensured, performance of institutions can be enhanced.

Erasmus *et al.*, (2013), describe performance management as a process that should be conducted between the employee and the employer taking account of career management and development strategies that have to be considered. Further to that, the “performance management aspect is fundamental to ensure that the targets of the employer are met and the chances for skills development should be prioritised. Performance management is further explained as the sequential process that is focused on nurturing the institutions performance and goals by managing the individual’s performance. Performance management is one of the fundamental aspects of human resource management in order to improve individual’s efficiency by having the strategies to develop them”. Additionally, they noted that a well - planned and articulated performance management has good outcomes wherein the individuals get motivated and end up improving their performance. The process of performance management should be conducted between the employer and employee in an attempt to ensure a healthy working environment whereby the organisational goals and customer satisfaction are better achieved (Swanepoelet *al.* 2014:421). It is thus critical that organisations realise that training and development of employees is fundamental, as it enables the organisation and employees to better perform their duties. In the case of the Department of Arts and

Culture training and development is more linked with the performance management systems, as a result it is vital that in the process both aspects of training and performance management be critically examined for better results as argued by Swanepoel *et al.* (2014).

#### **2.8.4 The need to be competitive**

Swanepoel *et al.* (2014) suggest that South Africa has to become competitive in the global market. It is commonly known that South Africa is surrounded by a labour work force with poor skills. Therefore, this requires the attention of South Africa to improve the level of skills to improve service delivery. It has been suggested that the accelerated, sustainable and improved service delivery remains a critical priority of government. Therefore, this demands that public servants are well-versed with the necessary skills to ensure that service delivery objectives are met. In South Africa there is an urgent need for skills development to achieve the best performance for institutions and for the country to be able to be competitive in the global market. In light of the above, a well-structured training programme, aligned with the government and departmental policies and strategies, has to be functional. In this regard, a competitive society and public-centred employees can be achieved (Swanepoel *et al.*, 2014:505).

#### **2.8.5 Employment equity**

Dijk (2005), indicates that human resource development is the fundamental aspect that has an impact on the development of the country. The South African is described as a development country encumbered with a shortage of skills and with a significant levels of illiteracy in the labour workforce. Therefore, demands the attention of the human resource strategists in the country to ensure the effective implementation of human resource strategies to be introduced by the government. Erasmus *et al.* (2013:274), describe skills development in South Africa as the matter that should address issues of diversity as the country has got a combination of all races coming from abroad. This, therefore, requires training to be provided to address the issue of different cultures and dissimilarities in terms of the whole range of issues that present diversity like culture, religion, race. Swanepoel *et al.* (2014:508), suggest that soon after the 1994 elections, drafting of a Green Paper on human resource development had also been developed and

was approved in 1997. The aim of this Green Paper was to nurture the skilled society additionally to uplift the economic and employment growth in the country.

### **2.8.6 The Impact of HIV and Aids**

The South Africa labour force is beset by many challenges including HIV and AIDS. This aspect negatively impacts on the quality of services and on the productivity of organisations. In fact this results in poor performance of the economy within the country. In this regard, training and development, in particular, suffers a great loss hence continuous training has to be provided (Hunter, 2012). Public sector education and training authorities support the above statement, that there is a vast impact of HIV/AIDS on service delivery. In particular the economy should not be affected negatively by this challenge. In light of the above, this challenge requires implementation of effective strategies to ease the burden of the skills gap emanating from the effect of the syndrome.

The literature reveals that a lot has been done. The above - mentioned policy framework indicates the importance of this aspect of human resource development in South Africa. The principal objective of the above framework is to enhance skills development through the effective execution of training and development programmes. Further to that, it is obvious that the above framework aims to transform the level of skills, capacity and the learning principle in the public domain. All the above policies and strategies complement each other and basically promote the progressive human resources development within the country. Furthermore to ensure a multi – skilled labour force the imbalances of the past have to be addressed. These policies also serve as a basis and as a guideline to ensure the success of the well - structured human resource development programmes in organisations.

Subban & Vyas - Doorgapersad, (2004) point out that the statutory documents took a significant role in developing the country. The purpose of employee training and development is to improve performance for both the employee and the organisation. Botha (2007) is of the opinion that South Africa is over - burdened with unskilled employees and under-supplied with skilled workers. The economy is shifting and declining and the available jobs require experienced and qualified labour. In this regard, as the population

increases the number of jobs declines, making the situation highly competitive. To improve the skills gap, policies and strategies on skills development had to be developed. A skilled workforce is central to worldwide competitiveness. Therefore, the country has to make a shift from the experiences of the past regarding training and development and has to invent new approaches.

## **2.9 Training and development initiatives in South Africa**

This section will examine the various approaches that have been suggested to address the shortage of skills in the country. Many attempts have been made with the aim of ensuring efficient application of training and development policies. Much work on the potential of training and development has been done, yet there is an indication that there is still a gap in the implementation of policies. Strategies that have been introduced by the government are now discussed.

### **2.9.1 National Development Plan: Vision 2030**

*The National Development Plan* is one of the developmental agendas in South Africa, and it has identified a range of aspects including skills development. One of the critical concerns of this plan is to address the skills crisis in the public sector where Sector Education and Training (SETA) have to be fully involved. Another intention is to augment the skills development programmes in the workplace. Therefore, the nine outcomes derived from the National Development Plan were encapsulated to be addressed in the sector skills plan through the *National Human Resource Development Strategy of South Africa*. The aims and objectives regarding skills planning are explicit. However, as mentioned before, there is an indication that there is still a lack of synergy as inadequate provision of training programmes is experienced in the KZN Department of Arts and Culture, for example.

### **2.9.2 Human resource development strategy**

*The Human Resource Development Strategy for South Africa 2001-2006* emanates from the *Reconstruction and Development Programme* which consider the South African workforce as a valuable resource. Previously, people were deprived of chances to acquire education and were working as slaves. People were unskilled however the *Constitution of the Republic of South Africa* since 1996 emphasised the facilitation of human resource

development through the development of strategies and policies. There are five major objectives of the strategy which include vitalising human development in South Africa. The objectives of the strategy were to ensure that training needs are properly identified, and implemented in such a way as to improve work place skills in the public sector. Additionally, this strategy targeted the improvement of the quality of life of all the citizens. Swanepoel *et al.* (2014: 512), point out that the human resource development strategy was introduced to ensure that skills development programmes are adequately implemented throughout the country .

### **2.9.3 National Skills Authority**

*The National Skills Authority* was introduced to support the implementation of the *Skills Development Act* and to ensure that goals that had been set are achieved. Nel *et al.* (2011), draw attention to these goals as specified in Section 5 of the Act. Another important role of this framework is a requirement to maintain constant liaison with relevant sectors that promote training and development like the Sector education and Training Authorities. Nel *et al.* (2011), sum up by saying that this framework should ensure the full implementation and assessment of all the policies and strategies for training and development. Furthermore, Grobler *et al.* (2011:384) point out that the functions of this strategy are to guide in terms of the implementation of the relevant strategies and policies. It is also to suggest principles for the delivery of funds and to undertake inquiries whilst also liaising with Sector Education and Training Authorities (SETA).

### **2.9.4 Sector Education and Training Authorities**

According to Erasmus *et al.* (2013), Sector Education and Training Authorities have a pivotal role to play in developing sector skills plans in line with the national skills development strategy. These have to be established. Additionally, various functions have to be performed through SETAs like learner - ships, endorsing workplace skills plans, distributing grants to departments and monitoring training programmes. The functions of Sector Education and Training Authorities go deeper into stimulating learnerships by nominating workplaces for practical work experience. In the KZN Department of Arts and Culture the information technology issues are the most common to be coordinated through this sector. The method in which the training programme is strategized at the

KZN Department of Arts and Culture is not transparent. As a result the training programme is not provided equitably to all employees (Erasmus *et al.* 2013). Grobler *et al.* (2011: 386) explain explicitly that the role of Sector Education and Training Authorities is to approve skills work - plans and to moderate and evaluate the learning programmes. Additionally they ensure that allocation of funds to institutions is done adequately to promote the implementation of training and development. At the KZN Department of Arts and Culture, there are training programmes that are co – ordinated through the SETA. However, the key challenge is that it not clear how the implementation of training programmes should unfold.

### **2.9.5 The National Skills Development Strategy (NDS 111)**

The key concern of this strategy is to improve the success and competence of the skills development programme in terms of the socio – economic requirements and to augment the strategies that have already been introduced to address the needs of the people. In particular this strategy aims to ensure diversity, affirmative action and that training and development is strengthened. Erasmus *et al.* (2014), highlight that the objectives of the strategy are to ensure that access to training and development and opportunities is improved. Furthermore, they point out that organisational learning should be promoted to ensure effective participation in the economy and a decrease in discrimination. According to Erasmus *et al.* (2014), there are pillars and goals for this strategy ,however, they are grounded on the quality of skills training programmes.

### **2.9.6 The White Paper on Public Service Training and Education, 1997**

The purpose of the above strategy is to enhance the training and education programmes within the public service. Additionally, the strategy aims to support the implementation of the developed policy regarding training and development. The primary focus of this White Paper is to ensure that there is co – ordination of the national framework and refined delivery modes of training and development. Chelechele (2009), reveals that one of the critical aspects of this initiative is to ensure that there are adequate and manageable training facilities for the citizens.

The main critical challenges that dominated the policy review after 1994 were to ensure that the needs of the citizens are addressed irrespective of colour and gender. Basically, there was a range of issues that needed to be addressed including shortage of skills within the country. Additionally, the focus was to eradicate the imbalances of the past. Notwithstanding, the effort made by government to improve the livelihoods, the challenge remains for the effective implementation of policies. Brynard (2005), is of the opinion that policy implementation and service delivery cannot be separated. Therefore, the elements of effective service delivery constitute, ethical considerations and accountability. Thus far, South Africans have altered their ways in order to implement government policies. In the case of training and development South Africa has to ensure that there are mechanisms in place for implementation of policies. There are a vast range of policies introduced by government regarding training and development but implementation seem to remain a challenge. Therefore, co – operative governance has to be ensured as articulated by section 40 of *The Constitution of the Republic of South Africa Act 5, of 2005*.

### **2.9.7 Challenges of training and development in the South Africa public sector**

The gap in the effective implementation of training and development in organizations is informed by poor coordination of training needs and the inadequate implementation of training. The major challenges that impact on the effective implementation of training programmes include the following:

#### **2.9.7.1 Policy strategy**

According to Swanepoel *et al.* (2014), organizations should have a well - developed policy to serve as a guideline on training and development issues entirely. Nel *et al.* (2011), suggest that a policy on training and development should be viewed as part of planning strategy. Essentially, the principle of the policy should be to improve the competency of employees. Another objective of the training and development policy should be to advance achievements of targets of the organization. Basically, the policy on training and development in an organization should be connected to the strategic planning of the organization (Nel *et al.*, 2011). In the KZN Department of Arts and Culture, training and

development forms part of the strategic objectives of the Department. Furthermore there is a designed policy that details and strategizes how training and development should be conducted in the Department. This policy has been developed in line with the relevant policy framework pertaining to training and development in the country.

### **2.9.7.2 Budget**

The budget is known as one of the limitations that negatively impacts on the successful implementation of the training programme. There is a certain percentage that is paid as a levy by employers through the South African Revenue Services. The payment of this levy is informed by the *Skills Levies Act* and it is mandatory that public institutions contribute. The purpose of this levy is to keep skills and development within institutions alive. However, at the KZN Department of Arts and Culture, the budget is one of the key challenges that inhibits the training and development unit from performing well. Swanepoel *et al.* (2014:553), suggested collaboration. They advised that both the private and the public sector have to work together to improve training and development.

The National Skills Development Fund as outlined in section 7 of the Act, states that there has to be transfers of certain percentages of budget to support skills development. *The Skills Development Levies Act 9, of 1999* compels every organisation to contribute a skills development levy. Erasmus *et al.* (2013: 83), pointed out that “every organization is expected to contribute a tax at a proportion of one percent of an employee’s total wage. In this aspect of budget allocations Sector Education and Training Authorities funding is adequately disbursed to service providers and organisations (Swanepoel *et al.* 2014: 558). The strategic planning process includes budgeting for functions of which, at the KZN Department of Arts and Culture training development forms part of planning. Although in this Department the training programme is poorly implemented. Budget allocations are known to the Human Resource Development Manager whether these are disbursed according to organisational needs or not. Basically proper allocation for training programmes would assist in ensuring that every employee obtains the necessary development in the Department. Swanepoel *et al.* (2014: 574), suggest that it is critical to ensure that required resources are made available to execute an effective training

programme. Notwithstanding the developments made regarding training and development, there is still a need to intergrate the services (Subban *et al.*, 2004). Franks (2015), identifies various issues that are negatively impacted by poor co-ordination of services including training. These issues include a shortage of skills and lack of accountability. In his article, he supported Suban's opinion that the identified underlying factors should be addressed by government.

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

Subban & Vyas-Doorgapersad (2004) are of the view that policy implementation and evaluations have to be considered. In their article, they suggest that together with the evaluation of the implementation of policies, alignment with training needs requirements is pivotal. Furthermore, to ensure effective implementation of the identified training programmes, collaboration or partnerships should be fostered by government.

Alignment of training needs is one of the major issues that is faced by government and organisations. The aspect of alignment begins with the strategic goals of the Department which are to be aligned with training programmes required. Additionally, lack of alignment of the budget with the training requirements of the organisation seems to be a challenge. Therefore, the workplace skills plan has to be thoroughly articulated by the organisations. At the KZN Department of Arts and Culture, there is a lack of alignment that is significantly impacting negatively on the implementation process of the training programmes. Given the fact that there is lack of training, non - alignment of the budget, the lack of a needs analysis and insufficient definition of organisational needs, these are significant challenges.

#### **2.9.7.4 Participants are not held accountable**

Lack of accountability is known as one of the critical elements that have to be faced by the government. Franks, (2015:) in his article explains that service delivery is surrounded by various issues that demand the attention of government to get addressed. These include inadequate training management and misuse of public monies. Although, mitigating measures have been introduced, like the *Public Administration management*

*Bill (2013)*. In this regard, one of the measures called for in this bill is the improvement of the quality of training and development. Raga & Taylor (2005) argued that public officials should be accountable enough to ensure that systems are fully executed. Accountability constitutes an element of social and business ethics and behaviour. Never-the-less it was still necessary to launch the Batho Pele principles to promote accountability. According to my experience as a researcher, as I have been working in the Department of Arts and Culture for five (5) years, training development programmes are not provided for adequately. In this regard, there is a lack of accountability hence, there are no formal communications platforms to alert the employees about the training gap and how the gap can be addressed. In general, in the public service accountability is one of the critical challenges and it hampers services delivery.

Although, there are various innovations that have been put forward by government to promote good governance. Constitutional mechanisms such as the Batho Pele Principles, the Office of the Auditor General, the Public Service Commission, Public Protector, Chapter ten (10) of the Constitution and others are there to enhance accountability. However, effective implementation of the policies depends on the commitment of the public servants according to their roles. Fourie (2009), concludes that a model of governance is characterised by the particular primary objectives. These objectives include the aspects of transparency, accountability, responsibility, fairness and social responsibility. He further, describes accountability as an approach to promoting good governance in terms of skills and competences. Therefore, according to him the elements of mal - administration and unethical conduct contribute negatively to the effective implementation of policies.

#### **2.9.7.5 Demand of scarce skills**

According to Nel *et al.* (2011), South Africa is confronted with the task of matching the skills shortages with effective skills training interventions. The well - developed legislation in place has to be adhered to, to actually influence the training programmes within the country. Erasmus *et al.* (2013), add that despite the well-developed framework to address the skills shortage in South Africa, there is a range of macro - factors to be considered as

they might affect the provision of training and development of employees in South Africa. These factors include the population profile, education levels, unemployment, the supply of and demand for labour, technological acceleration, and the impact of HIV / Aids. Additionally, it is indicated in the *Public Service Sector Education and Training Authority Annual Report 2014/15* that the issue of the budget on the government medium term strategic framework MTF, skills development is one of the key concerns that has to be addressed by government institutions. Grobler *et al.* (2011:376), point out that, after 1994 the new government in South Africa did not start with a clean slate. As a result training and development is one of the systems that are faced with a range of pitfalls, like insufficient skills planning requirements. Another one is the lack of competence of the unemployed. Furthermore, as a result of the notions highlighted above new methods and specific skills are required to have meaningful training.

## **2.10 Summary of the chapter**

The significance of intergovernmental relations should be stressed and active participation by all the relevant actors to ensure that lack of skills in South Africa is addressed should be ensured. In this chapter, policies and strategies that promote development of employees by organisations were discussed. Different views from various theorists were also cited in this chapter on training and development. Notwithstanding the developments made regarding training and development, there is still a need to integrate the services and to address various issues including the shortage of skills and lack of accountability. Therefore, active participation of all the relevant actors to address these issues is critical in South Africa.

## **CHAPTER THREE: CONTEXTUALISING TRAINING AND DEVELOPMENT MODEL**

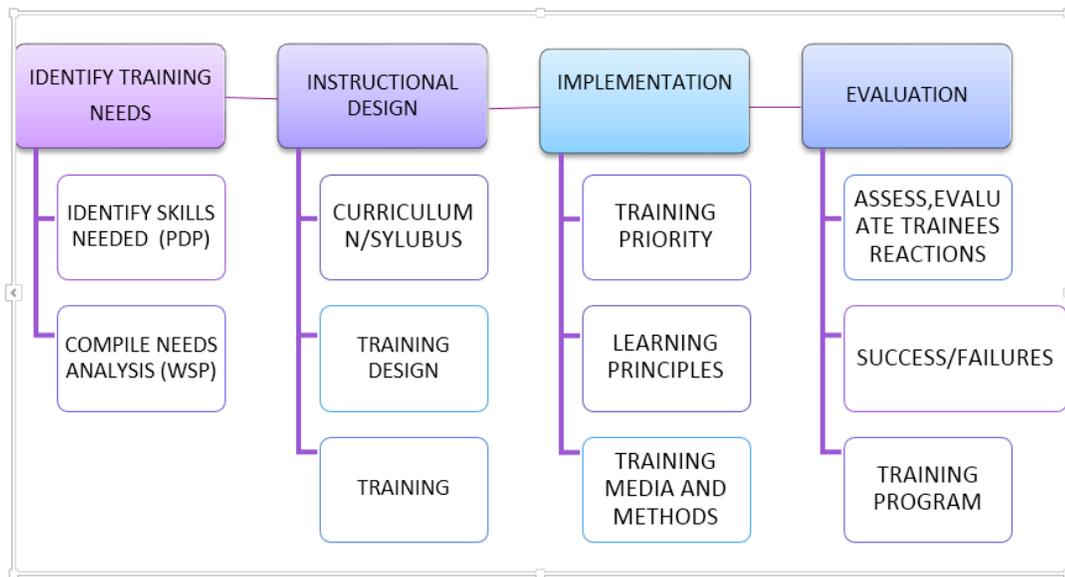
### **3.1 Introduction**

In this chapter a synopsis of how a successful training and development programme should be coordinated by organisations is explored. A training and development model is presented to reveal a systematic and synchronised order of training. The cycle or model can be adopted by organisations to best achieve their training and development programmes. In this chapter a systematic training and development model is presented based on Dessler's training and development model which starts by identifying training needs, the learning objectives that should perhaps outline the training design, the implementation and methods to be employed and thereafter feedback through the evaluation of the entire training programme.

### **3.2 Dessler's training and development model**

This study draws on the work of Dessler (2006) to make the argument that a systematic training and development model or process should be followed to ensure efficacy of the implementation of the training programme. He suggests that it is fundamental for human resource practitioners to become clear in their understanding of the systematic training and development model so that they can easily identify the training needs and methods to be employed in the process. Dessler (2006) posits that there are various training mechanisms that can be employed immediately after the training needs analysis has been outlined which include on-the-job training, informal learning, apprenticeship training and simulated training and most of these aspects were mentioned in the previous chapter. Dessler's (2006:153) emphasis on "logical training and development" is especially useful for my analysis as it allows me to think through the implementation of training and development at the KZN Department of Arts and Culture. To this end, Dressler's conceptualisation of a systematic training and development model is useful for grasping how training and development should be implemented. He proposed four stages of training and development namely a needs analysis, an instructional design, implementation of the programme and the last stage is evaluation as shown in Figure 3.1.

**Figure 3.1 The systematic training and development model**



**Source: Adopted from Dessler *et al.* (2006: 154)**

### **3.2.1 Identifying training needs**

Identification of training needs is the first step that should be employed in an organization to decide best approaches to development (Dessler : 2006). He pointed out that this step deals with the identification of training needs to improve productivity. He further suggested that the organization should assess the potential skills required to develop training objectives. Kalaiselvan *et al.* (2011), agree with Dessler (2006) that this is the stage that should be conducted across the organization's functions. Basically, this should be done to ensure linkage with the organizations goals and targets and skills to be achieved (Kalaiselvan, 2011). In addition, Swanepoel *et al.* (2014), support Dessler's (2006), opinion that a training needs assessment assists the institutions to realize the need for providing training. This stage also reveals the underlining factors that should be considered prior implementation (Swanepoel *et al.* 2014). Further to that, they draw attention to the critical aspects that should be considered in the process of identifying training needs, which include financial resources as part of the identification of needs. Subsequently, failure to prioritize the necessary resources required at this stage may result in poor planning.

Swanepoel *et al.* (2014: 577), view the identification of needs analysis as the stage that requires specific skills needed in a job be identified; further to that, to assess the potential of trainee's level of abilities and knowledge. In addition, they take the concept further by describing the training needs assessment as a starting point for outlining the specific training requirements that should be prioritized. Swanepoel *et al.* further, suggest that this method should be utilized to identify a gap between the capabilities of employees and the organizational performance. Training needs assessment is the stage of examining the organization in terms of the level of skills and knowledge against the job performance. Further to that, they note that this stage is critical and various methods can be employed to identify training requirements. Dessler (2006) points out that training need can be identified through performance appraisals or performance management systems. Subsequently, an informed work place skills plan should be developed. Swanepoel *et al.* (2014) & Dessler (2006) highlight three key areas of identifying training needs, namely, the institution level, the performance level and the employee's level. Dessler (2005:153) also alluded to the fact that training needs analysis is the first step to being utilized to establish the training requirements or skills gap in an organization. Additionally, Erasmus *et al.* (2013), believes that "training needs analysis should be a continuous process where assessment should be conducted by making use of documented questionnaires, telephonically and through observations" (Erasmus *et al.*, 2013:217). At the KZN Department of Arts and Culture, identification of needs is completed through the personal development plans to inform the workplace skills plan. However, it is not clear how the training program is strategized to ensure access to training for all the employees. Identification of gaps or training needs is one of the critical steps that need to be considered carefully. Grobler *et al.* (2011), also suggested that needs assessment should be analysed thoroughly, where organizational performance, operations, and challenges involved should be considered.

Broad analysis and coherent planning in this stage is encouraged to minimize unnecessary failure of the training programs (Swanepoel *et al.*, 2014). They further, emphasized that the significance of needs assessment is to ensure that all the organizational needs are addressed. Dessler (2006) further highlights that thorough analysis of training needs should involve first task analysis and performance analysis.

According to Swanepoel *et al.* (2014:578), a well - articulated needs analysis should encompass three levels namely organizational level, job and task level and individual level these are discussed in the following sub-sections.

### **3.2.2 Organizational level**

The fundamental principle of conducting the organisational study is to ensure that there is alignment with the strategies of the organisation. Dessler (2006 :154) argues that there are crucial aspects that influence the process of conducting the organization's training needs assessment and further highlight the benefits of conducting organizational needs, that this process reinforces the alignment of training programs with the targets of the organization goals. Noe (2010) supported Swanepoel *et al.* (2014), in the view that organisational analysis should ensure that prioritised training meets the organisations strategic needs. However, resources must be made available. In the KZN Department of Arts and Culture training and development forms part of the strategic planning documents of the Department which indicates the link as suggested above. Meyer *et al.* (2012:105), state that organizations should have training and development policies in accordance with the skills development requirements such as the *Skills Development Act of 1997*. This would assist to ensure that the organizational performance is improved across the board. In this regard, the organization and external learning should establish a learning culture to ensure skills development. It is, therefore, the organizations' responsibility to ensure that training gaps are addressed to improve performance of the organization by capacitating the employees by prioritizing the training program. (Meyer *et al.* 2012:106). Swanepoel *et al.* (2014), highlight that an organisational needs analysis should capture various questions to reveal possible challenges. Desimone *et al.* (2002), also state that, organizational analyses vary from organization to organization to determine the human resource development requirements where training programs should be linked with the organizations policies and plans. In short, this statement implies that organisational analysis and strategic planning process should be interlinked to support the training and development program also to identify organisational resources such as facilities and materials (Desimone *et al.*, 2002:135).

### **3.2.3 Job and task level**

Dessler (2006) & Swanepoelet *al.* (2014), argue that task analysis is a process of analysing the job of an individual to ascertain the skills needed to match the duties of an employee in that job. They further reason that this stage should begin with a thorough analysis of the duties that are performed by employees generally in this category of employment. Additionally, it is fundamental that this stage focuses on the job satisfaction and the required competencies for the job. Swanepoel *et al.* (2014:578), further explain that the objective of this stage is to determine the ideal training category to be prioritised. Additionally, to improve performance and productivity organisations should concentrate on the new methods to improve employee's performance by evaluating their duties. Various ways to conduct this study optimally have been suggested such as the use of job descriptions. Noe (2010) adds that task analysis is the critical aspect in designing the training programme. He indicates that the skills, knowledge and competences should be provided in line with the duties to be performed. In the KZN Department of Arts and Culture, it is not clear whether this stage is considered as part of training needs. However, job descriptions are the key documents that are utilised to outline the duties to be performed by each employee. Swanepoel *et al.* (2014) & Noe (2010) agree that task analysis is a process of analysing the job of an individual to ascertain the skills to be provided to match the duties of the employee.

### **3.2.4 Individual level**

This phase of training analysis is commonly concerned with creating the individual's training requirements. The training analysis at individual level varies according to the organisation's decision on how identified training needs should be addressed. Once the need to improve the knowledge and skills of employees is realized, a decision should be taken to provide a training programme (Swanepoel *et al.*, 2014). However, Erasmus (2013) suggests that certain aspects of the work experience and competencies of employees should be considered to determine which employees should obtain training. Further to that, they argued that the commonly used method to detect training needs is by means of performance appraisal. At the KZN Department of Arts and Culture, training requirements are derived from the individual performance. Performance reviews are

conducted on a quarterly basis to evaluate and monitor individual performance, and to identify gaps in capacity where training is required. Suitable arrangements for training should then be made.

The Human resource development unit is the one that co-ordinates the training sessions by conflating the common needs. However, it's rare that they address the training needs because of poor performances or tardiness of individuals. Noe (2010) advises that task analysis and personal analysis should be utilised collectively to identify the root cause of poor performance. He further proposes that it is critical to ensure that employees have a good understanding of the job and of the work background. According to Noe (2010) organisations should establish whether the need for organised training programmes is as a result of poor performance or does this originate from other aspects such as misunderstanding of the tasks. Dessler (2006) & Swanepoel *et al.* (2014), agree that identification of needs should also be conducted in the case of the poor performance of an individual. In this case, performance analysis should be used to determine whether an employee should be provided with training to improve the performance or should the employee rather be transferred. In addition, Meyer *et al.* (2012) suggest that strategies, policies and plans should be made available by organisations to create a learning environment where every employee should get trained. In addition, they suggest that training the employee eventually contributes to the learning culture of the organisation but depending on the commitment of individuals to study positively (Meyer *et al.*, 2012:106).

Noe (2010) believes that successful training programmes start with effective training planning. Basically, various stages should be considered to achieve the effective training and development programme as shown in Figure 3.1. This includes analysing whether or not employees have an interest in learning new skills, and a positive learning environment should be created. It is also crucial to identify the best training techniques to be engaged in the training programme. This process has to be considered to ensure that the desired training programme is selected by the organisation. At this stage of identification of training needs, identified skills should be relevant to the duties of employees. The learning process should further have practical examples that will be most related to the tasks of employees. The KZN Department of Arts and Culture should relate to the illustrated model

to ensure that the individual needs are considered in the planning process of the training and development programme.

### **3.2.5. Instructional design**

This stage is mainly concerned with selection, compilation of the syllabus and activities or exercises including material in preparation for implementation of [the] training and development program Dessler (2006: 153). Dessler (2006) & Nel (2011) have concluded that training methods include, on-the-job training, apprenticeship training, coaching, junior boards, and job rotation which have been discussed in chapter 2 of this dissertation. Noe (2010) adds that designing effective training assists the organizations to have logical training programmes.

In this regard, Swanepoel *et al.* (2014: 591), argue that, it is pivotal to ensure that a clear learning objective is drawn up before planning the training development programs. Additionally, they view this stage as one of the fundamental areas to be prioritized where the future of the trainees once the learning process is completed should be reviewed. In this regard, thorough assessment of the syllabus and learning tools to be utilized should be considered. The instructional design step of planning is commonly dealt with by the human resource development manager. It is therefore not obvious how learning objectives are structured. Erasmus *et al.* (2009) note that this stage determines the learning objectives that should be employed. Additionally, they suggest that this stage should contemplate the approach, design, content and methods to be used such as instructional methods and audio visual aids. Dessler (2006) concludes that, this stage of planning requires various aspects to be considered like the type of accommodation to be utilized and setting of values thereafter training can be provided.

At the KZN Department of arts and culture, after training needs assessment has been conducted, it is not clear how the training design is done. Thus, the training programme is sometimes provided randomly without considering the identified individual training needs through the personal development plan. Training design becomes obvious when there is an orientation plan to be conducted. Additionally, Erasmus (2009) revealed that the ideal training methods should reflect the skills and knowledge to be learned. He further

notes that training methods afford learners a chance to acquire new skills and feedback should be provided (Erasmus: 2009). Kraiger (2009) supports this by underscoring the importance of employing effective training methods which include an understanding of objectives and the desired results of the training programme. Meyer *et al.* (2012), & Erasmus *et al.*(2013), point out that, a well-planned or designed training and development programme is important to make sure that the instructional aids and demonstration and design should be used (Erasmus *et al.*, 2013:218).

Considering the above, training and development requires different training methods to be considered. As soon as the training programme has been designed, the training programme should be implemented. Noe (2010) further suggests that the second stage should be to ensure the employee's readiness for training whereby learning skills to be employed in the training process should be tested. Thereafter, he further advises that selection of training techniques should be done to determine whether or not traditional or e-learning approaches will be utilized. The last stage is monitoring and evaluation of the programme to assess the success and failures of the training programme (Noe, 2010:7). At some point, he further explains his training design process that is centred on instructional system design which is the method of planning and developing training programmes. In this regard, Dessler (2006), & Noe (2010), share the same sentiments about the instructional design on training and development as an important stage that assist the organisation to meet the planned training objectives.

### **3.2.6 Implementation of training**

Implementation of the training stage requires that a well-planned and tested training and development programme be implemented for the target audience (Dessler 2006:154). He suggests that training can be implemented in various ways including on-the-job training, job rotation and coaching and mentoring. On-the-job training, can be conducted continuously to address the shortage of skills needed. Secondly, job rotation is considered as the way in which training can be implemented whereby the employees should rotate to enable them to learn from various units to determine the permanent placement of the employee. Moreover, coaching and mentoring should be conducted between the employee and the supervisor to ascertain the level of performance of the

employee and to make sure that it is sustained (Desimone *et al.* 2002:196). Meyer *et al.* (2012), add that implementation of the training programme is one of the fundamental phases whereby the devised training strategies should be actioned. Ideally, in this stage, all the roles of employees and employers should be clearly defined. Dessler (2005) observed that this is a critical stage wherein the workshop should be based on knowledge and skills to augment the training programme.

Given the fact that there is a lack of a training programme, the implementation process seems to be poorly executed. Swanepoel *et al.* (2014: 592), maintain that there is essential learning process to be considered including promptness and motivation. They suggest that it is critical to ensure that trainees are geared to the training program by an indication of certain skills and knowledge. Additionally, they point out that learning should stimulate trainee's attention so that they get motivated and realize the need to be developed "(Swanepoel *et al.*, 2014). Dessler (2006) suggests that presentation of the training programme is piloted to a few people. This is critical in ascertaining its success and failures prior to presenting to the main audience. Skills transfer in this process is further promoted wherein there should be a direct link between the training programme provided and the work duties of trainees where practical examples should be made. Additionally, he further argued in favour of an animated training programme that should be considered in the training room by utilizing ideas that trainees are acquainted with Dessler (2006). Additionally, Meyer *et al.* (2012), state that implantation requires that all the learning objectives and strategies be practically applied.

### **3.2.7 Evaluation**

Dessler (2006) suggests that evaluation is the last stage of the training and development process that should be conducted to authenticate the successes and failures of the implemented training programme. In addition, his emphasis on the criticality of this stage aims to ensure that gaps identified are addressed. Therefore, this demands that the Human Resources facilitator or a committee should evaluate training programme outcomes identifying issues still to be ironed out in future.

Erasmus *et al.* (2013:240), supports Dressler's opinion that evaluation is a tool that should be used to measure the execution of (a) training program. Swanepoel *et al.* (2014:595), add that (the) evaluation phase is one of the critical concerns in the process of the training program to ensure relevance of the training provided and to ascertain that knowledge was assimilated by (the) trainees". Dessler (2005:154) suggests that the evaluation stage is critical whereby the feedback should be reviewed to ensure that all the necessary gaps are bridged for future purposes. Erasmus *et al.* (2006) point out the importance of evaluating the programme and further indicate that this process encourages a review of the learning techniques employed in the learning process thereby ensuring greater effectiveness in the future. Erasmus *et al.* (2013: 249), suggest that the process of training evaluation should be conducted continuously and it must be regarded as a method of ensuring quality.

In addition, Meyer *et al.* (2012), highlight that evaluation of training programmes should focus on the verification of the effectiveness of the implementation process. As a result, they also proposed that from the implementation stage evaluation of the training programme should be featured. They point out that frequent evaluations assist in eliminating failures in the training programme. Meyer *et al.* (2012), Erasmus *et al.* (2013) & Swanepoel (2014) further agree with Dessler (2006) on the evaluation stage of the training process that should be continuously provided to effect modifications and advancement of the learning objectives. According to Erasmus *et al.* (2013), the purpose of evaluation is critically to establish and determine why training fails. Yet, Noe (2010) suggests that the evaluation tool should be utilised to evaluate the planned training programme in a systematic manner to verify the effect of the training. At the Department of Arts and Culture it is not clear how evaluation is conducted to determine the successes or failures of their training programme.

### **3.2.8 Various perspectives on the systematic training and development process**

Nel *et al.* (2006:372), suggest that training and development can be achieved by human resource practitioners if a coherent and orderly training and development program can be followed. They further affirm that the training and development model should reflect several stages explaining the systematic process flow of training in the programme should

be illustrated. In this regard, Erasmus *et al.* (2013), draw on Nadler's (1982) work, and his critical events model which has nine stages and which emphasises the evaluation and feedback as pre – requisites in the training and development process. This model also presents a systematic approach of how training and development should be executed. Several factors have been covered like conducting a needs assessment, suggested performance needs, categorisation of training needs, definition of objectives, compiling a programme, selecting instructional strategies, obtaining instructional resources and presenting the training. A well - articulated training model for organizations to consider is one that is interconnected to how the organisation functions. Proper planning of a training programme determines neither the success nor the failure of the training programme. Training and development become ineffectual in organizations due to the lack of a synchronized developed training model.

Therefore, to achieve each department's goals and vision, a well-planned approach to training and development programmes plays a pivotal role in accomplishing those objectives. Further to that, it is illustrated that the chronological training and development model should cover various fundamental aspects such as the needs assessment phase, the training phase, and the training evaluation phase. Subsequently, for the training and development programme to be achieved, there are critical aspects that need to be well thought-out such as money, time and capacity to accurately execute the programme (Swanepoel *et al.*, 2014: 574).

Kraiger (2009) & Swanepoel *et al.* (2014), shared the same sentiments with Dessler (2006) that a successful training programme can be substantiated by following an instructional design model. Therefore, the preparatory stage should be thoroughly conducted prior to embarking on the training programme. These stages, therefore, assist in ensuring that the value of training provided is achieved whereby trainees should also be prepared to contribute to the programme. Further to that statement, Van Dijk (2004) has noticed that there is a lack of a systematic training and development programme in many organisations, and, in particular, the lack of evaluation of the training programme. Because of that, employees might be provided with training that does not match their training needs. In fact, the desired outcomes could be countermanded in the training

programme or process. Naachimuthu & Kalaiselvan, (2011) have also alluded to the fact that a systematic training and development cycle should be embarked upon to ensure the effective execution of training programmes in organisations.

In South Africa organisations should strategically plan training and development to address the shortage of skills in the public service. Chelechele (2009: 44) points out that apartheid policies regarding training and development of personnel have resulted in the inheritance of low skills and enormous imbalances in South Africa. To address the inequalities various items of legislation had to be introduced. Further to that the main objective and role of public human resources is to effectively perform recruitment, selection, human resource development, utilization and maintenance of competent staff to provide efficient service delivery. However, if training and development of employees is not planned accordingly, the strategic objectives and targets of the Department are less likely to be achieved. Veeram (2011:1086 -1087) & Grobler *et al.* (2006:342) agree that for South Africa to be economically viable and able to deal with new technological challenges, it is crucial that development of employees be considered and prioritised. This then enables officials to deal with international issues more efficiently. He further suggests that training and development should be considered as an investment and the top management in the organization should ensure that personnel at the lowest level get developed and trained.

The failures of training and development include inadequate identification of training needs of employees, training programmes that are not linked to the duties of employees, learning objectives that are not clearly set and lack of training evaluation. In the KZN Department of Arts and Culture, the training programme has a minimal level of achievement as there is no systematic model to evaluate training. Even where the training needs analysis is conducted, very few employees receive training. In view of this the training process in the KZN Department of Arts and Culture should be overhauled to address all the identified underlying factors. Notwithstanding the various views discussed in this section regarding the implementation of training and development, Intergovernmental relations and active participation of all the relevant actors is required

to ensure that lack of skills in South Africa is addressed. Additionally, the labour force already employed should be provided with the necessary training to improve productivity.

### **3.9 Summary of the chapter**

In this chapter, the focus was on the systematic training and development process to determine how successful implementation of training and development can be achieved in the Department of Arts and Culture. Various stages of training and development have been discussed to understand the critical importance of following these stages. These stages included identification of training needs, the instructional design, the implementation and lastly the evaluation. Insights have been gained regarding the importance of following the strategic training process. From the literature it is clear that identification of training needs is identified as the most critical stage, although all other stages should also be followed. It was further suggested that training needs should be identified at individual and at organisational levels to ensure that training effectiveness is improved and relevant training objectives are met. In this regard, this implies that a systematic training and development cycle should be discussed and implemented in the Department of Arts and Culture.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.1 Introduction**

This chapter covers the research methodology that was applied in this study. The research design, sampling strategies, target population, data collection methods that were employed to collect data are outlined. Lastly, the chapter explains ethical considerations of this study to protect the participants from harm. Mixed method approach in this study was considered to allow the researcher to utilise both qualitative and quantitative approaches to gain more insights about the implementation of training and development at the KZN Department of Arts and Culture. Both interviews and questionnaires were utilised to collect data from the participants. The study has used post positivism and Constructivist as research paradigms.

### **4.2 Research design**

A research design constitutes a blueprint or toolkit that should be cost-effective and it should maximise the validity of findings. Basically, a good research design is characterised by a comprehensive design on how the study should be conducted (Wagner *et al.*, 2012:21). A mixed methods approach was chosen for this study to investigate the causes and outcomes on the implementation of training and development at the KZN Department of Arts and Culture. Kothari (2009) suggests that a good research study should be characterised by flexibility, suitability, efficacy, and cost-effectiveness. Additionally, he believes that the design should also eliminate unfairness and increase the consistency of the collected and examined data. Therefore, a mixed methods research design was appropriate for this study. The Mixed method approach is discussed in 4.3.1 and 4.3.2 of this study.

### **4.3 Research approach: mixed method**

A mixed method approach is a combination of both qualitative and quantitative methods (Creswell , 2003:203). The advantages of this approach are, that ‘it allows the researcher to triangulate data with relative ease, using multiple methods to test validity through convergence of data from different sources. The essential element of applying mixed methods is to gain more insights about the study. In this study, mixed methods allowed

the researcher to obtain a broader understanding of the dynamics of training implementation to be investigated. Furthermore, a mixed method is regarded as the best approach in the social study (Wagner, Kawulich, & Garner, 2012:162). On the other hand, mixed method approach has been considered to allow the researcher to provide the in-depth knowledge and understanding of the training and development programme at the KZN Department of Arts and Culture. Therefore, triangulation was considered by using various data collection methods such as interviews and surveys to collect data. Both qualitative and quantitative data were collected, analyzed, validated and merged. The researcher started by collecting and analyzing quantitative data, and further gathered information on qualitative data. The researcher has utilized interviews, survey and documents to collect information. Mixed methods designs were considered to allow the researcher to converge and confirm outcomes by first analysing quantitative data and thereafter qualitative data (Creswell, 2003 : 203-214). In this chapter 4.6 and Table 4.1 indicates the participants of the study.

#### **4.3.1 Qualitative approach**

Qualitative research is mainly known as an exploratory inquiry Creswell (2009). Qualitative method is informed by the collection of open - ended data and analysis. This approach is identified by a number of strategies such as ethnography, grounded theory, case studies, phenomenological research and narrative research strategies (Creswell, 2009: 4). It is described as a method of discovering and understanding the social meaning of the information on how training and development is implemented at the Department of Arts and Culture (Creswell, 2003 :185). Data collection instruments that were utilised in this study included unstructured and semi - structured devices such as an interview guide see (Appendix 7). The instruments to be utilized are described in section 4.8.1.

#### **4.3.2 The Quantitative approach**

Quantitative research encompasses the process of gathering, exploring, making an interpretation of quantitative information about the study (Creswell, 2009:4). A quantitative research method was used to convert, and measure the problem in terms of numerical statistics. The purpose of this approach was to measure variables like opinions and attitudes and to turn these variables into statistical data. The advantages of this approach

were that it could be utilised for large quantities of information that were collected. Additionally, it enabled the researcher to measure and analyse information (Creswell, 2003:155). The instruments to be utilized are described in section 4.8.3.

#### **4.4 Research paradigms**

The study employed both the post-positivist and the constructivist paradigms as discussed here.

##### **4.4.1 Post-positivist**

A Post-positivist approach was employed in this study. Post-positivism is regarded as the 'worldview' with regard to understanding behaviour (Cohen, Manion, & Morrison, 2007: 9 -11). It outlines the thinking after positivism Creswell (2009:6). Positivism depends on measureable observations that end up in statistical analysis. Positivism assists the researcher to get explanations, understand the manner in which individuals interpret the world they find themselves in Wagner, Kawulich, & Garner (2012: 54). Therefore, post – in this study, positivism enabled the researcher to investigate, and understand the background, and beliefs of participants regarding implementation of training and development at the KZN Department, Arts and Culture. This approach relies mostly on the developed statistical measures of observations. Additionally, post-positivists consider that reality is objective and independent of the researcher's interest. It argues that reality should be measurable and can be broken down into variables (Creswell,2009:6). In this study, questionnaires will be administered, to enable the researcher to capture the collected data into variables that will be measurable and become statistics.

##### **4.4.2 Constructivist**

This study was guided by the constructivist paradigm. Constructivism is commonly known as the interpretative model and it brings personal values into the study (Cohen 2007). This approach proposes that the study should consider the complexity of observations and it should avoid diminishing meanings by confining meaning to limited categories (Creswell, 2009:8). This model enables the researcher to listen to social and historical perspectives and the experience of the participants about the implementation of training and development at the KZN Department of Arts and Culture. Therefore, constructivism was employed in this study to personally gather the information to understand and

describe human nature and this is mostly available via a qualitative approach (Wagner, Kawulich, & Garner, 2012). Interviews will thus be conducted in this study to allow the participants to reflect more on their social history and experiences regarding training and development and thereafter the collected data will be recorded.

#### **4.5 Study site**

The research was conducted in the KZN Department of Arts and Culture, Head Office which is situated in Pietermaritzburg in the Msunduzi Municipality. It occupies different buildings depending on various programmes and services provided. These comprise Corporate Services, Cultural Affairs, Arts Development, Archives services and Language Services. Under Corporate Services there is Administration Services, as a Chief Directorate, which then has the unit called Human Resources Development which is the sub - unit that has got the function of ensuring that employees are trained and developed. There are Departmental Strategies, like the *Work Place Skills Plan*, and the general Departmental policy.

#### **4.6 Target population**

The target population is defined as population from which a sample was chosen (Welman & Kruger (2009). It could further be characterised by age, gender, language, qualification, and experience. The target population in this study was the 38 Departmental officials and managers from salary level 1 to 14 in the KZN Department of Arts and Culture as outlined in Table 4.1. The total population from which the sample was drawn is 491 which included unskilled & skilled levels comprising drivers, and junior and senior administration clerks. In the highly skilled production category there were junior and senior administration officers. At the highly skilled supervision level there were assistant directors and deputy directors and senior management level staff. Table 4.1, reflects the population and the sample size for the study.

**Table 4.1 Total population where sample is drawn**

<b>Salary level</b>	<b>Establishment (Filled posts)</b>
Unskilled & Skilled (Levels 1-5)	165
Highly skilled production (Levels 6-8)	189
Highly skilled supervision (Levels 9-12)	110
Senior management (Levels 13-16)	27
<b>Total</b>	<b>491</b>

**(Source: 2016, KZN Department of Arts and Culture staff establishment)**

## **4.7 Sampling**

### **4.7.1 Sampling methods**

Stratified purposive sampling was utilised to select participants for this study to allow all the categories in terms of salary levels to be included in the study. The selection of the subsets in this study was based on salary levels as highlighted in Table 4.1. However, the sampling frame was divided into strata, and the first group includes salary level 1 to 8. The second group was salary 9 to 14 and the last group was composed of salary level 11 to 14. Table 4.1 shows how many people were selected from each stratum/group.

In this study, four (4) participants were purposively selected for interviews based on the salary levels as outlined in Table 4.1. One participant was selected from each of the four groups or each stratum. Due to the limited time to collect data, unavailability of some employees due to their schedules and limited resources allocated only (4) participants were interviewed.

34 participants were purposively selected to complete the questionnaire. Participants included ten from each of the lower levels and four from the senior management level. To ensure reliability of the study and further enable the researcher to get more insights and richer information about the study, questionnaires were administered.

#### 4.7.2 Sample size

Sample size is the total number of members designated to take part in the study (Wagner, Kawulich & Garner, 2012:87). The sample size for this study was 38 participants. This particular sample was chosen to represent the entire population in the KZN Department of Arts and Culture for reasons of cost and for ethical reasons. The larger sample sizes are costly and require more time (Salkind, 2012:95). Therefore, this sample covered all the levels in this study to gain employee's knowledge and experiences about the implementation of training and development except for the General Managers at level 14 and Head of Department at salary level 16 due to their non-availability. The sample size for the study is presented in Table 4.2.

**Table 4.2 Total population and the study sample size**

<b>Participants' level</b>	<b>Salary</b>	<b>Population</b>	<b>Sample size</b>	<b>Research methods</b>	
Unskilled & Skilled (Levels 1-5)		<b>165</b>	<b>11</b>	1 Interview	10 survey
Highly skilled production (Levels 6-8)		<b>189</b>	<b>11</b>	1 Interview	10 Survey
Highly skilled supervision (Level 9 -12)		<b>110</b>	<b>11</b>	1 Interview	10 Survey
Senior management (Levels 13 -16)		<b>27</b>	<b>5</b>	1 Interview	4 Survey
Total sample		<b>491</b>	<b>38</b>	<b>4 Interviews</b>	<b>34 Surveys</b>

**(Source: 2016, KZN Department of Arts and Culture staff establishment)**

#### 4.7.3 Recruitment strategy

Following the permission to conduct the study in the Department of Arts and Culture Head Office in KwaZulu-Natal, an internal email was sent to the selected respondents a month before the study (see Appendix 3 and 4). The researcher made telephonic as well as verbal reminders as the study dates approached. The researcher reminded the management in the three chosen districts to encourage their employees during the staff meetings to take part in the study and the researcher posted reminders on the notice boards in all the selected local offices.

## **4.8 Data-Collection methods and tools**

### **4.8.1 Interviews**

Four interviews were conducted for each of the four levels of employees as listed in Table 4.1. Face-to-face interviews were conducted as one of the recommended information-collection methods in the qualitative research approach Wagner *et al.* (2012). Interviews were informed by an interview guide and the responses were tape-recorded (see Appendix 7). The researcher chose interviews in this study to enable the research to pose oral questions to stimulate immediate responses. The benefits of conducting interviews include a higher response rate. Interview sessions allowed the researcher to expatiate on certain questions to avoid any misinterpretations. Furthermore, interviews enabled the researcher to collect focused and rich data. Additionally, it allowed enough time for participants to reflect on the questions (Creswell , 2003). The interview sessions took at least 45 minutes.

### **4.8.2 Documentary review**

Documentary review is a process of reviewing the content of a document to enable the researcher to decide on a specific problem to be investigated Wagner *et al.* (2012). The researcher chose documentary review to identify and obtain information regarding the planning and implementation of training and development at the KZN Department of Arts and Culture. The advantages of using a documentary review were that this assisted the researcher to becoming familiar with the existing strategies that address training and development. Additionally, the document analysis assisted the researcher in responding to research questions (Wagner, Kawulich, & Garner, 2012: 141). Some of the documents reviewed include the Workplace Skills Plan, Strategic planning of the Department, and the Policy on Training and Development. In addition, the government documents that were reviewed included the *Skills Development Act 2008* and the *National Skills Development Act*.

### **4.8.3 Survey method**

In this study questionnaires were used as a method of collecting information. A questionnaire is a systematically planned document with a set of questions to collect information from the participants Cohen *et al.* (2007). It is a document of enquiry with a

range of organised questions to stimulate reactions from the participants. In this case a structured questionnaire with closed-ended questions was self-administered to the participants. (See Appendix 6). Surveys obtain easy and quick answers. Additionally, it is easy to compare answers and there are response choices to make answers richer (Wagner, Kawulich & Garner, 2012:109). In using the surveys, thirty four (34) questionnaires were hand-delivered to the respondents. Questions in the survey were guided by certain instructions like 'please tick one box only', or 'put a cross or select one answer'. In this regard, responses were recorded on a standardised pre - coded sheet .A Likert scale was used in the questionnaire to measure multi-dimensional attitudes Blanche (2014). These instructions were included to ensure accurate completion of questions by the participants (Wagner,Kawulich, & Garner, 2012:103).

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

In this research, reliability and validity was ensured. Triangulation of data was done by means of applying two research methods to ensure data quality control. In particular, the qualitative approach generally applies standardised tools. Therefore, it is outlined that measuring the accuracy of qualitative research outcomes is not easy Welman (1999). In this study, the researcher addressed validity by limiting observers.

##### **4.9.1 Reliability**

According to Wagner *et al.* (2012:80), reliability refers to consistency of your measurement. Further, reliability should be utilised to measure what is supposed to be measured such as validity. In the qualitative approach trustworthiness, can be achieved by means of using various approaches like, credibility, transferability, dependability and conformability. Cross-check codes were used in the checking of transcripts to ensure the reliability of the findings (Creswell, 2009:190).In order to ensure consistency and reliability, in quantitative approach pre - testing of the content was utilised (Bhattacharjee 2012: 56). For quantitative data,the resesearcher equated reliability with dependability or consistency.

#### **4.9.2 Validity**

The aspect of validity is described as the extent to which a measure does what it is intended to do to ensure consistency and accuracy of data. Creswell (2009:191), is of the opinion that validity is commonly known as the extent to which research methods have to be followed. Therefore the research instruments have been modified and adapted. The researcher has conducted pre - testing of questionnaires to validate the content of the information. Pre - testing was undertaken by the researcher prior to dispatching the questionnaires to the participants and content validation was done to verify linkage between the items on the questionnaire and the research objectives of the study. The results of the the pre - testing were used to determine whether to review the questionnaire or not. This process was achieved by ensuring correlation of the items in the questionnaires with the research questions (Cohen *et al.*, 2007: 137).

#### **4.9.3 Measurement**

The collected data were measured on a five point Likert scale. Measurement in the questionnaires was based on the Likert scale with levels 1 to 5 where 1 = strongly disagree, 2 = Disagree, 3 = somewhat agree, 4 = agree and 5 = strongly agree (Blanche *et al.*, 2014:47).

#### **4.9.4 Data analysis**

Data analysis is described as a process and method of locating, sorting, recovering and exploring the printed or electronic document for the importance of meaning (Wagner, Kawulich, & Garner, 2012: 141).

#### **4.9.5 Qualitative data analysis**

Thematic analysis was used to analyse data by identifying themes and patterns in the collected information. The collected information or recordings were first transcribed into text which was then analysed thematically using codes closely read and categorised with a code and converted into a text. Transcribing of data was done before analysis. The transcribed data produced twenty six A4 (26) pages. Cohen *et al.* (2007:155), maintains that transcribing remains the best method for social studies to determine themes. Bar

charts and frequency tables were used to present statistical data. Silverman (2000:148), suggests that it is critical to transcribe everything rather than trying to decide which data are relevant and which are not.

#### **4.9.6 Quantitative data analysis**

Bhattacharjee (2012), suggests that collected statistical data can be quantified using the statistical tools such as Statistical Package for Social Sciences programme (SPSS 23). This was done by means of descriptive analysis. Descriptive analysis is described. In this study, data was coded and questionnaires were pre - coded, to allow for the sorting of responses into eloquent categorisations. Thereafter, proof reading of information collected was done to determine errors and inconsistency in the application of codes. The results were presented in a form of tabulations analysis by identifying statistical relationships through the use of the software program Statistical Package for Social Sciences (SPSS 23) to translate the statistics that were collected into either a text or into a statistical record file (Cohen *et al.*, 2007:147).

#### **4.10 Ethical considerations**

Anonymity, privacy and confidentiality were maintained in this study. The fundamental principles required when conducting a research is that ethical considerations should be applied (Creswell, 2009: 87). In an attempt to protect the organisation and the participants in the study, critical issues of ethical practice were considered. Ethical clearance for this study was obtained from the University of KwaZulu – Natal Ethics Research Committee. The gate - keeper's letter from the Head of Department in the Department of Arts and Culture was obtained (see Appendix 1). To safeguard the risk of physical and psychological harm an informed consent was requested from the participants (see appendix 5). The above-mentioned ethical measures are discussed as follows:

#### **4.11 Informed consent**

In this study, participants were made aware of the nature of the study and were required to make a decision as to whether to participate or not. Any participation in this study was strictly on a voluntarily basis . According to Salkind (2012), informed consent is one of the essentials to guarantee ethical behaviour in the study. Above all, this allows the participants to make an informed decision as to whether they would like to participate or not. The key critical elements of the informed consent are outlined on the consent form like the purpose of the study (see Appendix 5).

#### **4.12 Protection from harm**

In this study, participants were not exposed to undue psychological or physical harm. Creswell (2009: 88), states that the researcher has an obligation to respect the rights, needs, values and desires of the participants.

#### **4.13 Right to privacy**

Participants were afforded the right to privacy. The participants had the right to limit access to private information. To protect the participant from harm, anonymity was ensured.

#### **4.14 Anonymity**

In this study confidentiality of the participant was ensured. The identity of the participants was not revealed. This aspect for anonymity in a research is essential in the sense that responses cannot be linked to any particular participant.

#### **4.15 Summary of the chapter**

The purpose of this chapter was to outline the underlying features of systematic research methodology. The overall approaches to the study and the research design that was used were presented. The following aspects of the study covered were: the research methodology, the research paradigms, the research design, the data collection and sampling, definition of the target population, reliability, validity and ethical considerations. Since this is a social study that involved human behaviour, the study required an official gatekeeper's letter of consent and ethical clearance by the University of KwaZulu–Natal.

## CHAPTER FIVE: DATA PRESENTATION AND ANALYSIS

### 5.1 Introduction

The purpose of this research was to investigate the implementation of training and development of staff in the KwaZulu Natal, Department of Arts and Culture, Head Office. The main aim of this chapter is to present the attained outcomes from the respondents in an attempt to address the research questions and objectives. This chapter starts by presenting the demographic characteristics of the participants in the form of tables and graphs. This demographic presentation has outlined the age, gender, qualifications, and experience of all the participants. Most of these demographic variables have been used to better understand the responses of the staff in terms of their training and development in the Department. The SPSS program was utilised to analyse data collected through the questionnaire. Findings are presented according to the four sections of the questionnaire.

#### 5.1.1 Demographics information

This section covered the biographical information of the participants in the KZN Department of Arts and Culture. Table 5.1 illustrates the information about the participants in terms of age, gender, salary level, highest qualification and their experience or number of years that the respondents have been with Department of Arts and Culture.

**Table 5.1      Presentaion of gender,age group and experience of participants**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	16	42.1
Female	22	57.9
Total	38	100
<b>Age group</b>		
25-30	6	15.8
31-35	7	18.4
36-40	6	15.8
41-45	8	21.1
46-55	11	28.9
Total	38	100
<b>Experience</b>		
0-10	20	52.6
11-20	12	31.6
21-30	4	10.5
31-40	1	2.6
41-50	1	2.6
Total	38	100

**Source: Derived from surveys**

Table 5.1 shows that there were 16 males and 22 females. This demonstrates that 42.1 per cent were male participants and 57.9 per cent were females. Hence the study was

relatively dominated by female participants. The majority of participants were between the age of 46 and 55 and they represented 28.9 per cent in terms of the overall sampling. Furthermore, the level of work experience of participants at the KZN Department of Arts and Culture ranged between 10-50 years. The researcher is of the opinion that, the respondents had enough experience to provide concise responses about the training and development programme in the Department in question. The level of qualifications of participants appears hereunder.

Participant's level of education is presented in Table 5.2. The variable of education of respondents was considered so that they can express their opinions how they view the implementation of the training and development programme in the KZN Department of Arts and Culture.

**Table 5.2 Level of education**

Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Matric	8	21.1	21.1	21.1
Diploma	10	26.3	26.3	47.4
Bachelors' degree	9	23.7	23.7	71.1
Honours	6	15.8	15.8	86.8
Masters	3	7.9	7.9	94.7
PhD	2	5.3	5.3	100
Total	38	100	100	

**Source: Derived from surveys**

Table 5.2 indicates that 26.3 per cent of the respondents possess diploma qualifications. As, 21.1 per cent of the respondents were holders of matric certificates and 23.7 per cent of respondents who had qualified as graduates. Furthermore, just a small number 15.8 per cent of respondents had honours degrees and only (7.9 per cent) had a masters degree and a small minority, the remainder 5.3 per cent had doctorate degrees. The participants with the highest level of education were only two, and they had obtained PHD degrees.

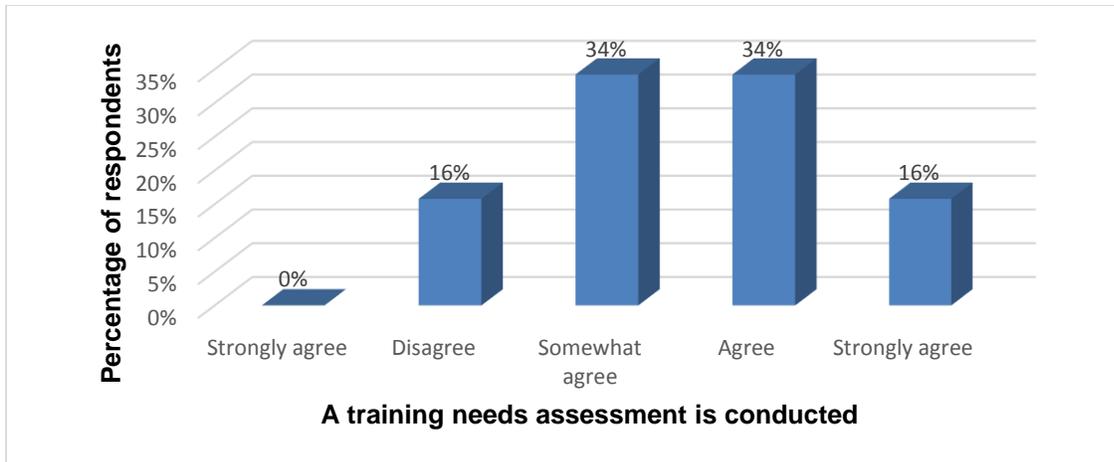
The participants were dominated by the holders of undergraduate qualifications, but this level of education probably assisted them to comprehend the questionnaires and to express intense opinions about training and development. The next section analyses, presents and interprets data collected by the researcher through questionnaires and interviews in an attempt to address the main research questions.

## **5.2 Identification of training needs in the KZN Department of Arts and Culture**

This section looks at, how the KZN Department of Arts and Culture identifies training needs of its employees in compliance with the training and development legislation introduced by the government. This section is further sub -divided into sub- sections as presented below:

### **5.2.1 A Training needs assessment was conducted**

Respondents were asked to express their views on whether training needs are conducted or not in the Department in question. Figure 5.2 demonstrates the findings or views of the participants regarding the identification and organisation of training needs of employees at the KZN Department of Arts and Culture.



**Figure 5.2 A Training needs assessment is conducted**

Figure 5.2 shows that 50 per cent of the participants (out of which 16 per cent strongly agreed) agreed that training-needs assessment is conducted. There is also a substantial number of participants (34 per cent) who somewhat agree that training needs assessments are conducted. Although 16 per cent of the participants disagreed, there is sufficient evidence that the participants generally agree that a training-needs assessment is conducted in the KZN Department of Arts and Culture. The document review conducted has shown that identification of training needs of employees in the Department of Arts and Culture is conducted through the use of a personal development plan. This was supported by the evidence from interviews as shown by the respondents cited here:

*“Training needs are identified in the KZN Department of Arts and Culture but, the provision of a training programme is provided only once in a while (R1).”*

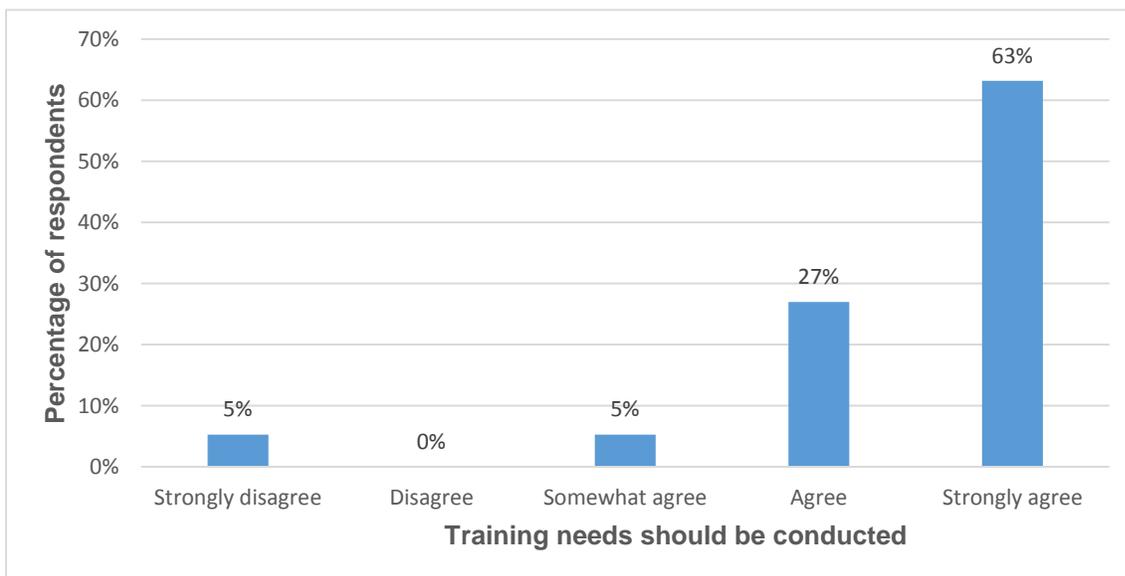
*“I think that PDP or...is the one which is used by the Department to organise the training needs (assessment). My understanding with regards to identifying training needs in the department. (is that) I believe that there is the section under HR compliment, which is supposed to be identifying skills, the skills development (R2).”*

*“There are many ways or systems that we consider when we identify training needs. One of them which is common is PMDS, within PMDS there is PDP which is normally filled [in] by the supervisor who supervised it (R3).”*

The above statements show that training-needs assessments are conducted in the KZN Department of Arts and Culture. In addition, (50 per cent) of the respondents agreed that a training-needs assessment was conducted, although very few respondents were not sure and the minority disagreed. Therefore, it is clear that employees at the department in question have an understanding of what training needs are, and have confirmed that training-needs assessments are conducted.

### 5.2.2 Training-needs assessments should be conducted

Respondents were asked whether training-needs assessments should be conducted or not. Figure 5.3 below displays the level of agreement regarding training-needs assessments in the Department in question.



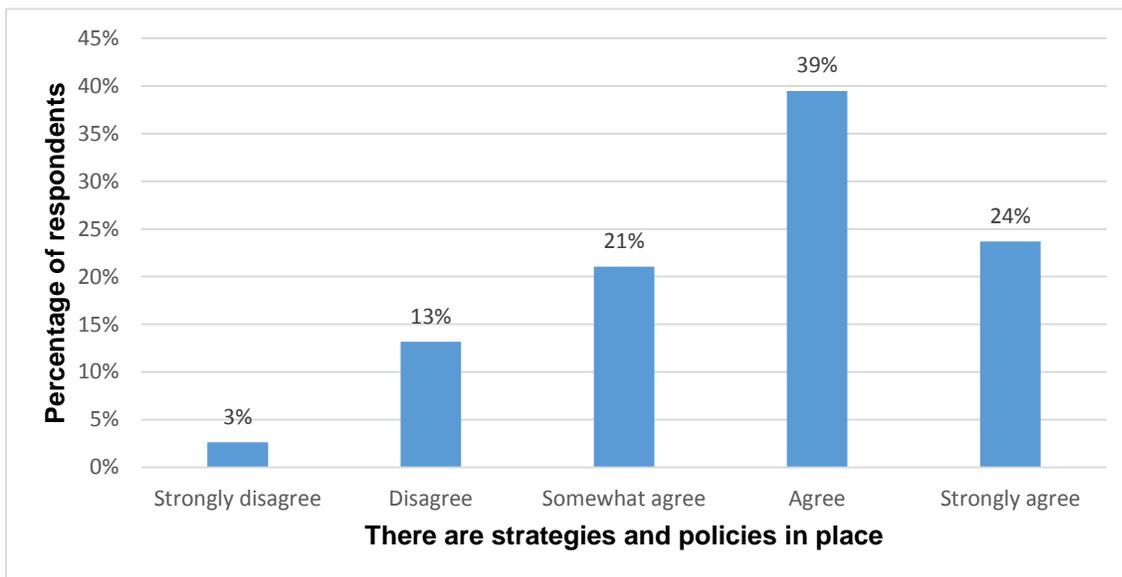
**Figure 5.3 A Training-needs assessment should be conducted**

Figure 5.3 reveals that the majority of respondents (88 per cent) agreed that training needs should be identified in the Department of Arts and Culture. Out of 88 per cent that agreed 27 per cent agreed and 63 per cent strongly agreed. This shows that there is an overwhelming and nearly unanimous agreement that training needs should be identified in the KZN Department of Arts and Culture. The respondents who either disagreed or who were only somewhat in agreement were negligible. A documentary review has confirmed that training needs in the Department of Arts and Culture are addressed

through the personal development plans to highlight the training needs required by employees.

### 5.2.3 There are strategies and policies in place at the KZN Department of Arts and Culture

Respondents were asked whether there are any strategies and policies in the Department in question. Figure 5.4 presents the respondent's viewpoint on whether or not there are strategies and policies in the KZN Department of Arts and Culture.

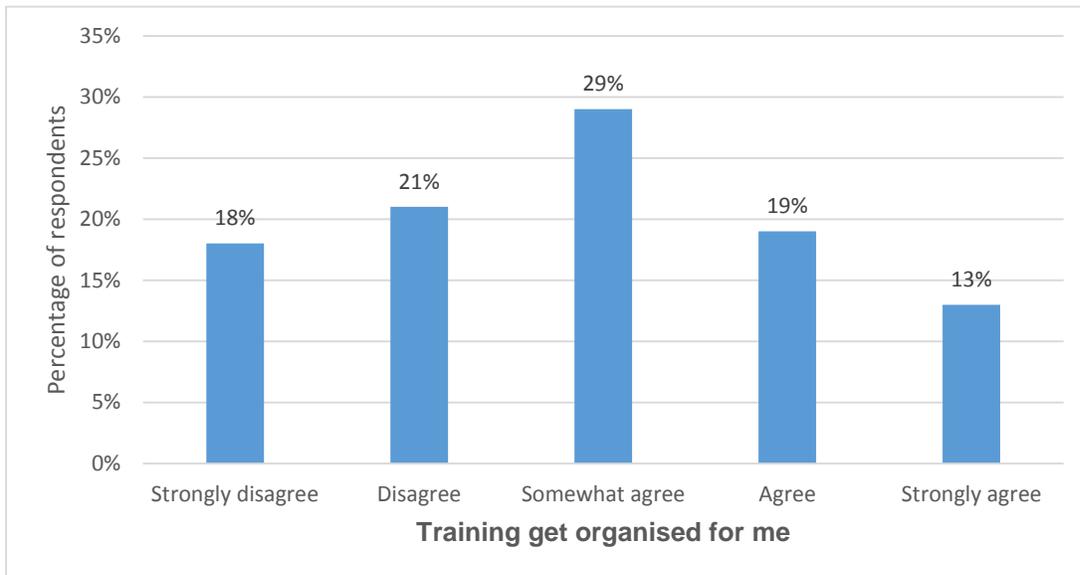


**Figure 5.4 There are strategies and policies in place**

Figure 5.4 demonstrates that 63 per cent of participants agreed that there are no policies and strategies pertaining to training and development at the KZN Department of Arts and Culture. Of the 63 per cent, 24 per cent strongly agreed. The fact that a total of 16 per cent of the participants disagree whilst 21 per cent of respondents somewhat agree shows that there is sufficient evidence that participants agree that there are strategies and policies for training and development in the KZN Department of Arts and Culture. A Documentary review confirmed that there is a policy on training and development in the Department of Arts and Culture, which provides guidelines on the implementation of a training programme. In addition, the *Skills Development Act (1997)* in this regard is also utilised to inform the policies and strategies of the Department. This policy promotes development of skills of employees in the work place.

## 5.2.4 Training is organised for me

To seek the views of participants on whether or not training is organised for them in the Department in question. Figure 5.5 below provides information upon which to assess whether or not the training that is required is arranged for employees in the KZN Department of Arts and Culture.



**Figure 5.5 Training gets organized for me**

Figure 5.5 reveals that 29 per cent of those who responded somewhat agreed that training gets organized. 39 per cent disagreed, out of which 18 per cent strongly disagreed that training programmes get organized for them. Just a small percentage, 32 per cent, agreed and only 13 per cent strongly agreed. The fact that a conclusion cannot be drawn shows that the training programme was not adequately organised for employees in the KZN Department of Arts and Culture. Training needs are addressed through the provision of a training programme but this is rarely provided. These views were also supported by evidence from the interview as shown by the respondents cited below:

*"I get training[s] provided [for them] once in a while if [I'm] lucky enough (R1)."*

*"It been years not getting training allocated and [the] last [time I] got the training relevant to his [my] work was in 2011. At the moment I would say they haven't*

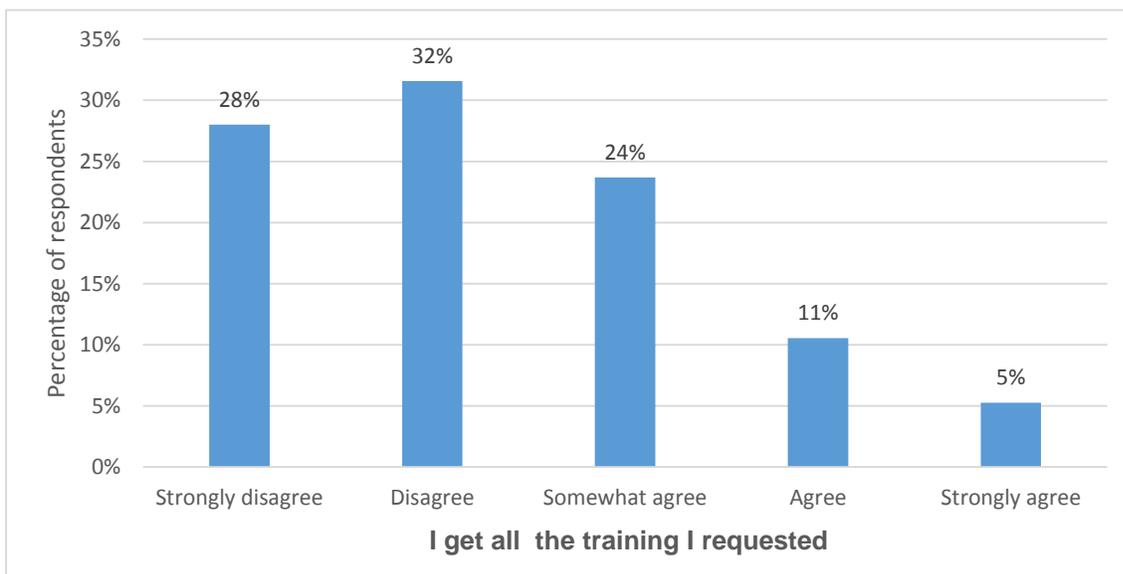
*been provided. I have been requesting one and the same training for the past four years, and I haven't attended any (R2)."*

*"But over the year I think it has been proven to be impossible to train everyone within a year because people have different training needs. And some other needs are prioritised over others (R3)."*

These statements show that training-needs assessments are conducted in the KZN Department of Arts and Culture but there is a lack of training programmes being organised for employees. This means that training does not adequately get organised for all employees in the KZN Department of Arts and Culture. Interviews conducted further confirmed that training-needs assessments are conducted but that the provision of training programmes is rarely provided.

### **5.2.5 I get all the training I requested**

This question set out to establish whether or not employees get all the training organised for them that they requested in their personal development plans. Figure 5.6 records the participant's opinions in this regard.



### **Figure 5.6 I get all the training I requested**

Figure 5.6 indicates that the majority of respondents disagree with this statement. 60 per cent disagreed that they get training organised for them and 28 per cent strongly disagreed. Therefore, we can conclude that the respondents were not given all the training that they expected. This is true because only a total 16 per cent of the participants agree that they got all the training that they requested. 24 per cent somewhat agreed. The research problem to be addressed in this study sought to understand if there is a lack of a training and development programme being provided for employees in the KZN Arts and Culture. Therefore, the presented data seem to indicate that training is not adequately provided at the KZN Department of Arts and Culture. Figure 5.6 shows that there is a substantial gap or lack of training programmes being provided for employees. This position was further substantiated by the interviews as shown in these statements.

*“Training programmes are sometimes randomly provided, and mostly [they] are the training programmes that have not been requested on the personal development plan (R2).”*

*“But over the year I think it has been proven to be impossible to train everyone within a year because people have different training needs. Some other needs are prioritised over others, but at least siba nento ethi at [we have something at] least 70 per cent of population we [are] able to cover. But there are 30 per cent ukuthi kuba khona abantu [there are people] who don't get trained within the financial year and there are many reasons. Yes, baba khona abantu esingakwazi ukuthi sithi [there are those that we fail to] reach to them in the financial year (R3).”*

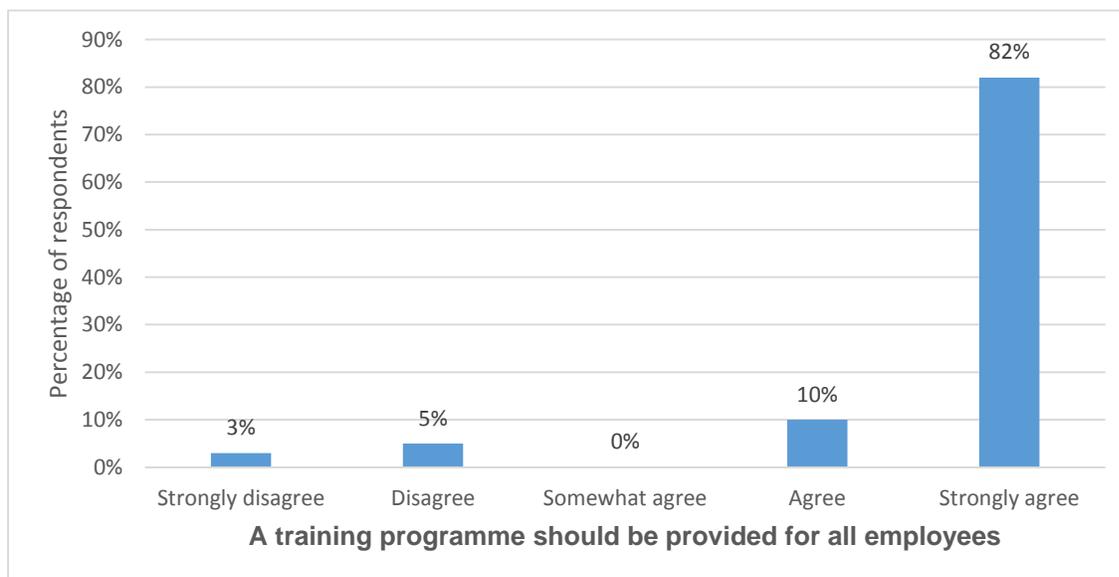
*“Not really, at least we get a list of training then you go off. I don't think I have seen that for a while (R4).”*

In summary, the above statements definitely reveal that employees do not get all the training needs requested. In addition, it is clear that 30 per cent of the employees do not get training programmes allocated to them at all. The research

question is therefore responded to in the above statements. In the Department in question not all employees get trained, which impacts negatively on the employees' and employers' performance. Furthermore, the majority (61 per cent) of respondents totally disagreed that training gets organised for them.

### 5.2.6 A Training programme should be provided for all employees

To determine the respondent's viewpoint about a training development programme, the above variable was used to assess their standpoint of the respondent about training and development. Figure 5.7 illustrates the findings obtained from the respondents in this regard.



**Figure 5.7 A Training programme should be provided for all employees**

Figure 5.7 shows that the majority of respondents at 82 per cent strongly agreed that a training programme should be provided to all employees in the KZN Department of Arts and Culture. Out of 92 per cent that strongly agreed, 11 per cent agreed that a training programme should be provided to all employees. The responses of those who disagree are negligible.

Overall, the respondents generally agreed that the training-needs assessments were conducted even if there was also evidence that some participants seem not to be sure whether the training was really conducted or not. In an attempt to respond to the research question on whether training needs get identified and organized for employees in the KZN Department of Arts and Culture, participants were asked whether training gets organised for them or not. The findings revealed that there is lack of training. Further to that, to establish whether there were strategies and policies in place related to the training and development in the Department in question, the majority of respondents confirmed this. In addition to the lack of organisation of the training and development programme, the participants also pointed out that they were not given all the training that they expected. An overwhelming majority of the participants think that it was important for the needs of the employees to be identified in relation to the training and development programme. Lastly, the correspondents highlighted the need to provide training to all employees. The findings from interviews conducted show evidently that within a financial year the Department in question is not able to reach out to everyone to provide training.

### **5.3 The allocation and implementation of a training and development programme**

The objective of this section is to understand how the KZN Department of Arts and Culture devises and implements processes which ensure that all employees get access to training. Research Question 2 is divided into five sub-questions as presented below in the form of graphs.

#### **5.3.1 We are given a training programme**

The respondents were asked whether they were given training programmes in the Department in question. Figure 5.8 displays the respondent's views on the training programme.



**Figure 5.8 We are given a training programme**

Figure 5.8 shows that a substantial majority of responses wherein 50 per cent of the respondents disagreed that a training programme was given to them and 16 per cent strongly disagreed. 29 per cent agreed that training was provided for them of which a small minority of 5 per cent strongly agreed. The respondents seemed to indicate that they are not given sufficient training programmes. This was supported by the opinions obtained from the interviews:

*“Hence there is only 1 per cent of skills levies to utilise for training. It is not easy for them to provide training for all. R 3”*

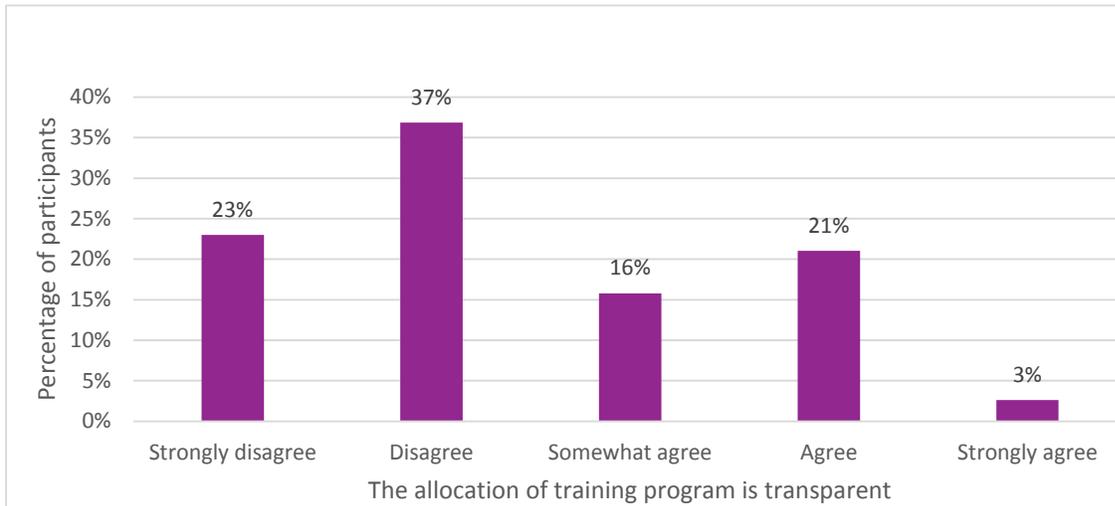
The above statements seem to indicate a lack of training in the Department of Arts and Culture, hence the majority of respondents disagreed.

Furthermore, there is reasonably strong view from the respondents that they are not given the training programmes that they requested.

### **5.3.2 The allocation of the training programmes must be transparent**

This sub-question seeks to show the respondent’s views about the allocation of training programmes in the KZN Department of Arts and Culture. Figure 5.9 indicates the opinions

of the respondents on whether the allocation of training programmes is transparent or not in the KZN Department of Arts and Culture.



**Figure 5.9 The allocation of the training programmes is transparent**

Figure 5.9 reveals that over half (60 per cent) of the respondents disagreed and 23 per cent strongly disagreed, only 16 per cent somewhat agree and 24 agreed yet only 3 per cent strongly disagree. These figures seek to reveal that the training and development programme is not as transparent as the KZN Department of Arts and Culture, I am sure, would like it to be. In as much as other employees get training organised for them, the results shows that training and development is not transparent in the Department of Arts and Culture. These views were also echoed by the interview as follows:

*“No ,there is no transparency at all, cause it is not clear as...because other people are trained in the...Secondly if the training request is not provided, no advice, Nobody advices you about the challenges...as provided (R1).”*

*“I doubt there is transparency at that because as I have said, I haven’t attended a training. So, and there is no...comes to [08:57]...why I haven’t gone to that training (R2)”.*

*“We communicate the training programme to be coordinated for employees through the training and development committee. We workshop the employees*

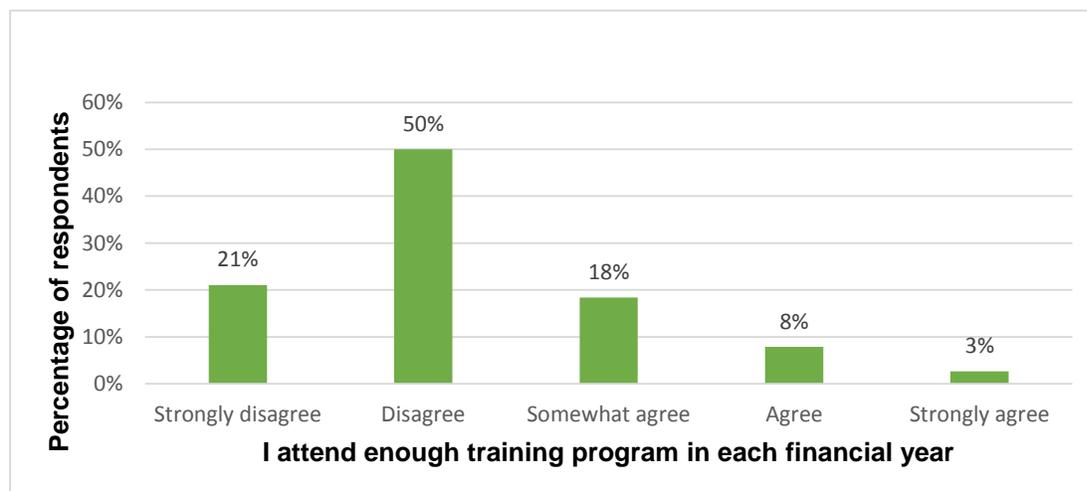
*and employees can phone their office to check if they require any information (R3)”.*

*“Not really because we don’t really know who is going when, so we get the list of names that we must...some training. So not particularly (R4).”*

Hence, the training programme is not transparent at KZN Department of Arts and Culture. The information displayed in Figure 5.9 confirms that the allocation of training is not transparent.

### **5.3.3 I attend enough training programmes in each financial year.**

To evaluate the allocation of training programmes within a financial year, respondents were asked to share their views, in an attempt to address the above variable. Figure 5.10 displays the responses obtained from the respondents.



**Figure 5.10 I attend enough training programmes in each financial year**

Figure 5.10 reveals that approximately two-thirds of the participants (71 per cent) disagreed and out of these 21 per cent, strongly disagreed that they attend enough training programmes in each financial year. Very few, 18 per cent of the respondents somewhat agree and out of these 11 per cent agreed. A small minority of 3 per cent strongly agreed. Therefore, it is evident that the participants do not get all the training they requested in a financial year. The findings shown above demonstrate that there is enough evidence that the participants generally agree they do not get enough training

programmes allocated to them. These views were also supported by evidence from the interview as shown by the respondents cited here:

*“I do not get the training program[me] allocated to me as requested on the PDP, at some point it takes years and years to get the training program[me] allocated to you in line with your duties (R1).”*

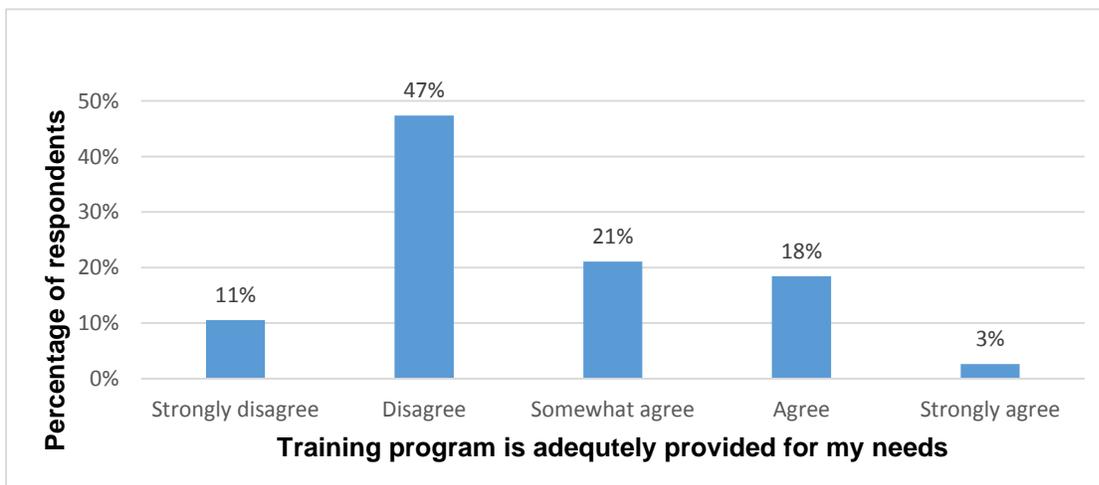
*“As for payment development plan it is supposed to be, maybe once per quarter, which means at least four trainings. In a year I should undergo one, per term. But as I have said it hasn’t been happening for the past four year (R2).”*

*“But over the years I think it has been proven to be impossible to train everyone within a year, because people have different training needs. And some other needs are priorities over others, but at least [we have something] at least 70 per cent of (the) population we able to cover (R3).”*

These statements reveal that employees at the KZN Department of Arts and Culture do not get allocated an adequate training programme within a financial year. Hence it is already confirmed that 30 per cent of employees in the process get left out and, that indicates a gap in the implementation phase of the training programme.

#### **5.3.4 The Training programme adequately provides for my needs**

Now we need to determine whether or not the training adequately provides for my needs. In this regard, data obtained from the respondents is presented in Figure 5.11.



### **Figure 5.11 The Training programme adequately provided for my needs**

Figure 5.11 shows that a total of 58 per cent of the respondents disagreed that the training programme adequately provided for their needs. Out of this number 11 per cent strongly disagreed. Of the 21 per cent of the respondents who agreed, a small minority of 3 per cent strongly agreed that training is adequately provided in the KZN Department of Arts and Culture and 21 per cent somewhat agreed. The responses reveal so much disparity in the level of agreement of respondents with regard to training programmes being adequately provided for employees in the KZN Department of Arts and Culture. This position is further substantiated by the interviews as shown in these statements.

*“I would say ,according to my experience in the Department which is plus or [minus] more than five years [I] would say that I have attended one if not two ,which is [were] formal training (R2).”*

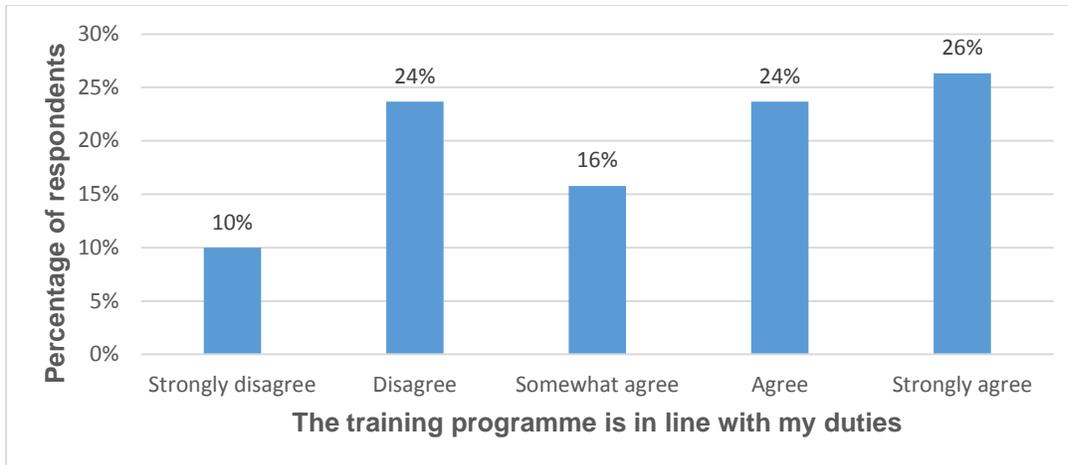
*“Most of the time we do get the trainings as I said [that] if you are lucky. You would be given maybe on[c]e within the financial year. If it is not... (R1).”*

*“Possible[y] maybe in a] few years, maybe one training from the management (R4).”*

The majority of the respondents stated that an adequate training programme was not provided.

### **5.3.5 The training programme provided is in line with my duties**

Respondents were asked whether or not the training provided was relevant to their duties. Figure 5.12 shows the respondent’s position regarding provision of a training programme in the Department of Arts and Culture KZN.



**Figure 5.12 The training programme is in line with my duties**

Figure 5.12 shows that 50 per cent of respondents agreed that the training programme provided at the KZN Department of Arts and Culture is relevant to their duties. Of this 50 per cent, 26 per cent strongly agreed. 16 per cent were not sure and 34 per cent disagreed and out of that group 10 per cent strongly disagreed. The respondents generally agree that the training programmes provided are in line with their duties. Although, on the interviews conducted the findings revealed that:

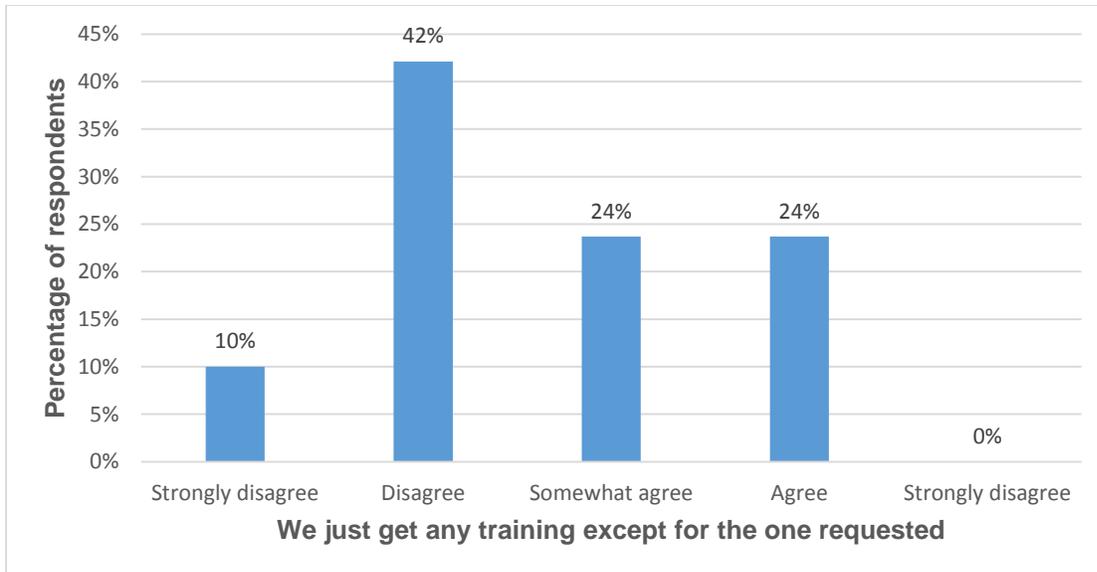
*“I think it is mostly government’s...new laws, late laws. The last one was about the basic conditions employment, safe and security issues and the things like legislation...On access [to] information (R4).”*

*“Sometimes I get training; however I do get it per request. In most training, out of my training needs for Yes. A training is not provided in line with my duties (R1).”*

Figure 5.12 reveal that some of the respondents believe that training programmes provided are in line with their duties. Some respondents could not comment because they had never been given a training programme. In the interview sessions it was also revealed that the, training provided was not in line with the training needs requested.

### **5.3.6 We get just any training programme except for the one requested**

Respondents were asked whether they get just any training programme except for the one requested. Figure 5.13 shows the responses from the research participants.



**Figure 5.13 We get just any training programme except for the one requested**

Figure 5.13 reveals that the majority (52 per cent) of respondents disagreed that they get any training programme except for the requested program and 10 per cent strongly disagreed. Only 24 per cent of respondents agreed, and yet another 24 per cent somewhat agree. On the interviews conducted the findings revealed that:

*“I would say, for the past four years I haven’t gone to any training. So my answer to that it would be a no, at the moment I would say they haven’t been provided at all. I have been requesting one and the same training for the past four years, and I haven’t attended any. Huh...the organized training, I would say I have only attended one which was for the system that we are using whenever we are paying. That is... [06:24] those are system that are used within finance, Pes...that I attended in R2.”*

*“It runs a while whenever requesting for training, they do not get allocated as per request in a time frame R1.”*

The above analysis shows a significant level of disagreement by the respondents that they get any training programme except for the ones requested on the PDP. Although, some respondents were not sure, others just agreed. Yet, on the other hand the

respondents indicated that training does not get allocated as requested and within expected time frame. They further commented that they are rarely provided with a training programme.

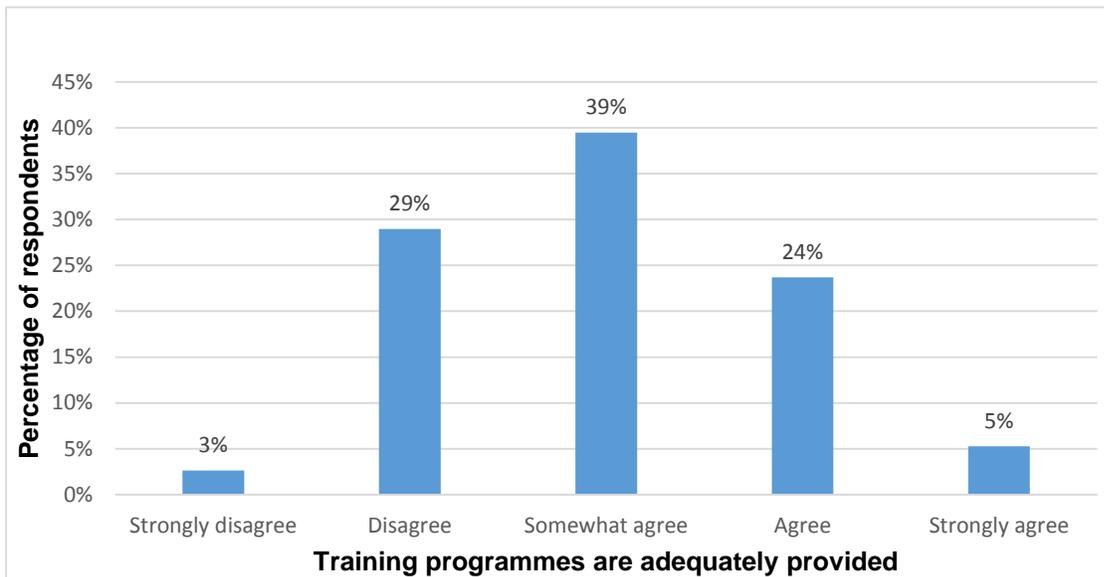
Generally, in response to research question 2, the following findings have been established. The respondents were asked whether training gets organised for them and whether or not the training requested was provided, and it was found out that, training is not adequately provided for the respondents in the department in question. According to the respondents' views, the results above have shown that the training programme is not transparent. This was further substantiated by the opinions of the respondents in the interview sessions conducted. They revealed that there is not proper feedback given to them about the training programme that they requested. In this regard, it was further revealed that it is not clear as to who gets allocated with training and the glitches encountered in the implementation process are not communicated. Interviews revealed that "the blinder is that [we have is...] we are not [been] professional in a sense that we don't come back to you and say, your electronic records management wants to be held this year. We don't do that" (R3). This statement attests to the fact that the training programme is not transparent. Furthermore, findings revealed evidence that the respondents do not get enough training programmes to attend in each financial year. This statement is further substantiated by the majority of responses from the respondents regarding the allocation of training programmes in the department in question. The findings also revealed that the respondents are of the opinion that the training programmes provided are relevant to their duties as they mostly relate to government policies.

#### **5.4 Challenges encountered with regard to the delivery of training in the KZN Department of Arts and Culture**

The objective of this section is to investigate the challenges encountered by employees and the human resource manager in providing adequate training and development programmes in the KZN Department of Arts and Culture. In an attempt to answer research question 3, research sub-questions are sub-divided as outlined below and answers are provided in the form of figures.

### 5.4.1 Training programmes are adequately provided

Figure 5.14 shows the respondents level of agreement and disagreement concerning their experiences in the implementation of a training and development programme in the Department. Furthermore, the results are presented through percentages for further analysis.



**Figure 5.14 Training programmes are adequately provided**

From Figure 5.14 it is clear that a substantial number of the respondents (39 per cent) 'somewhat agree' that a training and development programme is adequately provided. A total of 32 per cent of the respondents disagree, of which 3 per cent strongly disagree. Only 29 per cent agree, of which 5 per cent strongly agree that training and development programmes are adequately provided.

The development of employees is fundamental in enhancing their capacity by advancing their knowledge, skills and abilities. This position was further substantiated by the interviews as shown in these statements.

*“Most of the time we do get the training but only, as I have said, when we are lucky. One perhaps receive[s] training once within a financial year. However, in*

*most of the cases training programmes are not fully provided for employees in the Department (R1)."*

*"I would say, according to my experience in the Department, which is more or less five years; I have attended one, or maybe two, formal training sessions (R2)."*

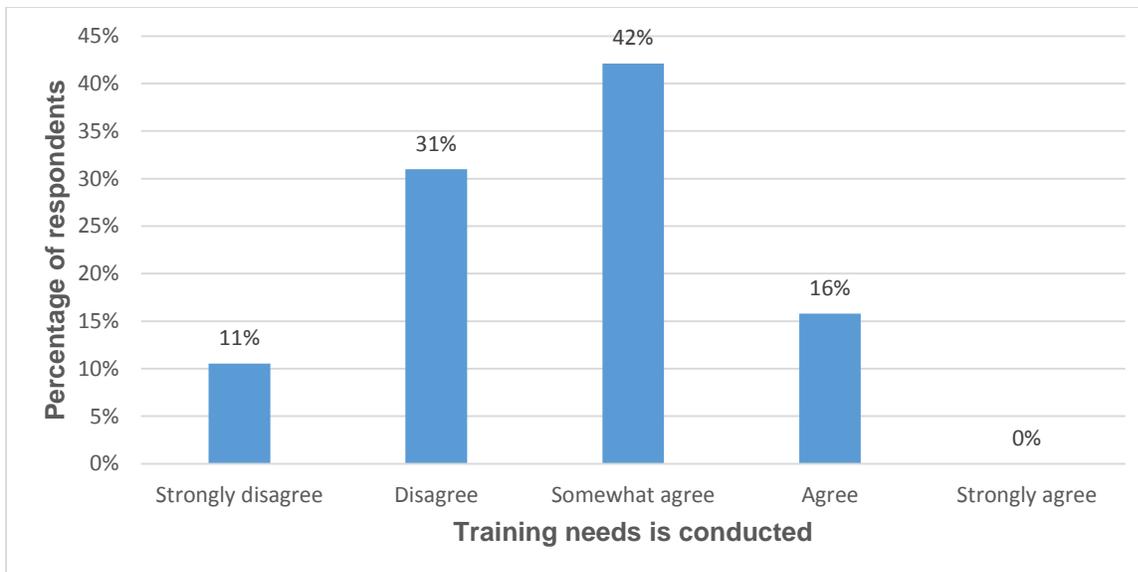
*Some needs are prioritised over others, but we should cover at least 70 per cent of the employees / training needs (R3).*

*"Not really, at least we get a list of possible training programmes that we can attend. However, I don't think I have seen that for a while; possibly once (R4)."*

The findings shown above reflect that there is not a significant difference between those who agree and those who disagree that a training and development programme is adequately provided. However, the high level of percentage that disagrees (32 per cent) shows that training is not adequately provided in the Department. The figure of 7 per cent mentioned with regard to the interviews is a clear indication that not all officials are included in the training programmes. Further to that, there is no indication of prioritising training for the 30 per cent that have been left out.

#### **5.4.2 Needs analyses are conducted**

Respondents were asked whether training needs analyses are conducted or not in the Department. Figure 5.15 shows the findings obtained from the respondents.



**Figure 5.15 Needs analyses are conducted for training**

Figure 5.15 shows that a high percentage of respondents (42 per cent) "somewhat" agrees that needs analyses are conducted for training and development purposes in the Department. However, a substantial percentage (42 per cent) of the respondents disagree, of which 11 per cent strongly disagree. Very few (16 per cent) of the respondents agree. This means that there is substantial evidence that training needs analyses are not conducted in the Department. On the documentary review conducted, the Workplace skills plan in the Department of Arts and Culture revealed that the training needs from people are not incorporated, instead the Workplace skills plan is a generic document. Some of the above views are also supported by evidence from the interviews conducted with the respondents as cited below:

*Yes, we do have PDPs (Personal Development Plans) to identify a need to conduct training in the Department for skills development purposes (R1).*

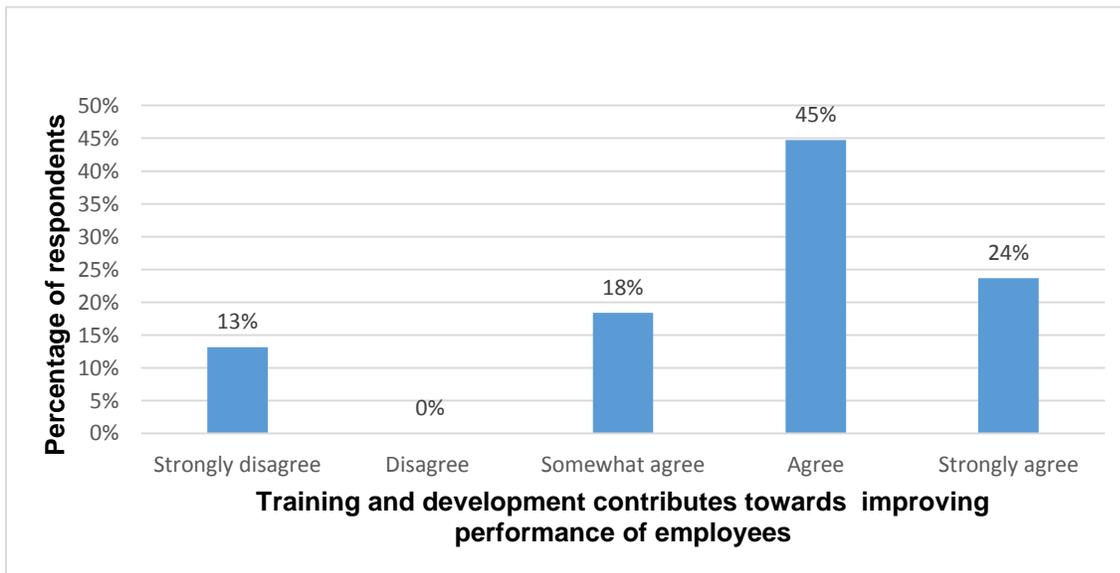
*There are many ways or systems that we consider when we try to identify training needs. One of them is the PMDS (Performance Management and Development System) which includes the PDP which is normally completed by the supervisor (R3).*

*Well, I submit a training development plan every year; it is not like somebody else decides that I need to be trained. It is my own conception that I think I need training. And I would like to be trained in these areas (R4).*

The above statements reveal that needs analyses are not properly conducted in the Department. Although training requirements are submitted by employees through the PDP, there is a significant difference between those who disagree and agree about this matter.

### 5.4.3 Training and development contribute towards improving the performance of employees

To assess the respondents understanding of the significance of a training and development programme, respondents were asked to share their views about the contribution of training and development to their development. Figure 5.16 presents the responses from the respondents.



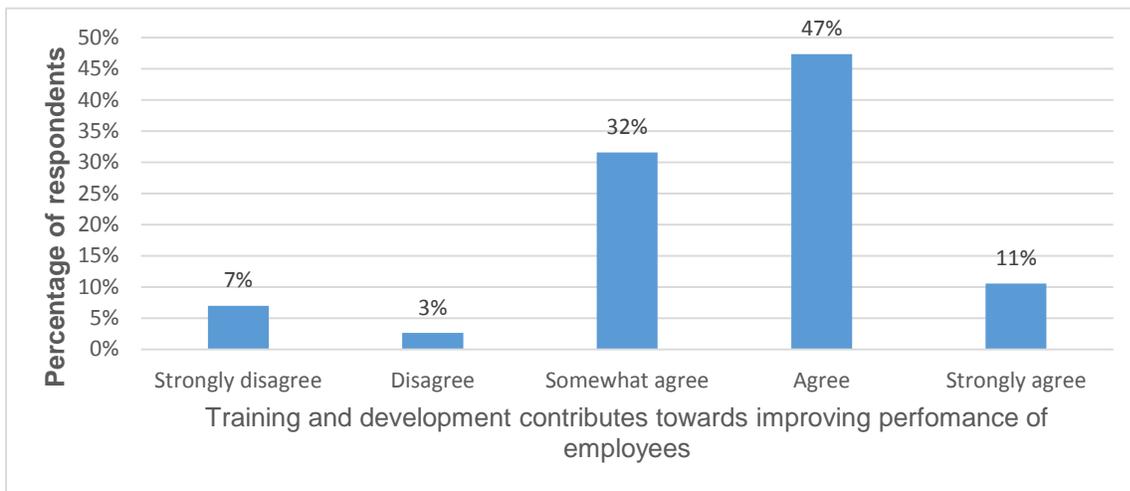
**Figure 5.16 Training and development contribute towards improving performance**

Figure 5.16 show that 69 per cent of the respondents agree that the provision of training contributes towards improving their capabilities of which 24 per cent strongly agree. Further to that, 18 per cent of the respondents "somewhat" agree. A total of 13 per cent strongly disagree which is quite perplexing. The high percentage (69 per cent) shows that

there is sufficient evidence that the respondents believe that training and development plays a vital role in improving both the organisation and the employees.

#### 5.4.4 Training and development forms part of strategic objectives

The understanding of employees with regard to the overall aspect of planning for training and development was also evaluated. The respondents were asked to express their views regarding this issue. Figure 5.17 shows the responses obtained from the participants.



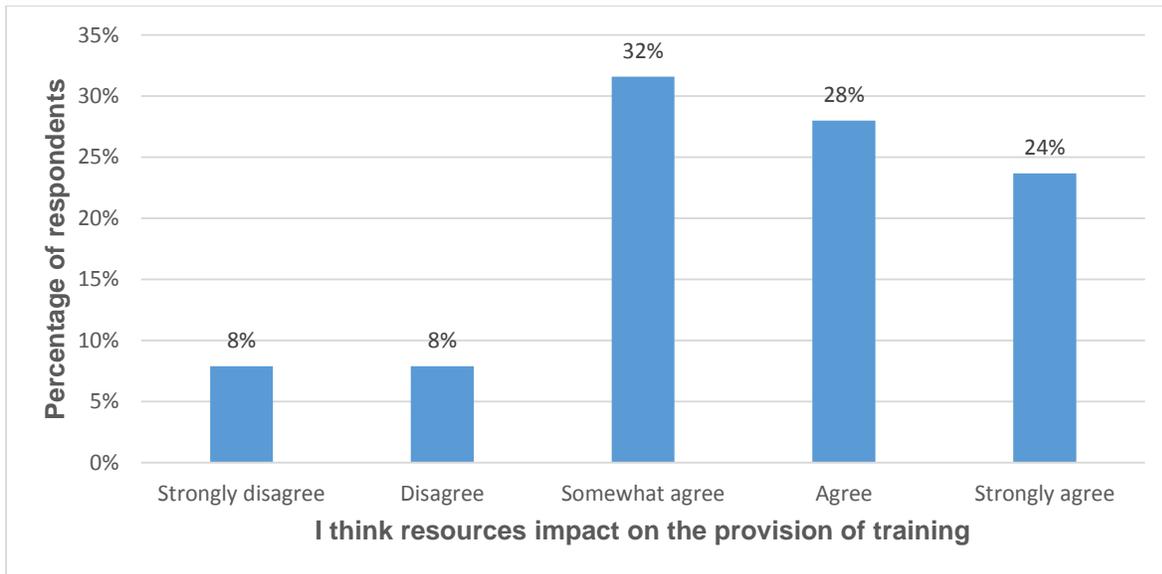
**Figure 5.17 Training and development forms part of the strategic objectives**

Figure 5.17 shows that 58 per cent of the respondents agree of which 11 per cent strongly agree. Furthermore, 32 per cent of the respondents "somewhat" agree. Only 10 per cent disagree of which 7 per cent strongly disagree. It is therefore evident that the majority of the respondents feel (are aware) that training and development forms part of the strategic objectives of the Department. Figure 5.17 also reveals that a high number of employees (respondents) have knowledge of the training and development programmes and the planning of the Department.

In summary, the documentary review was conducted in this regard, and it was found from the strategic planning document in particular and the Annual performance plan of the Department of Arts and Culture 2016-2019 that training and development is the key priority in the Department of Arts and Culture. Training and development of employees is one of the key priorities in the Provincial Growth Development strategy whereby government institutions should [provide the] means to ensure implementation thereof.

#### 5.4.5 Resources impact on the provision of training

To assess whether or not the challenges encountered regarding the provision of training can be ascribed to a lack of resources, the respondents were asked to share their views in this regard. Figure 5.18 displays their responses.



**Figure 5.18 I think resources impact on the provision of training**

Figure 5.18 clearly shows that 52 per cent of the respondents agree of which 24 per cent strongly agree and 32 per cent 'somewhat' agree that resources (e.g. the budget) impact on the provision of training programmes. Further to that, 16 per cent of the respondents disagree of which 8 per cent strongly disagree. This position was further substantiated by the interviews as shown in these statements:

*“Yes, one of the reasons and / or challenges could be insufficient funds for the implementation of training programmes in the Department. It seems no one is advising them to set funds aside, and whether the proposed training is going to thus be provided or not (R1).”*

*“There are many reasons; one of them is the quality of service providers in the province. The process to appoint a suitable service provider also takes time, or you find that the training scheduled for maybe January cannot take place at that*

*specific time as the requisitions have been submitted late or SCM (Supply Chain Management) takes too long to source the provider (R3).”*

In response to research question 3, the findings in Figure 5.14 reveal that respondents (employees) do not receive adequate training in the Department, as a high percentage (32 per cent) disagree that training is adequately provided in the Department.

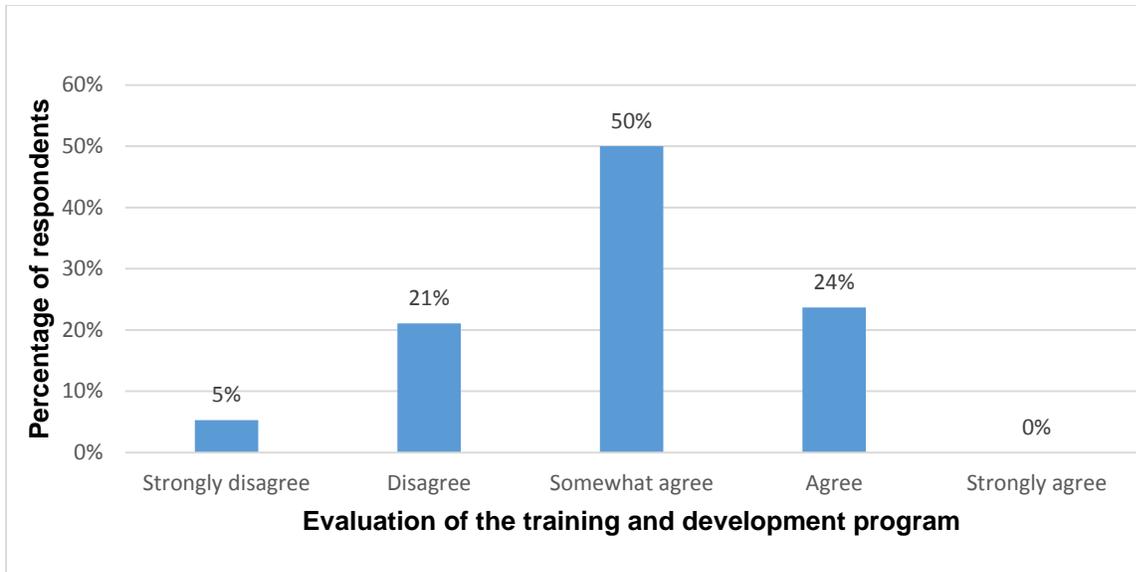
The findings, as reflected in Figure 5.18, show that a substantial number (43 per cent) of the respondents disagree that training needs analyses are conducted in the Department. This is also a very meaningful figure. Figure 7.3 reveals the respondents’ opinions regarding the contribution that is made by training and development. A high percentage (69 per cent) of the respondents commented that training programmes contribute towards improving the performance of both the employer and employee. It is also clear from Figure 5.18 that a majority of the respondents (58 per cent) know that training and development forms part of the strategic objectives of the Department. There is enough evidence (Figure 5.18) that resources (e.g. the budget or shortage of staff to co-ordinate the programmes) impact negatively on the full implementation of training programmes. However, the issue of internal logistics pertaining to the supply chain has been highlighted as one of the factors that impact negatively on the implementation of training and development programmes in the KZN Department of Arts and Culture.

## **5.5. Evaluation of the training and development programme**

The objectives of this section are to establish whether or not the training and development programme of the KZN Department of Arts and Culture is evaluated from time to time. Furthermore, in an attempt to address research question 4: “How is the training and development programme evaluated in the KZN Department of Arts and Culture?” to ascertain the successes and failures of the programme. The analyses, interpretation and presentation of data are given below.

### **5.5.1 Evaluation of the training and development programme**

Respondents were asked to express their views about the evaluation of training and development in the Department. Figure 5.19 shows the responses obtained from the respondents.



**Figure 5.19 The training and development programme is evaluated**

Figure 5.19 shows that the majority of the respondents (50 per cent) ‘somewhat’ agree and 24 per cent who agree that the implementation of the training programme is evaluated by the Department. Of the 26 per cent who disagree a small percentage of 5 per cent strongly disagree. A low percentage 24 per cent of the respondents agrees. These figures seem to show that training and development is not necessarily evaluated in the Department. This view is also supported by evidence from the interviews with the respondents as shown below:

*I have never heard of that evaluation process being conducted in order to assist with the improvement of the training system procedures in the Department (R1).*

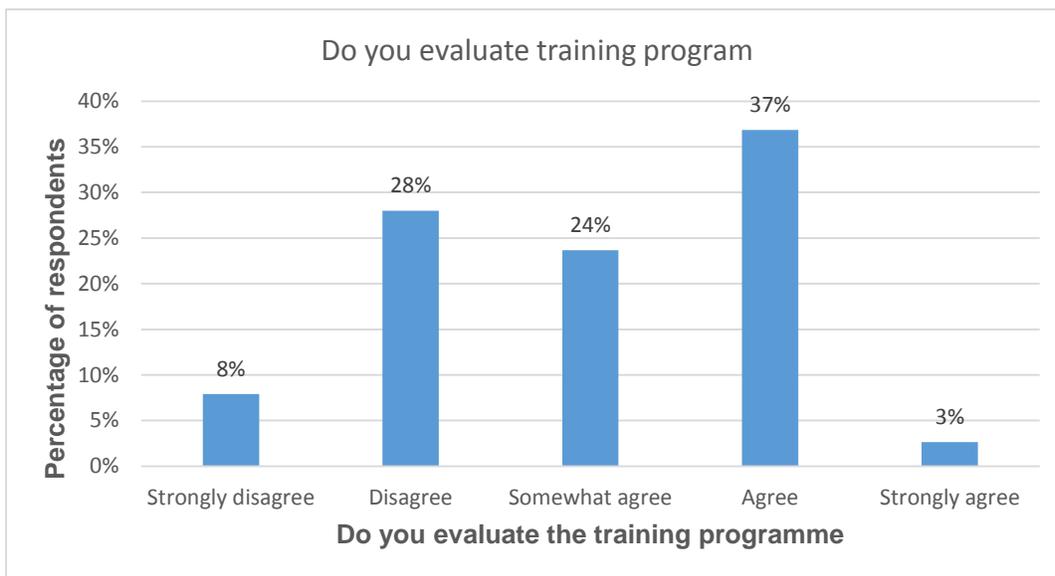
*I wouldn't say an evaluation of the training takes place, as I haven't attended any training. Persal training was offered by OTP from the Office of the Premier. But evaluation was not done, so nothing was done by the Department to evaluate the system. When becoming part of the office, I had to get used to work with the system. So there was no assistance through skills development training, and maybe follow-up training as well (R2).*

Since the research question to be addressed, wanted to ascertain whether or not the training and development programme was evaluated by the Department, the statements

shown above reveal that no evaluation of the programme is conducted. Therefore, based on the evidence as shown in Figure 8.1, it can be concluded that the evaluation of the training programme is not taking place.

### 5.5.2 Do you evaluate the training programme?

Respondents were asked whether they personally evaluated the training and development programme to determine the successes and failures of the programme. Figure 5.20 below shows the responses from the respondents taking part in the study.



**Figure 5.20 Do you evaluate the training programme?**

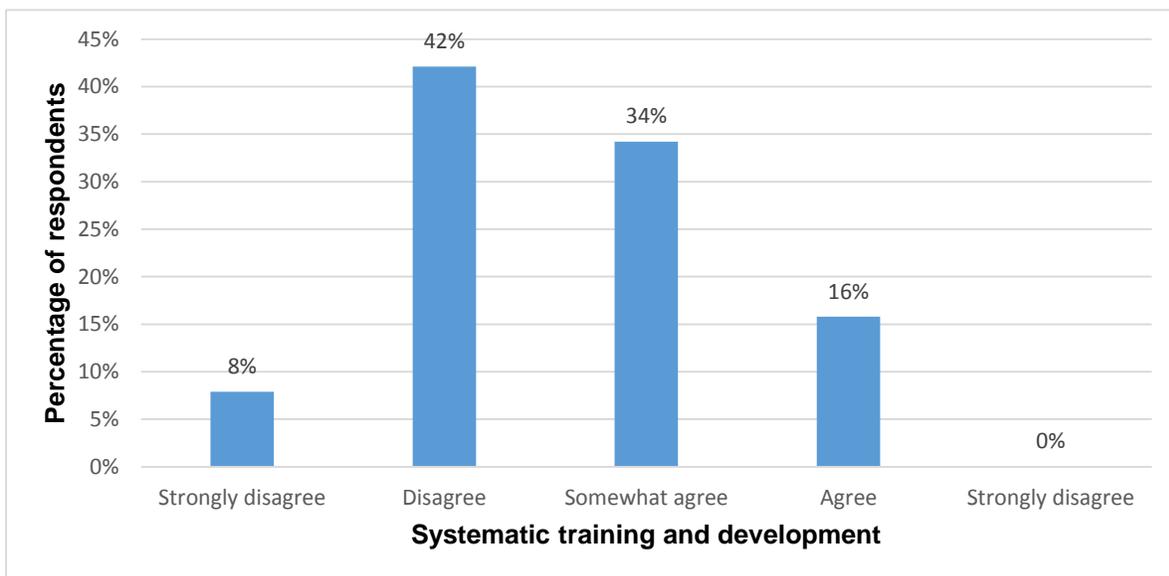
Figure 5.20 demonstrates that a total of 40 per cent of the respondents agree that they evaluate the training programme, and 3 per cent strongly agree. A total of 24 per cent of the respondents "somewhat" agree. Of the 36 per cent who disagree, very few, (8 per cent), of the respondents strongly disagree. The responses show that there is sufficient evidence that training and development is evaluated in the Department by employees. This view is also echoed by the interview data below:

*"In the ...there is a page where you have to say whether the training was effective or not. It is required of people to be honest in these things (R4)."*

The statements in general show that training and development gets evaluated by staff members of the Department. The respondents commented that, after the training sessions, they are normally given a questionnaire to rate or evaluate the value of the training and the performance of the facilitator.

### 5.5.3 Systematic training and development model

This is to ascertain whether or not a systematic training model is being followed by the Department. Respondents were asked about the training and development model. Figure 5.21 displays the respondent's views about the training model in the Department.

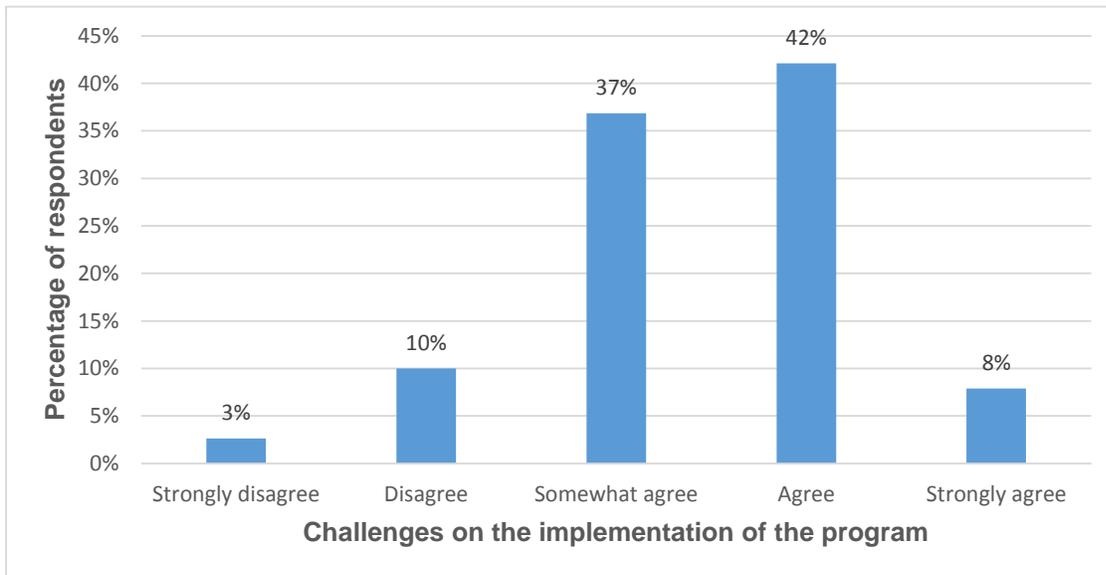


**Figure 5.21 There is a systematic training and development model**

Figure 5.21 shows that 50 per cent of the respondents disagree of which 8 per cent strongly disagree that a systematic training and development model is followed by the Department. A total of 34 per cent "somewhat" agree and only 16 per cent of the respondents agree that there is a systematic training and development model used in the Department. The fact that 50 per cent disagree and only 16 per cent agree reveals that there is no systematic training and development model in use in the Department.

#### 5.5.4 Challenges in the implementation of the programme

This is to determine if there are any known challenges that negatively impact on the implementation of the training and development programme in the Department. Respondents were asked to express their views in this regard. Figure 5.22 shows the responses from the participants.



**Figure 5.22 There are challenges in the implementation of the programme**

Figure 5.22 shows that a total of 50 per cent of the respondents agree that there are challenges regarding the implementation of the training and development programme of which 8 per cent strongly agree. Of the 13 per cent who disagree, just a small number (3 per cent) strongly disagree, while 37 per cent "somewhat" agree that there are challenges in the implementation of the training programme in the Department. This clearly shows that the participants generally agree that there are challenges in the implementation phase of the programme. This view is also supported by evidence from the interviews as cited here:

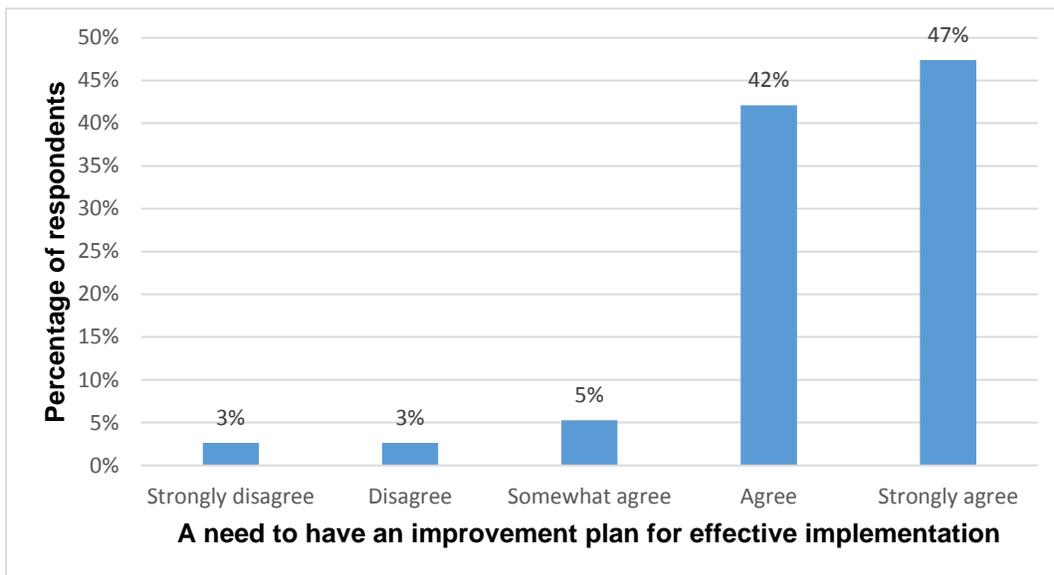
*"Mmmmm...there are many challenges with regard to training and development. One is that SCM takes long to source a provider and another one kuba ukuthi imali ye [is because of the budget for] training izoba [that is] so limited; and we can only train so many people in the time available (R3)."*

*“However, personally I think it could be due to poor planning and resources (R1).”*

These statements reveal that the Department is indeed experiencing challenges in the implementation phase of the training programme. The challenges mentioned by the respondents include: supply chain problems, a limited budget and poor planning.

### **5.5.5 A need to have an improvement plan for effective implementation of the training**

To determine whether or not there is a need for an improvement plan to ensure the effective implementation of the training programme in the Department. Respondents were asked to share their views based on their experience regarding the training programme. Figure 5.23 displays their responses.



**Figure 5.23 Improvement plan for effective implementation of the training programme**

Figure 5.23 shows that the overwhelming majority of the respondents (89 per cent) agree, of which 47 per cent strongly agree that there is a need to have an improvement plan for effective implementation of training in the Department. Very few (5 per cent) of the respondents "somewhat" agree and of the 6 per cent who disagree only 3 per cent strongly disagree. This position was further substantiated by the interviews as shown below:

*I am not saying it is 100 per cent, as there is room for improvement. The minute I say "yes, there is room for improvement I am saying that we are not at 100 per cent yet. But we need such a plan to make training effective, but there is room for improvement (R4).*

This statement, as well as others, shows that there is a need to have an improvement plan for the implementation of training and development in the Department.

Overall, in response to research question 4, the findings regarding the evaluation of the training and development programme reveal that the programme is not evaluated by the Department. However, the respondents are of the view that in most cases they undertake the evaluation process after a training session. Furthermore, the participants have mentioned certain challenges that might be contributing negatively towards the implementation of the training programme. These challenges include internal logistics to source qualified service providers by supplying a supply chain and a limited budget. This may be as a result of the stated challenges. It has also been found that the respondents are unaware of a systematic training and development model for the implementation of the training programme. Additionally, it is evident that there is a need to have an improvement plan for effective implementation of training and development in the KZN Department of Arts and Culture. This is clearly supported by the high percentage level of responses obtained from the respondents regarding this aspect.

In summary, this study has established that training and development at the Head Office of KZN Department of Arts and Culture is neither adequately provided for nor is the process with which it is carried out transparent. The study further demonstrated that most participants do not receive training. In addition, most of the respondents believed that there is a need to put in place an effective implementation of a training programme.

Furthermore, the study has shown that the Department of Arts and Culture acknowledged that are not able to provide adequate training and development for all employees. Of those who trained not all received training which was relevant to their field of work. Moreover, a lack of capacity to provide training seems to point to the ineffectiveness of

implementation of the training programme over the years. The study has revealed that the participants believed that training provided was rarely relevant to their duties.

Overall, as the findings reveal, there is substantial evidence that the implementation and allocation of training and development is not adequately undertaken in the KZN Department of Arts and Culture. The study further has shown that there is no systematic training and development programme that is followed for the participants. Lastly, the challenge of resources like limited budget and supply chain logistics to source service providers were mentioned as some negative factors towards the implementation of training and development.

## **5.6 Discussion of the findings**

The overall aim of this study was to investigate the implementation of training and development in the KZN Department of Arts and Culture. This section will attempt to make sense of the findings, through discussions, in the light of literature and the theoretical framework. The discussion of findings in this section will be guided by the theoretical framework of the study, which is the government's Act on skills development.

### **5.6.1 Research question 1: Identification of training needs**

This study has established that training needs are conducted in the Department of Arts and Culture, although, it is evident that identification of a training programme for employees is lacking. Some authors have argued that a thorough identification of training needs should be the first thing to be considered in the training cycle (Dessler 2006, & Nel, 2011). There are similarities between the attitudes expressed by Grobler *et al.* (2011) in this study and those described by Erasmus *et al.* (2012:20). In line with the results of this study, they respectively recognise the importance of training and development as a vehicle through which goals can be achieved and where competence to better achieve the work is possible. The findings in this study have shown that, there are policies and strategies that could guide the process of identifying and analysing training and development programmes in the KZN Department of Arts and Culture. Noe (2010) highlighted that a needs analysis referring to a process of ensuring that the training needs

identified meet the organisation's needs was required. The findings of the current study are consistent with other research which examined skills development programmes for employees, wherein the significance of identification of skills required was discussed as it was found to be lacking (Hadebe, 2006 & Mtombeni, 2006). The results of the study revealed that needs are not properly determined in the Department in question. In accordance with the present results, the literature suggests that a training-needs assessment assists the institutions to realise the need for providing a training programme (Swanepoel, 2014). Lack of training-needs assessment deprives the Department of the capacity to address essential organisational needs. This finding corroborates the ideas of Mtombeni (2006), who suggested that compilation of a work- place skills plan is vital in the training cycle to identify and align training needs of the organisation. Furthermore, Grobler *et al.* (2011), suggested that human resource practitioners should have a clear process of identification of training needs and should be able to ensure a successful provision and implementation of training. In this regard, in the Department of Arts and Culture, training needs are identified through the use of personal development plans to inform the work place skills plan which is the one that encompass the organisational training needs requirements. In line with this, the findings of the documentary review, revealed that the workplace skills plan in the Department of Arts and Culture is generic or a standard document and it seems not to be informed by the training needs submitted through the personal development plans. A possible explanation of these results may be the lack of adequate or appropriate planning for the implementation of the training programme in the KZN Department of Arts and Culture.

### **5.6.2 Research question 2: The implementation and allocation of training programme**

Surprisingly, the employees in the Department of Arts and Culture are not given, or do not receive, the training they require in each financial year (see Figure 5.10). The results of this study indicate that most respondents revealed that training and development is not adequately provided in the Department of Arts and Culture. As shown in this study, the findings highlighted that most respondents do not get allocated the training programme requested, as shown on Figure 5.8. There was also a unanimous agreement by the

respondents that training programmes should be provided for all employees. The findings further supports the idea of Nel (2011:372) who argued that adequate training and development programmes should be prioritised and can only be achieved if there is a well-articulated plan that guides the provision thereof. The most interesting finding was that the respondents believe that training provided for them is relevant to their duties. A possible explanation for this finding might be that this reflects the views of the minority of those who have received training. The study further revealed that the allocation of training programmes for the respondents is not transparent. The findings observed in this study mirror those of previous studies, in line with this Dessler (2005), explains that transparency of training programmes can only be achieved by having in place a training model. These results match those observed in earlier studies which also reported that about 98.11 per cent of the respondents agree that effective training and development develop the employees with skills and competencies (Nzeru, 2014:61).

### **5.6.3 Research question 3: Challenges on delivery and Implementation of training programmes**

As shown in this study, the majority of respondents confirmed that training and development is not adequately implemented in the department in question. Dijk (2005) argued that that appropriate delivery of training and development offers worthy results whereby skills and growth are multiplied in accordance with the legislative framework that supports training and development including the *Skills Development Act (Act 97 of 1998)*, the *Constitution of the Republic of South Africa (Act 108 of 1996)* and the *National Skills Development Strategy* promotes development of employees by organisations. Hunter (2012) also pointed out that training and development improve employment performance. In this regard, These findings support the idea of Erasmus *et al.* (2011) & Grobler *et al.* (2011), that the effective implementation of training and development requires the strategic training method whereby all the levels of planning should be co-ordinated (Erasmus *et al.*, 2013:38). This study confirms the association between identification of needs and the implementation stage of the programme by Noe (2010) who suggests that organisations should provide a logical training implementation of the programme. Furthermore, the findings revealed that, generally, most of the respondents in this study

believed that there are challenges that negatively impact on the implementation of the training and development in the KZN Department of Arts and Culture. These findings, in general, included delays in supply chain logistics, shortages of qualified service providers within the KZN province and lack of funding. In line with this, Swanepoel *et al.* (2014) argue that training and development in South Africa require collaboration to be effectively implemented and they identify the challenges encountered where the private sector and government should work together. Dessler (2005:154) says that the implementation of a training and development programme requires that various steps be followed to successfully achieve training objectives and to ensure transparency. Therefore, based on the findings of this investigation, to achieve successful implementation of training and development, an effective programme should be established at the KZN Department of Arts and Culture (Grobler *et al.* ,2011:344).

To achieve effective implementation of a training programme Botha *et al.* (2007), affirm that organisations should have a strategic skills-planning process that should be followed, guided by the organisations' strategies. It seems obvious that implementation is a critical stage in the training cycle that should be considered to increase effectiveness and a lack of skills (Subban & Vyas - Doorgapersad 2004). The results of this study have shown that respondents believed that training and development play a critical role towards the enhancement of both employer and employee performance and capabilities. In this regard, Swanepoel *et al.* (2014) & Nel (2011) assert that training and development of employees should be viewed as an investment to benefit the employee ,employer and the country. These findings match those observed in earlier studies. Nzeru (2014:61), also reports that about "98.11 per cent of the respondents agree that effective training and development benefit both the employer and employee by developing the employees with skills and competencies". Furthermore, Noe (1999:7) & Khawaja (2013), explain that investing in the development of employees with necessary skills will help to address the global challenge of skill shortage, performance management of issues and employee retention. Another important finding was that the lack of resources negatively impacts the delivery of a training programme.

The results of this study from both interviews and surveys show that challenges include, delays in the supply chain to source qualified service providers, lack of budget, and personnel to co-ordinate the training. In line with the budget challenges, the *Skills Development levies Act 9, of 1999* compels every organisation to contribute to a skills development levy an amount of 1 per cent of which, in the Department of Arts and Culture training 'programmes', are implemented within this set percentage. These results match those observed in earlier studies which also revealed that training and development programmes are not exempted from challenges that are as a result of poor planning (Hadebe 2006 :77). In this regard, as presented in (Figure 5.28) the results of this study revealed that (89 per cent) of the respondents agree that there is a need for an improvement plan for effective implementation of the training programme.

#### **5.6.4 Research question 4: Evaluation of the training programme**

This study has shown that most respondents disagree that evaluation of the training programme is conducted in the Department of Arts and Culture. The literature study confirms this finding. Swanepoel *et al.* (2014:595) found that the evaluation phase is one of the key concerns in the process of the training programmes to ensure relevance of the training provided and to ascertain that knowledge was assimilated by trainees. The results of this study from both interviews and surveys have further revealed that the respondents are given a chance to evaluate the training programme in the Department of Arts and Culture as presented in (Figure 5.20). Surprisingly, the results of this study have further highlighted strong evidence that at a Departmental level the evaluation of training programmes is lacking as shown on (Figure 5.19). These findings contradict the ideas of Meyer *et al.* (2012) who maintain that evaluation of training programme's main focus is to verify the effectiveness of the implementation process. This finding is in agreement with "Nadler's model that the aspect of evaluation and feedback is central and should be conducted continuously to ensure effective implementation of the training programme" (Erasmus *et al.*, 2006:14). These results are consistent with Myeza's (2014), findings which showed that "evaluation of a training program[me] is critical, [the] lack[ing] of which could lead to negative end results towards the achievement of planned training goals" (Myeza 2014:86). Furthermore, the findings revealed that most of the respondents in this

study believed that there are challenges that negatively impact on the implementation of the training and development in the KZN Department of Arts and Culture. These challenges include delays on supply chain logistics, shortages of qualified service providers within the KZN province and lack of funding, as has already been pointed out. It was also mentioned that Swanepoel *et al.* (2014) argue that training and development in South Africa requires collaboration. They further advised that both private and public sector have to work together to improve training and development. In this regard, as presented in (Figure 5.28) the results of this study revealed that (89 per cent) of the respondents agree that there is a need for an improvement plan for the effective implementation of the training programme.

In line with these findings, the study has further shown that the training and development model is fundamental and the main objective and role of public human resources is effectively to undertake recruitment, selection, human resource development, and the utilisation and maintenance of competent staff to provide efficient service delivery (Erasmus *et al.*,2013). In addition, both Swanepoel (2014) & Dessler (2006) suggested that training and development should be seen as an investment rather than as a benefit for employees only. However, if training and development is not planned accordingly, the strategic objectives and targets of the Department are less likely to be achieved.

## **5.7 Summary of the chapter**

This chapter presented the findings which included demographic data of the participants. This study has established that training-needs assessments are conducted at the Department of Arts and Culture, although there is sufficient evidence that provision of suitable training programmes is not provided. The study has further shown that the allocation of training programmes for respondents is not transparent. The study revealed that there is no systematic training and development model that is followed to ensure efficacy of the implementation of training programmes. In this study, it was further shown that most of respondents believed that there are challenges that negatively impact on the implementation of the training and development at the KZN Department of Arts and Culture due to delays in supply chain logistics and shortages of qualified service providers

within the KZN province. The study has shown that (89 per cent) of the respondents believe that an improvement plan is needed to ensure effective implementation of training programmes in the KZN Department of Arts and Culture.

## **CHAPTER SIX:**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

In this chapter, a summary of the research findings have been presented based on the interpreted data in the previous chapter. Thereafter, conclusions and recommendations of the study will follow. Further to that, the implications of the study for further research are discussed.

#### **6.2 Summary of the study**

Drawing on interviews, surveys and comprehensive documentary review this study has established the following.

##### **6.2.1 Identification of training needs**

The results of this investigation have shown that it is evident that training-needs assessments are conducted at the KZN Department of Arts and Culture as shown on (Figure 5.2). However training is not provided for all employees in the KZN Department of Arts and Culture. It was established that most participants felt that a training-needs assessment should inform the kind of training programmes conducted in the Department of Arts and Culture as shown on (Figure 5.3). The documentary review in this study has shown that identification of training needs is undertaken at the KZN Department of Arts and Culture as part of performance management where a personal development-plan tool is utilised. Thus, substantial evidence, supported by respondents' views obtained from both interviews and surveys, reveals that training programmes should be provided to all employees at the Department of Arts and Culture. The findings in this study also revealed that training was not given according to the needs of the employees of the Department.

### **6.2.2 The allocation and implementation of training programme**

This study has found that there is insufficient training for respondents in the KZN Department of Arts and Culture. Findings from both the interviews and the survey have shown enough evidence that training in the Department of Arts and Culture is lacking (see Figure 58 and Figure 5.10). A possible explanation of these findings may be the poor planning of the training and development programme. Another possible explanation of this result could be the lack of a thorough analysis of the training and its effectiveness or otherwise. The second major finding was that the training and development programme lacked transparency. Further to that, in as much as other employees get training organised for them, the findings of the study confirmed that approximately two-thirds of respondents did not get enough training in each financial year. The interviews conducted in this regard revealed that within a financial year the KZN Department of Arts and Culture is not able to reach out to everyone to provide training. The findings from interviews confirmed that approximately 70 per cent of respondents receive training allocated to them and 30 per cent did not. In addition, the surveys further revealed that there is lack of training programmes for the respondents. However, this study has established that the training programme that is provided is relevant to the duties of the respondents as it deals with government policies that relate to organisations generally. The findings in this study revealed that training was not given according to the specific needs of the employees of the Department.

### **6.2.3 The challenges and delivery of training programme**

This study found that the training programme is not adequately conducted or universally applied in the KZN Department of Arts and Culture. One of the more significant findings to emerge from this study is the issue of lack of resources (e.g. the budget or shortage of staff to coordinate the programme) which impacts negatively on the full implementation of the training programme. However, the issue of internal logistics pertaining to supply chain has been highlighted as one of the factors that negatively impacts on implementation. The investigation of this study has shown that there was a strong disagreement that, there is a systematic training and development model being used in

the Department. The major challenges that negatively impact on the implementation of the training and development programme, include supply chain logistics to source qualified service providers and internal co-ordination of the Departmental calendar.

#### **6.2.4 Evaluation of the training programme**

This study has shown that a proper evaluation of the training programme is not conducted by the Department of Arts and Culture. As a result most respondents were not sure whether it was conducted or not. However, it was found out that respondents are given a chance, after the training sessions, to rate or evaluate the facilitator's performance and the overall performance of the session provided. Overall, this study provides important insights into the implementation and allocation of training and development programmes that should be reviewed in the KZN Department of Arts and Culture.

### **6.3 CONCLUSIONS OF THE STUDY**

#### **6.3.1 Research objective 1: Identification of the training-needs analysis**

This study has established that a training-needs analysis is one of the critical aspects that need to be conducted with all the staff in the Department of Arts and Culture. This investigation established that the identification of training needs is conducted through the performance management system where personal development plans are completed by employees to indicate their training requirements. This implies that the guidelines of the *Skills Development Act* and the *Departmental Policy on Training and Development* should be implemented by having training strategies to achieve analysis of the training needs. Thus, the study recommends the review of the needs analysis strategy in the KZN Department of Arts and Culture to comply with and ensure that the training needs of the employees are addressed.

#### **6.3.2 Research objective 2: Adequacy in the implementation and allocation of training**

The second research objective was to determine how the KZN Department of Arts and Culture conducts the process of allocation in the implementation phase to ensure that all employees get access to training. From the study, it can be concluded that the employees do not receive adequate training programmes as requested within a financial year. Such training does not follow a systematic training and development model.

### **6.3.3 Research objective 3: Challenges on the delivery of training**

The third objective was to investigate the challenges encountered by employees and human resource managers during the training implementation phase, to eliminate inadequate delivery of training in the KZN Department of Arts and Culture. The evidence from this study indicates that transparency of the training programme is crucial. However, the findings show that transparency is lacking (see Figure 5.9 and Figure 5.10). The findings indicate that there is a challenge in the functioning of the supply chain and a lack of budget for training programmes in the KZN Department of Arts and Culture.

### **6.3.4 Research objective 4: Evaluation of the training programme**

The fourth and last objective was to establish the significance of evaluating the implementation of the training and development programme in the KZN Department of Arts and Culture. The findings of this study suggest that the implementation of the training programme at large should be evaluated for effective delivery of the programme. The evaluation of the training programme is one of the critical stages that need to be looked at to determine the relevance of the programme. In this regard, all employees should be involved in the evaluation of the training programme.

## **6.4 RECOMMENDATIONS OF THE STUDY**

**Recommendation 1:** Identification of needs is vital for employees and should be conducted at individual and organisational level to ensure that relevant skills are provided

to improve confidence and performance in the Department of Arts and Culture. Considering this finding, an improvement plan is needed to ensure that all the identified challenges found get addressed.

**Recommendation 2:** To improve the allocation of training programmes in the Department of Arts and Culture a systematic training and development plan should be followed to ensure that all the phases of the training programme are implemented. The plan should guide the implementation of the training programme in terms of the budget, identification of the training needs and evaluation that should be deliberated. Therefore, the study proposes that a systematic training and development model be made available and known to the employees, to ensure that 100 per cent of the employees get training prioritised for them. In addition, the training programme should be evaluated and the training and development committee should be strengthened to improve efficiency.

**Recommendation 3:** Due to various challenges revealed in this study Departmental internal logistics or planning for training programmes should be enhanced. Co-coordinators of the training programme should enhance their planning to improve the overall implementation of the training programme by initiating supply chain processes timeously to get the service providers. With the limited budget allocated for provision of the training and development programme, training opportunities should be given to all employees. This means that, at least within a financial year, one training should be provided to each employee based on the training needs indicated in their personal development plans.

**Recommendation 4:** The study recommends that the strategies and policies that are in place in the KZN Department of Arts and Culture regarding the implementation of training and development programme should be reviewed, in particular, the training and development strategy or process to ensure that all the stages of the training and development process are followed. Additionally, it is recommended that an improvement plan for the training programme be established to ensure that there is a systematic process of implementing training programmes in the KZN Department of Arts and Culture.

## **6.5 Limitations and recommendation for further study**

Although the sample for this study was drawn from Head office, due to time and resources constraints, the depth and breadth of analysis was not as thorough as it could have been to provide a comprehensive understanding of training and development in the Department. The most important limitations in this study were time and physical resources. It is unfortunate that the study could not include the entire population. The study might otherwise have had significant implications for the advancement of the overall implementation of training and development in the Department of Arts and Culture. Further investigation will be needed to determine exactly the extent of the lack of training. Despite identification of training needs, supportive training programmes are rarely provided for the respondents.

Considering the limitations mentioned in this study, there is abundant room for further research to include the entire population, the Regions and District offices of the KZN Department of Arts and Culture to determine how they view the concept of training and development and, in particular, the allocation and implementation process for training. Therefore, further studies on this topic of research are needed to investigate the experiences of other employees and the efficacy of the implementation of training and development at the Regional and District office levels in the KZN Department of Arts and Culture.

## **6.6 Final Remarks**

In general, this chapter presented data that was obtained through interviews, surveys and document review. In this chapter, data was interpreted and analysed, through the SPSS program. Thereafter, the results were discussed and summarised where conclusions were drawn and recommendations made. Evidence from this study points towards the lack of proper identification of training needs, lack of training provision, a systematic training and development model that is not followed to guide the implementation of training programme, and lack of transparency. Taken together, these findings suggest that there is no systematic training and development process that guides the implementation of the training programme in the Department of Arts and Culture. As mentioned in the literature, to create a successful training and development programme,

planning is vital whereby a training and development cycle should be followed from identification of needs to the implementation and evaluation stages.

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## APPENDIX 2: ETHICAL CLEARANCE



2 August 2016

Mrs Nolufefe Mhloni 215080429  
School of Management, IT and Governance  
Westville Campus

Dear Mrs Mhloni

Protocol reference number: HSS/1034/D16M

Project Title: The investigation of the implementation of Training and Development at the KZN Arts and Culture

### Full Approval – Expedited Application

In response to your application received 07 July 2016, 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 Shenika Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Sybert Muzereko  
Cc Academic Leader Research: Professor Brian McArthur  
Cc School Administrator: Ms Angela Pearce

### Humanities & Social Sciences Research Ethics Committee

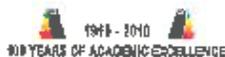
Dr Shenika Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001 Durban 4300

Telephone: +27 (0) 31 260 398 / 083304557 Facsimile: +27 (0) 31 260 4806 Email: [smh90@ukzn.ac.za](mailto:smh90@ukzn.ac.za) / [senmanm@ukzn.ac.za](mailto:senmanm@ukzn.ac.za) / [mp@ukzn.ac.za](mailto:mp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Fouring Campuses: ■ Edgewood ■ Hoveni College ■ Medical School ■ Pietermaritzburg ■ Westville

**APPENDIX 3: RECRUITMENT LETTER FOR SURVEY**



School of Management, IT and Governance

Dear Department of Arts and Culture employee

**RE: INVITATION TO PARTICIPATE IN A STUDY: THE INVESTIGATION OF THE IMPLEMENTATION OF TRAINING AND DEVELOPMENT AT THE DEPARTMENT OF ARTS AND CULTURE KWAZULU – NATAL**

The above matter bears reference;

As an employee of the Department of Arts and Culture KwaZulu-Natal Head Office, you are invited to take part in the above mentioned study. You have been selected for this survey because you work for the Department of Arts and Culture KwaZulu-Natal Head Office. Your participation will involve giving responses to a questionnaire regarding the implementation of training and development programme in the Department. The survey would take between 30 and 40 minutes of your time. Your participation is appreciated and would enhance the study as I will draw on your perceptions and experiences about the implementation of training and development at the Department of Arts and Culture KwaZulu-Natal Head Office.

Regards

.....

**Nolufefe Mohlomi**

**0333413614 or 0798948842**

**Email: mohlomin@kzndac.gov.za**

## APPENDIX 4: RECRUITMENT LETTER FOR INTERVIEWS



School of Management, IT and Governance

Dear Department of Arts Culture employee

**RE: INVITATION TO PARTICIPATE IN A STUDY: THE INVESTIGATION OF THE IMPLEMENTATION OF TRAINING AND DEVELOPMENT AT THE DEPARTMENT OF ARTS AND CULTURE KWAZULU – NATAL**

The above matter bears reference;

As an employee of the Department of Arts and Culture Head Office in Kwazulu-Natal, you are invited to take part in the above mentioned study. You have been selected for this interview because you work for the Department of Arts and Culture Head Office in Kwazulu-Natal. Your participation will involve giving responses to questions regarding the training and development programme at the Department of Arts and Culture Kwazulu-Natal. The interview will last between 30 and 45. Your involvement is appreciated and would enhance the study as I will draw on your perceptions and experiences regarding the implementation of training and development programme at the Department of Arts and Culture Head Office Kwazulu-Natal.

Regards

.....

**Nolufefe Mohlomi**

**0333413614 or 0798948842**

**Email: [mohlomin@kzndac.gov.za](mailto:mohlomin@kzndac.gov.za)**

## APPENDIX 5: INFORMED CONSENT DOCUMENT

Dear respondents,

I am Nolufefe Mohlomi (Student number: 215080429). I am Master student studying at the University of KwaZulu-Natal Westville Campus. The title of my research is “An evaluation of the implementation of training and development at the KZN Department of Arts and Culture Head Office”:

### **The purpose of the study is:**

- ✚ To examine how the KZN Department of Arts and Culture prioritizes the training and development of employees to ensure compliance with the government legislations in terms of training and development.
- ✚ To investigate how the KZN department of Arts and Culture conduct the process of allocation and the implementation of the training program to ensure that all employees get access to training.
- ✚ To assess the challenges encountered by employees and human resource manager during the training implementation phase, to eliminate inadequate delivery of training at KZN Department of Arts and Culture.
- ✚ To establish the significance of evaluating the training and development program at KZN Department of Arts and Culture.

I kindly request to conduct interviews with you to enable me to access the information related to my research topic to address the research questions. Further to that, to share your experiences regarding implementation of training and development program.

### **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 Department of Arts and Culture, 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 could be considered to advance the planning and review of the strategies and policies relating to training and development.

Your participation is entirely voluntary. You have a choice to participate, not to participate or withdraw your participation in the research. You will not be penalized for taking such an action.

Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.

The interview will take about forty minutes.

The record, as well as other items associated with the interview, will be held in a password-protected file accessible only to me and my supervisors. After a period of 5 years, 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). Should you have any questions to be clarified about the research, I can be contacted at School of Management, Information Technology, and Governance, University of KwaZulu-Natal, Westville Campus, Email: [mohlomin@kzndac.gov.za](mailto:mohlomin@kzndac.gov.za); Cell: +0798948842

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: +27781933022.

Thank you for your contribution.

---

## **DECLARATION**

## **CONSENT TO PARTICIPATE**

I \_\_\_\_\_ have been informed about the study entitled *The investigation of the Implementation of Training and Development at the KZN Arts and Culture* by Nolufefe Mohlomi .

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at Should you have any questions to be clarified about the research, I can be contacted at School of Management, Information Technology, and Governance, University of KwaZulu-Natal, Westville Campus, Email: mohlomin@kzndac.gov.za ; Cell: +0798948842 or 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 or syberm@yahoo.com, Phone number: Tele: +27332605070, Cell: +27781933022.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

## **HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

I hereby provide consent to:



## APPENDIX 6: SURVEY QUESTIONNAIRE

**Dear Sir/ Madam**

I am Nolufefe Mohlomi (Student number: 215080429). I am a Masters student studying at the University of KwaZulu-Natal Westville Campus. I am employed by the KZN Department of Arts and Culture. This is my fifth year working at the Department of Arts and Culture as an Assistant Manager. I am conducting a research and the title of my research is:

**Topic:** Evaluation of training and development at the KZN Department of Arts and Culture Head Office. The objectives of this questionnaire are to obtain information that will, therefore, address the research problems of this study. As outlined on the informed consent, the confidentiality in this study will be ensured.

Should you have any questions to be clarified about the research, I can be contacted at School of Management, Information Technology, and Governance, University of KwaZulu-Natal, Westville Campus, Email: [mohlomin@kzndac.gov.za](mailto:mohlomin@kzndac.gov.za); Cell: +0798948842. Or my supervisor 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: +27781933022.

Thanking you in advance for your co-operation

Yours Truly,

Nolufefe Mohlomi

## SECTION 1

**Job Title:** -----

**Salary level:** -----

**Gender:** -----

**Qualification**-----

**Age**-----

**Experience**-----

**Please tick the most applicable box:**

1. How does the KZN Department of Arts and Culture organize and identify training needs of its employees in compliance with the training and development legislations introduced by the government?

1.1 To what extent do you agree with the following statements?

- I. The training needs analysis is conducted in Department of Arts and Culture KZN

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

- II. Training needs should be identified with the involvement of employee and supervisor

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

III. There are strategies and policies that inform the planning of training program

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

IV. Training gets organized for you as per the submitted personal development plan

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

V. I get all the training requested?

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

VI. Training and development should be provided for all employees in the department

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

**SECTION 2**

2. How do the allocation and implementation of training and development program conducted, to ensure that every employee gets trained in the Department of Arts and Culture?

VII. We are given training program as per the Personal Development Plan

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

VIII. The allocation of the training program is transparent

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

Please specify why you have selected your answer:

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-----

IX. I attend enough training program in each financial year?

- Strongly disagree
- Disagree
- Somewhat agree

- Agree
- Strongly agree

X. The training program is adequately provided

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

If agree when last have you been allocated training

.....

.....

.....

.....

.....

XI. the training program provided is in line with my duties

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

XII. we get any specific training program except for the one specifically requested on the Personal Development Plan?

- Strongly disagree
- Disagree
- Somewhat agree
- Agree

Strongly agree

Please specify the type of training that gets allocated to you if any

.....  
.....  
.....  
.....

### SECTION 3

3. What are the experiences of the employees and Human Resources Development manager in the implementation phase to ensure adequate delivery of training for personnel in the KZN department of Arts and Culture?

XIII. I think training program is adequately provided in the department

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

XIV. The needs analysis is conducted for training program

Strongly disagree

Disagree

Somewhat agree

Agree

Strongly agree

XV. Training and development contribute towards improving performance of employees and the department?

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

In the space provided below, please explain why you have selected your answer

.....

.....

.....

.....

XVI. Training and development form part of strategic objectives of the department

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

XVII. I think resources impact on the provision of training and development

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

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**SECTION 4**

4. How do training and development program get evaluated in the KZN Department of Arts and Culture to ascertain the success and failures of the program?

XVIII. Implementation of training program get evaluated at the KZN Arts and Culture

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

XIX. Do you evaluate the training program?

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

If No, Specify the reasons

.....  
.....  
.....  
.....

XX. There is a systematic training and development model that is followed to evaluate the training program (select the applicable in your view

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

In a space below please explain why you have selected your answer

.....  
.....  
.....

XXI. There are challenges in the implementation of the program

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

In a space below please explain why you have selected your answer

.....

.....

.....

XXII. There is a need to have improvement plan for effective implementation of training program

- Strongly disagree
- Disagree
- Somewhat agree
- Agree
- Strongly agree

XXIII. In your assessment what suggestions can you put forward to improve implementation of the training program?

.....

.....

.....

.....

Thank you for your contributions

## APPENDIX 7: INTERVIEW GUIDE

### INTERVIEW GUIDE

Dear Sir/ Madam

I am Nolufefe Mohlomi (Student number: 215080429). I am a Master of Public Administration student studying at the University of KwaZulu-Natal Westville Campus. I am employed by the KZN Department of Arts and Culture. This is my fifth year working at the Department of Arts and Culture as an Assistant Manager. I am conducting a research and the title of my research is:

Topic: Evaluation of training and development at the KZN Department of Arts and Culture Head Office. The purpose of conducting this interview is to share your experiences, collect information that will be therefore utilized to address the research problems of this study. Further to capture lessons that can be considered in future interventions. Confidentiality in this study will be ensured as a result interview responses will be shared with my supervisor and anonymity is ensured by means of coding the files. I have to record interviews with your permission to enable me to transcribe and analyse data. I have informed consent form for you to sign as an indication that you are clear about the study and you agree to participate.

Should you have any questions to be clarified about the research, I can be contacted at School of Management, Information Technology, and Governance, University of KwaZulu-Natal, Westville Campus, Email: [mohlomin@kzndac.gov.za](mailto:mohlomin@kzndac.gov.za) ; Cell: +0798948842. Or my supervisor 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: +27781933022.

Thanking you for taking the time to meet with me today.

Yours Truly,  
Nolufefe Mohlomi

Background information

Job Title: -----

Salary level: -----

Gender: -----

Age: -----

Experience: -----

RESEARCH QUESTIONS	SUB QUESTIONS
<p>1. How does the KZN Department of Arts and Culture organize and identify training needs of its employees in compliance with the training and development</p>	<ul style="list-style-type: none"><li>▪ What is your understanding about the identification of training needs analysis</li><li>▪ Do you have any specific document that you know that is used to conduct needs analysis?</li><li>▪ How often does training program organized for you?</li></ul>

<p>legislations introduced by the government?</p>	<ul style="list-style-type: none"> <li>▪ What type of organized training programs do you get most?</li> </ul>
<p><b>2.</b> How do the allocation and implementation of training and development program conducted, to ensure that every employee gets trained in the Department of Arts and Culture?</p>	<ul style="list-style-type: none"> <li>▪ Do you get training program allocated to you?</li> <li>▪ Are the training program provided in line with the requested training as per the PDP</li> <li>▪ How many times do you attend training within a financial year?</li> <li>▪ Do you think there is transparency on the allocation and implementation of training program</li> </ul>
<p><b>3.</b> What are the experiences of the employees and Human Resources Development manager in the implementation phase to ensure adequate delivery of training for personnel in the KZN department of Arts and Culture?</p>	<ul style="list-style-type: none"> <li>▪ Do you think delivery of training program is effectively implemented?</li> <li>▪ What are the challenges in the implementation of training and development?</li> <li>▪ What tools do you use to guide the implementation of the training program</li> <li>▪ Do you think training program is adequately provided in the department?</li> <li>▪ Do you think both organization and employees benefits on provision of the training program? If Yes How,</li> <li>▪ What do think should be done to ensure effective implementation of training?</li> </ul>

<p>4. How do training and development program get evaluated in the KZN Department of Arts and Culture to ascertain whether the success and failures of the program?</p>	<ul style="list-style-type: none"> <li>▪ Do you think training program get evaluated to scrutinize its success and failures?</li> <li>▪ What do you think is the impact if the training program is not evaluated?</li> <li>▪ In your view, what are the risks if the training and development gaps are not addressed</li> <li>▪ What do you think should be done in future to ensure that implementation of training is adequately provided to all the employees?</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Are there any responses that you would like to expand upon or that would like me to explain them to you?</li> </ul>

**Thank you**