AN OPTIMAL SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION
PROCESS FLOW MODEL FOR LOCAL GOVERNMENT

BY AMANDA DOWD-KRAUSE

This dissertation is presented in partial
fulfilment of the requirements for the degree:
MASTERS IN BUSINESS ADMINISTRATION
in the Faculty of Business and Economic Sciences
at the Nelson Mandela Metropolitan University Business School

SUPERVISOR: PROF. D. M. BERRY

November 2009
DECLARATION

“I, Amanda Dowd-Krause, hereby declare that:

• the work contained in this treaties is my own original work,

• all sources used or referred to have been documented and recognised, and

• this dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised education institution.”

November 2009

____________________________    _____________
Amanda Dowd-Krause      Date
DEVELOPMENT OF A SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION PROCESS FLOW MODEL FOR LOCAL GOVERNMENT

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DEGREE: MASTERS IN BUSINESS ADMINISTRATION

FACULTY: BUSINESS AND ECONOMIC SCIENCES

SUPERVISOR: PROF. D. M. BERRY
ABSTRACT

The purpose of this study was to develop an optimal skills development planning and implementation process flow model for application within local government authorities, more specifically for application within the Nelson Mandela Bay Municipality.

To achieve this, a literature review was conducted which provided for an understanding on how skills development structures and strategies have changed in recent times and how the laws which provide the framework and landscape for skills development in South Africa, have been adapted to accommodate these changes. The literature review continued with an analysis of various theoretical training and skills development models in order to determine an optimal systematic approach to training and development in South Africa, and to determine the sequential flow of skills planning and implementation process flow steps.

From the literature and theoretical models, an all-embracing skills development planning and implementation process flow model was developed for implementation in local government authorities. This model was used as the basis for the development of a survey questionnaire to establish to what extent metropolitan municipalities, agreed or disagreed, that it implemented the aspects of the proposed model developed in this study.

Structured interviews were conducted using the survey questionnaire. The results obtained were used to adapt the theoretical model, and to align it with the viewpoints of the majority of the respondents.

Although various facets of skills development were found to be implemented across metropolitan municipalities, the majority of the municipalities did not apply optimal skills planning, nor did they apply optimal sequential process steps to ensure effective and efficient skills development.
The empirical study established without a doubt that a dire need exists for an optimal skills development planning and implementation process flow model within local government authorities.

Based on the analysis and interpretation of the research findings, the model proposed for local government authorities was customised to produce a process flow model to facilitate optimal skills development planning and implementation within the Nelson Mandela Bay Municipality.
I herewith acknowledge my heavenly Father, for the strength, courage, perseverance and wisdom bestowed on me. I often found my calm in the following wise words:

“If you dwell on how stressed you are, or how tired, or how sick or overwhelmed, you’re done. You’re dwelling on your empty tank. But if, on those depleted days, you consciously focus on your Lord’s inexhaustible strength, your Lord’s unlimited power, you will be able to keep driving when you thought you couldn’t go another mile” (Minister Ron Hutchcraft, How to keep going when your tank is empty, 2008).

The successful completion of this study would also not have been possible without the support, advice, assistance, encouragement and mentorship of others. My sincere and grateful thanks are extended to all those who contributed to the accomplishment of this study. In particular the assistance of the following are acknowledged:

- Professor Dave Berry, my research supervisor, for his encouragement and professional guidance during the study;

- The respondents of the study, who supplied the empirical data;

- The staff of the MBA unit at Nelson Mandela Metropolitan University for their invaluable education and support during the years of study that led to this dissertation;
• My husband and son, for always understanding when mommy was too busy to join in the activities of the day;

• My dad, mom and family, for their words of encouragement and motivation;

• My friends, for seeing me through and remaining by my side during the difficult and testing times.
DEDICATION

This dissertation is dedicated to my loving husband, Riaan Krause, and our children Storm and Reign.

Genesis 12: 2, 3

I will make you into a great nation
and I will bless you;
I will make your name great,
and you will be a blessing.

I will bless those who bless you,
and whoever curses you I will curse;
and all peoples on earth
will be blessed through you…
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# CHAPTER 1

## INTRODUCTION, PROBLEM STATEMENT, AND OUTLINE OF THE RESEARCH PROJECT

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1.1 INTRODUCTION

With the vision of becoming a globally competitive city that works together with the people, and its status as the largest employer within the Nelson Mandela Bay Metropolitan area, the Nelson Mandela Bay Municipality executes all the functions of local government and is potentially the most important instrument of skills development within the metropolitan area it serves. Similar to the private sector, the environment within which local government operates continuously changes, dictating the need for regular review of strategies, systems and processes to determine the most efficient and cost effective solution to address the day to day human resource dilemmas faced by the organisation.

As an extension of national and provincial Government, local government, in specific the Nelson Mandela Bay Municipality, has a dual responsibility in terms of skills, training and development of people and employees. On the one end being driven by a political and social responsibility to provide and uplift skills across all economic sectors, whilst on the other end as an employer, having the legislated responsibility to address skill and competency gaps, employee development, and capacity problems within its midst. Serving two masters has never been proven to be victorious.

Although the situation within Local Government has improved over the last decade, and continues to improve, the Nelson Mandela Bay Municipality finds itself at a place where it lacks a dynamic integrated approach to Skills Development Planning and Implementation. Typical symptoms being experienced are amongst other the inadequate utilisation of skills development funds and operational training budgets, coupled with employees not being afforded sufficient opportunity to be exposed to
training and development interventions, a time bomb for organisational performance.

For many years, the only role of Human Resource departments was to support organisational strategies, but in the early 1980’s organisations began to recognize the importance of human resource issues in making business decisions (Blanchard & Thacker, 1999:44). Human Resource issues typically include amongst other, Human Resource Planning, Performance Management, Employee and Union Relations and, of course, Human Resource Development, also referred to as the Skills, Training and Educational Development function.

Today an organisation’s Human Resource Management Strategy plays a key role in facilitating organisational excellence and business success. In order to ensure the successful execution of the Human Resource Management Strategy, organisations develop a competitive sub-strategy for each of the systems under the Human Resource umbrella, such as the Human Resource Development system. An increasing number of organisations view Human Resource Development as an important business imperative to enhance competitiveness and overall business performance. According to Meyer (2002:2) South African companies that use Human Resource Development as a strategic business strategy are likely to outperform their competitors that do not. But strategy alone is not enough to ensure success. It is critical that each strategy be executed with diligence.

Without strategy implementation, the Skills, Training and Educational Development system is likely to be managed in a haphazard manner, with resources being underutilized and the strategic value of the system not being realized to its full potential. Too often organisations rely heavily on strategic planning with little, if any, emphasis placed on the review of internal systems and processes and the operational aspects of the strategy.

Buckley (2000:xiii) points out that in order to survive and prosper, organisations in the private and the public sectors will need to respond in a timely and flexible way to social, technological, economic and political change. This means that an
organisation’s survival and growth will depend on its ability to adapt to and cope with the external and internal requirements that these changes will demand.

Fortunately human resource development practices can make an enormous difference to how organisations perform and how they are perceived in economies. It is up to the organisation to put strategies, systems and procedures in place to skill, train, and educate people for the purpose of contributing towards the achievement of individual, organisation and societal objectives.

It is high time that organisations realize that people play a crucial role in an organisation’s ability to produce products and services and, moreover, in a country’s ability to improve productivity and economic growth. The role of human resource development is therefore essential especially in a country like South Africa in which its human resources are underdeveloped and the potential of people not realized (Meyer, 2002:1).

Inefficient Skills Planning and Implementation will not only affect the performance of the organisation but also the performance of the economy within which it operates.

Against the above reflection, it has become critical that research be conducted, or existing research be expanded, on how to improve the existing skills development planning and implementation processes within the Nelson Mandela Bay Municipality as a category ‘A’ Local Government Authority.

1.2 PROBLEM DEFINITION

The paper will argue that no clear-cut Skills Development Planning and Implementation Process Flow Model exist for Local Government, and in specific for Metropolitan Municipalities that operate as Local Government Authorities.
The study will also argue that the skills, training and educational development of employees within Local Government are often neglected or compromised due to the way in which skills development is approached, planned and implemented.

The study will use existing training and skills development models as defined in literature and as found within Metropolitan Municipalities as the basis to develop a conceptual model for future use within Local Government.

1.2.1 PRIMARY RESEARCH PROBLEM

The research will set out to answer the following question:

What is an optimal Skills Development Planning and Implementation Process Flow Model for the Nelson Mandela Bay Municipality?

The study will attempt to make a contribution to the success of Metropolitan Municipalities by investigating the relationship between existing training and skills development models and those models being implemented within Metropolitan Municipalities.

1.2.2 SECONDARY RESEARCH QUESTIONS

In order to develop a strategy for solving the answer to the primary research problem, the following sub-problems were identified:-

SUB-PROBLEM ONE

What does literature reveal about Training and Skills Development Models?

SUB-PROBLEM TWO

What Skills Development Planning and Implementation Process Flow Model is proposed for implementation within Local Government Authorities, in specific within Metropolitan Municipalities?
SUB-PROBLEM THREE
To what extent does skills planning and implementation within Metropolitan Municipalities, in specific the:
(a) Nelson Mandela Bay;
(b) Ekurhuleni,
(c) Tshwane,
(d) City of Cape Town,
(e) eThekwini, and
(f) Buffalo City Municipality?

differ from the suggested Skills Development Planning and Implementation Process Flow Model for Local Government Authorities?

1.3 DELIMITATION OF THE RESEARCH

The parameters within which this study was conducted are defined with the purpose of creating a manageable research structure.

1.3.1 Method

The proposed study was conducted through a series of planning and process consultation sessions in which a research questionnaire was used to investigate existing skills development planning and implementation processes used within Metropolitan Municipalities only.

The most appropriate definition for the word ‘method’ within the context of this research is a ‘special form of procedure, …, orderly arrangement of ideas’ (The S. A. Pocket Oxford Dictionary, 1993:474).

1.3.2 Sector Profile

Currently South Africa has nine Metropolitan Municipalities that are spread nationally. The research targeted Metropolitan Municipalities that compare in
number of employees, and was limited to a final six, namely: Nelson Mandela Bay, Ekurhuleni, Tshwane, City of Cape Town, eThekwini, and Buffalo City.

1.3.3 Subject of Evaluation

The study evaluated the processes and procedures used by Metropolitan Municipalities to plan and implement skills development according to theoretical criteria. Evaluation was limited to only include the planning for and implementation of skills development within Metropolitan Municipalities.

These limitations were chosen as parameters for the research, as the skills development processes and procedures used within Metropolitan Municipalities brought meaningful insight to emphasize the magnitude of the research problem and the dire need that exists within local municipal authorities for an optimal skills development planning and implementation process flow model.

1.4 DEFINITION OF CONCEPTS

Significant concepts and terms used in the title and problem statement of this research project are elaborated on for clarity.

1.4.1 HUMAN RESOURCE DEVELOPMENT (HRD)

The term 'Human Resource Development' was introduced to the 1969 Miami Conference of the American Society of Training and Development by Leonard Nadler (Wilson, 2005:8). Through the years, many theorists have defined the territory of Human Resource Development. Below are a number of definitions:

Nadler and Nadler (1990:1,3) describe Human Resource Development as an organized learning experience in a definite time period to increase the possibility of improving job performance growth. According to Sloman (1999:211) Human Resource Development deals with the establishment of the internal structures and processes needed to create the organisation competencies that allow the business to compete. Hatting (2009a:30) recently defined Human Resource Development
as all the processes, systems, methods, procedures and programmes an organisation employs to develop its human resources in order to equip its employees to contribute to organisational performance.

1.4.2 EDUCATION, TRAINING AND DEVELOPMENT

Education, training and development are closely interrelated concepts. Training is the systematic process of attempting to develop knowledge, skills and attitudes for current or future jobs, whilst Development refers to the learning of knowledge, skills and attitudes to improve and maintain high levels of performance. Education on the other end is viewed as the development of more general knowledge, skills and attitudes related to a person’s life and career (Blanchard & Thacker, 1999:7; Meyer, 2002:5; Wilson, 2005:5).

1.4.3 DEVELOP

The *South African Pocket Oxford Dictionary* (1993:204) defines develop as ‘to make, or become bigger or fuller, or more elaborate or systematic’.

1.4.4 DEVELOPMENT

Expanding on the term develop, the *South African Pocket Oxford Dictionary* (1993:204) indicates development as ‘developing or being developed; a stage of growth or advancement’. This means that what is being developed is never in a final state, but constantly evolving.

1.4.5 SKILL

Skill is series of behaviours or acts that form the task and which requires practice in order for the task to be performed satisfactorily (Buckley & Caple, 2000:70). Prof Ian Bellis defines a skill as a generalised performed ability in any domain of human learning and endeavour, which highlights the following dimensions of the concept:
• It is generalised: a skill is not a once-off carrying out of a task or procedure, but implies a level of understanding and repeatability across a variety of cases.
• It is performed: thus clearly distinguishing a skill from ‘potential’ or ‘ability’. Skill has to do with things being visible and evident, and able to be observed or noted.
• Ability stresses the fact that a skill is something that is possessed by a person. Skill is not the task or the occupation, but something that is demonstrated by a person – it is a person ‘doing’ something.

Skill does not refer to hand skills only, but includes skills of the head (i.e. cognitive skills such as thinking, reasoning and problem-solving) as well as skills of the heart (including values, attitudes and the emotional intelligence necessary to interact effectively with others) (Bellis, 2000:3,5; Hatting, 2009a:56).

1.4.6 SKILLS DEVELOPMENT

A search of South African databases revealed little information on defining the term Skills Development in the South African context. It is the author’s view, based on years of experience, that Skills development stretches broader than educational, training and development processes. It entails the phases of skills audit; needs analysis; and the design, delivery and evaluation of education, training and development, with the purpose of achievement organisational, individual, and societal objectives and contributing towards the success of organisational and individual performance. The skills development function manages the total system and environment within which education, training and development takes place. Education, training and development provides short- and medium term interventions in order to ensure that the long-term goals of Skills Development, and inevitable the organisation, are achieved.

1.4.7 OPTIMAL

The online Wiktionary defines optimal as ‘having the best, most favourable or desirable, especially under some restriction (Wiktionary, 7 October 2009).
1.4.8 PLANNING

Planning includes identifying the key success factors, the specific performance or standards required for each factor, the methods of measuring or collecting data regarding each, and the amount of deviation that will be tolerated from the required or baseline performance level (Steyn, Basson, Carruthers, Du Plessis, Kruger, Pienaar, Prozesky-Kuscke, Van Eck and Visser, 2008:325).

1.4.9 IMPLEMENTATION

Managing the implementation of a plan or strategy is an operations-orientated, make-things-happen activity aimed at shaping the performance or core business activities of an organisation in a strategy-service manner (Integrated Management Systems Management Practice Reader, 2007:67).

1.4.10 SYSTEMS APPROACH TO TRAINING

Analoui (2007:183), explains the concept 'systems approach to training' as a process of identifying inputs, components and sub-systems, and the seeking to identify the contribution that training can make to improve the operation by enhancing the contribution of the human components (people) as opposed to machinery and operational procedures. The systems approach is then applied to the training design, where the components are learning strategies and people, and the objectives are in terms of learning. Finally, the systems approach is applied to the interaction between training and operation to produce a feedback which can be used to improve subsequent training.

1.4.11 BUSINESS PROCESS FLOW

According to Earle (ehow, 10 October 2009) creating repeatable business processes is an important part of building and running an effective organisation. He explains that well-designed and documented business processes are critical for the success of all business activities and defines a business process flow as a way
of visualizing and documenting the steps in a business process. He expands on the definition by describing business process flows as flow charts that document inputs or requests for information, products or any other deliverable; the procedural steps to satisfy that request; and the output, or deliverable that is generated by the input.

1.4.12 MODEL

According to Bellis (2000:180), the term model expresses interconnected relationships between the main components or elements of a system. A model need not necessarily be represented diagrammatically or graphically; although it could be useful and is frequently done.

1.4.13 LOCAL GOVERNMENT & METROPOLITAN MUNICIPALITY

The local sphere of government consists of municipalities which must be established for the whole of the territory of the Republic. There are currently two hundred and eighty three municipalities in South Africa that focus on growing local economies and providing infrastructure and services. The executive and legislative authority of a municipality is vested in its Municipal Council. A municipality has the right to govern, on its own initiative, the local government affairs of its community, subject to national and provincial legislation, as provided for in the Constitution.

The Constitution of the Republic of South Africa (1996) provides for three categories of municipalities:-

- **Category A:** A municipality that has exclusive municipal executive and legislative authority in its area (Metropolitan Municipality).
- **Category B:** A municipality that shares municipal executive and legislative authority in its area with a category C municipality within whose area it falls (Local Municipality).
- **Category C:** A municipality that has municipal executive and legislative authority in an area that includes more than one municipality (District Municipality).
As directed by the Constitution, the Local Government: Municipal Structures Act, 1998 (Act 117 of 1998), contains criteria for determining when an area must have a category-A municipality (Metropolitan Municipality) and when municipalities fall into categories B (Local Municipalities) or C (District Municipalities). The Act also determines that category-A municipalities can only be established in metropolitan areas.

South Africa currently has nine Metropolitan Municipalities, namely:

- Nelson Mandela Metropolitan Municipality (Port Elizabeth),
- Buffalo City (East London),
- City of Cape Town (Cape Town),
- Ekhurhuleni Metropolitan Municipality (East Rand),
- City of eThekwini (Durban),
- City of Tshwane (Pretoria),
- City of Johannesburg,
- Mangaung Municipality (Bloemfontein), and
- Msunduzi Municipality (Pietermaritzburg).

The objects of local government are:

- to provide democratic and accountable government for local communities;
- to ensure the provision of services to communities in a sustainable manner;
- to promote social and economic development;
- to promote a safe and healthy environment; and
- to encourage the involvement of communities and community organisations in the matters of local government (Local Government, 6 October 2009).

1.5 ASSUMPTIONS

The researcher assumed that there is adequate information and data available on Training Models for the purpose of this study. It was assumed that due to the short span of time since the inception of the Skills Development Act in 1998, and the recent significant changes in the legislative framework and institutional
landscape that regulates skills development in South Africa, little research literature and information would be found on Skills Development Models. An additional assumption was made that for the purpose of this study, information would also have to be gathered from public announcements by Government, Skills Development Handbooks and Journals, workshops, personal experiences, qualitative interviews, etc.

1.6 SIGNIFICANCE OF THE RESEARCH

The research study was born out of the need to develop an optimal Skills Development Planning and Implementation Process Flow Model for application within Local Government Authorities, in specific the Nelson Mandela Bay Metropolitan Municipality. The results of this research study will assist Local Government Authorities as well as South African organisations to not only plan for skills education, training and development, but to also ensure the effective and efficient implementation of the skills plan to improve individual and organisational performance. The research will help people to understand the essential concepts and aspects of the Skills Development landscape, legislation and processes, without being overloaded with technicalities which may hamper to individual from grasping the essence of the research.

A search of databases revealed that research has been conducted on Training Models, but that minimal research has been conducted on the actual implementation of organisational skills development plans. This research will therefore set out to provide an optimal model for skills development planning and implementation within Local Government Authorities.

The above comments accentuate the need for an investigation in the practices, processes and procedures used by Metropolitan Municipalities in skills development planning and implementation in South Africa, as well as the contribution this study can make towards:
identifying effective and ineffective practices / processes / procedures in the planning and implementation of skills development, and
proposing guidelines for improvements.

The result of the study may be used by any person involved in the South African education, training and development system, including:-

- People in education and training institutions and consultancies, e.g. Skills Development facilitators, Training Practitioners, Facilitators, Assessors, Moderators, etc.
- Staff in official institutions such as SAQA, SETAs, the Department of Education and Labour, etc.
- Others involved in processes that deal with issues related to education and training such as publishers, materials developers and Information Technology specialists.
- The research community as a basis for future research if the findings of the empirical component are used to further investigate areas such as for example: What influence the application of the proposed Skills Development Planning and Implementation Process Flow Model has on individual and organisational performance.

1.7 OBJECTIVES OF THE RESEARCH

The primary objective of this research proposal was to improve skills development planning and implementation within the Nelson Mandela Bay Municipality by developing an optimal Skills Development Planning and Implementation Process Flow Model, based on existing literature and practices, for future application within Local Government Authorities.

The specific objectives were:
- to establish guidelines for skills development planning and implementation in terms of the theoretical constructs,
to determine how Metropolitan Municipalities model skills development planning and implementation,

to develop a theoretical framework that can serve as a model for skills development planning and implementation, and

to interpret the extent to which Metropolitan Municipalities' approach to skills development planning and implementation, differs from theoretical guidelines.

1.8 RESEARCH METHODOLOGY

In order to solve the stated sub-problems in a logical manner and to ensure the integrity and reliability of the study, a literature review was undertaken to:

- identify and define the components and guidelines fundamental to the structure development of a theoretical training / skills development model,
- outline a proposed skills development planning and implementation process flow model for application in Metropolitan Municipalities; and
- develop a research questionnaire to explore and validate each component of the proposed model.

In order to solve the primary research problem, an empirical study was conducted through a series of consultation sessions in which a research questionnaire was used to investigate the existing skills development planning and implementation practices, processes and procedures used within Metropolitan Municipalities. This survey method was deemed to be the most appropriate as it translated findings and determined the nature and interrelationships more clearly (Leedy, 1993:244).

The survey had the following features:

- The survey was limited to six Metropolitan Municipalities.
- The questions of the questionnaire were drafted and grouped with the purpose of eliciting an insight into, and to explore and validate, each component of the proposed model.
• The quantitative methodology gained insights into the particular variables of the study, and collected information on these variables (Leedy, 1993:144).

• Qualitative information was also obtained relating to the actual organisational experience with regards to skills development planning and implementation.

• The blending of these two approached (triangulation), enhanced the validity (qualitative) and reliability (quantitative), and gained a true and full picture for this study.

• The analysis and interpretation of research statistics took place within the boundaries of methodological rigour ensuring the status of the findings in this project.

• The information obtained form the empirical study was finally used to modify the suggested model into an optimal Skills Development Planning and Implementation Process Flow Model for Local Government Authorities, in specific for the Nelson Mandela Bay Municipality.

1.9 OUTLINE OF THE DISSERTATION

The research project is divided as follows:

• Chapter 1 contains the introduction, problem statement and outline of the research project,

• Chapter 2 discusses the South African Skills Development Legislative Framework and Institutional Landscape,

• Chapter 3 consists of a literature review in which all aspects of a theoretical model to improve the skills development planning and implementation processes within local government is investigated.

• Chapter 4 describes the research methodology and the design of the field of study,

• Chapter 5 analyses and interprets the results of the empirical study, and

• Chapter 6 summarises, reaches conclusions and makes recommendations.
1.10 CONCLUSION

The aim of this Chapter was to place the study into perspective by stating the main problem of the research along with the sub-problems. The remaining Chapters aim at addressing the main and sub-problems. Chapter two will discuss the South African Skills Development Legislative Framework, Institutional Landscape and the role players of skills development within the organisation.
CHAPTER 2

THE SOUTH AFRICAN SKILLS DEVELOPMENT LEGISLATIVE FRAMEWORK AND INSTITUTIONAL LANDSCAPE

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THE SOUTH AFRICAN SKILLS DEVELOPMENT LEGISLATIVE FRAMEWORK
AND INSTITUTIONAL LANDSCAPE

2.1 INTRODUCTION

The legislative framework which regulates skills development in South Africa and
the institutional landscape related to education and training has undergone
significant changes in 2008 and 2009. South Africa has since seen the creation of
two new ministries: One for Basic Education, and one for Higher Education and
Training in May 2009, the introduction of the National Qualification Framework
(NQF) Act and amended Skills Development Act, passed in November 2008, and
talks on the re-establishment of the SETAs in 2010 (Hatting, 2009a:6).

In recent years people dealing with Skills Development often find themselves lost
in an array of new skills development concepts, structures, strategies and
promulgated legislation. This chapter provides the reader with an updated,
uncomplicated understanding of how skills development structures and strategies
have changed and how the laws which provide the framework and landscape for
skills development in South Africa, has been amended. It highlights the
organisational role players in skills development and their contribution in any skills
development process within the organisation. Chapter 3 explores the components
and concepts of theoretical training and skills development models.

2.2 SKILLS DEVELOPMENT IN SOUTH AFRICA

2.2.1 A NEW HUMAN RESOURCES DEVELOPMENT STRATEGY FOR SOUTH
AFRICA

In April 2001 Government, through a joint effort of the Department of Labour and
the Department of Education, launched the South African Human Resource

One of the critical challenges that government has been addressing to date, has been to ensure that there is proper alignment between the skills that the education and training system produces, and the needs of a developing society and economy. The aim of the 2009 – 2014 Human Resource Development Strategy for South Africa, is to achieve articulation between the sub-systems (public-private and across government), for optimal achievement of systemic outcomes and to facilitate a continuing analysis of human resource development and the functioning of the labour market. The intended outcomes is said to include improvements in the Human Resources Development Index (HDI) and country ranking, improvement in the measure and ranking of economic competitiveness, reduction of the Gini co-efficient and improvement in social cohesion (Adapted from Cabinet’s mid-year Lekgotla, 22 September 2009).

The 2009 – 2014 Human Resource Development Strategy includes the following commitments:
- acceleration of training outputs in priority areas to achieve accelerated and shared economic growth;
- ensuring universal access to high-quality and relevant education;
- improving technological and innovation capability in the public and private sectors; and
- establishing efficient planning capabilities in the relevant departments and entities for the successful implementation of the Human Resource Development Strategy for South Africa (Cabinet’s mid-year Lekgotla, 22 September 2009).

2.2.2 TRANSFER OF ADMINISTRATION, POWERS AND FUNCTIONS

In addition to adopting the 2009 – 2014 Human Resource Development Strategy, Government has transferred the administration, powers and functions related to the
implementation of workplace skills development from the Ministry of Labour to the Minister of Higher Education and Training, effective 1 November 2009. The rationale behind the redesign in government was to attain a more dedicated focus on basic education on one end and post school education and training on the other. The Minister of Higher Education and Training takes responsibility for higher education, the college sector (including the Further Education and Training (FET) colleges, and other colleges such as nursing and agricultural colleges), all post-literacy adult education, and workplace skills development. This latter sector includes the National Skills Authority and Strategy, the National Skills Fund and the infrastructure of the Sector Education Training Authorities (Address by the Higher Education and Training Minister Dr Blade Nzimande, 11 September 2009).

2.3 UNDERSTANDING THE NEW SKILLS DEVELOPMENT LANDSCAPE AND LEGISLATIVE FRAMEWORK IN SOUTH AFRICA

2009 signalled a major shift in the way we implement skills development in South Africa (Stuart, National Skills Development Handbook, 2009/2010:n.p.). Figure 2.1 below depicts a simplified diagram to illustrate the new skills development landscape and legislative framework in South Africa.

2.3.1 THE NATIONAL SKILLS AUTHORITY

At a national level, the main body that enables national skills planning is the National Skills Authority. In 1998, the National Skills Authority was established in accordance with the Skills Development Act, 1998.
Figure 2.1: Understanding the New Skills Development Landscape and Legislative Framework

SOURCE: Figure 2.1 was developed by the author of the paper.
The members of the National Skills Authority represent the interests of organised labour, organised business, the community (including women, the youth and people with disability), the Government, education and training providers, and the South African Qualifications Authority (SAQA). Today, the primary role of the National Skills Authority is to advise the Minister of Higher Education and Training on matters such as national skills development policy and strategy, the allocation of subsidies from the National Skills Fund (NSF), and to liaise with SETAs on the national skills development policy and strategy (Hatting, 2009a:42; Meyer, et. al. 2002:67; The National Skills Development Handbook 2008/2009:105).

2.3.2 THE NATIONAL SKILLS DEVELOPMENT STRATEGY (NSDS)

As an extension of the Human Resource Development Strategy, the National Skills Development Strategy was originally introduced in South Africa in 2000 to cover all the components of the national Human Resource Development Strategy. Since then, strategies have been developed for five-year periods, 2001-2005 (NSDS 1) and 2005-2010 (NSDS 2). The National Skills Development Strategy speaks directly to the training related aspects of the Human Resource Development Strategy and has more specific targets and principles that the Human Resource Development Strategy. The main objective of the National Skills Development Strategy is to enhance the quality of life by improving workplace skills and employment prospects of South Africans, especially those who are unemployed and who have little prospect of earning a reasonable income.

2.3.3 NATIONAL SKILLS FUND (NSF)

The National Skills Fund was established by the Skills Development Act of 1998 to set aside money to be used for national priorities identified in the National Skills Development Strategy, or for projects that promote the purposes of this act. It was launched in February 2001. 20% of money collected through skills levies paid in terms of the Skills Development Levies Act 9 of 1999, is channelled to the National Skills Fund, which since November 2009 is administered by the Minister of Higher Education and Training. The money is used to fund projects which fall outside the Sector Education Training Authority system, e.g. projects targeting unemployed people, youth, rural groups, and national programmes that impact people outside the formal employment. These projects aim to help people become active in local economic development and small business development. A portion of the money will in future be disbursed to the office of the Minister of Higher Education and Training. SETAs can use some of the money to fund projects approved by the National Skills Authority (Hatting, 2009a:43; Meyer, et. al. 2002:69-70; The National Skills Development Handbook 2008/2009:205).

2.3.4 SKILLS DEVELOPMENT ACT (SDA)

The Skills Development Act was passed in 1998 as one of a series of acts and regulations that form part of the National Skills Development Strategy which is aimed at addressing key social and economic problems in South Africa such as high unemployment and low skills levels. The purpose of the act is to promote the development of the skills of the South African workforce, thus improving prospects of finding work or earning a regular income, but also contributing towards building the economy and improving the quality of life for South Africans in general. The act introduced a planned approach to skills development at national, sector and organisational level. It established Workplace Skills Plans (drawn up by employers) that are fed into the Sector Skills Plans (developed by each Sector Education Training Authority), which are fed into the National Skills Plan / National Skills Development Strategy, in the past developed by the Department of Labour, but now the responsibility of the Minister of Higher Education and Training. The act
has been amended a number of times, with the most recent amendment in December 2008, introducing important changes to the skills development landscape, in particular the establishment of the Quality Council of Trades and Occupations (Coetzee, 2004:1; Hatting, 2009a:57; Meyer, 2002:38-39; Meyer, et. al. 2002:69).

2.3.5 QUALITY COUNCIL FOR TRADES AND OCCUPATIONS (QCTO)

The Quality Council for Trades and Occupations is a new structure established by the Skills Development Amendment Act (No. 37 of 2008). The Quality Council for Trades and Occupations will be one of three Quality Councils, and its role will be the overall quality assurance of qualifications for trades and occupations in the Occupational Qualifications Framework (OQF). The Quality Council for Trades and Occupations will promote consistency and coherence in the design of qualifications, thus avoiding the proliferation of qualifications while identifying the needs to address specialisations in occupations. It is envisaged that industry experts will be involved in the design of fit-for-purpose qualifications for building occupational competence. The Quality Council for Trades and Occupations is likely to take over the responsibility from the Education and Training Quality Assurance Authorities (ETQAs) of Sector Education Training Authorities (SETAs), for accrediting training providers and assessment centres that are responsible for conducting final integrated summative assessments. However, the Skills Development Amendment Act makes provision for the Quality Council for Trades and Occupations to delegate any of its functions to a SETA, Indlela or any appropriate body such as a professional body. It is envisioned that the Quality Council for Trades and Occupations will be fully operational by April 2010. The functions and processes of the Quality Council for Trades and Occupations are still under discussion at the time of this paper (Hatting, 2009a:50; The National Skills Development Handbook 2009/2010:282-283).
2.3.6 SKILLS DEVELOPMENT LEVIES ACT (SDLA)

The Skills Development Levies Act was promulgated by the Department of Finance in 1999 which has empowered the South African Revenue Services to assist in the implementation of the Act. Its main contribution to the National Skills Development Strategy is the introduction of the skills levy to make financial resources available for the development of the skills of the South African workforce. The Levies Act makes provision for a funding and grants distribution system, and describes the imposition of the skills levy, its payment, collection and distribution. Currently, employers with an annual payroll (including directors drawings) in excess of R500 000 has to pay 1% of the organisation’s total payroll over to the South African Revenue Services as a skills levy. From this levy, the South African Revenue Services deduct 2% for administration of the levies, 18% of the skills levy contribution are paid to the National Skills Fund to fund national skills priorities. The additional 80% of the skills levies is used by the SETAs for administration costs (approximately 10%), Mandatory Grants paid to employers (approximately 50%) and Discretionary Grants (approximately 20%) to fund sector skills development activities (Hatting, 2009a:58; Meyer, 2002:48; Meyer, et. al. 2002:70; The National Skills Development Handbook 2008/2009:205).

2.3.7 SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The South African Qualifications Authority was established by the SAQA Act of 1995 to promote quality in education and training in South Africa and to oversee the National Qualifications Framework. [This act has been repealed and replaced by the National Qualifications Framework Act of 2008.] However, SAQA continues to exist as previously, with the aim to advance the objectives of the Integrated National Qualifications Framework, to oversee the further development, and to co-ordinate the sub-frameworks of the Integrated National Qualifications Framework, i.e. the three qualification frameworks for General and Further Education and Training, Higher Education and Trades and Occupations (Hatting, 2009a:60).
The National Qualification Framework Act (Act 67 of 2008) repealed the SAQA Act (1995) and revised the current NQF architecture with a view to enhancing the efficacy and efficiency of the NQF. The existing two qualifications frameworks for Higher Education and General and Further Education, is expanded with the introduction of a framework for trades and occupations, the Occupational Qualifications Framework (OQF) as depicted in figure 2.2 below. The National Qualification Framework Act provides for the establishment of three Quality Councils, which will be sub-frameworks in the integrated NQF:

- General and Further Education and Training Qualifications Framework, as contemplated in the GENFETQA Act (No. 50 of 2008)
- Higher Education Qualifications Framework, contemplated in the Higher Education Act (No. 39 of 2008), and
- Occupational Qualifications Framework, which will govern qualifications for trades and occupations, as contemplated in the Skills Development Amendment Act (No. 37 of 2008) (Hatting 2009a:44).

![Figure 2.2: The New Integrated National Qualifications Framework](source: Hatting (2009a:42))
2.3.9 THE OCCUPATIONAL LEARNING SYSTEM

In 2009 South Africa introduced a new approach to skills development, called the Occupational Learning System, focusing on job specific learning to meet the needs of South African organisations and workplaces. According to Mike Stuart, the co-author of the National Skills Development Handbook (2009/2010, p. 1), the new approach is keeping with the original principles of the National Qualifications Framework, but embodies the wisdom of all the lessons learned since the SAQA Act of 1995. The Occupational Learning System is a new set of systems, structures and processes designed by the Department of Labour to improve work related (occupational) learning. It includes an Occupational Qualifications Framework (OQF), as a new ‘sub-framework’ of the NQF, and a Quality Council for Trades and Occupations (QCTO), as a new standards setting and quality assurance body, as well as several innovations relating to the planning, implementation and impact assessment in the business and industry. It is a new space within the existing NQF for the development of industry relevant qualifications which is distinct from academic focused qualification such as those conferred by universities, or broad vocational focused qualifications, such as those awarded by FET colleges (The National Skills Development Handbook 2008/2009:1).

According to the National Skills Development Handbook (2009/2010:n.p.,336), each job (occupation) in the economy will have a single “occupational qualification” leading to it and it will be tightly focused on job performance. However, job specific qualifications will be related so that people can move from one job to another without having to repeat learning that is common and relevant to both jobs. This job-focused approach is in line with government’s war on poverty and unemployment and benefits organisations because it more directly impacts the bottom line profitability of the organisation than previous approaches to learning.

Stuart (2009/2010:n.p.) explains further that there is also an emphasis on less bureaucracy and simpler policies which should reduce the cost of training and get many people involved in skills development who were turned off by the excessive

2.3.10 SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)

The Sector Education and Training Authorities are one of the main driving forces in implementing the National Skills Development Strategy and the legislation governing skills development. 25 SETAs were originally established under the Skills Development Act of 1998 by the Department of Labour. Currently South Africa has 23 SETAs, each being responsible for a sector of the economy. The overall role of the SETAs is to promote a planned approach to education and training in order to ensure that the skills that are critically needed are developed in each sector. SETAs promote skills development in their sectors through grant disbursements to employers from the skills levy contributions that employers pay to the SETAs. They are also responsible for promoting learnerships and skills programmes and funding their implementation. Another key function of the SETAs is to ensure the quality and relevance of the skills development actions in their sectors. Each SETA has set up an Education and Training Quality Assurance (ETQA) division that is responsible for monitoring and quality assuring the education and training in its sector. Some of the SETA quality assurance functions will be taken over by the Quality Council for Trades and Occupations when it is fully operational. Each SETA is responsible for promoting the quality and relevance of training in the different sectors of the economy. SETAs are re-established every five years, and it is generally anticipated that some SETAs will be merged or scrapped when the current term expires in 2010. The SETA mandated with the responsibility for the Local Government sector is the Local Government Sector Education and Training Authority (LGSETA) (Hatting, 2009a:54; Meyer, 2002:41-42; Meyer, et. al. 2002:73-74; The National Skills Development Handbook 2008/2009: 134-135).
2.3.11 LOCAL GOVERNMENT SECTOR TRAINING AUTHORITY (LGSETA)

The Local Government Sector & Education Authority is one of the current 23 SETAs established in terms of the Skills Development Act No of 97 of 1998. The LGSETA has been mandated to make possible the implementation of skills development initiatives and interventions that covers the training and development of local municipal workers, the unemployed, traditional leaders, and councillors with the objective of uplifting communities through basic delivery service, particularly water and sanitation, provision of housing, a clean environment and all basic human rights which the state has an obligation to accomplish. The LGSeta’s current mandate will expire in March 2010. The SETA is required by the Regulation Gazette No 6626 (Notice 1082 199) to re-apply for re-establishment and certification renewal in March 2010 (LGSETA, 1 October 2009).

2.3.12 SECTOR SKILLS PLAN (SSP)

Every SETA is required to develop a Sector Skills Plan that describes the state of skills development in that sector and identifies specific skills priorities for the sector. The Sector Skills Plans are developed on the basis of the Workplace Skills Plans that are submitted to the SETA by employers in the sector, supplemented by additional research into labour market trends and economic prospects in the sector. SETAs use the Sector Skills Plans to determine the priority skills development needs that require funding, especially from the SETAs’ discretionary grants (Hatting, 2009a:56). In terms of the Skills Development Act, a SETA is obliged to among other activities:

- Research and develop a Sector Skills Plan;
- Receive and evaluate Workplace Skills Plans and Annual Training reports/Implementation Reports from employers;
- Identify and develop strategic projects arising from skills needs within the sector, funded by discretionary grants; and
- To register, train and support Skills Development Facilitators within the sector.
The activities listed above are the function of the Sector Skills Planning (SSP) department within the SETA. The purpose of the Sector Skills Planning department is to ensure that the SETA has relevant, up-to-date information and analysis to allow it to perform its strategic skills planning function for the sector, and to maximise participation by employers in the National Skills Development Strategy through the efficient use of resources available for training within the sector (LGSETA, 1 October 2009).

2.3.13 LOCAL GOVERNMENT SECTOR TRAINING AUTHORITY SECTOR SKILLS PLAN

The Local Government Seta (LGSETA) Sector Skills Plan is an analysis of the labour market within the local government sector and is compiled once every five years to coincide with the National Skills Development Strategy. As of November 2009, all sector skills plans are to be submitted to the Department of Higher Education and Learning for adoption and annual review. The LGSETA sector skills plan monitors the supply of, and demand for labour within the sector and tracks the absorption of new labour market entrants into the sector. It identifies areas of skills growth and skills need, as well as opportunities and constraints on employment growth in the sector (LGSETA, 1 October 2009).

2.3.14 WORKPLACE SKILLS PLAN AND ANNUAL TRAINING REPORT

In the National Skills Development Handbook (2007/2008:194) a Workplace Skills Plan is described as a document that outlines the planned training and education interventions for a specific organisation in the coming year. According to the handbook, the Workplace Skills Plan is created out of an in-depth evaluation of the business’s goals and an understanding of the challenges and forces at work, both for and against the organisation in the wider business environment. The Annual Training Report is described as a document which helps the organisation to access what it has achieved in meeting the training needs of the organisation and which gives feedback to the relevant SETA on the success of the Workplace Skills Plan.
or explain why and in what ways the organisation did not succeed in achieving the objectives set in the Workplace Skill Plan.

The LGSETA website describes the Workplace Skills Plan as the key strategic planning document relating to workplace training, career pathing, and employment equity for a municipality. According to the LGSETA, the Workplace Skills Plan must relate to the key municipal Integrated Development Plan objectives (strategic business objectives), and to the priority training areas identified in the sector skills plan. The webpage highlights that the Workplace Skills Plan details the training planned by a municipality in a given financial year, and in order to qualify for the mandatory grant, a municipality must in addition to submitting the Workplace Skills Plan, also submit the Annual Training / Implementation Report which details the actual training conducted against the training planned in the Workplace Skills Plan (LGSETA, 1 October 2009).

According to Hatting (2009a:66) the Workplace Skills Plan was introduced to encourage employers to plan and support the skills development of their employees. Hatting explains that it is the task of the Skills Development Facilitator to assist the employer and its employees to develop the annual Workplace Skills Plan, which describes the organisation’s plans for the training and development of its employees over the coming year, and to draft the annual report on its implementation. According to her, the Annual Training Report must indicate how the programmes described in the Workplace Skills Plan were actually delivered. It is imperative that the Workplace Skills Plan must be based on the analysis of business requirements and the skills needs of current staff. She corroborates the above by explaining that the Workplace Skills Plan must describe the skills priorities, the education and training programmes that are required to meet and deliver those priorities, as well as the staff who will be targeted for training, indicating population group, gender and disability status of these beneficiaries. Hatting also highlights that WSP/ATR report must describe the consultative process followed in developing the plan. The SETAs uses the Workplace Skills Plans of each sector to develop their annual Sector Skills Plans that describe the skills priorities for each sector.
According to Hatting (2009a:11) the Annual Training Report refers to the annual report that employers have to submit to their SETA at the end of each year to record the training that was provided to employees during that year.

2.3.15 TRAINING COMMITTEE

A training committee is a selected group of people from within an organisation that help to create, write and implement the Workplace Skills Plan. In terms of the Skills Development Act of 1998, any organisation that employs more than 50 people is obliged to establish a training committee comprising of employer representatives, management representatives and representatives of organised labour. National, Provincial and Local Government departments are also required by law to form training committees (National Skills Development Handbook 2008/2009:217).

The Local Government Sector Education and Training Authority defines a training committee as a workplace consultative forum which needs to be consulted on both the compilation of the WSP and the monitoring of training, and on the presentation of the implementation report and annual training report (LGSETA, 1 October 2009).

Hatting (2009a:63) explains that a Training Committee is a committee which is established for consultation with employees on issues relating to the skills development strategy of the organisation and that such committee should reflect the interests of employees from all occupational categories, and should include representatives of the main trade unions representing employee interests in that organisation.

2.3.16 SKILLS DEVELOPMENT FACILITATOR (SDF)

The regulations and guidelines on the disbursement of grants which were approved by the National Skills Authority in January 2000 make provision for the employment and use of a skills development facilitator by an employer. According
to the regulations, an employer must appoint and use a skills development facilitator in order to access grants from the SETA. The main role of the Skills Development Facilitator is to promote and oversee the skills development initiatives in the organisation, to serve as the communication link between the SETA and the organisation, and to promote the quality standards set by the SETA. The Skills Development Facilitator must assist with the development of an annual Workplace Skills Plan (WSP), advise the organisation on the implementation of the plan and assist in drafting the Annual Training Report (ATR) on its implementation. These two documents are key conditions for the SETA disbursement of grants from the skills levy contributions (Coetzee, 2004:2; Hatting, 2009a:58; Meyer, 2002:50; Meyer, et. al. 2002:71).

### 2.4 KEY ROLE-PLAYERS IN THE SKILLS DEVELOPMENT PROCESS

Although the Skills Development Facilitator (SDF) is primarily responsible for the successful planning and execution of skills development within the organisation, the success of the organisational skills development strategy depends significantly on the participation in, and contribution and support the SDF receives from the other skills development role players within the organisation. Figure 2.3 illustrates the interrelationship between the Skills Development Facilitator and the other organisational stakeholders / role players (Coetzee, 2004:3).

![Figure 2.3: Key Role Players in an Organisational Skills Development Process](source: Coetzee (2004:3))
In Table 2.1 Boydell & Leary (1996:45-54); Brown & Seidner (1997:42); Coetzee (2004:3); Hatting (2009d:34-36); and Meyer, et. al. (2002:91-92) portray the skills development role players and their contribution to the skills development process within a South African organisation.

Table 2.1  Role-Players in the Organisational Skills Development Process

<table>
<thead>
<tr>
<th>Role-player</th>
<th>Main contribution to the skills development process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top management</td>
<td>Top Management determine the strategic direction of the organisation and has a key say in policy development and implementation. They formulate strategic plans and goals in which current and future skills needs are described and ensures that these needs are aligned to strategic business objectives. They approve the allocation of financial, human and other resources needed for effective skills development, and build and support a culture that values training and lifelong learning. Without their support and commitment, the skills development strategy and implementation in the organisation will fail.</td>
</tr>
<tr>
<td>Human Resource Manager (HRM)</td>
<td>The Human Resource Management function oversees the Skills Development function to ensure compliance and integration with the strategic Human Resource Management system and practices. The Human Resource Manager ensures that the skills development process is integrated into other Human Resource processes, for e.g. workforce planning, performance appraisal, succession planning, and talent management. The HRM ensures that the competency profiles and job descriptions are formulated and updated, to be used in measuring employee performance against job and business requirements. The HRM provides the Skills</td>
</tr>
<tr>
<td>Role-player</td>
<td>Main contribution to the skills development process</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Development Facilitator</td>
<td>Development Facilitator with all the relevant information needed to perform the Skills Development function, e.g. employee statistics, results of performance appraisals, and provides input to ensure that the Workplace Skills Plan addresses the skills needs in of the organisation.</td>
</tr>
<tr>
<td>Human Resource Development Manager (HRDM) or Education Training and Development Manager (ETDM) or Skills Development Manager (SDM)</td>
<td>The Skills Development Manager oversees the strategic direction, financial support to and performance of the skills development function, and ensures that it remains in line and integrated with the human resource and organisational objectives. He consults line managers and the Skills Development Facilitator to ensure that the organisational human resource development strategy and Workplace Skills Plan are aligned to the strategic priorities of the organisation. It is the Skills Development Manager’s responsibility to appoint and manage the SDF, to establish and capacitate the organisational Training Committee, and to ensure that the necessary support is provided for the implementation of the Workplace Skills Plan and skills development projects.</td>
</tr>
<tr>
<td>Skills Development Facilitator</td>
<td>The Skills Development Facilitator provides the organisation and its members with guidance and support to achieve the capacity building objectives relating to skills at national, sectoral and organisational level. The Skills Development Facilitator continuously facilitates interventions aimed at improving organisational skills development and performance. He/she assumes the role of an expert in skills development and acts as a consultant to the other key role players involved in the skills development process.</td>
</tr>
<tr>
<td>Role-player</td>
<td>Main contribution to the skills development process</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Line managers, Team Leaders and Supervisors</td>
<td>Line Managers, Team Leaders and Supervisors have a major responsibility to the skills development process. They are the individuals within the organisation that identify gaps in the performance of the individual employee as well as the department/team they manage, which could be addressed through education and training and/or development. They are critical to the skills development process as they also provide the opportunity for transfer of training back to the workplace. These leaders provide input which ensures that the Workplace Skills Plan addresses real training needs and real performance gaps. They provide feedback to the SDF on the success of the learning programmes, measured in terms of improved on-the-job performance.</td>
</tr>
<tr>
<td>Employee Representatives / Trade Unions</td>
<td>Employee Representatives participate in the Training Committee to ensure that the skills development process promotes the interests of all employees, across occupations and organisational levels. Without the support of the employee representative any skills development initiative, however well intended, will fail.</td>
</tr>
<tr>
<td>Training Committee</td>
<td>Some or all of the stakeholders mentioned in the table 2.4 may be represented on the organisation’s training committee. Within the Local Government Environment, Training Committee members typically include the:</td>
</tr>
<tr>
<td></td>
<td>- Skills Development Manager,</td>
</tr>
<tr>
<td></td>
<td>- Skills Development Facilitator,</td>
</tr>
<tr>
<td></td>
<td>- Employment Equity Manager,</td>
</tr>
<tr>
<td></td>
<td>- Employee Representatives from the Trade Unions, and</td>
</tr>
<tr>
<td>Role-player</td>
<td>Main contribution to the skills development process</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Role-player</td>
<td>Employer Representatives (Councillors) representing the interest of Council. The Training Committee promotes and supports skills development throughout the organisation and has the core function to assist in the monitoring, tracking and evaluation of skills development and implementation performance within the organisation. The committee is typically involved in discussions regarding compliance matters; the Workplace Skills Plan compilation, implementation and reporting; and operational training budgets. The committee acts as consultant on training matters to ensure fairness and equitable training opportunities for all levels, groups of employees, and occupational categories in the organisation’s workforce.</td>
</tr>
<tr>
<td>Industrial Relations Manager / Labour Relations Manager</td>
<td>The Industrial Relations Manager assists the Employment Equity manager and the Skills Development Facilitator with the establishment and facilitation of workplace forums pertaining to employment equity and skills development (interfacing with trade unions).</td>
</tr>
<tr>
<td>Employment Equity Committee representative</td>
<td>The Employment Equity representative participates actively in the skills planning process to ensure that the Workplace Skills Plan is used to promote the achievement of the organisation’s employment equity targets.</td>
</tr>
<tr>
<td>HRD / Training and Development Practitioners</td>
<td>These practitioners assist the Skills Development Facilitator and actively participate in the implementation of the various programmes identified in the Workplace Skills Plan. In addition, they record information on the implementation of programmes that will be reported in the</td>
</tr>
<tr>
<td>Role-player</td>
<td>Main contribution to the skills development process</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administrative staff in the HRD / training / skills development departments</td>
<td>Administrative staff keeps records of training programmes completed, including attendance records, payments and assessment results, competency/attendance certificates, etc and assist the Skills Development Facilitator by providing information required to complete the Workplace Skills Plan and Annual Training Report.</td>
</tr>
<tr>
<td>Employees</td>
<td>Employees take ownership of performance and personal development. They participate in worker forums and focus groups to ensure fair and equitable employment and development practices. Employees indicate their own skills gaps and learning needs during performance evaluation and training needs analysis and provide feedback on training programmes completed to indicate relevance to own work role to be used in evaluating the quality, relevance of impact of such programmes.</td>
</tr>
</tbody>
</table>

SOURCE: Adapted from Boydell & Leary (1996:45-54); Brown & Seidner (1997:42); Coetzee (2004:3); Hatting (2009d:34-36); and Meyer, et. al. (2002:91-92)

2.5 CONCLUSION

The Chapter provided the reader with an understanding of how skills development structures and strategies have changed in recent times and how the laws which provide the framework and landscape for skills development in South Africa have been adapted to accommodate change. It highlighted the organisational role players in skills development and their contribution in skills development processes which again emphasises the reality that organisations will need to review their own approaches to education, training and development.
According to Molin and Harrod (1996:57) both the private and public sector have a critical role to play in the future of education, training and development, not only in their organisations but also in the country as whole. The following chapter will thus explore the components and concepts of theoretical training and skills development models.
CHAPTER 3

AN OPTIMAL SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION
PROCESS FLOW MODEL FOR LOCAL GOVERNMENT

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3.1 INTRODUCTION

In this chapter various training models will be analysed and discussed to explore how best skills development can be planned and executed within an organisation with the aim to improve performance at individual, organisational, and societal level.

How organisations accommodate and deal with change, has always been key to organisational survival. With the ever changing skills development legislative framework and the reshaping of the institutional landscape related to education and training in South Africa, it has become critical that organisations review their approaches to education, training and development.

The purpose of this chapter is to explore theoretical training models and training process flow models in order to develop an optimal skills development planning and implementation process flow model for local government authorities in South Africa.

This chapter will demonstrate that the fundamental concepts of training models have remained constant over time and will suggest that organisational efficiency and competitive advantage may be greatly enhanced through the customization and application of an optimal training model that fits the local government environment.

3.2 AN OVERVIEW OF THEORETICAL TRAINING MODELS

3.2.1 A STRATEGIC SKILLS DEVELOPMENT MODEL
Figure 3.1 Strategic Skills Development Model
SOURCE: Adapted from Meyer, et. al. (2002:78)
Any training or skills development model forms an integrated part of the strategic environment and architecture of an organisation. The strategic skills development model depicted in Meyer, et. al. (2002:78) illustrate the interdependence of the fundamental aspects of the model (see figure 3.1). According to Meyer, et. al., strategic skills development commences with a realisation and understanding of the business and human resource development environment within which the organisation operates and which influence organisational vision, mission, and values.

Meyer, et. al. (2002:78) illustrate how business strategies are designed to achieve organisation vision. According to Analoui (2007:185), business strategies cannot be realised where the organisation does not have the right number of the right type of competencies, knowledge, skills, attitudes and values, at the right time.

Meyer, et. al. (2002:78) point out that the number and type of required competencies, knowledge, skills, attitudes and values are determined through a strategic gap analyses. The outcome of the strategic gap analysis is translated into the organisation’s human resource development strategies with specific objectives and goals being captured in the operational skills development plan (workplace skills plan).

Budget is allocated to the objectives and action plans are developed to ensure successful execution of the skills development plan, where after implementation is evaluated and monitored. The skills plan is communicated for inclusion in the relevant sector skills development plan which inevitably influences the business and human resource development environment within which the organisation operates (Meyer, et. al. 2002:75-80).

The strategic skills development model is a broad model which offers the basic fundamental phases to ensure effective and efficient skills planning and implementation.
According to Noe (2000:21), the majority of training models are systematic, in that they describe the training and development undertaken as a logical series of steps. Buckley & Caple (2000:17), elaborate by stating that the diagrammatic representation of a systematic approach or model is a working tool and as such it should be expected that skills development staff will draw up a model which is comfortable for them to use as individuals or as members of a training department who need to monitor the progress of training projects.

The following study of systematic models will show that in principle these models all contain the same fundamental aspects (Brooks, 1995:31; Buckley & Caple, 2002:18; Noe, 2000:21), namely:-

- Establish terms of reference;
- Investigate the performance problem;
- Analyse knowledge, skills and attitudes;
- Analyse the target group;
- Training needs and content analyses;
- Develop criterion measures;
- Prepare training objectives;
- Consider the principles of learning and motivation;
- Consider and select training methods;
- Design and pilot training;
- Deliver training and development;
- Conduct internal validation;
- Conduct training (transfer of learning); and
- Evaluate training and development.

3.2.2.1 THE BASIC SYSTEMATIC MODEL

The basic systematic model emphasises that training and development should be undertaken on a planned basis as a result of a logical series of steps as illustrated
in figure 3.2. However in practice, the number and description of these steps tends to vary, but would generally cover the following:-

- Development of training policy;
- Identification of training needs;
- Development of training objectives and plans;
- Implementation of planned training; and
- Validation, evaluation and review of training (Brookes, 1995:31; Buckley and Caple, 2000:18; Sloman, 1999:45).

Figure 3.2 A Basic Systematic Training Model
SOURCE: Adapted from Brookes (1995:31); Buckley and Caple (2000:18); Sloman (1999:45)

Sloman (1999:46) states that a systematic model has two important characteristics. Firstly, in the model, training can be perceived as a set of sequential steps. Secondly, the identification of training needs can be introduced into the training cycle at the appropriate stage. The needs are discovered when carrying out individual or group training requirements, or when interpreting overall objectives set by the organisation, or by a combination of the two.
According to Noe (2000:22), a systematic model for training has the following four identifying characteristics:-

- Training can be perceived as a set of sequential steps;
- Identification of training needs can be introduced into the training cycle at the appropriate stage;
- The systematic model centres the attention on the need to act in a structured and disciplined way; and
- The model stresses the place for effective evaluation of training and development, and how evaluation effects the training cycle.

Sloman (1999:47) however notes that the model referred to in figure 3.2 has been widely criticised by many, including Taylor (1976:13), for the reason that the model is firmly based on a strategic management paradigm. Critics of the model also observe the three basic assumptions that underlie this model. It is assumed that:

- Training is seen as an investment in the organisation;
- A mechanism is required for the allocation of resources between competitive investment opportunities; and
- That there is a degree of commonality between the interests of individuals and the interests of the organisation.

A shortcoming of the basic systematic training model is that it does not suggest that the training function should take a proactive role in developing capability, nor does it consider the need to embed the modern training function in the organization or to define its relationship with the other parties involved in the delivery of training.

It can therefore be concluded that the basic systematic model offers basic steps to be followed by a skills development person in ensuring that training and development initiatives produce the required anticipated changes (Sloman, 1999:47).
Swanepoel, Erasmus, Van Wyk & Schenk (2003:454) all agree that a main reason for the failure of training in an organisation is the lack of a systematically developed training model. According to Coetzee (2002:95) and Swanepoel, et. al. (2003:459) an organisation’s workplace skills plan refers to the key strategic human resource training and development aim, of developing the workforce skills capacity in order to achieve the business goals contained in the business plan. Swanepoel, et. al. (2003:459) state that an organisation’s workplace skills plan is based on three interrelated phases as illustrated in figure 3.3, the general systems model for training. The three phases are: the needs assessment phase, the training phase and the training evaluation phase.

Figure 3.3  General Systems Model for Training

SOURCE:  Swanepoel, et. al. (2003:454)
According to Swanepoel, et. al. (2003:459) the development of a workplace skills plan is a systematic process which, based on the three phases of the general systems model for training, entails the following process steps:

- Proper workforce planning;
- Proper job analyses as an input to the workforce planning process;
- Identifying and defining the skills requirements of the organisation as derived from the workforce planning process;
- A skills audit to determine the actual skills of the current workforce;
- Defining skills training priorities as derived from the skills audit;
- Identifying skills programmes to address the skills training needs;
- Developing the workplace skills plan;
- Implementing the workplace skills plan;
- Monitoring, evaluating and reporting on the workplace skills plan; and
- Establishing a quality assurance system to ensure effective and value-added skills training and development.

PHASE ONE: THE TRAINING NEEDS ASSESSMENT PHASE

Swanepoel, et. al. (2003:455) describe needs assessment as an investigation into the nature and underlying causes of performance problems within the organisation in order to establish whether the performance problem (gap) should be addressed through training or through other means.

The performance gap is usually defined as the difference between the required standard of the job (normally specified in the job description) and the actual performance of the incumbent. The ultimate aim of the needs assessment is to determine:-

- What needs actually exist;
- Whether the needs are important;
- How the needs became apparent;
- How the needs were identified;
- How the needs may best be addressed; and
- What the priorities are (Swanepoel, et. al. 2003:455).
Training is not an automatic answer to performance deficiencies. According to Swanepoel, et. al. (2003:456), it is critical that the appropriate action to close the performance gap be established upfront. Sometimes employee motivation, organisational constraints, or poor task design may cause the deficiency in performance, and in these situations training in job skills will not solve the problem. Swanepoel, et. al. (2003:456) state that any thorough needs assessment process addresses three key areas: (a) the organisation, (b) the job and (c) the individual.

(a) ORGANISATIONAL ASSESSMENT

Organisational assessment considers proposed training within the context of the rest of the organisation. An important consideration is whether or not the proposed training will be compatible with the organisation’s mission, strategy, goals, and culture, and whether the training supports the organisation’s short and long term knowledge, skill, and competency requirements. The organisational assessment entails a skills audit process (Swanepoel, et. al. 2003:456, 459).

SKILLS AUDIT: Coetzee (2002:95) and Swanepoel, et. al. (2003:459) describe a skills audit process as an investigation which is undertaken by an organisation to determine the actual skills of the current workforce in order to define the skills gaps and the real skills requirements of the organisation. The ultimate aim of a skills audit is to determine:

- What skills actually exist within the organisation;
- How these compare to the organisational skills requirements as determined through the workforce planning and job analyses processes;
- What the skills development priorities are (per occupational group, levels, and demographic profile);
- How and when the skills development priorities may best be addressed through a systematic plan;
- What the key success indicators/measures of the workplace skills plan will be;
• How to implement, track and monitor progress of the workplace skills plan; and
• What to report on to management and the relevant sector education training authority (Swanepoel, et. al. 2003:460).

(b) THE JOB ASSESSMENT

The second crucial aspect is the job with its duties and responsibilities. This step in the process is also referred to as task analysis. Once the duties or tasks in which training is needed are identified, detailed analysis of each task can begin. The purpose of this step is to find out if the relevant duty or task is important and if training is essential and/or truly necessary (Swanepoel, et. al. 2003:458).

(c) THE INDIVIDUAL ASSESSMENT

The final level of analysis focuses on the individual. During this level, it is determined which employees should receive training, what their current levels of skill, competence and knowledge are, and what training they may require (Swanepoel, et. al. 2003:459).

(d) TRAINING OBJECTIVES

The last step in the assessment phase is to translate all the needs identified during the different stages of analyses into clear, measurable objectives to guide the training process. According to Swanepoel, et. al. (2003:460), training objectives should clearly describe what a learner has to do to demonstrate that the required learning has taken place.

PHASE 2: THE TRAINING PHASE

Once training needs have been determined and behavioural objectives stated, a training implementation programme can be developed to achieve the stated objectives (Swanepoel, et. al. 2003:461).
During this phase it is important that the internal skills development person selects appropriate training methods and optimal training interventions and materials. To prevent wasteful expenditure, it is crucial that the skills development person determines whether the trainee possesses the background, skills and knowledge necessary to master the material that will be presented. It is also important to determine whether trainees have the required motivation to learn the new skill. Learning that takes place without the basic literacy and motivation is not as successful as learning with the basic literacy and motivation (Swanepoel, et. al. 2003:462).

A trainee should be assisted to overcome any interference which may influence the absorption of the new material before training commences. To ensure that optimal learning occurs, trainees have to receive regular feedback on how they are performing, and the organisation needs to ensure that the learning that has taken place are transferred to the job situation (Swanepoel, et. al. 2003:463).

Once clearly defined training objectives have been formulated and cognisance has been taken of basic learning principles, the appropriate training method and intervention can be selected. Some of the methods are most suitable to be used on-the-job whilst others can be more appropriately used off-the-job. According to Swanepoel, et. al. (2003:465-472), on-the-job training methods include e-learning, coaching, committee assignments, job rotation, and understudy assignments which is conducted at the work site and focus on the actual job. Off-the-job training methods are listed as computer training, sensitivity training, team building, behavioural-modelling training, case study, simulation methods and action learning which is conducted off-the-job, and away from the work place.

Once the internal skills development person has determined the suitable training method, the training can be scheduled and be presented.
The last phase in the general systems model for training is the evaluation phase. The purpose of the evaluation phase is to determine to what extent the training activities have met the stated training objectives. Swanepoel, et. al. (2003:473) are of the opinion that the evaluation of training is often done poorly or not done at all due to the general assumption of organisations that training will always work, and/or the fear of those who initiated the training that an objective evaluation of the effectiveness of the training will prove otherwise. Swanepoel, et. al. (2003:473) suggest that the basic approach to evaluation should be to determine the extent to which the training programme has met the learning objectives which were identified prior to the training. Swanepoel, et. al. further suggest that planning for the evaluation should commence at the same time that planning for the training programme begins.

The following four levels of evaluation are proposed: Reaction, Learning, Behaviour, and Results. Evaluation is seen as simple as answering a few basic questions:-

Level 1: REACTION - What is the initial reaction of participants to the training? (This is often elicited from oral discussions and feedback checklists at the end of specific events);

Level 2: LEARNING - What have participants actually learned from the training? (This can be measured through tests, contributions to portfolios, more detailed oral or written feedback, etc.);

Level 3: BEHAVIOUR - Are participants behaving differently as a result of the training? (Assessment through observation is sometimes used to determine this. It can be notoriously prone to bias, and difficult though not impossible to verify);

Level 4: RESULTS - Has the training of the participants had the desired result in the workplace? (Measures such as performance appraisals may be used but is considered the hardest to apply or to attribute specifically to the training) (Cascio, 1992:253-254; Joy-Matthews, J., Megginson, D. & Surtees, M., 2004:223; Swanepoel, et. al., 2003:473-476; Wilson, 2005:412).
Other complex and effective designs for evaluating training also exists such as the one-off post-test design, the one-group pretest-posttest design, and the multiple-baseline design (Swanepoel, et. al. 2003:475).

According to Swanepoel, et. al. (2003:475) calculating the value of training requires both assessing the cost of the training and putting a rand value on the benefits of the training. Some cost categories associated with training are:

- Once-off-costs;
- Needs assessment;
- Salaries of skills development staff;
- Evaluation of the programme when first offered;
- Presentation costs;
- Salaries, travel, transportation and lodging costs of trainees;
- Facilities rental;
- Purchase of training equipment and materials;
- Trainee costs;
- Trainee wages or salary during training; and
- Training materials and handouts (Swanepoel, et. al. 2003:476).

Swanepoel, et. al. (2003:476) argue that by determining the value of training in rand value, an employer can build a solid justification for the training based on economic grounds. Swanepoel, et. al. (2003:476) do however stress that the evaluation of training cannot only be expressed in rand terms and suggests that all the results from the evaluation exercises be considered before definite conclusions are drawn.

The general systems model for training takes a more proactive systematic approach to skills planning and implementation than the basic systems model. The model does however place little emphasis on legislative requirements and the link between workforce planning, performance management, and skills development as key integrated human resource business strategies.
3.2.3 A SKILLS PLANNING PROCESS MODEL

Bellis & Hatting (2005:3) warn of the danger in doing skills planning just for the sake of legal compliance. They are of the opinion that if skills development efforts are to lead to improved organisational and individual performance, a broader approach is necessary than simply gathering information required to fill in a workplace skills plan in compliance to sector education training authority requirements.

The process that an organisation establishes to meet skills development requirements must form part of the organisation’s overall skills planning strategy. Such a process and strategy are necessary irrespective of whether there is a sector education training authority that requires the organisation to submit a workplace skills plan or not (Bellis & Hatting, 2005:1).

Bellis & Hatting (2005:2) are of the view that their proposed Integrated Skills Planning Model and Skills Planning Process Model are appropriate to be utilised in any organisation. They draw the reader’s attention to the fact that there will always be differences in the way organisations tackle and customize skills planning processes in order to suit the organisation’s unique needs and circumstances.

Bellis & Hatting (2005:4) states that organisations which already have skills planning processes in place, should revisit these processes to confirm whether it is still relevant, and where necessary, determine how the existing skills planning processes should be adapted to ensure that it focus on achieving the organisation’s objectives. According to Bellis & Hatting (2005:6) a skills planning process must be designed to:-

- Gather the information required;
- Identify needs relating to the achievement of the skills planning goals;
- Find appropriate solutions;
- Plan to achieve appropriate solutions; and
- Ensure quality throughout the process.
Figure 3.4  Skills Planning Process Model

SOURCE:  Bellis & Hatting (2005:4)
Figure 3.4 depicts Bellis & Hatting’s Integrated Skills Planning Model which provides organisations with process steps to develop skills required to ensure improved individual and organisational performance (Bellis & Hatting, 2005:3).

**STEP 1: DEVELOP (or confirm) THE ORGANISATION’S PLAN FOR SKILLS DEVELOPMENT**

Bellis & Hatting (2005:6) convey the importance of customizing and adopting a process for skills planning that enables the organisation to plan for the development of skills in the coming year, as well as to plan for the development of skills in the following five- and ten-year periods (refer to figure 3.5).
According to Bellis & Hatting (2005:7), a skills planning process must be designed to gather all the information required to answer the critical questions asked by skills development stakeholders, e.g.:

- Shareholders will want to know what the organisation doing to develop the competence required to provide competitive edge.
- Management will want to know what is being done to improve performance in the critical areas identified.
- Employees will want to know how committed the organisation is in developing the skills of its employees.
- Safety Inspector will want to know what the organisation is doing to ensure that security officers are competent to implement safety regulations.
- Organised Labour will want to know what the organisation is doing to ensure that employees are skilled to perform their jobs and what the organisation is doing to meet the Employment Equity targets.
- Sector Education Training Authorities will want to know what the priority skills needs at ground level are, what the organisation is doing to develop it, and how it relates to the national and sector skills development priorities (Bellis & Hatting, 2005:7).

Bellis & Hatting (2005:5) state that organisations that succeed in skills planning are those that fully integrate skills planning into their human resource development strategies and processes, such as:

- Needs identification and analysis: To determine the education, training and development actions required in the organisation;
- Recruitment and selection: To identify the kinds of people and skills that will have to be brought into the organisation;
- The systems for managing performance: To be incorporated into documents such as those relating to performance appraisal, management by objectives, quality management audits or risk assessment audits;
- Formal processes related to career development: These processes are often based on documented career paths, but are sometimes simply the way people have moved in the organisation over the years, and which should now include
initiatives aimed as ‘fast tracking’ groups or individual who are identified in Employment Equity targets, and

- Changes in organisational structures and processes: These changes could include changes in products, markets, technology, business partnerships and the design of work processes (Bellis & Hatting, 2005:7).

As illustrated in figure 3.5, Bellis & Hatting (2005:6) are of the view that skills planning will only be an effective tool to achieve the organisation’s goals, if it:

- Is derived from the organisation’s business plan that addresses the critical issue: What products and services do clients expect from the organisation;
- Is derived from a process of interpreting legislative demands;
- Is derived from the organisation’s human resource development strategic plan, which flows from the business plan;
- Interprets the demands made on people in the organisation to deliver the required products and services;
- Prompts the organisation to look critically at the current competence of the organisation’s people to deliver what is required;
- Provides the organisation with the type of information that will enable it to make decision about the skills required;
- Be developed in consultation with organisational leaders, relevant unions and employee representatives, as well as line-functional managers and others who will be directly involved in the implementation of the skills plan;
- Take into account the skills development priorities of the sector that have been described in the relevant sector education training authority’s sector skills plan; and
- Result in a document that clearly states the organisation’s skills development strategy, goals and objectives (Bellis & Hatting, 2005:5).

A key element of quality assurance that must be planned for at this stage and be monitored throughout is the evaluation of every part of the skills planning process. In step 1 it is especially important to clearly formulate and agree upon a set of evaluation criteria to enable everyone involved in the skills planning process to use
the criteria as indicators of the standards that needs to be met, and also to measure whether they have contributed toward achieving the stated objectives (Bellis & Hatting, 2005:6).

**STEP 2: ESTABLISH (or confirm) A SKILLS PLANNING TEAM**

Every organisation requires a skills planning team which consists of skills development people, functional staff, management, and employee representatives. The guidelines included in the skills development regulations stress the importance of consultation with employees. It strongly recommends organisations with more than fifty employees to establish a skills development committee for the purposes of consultation on training matters. The guidelines further recommends that the skills development committee should reflect the interest of employees from all occupational categories, and include representatives of the main trade unions representing employee interests in the organisation (Guidelines to the Skills Development Regulations, 2001:33).

According to Bellis & Hatting (2005:8), those who serve on the training committee must have an understanding of their role in effectively guiding the skills planning processes in the organisation. It is the task of the skills development committee to identify and recommend the person who is to be registered as the organisation’s skills development facilitator.

If an organisation wants to benefit from the skills planning process, it must be prepared to invest in the development of the skills development facilitator and the skills development committee, to ensure that they are equipped with the skills required to guide and implement the organisation’s skills planning strategy (Bellis & Hatting, 2005:9).

**STEP 3: IDENTIFY AND ANALYSE SKILLS NEEDS**

Training needs analysis is a critical step in the skills planning process, since the relevance and accuracy of what is addressed in the skills planning process, and
what is reported in the workplace skills plan, is dependent on how well skills needs are identified and interpreted. The key focus of the training needs analysis should be on establishing what is needed to bring individuals and groups to perform to the required standard, and beyond that. This implies that the skills development person will have to look more broadly at the organisation, groups and individuals in identifying skills needs (Bellis & Hatting, 2005:9).

In terms of the organisation, Bellis & Hatting (2009:10) list the following organisational changes which may indicate a need for skills development or skills acquisition at organisational level:

- Changes in the organisational structure, or in functional / reporting lines;
- Changes in strategic focus or organisational goals and objective, or in the nature of the work, e.g. a shift to different products or markets;
- Changes in legislation that governs the way in which the organisation operates and conducts its business; and
- Changes in technology.

In terms of the group, Bellis & Hatting (2009:10) state that the training needs analysis process should include an investigation into the needs that are common to a number of people in the organisation. This could include groups that are functioning together as a team or which perform the same kind of work activities.

In terms of the individual, Bellis & Hatting (2009:11) are of the opinion that a training needs analysis aught to be used to determine whether the individual is performing to the required standard, and where not, what the performance gap between the current and desired standard of performance of the individual is. Identifying and addressing performance gaps are critical for overall organisational performance, since the organisation can only fully achieve its goals and objectives if employees close the gap and perform to the required standard.

Bellis & Hatting (2009:11) however stress that it is very important not to make the mistake of assuming that where there is a performance gap, there is automatically
a lack of skill. Poor performance could be a result of low motivation; poor supervision; a hostile working environment; deficiencies in tools and equipment; systems or support; lack of feedback; and a lack of opportunity to practice or use a possessed skill. The answer to a performance gap is only a training need if the employee cannot perform to standard because they do not possess the required skill to do so.

Bellis & Hatting (2009:13) do point out that the needs analysis may reveal people within the organisation who are already performing at peak level. In such instances, attention should be given to identify opportunities to grow and strengthen the skill of such individuals to continually improve standards of performance.

STEP 4: DEVELOP SOLUTION TO ADDRESS SKILLS NEEDS

Where training is identified as the most suitable solution to address a performance gap, Bellis & Hatting (2005:15) portray a number of issues that have to be thought through. The skills development person should:

- Make sure that the actual skill in need is clearly described and decide on the most suitable training intervention;
- Establish whether the organisation has existing suitable training programmes and materials, or whether to design a suitable training solution, or whether to outsource the provision of the desired solution;
- Determine the nature and duration of the required training intervention;
- Determine whether external providers have suitable products that could be used or be modified to address the identified need;
- Ensure to select providers that have systems and processes in place that promote quality of learning;
- Make sure that the available programmes and materials are at an appropriate level and address the specific need that was identified;
- Determine whether the training solution relates to skills that correspond to unit standards that have been registered on the NQF;
- Prioritise the training programmes that address critical organisational, group, and individual needs that have to be addressed as soon as possible.

**Figure 3.6 Examples of Solutions to Non-Training Needs**

**SOURCE:** Bellis & Hatting (2005:14)
As mentioned in step 3, training is not always the most suitable solution to address performance problems. Yet, performance problems have to be attended to. Figure 3.6 provides possible solutions to non-training needs. It is important to note that these needs (performance gaps) will not form part of the organisation’s overall training and development plan, nor will it be included in the workplace skills plan. It will be directed to the organisation’s performance management plan (Bellis & Hatting, 2009:14).

STEP 5: PREPARE A WORKPLACE SKILLS PLAN

As illustrated in figure 3.4, the organisation’s workplace skills plan is an extraction from the thinking and planning for all the development and performance-focused initiatives that are needed to achieve the organisation’s goals and objectives (Bellis & Hatting, 2005:3).

According to skills development regulations, South African organisations have to prepare and submit an annual workplace skills plan which is based on an analysis of business requirements as well as an analysis of the skills needs of current staff. According to Bellis & Hatting (2005:18), the workplace skills plan must describe the organisation’s skills priorities as well as indicate the education and training programmes that are required to meet and deliver those priorities.

STEP 6: IMPLEMENT SKILLS DEVELOPMENT ACTIONS

Once the organisation’s workplace skills plan has been submitted to the relevant sector education training authority, the implementation of the actual plan has to be followed through.

According to Bellis & Hatting (2005:19), an implementation plan has to be developed which specify the following:

- The training solutions to be implemented;
- The beneficiaries of the planned training and development;
- The nature of the training that must be designed or selected;
• The type of training intervention to be delivered;
• The schedule for each skills activity identified;
• Where the education and training will take place;
• The preparation of all the materials, equipment and other resources; and
• The mechanisms put in place to ensure that the implementation adhere to the required quality requirements.

Bellis & Hatting (2005:19) point out that skills planning is a comprehensive process that is not only the responsibility of the skills development facilitator. For effective implementation of the workplace skills plan, direct and indirect involvement of a wide range of stakeholders is required as illustrated in figure 3.7.

Figure 3.7 Users of Information Gathered Through the Skills Planning Process
SOURCE Bellis & Hatting (2005:19)

STEP 7: RECORD AND REPORT ON SKILLS DEVELOPMENT

The relevant sector education training authority provides an organisation with an annual training report which the organisation has to use to record and report on all
training and people development issues. Besides adhering to the completion and submission of the annual training report to the relevant sector education training authority, an organisation has to put a reporting and recording system in place to:

- Provide learners with feedback on results of assessments, as well as recommendations for further development;
- Provide supervisors and line managers with an understanding of what their employees are competent to do, and in which areas they may need additional development;
- Provide strategic planners and senior managers with the status of skills and competence within the organisation to be used during broader organisational planning processes; and
- Provide the skills planning team or training committee with a report on all training and people development issues, since this team will need to evaluate the success of the implementation of the workplace skills plan (Bellis & Hatting, 2005:21).

STEP 8: EVALUATE AND REVISE SKILLS DEVELOPMENT PLAN AND PROCESSES

Bellis & Hatting (2005:21), point out that many organisations make the mistake of believing that training programmes will happen as planned and automatically produce the intended results. This unfortunately is hardly ever the case. Although evaluation is listed as the last step in the skills planning process (refer to figure 3.4), it should be planned at step 1 and should actually occur during all the phases of the skills planning process.

Criteria should be set and agreed to that will be used to evaluate and track the effectiveness of the overall skills planning process; the implementation of the workplace skills plan; and the actual delivery of the planned training (Bellis & Hatting, 2005:22). In all these areas, the organisation should be evaluating the actual learning which took place, the resulting changes in work behaviour, the cost-benefit relationships, return on investment, the impact the learning and its
application had on the organisation’s overall performance, and what corrective actions could be taken (Bellis & Hatting, 2005:22).

In conclusion Bellis & Hatting reiterate that the completion and submission of the organisation’s workplace skills plan forms only a small part of the overall skills planning process and that is should only be seen as one component of the organisation’s integrated skills planning strategy.

Although the previously discussed models all contain relevant key aspects of an optimal skills planning and process model, Bellis & Hatting’s Skills Planning Process Model and Integrated Skills Planning Model are found to be more relevant to the current South African situation, as it provide for immediate practical application.

Hatting has extended on her research with Bellis and has produced further results on skills planning and skills development processes in 2009, which will be discussed in the following section.

3.2.4 HATTING’S THREE INTERRELATED SKILLS DEVELOPMENT PROCESSES MODEL

According to Hatting’s Three Interrelated Skills Processes Model, there are three processes that assist an organisation to plan for learning and other development to improve the impact of skills development on the overall performance of the organisation. The three interrelated processes as illustrate in figure 3.8 are: the Skills Audit process, the Training Needs Analysis process, and the Workplace Skills Plan process.

Although any of the processes could be applied independently, Hatting (2009b,c,d:3) is of the view that an organisation will derive the most value from an integrated approach that uses the information gathered through each one of the three processes to enrich the other two.
Hatting (2009b,c,d:3) explains that Process 1 (Conduct a Job and Skills Audit) is conducted to determine what skills the organisation need to achieve its main goals and objectives; Process 2 (Conduct a Training Needs Analysis) is conducted to determine the main skills gaps and training needs that must be addressed to improve the organisation’s performance; and Process 3 (Develop a Quality Workplace Skills Plan) is conducted to determine how the organisation should plan high impact learning and other skills development initiatives that will result in improved employee and organisational performance. In figure 3.9, Hatting expands the Three Interrelated Skills Processes Model's by providing a separate process flow model for each of the Three Interrelated Skills Processes Model's components.
Process 1: Conduct a Job and Skills Audit

- Step 1: Prepare for the job and skills audit
- Step 2: Analyse the organisation’s goals and objectives
- Step 3: Identify the organisation’s staffing requirements
- Step 4: Develop updated job profiles
- Step 5: Evaluate staff against updated job profiles
- Step 6: Report the findings of the job and skills audit
- Step 7: Monitor and evaluate the job and skills audit

Process 2: Conduct a Training Needs Analysis

- Step 1: Plan the training needs analysis
- Step 2: Analyse the organisation’s goals and objectives to determine the skills required to achieve short & long term goals and objectives
- Step 3: Identify performance problems in the organisation to determine which relates to skills gaps
- Step 4: Evaluate employees to determine gap between current and required skills
- Step 5: Select most appropriate solution to address identified gaps and skills needs
- Step 6: Report the findings of the training needs analysis

Process 3: Develop a Quality Workplace Skills Plan and Annual Training Report

- Step 1: Develop an action plan for completing the workplace skills plan and annual training report
- Step 2: Complete the annual training report
- Step 3: Complete the workplace skills plan
- Step 4: Submit the workplace skills plan and annual training report to the SECTOR
- Step 5: Promote and monitor the workplace skills plan implementation
- Step 6: Evaluate the implementation of the workplace skills plan within the organisation

Figure 3.9  Process Models - Three Interrelated Skills Processes

PROCESS 1: CONDUCT A JOB AND SKILLS AUDIT

STEP 1: PLANNING FOR THE JOB AND SKILLS AUDIT.

According to Hatting (2009b:27) it is important that the organisation reaches agreement on the purpose, scope and outcomes to be achieved through the job and skills audit before drafting a project plan with objectives and time lines for implementation. Hatting (2009b:22) explains that step 1 involves the allocation of resources and responsibility to manage the audit as well as the development of documents (questionnaires and interview guidelines) to be used and the development of draft job profiles.

STEP 2: ANALYSE THE ORGANISATION’S GOALS AND OBJECTIVES

Hatting (2009b:43) states that in step 2, the skills development person analyses the organisation’s business strategy to gain an understanding of the organisation’s strategic direction. An analysis is conducted of the organisation’s main staffing plans to ensure that the job and skills audit focuses on the organisation’s current and future needs. It is also essential that the skills development person focuses on identifying trends in the sector that may impact on the job categories and competencies the organisation requires.

STEP 3: IDENTIFY THE ORGANISATION’S STAFFING REQUIREMENTS

The focal point of step 3 is the organisation’s staffing needs, in particular the relation to the job categories required, and the anticipated changes in staffing needs. Hatting (2009b:46) cautions that the skills development person should refrain from investigating the requirements of individual jobs, or the competence of the persons in those jobs, since this function is performed by performance management staff.
The skills development person should focus on determining current and future staffing needs; evaluate the current staff component against the staffing needs; determine the links between performance problems and staffing; and lastly identify any changes needed in job categories.

On completion of step 3, the skills development person records the findings on current and future staffing requirements and uses it as the basis for further analysis in the job and skills audit (Hatting, 2009b:46).

STEP 4: DEVELOP UPDATED JOB PROFILES

According to Hatting (2009b:50) it is important to get the input of staff and their managers on the functions and roles to be performed in each job category, as well as the required and actual competence of incumbents in those jobs. Once draft job profiles have been finalised, and staff have been given opportunity to provide input on the draft job profiles, the skills development person analyses the inputs received; compile and test consolidated job profiles; and document the updated job descriptions with competency requirements.

STEP 5: EVALUATE STAFF AGAINST UPDATED JOB PROFILES

According to Hatting (2009b:54), step 4 and 5 form the core of the job and skills audit process. The purpose of this step is to determine the extent to which staff meets the specifications of job and competence requirements in the job profiles. During this step, the skills development person or delegate person evaluates all staff against the requirements of the job profiles that were developed in step 4. The information gathered is then analysed and interpreted to identify the extent to which staff meets these requirements (Hatting, 2009b:54).
STEP 6: REPORT THE FINDINGS OF THE JOB AND SKILLS AUDIT

Hatting (2009b:64) is of the view that the findings of the job and skills audit should be used to ensure that staff meet the requirements in their respective job categories, and to guide the planning, decision making, and actions regarding staffing matters. In step 6 an objective and constructive report is compiled on the state of jobs and skills in the organisation, and is distributed to all relevant stakeholders (Hatting, 2009b:64).

STEP 7: MONITOR AND EVALUATE THE JOB AND SKILLS AUDIT

Hatting (2009b:72) states that South African organisations rarely reflect on the success and impact of skills development processes after implementation. According to Hatting (2009b:72), monitoring and evaluation are valuable components of any process, since it assist organisations to monitor and judge the outcomes and results of any processes whilst providing management with concrete evidence about performance improvements resulting form such processes.

As part of step 7, Hatting (2009b:72) advises organisations:-

- To properly plan the monitoring and evaluation of any skills development process;
- To ensure that planning includes the purpose of evaluation, the persons involved, as well as the scope to be covered in the evaluation;
- To obtain and collate relevant information, and to interpret it in order to evaluate the success of the job and skills audit;
- To ensure to understand the role of human resources in monitoring the use of job profiles; and
- To record and distribute the finding and recommendations of the overall effectiveness and efficiency of the skills audit to all relevant stakeholders.

Hatting (2009b:77) concludes be stating that the information gained from a job and skills audit should guide all staffing decisions on order to ensure that the
organisation has the right staff with the right skill, in the right positions at the right time, thus ensuring that the organisation achieves the goals and objectives stated in its strategy and business plan.

PROCESS 2: CONDUCT A TRAINING NEEDS ANALYSIS

STEP 1: PLAN THE TRAINING NEEDS ANALYSIS

Hatting (2009c:18) states that effective planning of the training needs analysis process will result in accurate and reliable information being brought forth to ensure proper planning of appropriate programmes for the development of the required skills within the organisation.

According to Hatting (2009c:18), the skills development facilitator needs to ensure that agreement is reached with important decision makers on the purpose of the training needs analysis process and the expected outcomes. Decision is taken on when the training needs analysis will be conducted and by whom. The planning around the actual analysis process is finalised, including the scope to be covered, the methods and existing documents to be used, and the questionnaires to be developed.

The step is concluded with a calculating of the cost implications of the analysis, where after a system for the recording the information gathered during the training needs analysis, is developed (Hatting, 2009c:18).

STEP 2: ANALYSE THE ORGANISATION’S GOALS AND OBJECTIVES TO DETERMINE THE REQUIRED SKILLS TO ACHIEVE THE SHORT AND LONG TERM GOALS AND OBJECTIVES.

Hatting (2009c:30) states that is essential to start a training needs analysis process by first determining those skills needed in the organisation to achieve the business plans and long-term strategic objectives. This will ensure that the training needs analysis process remains focused on the organisation’s short and long term skills requirements.
The exercise is especially critical where the people conducting the training needs analysis are not well informed about the organisation’s current and future goals, objectives and key performance areas.

People involved in conducting the training needs analysis should identify organisational documents which already contain information on skills needs in the organisation (e.g. the skills audit report, performance appraisals, the sector skills plan, etc) and analyse these documents to identify information relating to current and future skills needs (Hatting, 2009c:32).

STEP 3: IDENTIFY PERFORMANCE PROBLEMS IN THE ORGANISATION TO DETERMINE WHICH RELATES TO SKILLS GAPS

In order to analyse which performance gaps are directly related to a lack of skills, the skills development person first sources all existing information available on performance gaps within the organisation. This information is then analysed to determine what the underlying causes and/or contributing factors of the performance gaps are, and whether these performance gaps are caused by a skills gap or some other factor (Hatting, 2009c:35). The performance gaps are then grouped into two categories, those gaps that are caused by a skill gap and those to be addressed through another human resource strategy.

STEP 4: EVALUATE EMPLOYEES TO DETERMINE GAP BETWEEN CURRENT AND REQUIRED SKILLS

According to Hatting (2009c:41), step 4 is the heart of the training needs analysis process, since it entails determining the training and development required by employees to perform competently.

In step 4, employees are measured against their job descriptions and competency requirements. Where gaps in performance are identified, the manager and employee discuss and agree on a suitable solution to address each performance
gap. The skills development person conducts interviews with the employees and managers or supervisors on the skills gaps and training needs identified in order to determine which training and/or development will be required to close which gaps. The identified training needs are then prioritised for implementation according to the priority rating received from the different business units (Hatting, 2009c:41).

STEP 5: SELECT MOST APPROPRIATE SOLUTION TO ADDRESS IDENTIFIED GAPS AND SKILLS NEEDS

According to Hatting (2009c:50), step 5 is a critical point in the training needs analysis process which is often neglected, resulting in training and development programmes being offered that do not necessarily close the skills gap identified. Hatting (2009c:50) is of the view that organisations too often make the decision to implement a Learnership or a credit-bearing skills programme, or to enrol employees for a programme to achieve a university qualification, without sufficient consideration to whether these options are the most appropriate to develop the required skills.

Before selecting a skills development intervention to address the identified skills need, the characteristics of the option should be considered to ensure that the intervention selected, is fit for purpose. Table 3.1 provides the reader with options of formal learning programmes and other in-formal development programmes.

<table>
<thead>
<tr>
<th>Formal Learning Programmes</th>
<th>Other Development Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills programmes</td>
<td>Coaching by a manager / supervisor</td>
</tr>
<tr>
<td>Learnerships</td>
<td>Mentoring by colleague</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>On-the-job training / work exposure</td>
</tr>
<tr>
<td>Internships</td>
<td>Job rotation</td>
</tr>
<tr>
<td></td>
<td>Field trips and site visits</td>
</tr>
<tr>
<td></td>
<td>Practical demonstrations</td>
</tr>
<tr>
<td></td>
<td>Briefing by internal &amp; external experts</td>
</tr>
</tbody>
</table>

Table 3.1 Options of Learning and Development Interventions

SOURCE: Adapted from Hatting (2009c:51-55)
At this stage, the skills development person selects and prioritises suitable training and development programmes to address each of the training needs identified, and records the names and work units of staff to be trained in the different programmes on the basis of information provided by the managers. Consideration also goes to the financial implication of the training, including the training costs and benefits in terms of Employment Equity, Broad-based Black Economic Empowerment and Sector Education Training Authority grants (Hatting, 2009c:57).

Not all training and development needs are automatically inserted in the organisation’s workplace skills plan. The programmes that are selected to be included are those that are supported and funded by the relevant sector education training authority. This ensures that the organisation qualifies for the mandatory grant and at the same time provides the sector education training authorities with the kind of information they need to promote skills development in their sectors (Hatting, 2009c:60).

STEP 6: REPORT THE FINDINGS OF THE TRAINING NEEDS ANALYSIS

Once costs, benefits, grants and available budget have been considered, the skills development person records the findings of the training needs analysis in a training needs analysis report that is used internally to plan and manage formal and informal learning. Hatting (2009c:62) draws the reader’s attention to the fact that the training needs analysis report is not the same as the workplace skills plan, since the organisation’s workplace skills plan only contains some of the information from the training needs analysis report.

Step 6 is concluded with an evaluation of the effectiveness of the training needs analysis process to determine if it achieved the set objectives, and to identify areas for improvement for future training needs analysis exercises (Hatting, 2009c:62). Coupled with the process models depicted in figure 3.8 and 3.9 above, Hatting (2009c:16) has also developed a training needs analysis process flow chart to further assist skills development people in conducting a training needs analysis exercise, refer to figure 3.10 below.
Figure 2: FLOWCHART: CONDUCTING TRAINING NEEDS ANALYSIS

1. Plan the TNA
2. Measure employees against job descriptions and competency requirements
3. Identify skills gaps and training needs
4. Analyse information gathered (Identify causes of performance gaps)
5. Identify informal development intervention to address need
   - E.g. mentoring programme, coaching by workplace expert, on-the-job-training
6. Identify formal development intervention to address need
   - Employee needs a qualification
   - Employee needs a credit-bearing short course
   - Employee needs a short course (not NQF aligned)
7. Identify non-training solutions (E.g. correct tools, improved supervision or job aids)
   - E.g. full-time or part-time study, learnership or apprenticeship
   - Skills programme aligned to SAQA-registered unit standards
   - E.g. formal training programme to build skills or Continuous Professional Development
8. Identify causes of performance gaps:
   - A lack of skills
9. Causes of performance gaps: Other than a lack of skills
10. Compile final TNA Report with findings
11. Plan and implement training and other development interventions
12. Compile and submit WSP to the SECTOR EDUCATION TRAINING AUTHORITY by 30 June

Figure 3.10 A Training Needs Analysis Process Flow Chart
SOURCE: Hatting (2009c:16)
PROCESS 3: DEVELOP A QUALITY WORKPLACE SKILLS PLAN AND ANNUAL TRAINING REPORT

According to Hatting (2009d:8), the information gathered for the organisation’s workplace skills plan and annual training report assists an organisation in developing and implementing effective skills development processes. It further contributes towards improved service delivery and enhances the overall performance of the organisation. This in turn, makes a positive impact on the economy and contributes towards the achievement of national skills development initiatives.

Hatting (2009d:9) suggests the following process steps in developing a quality workplace skills plan and annual training report:-

STEP 1: DEVELOP AN ACTION PLAN TO COMPLETE THE WORKPLACE SKILLS PLAN AND ANNUAL TRAINING REPORT

The primary driver of skills development should be the skills needs within the organisation. In order to ensure effective skills development, organisational planning is required (Hatting, 2009d:10). The first step in the process involves planning and preparation for skills development which capacitates the skills development person to promote an integrated skills development process.

Hatting (2009d:17) reiterates that the workplace skills plan should be derived from and integrated into, other organisational processes aimed at raising performance levels and improving service delivery and output. Hatting (2009d:19) does however caution that the process of skill planning and development is not the same as completing the workplace skills plan.

The broader skill development planning process results in two documents:

- Document 1: A performance improvement plan which documents the results of the skills audit and training needs analysis and include recommendations to address performance, competency, knowledge and skills gaps; and

...
Document 2: The workplace skills plan which is extracted from document 1, (Hatting, 2009d:19).

Hatting (2009d:21) states that the skills planning function can not function in isolation from other skills planning, human performance improvement, and human resource development processes. Hatting states further that the skills planning process is not only the responsibility of a skills development facilitator, but is conducted in consultation and with the assistance, of all internal skills development role players (Hatting, 2009d:21).

Before an action plan can be developed to complete the annual workplace skills plan, the organisation must first appoint and capacitate a designated person to serve as the organisation’s skills development facilitator. The organisation also has to establish and capacitate a training committee to serve as consultative forum on issues related to skills development (Hatting, 2009d:23-28).

Once appointed, the skills development facilitator ensures that the organisation is registered with the South African Revenue Service as well as with the relevant sector education training authority, and that it does pay the required skills development levy (Hatting, 2009d: 22).

The last phase of step 1 entails the development of a plan for completion of the workplace skills plan and annual training report. During this phase, the skills development facilitator establishes what information is required to be inserted in the workplace skills plan and annual training report, and what submission requirements are set by the relevant sector education training authority (Hatting, 2009d:31).

The skills development facilitator, with the assistance of the training committee, prepares an action plan with clear objectives and time frames for the collection of information required to complete the organisation’s workplace skills plan and annual training report. The action plan is communicated to all relevant stakeholders involved and influenced by the process.
It is critical for the skills development facilitator to monitor and track the progress of the action plan, and to ensure that all action steps are completed in time and within the sector education training authority’s submission date (Hatting, 2009d:37-41).

STEP 2: COMPLETE THE ANNUAL TRAINING REPORT

Since the annual training report describes the training delivered in the organisation in the previous year, the skills development facilitator throughout the training year, records which employees attended which training against which planned training as described in the workplace skills plan for that year (Hatting, 2009d:42).

In order to comply with this requirement, the skills development facilitator:

- Identifies what information will be required to complete the annual training report;
- Obtains and collates information on training delivered;
- Compares training planned with training actually delivered; and
- Complete the annual training report section in the workplace skills plan / annual training report template obtained from the relevant sector education training authority (Hatting, 2009d:42).

STEP 3: COMPLETE THE WORKPLACE SKILLS PLAN

The workplace skills plan on the other end describes the organisation’s plan to develop the skills of its employees in line with its strategic objectives and the training needs identified. In order to complete the workplace skills plan, the skills development facilitator analyses the workplace skills plan template and identifies what information is required (Hatting, 2009d:49).

Hatting (2009d:53) states that it is also advisable for the skills development facilitator to refer to the training priorities and scarce & critical skills identified by the relevant sector education training authority’s sector skills plan to ensure that the
organisation directs its training and development strategy and initiatives in line with it.

As discussed in the previous two processes, the skills development facilitator determines which internal training needs are to be addressed through the organisation’s workplace skills plan, and by means of which training and development interventions. This information is then inserted in the workplace skills plan (Hatting, 2009d:54,55).

Hatting (2009d:57) concludes step 3 with a reminder that the skills development facilitator should identify the learning programmes planned but not yet implemented in the previous year’s workplace skills plan, and determine whether or not those programmes are still relevant to be included in the current year’s workplace skills plan.

STEP 4: SUBMIT THE WORKPLACE SKILLS PLAN / ANNUAL TRAINING REPORT TO THE SECTOR EDUCATION TRAINING AUTHORITY

According to Hatting (2009d:65), this is the final step in the process of developing the workplace skills plan. At this stage the skills development facilitator should have all the information available that is required for the workplace skills plan. After inserting all the required information in the workplace skills plan, the skills development facilitator ensures that the required signatories sign off and authorise the workplace skills plan / annual training report. Finally, the skills development facilitator submits the completed and signed workplace skills plan to the relevant sector education training authority to reach it on/before the submission date (Hatting, 2009d:65).

STEP 5: PROMOTE AND MONITOR WORKPLACE SKILL PLAN IMPLEMENTATION

According to Hatting (2009d:69), once the workplace skills plan have been developed, it must be implemented, promoted and monitored. This implies that the
skills development facilitator and training committee have a further role in
supporting the delivery and assessment of the learning programmes specified in
the workplace skills plan.

The skills development facilitator, with the support of the organisational training
committee:

- Encourages support for skills development;
- Promotes and ensures the quality of implementation;
- Monitors and tracks the implementation of the workplace skills plan; and
- Keep stakeholders informed of the progress made with the implementation
  of the workplace skills plan (Hatting, 2009d:69).

STEP 6: EVALUATE THE IMPLEMENTATION OF THE WORKPLACE SKILL
PLAN

Hatting (2009d:75) states that the focus of the planning process that resulted in the
completed workplace skills plan (and the more comprehensive organisational
training and development plan) was to improve the performance of the
organisation. It is therefore essential that the impact of the skills development plan
is measured against actual performance levels in order to determine whether the
planning and implementation have added any value to the organisation. According
to Hatting (2009d:76-84), this is done in the following sequential steps:

- Plan the evaluation;
- Evaluate the success of the implementation;
- Evaluate the effectiveness of the skills planning process;
- Record and distribute findings and recommendations; and
- Track the implementation of the recommendations.

The above evaluation process will enable organisations to measure the quality and
relevance of its training and development plans as well as the organisation’s ability
to improve on the competence of employees, work units and departments (Hatting,
2009d:75).
Hatting (2009d:86) concludes by stating that a quality skills planning process will automatically result in high impact skills development which in turn will make a measurable contribution towards improving the performance of employees and achieving the organisational goals and objectives.

Hatting’s Three Interrelated Skills Processes Model, and especially the more detailed Process Models, are extremely relevant to the South African situation. It offers a current fresh approach to skills planning and implementation and considers the broader integration of skill development into the organisation’s business strategies and strategic direction.

3.2.5 THE ASHRIDGE MODEL
The Ashridge model supports the theory discussed in the above models as it demonstrates the progress organisations will make with the application of a systematic sequential approach to skills development (Sloman, 1999:56). The model encapsulates most of the key concepts suggested by theorists to improve skills planning and implementation within an organisation (refer to figure 3.11), and will serve as a useful tool to evaluate the status of skills development within the research sample.

According to Sloman (1999:56,57), the model is a useful tool to plot the progress made on skills development within an organisation. Although stronger in description than on prescription, the model offers a useful ladder of progression of the skills development function within an organisation.

In the report ‘Management for the Future’ which was published by the Ashridge Management Research Group, the role of training and development within an organisation can be considered at three levels of sophistication, namely:

- The fragmented approach;
- The formalised approach; and
- The focused approach (Sloman, 1999:56).

The three stages are summarised in figure 3.11 below.
THE ROLE OF TRAINING AND DEVELOPMENT (SKILLS DEVELOPMENT)

1. THE FRAGMENTED APPROACH
   - Training is not linked to organisational goals
   - Training is perceived as a luxury or a waste of time
   - Approach to training in non-systematic
   - Training is directive
   - Training is carried out by trainers
   - Training takes place in the Training Department
   - Emphasis on knowledge-based courses
   - The focus is on training (a discontinuous process) rather than on development (a continuous process).

2. THE FORMALISED APPROACH
   - Training becomes linked to human resource needs
   - Training becomes systematic by linking it to an appraisal system
   - The emphasis is still on knowledge-based courses but the focus of the course broadens, with greater emphasis on skill-based courses
   - The link which is made between training and human resource needs encourages organisations to adopt a more developmental approach
   - Training is carried out by trainers, but the range of skills demands placed on a trainer develops with the new breadth of courses offered
   - Line managers become involved in training and development through their role as appraisers
   - Pre- and post-course activities attempt to facilitate the transfer of off-the-job learning
   - Training is carried out off-the-hoc, but through career development the value of on-the-job learning gains formal recognition
   - There is more concern to link a programme of training to individual needs.

3. THE FOCUSED APPROACH
   - Training and development and continuous learning by individuals is perceived as a necessity for organisational survival in a rapidly changing business environment
   - Training is regarded as a competitive weapon
   - Learning is linked to organisational strategy and to individual goals
   - The emphasis is on on-the-job development so that learning becomes a totally continuous activity
   - Specialist training courses are available across the knowledge/skill/value spectrum
   - Self-selection for training courses
   - Training is generally non-directive, unless knowledge-based
   - New forms of training activity are utilized e.g. open distance learning packages, self-development programmes, etc.
   - More concern to measure effectiveness of training and development
   - Main responsibility for training rests with line management
   - Trainers adopt a wider role
   - New emphasis on learning as process
   - Tolerance of some failure as part of the learning process.

Figure 3.11 Features of the Ashridge Model
SOURCE: Slogan (1999:57)
At the lowest level (fragmented approach), education, training and development are unimportant to the organisation and seen as a cost rather than an investment. At this level the organisation takes little responsibility for training and expects little in return (Sloman, 1999:56).

As the sophistication of the delivery of training and development increases, an organisation will shift from a fragmented approach to a formalised approach. At this level the training and development become more structured and linked into organisational processes such as the appraisal system (Sloman, 1999:56).

Sloman (1999:56), points out that the full potential of training and development is reflected those organisations that adopt a focused approach. At this level, training and development are more intrinsic to the organisation and occur continuously. The emphasis is shifted from formal training to personal development which is driven by both the goals of the organisation and the needs of the individual. Sloman (1999:56), adds that line managers as well as individuals assume responsibility for development, while trainers adopt wider roles as advisers, facilitators and change agents. According to Sloman (1999:56), organisations which achieve this level of sophistication (focused approach) are described as learning organisations.

Although the Ashridge model does not offer guidelines as to how the level of sophistication of skills development may be improved in an organisation, it does describe an ideal state for skills development and offers a useful set of indicators which could be used to measure progress (Sloman, 1999:58).

The above discussions demonstrate that the basic concepts contained in training models have remained unchanged in recent years. It suggests that organisational efficiency and competitive advantage may be greatly enhanced through the customisation and application of an optimal integrated training model. An aspect common to all models is the emphasis placed on the adoption of a systematic approach to training and development and the importance of sequential steps in ensuring effective and efficient skills planning and implementation within an
organisation. Most importantly, the researched models bring about the issue of skills development as a strategic tool for organisations to enhance employee knowledge, skill, and competence in order to improve organisational performance and thus inevitably also improving societal performance.

The next section presents a skills development planning and implementation process flow model for local government authorities in South Africa based on the above research.

3.3 A SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION PROCESS FLOW MODEL FOR LOCAL GOVERNMENT AUTHORITIES

The researcher is of the conviction that for a local government organisation in South Africa to effectively plan and implement skills development, such an organisation firstly has to adopt a systematic approach to education training and development, followed by the application of sequential process steps to implement such approach.

It serves no purpose to implement skills development initiatives which are ad-hoc and unplanned, poorly delivered, or have little or no relevancy to the individual, organisation or societal skills needs.

An all-embracing skills development planning and implementation process flow model was developed (refer to figure 3.12) to provide South African organisations, in specific local government authorities, with the necessary guidelines on how skills development should be planned and implemented. The model was developed from literature and the six training and skills development models presented in section 3.2. The model for skills development planning and implementation process flow, comprises of the following steps:
Figure 3.12 A comprehensive skills development planning and implementation process flow model

SOURCE: Figure 3.12 was developed by the author of the paper
STEP 1: KNOW THE NATIONAL AND SECTOR SKILLS DEVELOPMENT STRATEGIC FRAMEWORK

Establish an understanding of the National and Sector Skills Development Strategic Framework as it will direct and affect organisational skills development strategies and objectives, access to funding, grant allocation and grant amounts.

STEP 2: KNOW THE SOUTH AFRICAN LEGISLATIVE FRAMEWORK

Establish an understanding of the South African skills development legislative framework and institutional landscape to ensure legal compliance and to accommodate required changes within the organisation. Verify whether the organisation is already legally compliant, e.g. Verify registration with the South African Revenue Services and the relevant Sector Education Training Authority; verify levy payments; and the Skills Development Facilitator’s registration.

STEP 3: KNOW THE ORGANISATIONAL STRATEGY & POLICY FRAMEWORK

Establish an understanding of the organisation’s business environment, structure and reporting lines, products and services. Study the organisation’s strategic vision, mission, culture, value system, strategies, goals & objectives (scorecards) in order to interpret the demands made on the organisation and on employees to deliver and perform. Establish the organisation’s human resource development approach and examine the existence and content of the skills development strategy, policies and implementation procedures. Develop policies and implementation procedures where necessary.

STEP 4: ENSURE TOTAL QUALITY MANAGEMENT

Establish a recognised quality management system to improve all aspects of operational performance within the skills development function and to ensure effective and value-added skills training and development (Slack, 2001:674).
Establish the organisational skills development infrastructure: Appoint the Skills Development Facilitator, establish the Training Committee, second or appoint Skills Development Coordinators and Administrators, establish Departmental Skills Development Forums and Office Skills Development Focus Groups.

STEP 5:  CAPACITATE SKILLS DEVELOPMENT INFRASTRUCTURE

Train the skills development infrastructure on: Roles and responsibilities; overview of human resource development concepts and aspects; skills development legislation and sector training authority requirements; organisational human resource development strategy, policies and standard implementation procedures & documents; workforce planning and the skills audit; performance management and the training needs analysis; the workplace skills plan and annual training report template, requirements and implementation procedure.

STEP 6:  PREPARE THE ORGANISATION FOR SKILLS DEVELOPMENT

Train line managers and supervisors on how the internal skills development infrastructure operates. Train them on skills development policies and standard implementation procedures & documents to be completed to address the skills and training needs of reporting employees. Explain the link between workforce planning and the skills audit. In specific, communicate their roles and responsibilities pertaining to performance management and how it relates to skills development, the link between performance management and training needs analysis; the completion of the workplace skills plan and annual training report template; and the implementation of the workplace skills plan. Establish report and ensure regular communication on all human resource development issues.

STEP 7:  CONDUCT WORKFORCE PLANNING AND A SKILLS AUDIT

Investigate the workforce planning business strategy. Ensure that proper workforce planning is conducted across all occupational categories and levels. It is necessary to know what kinds of positions, what types of work, and what numbers
of people with what kinds of competencies the organisational will need to ensure its successful operation over the long term (Swanepoel, et. al. 2003:223). Gather available information on skills needs already established through previous workforce planning exercises. Conduct a skills audit. Prepare a skills audit report with recommendations. Direct the skill capacity and competency requirements that need to be addressed through skills development interventions to the workplace skills plan. Direct other needs to the workforce planning strategy.

STEP 8: CONDUCT PERFORMANCE MANAGEMENT AND TRAINING NEEDS ANALYSIS

Investigate performance management business strategy. Ensure that proper performance appraisals are done to rate individual performance, to identify performance shortfalls and to identify skills and development needs (Swart, Mann, Brown & Price, 2005:218). Gather available information on skills needs already established through previous performance management exercises. Conduct a training needs analysis. Prepare a training needs analysis report with recommendations. Direct the performance shortfalls that need to be addressed through skills development to the workplace skills plan. Direct the other performance gaps and concerns to the performance management strategy.

STEP 9: DEVELOP A HUMAN RESOURCE DEVELOPMENT BUSINESS STRATEGY

From the skills audit and training needs analysis reports, develop a human resource development business strategy for the organisation with specific short-, medium- and long term objectives and clear time lines. Ensure that short term (1 year) objectives are directed to the workplace skills plan. Devise strategies and source funding to meet the medium- and long term human resource development objectives.
STEP 10: DEVELOP AN OPERATIONAL SKILLS DEVELOPMENT IMPLEMENTATION PLAN (WORKPLACE SKILLS PLAN)

Ensure that the internal skills development structures are operational and monitor their performance. Develop an operational skills development implementation plan for each department, e.g. allocate a priority rating to each of the identified skills needs; identify and record the type and level of skills development intervention required to address the skills need identified; propose a suitable training provider; determine the duration and estimated cost; align the skills needs to a sector education training authority priority. Facilitate the completion of a workplace skill for each functional unit. Collate all functional workplace skill plans into an organisational workplace skill plan to be submitted to the relevant sector education training authority.

STEP 11: DEVELOP THE ANNUAL TRAINING REPORT

Obtain and record information on all education, training and development which occurred in the previous training year, in the annual training report section of the organisation’s workplace skills plan / annual training report template.

STEP 12: SUBMIT THE ORGANISATION’S WORKPLACE SKILLS PLAN & ANNUAL TRAINING REPORT

Consult the relevant skills development structures and submit the collated organisational workplace skills plan for approval, adoption and signature. Submit the adopted and signed organisational workplace skills plan & annual training report to the relevant sector education training authority on/before final submission date determined by the relevant sector education training authority.

STEP 13: IMPLEMENT THE ORGANISATION’S WORKPLACE SKILLS PLAN

Direct the planned interventions (e.g. bursaries, assisted education, learnership projects, ABET projects, outsourced skills programmes, in-house workshops, other
development programmes) as identified in the workplace skills plan to the relevant department or section within the organisation to be actioned. Prepare a cost projection per functional workplace skills plan and per total project (organisational workplace skills plan). Verify budget availability. Allocate budget and/or source additional funding. From the relevant internal structures, obtain authority to implement interventions as planned in the workplace skill plan. Schedule the authorised interventions. Inform learners and the learner’s direct supervisor(s) of the scheduled training and/or development. Obtain assessment reports from training providers and direct information to the annual training report. Settle payments due to training providers and obtain competency or attendance certificates. Record the outcomes of training and development against the employee’s record.

STEP 14: RECORD AND REPORT PROGRESS

From information sourced in step 13, complete and submit monthly, quarterly, and annual monitoring training reports to the relevant internal skills development structures; the applicable functional unit’s manager; the employee’s line manager or supervisor, and the relevant sector education training authority.

STEP 15: MONITOR PROGRESS OF WORKPLACE SKILLS PLAN IMPLEMENTATION

Track and monitor progress made with the implementation of the workplace skills plan. Establish report with skills development stakeholders to ensure open communication and to provide guidance and support. Take corrective action when and where required. Encourages support for skills development. Keep stakeholders informed of the progress made with the implementation of the workplace skills plan.
STEP 16: EVALUATE THE SKILLS PLANNING AND IMPLEMENTATION PROCESS

Evaluate the skills planning and implementation process flow in order to measure the quality and relevance of the implemented training and development. Evaluate the organisation’s ability to improve on the knowledge, skills levels and competence of employees, functional units, and the organisation in its whole. Identify the interventions planned but not yet implemented in the previous year’s workplace skills plan, determine whether or not those programmes are still relevant, and if relevant include in the next year’s workplace skills plan.

The skills planning and implementation process is a continuous process which repeats itself annually.

3.4 CONCLUSION

The main objective of the research study is to evaluate the effectiveness of skills planning and implementation within local government authorities, more specific within metropolitan municipalities in South Africa. The preliminary step in achieving this objective was to carry out a literature review in order to identify critical factors which affect skills development in South Africa.

Various legislative and environmental aspects were discussed to create an awareness of the skills development environment within which South African organisations operate. This was followed by an analysis of various theoretical training and skills development models to determine the systematic approach to training and development in South Africa, and to determine the sequential flow of skills planning and implementation process flow steps.

From the literature and theoretical models, an all-embracing skills development planning and implementation process flow model was developed for implementation in local government authorities, refer to figure 3.12 above.
The following chapter will outline the empirical study conducted and will elaborate on the research methodology used during this research project.
4.1 INTRODUCTION

In chapter three an all-embracing skills development planning and implementation process flow model was developed to provide South African organisations, in specific local government authorities, with the necessary guidelines on how skills development should be planned and implemented. The model was developed from a literature review and forms the basis of the research study.

The purpose of this chapter is to describe the research methodology used during the empirical study. The chapter will elaborate on the construction and design of the survey questions and questionnaire; the selection of the research sample; and the test and administration of the questionnaire.

4.2 RESEARCH PARADIGMS AND METHODOLOGY

De Vos, Strydom, Fouche & Delport (2002:50) perceive professional research as aimed not only at problem-solving, but also at the development of scientific knowledge. Saunders, Lewis & Thornhill (2000:92) define a research project as the overall approach that is followed to answer research questions.

Mouton (2001:56) and Hussey & Hussey (1997:54) clarify the term research methodology and state that it refers to the overall approach to the research process. Vogt (1993:196) as quoted in Hussey & Hussey (1997:114) adds that research design refers to the science (and art) of planning procedures for conducting studies to obtain the most valid findings.

The term research design therefore implies a detailed plan that will guide and focus the research study. According to Collis & Hussey (2003:113), the research paradigms used in a study may be more qualitative than quantitative in nature.
The research paradigms selected, thus have an important implication on the choice of methodology, and hence the methods for collecting data.

Both paradigms were adopted in this study and are represented on a continuum in Table 4.1. The continuum shows the main features of the two paradigms (Hussey & Hussey, 1997:54).

Table 4.1 Features of the Two Main Research Paradigms

<table>
<thead>
<tr>
<th>Positivist Paradigm</th>
<th>Phenomenological Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tends to produce quantitative data</td>
<td>Tends to produce qualitative data</td>
</tr>
<tr>
<td>Uses large samples</td>
<td>Uses small samples</td>
</tr>
<tr>
<td>Concerned with hypothesis testing</td>
<td>Concerned with generating theories</td>
</tr>
<tr>
<td>Data is highly specific and precise</td>
<td>Data rich and subjective</td>
</tr>
<tr>
<td>The location is artificial</td>
<td>The location is natural</td>
</tr>
<tr>
<td>Reliability is high</td>
<td>Reliability is low</td>
</tr>
<tr>
<td>Validity is low</td>
<td>Validity is high</td>
</tr>
<tr>
<td>Generalises from sample to population</td>
<td>Generalises from one setting to another</td>
</tr>
</tbody>
</table>

SOURCE: Hussey & Hussey (1997:54)

Collis & Hussey (2003:77) and Leedy (1993:143) debate that there is difficulty in mixing the two main paradigms in the same study as it represents two extremes of the continuum. It is however perfectly possible and advantageous to use qualitative and quantitative methods for collecting data, and reconciling these two paradigms. A questionnaire survey providing quantitative data could be accompanied with in-depth interviews to provide qualitative insights.

The use of different research approaches, methods and techniques is the same study is known as triangulation and can overcome the potential bias and sterility of
a single method approach. A type of triangulation known as methodological triangulation is one of four types of triangulation. Methodological triangulation uses both quantitative together with qualitative methods for data collection (Leedy, 1993:143).

The main research paradigm adopted in this study was phenomenological, since the study was close to the research situation with a high degree of validity. The phenomenological or qualitative paradigm stems from an anti-positivistic, interpretative approach. It is ideographic, thus holistic in nature and the main aim is to understand the meaning that people attach to everyday life. The qualitative researcher thus discards the notion of an external, objective reality, and aims to understand reality by discovering the meaning people attach to specific situations (De Vos, et. al. 1998:241).

Since this paradigm is not strong on reliability and could change from one setting to another, the methodological triangulation was used to solve the main problem and sub-problems.

The main problem and sub-problems are: -

MAIN RESEARCH PROBLEM

What is an optimal Skills Development Planning and Implementation Process Flow Model for the Nelson Mandela Bay Municipality?

SUB-PROBLEM ONE

What does literature reveal about Training and Skills Development Models?

SUB-PROBLEM TWO

What Skills Development Planning and Implementation Process Flow Model is proposed for implementation within Local Government Authorities, in specific within Metropolitan Municipalities?
SUB-PROBLEM THREE

To what extent does skills planning and implementation within Metropolitan Municipalities, in specific the:

(g) Nelson Mandela Bay;
(h) Ekurhuleni,
(i) Tshwane,
(j) City of Cape Town, 
(k) eThekwini, and
(l) Buffalo City Municipality?

differ from the Skills Development Planning and Implementation Process Flow Model for Local Government Authorities which was developed in this study?

The following broad procedures were adopted to solve the main and sub-problems. In chapter two, various legislative and environmental aspects were discussed to create an awareness of the importance of knowing and understanding the skills development environment within which South African organisations operate. In chapter three, an analysis of various theoretical training and skills development models was conducted to determine the systematic approach to training and development and to determine the sequential flow of skills planning and implementation processes. This resulted in the solving of sub-problem one.

An all-embracing skills development planning and implementation process flow model was developed and proposed for implementation within local government authorities. This solved sub-problem two, and was used for the compilation of a survey questionnaire to establish to what extent metropolitan municipalities, agree or disagree, that it implement the aspects of the proposed model developed in this study.

Structured interviews were conducted using the survey questionnaire. The questionnaire was selected for the study based on the characteristics that Allison, O'Sullivan, Owen, Rothwell, Rice & Saunders (1996:45-47) indicate as being best suited to this type of research:
• It is useful when the target population is spread over a large geographic area;
• It can help to contain costs;
• It allows questions to be asked that require a considered response.

Allison, et. al. (1996:69) do however note possible disadvantages associated with the use of a questionnaire. These disadvantages include amongst other, the delay in getting results, and incorrect data derived from ambiguous and misunderstood questions. These concerns were however addressed through the application of the questionnaire in a structured interview situation.

The structured interview was designed to elicit responses to questions that could statistically be analysed to determine the extent to which respondents concur with the implementation of the aspects of the proposed theoretical model. The structured interview was administered while asking more in-depth questions, which allowed the structured interview to become more unstructured in nature. This was necessary to draw out the qualitative data required to focus on the ‘first hand experience’ of the individual within the sample organisation.

The results obtained were used to adapt the theoretical model, and to align it with the viewpoints of the majority of the respondents. The successful completion of this phase resulted in the solving of sub-problem three which will be discussed in chapters five and six.

4.3 CONDUCTING THE EMPIRICAL STUDY

The empirical study was conducted by means of a structured interview discussion. A questionnaire was developed for this purpose and served as a measuring instrument and to guide the questioning. The data from the questionnaire was analysed, and the results elaborated upon. The qualitative data gathered during the more in-depth questioning aided in providing a more valuable understanding of the respondent’s views relating to the success and shortfalls of the proposed skills
planning and implementation process flow model proposed for local government authorities.

4.3.1 COLLECTING ORIGINAL DATA

During the research study a considerable amount of ‘secondary data’ was collected as result of the literature review. Many research projects, regardless of the research paradigm, use more than one method for collecting data (Hussey & Hussey, 1997:140). Table 4.2 illustrates the options of the available methods of primary or main data collection. The researcher combined interviews and questionnaires to support to the secondary data sourced in the literature review.

Primary Methods of Data Collection

- Critical incident technique
- Diaries
- Focus Groups
- Interviews
- Observation
- Protocol analysis’s
- Questionnaires

Table 4.2 Primary Methods of Data Collection
SOURCE: Collis & Hussey (2003:151)

Regarding the overall research design decisions and methodology, further decisions on selecting the methods of data collection and analysis, need to be considered (Collis & Hussey, 2003:151). According to George & Jones, (2002:675) the methods used do not necessarily provide quantitative or qualitative data, what is important is how the methods are structured and used.

The reason why the researcher chose to combine the interview and questionnaire is that the questionnaire as quantitative approach allows for a relatively easy and
speedily interpretation of data (Hussey & Hussey, 1997:151), whilst the qualitative questioning used during the interview, overcomes potential response bias and provides for greater validity and reliability in the study (Hussey & Hussey, 1997:74). Saunders, et. al. (2000:279) maintain that the questionnaire is a suitable data collection method for the identification and description of different variables such as those found in organisational practices or in the opinions of people.

Collis & Hussey (2003:168) caution researchers on problems associated with interviews. According to Collis & Hussey (2003:168), interviews must be conducted in the same way, with questions being posed similarly so that the respondent understands the question in the same way. Hussey & Hussey (1997:158) express their concern that the dynamics of the interview may change where interviewees have different perceptions of questions based on their individual frame of reference.

Brenner as quoted in Hussey & Hussey (1997:158) recommends that the following rules be followed with structured interviews:

- Read the questions as they are worded in the questionnaire;
- Read slowly and use correct intonation and emphasis;
- Ask the questions in the correct order;
- Ask every question that applies;
- Use response cards when required;
- Record exactly what the respondent says;
- Do not answer for the respondent;
- Show a neutral interest in the answers given by the respondent;
- Make sure that each answer has been understood and that it is adequate; and
- Do not show approval or disapproval of any answer.

Collis & Hussey (2003:171) suggest that interviews be concluded by thanking the respondents and reassuring them that the information will be treated as confidential.
Researchers have ethical obligations when conducting a research project. In Hussey & Hussey (1997:38) and George & Jones (2002:688), there is much commentary and debate as to the ethical principles that should be applied when conducting research. Kervin (1992:38) however, provides the researcher with a checklist for the promotion of ethical research. He suggests the researcher ask and answer the following questions:

- Will the research process harm participants or those about whom information is gathered (the indirect participants)?
- Are the findings of this research likely to cause harm to others not involved in the research?
- Is accepted research practice being violated by conducting the research, the data analysis, and by drawing conclusions?
- Is the researcher violating community standards of conduct?

Where a researcher answers affirmative to any of these ethically constructed questions, such researcher may be found in a compromising position and needs to reconsider the research. Thus, the researcher of this paper took cognisance of interview bias, and the ethical considerations as part of this research study.

4.3.2 DESIGNING THE QUESTIONNAIRE

The development of the questionnaire used in this study, was based on the theoretical model proposed for skills planning and implementation in local government authorities as presented in chapter 3.

Hussey & Hussey (1997:161) describe a questionnaire as a list of structured questions, chosen after considerable testing, with the view to elicit reliable responses from a chosen sample. According to Hussey & Hussey (1997:161), the aim of a questionnaire is to find out what a selected group of participants do, think, or feel. As with structured interviews, each respondent must understand the question in the same way. Hussey & Hussey (1997:161) recommend a positivist approach which suggests the use of closed ended questions.
Struwig & Stead (2001:89) provide the following guidelines for the development of a questionnaire:-

- Provide clear and precise instructions;
- Divide the questionnaire into logical sections according to subject;
- Start with the easier questions;
- Proceed from general to specific questions;
- Avoid technological terms;
- Employ the respondent’s vocabulary; and
- Minimize the number of questions.

Struwig & Stead (2001:90) also provide guidelines for the content and phrasing of the research questions. The aim is to phrase the questions in such a manner that the respondent will accurately interpret each question and not be influenced to give specific answers.

Presentation can do much to encourage and help respondents to complete a questionnaire correctly, and will make the subsequent analysis of data much easier. It is important that the respondents know the context in which the questions are being posed. This can be achieved by attaching a cover letter or by starting off the interview and questionnaire with an explanatory paragraph (Collis & Hussey, 2003:175).

4.3.3 DESIGNING THE RESEARCH QUESTIONS

Questions are used as the vehicle for extracting the primary research data. When designing questions it is essential to have a substantial amount of knowledge regarding the subject, so that the most appropriate questions may be asked. Also it is important to keep the potential audience in mind, as this will guide the level of question complexity (Hussey & Hussey, 1997:165).

Questions that are designed to obtain factual information from respondents are ‘closed’ questions. Other questions that seek opinions are ‘open-ended’ and not
suitable for analysis. With closed questions, the respondent selects an answer from a number of predetermined alternatives, normally termed ‘multiple choice answers’. Closed questions are convenient as they usually allow for easy analysis, since the range of potential answers is limited (Riley, Wood, Clarke, Wilkie & Szivas, 2000:82).

Factual questions using closed, or multiple choice answers, do not allow any flexibility for the respondent. To allow participants more discriminating responses a ‘rating scale’ is provided. The Likert Scale is frequently used, which turns a question into a statement and asks the respondent’s level of agreement with the statement (Hussey & Hussey, 1997:181). According to Struwig & Stead (2001:95), scaled response questions such as the Likert-type scale, are preferred to other forms of questions as it produces original data.

In this study a four point Likert-type scale was used in the questionnaire as depicted in figure 4.1:

Likert Scale with Numerical Values

1  =  Strongly Disagree
2  =  Disagree
3  =  Agree
4  =  Strongly Agree

Figure 4.1    Likert Scale with Numerical Values
SOURCE:    Figure Developed by the Researcher

4.3.4 QUESTIONNAIRE FORMAT

Allison, et. al. (1996:75) suggest the following main components for a research questionnaire:

- A title;
- A case number uniquely identifying each completed questionnaire;
• Introductory remarks. If there is no covering letter these will include the usual contents of such a letter;
• Instructions for completing items, unless self evident. They are given just before the first items requiring a new mode of completion;
• Respondent data. These cover matters such a job title, year experience in current job, name & surname, etc. Usually it is not the primary purpose of the questionnaire to gather such data, it rather substantiates an analysis to the views, opinions and perceptions the respondents may hold;
• Focal data. These items gather data on the opinions and views that lie at the core of the study;
• Where applicable, open-ended questions to capture topics that might otherwise have escaped notice; and
• Closing remarks. Always thank the respondent and where applicable, indicate how to return the completed questionnaire back to the researcher.

The survey questionnaire used in this study is divided into six sections (refer to Appendix B):

• Section A: General Information
• Section B: Skills Audit
• Section C: Training Needs Analysis
• Section D: Preparing the workplace for skills development and training
• Section E: Compiling the Workplace Skills Plan (WSP)
• Section F: Implementation of and Reporting on the Annual Workplace Skills Plan

Section A of the questionnaire requests general information regarding the respondent and the skills development strategies being implemented within the sampled organisation. Choices are offered and the respondent is required to tick an appropriate box.

Sections B to F of the questionnaire were formatted according to the Likert Scale. The five topics covered over these sections in the questionnaire follow a natural
progression of the proposed skills planning and implementation processes flow model. The questions contained in these sections require the respondents to rate the degree to which they agree or disagree with the statement put forth (refer to figure 4.1).

4.4 RELIABILITY AND VALIDITY OF THE MEASURING INSTRUMENT

Reliability and validity are important concepts in the context of measurement since these concepts contribute to the objective and scientific nature of research (De Vos, et. al. 2002:166).

RELIABILITY
Leedy (1997:35) defines reliability as the consistency with which a measuring instrument performs. Reliability can be determined by means of the test-retest method; the split-halves method; the internal consistency method; or the alternative forms of approach method (Saunders, et. al. 2000:307; Sekaran, 2000:206).

The researcher opted to use the internal consistency method in measuring reliability. Internal consistency questions were built into the questionnaire. The internal consistency method involves measuring the correlation of a response given to a specific question in the questionnaire with a response given to another corresponding question in the same questionnaire or within the same sub-section of the questionnaire. On administering the questionnaire to the respondents, the researcher in each instance verified reliability by verifying the correlation between the internal consistency questions.

VALIDITY
Validity is concerned with the extent to which the research findings accurately represent what is happening in the situation; i.e. the data collected is a true picture of what is being studied (Hussey & Hussey, 1997:173).
Leedy (1997:32,33) and De Vos, et al. (2002:167) identify four types of validity, namely:

- **Content validity** which determines the extent to which the measuring instrument measures the actual concepts related to the topic;
- **Face validity** which is closely related to content validity but differs in the sense that it measures 'apparent' validity rather than 'actual' validity;
- **Criterion validity** which determines how the performance on one measurement relates to the performance of another measurement, called a criterion; and
- **Constructive validity** which determines the degree to which a measuring instrument successfully measures a theoretical construct. In this study, construct validity implies the extent to which the measuring instrument measures the proposed skills planning and implementation process flow model.

The following actions were taken to improve the content, face and construct validity of the questionnaire:

- The development of the questionnaire was based on the proposed model for skills planning and implementation within local government authorities as presented in chapter 3.
- The questionnaire was subjected to the scrutiny of an academic and professionals in the field of skills development as part of the pilot study.

4.5 **ESTABLISHING THE SAMPLE**

Whilst planning a study, a researcher has to decide whether to include a whole population or whether to include only a sub-set of the population in the empirical study. According to De Vos, et al. (2002:1999) and Saunders, et al. (2000:150) a population can be considered as a full set of cases that reflects the characteristics the researcher is interested in and does not necessarily have to refer to people.
An entire population may be too big to include in a study and therefore a representative sample from the population can be selected. Saunders, et. al. (2000:151) indicate that sampling is justified when it is impractical, expensive and too time-consuming to include the entire population.

Sampling techniques are divided into probability and non-probability sampling. In the case of probability sampling, the sample is statistically chosen at random, which gives every unit of the population the same chance of being selected for participation in the study. Non-probability sampling on the other end is more subjective in nature as the researcher exercises more control over the selection of the units (De Vos, et. al. 2002:200). Non-probability sampling was used in this study as the sample population is small and specific specialist respondents were required to participate in the research.

From the nine metropolitan municipalities currently registered in South Africa, six that compare in size (number of employees) were selected to serve as research sample for the study, namely:

- Nelson Mandela Bay;
- Ekurhuleni,
- Tshwane,
- City of Cape Town,
- eThekwini, and
- Buffalo City Municipality.

4.6 QUESTIONNAIRE COVERING LETTER

The purpose of the covering letter is to explain the reasons for the survey. Salkin (2000:140) stipulates that a questionnaire must contain a covering letter. The reason for this is that it establishes a sense of authority and conveys the importance of the project.
Leedy (1997:196) states that the initial letter should be structured carefully and thoughtfully. Allison, et. al. (1996:91) agree and asserts that respondents to the questionnaire need an explanation as to why they should co-operate by completing it. The researcher drafted a covering letter (refer to Appendix A) for the questionnaire according to the criteria stipulated in Allison, et. al. (1996:91). According to Allison, et. al. (1996:91) a respondent needs to be able to answer the following by studying the questionnaire cover letter:

- Why the survey is being conducted;
- Who is sponsoring it or who has authorised it;
- Who is doing it;
- Why the respondent should fill it in;
- How soon the completed questionnaire is needed;
- What is going to happen to the findings;
- How the respondents privacy will be respected through anonymity; and
- Respondent thanked for co-operating.

4.7 PILOTING THE QUESTIONNAIRE

De Vos, et. al. (2002:211) perceive a pilot study as a dress rehearsal for the main study. The purpose of a pilot study is to administer the questionnaire to a small number of people who possess similar characteristics as the target group in order to ensure that the respondents will not encounter problems with completing the questionnaire, and that the researcher will not have problems with the analysis of the responses.

A pilot study allows for an assessment of the validity and reliability of the questionnaire. A pilot study can elicit information about the time it took to complete the questionnaire, the clarity of instructions and questions, whether respondents felt uneasy about answering certain questions, whether major topics were omitted and whether the lay-out was clear and attractive. In addition, respondents must be
encouraged to suggest any other improvements to the questionnaire (Saunders, et. al. 2000:304).

The approach used for the pilot study in this project was as follows:

- The questionnaire was given to a senior academic who occupies a managerial position and has experience in human resource management and training and development.
- The questionnaire was also given to a statistician who assisted with the statistical analysis, and provided feedback on the content, wording and layout of the questionnaire. The recommendations were used to improve the questionnaire.
- The questionnaire was given to two senior training and development practitioners who were requested to complete and evaluate the questionnaire in terms of:
  - Length of time to complete the questionnaire;
  - Clarity of the instructions, questions and words;
  - General layout; and
  - Any other question and/or topic that should be added, or suggestions that could be made.

The comments received from the pilot study were used to refine the questionnaire so that it could be distributed to the target group of skills development managers within metropolitan municipalities.

4.8 ADMINISTRATION OF THE QUESTIONNAIRE

The population for the study consisted of the following designations from the six metropolitan municipalities:-

- Deputy Head: Skills Development - eThekwini Municipality
- Deputy Director: Learning Provision Management - Tswane Municipality
- Chief: Skills Development - Nelson Mandela Bay Municipality
- Head: Skills Development Facilitator - Cape Town Municipality
Gillham (2000:46) suggests that to maximize the return, personally delivered questionnaires offer the most chance of success. As the targeted population is distributed throughout South Africa, this option was not possible. An alternative was used to achieve similar success. The researcher liaised with the metropolitan municipalities prior to the study and obtained the contact details of the persons responsible for the functions: Skills Audit, Training Needs Analysis, Workplace Skills Plan and Annual Training.

As it is rare to get a 100 per cent response the first time, the researcher personally communicated with the respondents by telephone. This was to ensure that the selected respondents are specialists in the field of skills planning and implementation, and would be able to make a constructive contribution in identifying the most optimal skills development planning and implementation process flow model for local government authorities.

Each respondent was telephonically briefed on the purpose and value of the research project and the imminent research questionnaire. According to Saunders, et. al. (2000:308) prior notification establishes personal contact with respondents and subsequently raises the perceived importance of the study.

The telephone conversation involved a request from the researcher to schedule a date and time to conduct an interview to complete the questionnaire. Once the interview date and time had been secured, the questionnaire and a personally addressed cover letter were sent to the respondent via email.

The email again highlighted the reason for the survey being conducted, the expected time it would take to complete the questionnaire, and a reminder of the agreed to time and date of the scheduled interview.
4.9 RESPONSE RATE

Table 4.3 below, shows the number of questionnaires distributed and received from the six metropolitan municipalities.

<table>
<thead>
<tr>
<th>Case No</th>
<th>Research Population</th>
<th>Respondent Designation</th>
<th>Number emailed</th>
<th>Number Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>City of Cape Town</td>
<td>Head: Skills Development Facilitator</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>eThekwini</td>
<td>Deputy Head: Skills Development</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Tshwane</td>
<td>Deputy Director: Learning Provision Management</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Nelson Mandela Bay</td>
<td>Chief: Skills Development</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Ekurhuleni</td>
<td>Skills Development Facilitator</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Buffalo City</td>
<td>Skills Development Coordinator</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.3  Questionnaire Response Rate

SOURCE:  Survey Questionnaire

Four of the six respondents, without being requested, returned the completed questionnaire prior to the scheduled interview. In these instances the interview time was utilized to obtain additional qualitative information and to draw on the experience of the respondents in organisational skill development planning and implementation.

Two of the respondents did not return the completed questionnaire prior to the scheduled interview. In these instances the scheduled interview time was utilized
first to complete the questionnaire, where after additional qualitative information was obtained.

Only one interview had to be rescheduled due to an emergency arising at the respondent’s workplace. All six questionnaires emailed were completed as scheduled. A follow-up email was sent to each of the respondents to thank them for their participation and time availed to complete and discuss the research questionnaire.

4.10 CONCLUSION

Chapter four presented the reader with a discussion on the research paradigms and methodology used in the empirical study. The collection of research data and the compilation and design of the research questionnaire and sample was discussed. The chapter touched on the importance of reliability and validity of a measuring instrument and concluded with a discussion on the piloting and administration of the research questionnaire.

In chapter five, the researcher will undertake the analysis and interpretation of the responses to the survey which was undertaken in terms of the guidelines established in this chapter.
CHAPTER 5
ANALYSIS AND INTERPRETATION OF THE EMPIRICAL STUDY

5.1 INTRODUCTION

5.2 SECTION A: BIOGRAPHICAL AND JOB SPECIFIC INFORMATION OF THE RESPONDENT
5.2.1 Population, position and experience of respondents
5.2.2 Frequency of the skills audit and training needs analysis
5.2.3 Frequency of performance appraisals and targeted audience
5.2.4 Utilization of information technology

5.3 SECTION B: SKILLS AUDIT

5.4 SECTION C: TRAINING NEEDS ANALYSIS

5.5 SECTION D: PREPARING THE WORKPLACE FOR SKILLS DEVELOPMENT AND TRAINING

5.6 SECTION E: COMPILING THE WORKPLACE SKILLS PLAN

5.7 SECTION F: IMPLEMENTATION OF AND REPORTING ON THE ANNUAL WORKPLACE SKILLS PLAN
5.7.1 Implementation of the workplace skills plan
5.7.2 Reporting on the implementation of the workplace skills plan

5.8 REVIEW OF THE ANALYSIS WITH THE VIEW OF ALTERING ASPECTS OF THE PROPOSED SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION PROCESS FLOW MODEL FOR LOCAL GOVERNMENT AUTHORITIES

5.9 RESOLVING THE PRIMARY RESEARCH PROBLEM

5.10 CONCLUSION
CHAPTER 5
ANALYSIS AND INTERPRETATION OF THE EMPIRICAL STUDY

5.1 INTRODUCTION

In chapter four the research methodology used during the empirical study was described. The purpose of chapter five is to investigate inherent meanings from the research data obtained from the study. The research results will draw inferences and identify emerging themes from the data.

The data was analysed and interpreted in terms of the following arrangement:

- Section A: Biographical and job specific information of the respondent;
- Section B: Conducting a Skills Audit;
- Section C: Conducting a Training Needs Analyses;
- Section D: Preparation of the workplace for skills development and training;
- Section E: Compilation of the organisation’s annual Workplace Skills Plan;
- Section F: Implementation of the annual workplace skills plan, and the reporting on and submission of the organisation’s Annual Training Report.

The aim of chapter five is to solve the third sub-problem in order to assist the researcher in resolving the primary problem. The third sub-problem and primary research problems are:

THIRD SUB-PROBLEM
To what extent does skills planning and implementation within metropolitan municipalities, in specific the:

- Nelson Mandela Bay;
- Ekurhuleni,
- Tshwane,
- City of Cape Town,
- eThekwini, and
• Buffalo City; differ from the suggested Skills Development Planning and Implementation Process Flow Model proposed for Local Government Authorities?

PRIMARY RESEARCH PROBLEM
What is an optimal Skills Development Planning and Implementation Process Flow Model for the Nelson Mandela Bay Municipality?

A summary of the research findings is organized and presented in tabular form according to the sequence contained in the survey questionnaire. Based on the analysis and interpretation of the research findings, the chapter is concluded with a customised model for optimal Skills Development Planning and Implementation within the Nelson Mandela Bay Municipality.

5.2 SECTION A: BIOGRAPHICAL AND JOB SPECIFIC INFORMATION OF THE RESPONDENT

Since the population consists of only six metropolitan municipalities, it was critical to the research to select respondents who were intimately involved in human resource development or skills development activities. Another requirement was that the respondents had to be responsible for, and have experience in, the skills development components as contained in the proposed model. Tables 5.1 – 5.5 and Chart 5.1 illustrate the biographical and job specific analysis of the respondents.
5.2.1 POPULATION, POSITION AND EXPERIENCE OF RESPONDENTS

Table 5.1 Position held by the respondents

<table>
<thead>
<tr>
<th>Case No</th>
<th>Population</th>
<th>Position of Respondent</th>
<th>Number participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>City of Cape Town</td>
<td>Head: Skills Development Facilitator</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>eThekwini</td>
<td>Deputy Head: Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Tshwane</td>
<td>Deputy Director: Learning Provision Management</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Nelson Mandela</td>
<td>Chief: Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Bay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ekurhuleni</td>
<td>Skills Development Facilitator</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Buffalo City</td>
<td>Skills Development Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 2.

Chart 5.1 Respondents number of years service in their current positions

SOURCE: Survey Questionnaire, Section A 4.
Table 5.2  Core function - Skills audit

**Does the skills audit process form part of your core job functions?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 5.

Table 5.3  Core function – Training Needs Analysis

**Does the training needs analysis process form part of your core job functions?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 10.

Table 5.4  Core function – Compilation of Workplace Skills Plan

**Does the compilation of the Municipal workplace skills plan and annual training report form part of your core job functions?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 12.

Table 5.5  Core function – Implementation of Workplace Skills Plan

**Does the implementation of the Municipal workplace skills plan form part of your core job functions?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 13.

Table 5.1 demonstrates that all of the respondents are in the Human Resource Development / Skills Development category within the population metropolitan municipalities. With an average of five years and a total of thirty-two years experience, all respondents are responsible for the core skills development components as contained in the proposed model, refer to chart 5.1 and tables 5.2 – 5.5. Statistically, the analysis of the above assured the researcher that the selected respondents are able to make a constructive contribution in identifying the most optimal skills development planning and implementation process flow model for local government authorities.
5.2.2 FREQUENCY OF THE SKILLS AUDIT AND TRAINING NEEDS ANALYSIS

Table 5.6 Skills Audit – Frequency Conducted

<table>
<thead>
<tr>
<th>How often does your Municipality perform a formal skills audit?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>2</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>2</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>1</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>1</td>
</tr>
<tr>
<td>Never</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 6.

Table 5.7 Training Needs Analysis – Frequency Conducted

<table>
<thead>
<tr>
<th>How often does your Municipality conduct a formal training needs analysis?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>Annually</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 11.

According to Hatting (2009b:17, 2009c:10), a training needs analysis should be conducted annually and an organisation-wide skills audit aught to be conducted every three to five years. It is reassuring to note that all respondents indicated that their municipalities conduct both the skill audit and the training needs analysis. From the analysis of sections A 6 and A 11 of the questionnaire, it is concluded that the entire population seems to grasp the importance of an annual training needs analysis (refer to table 5.5). However, it also became apparent that only two of the six metropolitan municipalities adhere to the guideline of conducting a skills audit every three to five years (refer to table 5.4). This behaviour seriously jeopardizes the identification of staffing and competency requirements in the medium and long term.
5.2.3 FREQUENCY OF PERFORMANCE APPRAISALS AND TARGETED AUDIENCE

Table 5.8 Performance Appraisals – Frequency Conducted

<table>
<thead>
<tr>
<th>How often is performance appraised within your Municipality?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td>2</td>
</tr>
<tr>
<td>Biannually</td>
<td></td>
</tr>
<tr>
<td>Annually</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 7.

Table 5.9 Performance Appraisals – Targeted Audience

<table>
<thead>
<tr>
<th>Is the performance of all staff appraised within your Municipality?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which categories of staff are subjected to performance appraisals?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>1</td>
</tr>
<tr>
<td>Senior Management</td>
<td>5</td>
</tr>
<tr>
<td>Middle Management</td>
<td>2</td>
</tr>
<tr>
<td>Lower Management and Supervisory staff</td>
<td>1</td>
</tr>
<tr>
<td>Labourer and Operational staff</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 8 and A 9.

In a human capital benchmarking survey conducted by Deloitte & Touche of five hundred and fifty one companies worldwide, the most common reason for conducting a performance appraisal was given as: To identify training and development needs of an employee (Swanepoel, et. al. 2003:373).

The interpretation of table 5.8 in isolation, sketches a fictitious picture that performance is being appraised within the entire population. The interpretation of table 5.8 together with table 5.9 reveals that the appraisal of performance is skewed and benefits only management, in specific senior management. Since the purpose of performance appraisals are to identify the job-relevant strengths and weaknesses of all employees and the accompanying training and development needs, the question has to arise whether employees employed within the researched population have clear job descriptions with clear objectives and

5.2.4 UTILIZATION OF INFORMATION TECHNOLOGY

Table 5.10 Utilization of information technology

<table>
<thead>
<tr>
<th>The Municipality utilises software programmes to populate the annual WSP and ATR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section A 14.

Various business-planning tools are available on the market to help organisations manage and optimize training budgets and resources. From table 5.10 it is concerning to notice that only four of the six metropolitan municipalities make use of information technology to enhance planning and provision of skills development.

5.3 SECTION B: SKILLS AUDIT

Table 5.11 Conducting a Skills Audit

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section B: Skills Audit</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 1</td>
<td>During the skills audit, the Municipality's goals and objectives are used to identify staffing, skills and competency requirements</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B. 2</td>
<td>The skills audit is used to identify what competencies, skills and jobs the Municipality needs to achieve its main goals and objectives</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B. 3</td>
<td>During the skills audit, existing job profiles are updated to accommodate the additional required competencies and skills to achieve the Municipality's main goals and objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B. 4</td>
<td>Skills Development and Training is always identified as the most suitable solution to address Municipal skills and competency requirements / gaps</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 5</td>
<td>Skills Development and Training is always identified as the most suitable solution to address individual skills and competency requirements / gaps</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section B.
From the analysis of data contained in section B of the questionnaire, it was found that the entire population conducts a skills audit at least once in every five years. Table 5.11 illustrates that the majority of the population (all except one), uses the organisation’s goals and objectives during a skills audit to identify staffing, skills and competency requirements.

A concern is that only four of the population utilise the skills audit to identify the type of competencies & skills, and the number of jobs the organisation would require to achieve its goals and objectives. Another concern is that only half of the population updates existing job profiles during a skills audit to accommodate the additional required competencies and skills.

Most concerning is that fact that half the population is of the opinion that skills development and training are always the most suitable solution to address organisational and individual skills and competency requirements. According to Bellis & Hatting (2009:14) as discussed in chapter three, training and development is not always the most suitable solutions to address organisational and individual skills and competency requirements.

5.4 SECTION C: TRAINING NEEDS ANALYSIS

Table 5.12 Conducting a Training Needs Analysis

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section C: Training Needs Analysis</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. 1</td>
<td>During training needs analysis, the Municipal's operational goals and objectives are used to measure each employee's performance</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 2</td>
<td>During training needs analysis, Line Management uses the employee's job description and/or score-card to measure performance</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 3</td>
<td>Performance management is used as a tool to identify skill and competency needs of an employee</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 4</td>
<td>Skills Development and Training is always identified as the most suitable solution to close Municipal performance gaps</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 5</td>
<td>Skills Development and Training is always identified as the most suitable solution to close individual performance gaps</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Survey Questionnaire, Section C.
According to Blanchard & Thacker (1999:127) training needs analysis is a systematic method used to determine what the organisation has to do to bring performance in a particular job or set of jobs to an expected level. Bartram & Gibson (1997:ix) state that the purpose of training needs analysis is to match all training needs directly to the needs of the organisation and the people in it.

The analysis of data in table 5.12 reveals that the majority of respondents agree with the statement that a performance appraisal is use as a tool in their organisations to identify skill and competency needs, and that line management uses an employee's job description and/or scorecard to measure performance. Yet in section A 9 of the questionnaire, only one of the respondents indicated that the performance of all staff are being measured, and the analysis of section A 8 coupled with A 9, raised the question of the actual existence of clear job descriptions, objectives and measurable performance standards.

Similar as found in the analysis of table 5.9, table 5.12 suggests that the majority of the population do not grasp the value of the link between performance measurement and the identification of individuals and organisational training and development needs.

Section C reaffirms the finding in section B. Five of the six municipalities are of the opinion that organisational performance deficiencies could always be solved through skills development.

5.5 SECTION D: PREPARING THE WORKPLACE FOR SKILLS DEVELOPMENT AND TRAINING

Table 5.13 Preparing the workplace for skills development and training

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section D: Preparing the workplace for skills development and training</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. 1</td>
<td>A suitably qualified and experienced Skills Development Facilitator is appointed to drive skills development within the Municipality</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 2</td>
<td>A Municipal training committee is established and operational to strategically direct skills development within the Municipality</td>
<td>2 3 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 3</td>
<td>Members of the Municipal training committee are trained on the legislative requirements pertaining to skills development and training</td>
<td>1 2 2 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 4</td>
<td>All Municipal training committee members are informed of their roles and responsibilities pertaining to skills development and training</td>
<td>1 3 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 5</td>
<td>A Skills Development Coordinator/Employee is appointed to drive skills development and training within each Directorate / Division / Unit (Eg. mini SDF or functional SDF)</td>
<td>2 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 6</td>
<td>In addition to the Directorate / Divisional / Unit Skills Development Coordinator, an administrator is appointed to administer skills development and training within each sub-directorate / sub-division.</td>
<td>1 1 3 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 7</td>
<td>A Skills development forum / committee is operational within each Directorate / Division / Unit</td>
<td>2 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 8</td>
<td>A Skills development focus group / small working committee is operational within each sub-directorate / sub-division / sub-unit / office</td>
<td>1 1 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 9</td>
<td>All skills development forum / committee members are trained on the legislative requirements pertaining to skills development and training</td>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 10</td>
<td>All skills development focus group / small working committee members are trained on the legislative requirements pertaining to skills development and training</td>
<td>1 1 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 11</td>
<td>Line managers are trained on their roles and responsibility pertaining to performance management and how it relates to skills development</td>
<td>1 1 3 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 12</td>
<td>Line managers are trained on (not just aware of) the Municipality's training and development policies; standard skills development procedures to follow; and standard training and development documents to be completed</td>
<td>1 1 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 13</td>
<td>Line managers regularly conducts a performance evaluation of each reporting staff member</td>
<td>1 4 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 14</td>
<td>Line managers regularly identify skills and training needs of reporting staff</td>
<td>1 4 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 15</td>
<td>An employee and his/her direct supervisor must sign a Memorandum of Agreement agreeing to the training and/or development before inclusion thereof in the WSP</td>
<td>1 1 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Line management allocates a priority rating in terms of importance to each of the skills and training needs identified | 1 | 3 | 2

SOURCE: Survey Questionnaire, Section D.

In table 5.13 there is agreement that the entire population currently employ a suitably qualified and experienced skills development facilitator to drive skills development within the organisation. Within half of the population it was indicated that the members of the training committee have not received any training on the legislative requirement pertaining to skills development and training.

One of the population's respondents indicated that the population it is not currently legally compliant since it does not have an operational training committee in place to strategically direct skills development within the municipality. The situation is exacerbated with the additional response that in two of the populations, the training committee members are also uninformed of their roles and responsibilities pertaining to skills development and training.

The skills development function requires a lot of time and effort, and carries a hefty administration burden. To ensure the efficient execution of the skills development function, especially within a large metropolitan municipality, the skills development facilitator and training committee have to have the necessary support staff and structures in place (Boydell & Leary, 1996:45-54; Brown & Seidner, 1997:42; Coetzee, 2004:3; Hatting, 2009d:34-36; and Meyer, et. al. 2002:91-92).

Two of the respondents indicated that their municipalities do not have support staff in place to support the skills development function. What is concerning is that four of the respondents also indicated that their organisations do not have the required administrative support staff within business units to provide administrative support to skills development and training.

Skills development structures are established to monitor and support skills planning and implementation within metropolitan municipalities. The analysis of table 5.13 indicates that four of the populations have an operational skills
development forum within functional units. Unfortunately it is also concerning that four of the respondents also indicated that they do not have skills development focus groups or small working committees operational at office level to assist in the identification of training and development needs at ‘ground’ level.

Four respondents indicated that their municipality’s line managers are not trained on the link between performance management and the identification of training and development needs, nor are they trained on the standard skills development policies, procedures, processes and documents used within the organisation. Only one respondent indicated that performance appraisals occur regularly.

The before mentioned statistics support the findings made on the analysis of tables 5.9 and 5.12 and reiterates the existing gap in the training of key staff on optimal skills development planning and implementation. It also reiterates the gap in the performance management and the training and development of operational staff. Fortunately, all respondents indicated that the members of operational forums and focus groups have been trained on the legislative requirements pertaining to skills development and training.

Table 5.13 also indicates that only within two of the municipalities does the employee and supervisor actually enter into an agreement on the training and/or development before such training is included the organisational workplace skills plan. Yet in the majority of the municipalities (four out of six), the line manager has the authority to allocate a priority rating in terms of importance to each of the training and/or development need identified.

5.6 SECTION E: COMPILING THE WORKPLACE SKILLS PLAN

Table 5.14 Compiling the workplace skills plan

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section E: Compiling the Workplace Skills Plan (WSP)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. 1</td>
<td>The Directorate / Division / Unit collates all the skills and training needs into one document</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E. 2</td>
<td>The Directorate / Division / Unit identifies the most suitable intervention to address the skills / training needs identified</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
In terms of skills programmes and short courses, the Directorate / Division / Unit obtains the necessary training schedules, and quotations from training providers (not the SDF).

The Directorate / Division / Unit also classes the skills and training needs according to LGSeta's WSP list of priorities.

The Directorate / Division / Unit prepares its own Workplace Skills Plan and forwards it to the relevant Skills Development forums / committees for consultation.

Once adopted by all Directorate's / Division's / Unit's Skills Development forums / committees, the Workplace Skills Plan is forwarded to the Skills Development division / department.

The Skills Development division / department collates all the Directorate / Divisional / Unit workplace skills plans and completes the annual Municipal Workplace Skills Plan.

The Skills Development division submits the annual Municipal Workplace Skills Plan to the Municipal Training Committee and Local Labour Forum for consultation.

The Skills Development division submits the annual Municipal Workplace Skills Plan to Council for adoption before submission to the Local Government Sector Training Authority.

The adopted Municipal Workplace Skills Plan is communicated to all Skills Development platforms and role players.

| E. 3 | In terms of skills programmes and short courses, the Directorate / Division / Unit obtains the necessary training schedules, and quotations from training providers (not the SDF) | 1 | 2 | 3 |
| E. 4 | The Directorate / Division / Unit also classes the skills and training needs according to LGSeta's WSP list of priorities | 1 | 2 | 3 |
| E. 5 | The Directorate / Division / Unit prepares its own Workplace Skills Plan and forwards it to the relevant Skills Development forums / committees for consultation | 1 | 2 | 3 |
| E. 6 | Once adopted by all Directorate's / Division's / Unit's Skills Development forums / committees, the Workplace Skills Plan is forwarded to the Skills Development division / department | 1 | 5 | |
| E. 7 | The Skills Development division / department collates all the Directorate / Divisional / Unit workplace skills plans and completes the annual Municipal Workplace Skills Plan | 3 | 3 | |
| E. 8 | The Skills Development division submits the annual Municipal Workplace Skills Plan to the Municipal Training Committee and Local Labour Forum for consultation | 2 | 3 | 1 |
| E. 9 | The Skills Development division submits the annual Municipal Workplace Skills Plan to Council for adoption before submission to the Local Government Sector Training Authority | 2 | 3 | 1 |
| E. 10 | The adopted Municipal Workplace Skills Plan is communicated to all Skills Development platforms and role players | 3 | 2 | 1 |

SOURCE: Survey Questionnaire, Section E.

Van der Schyff (2001:77) points out that for the purpose of the compilation of a workplace skills plan, the training or skills needs of an enterprise may be analysed by obtaining data from two sources. Firstly, the business plan of the company and the key strategies to achieve the plan will indicate broad competencies required (skills audit) and secondly, an analysis of the skills that an individual employee has and assessing this against the skills needed to attain the required level of competence (training needs analysis). By aggregating the “gaps” identified from the two data sources, the organisation can obtain a good picture of its training and development needs (Meyer, 2002:119).

From the analysis of table 5.14 it is interesting to note that one of the respondents, does not realize that all skills and training needs identified are collated in one
document, the workplace skills plan. The respondents seem to be divided as to who carries the responsibility to identify the most suitable intervention to address a skills or training need identified, the skills development facilitator or the operational business unit. Three of the respondents agree that it is the operational business unit’s responsibility, whilst the other three do not. Similarly, the respondents stand divided as to who carries the responsibility to obtain training schedules and quotations from training providers and who are responsible to group the skills and training needs according to the Local Government Sector Training Authority’s workplace skills plan list of priorities.

Three of the respondents agree that it is the operational business unit’s responsibility to prepare the business unit’s workplace skills plan before submitting it to the relevant skills development structures for consultation, whilst the other three do not.

In table 5.14, all respondents agree that once the workplace skills plan is adopted by all the business unit’s skills development structures, it is forwarded to the organisation’s skills development division who collates all documents and submits the annual municipal workplace skills plan to the municipal training committee and the local labour forum for consultation. It is interesting to note that one of the respondents does not agree with, or adhere to this compulsory governmental procedure.

Table 5.14 also indicates that all, except one of the respondents, agree that the skills development division has to submit the organisational workplace skills plan to council and the local government sector training authority for adoption, where after it is communicated to all skills development platforms and role players.

5.7 SECTION F: IMPLEMENTATION OF AND REPORTING ON THE ANNUAL WORKPLACE SKILLS PLAN
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section F: Implementation of and Reporting on the Annual Workplace Skills Plan</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. 1</td>
<td>All ABET, Learnership, Apprenticeship, Workplace Experience Placement, Unemployed Graduate Placement, Internship Placement and Further Education needs are grouped together and addressed through special skills development / bursary projects initiated by the Skills Development division / department</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 2</td>
<td>The Directorate / Division / Unit calculates the projected cost of the planned skills programmes and short courses (as per WSP) and verifies whether sufficient training budget exists</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 3</td>
<td>Where insufficient training budget exists, additional funding is sourced from the Skills Development division / department</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 4</td>
<td>The Directorate / Division / Unit prioritizes the implementation of the skills programmes and short courses in terms of the priority rating allocated by Line Management</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F. 5</td>
<td>Employees are always informed in due time, of the planned training dates</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 6</td>
<td>The Directorate / Division / Unit obtains confirmation on which training provider to be used from the Municipal Supply Chain office</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 7</td>
<td>The Directorate / Division / Unit confirms employee nominations with relevant training providers</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F. 8</td>
<td>Directorates / Divisions / Units obtain and settle training invoices for training scheduled by them</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F. 9</td>
<td>Directorates / Divisions / Units obtain the attendance / competence certificates of staff that attended training</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 10</td>
<td>Directorates / Divisions / Units update employee personal files with the relevant training information</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F. 11</td>
<td>Directorates / Divisions / Units distribute the original attendance / competence certificate(s) to the relevant employees who attended the training</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>F. 12</td>
<td>Directorates / Divisions / Units update the relevant Line Managers on the outcome of the training interventions</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F. 13</td>
<td>On a monthly basis the Directorate / Division / Unit updates the LGSeta Monthly monitoring report and forwards it to the Skills Development division / department</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 14</td>
<td>On a monthly basis the Directorate / Division / Unit forwards the LGSeta Monthly monitoring report to all the relevant Directorate / Divisional / Unit’s Skills Development platforms and role players (Forums/Committees/Focus Groups)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>F. 15</td>
<td>The Skills Development division / department collates all Directorate / Divisional / Unit Monthly monitoring reports and forward it to the Municipal Training Committee</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>F. 16</td>
<td>On an annual basis the Skills Development division / department collates all the Monthly monitoring reports and completes the Municipality's annual training report</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 17</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to the Municipal Training Committee for consultation</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 18</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to Council for adoption</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 19</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to LGSeta</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 20</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to all Municipal Skills Development platforms and role players</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F. 21</td>
<td>The Skills Development Division / Department regularly requests Directorates / Divisions / Units to report on training budget expenditure</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>F. 22</td>
<td>At the end of each training year, the Municipal Skills Development Facilitator determines the sections of the WSP which have not yet been addressed and automatically records it as Skills and Training Needs for inclusion in the next year’s WSP</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F. 23</td>
<td>The WSP / ATR processes repeat itself annually</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** Survey Questionnaire, Section F.

### 5.7.1 IMPLEMENTATION OF THE WORKPLACE SKILLS PLAN

A strategy serves no purpose if it is not be implemented properly. In the analysis of table 5.15 it is found that the population’s focus is misplaced. Most or the respondents indicate a strong focus on the monitoring of actual training
implementation and training budget expenditure, yet the same populations do not show similar commitment to the planning of skills development or in ensuring that support staff, structures, and procedures are in put place to ensure effective implementation of skills development.

From the analysis of table 5.15 (F1 – F12) it is apparent that the respondents stand divided on issues of training implementation. There is no consistency in the responses received from the respondents. This is a clear indication that no standard implementation process flow model is implemented across the reseached municipalities.

5.7.2 REPORTING ON THE IMPLEMENTATION OF THE WORKPLACE SKILLS PLAN

The Local Government Sector Training Authority dictates the reporting procedure and format of its monthly monitoring report, quarterly progress report and annual training report. In the analysis of table 5.15 (F13 – F23) no consistency is found in how and when the respondents report on skills development matters, or how and when they consult and inform municipal skills development platforms and structures. For example, two respondents indicated that they do not submit the municipal annual training report to a training committee for consultation nor to they submit it to Council for adoption, both being compulsory procedures within local government.

Most respondents (four out of six) indicated that they automatically at the end of a training year, record the skills needs not yet addressed in that year, in the following year’s workplace skills plan, irrespective of whether those needs are still relevant. Interesting enough, one respondent also does not realise that the workplace skills plan and annual training report processes are automatically repeated annually.
5.8 REVIEW OF THE ANALYSIS WITH THE VIEW OF ALTERING ASPECTS OF THE PROPOSED SKILLS DEVELOPMENT PLANNING AND IMPLEMENTATION PROCESS FLOW MODEL FOR LOCAL GOVERNMENT AUTHORITIES

An examination of the quantitative results and qualitative information facilitated and gained from respondents within the metropolitan municipalities were considered. A decision of proposing no phase, action, or task changes; or eliminations to the proposed skills development planning and implementation process flow model for local government authorities, was made.

5.9 RESOLVING THE PRIMARY RESEARCH PROBLEM

Although the situation within Local Government has improved over the last decade, and continues to improve, the Nelson Mandela Bay Municipality still finds itself at a place where it lacks optimal skills planning and implementation. In resolving the primary research problem, a customised skills development planning and implementation process flow model is proposed for application within the Nelson Mandela Bay Municipality (refer to figure 5.1).

The below customised model is rooted in the skills development planning and implementation process flow model proposed for local government authorities in this paper, but in addition it addresses specific shortfalls identified in the skills planning and implementation process flow within the Nelson Mandela Bay Municipality.

**Step 1:** Appoint a skills development facilitator to strategically drive skills development within the organisation.

**Step 2:** Ensure that the skills development facilitator knows the national and sector skills development strategic framework, as well as the South African legislative framework.

**Step 3:** Establish a corporate training committee.
Step 4: Train the corporate training committee members on the legislative requirements and interrelated processes of skills development, the committee’s roles and responsibilities, etc.

Step 5: Appoint/second a skills development coordinator for each directorate (mini SDF). Provide the coordinators with a list of their required job functions, and their roles and responsibilities.

Step 6: Appoint/second a skills development administrator in each sub-directorate. Provide administrators with a list of their required job functions, and their roles and responsibilities.

Step 7: Establish a skills development forum in each directorate.

Step 8: Train forum members on the interrelated processes of skills development, how to complete the directorate workplace skills plan, how to implement the directorate workplace skills plan and how to monitor and record the workplace skills plan implementation, etc.

Step 9: Train line managers and supervisors on the interrelated processes of skills development. Communicate their roles and responsibility pertaining to performance management and how it relates to skills development. Train them on how the directorate workplace skills plan is completed, the standard procedures to follow in addressing skills and training needs of their reporting employees, eg use:-
- road shows and meetings
- communiqué attached to pay slips
- Groupwise email
- notice boards, etc

Step 10: Establish a skills development focus group at each department.

Step 11: Train focus group members on the interrelated processes of skills development, how to complete directorate workplace skills plan, how to implement the directorate workplace skills plan and how to monitor and record the implementation thereof.

Step 12: Ensure that proper Workforce Planning is conducted by the Human Resource Management department.

Step 12.1: Conduct a Skills Audit (every 3-5 yrs) to identify what competencies and skills the organisation needs in order to achieve its main goals and objectives.

Step 12.2: Analyse organisational goals and objectives, more specifically the integrated development plan and the executive directors’ scorecards.

Step 12.3: Identify staffing requirements (number and type of jobs required) to meet these goals and objectives eg workforce planning for the short and long term for each division.

Step 12.4: Identify competency requirements for each job identified as needed in order to meet the organisational goals and objectives and update the existing job profiles to accommodate the required competencies.

Step 13: Ensure that line managers conduct performance evaluation of each reporting staff member in terms of the interrelated processes of skills development. Ensure that each manager identifies skills and training needs, completes templates, and forwards these to the departmental skills development administrator.

Step 13.1: Conduct training needs analysis (every quarter or at least annually) to analyse performance gaps in the organisation, and to evaluate staff competence and skills against required performance targets.

Step 13.2: Analyse directorate goals and objectives, eg executive director, director, assistant director’s scorecard key performance areas and key performance indicators, as well as directorates’ operational objectives and targets.

Step 13.3: Measure each employee’s performance against the set performance objectives as well as against their existing job description and the required competencies of the job.
**Step 12.5:** Determine and compare existing staffing numbers and evaluate each staff member against the updated job profiles.

**Step 12.6:** Identify gap in the required staff numbers and competencies.

**Step 12.7:** Devise strategies to close the number and/or competency gaps, eg:
- Recruitment and Selection
- Restructuring
- Succession Planning
- Mentorship and Coaching
- Scarce skills sourcing
- Talent Management
- Education,
  - Skills Development and training (Workplace Skills Plan), etc

**Step 12.8:** Where skills development and training is identified as the most suitable solution to address individual competency gaps identified, analyse and identify the skill and training needs of each individual staff member.

**Step 13.4:** Identify individual performance gaps.

**Step 13.5:** Analyse causes and/or reasons for performance gaps identified, eg:
- Inadequate equipment or facilities, or Health factors
- Poor management, or Low motivation
- Disciplinary problems, or Personal problems
- Lack of skills, or Insufficient skills
- Mismatch of skills

**Step 13.6:** Devise strategies to address performance gaps identified, eg:
- Health care and education
- Restructuring
- Discipline
- Skills development and training (Workplace Skills Plan), etc

**Step 13.7:** Where skills development and training is identified as the most suitable solution to address individual performance gaps, analyse and identify the skill and training needs of each individual staff member.

**Step 14:** Line managers capture the skills and training needs identified during the skills audit and performance appraisals on the required skills and training needs templates and forwards it to the departmental skills development administrator.

Should an employee not be satisfied with the skills and training needs identified, he/she may pursue the standard organisational grievance procedure.

**Step 15:** The departmental skills development administrator submits the skills and training needs template to the directorate skills development coordinator who collates all templates and presents one directorate workplace skills plan to the directorate skills development forum for adoption.

**Step 16:** The directorate skills development coordinator forwards the directorate workplace skills plan to the Human Resource Transformation Services (HRTS) department.

**Step 17:** The HRTS department collates all information received from directorates, and completes and submits the Local Government Sector Education Training Authority’s Annual Workplace Skills Plan.

Mandatory Grants are received from the Local Government Sector Education Training Authority based on the appointment of an organisational skills development facilitator and the annual submission of the organisational workplace skills plan.

**Step 18:** All Learnerships, Apprenticeships, Work Placement, Internship, and Workplace Experience interventions are grouped together. The template information is communicated by the directorate skills development coordinator to the HRTS department to be addressed through special skills development projects.
Once an employee is enrolled onto a special skills development project by HRTS, the directorate skills development coordinator updates the directorate workplace skills plan template.

**Step 19:** All employee educational assistance intervention requirements (certificate courses, diplomas, degrees) are grouped together and template information is communicated by the directorate skills development coordinator to the HR Management department to be addressed through the NMBM employee bursary scheme.

Once an employee is enrolled onto a the employee bursary scheme by Human Resource Management, the directorate skills development coordinator updates the directorate workplace skills plan template.

**Step 20:** The directorate skills development coordinator calculates the projected cost of the remaining interventions and verify whether sufficient training budget exist within the directorate to implement the planned training.

Where insufficient training budget exists within a directorate, the directorate skills development coordinator sources additional funding from the Corporate Service Directorate.

**Step 21:** The directorate skills development coordinator sorts the remaining data on the directorate workplace skills plan in terms of priority rating allocated by the line manager.

**Step 22:** The departmental skills development administrator sources internal and external training provider training schedules with dates and cost and forwards it to the directorate skills development coordinator.

**Step 23:** The departmental skills development administrator obtains quotations for the identified interventions in terms of priority rating allocated and forwards it to the directorate skills development coordinator.

**Step 24:** The departmental skills development administrator informs the relevant employees of the possible training dates to be discussed with the employee’s direct supervisor.

**Step 25:** The directorate skills development coordinator completes a requisition for the planned training interventions (in terms of priority rating allocate), attach the training schedule and quote, and forwards it to the Supply Chain office (Stores).

**Step 26:** The directorate skills development coordinator obtains confirmation which training provider to use and an order number from the Supply Chain office (Stores).

**Step 27:** The directorate skills development coordinator informs the employee of the training date and forwards a memorandum of agreement to be signed by the employee and his direct supervisor.

**Step 28:** The employee discusses the training date with his direct supervisor, signs the agreement and returns it to the directorate skills development coordinator.
**Step 29:** On receipt of the signed memorandum of agreement, the directorate skills development coordinator forwards employee nominations to attend the training to the relevant training provider.

Where employee does not attend training as agreed, the standard organisational disciplinary procedure is followed.

**Step 30:** The directorate skills development coordinator obtains the invoice from the training provider.

**Step 31:** The directorate skills development coordinator obtains the relevant vote number to be used and verifies whether sufficient budget is available to pay invoice.

**Step 32:** The directorate skills development coordinator processes the invoice for payment.

**Step 33:** The directorate skills development coordinator obtains the attendance/competence certificates from the training provider and forwards it to the departmental skills development administrator.

**Step 34:** The departmental skills development administrator makes a copy of the attendance/competence certificate, file a copy on the employee file and distribute the original to the relevant employee.

**Step 35:** The directorate skills development coordinator continuously updates the directorate workplace skills plan, and on a monthly basis updates the LGSeta monthly monitoring report.

**Step 36:** On a monthly basis, the directorate skills development coordinator forwards the updated directorate workplace skills plan and the LGSeta monthly monitoring report to the departmental skills development administrator for distribution to the directorate skills development forum and focus groups.

The directorate skills development coordinator must entertain all valid and relevant inputs from the directorate skills development focus groups and forums, and must update the directorate workplace skills plan accordingly.

Updated directorate workplace skills plans must be communicated to the HRTS department for inclusion in the LGSeta Workplace Skills Plan and Annual Training Report.

**Step 37:** The directorate skills development coordinator and departmental skills development administrators must coordinate and attend the directorate focus groups and forum meetings on a quarterly basis and must discuss and report on the progress made in terms of the directorate workplace skills plan and the LGSeta monthly monitoring report and forwards it to Human Resource Transformation Services.

**Step 38:** On a biannual basis, the relevant executive director and directorate skills development coordinator must report to the Human Resource Transformation Services department on the directorate training budget expenditure to date.

**Step 39:** At the end of each training year, the directorate skills development coordinator determines the sections of the workplace skills plan which have not yet been addressed, but which remains relevant and records it in the following year’s directorate workplace skills plan.
5.10 CONCLUSION

The aim of chapter five was to firstly establish the extent to which skills planning and implementation within metropolitan municipalities differ from the suggested skills development planning and implementation process flow model proposed by the researcher for local government authorities.

The research findings of the empirical study were analysed and results were presented in both tabular and graphic form according to the sequence of the questions in the questionnaire.

From the research findings and analyses, it became evident that although various facets of skills development are being implemented across metropolitan municipalities, the majority of these municipalities do not apply optimal skills planning, nor do they apply optimal sequential process steps to ensure the effective and efficient implementation of skills development within local government authorities.
The empirical study has established without a doubt that a dire need exists for an optimal skills development planning and implementation process flow model for local government authorities operating as metropolitan municipalities.

Secondly, based on the analysis and interpretation of the research findings, the aim of chapter five was to develop a customised process flow model to ensure optimal skills development planning and implementation within the Nelson Mandela Bay Municipality.

In chapter six the problems and limitations encountered during the research study as well as the opportunities for future research, will be highlighted.
CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION 142

6.2 PROBLEMS AND LIMITATIONS 142

6.3 SUMMARY OF THE STUDY 143

6.4 RECOMMENDATIONS 145

6.5 CONCLUSION 147
6.1 INTRODUCTION

In chapter five the results of the empirical study were analysed and presented, and recommendations were made based on the findings. The final chapter provides the researcher with an opportunity to reflect on the research and to reconsider the outcomes of the project.

In this chapter the main findings are summarised in relation to the main and sub-problems as identified in chapter one. The problems and limitations encountered whilst conducting the study are described below, and recommendations for future research are proposed. The paper is concluded with final remarks made by the researcher.

6.2 PROBLEMS AND LIMITATIONS

In general, no major problems were experienced during the research study. Unfortunately, the researcher had little influence on the composition, size and experience of the sample since only particular employees per population were involved in the phenomenon investigated (Collis & Hussey, 2003:158). The South African skills development landscape and legislative environment continuously changes, affecting the application of skills development models and processes. A limited number of training models could be found which have been developed for, or adapted to fit the South African situation. Little specific research could be found on the integration and value of the link between workforce planning and a skills audit on the one end, and performance management and training needs analysis on the other end.
6.3 SUMMARY OF THE STUDY

The main problem identified in this study was:

What is an optimal Skills Development Planning and Implementation Process Flow Model for the Nelson Mandela Bay Municipality?

The rationale behind the study was to address the lack of opportunities offered to municipal staff to be exposed to training and development interventions, and the subsequent inadequate utilisation of skills development funds and operational training budgets within the Nelson Mandela Bay Municipality.

It became evident from the theoretical study that organisations need to adopt a systematic approach to ensure the effectiveness of skills development planning and implementation. Whilst previous research focussed on the designing of training and development models for implementation in any organisation, the researcher in this study focused on developing an optimal Skills Development Planning and Implementation Process Flow Model for Local Government Authorities in South Africa. In addition, the researcher also focused on the customisation of the proposed model for immediate application within the Nelson Mandela Bay Municipality.

In order to resolve the main research problem, sub-problems were identified and are listed below with a brief discussion.

SUB-PROBLEM ONE

What does literature reveal about Training and Skills Development Models?

SUB-PROBLEM TWO

What Skills Development Planning and Implementation Process Flow Model is proposed for implementation within Local Government Authorities, in specific within Metropolitan Municipalities?
SUB-PROBLEM THREE

To what extent does skills planning and implementation within Metropolitan Municipalities, in specific the:

(m) Nelson Mandela Bay;
(n) Ekurhuleni,
(o) Tshwane,
(p) City of Cape Town,
(q) eThekwini, and
(r) Buffalo City Municipality
differ from the suggested Skills Development Planning and Implementation Process Flow Model for Local Government Authorities?

A literature review was conducted which provided the reader with an understanding of how skills development structures and strategies have changed in recent times and how the laws which provide the framework and landscape for skills development in South Africa have been adapted to accommodate these changes. Organisational role players in skills development and their contribution to skills development processes were highlighted which emphasised the need for organisations to review their own approaches to education, training and development.

The literature review continued with an analysis of various theoretical training and skills development models to determine an optimal systematic approach to training and development in South Africa, and to determine the sequential flow of skills planning and implementation process flow steps. From the literature and theoretical models, an all-embracing skills development planning and implementation process flow model was developed for implementation in local government authorities.

The reader was presented with a discussion on the research paradigms and methodology used in the empirical study. The collection of the research data, and the compilation and design of the research questionnaire and sample, were discussed. The researcher touched on the reliability and validity of the measuring
instrument, and discussed the piloting and administration of the research questionnaire.

The research findings of the empirical study were analysed and results were presented in both tabular and graphic form according to the sequence of the questions in the questionnaire. Although various facets of skills development were found to be implemented across metropolitan municipalities, the majority of the municipalities did not apply optimal skills planning, nor did they apply optimal sequential process steps to ensure effective and efficient skills development. The empirical study established without a doubt that a dire need exists for an optimal skills development planning and implementation process flow model within local government authorities.

Based on the analysis and interpretation of the research findings, the model proposed for local government authorities was customised to produce a process flow model to facilitate optimal skills development planning and implementation within the Nelson Mandela Bay Municipality.

6.4 RECOMMENDATIONS

Recommendations for the application of this research project’s findings are proposed, and suggestions for appropriate further study in areas related to the research problem are offered.

The purpose of this study was to develop an optimal skills development planning and implementation process flow model for local government authorities in South Africa to assist in the optimisation of organisational skills planning and implementation. This have been achieved, since a skills development planning and implementation process flow model was proposed for local government authorities which is based on literature review and addresses the shortcomings identified within the researched populations. Furthermore, the proposed model was customised and elaborated on to offer an optimal skills development planning
and implementation process flow model for immediate application within the
Nelson Mandela Bay Municipality.

These models can serve as guideline for organisations to pro-actively manage and
implement skills development within. The researcher believes that the following
recommendations should be implemented:-

Local Government Authorities should:

- Adopt a systematic approach in the planning for, and implementation of
  skills development;

- Review and evaluate the approach taken to education, training and
development, and compare it to the approaches proposed within the optimal
model;

- Adopt the proposed model for local government authorities, and integrate it
  into organisational policy and performance management systems;

- Establish and maintain a comprehensive, supportive skills development
culture and leadership aimed at improving individual, team and
organisational performance; and

- Approach the Local Government Sector Education and Training Authority’s
  accredited training providers to assist with training on the integration and
  application of the proposed optimal skills development planning and
  implementation process flow model for local government authorities.

Finally, since it is the nature of research to give rise to further unanswered
questions, it is necessary to make recommendations for further research. Further
investigation in the following areas are recommended:
• As the research study was limited to category ‘A’ municipalities, the various other category ‘B’ and ‘C’ municipalities could be surveyed and their results compared to the current research undertaken.

• The research study could be expanded to various other industries and sectors to ascertain whether there is portability of the optimal skills development planning and implementation process flow model.

• Additional research to determine the integration and value of the link between workforce planning and a skills audit on the one end, and performance management and a training needs analysis on the other end, is strongly recommended.

6.5 CONCLUSION

Organisations across the world are rewarded with survival and wealth in return for commitment to education, training and development. Worldwide, organisations realise the true value of knowledge, competence and skills in ensuring competitive advantage. The optimal skills development planning and implementation process flow model proposed in this paper provides South African cities with an opportunity of becoming globally competitive.

As the largest employers in South Africa, local government authorities need to realise their importance as instruments of skills development within a developing country. Local government authorities need to review their existing organisational skills development approaches, strategies and processes in order to adopt a skills development model that ensures optimal skills development planning and implementation. It is critical that local government authorities adopt a model which is suited to the South African environment, and which facilitates excellence and optimal performance.
REFERENCES


Dear Colleague,

SURVEY ON SKILLS PLANNING AND IMPLEMENTATION WITHIN METROPOLITAN MUNICIPALITIES IN SOUTH AFRICA

The Nelson Mandela Bay Municipality is in the process of developing an optimal Skills Development Planning and Implementation Process Flow model to assist Local Government Authorities, in specific Metropolitan Municipalities, to successfully plan for, implement and address the skills and competency needs being experienced within Local Governments.

The attached questionnaire is an important part of this process and consists of six sections:-
Section A: Consists of questions relating to biographical and job specific information of the person completing the questionnaire;
Section B: Consists of questions relating to the organisation’s Skills Audit;
Section C: Consists of questions relating to the organisation’s Training Needs Analyses process;
Section D: Consists of questions relating to the preparation of the workplace for skills development and training;
Section E: Consists of questions relating to the compilation of the organisation’s annual Workplace Skills Plan;
Section F: Consists of questions relating to the implementation of, and reporting on, the organisation’s Annual Workplace Skills Plan.

Your assistance in completing the attached questionnaire is appreciated and should take no more than 30 minutes. An interview will be scheduled to complete the questionnaire on a date and time which suites you.

Please rest assured that your anonymity will be protected, and all data will be treated as confidential. If you wish to receive a summary of the results from the survey, please indicate this at the end of the scheduled interview.
Thank you for your collaboration.

Yours sincerely,

_______________________
Amanda Dowd-Krause
RESEARCHER

CONTACT DETAILS
Office: 041-506 3390
Mobile: 0834171967
Email: adowdkrause@mandelametro.gov.za

__________________________________________
Prof Dave Berry
PROMOTOR
Head of Department: Human Resource Management
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section A: GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1</td>
<td>Please identify within which municipality you are employed</td>
</tr>
<tr>
<td></td>
<td>Cape Town</td>
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<tr>
<td></td>
<td>eThekwini</td>
</tr>
<tr>
<td></td>
<td>Tswane</td>
</tr>
<tr>
<td></td>
<td>Nelson Mandela Bay</td>
</tr>
<tr>
<td></td>
<td>Ekurhuleni</td>
</tr>
<tr>
<td></td>
<td>Buffalo City</td>
</tr>
<tr>
<td>A. 2</td>
<td>Current Designation:</td>
</tr>
<tr>
<td>A. 3</td>
<td>Full Name and Surname:</td>
</tr>
<tr>
<td>A. 4</td>
<td>Number of years service in the current position:</td>
</tr>
<tr>
<td>A. 5</td>
<td>Does the skills audit process form part of your core job functions?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>A. 6</td>
<td>How often does your Municipality perform a formal skills audit?</td>
</tr>
<tr>
<td></td>
<td>Annually</td>
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<tr>
<td></td>
<td>2 - 3 years</td>
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<td>3 - 5 years</td>
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<td></td>
<td>More than 5 years</td>
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<tr>
<td></td>
<td>Never</td>
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<tr>
<td>A. 7</td>
<td>How often is performance appraised within your Municipality?</td>
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<td></td>
<td>Monthly</td>
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<td></td>
<td>Quarterly</td>
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<td></td>
<td>Biannually</td>
</tr>
<tr>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>A. 8</td>
<td>Is the performance of all staff appraised within your Municipality?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
A. 9 Which categories of staff are subjected to performance appraisals?
- All staff
- All Management
- Senior Management
- Middle Management
- Lower Management and Supervisory staff
- Labourer and Operational staff

A. 10 Does the training needs analysis process form part of your core job functions?
- Yes
- No

A. 11 How often does your Municipality conduct a formal training needs analysis?
- Monthly
- Quarterly
- Annually
- Never

A. 12 Does the compilation of the Municipal workplace skills plan and annual training report form part of your core job functions?
- Yes
- No

A. 13 Does the implementation of the Municipal workplace skills plan form part of your core job functions?
- Yes
- No

A. 14 The Municipality utilises software programmes to populate the annual WSP and ATR
- Yes
- No

Please supply the following information regarding your Municipal by placing an X in the appropriate box:-

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section B: Skills Audit</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. 1</td>
<td>During the skills audit, the Municipality’s goals and objectives are used to identify staffing, skills and competency requirements</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B. 2</td>
<td>The skills audit is used to identify what competencies, skills and jobs the Municipality needs to achieve its main goals and objectives</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B. 3</td>
<td>During the skills audit, existing job profiles are updated to accommodate the additional required competencies and skills to achieve the Municipality’s main goals and objectives</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. 4</td>
<td>Skills Development and Training is always identified as the most suitable solution to address Municipal skills and competency requirements / gaps</td>
<td></td>
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</tr>
<tr>
<td>B. 5</td>
<td>Skills Development and Training is always identified as the most suitable solution to address individual skills and competency requirements / gaps</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Question Number</td>
<td>Section C: Training Needs Analysis</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
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<tr>
<td>C. 1</td>
<td>During training needs analysis, the Municipal's operational goals and objectives are used to measure each employee's performance</td>
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<td></td>
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<tr>
<td>C. 2</td>
<td>During training needs analysis, Line Management uses the employee's job description and/or score-card to measure performance</td>
<td></td>
<td></td>
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<tr>
<td>C. 3</td>
<td>Performance management is used as a tool to identify skill and competency needs of an employee</td>
<td></td>
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<tr>
<td>C. 4</td>
<td>Skills Development and Training is <em>always</em> identified as the most suitable solution to close Municipal performance gaps</td>
<td></td>
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<tr>
<td>C. 5</td>
<td>Skills Development and Training is <em>always</em> identified as the most suitable solution to close <em>individual</em> performance gaps</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section D: Preparing the workplace for skills development and training</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. 1</td>
<td>A suitably qualified and experienced Skills Development Facilitator is appointed to drive skills development within the Municipality</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D. 2</td>
<td>A Municipal training committee is established and operational to strategically direct skills development within the Municipality</td>
<td></td>
<td></td>
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<tr>
<td>D. 3</td>
<td>Members of the Municipal training committee are trained on the legislative requirements pertaining to skills development and training</td>
<td></td>
<td></td>
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<tr>
<td>D. 4</td>
<td>All Municipal training committee members are informed of their roles and responsibilities pertaining to skills development and training</td>
<td></td>
<td></td>
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<tr>
<td>D. 5</td>
<td>A Skills Development Coordinator/Employee is appointed to drive skills development and training within each Directorate / Division / Unit (Eg. mini SDF or functional SDF)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D. 6</td>
<td>In addition to the Directorate / Divisional / Unit Skills Development Coordinator, an administrator is appointed to administer skills development and training within each sub-directorate / sub-division.</td>
<td></td>
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<tr>
<td>D. 7</td>
<td>A Skills development forum / committee is operational within each Directorate / Division / Unit</td>
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<tr>
<td>D. 8</td>
<td>A Skills development focus group / small working committee is operational within each sub-directorate / sub-division / sub-unit / office</td>
<td></td>
<td></td>
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<tr>
<td>D. 9</td>
<td>All skills development forum / committee members are trained on the legislative requirements pertaining to skills development and training</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. 10</td>
<td>All skills development focus group / small working committee members are trained on the legislative requirements pertaining to skills development and training</td>
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<tr>
<td>D. 11</td>
<td>Line managers are trained on their roles and responsibility pertaining to performance management and how it relates to skills development</td>
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<tr>
<td>D. 12</td>
<td>Line managers are trained on (not just aware of) the Municipality's training and development policies; standard skills development procedures to follow; and standard training and development documents to be completed</td>
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<td></td>
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</tr>
</tbody>
</table>
### Section E: Compiling the Workplace Skills Plan (WSP)

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section E: Compiling the Workplace Skills Plan (WSP)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. 1</td>
<td>The Directorate / Division / Unit collates all the skills and training needs into one document</td>
<td></td>
<td></td>
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<tr>
<td>E. 2</td>
<td>The Directorate / Division / Unit identifies the most suitable intervention to address the skills / training needs identified</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>E. 3</td>
<td>In terms of skills programmes and short courses, the Directorate / Division / Unit obtains the necessary training schedules, and quotations from training providers (not the SDF)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>E. 4</td>
<td>The Directorate / Division / Unit also classes the skills and training needs according to LGSeta's WSP list of priorities</td>
<td></td>
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<tr>
<td>E. 5</td>
<td>The Directorate / Division / Unit prepares its own Workplace Skills Plan and forwards it to the relevant Skills Development forums / committees for consultation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>E. 6</td>
<td>Once adopted by all Directorate's / Division's / Unit's Skills Development forums / committees, the Workplace Skills Plan is forwarded to the Skills Development division / department</td>
<td></td>
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<tr>
<td>E. 7</td>
<td>The Skills Development division / department collates all the Directorate / Divisional / Unit workplace skills plans and completes the annual Municipal Workplace Skills Plan</td>
<td></td>
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<tr>
<td>E. 8</td>
<td>The Skills Development division submits the annual Municipal Workplace Skills Plan to the Municipal Training Committee and LLF for consultation</td>
<td></td>
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<tr>
<td>E. 9</td>
<td>The Skills Development division submits the annual Municipal Workplace Skills Plan to Council for adoption before submission to the LGSeta</td>
<td></td>
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<tr>
<td>E. 10</td>
<td>The adopted Municipal Workplace Skills Plan is communicated to all Skills Development platforms and role players</td>
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</tr>
</tbody>
</table>

### Section F: Implementation of and Reporting on the Annual Workplace Skills Plan

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Section F: Implementation of and Reporting on the Annual Workplace Skills Plan</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. 1</td>
<td>All ABET, Learnership, Apprenticeship, Workplace Experience Placement, Unemployed Graduate Placement, Internship Placement and Further Education needs are grouped together and addressed through special skills development / bursary projects initiated by the Skills Development division / department</td>
<td></td>
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<tr>
<td>F. 2</td>
<td>The Directorate / Division / Unit calculates the projected cost of the planned skills programmes and short courses (as per WSP) and verifies whether sufficient training budget exists</td>
<td></td>
<td></td>
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<tr>
<td>F. 3</td>
<td>Where insufficient training budget exists, additional funding is sourced from the Skills Development division / department</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>F. 4</td>
<td>The Directorate / Division / Unit prioritizes the implementation of the skills programmes and short courses in terms of the priority rating allocated by Line Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 5</td>
<td>Employees are always informed in due time, of the planned training dates</td>
<td></td>
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</tr>
<tr>
<td>F. 6</td>
<td>The Directorate / Division / Unit obtains confirmation on which training provider to be used from the Municipal Supply Chain office</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. 7</td>
<td>The Directorate / Division / Unit confirms employee nominations with relevant training providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 8</td>
<td>Directorates / Divisions / Units obtain and settle training invoices for training scheduled by them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 9</td>
<td>Directorates / Divisions / Units obtain the attendance / competence certificates of staff that attended training</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. 10</td>
<td>Directorates / Divisions / Units update employee personal files with the relevant training information</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. 11</td>
<td>Directorates / Divisions / Units distribute the original attendance / competence certificate(s) to the relevant employees who attended the training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. 12</td>
<td>Directorates / Divisions / Units update the relevant Line Managers on the outcome of the training interventions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. 13</td>
<td>On a monthly basis the Directorate / Division / Unit updates the LGSeta Monthly monitoring report and forwards it to the Skills Development division / department</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F. 14</td>
<td>On a monthly basis the Directorate / Division / Unit forwards the LGSeta Monthly monitoring report to all the relevant Directorate / Divisional / Unit's Skills Development platforms and role players (Forums/Committees/Focus Groups)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>F. 15</td>
<td>The Skills Development division / department collates all Directorate / Divisional / Unit Monthly monitoring reports and forward it to the Municipal Training Committee</td>
<td></td>
<td></td>
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<tr>
<td>F. 16</td>
<td>On an annual basis the Skills Development division / department collates all the Monthly monitoring reports and completes the Municipality's annual training report</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>F. 17</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to the Municipal Training Committee for consultation</td>
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<td>F. 18</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to Council for adoption</td>
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<td>F. 19</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to LGSeta</td>
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<td>F. 20</td>
<td>On an annual basis the Skills Development division / department submits the Municipal annual training report to all Municipal Skills Development platforms and role players</td>
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<td>F. 21</td>
<td>The Skills Development Division / Department regularly requests Directorates / Divisions / Units to report on training budget expenditure</td>
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<td>F. 22</td>
<td>At the end of each training year, the Municipal Skills Development Facilitator determines the sections of the WSP which have not yet been addressed and automatically records it as Skills and Training Needs for inclusion in the next year’s WSP</td>
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<td>F. 23</td>
<td>The WSP / ATR processes repeat itself annually</td>
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Thank you for participating