

**THE ROLE OF LINE MANAGERS IN THE IMPLEMENTATION OF  
SKILLS DEVELOPMENT AT A LOCAL MUNICIPALITY AND ITS  
IMPACT ON SERVICE DELIVERY**

**By**

**MURTHIE MOONUSAMY GOVENDER**

**STUDENT NUMBER: 20104559**

Dissertation submitted in fulfilment of the requirements for the degree of

Masters in Technology: Business Administration

in the Faculty of Management Sciences at the

Durban University of Technology

**SUPERVISOR: DR. S.GOVENDER**

2017

## **DECLARATION FORM**

This dissertation is submitted in fulfilment of the requirements for the  
Degree of Master of Technology: Business Administration

I confirm that:

- This dissertation is my own work;
- The contribution of my supervisor to the research was consistent with the normal supervisory policy;
- This work has not been previously accepted and is not concurrently submitted for any degree.

Signed\_\_\_\_\_

Date\_\_\_\_\_

Murthie Moonusamy Govender  
B-Tech: Management

## **SUPERVISOR'S STATEMENT**

**APPROVED FOR FINAL SUBMISSION**

\_\_\_\_\_  
**SUPERVISOR:**  
**DR SATHS GOVENDER (D. Admin)**

\_\_\_\_\_  
**DATE**

## **ABSTRACT**

Skills Development is one of the key priorities of the National Development Plan Vision for 2030, which views it (skills development) as a catalyst for the unemployment reduction in South Africa. Skills Development is a key National Priority in South Africa and requires a new approach to training and development, one that calls for positive interventions.

However, a challenge has been identified, namely the lack of commitment and support to skills development by line managers at municipal level. The problem was not confined to the institutional capacity of the Municipality but included the individual capacity of the line managers who is responsible for managing employees. The challenge was ensuring that they have the relevant capacity and skills to undertake their functions. Managers are accountable for the development of their subordinates but tend to neglect their role in the area of skills development.

Existing research focuses on the role of line managers in training and development and the significance of managerial support in training and development. However, there is a gap because managers understand training and development but do not understand their role in supporting and developing their subordinates, which impacts negatively on the performance of the organisation which in turn impacts negatively on the delivery of services. Human Resource Development (HRD) literature remains largely theoretical and rhetorical in encouraging line managers to take responsibility for training and development.

The overall aim of the study was to identify the role of line managers in the implementation of skills development at a local municipality and the impact thereof on service delivery. A quantitative research study was undertaken to achieve the objectives of the study. One hundred and ten managers on Patterson Grades D1 to E2 were targeted for the study. They were required to complete self-administered questionnaires.

The findings of the study will assist line managers to understand the positive impact that training and development has on the performance of employees, which ultimately impacts on the achievement of business goals and objectives.

The findings are;

- Managers understand the training and development practices of the municipality but do not know how to support the training and development of their subordinates.
- Managers believe that the organisation supports training and development but do not know if the organisation has an approved Workplace Skills Plan (WSP) that is being implemented; whether the organisation has a training and development strategy which is related to the overall strategy of the organisation; and whether the training of employees is given adequate importance in the organisation and is being managed in a proactive way.
- A majority of the managers believe that training and development of employees has an impact on service delivery, but cannot agree whether training and development has helped improve the performance of employees in the organisation.
- In terms of what can be used to encourage managers' buy-in to training and development within the organisation, the overall average level of agreement was 88.0% .The scores for this section demonstrated that managers lack the necessary skills and competencies when it comes to the identification of training needs and training gaps.

The findings of this research has identified that although managers are experienced in local government and have an understanding of the training and development practices of the municipality, they tend to get stuck in the authoritative managerial role and cannot switch into the facilitator role, which impacts on the way that they perform their skills development function as a manager. This therefore impacts negatively on the development of employees and on the delivery of services by the municipality. Without skilled, competent employees, no services can be rendered to communities.



## ACKNOWLEDGEMENTS

***“Trust in the Lord with all thine heart; and lean not unto thine own understanding.***

***In all thy ways acknowledge him, and he shall direct thy paths.”***(Proverbs, 3:5-6)

Amen.

My appreciation and gratitude goes to My Lord and Saviour, Jesus Christ, without HIM, this research would have never come to fruition. Thank you, Lord, for your strength and wisdom.

My sincere appreciation to the love of my life, my dear wife, Anthea Elaine Govender who has always motivated and encouraged me to be the best that I can be. Thank you for always standing by me during my academic journey.

To my sons, Anrico Emmanuel and Antonio El' Shaddai, thank you for your continuous support and encouragement, for always having my back. This study is a challenge to both my sons to exceed my academic attainment. May this motivate you to excel to greater heights in your chosen careers.

My Mentor, Mr Sunjoy Raghunandan, who saw the hidden potential and encouraged me to study further 23 years ago. A true “Facilitator of Learning”.

Special thanks to my supervisor, Dr Saths Govender, for his continuous guidance and support.

Thank you to the Senior Management team at the Msunduzi Municipality for their approval to conduct this research and to all the Managers that participated in the research.

I would also like to acknowledge the support of my extended family members, friends and colleagues.

This dissertation is dedicated to my cheerleader, my wife, Anthea Elaine Govender.

## **TABLE OF CONTENTS**

	<b>PAGE</b>
<b>1. CHAPTER 1</b>	
<b>INTRODUCTION AND ORIENTATION TO THE STUDY</b>	
1.1 Introduction	1
1.2 Background	2
1.3 Research Problem	3
1.4 Research Objectives	5
1.5 Rationale for the Study	5
1.6 Research Methodology	6
1.6.1 Research Design	6
1.6.2 Population	7
1.6.3 Data Collection Method	7
1.6.4 Sampling Technique	8
1.7 Delimitations of the Study	8
1.8 Limitations of the Study	8
1.9 Outline of Chapters	8
1.9.1 Chapter 1: Introduction	9
1.9.2 Chapter 2: Literature Review	9
1.9.3 Chapter 3: Research Methodology	9
1.9.4 Chapter 4: Analysis of Results	9
1.9.5 Chapter 5: Summary, Conclusions and Recommendations	9
1.10 Conclusion	10
<b>2. CHAPTER 2</b>	
<b>LITERATURE REVIEW</b>	
2.1 Introduction	11
2.2 South African Local Government	12
2.3 Current State of Local Government	14
2.3.1 Employees by race and gender	15
2.3.2 Educational profile	15

	<b>PAGE</b>
2.4 Service Delivery Challenges	17
2.5 Lack of Institutional Capacity in Municipalities	22
2.6 Education, Training and Development	28
2.6.1 Education	29
2.6.2 Training	31
2.6.3 Development	32
2.6.4 Key Differences between Education, Training and Development	33
2.7 The Training and Development Challenge in South Africa	34
2.8 Training and Development in Organisations	35
2.9 A Skilled Workforce for Global Competitiveness	37
2.10 Workplace and Organisational Learning	37
2.11 The Learning Organisation Characteristics that Influence Training Transfer	40
2.12 Organisational Support for Training and Development	43
2.13 The Benefits of Offering Training in Organisations	44
2.13.1 The Organisation	45
2.13.2 The Individual	45
2.14 Role of Managers and Employees in Training	46
2.15 Line Manager's Role in Training and Development	47
2.16 Line Managers and their Importance in the Transfer of Training	55
2.17 Line Managers as Obstacles to Training and Development	60
2.18 Entrusting the Line Manager with the Training and Development Function	63
2.19 Conclusion	65

	<b>PAGE</b>
<b>3. CHAPTER 3</b>	
<b>RESEARCH METHODOLOGY</b>	
3.1 Introduction	67
3.2 Objectives of the Study	67
3.3 Research Design	68
3.3.1 Types of Research Design	68
3.3.1.1 Exploratory Research	68
3.3.1.2 Descriptive Research	69
3.3.1.3 Explanatory Research	70
3.4. Research Approach	70
3.4.1 Quantitative Research	70
3.4.2 Qualitative Research	71
3.5 Target Population	72
3.6 Questionnaire Design	73
3.6.1 Questionnaire Structure	74
3.6.2 Data Collection	76
3.6.3 Measurement and Scaling	76
3.7 Data Analyses	77
3.7.1 Descriptive Statistics	77
3.7.2 Frequencies and Percentages	77
3.7.3 Inferential Statistics	78
i) Chi-square Test	78
ii) Analysis of Variance (ANOVA)	79
iii) Correlation Analysis	79
3.7.4 Factor Analysis	80
3.7.4.1 Measures of Appropriateness of Factor Analysis	80
3.8 Validity	81
3.9 Reliability	81
3.10 Ethical Issues	82
3.11 Conclusion	83

	<b>PAGE</b>
<b>4. CHAPTER 4</b>	
<b>STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE DATA</b>	
4.1 Introduction	84
4.2 The Sample	84
4.3 The Research Questionnaire	85
4.4 Reliability Statistics	85
4.5 Factor Analysis	86
4.5.1 Measures of Appropriateness of Factor Analysis	87
4.6 <b>Section A - Biographical Data</b>	93
4.6.1 Age / Gender Demographics	93
4.6.2 Racial Representation	95
4.6.3 Highest Educational Qualifications	96
4.6.4 Business Unit	97
4.6.5 Job Title / Position in the Organisation	98
4.6.6 Number of Years in Current Position	99
4.6.7 Number of People Reporting to the Manager	100
4.7 <b>Section B</b>	102
4.7.1 Part B Analysis	102
4.7.1.1 Part B - Section B-A	103
4.7.1.2 Statistically Significant Results	105
4.7.2. Part B - Section B-B	105
4.7.2.1 Statistically Significant Results	109
4.7.3. Part B - Section B-C	110
4.7.3.1 Statistically Significant Results	114
4.7.4. Part B - Section B-D	115
4.7.4.1 Statistically Significant Results	118
4.7.5. Part B - Section B-E	119
4.7.5.1 Statistically Significant Results	121
4.7.6. Part B - Section B-F	122
4.7.6.1 Statistically Significant Results	127

	<b>PAGE</b>
4.8 Statistical Significance	128
4.8.1 Significant Statistical Results	128
4.8.1.1 Section B-A	128
4.8.1.2 Section B-B	129
4.8.1.3 Section B-C	130
4.8.1.4 Section B-D	132
4.8.1.5 Section B-E	132
4.8.1.6 Section B-F	133
4. 9 Correlations	135
4.9.1 Section B-A	136
4.9.2 Section B-B	136
4.9.3 Section B-C	138
4.9.4 Section B-D	141
4.9.5 Section B-E	143
4.9.6 Section B-F	145
4. 10 Summary	147
 <b>5. CHAPTER 5</b>	
<b>CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 Introduction	148
5.2 Summary of the Theoretical Study	148
5.3 Summary of the Empirical Study	149
5.4 Attainment of the Research Objectives	150
5.4.1 Research Objective One	151
5.4.2 Research Objective Two	151
5.4.3 Research Objective Three	152
5.4.4 Research Objective Four	153
5.5 Implications and Recommendations	153
5.5.1 Training of Line – Managers	154
5.5.2 Accountability of Line – Managers	155
5.5.3 Identification of Job related Competencies	156
5.6 Limitations of the Study	160

	<b>PAGE</b>
5.7 Recommendations for Future Research	160
5.8 Conclusion	160
<b>6. REFERENCES</b>	<b>162</b>
<b>7. APPENDICES</b>	<b>171</b>
Appendix A: Letter of Consent to Organisation	
Appendix B: Gatekeeper's Approval Letters	
Appendix C: Letter to Participants	
Appendix D: Participant's Letter of Consent	
Appendix E: Research Questionnaire	
Appendix F: Ethics Clearance Letter	

## LIST OF TABLES

	<b>PAGE</b>
2.1 Provincial Distribution of Employees by Municipality Type and Gender (2014/15)	14
2.2 Provincial Distribution of Employees by Race and Gender (2014/15)	15
2.3 Qualification Profile of Employees (2014/15)	16
3.1 Questionnaire Structure	75
3.2 Actual Response Rate per Patterson Grade	76
3.3 KMO and Bartlett's Test	80
3.4 Cronbach's Alpha Values for the Questionnaire	82
4.1 Breakdown of Research Questionnaire	85
4.2 Cronbach's Alpha	85
4.3 KMO and Bartlett's Test	87
4.4 Rotated Component Matrix <sup>a</sup>	88
4.5 Age / Gender Demographics	93
4.6 Reasons Why Managers Train and Develop Employees	104
4.7 Chi-Square Test Scores for Section B-A	105
4.8 Understanding Training and Development Practices of the Organisation	107
4.9 Chi-Square Test Scores for Section B-B	109
4.10 Manager Support for Training and Development	111
4.11 Total Scores of Disagreement and Neutral for Section B-C	112
4.12 Chi-Square Test Scores for Section B-C	114
4.13 Organisational Support for Training and Development	116
4.14 Chi-Square Test Scores for Section B-D	118
4.15 Training and Development and its Impact on Service Delivery	121
4.16 Chi-Square Test Scores for Section B-E	122
4.17 Manager's Buy-in to Training and Development within the Organisation	127
4.18 Scoring for Section B-F	125
4.19 Chi-Square Test Scores for Section B-F	127



	<b>PAGE</b>
4.20 Significant Statistical Results for Section B-A	129
4.21 Significant Statistical Results for Section B-B	130
4.22 Significant Statistical Results for Section B-C	131
4.23 Significant Statistical Results for Section B-E	133
4.24 Significant Statistical Results for Section B-F	134
4.25 Correlations for Section B-A	136
4.26 Correlations for Section B-B - 1	136
4.27 Correlations for Section B-B - 2	137
4.28 Correlations for Section B-B - 3	138
4.29 Correlations for Section B-C - 1	138
4.30 Correlations for Section B-C - 2	139
4.31 Correlations for Section B-C - 3	140
4.32 Correlations for Section B-D - 1	141
4.33 Correlations for Section B-D - 2	141
4.34 Correlations for Section B-D - 3	142
4.35 Correlations for Section B-E - 1	143
4.36 Correlations for Section B-E - 2	143
4.37 Correlations for Section B-E - 3	144
4.38 Correlations for Section B-F - 1	145
4.39 Correlations for Section B-F - 2	146
4.40 Correlations for Section B-F - 3	146

## LIST OF FIGURES

	<b>PAGE</b>
2.1 Pre -1994 Hierarchical System	13
2.2 Post-1994 – Co-operative Governance System	14
2.3 Major Service Delivery Protests, by Year (2004 -30 <sup>th</sup> April 2016)	20
2.4 Service delivery protests by province, 1 <sup>st</sup> January and 30 <sup>th</sup> April 2016	22
2.5 Evolution of the Training Role	36
2.6 A Model of the Transfer Process	42
4.1 Gender / Race Representation of Sample	94
4.2 Racial Composition of Sample	95
4.3 Educational Qualifications	96
4.4 Business Units	97
4.5 Occupational Area	99
4.6 Number of Years in Current Position	100
4.7 Number of People Reporting to the Manager	101
4.8 Levels of Management Support	114
4.9 The Training Equation at Searle in 1992	123
5.1 Personal Development Plan for the Professional Occupational Level	159

## **LIST OF ACRONYMS AND ABBREVIATIONS**

ANC	African National Congress
ANOVA	Analysis of Variance
ATR	Annual Training Report
DA	Democratic Alliance
EFF	Economic Freedom Fighters
ETD	Education, Training and Development
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
KMO	Kaiser-Meyer-Olkin Measure
KSA	Knowledge, Skills and Attitudes
L&D	Learning and Development
LGSETA	Local Government Sector Education and Training Authority
NDP	National Development Plan
NQF	National Qualifications Framework
OLC	Organisational Learning Culture
PDPs	Personal Development Plans
SD	Skills Development
T&D	Training and Development
TPS	Toyota Production Systems
WSP	Workplace Skills Plan

## **APPENDICES**

APPENDIX A: Letter of Consent to Organisation

APPENDIX B: Gatekeeper's Approval Letters

APPENDIX C: Letter to Participants

APPENDIX D: Participant's Letter of Consent

APPENDIX E: Research Questionnaire

## CHAPTER 1

### INTRODUCTION AND ORIENTATION TO THE STUDY

#### 1.1 Introduction

Skills Development is one of the key priorities of the National Development Plan Vision for 2030, which views it (skills development) as a catalyst for unemployment reduction in South Africa. Over the last two decades various pieces of legislation pertaining to skills development have been promulgated.

Since the late 1990s and early 2000s, major legislative changes have dramatically affected education and training practices throughout South Africa, which has resulted in the Education and Labour Ministries having to work together to establish a holistic approach to education and skills development in South Africa.

*“The Skills Development Act 97 of 1998 was enacted and its purpose was to develop the skills of the South African workforce in the following ways:*

- to develop and grow skills for the workplace;*
- to increase levels of investment in education and training;*
- to encourage employers to use the workplace as an active learning environment and promote skills development (thus improving employment prospects for all); and*
- to encourage workers to participate in learnerships and other training programmes” (Skills Development Act 97 of 1998 : 2).*

Similarly, the Skills Development Levies Act 9 of 1999 was promulgated to regulate a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa. This in turn aims to expand the knowledge and competencies of the labour force and in so doing, increase the supply of skilled labour in South Africa, thereby providing for greater productivity and employability.

Skills development legislation has placed an obligation on employers to transform workplaces into learning environments which will create a competitive and productive work environment that simulates growth and ultimately employment in the South African economy. In order for learning to be effective, individuals need to be

motivated to learn, which will only happen if people see that skills development is important as it increases their capability and capacity to undertake their functions.

## 1.2 Background

According to Chapter 7 of The Constitution of the Republic of South Africa, Act 108 of 1996, the local sphere of government comprises of municipalities which must be established for the whole of the territory of the Republic. According to Subsection 152 (1) of the Constitution, the object of local government is:

- *“ 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 ”*

These are therefore the main functions of local government.

Section 156 of the Constitution of South Africa explains the functions and powers of municipalities, whilst Section 229 details the fiscal functions and powers of municipalities. These functions and powers assigned to municipalities in terms of Sections 156 and 229 of the Constitution are reiterated in Chapter 5, Section 83 of The Municipal Structure Act No. 117 of 1998.

The Municipal Systems Act 32 of 2000 Section 68 (1)(2) states that:

*“a municipality must develop its human resource capacity to a level that enables it to perform its functions and exercise its powers in an economical, effective, efficient and accountable way, and for this purpose must comply with the Skills Development Act 97 of 1998, and the Skills Development Levies Act 99 of 1999.”*

The National Skills Development Strategies (I,II and III) and other skills development and capacity building regulations have created an opportunity for the Skills Development Act 97 of 1998 to be entrenched into Local Government. However, the lack of skills and poor capacity in Local Government and municipalities are frequently highlighted in various media reports. Municipalities tend to use the lack of skills and lack of capacity as justification for their poor performance.

Various media reports mention capacity constraints and lack of capacity for the poor performance of a number of underperforming municipalities. As much as there are other challenges in terms of nepotism, deployment of comrades and the appointment of unskilled managers, the problem may not be capacity constraints or the lack thereof. It may be that managers in municipalities do not utilise their skills pool effectively and exploit potential that is waiting to be unleashed.

The Financial Fiscal Commissions Policy Brief (2012a:1) reported that human capital is an important pillar impacting on service delivery in the public sector. Notwithstanding numerous attempts to attract and retain skills in the public sector, municipalities are hindered by not having competent public officials to ensure the efficient operation of municipal administration that effectively delivers basic services.

According to Knight and Sheppard (2011:43), managers need to be held accountable for ensuring that their people are developed. Managers will be actively involved and become accountable for the ongoing development and improvement of their teams if they see that development is a key element of performance improvement.

### **1.3 Research Problem**

The rationale for this research is to evaluate managers' comprehension of their role in skills development and the capacity building of their subordinates in a municipal environment and how this impacts on service delivery.

Skills Development is a key National Priority in South Africa and requires a new approach to training and development, one that calls for positive interventions. An identified challenge is the lack of commitment to and support of skills development by line managers at municipal level.

The problem is not only the institutional capacity of the municipality but rather the individual capacity of managers who are responsible for managing employees and ensuring that they have the relevant capacity and skills to undertake their functions. Managers are responsible for the development of their subordinates. However, they tend to neglect their role in the area of skills development.

According to Govaerts and Dochy (2013: 82) supervisor support offered to subordinates take the form of encouragement in order to practice newly learned skills, support in ascertaining situations where the skills can be used and guidance in the proper application of the trained skills and feedback, positively reinforcing new applications and improvements, etc., all of which facilitate positive transfer of training.

With the mass of information available to us today, what people know is not as important as knowing how to effectively and efficiently apply their knowledge and to maintain agility to adapt to an ever- changing and progressing market environment. Training or rather learning, needs to ensure improvement in performance, and should not just be about ticking HR training and development boxes, recommends (Lauder :2014).

This is re-enforced by Dermol and Čater (2013) as cited in Ghosh, Chauhan and Rai (2015: 204) that training cannot produce results unless management continuously supports it and is involved in it. Such support should not only be formal but also informal. Supervisors must help employees to enhance their rate of transfer by familiarising themselves with the programme, discussing how to apply newly learnt skills to jobs, setting goals and providing subordinates with timely feedback, (Ghosh, Chauhan, and Rai 2015).



Lauder (2014) emphasises that development and learning needs to be part of the DNA of any good leader, as any learning engagement or intervention should be focused on improving and sustainably enhancing performance with a clear application back into the workplace.

#### **1.4 Research Objectives**

The overall intention of this study is to ascertain the impact of the role of the Line Manager on the implementation of Skills Development at a local municipality, in terms of service delivery.

The following objectives need to be investigated in order to achieve the aim of this research:

- To evaluate line managers' understanding of the importance of their role in the development of their subordinates.
- To assess line managers' understanding of the skills development function.
- To evaluate whether line managers' understand the process used to identify training and development needs of their subordinates.
- To investigate if line managers understand their role in the development of their subordinates.
- To investigate if line managers understand the impact that training and development interventions have on service delivery.

#### **1.5 Rationale**

Managers tend to blame the non-development of their employees on the Skills Development Unit when their subordinates are not performing or not achieving organisational targets, yet despite it being the responsibility of managers to identify the training gaps of their subordinates and ensure that their subordinates are developed.

The researcher identified many challenges first hand regarding the non-involvement of managers in skills development and the service delivery protests reported in the

local and national media. The emphasis of this research is to identify whether there is a relationship between these variables.

The findings of this research will contribute towards the available body of knowledge and will also benefit other municipalities that struggle to implement skills development and capacity building interventions for their employees. The research may also be beneficial to other organisations that face similar challenges in terms of capacity building for employees. The study may also assist the Local Government Seta to understand why workplace skills plans are not fully implemented in municipalities. Academic literature has advocated that line managers can play a significant role in supporting employee learning and development. The idea of line managers undertaking developmental roles such as learning facilitators or coaches has obtained substantial interest in recent years (Hicks and McCracken 2010; Ladyshevsky 2010; Yu 2007 and Orth, Wilkinson and Benfari 1987).

Existing research focuses on the role of line managers in training and development, as well as the importance of managerial support in training and development. However, there is a gap in the body of knowledge vis a vis that managers understand training and development but do not fulfil their role in supporting and developing their subordinates, which impacts negatively on the performance of the organisation and which in turn impacts negatively on service delivery. Human Resource Development (HRD) texts have remained largely academic and pretentious in inciting line managers to take on the responsibility for training and development.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

The investigation will be undertaken in the form of a descriptive study which will be quantitative in nature. According to Amora (2010), quantitative research is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population. Data is collected through surveys (online, phone, paper); audits; points of purchase (purchase transactions); and click-streams.

### 1.6.2 Population

Cooper and Schindler (2001:163) state that a population element is the subject on which the measurement is being taken. However, the total collection of elements on which the researcher wishes to make extrapolations, is a population. The population for this research is line managers from the various business units within the municipality. The total population is 110 managers and for the purpose of the research all 110 managers were targeted. McLennan (1999: 3) explains that a census is a study of every unit, everyone or everything, in a population. It is known as a complete enumeration, which means a complete count. Where resources permit, a complete account of the population under study can overcome many of the shortcomings related with sample surveys and can yield dependable evidence, but at maximum cost. In a census survey the aim is to collect data related to every member of the population under scrutiny.

### 1.6.3 Data Collection Method

In order to collect data for this study, the survey method was used. A questionnaire based on the 5-point Likert Scale was used as the data collection instrument, which was completed by each respondent. According to Saunders, Lewis and Thornhill (2009:361), a questionnaire is one of the most commonly used data collection methods available to a researcher within the survey strategy as each individual (respondent) is asked to respond to the same set of questions. This presents an effective way of gathering responses from a large sample prior to quantitative analysis.

All Level 3, 4 and 5 managers on Patterson Grades D1 to E2 from a local municipality were targeted to complete the survey questionnaire for the purpose of data collection. The questionnaire was designed to ascertain managers' understanding of the skills development function and the importance of their role in the development and capacity interventions of their subordinates.

#### 1.6.4 Sampling Technique

The non-probability sampling technique is used as the elements in the population do not have any probabilities attached to their being chosen as sample subjects. This means that the findings from the study of the sample cannot be confidently generalised to the population (Sekaran and Bougie 2013:252). Cooper and Schindler (2014:343) confirm that non-probability sampling is random and independent as one generally has a pattern or scheme in mind when one chooses subjectively. By employing the non-probability sampling technique, it is mandatory to target all 110 managers on Patterson Grades D1 to E2 to complete the self-administered questionnaire.

Cooper and Schindler (2014:359) describe purposive sampling as a non-probability sampling process in which researchers choose respondents randomly based on their distinctiveness or their knowledge, attitudes or insights. Purposive sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or conform to some criteria set by the researcher (Sekaran and Bougie 2013:277).

### 1.7 Delimitations of the Study

Based on financial, human resources and time restrictions, this research is confined to only one local municipality located in Kwa-Zulu Natal.

### 1.8 Limitations of the Study

The results cannot be generalised to other organisations due to the size and structure of the Municipality. Other researchers can, however, use the results from this study.

### 1.9 Outline of Chapters

This research study comprises five chapters which cover the following areas:

#### 1.9.1 Chapter 1: Introduction

This chapter introduces the study and provides a background and an overview of the research problem; objectives and rationale of the study; research methodology; and associated limitations of the study.

#### 1.9.2 Chapter 2: Literature Review

The literature review provides an overview of Skills Development and Capacity Building in Local Government. It also draws on research content from the current body of knowledge on the perspectives of the role of managers in training and development; capacity building; and the impact that unskilled employees have on service delivery by analysing controversies from associated research initiatives related to the research problem.

#### 1.9.3 Chapter 3: Research Methodology

This chapter describes the research methodology used for the collection and gathering of data for this study. It describes how the sample was identified, the measuring instrument, data collection procedures and various techniques used for data analysis. The validity and reliability of the study is also reviewed in this chapter.

#### 1.9.4 Chapter 4: Presentation of Findings and Discussion of Results

In this chapter, the statistical analysis of the data obtained from the research instrument is presented. The information is analysed and processed and presented in tabular and graphical format for clear interpretation by the reader. The information will be presented according to the critical issues of the research.

#### 1.9.5 Chapter 5: Summary, Conclusions and Recommendations

The results of the study are summarised in this chapter; conclusions are drawn from the analysis of results compared to previous related literature; and recommendations arising from the results of the study are made.

## **1.10 Conclusion**

Chapter one introduced the study and provided a background and a synopsis of the research problem; the aims and rationale of the study; the research methodology; and related shortcomings of the study. The intent of the study was explained in the chapter and the methodology used to collect and analyse the data was described.

The focal point of Chapter 2 will be to examine related literature in the area of training and development, the line manager's responsibility for the development of their subordinates and whether training has an impact on service delivery.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, literature relating to skills development will be reviewed. Skills development also referred to as Training and Development, Learning and Development and Human Resource Development. These terms are used interchangeably by authors, academics and academia. This chapter concentrates on the line manager's role and support of skills development and how this impacts on the lives of subordinates and their performance in achieving the goals of the organisation in terms of service delivery.

In order to build a theoretical foundation and to facilitate an understanding of the key issues, a synopsis of the core concepts relating to training and development both in the international arena and in the South African context will be expounded upon.

A review of the various theories, models and sources of literature on the function and importance of local government, with emphasis on the challenges encountered at municipal level which impact on service delivery, is conducted.

This chapter draws on research content from the current body of knowledge on the manager's responsibility in terms of training and development; organisational support for training and development; and the transference of skills to the job. The impact thereof on employee development is analysed through associated research related to the research problem. Training and development theories and models are reviewed in order to identify ways in which managers can be supported to take ownership of the training and development of their subordinates, which in turn will make them accountable and responsible for this process.

A critical analysis of the above variables is undertaken, based on the findings and recommendations from previous research.

## 2.2 South African Local Government

South African local government is responsible for delivering basic services to communities; investing in and maintaining physical and social infrastructure; and promoting economic growth and poverty alleviation. The Local Government SETA (LGSETA 2014: 52) points out that the extent to which municipalities deliver on their mandate is of importance, given that for most South Africans local government is how they experience government on a daily basis.

According to Koma (2010: 114), the preamble to the Local Government: Municipal Structures Act 117 of 1998 is where the mandate for local government is contained. The preamble states:

*“A vision of democratic and developmental local government in which municipalities fulfil their constitutional obligations to ensure sustainable, effective and efficient municipal services, promote social and economic development, encourage a safe and healthy environment by working with communities in creating environments and human settlements in which all our people can lead uplifted and dignified lives.”*

The Constitution and the White Paper on Local Government has paved the way for important enabling legislation. Between 1995 and 2003, five significant pieces of legislation pertaining to municipal administration were passed. This legislation has provided transformation in the local government environment and has empowered local government to fulfil its constitutional mandate. These laws are:

- *Organised Local Government Act 52 of 1997;*
- *Municipal Demarcation Act 27 of 1998;*
- *Municipal Structures Act 117 of 1998;*
- *Municipal Systems Act 32 of 2000; and*
- *Municipal Finance Management Act 56 of 2003.*

The National Development Plan confirms that in order to meet the transformational agenda, functional municipalities are needed with capable human resources with the correct skills at a local level that can develop a safe, healthy and sustainable space

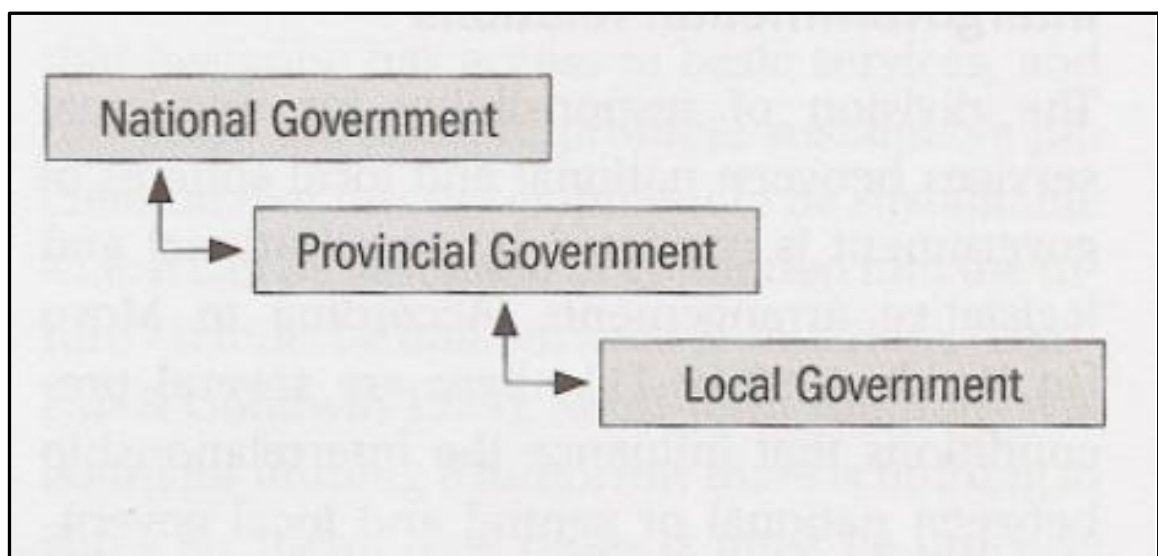


where citizens and people can work, live and socialise (Department of Co-operative Governance 2013:4).

The White Paper on Local Government (1998:3) as cited in Meyer (2014: 4) highlights that since 2000, South African local government has been allocated a critical role in rebuilding local communities after the apartheid era. Their role is to create integrated, economically and socially resilient communities. The White Paper iterates that the greatest potential for developmental support exists at the local government level, with a focus on attracting investments, creating jobs and boosting demand.

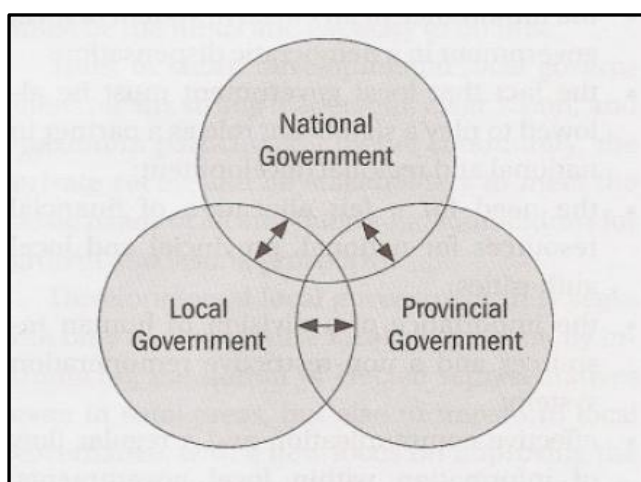
Venter, van der Walt, Phutiagae, Khalo, van Niekerk and Nealer (2007: 17) demonstrate that the previous system of governance in South Africa was characterised by a top-down, hierarchical system that restricted co-operation, integration and co-ordination. However, the post-1994 system of governance in South Africa has a strong focus on integration, as depicted in Figures 2.1 and 2.2 which indicate the differences between the pre- and post-1994 systems of governance.

**Figure 2.1: Pre-1994 Hierarchical System**



**Source: Venter *et al* (2007: 17).**

**Figure 2.2: Post - 1994 Co-operative Governance System**



**Source: Venter *et al.* (2007: 17)**

### **2.3 Current State of Local Government**

In order to understand the challenges in local government, it is important to have a bird's eye view of the labour market profile of the local government sector. The estimated total number of employees employed in the local government sector in the 2014/15 financial year was approximately 260 438. Table 2.1 below presents the overall geographic distribution of the number of employees in the sector based on the Workplace Skills Plan (WSP) and Annual Training Report (ATR) data submitted to the Local Government Sector Education and Training Authority (LGSETA) in 2015 (LGSETA 2015: 9).

**Table 2.1: Provincial distribution of employees by municipality type and gender, 2014/15**

PROVINCE	METROPOLITAN		DISTRICT		LOCAL		OTHER		TOTAL		
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	BOTH
Eastern Cape	3952	7244	2 086	3394	4 531	7288	18	15	10587	17941	28528
Free State	1352	2929	272	292	3730	7026	91	162	5445	10409	15854
Gauteng	23880	30377	557	587	3023	4721	2888	3970	30348	39655	70003
Kwa-Zulu Natal	9473	17208	1608	4042	7789	11474	7	162	18877	32886	51763
Limpopo	0	0	1764	2849	3822	6545	0	0	5586	9394	14980
Mpumalanga	0	0	328	294	4847	8387	0	0	5175	8681	13856
North West	0	0	548	913	3760	7632	20	32	4328	8577	12905
Northern Cape	0	0	284	297	2304	4785	0	0	2588	5082	7670
Western Cape	8548	17149	820	1643	5291	11428	0	0	14659	30220	44879
<b>Total</b>	<b>47205</b>	<b>74907</b>	<b>8 267</b>	<b>14311</b>	<b>39 097</b>	<b>69286</b>	<b>3024</b>	<b>4341</b>	<b>97593</b>	<b>162845</b>	<b>260438</b>

**Source : LGSETA (2015: 9)**

### 2.3.1 Employees by race and gender

The local government sector employed a total of 260 438 officials in the 2014/15 financial year. A total of 162 845 males and 97 593 females were employed in the sector. In terms of population groups, the Black population group had the highest number of employees for both genders, followed by the Coloured population group, with the Indian/Asian population group representing the lowest number of employees for both females and males, according to the LGSETA (2015: 10).

**Table 2.2: Provincial distribution of employees by race and gender, 2014/15**

PROVINCE	BLACK		COLOURED		INDIAN/ASIAN		WHITE		TOTAL		
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	BOTH
Eastern Cape	8804	14413	1065	2390	64	113	651	1027	10587	17941	28528
Free State	4961	9483	178	376	2	9	304	541	5445	10409	15854
Gauteng	26427	34171	1067	1337	335	404	2519	3743	30348	39655	70003
Kwa-Zulu Natal	15649	26197	547	760	2003	4681	678	1248	18877	32886	51763
Limpopo	5432	9176	8	20	9	11	137	187	5586	9394	14980
Mpumalanga	4847	8283	77	54	34	20	217	324	5175	8681	13856
North West	3950	7919	136	283	17	11	225	364	4328	8577	12905
Northern Cape	1330	2704	1091	2162	3	8	164	208	2588	5082	7670
Western Cape	4061	7709	8613	19108	69	93	1916	3310	14659	30220	44879
<b>Total</b>	<b>75461</b>	<b>120055</b>	<b>12782</b>	<b>26490</b>	<b>2536</b>	<b>5350</b>	<b>6811</b>	<b>10952</b>	<b>97593</b>	<b>162845</b>	<b>260438</b>

**Source : LGSETA (2015: 10)**

### 2.3.2 Educational profile

Table 2.3 provides an overview of the qualifications profile of employees for the 2014/15 financial year. The table indicates that 17 881 employees had below National Qualifications Framework (NQF) Level 1 education, with about 155 329 employees with qualifications between NQF Level 1 (Grade 9) and NQF Level 4 (National Senior Certificate and National Vocational Certificate). The observation is that there are fewer employees with qualifications at the higher NQF Levels.

**Table 2.3: Qualification profile of employees, 2014/15**

OCCUPATION CATEGORY	BELOW NQF 1	NQF 1	NQF 2	NQF 3	NQF 4	NQF 5	NQF 6	NQF 7	NQF 8	NQF 9	NQF 10
Legislators	1292	959	923	1749	3784	1543	1287	559	167	45	18
Managers	36	28	69	151	1665	1230	2751	2831	1663	327	34
Professionals	188	42	146	826	6065	2647	7380	4489	1683	147	6
Technicians and trade	677	1019	1391	3622	8205	3400	3990	1077	221	45	4
Community and personal service	43	29	56	225	1687	706	459	321	60	12	0
Clerical and administrative	1046	412	624	4240	17234	8930	8089	1940	217	51	8
Sales and service	409	584	871	3523	11416	7772	6324	411	60	3	0
Machinery operators and drivers	688	3310	2039	3868	4260	671	456	123	42	5	0
Elementary workers	13502	21681	15202	19130	14284	3166	380	526	339	1063	0
Total	17881	28064	21321	37334	68600	30065	31116	12277	4452	1698	70

**Source: LGSETA (2015: 13-14)**

Referring to the South African setting, Lobelo (2007) as cited in Linde and Maritz (2013: 353) argues that local government is one of the economic sectors that are currently faced with the challenge of skills shortages in the fields of technical services, as well as financial and project management. The authors maintain that by enhancing skills development and training strategies, local government will become more efficient agencies, especially by the upliftment of communities through the delivery of basic services.

The Financial and Fiscal Commission (2012: 98) found that capacity constraints are often used to mask the real causes of municipal non-performance. The uneven local government performance is not only because of capacity constraints, but also (perhaps more importantly) due to the tensions in inter-governmental roles and responsibilities; the political administrative interface; high vacancy rates and instabilities in administrative leadership; skills deficits; poor organisational design; inappropriate staffing; low staff morale; and poor accountability for performance. De Lange (2012) in his article titled, "Study shows why municipalities fail", endorses the view that municipalities often cite "capacity constraints" for poor performance. However new research has debunked this, suggesting that service delivery is affected by political interference in local administrations, irregular or inappropriate appointments and the rigid implementation of employment equity. De Lange (2012) adds that these dual and contradictory structures of authority have

created an environment where institutional collapse and lack of performance are ignored and often vehemently denied despite overwhelming evidence. These structures contribute directly to municipal performance failures and are covered up with references to 'lack of capacity'.

## **2.4 Service Delivery Challenges**

The findings of The Department of Co-operative Governance and Traditional Affairs (2013:5) identified that institutional incapacity and extensive poverty have destabilised local government, leading in some instances to a disastrous collapse in the delivery of services.

The capability of several municipalities is of key concern as the collection rate of revenue continues to challenge municipalities to deliver services to communities. There is a need for municipalities to be led by suitably skilled personnel who are appropriately positioned within the administration. The collapse of communities' faith in municipalities and councillors is related to the protracted or poor responses to service delivery challenges. Service delivery demonstrations are an indication of communities' dissatisfaction with these malfunctions which negatively depict the municipality. The situation is compounded by rampant instances of rent seeking and dishonesty amongst public representatives, signalling an extensive collapse in the ideals and moralities that ought to be important to the people who have been chosen or employed to steer the local government system, as detailed in a report by the Department of Co-operative Governance and Traditional Affairs (COGTA 2013:5).

The findings of the Delivery Agreement on Outcome 9 (South African Government 2012:1) have acknowledged the challenges at municipalities, namely weak governance and responsibility; ineffective financial management; high vacancy rates in essential senior management posts; excessive infrastructure backlogs; and in specific cases, a failure to supply essential municipal services proficiently and effectively. Previous efforts by the national and provincial governments, which are accountable for managing the performance of local government, to attend to these dilemmas have produced limited success. The report affirms that municipal capability

to deliver is critically hampered by high vacancy rates and a shortage of appropriately competent officials in high-ranking positions.

Kane-Berman's (2014) article claims that the cause of several localised protests and demonstrations that take place throughout South Africa can be attributed to the resentment of communities towards nepotism, dishonesty and the absence of accountability. The administration in South Africa is widely identified as being inundated by ineptitude and a lack of responsibility. Koma (2010: 114) iterates that the magnitude of service delivery hurdles saddling municipalities continues to be overwhelming. Under conditions of poor governance, programmes of poverty alleviation, food security and job creation have been undermined by maladministration, corruption and the lack of public participation of the beneficiaries (Venter *et al.* 2007: 4).

Parnell *et al.* (2002:8), as cited in Venter *et al.* (2007: 4), argue that the doctrines of New Public Management have been quite influential in shaping both the structures and processes in municipal administration and management in South Africa. One of the key maxims of this approach has been that governments should engage in 'steering rather than rowing' (Osborne and Gaebler 1993:25-48 as cited in Venter *et al.* 2007: 4). Sibisi (2009:14) as cited in Meyer (2014:5), asserts that rural communities are especially in need of strong local government but have the weakest local government structures with lack of information, skills, funding and capacity. Venter *et al.* (2007: 16) believe that the new local government system is still undergoing a process of refinement as the dynamics brought about by legislation; power struggles; socio-economic and political pressures; and local needs will probably take years to stabilise.

According to the Community Law Centre (2008:2), as cited in Meyer (2014: 5), local government's developmental function is "strangled" by a plethora of complicated laws such as the Municipal Structures and Municipal Systems Acts. Government's answer to this is the introduction of even stricter laws, rather than support and supervision. The consequences of the "strangulation" include high costs and capacity allocated to compliance; opting out of functions as listed in the Constitution; and the stifling of ideas and initiatives.

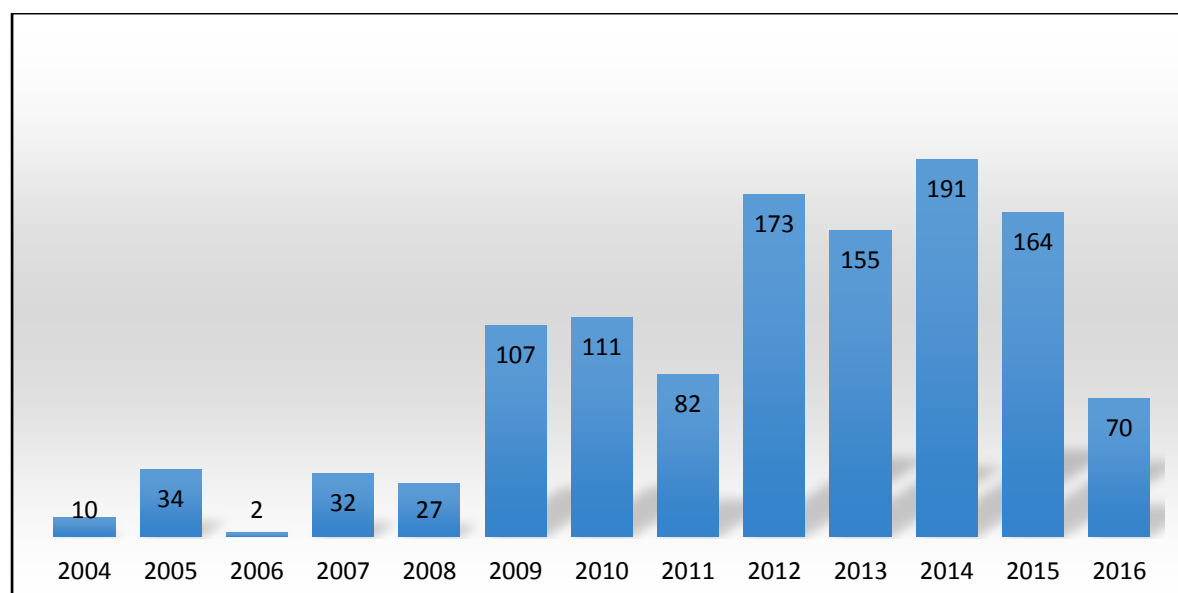
Sebugwawo (2014) reported that no subject has been more discussed in local governance circles than the issue of service delivery. Service delivery in democratic South Africa has been characterised by mass protests, demonstrations and petitions. Many of the service delivery turnaround strategies put in place are yet to produce results. When municipal governments fail to take action regarding community challenges, a characteristic response of ordinary people is for them to resort to protests which become costly to the government. Service delivery demonstrations indicate that the deficiencies in local government cannot go unimpeded. According to the Outcome 9 Report by Government (2012: 4), the identified concerns have crushed the confidence of the majority of people in the local government system.

Koma (2010: 116) maintains that it is obvious that the local sphere of government is presently confronted with serious challenges and obstacles relating to the effective and sustainable delivery of basic services; organisational competence; and institutional performance in order to ensure service delivery and the successful implementation of government policies and programmes. However, the mandate of local government can be accomplished through execution of applicable and comprehensive strategies. Municipalities are increasingly under pressure to deliver on important government objectives such as the provision of water and electricity; roads and infrastructure; housing; and sanitation, amongst others. Venter *et al.* (2007: 19) propose that, in order to be able to deliver these services in an effective and efficient manner, local governments must ensure the sustainable development of local communities. Poor service delivery has elicited protests all over the country which have, in turn, brought local government under the spotlight. AISA (2012: 1) maintains that, over the years, the majority of these protests have been marked by exceptionally high levels of violence and vandalism as people vent their frustration and anger. AISA (2012: 2) identified that there remains a large service-delivery gap between urban and rural municipalities, specifically in the former homeland communities of Limpopo, Eastern Cape and North West, as well as KwaZulu-Natal. A strong belief in that service-delivery protests are aggravated by the lack of accountability of officials, as well as the lack of public participation in choosing the councillors who will represent them. Whilst trying to create a better living environment, most South Africans struggle with high levels of unemployment, poverty and poor living conditions which directly undermine the constitutional

commitment to basic human rights and dignity. This exacerbates the dissatisfaction concerning poor service delivery, particularly in the informal settlements where unemployment and poverty are endemic. As a result of this frustration and in the hope that their voices will be heard, many South Africans take to the streets in protest.

During the period 01<sup>st</sup> January 2016 to 30<sup>th</sup> April 2016, there have been 70 service delivery protests. According to the Municipal IQ (2016), if continued at the same rate as the past 4 months, major service delivery protests will reach a new peak level in 2016.

**Figure 2.3: Major Service Delivery Protests by Year (2004 –30<sup>th</sup> April 2016)**



**Source: Municipal IQ (2016) - Municipal Hotspots Monitor**

Mkhize (2016), in his newspaper article titled “Situation remains tense in protest stricken Jozini”, provides a common illustration of the poor service delivery that most communities encounter. In May 2016, service delivery protests brought everything to a halt for the third consecutive day in the small town of Jozini in northern KwaZulu-Natal. Jozini falls under the Umkanyakude District Municipality, which has a history of maladministration and is currently under administration. Community members demanded service delivery in the area. Amongst their demands were the provision of clean water and proper sanitation. Some residents indicated that they have been

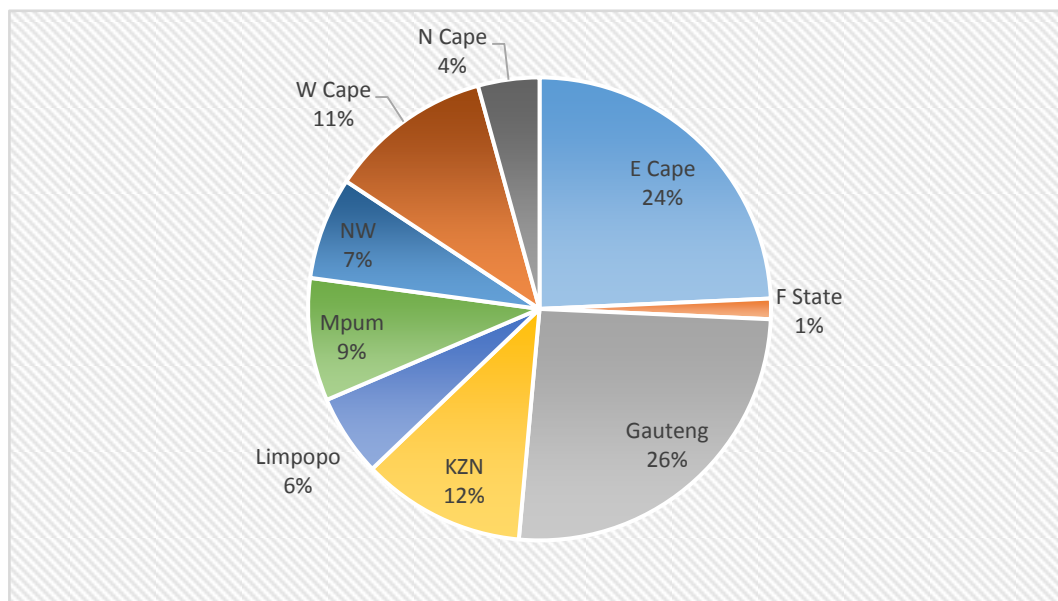


without water for more than 10 months, although water meters have been installed. Cars and trucks found it difficult manoeuvring the streets barricaded with burning tyres and rubble by protestors. Businesses have also been forced to close their doors due to security concerns. Service delivery protests also affected learners. The protests disrupted their preparations for the mid-year exams as schools in the area were closed.

Similar protests took place in April 2016 at Khutsong in Matsulu, Mpumalanga; at Boiketlong on the Vaalrand; and in May 2016, in Lamontville and Umlazi in Kwa-Zulu Natal and Ennerdale in Gauteng. In his newspaper article, Siphephile Kunene (2016) indicated that residents of Khutsong in Matsulu, Mpumalanga undertook service delivery protest and demanded services, including water and electricity as they indicated that since 2007 Khutsong barely had any services. Residents have resorted to illegal electricity connections and five people have reportedly been killed by exposed wires. Residents have vowed to fight on and threatened to blockade the N4 toll road (Kunene: 2016). These service delivery protests are just some of the challenges faced by communities and are a tip of the ice-berg which has had a ripple effect and impact on the lives of others. Learners could not attend as schools were closed; and businesses closed for fear of looting; and motorists, some of which are trucks that transport food, petrol and other essentials to communities.

Municipal IQ Managing Director, Mr Kevin Allan, stated that many protests have taken place in informal settlements and underdeveloped areas where service delivery remains a major challenge, (Municipal IQ: 2016). Figure 2.4 below provides a breakdown of service delivery protests per province with Gauteng with the highest number of service delivery protests, followed by the Eastern Cape and Kwa-Zulu Natal.

**Figure 2.4: Service delivery protests by province (1<sup>st</sup> January and 30<sup>th</sup> April 2016).**



**Source: Municipal IQ (2016) Municipal Hotspots Monitor**

## **2.5 Lack of institutional capacity in municipalities**

Based on the outcomes of the Policy Brief compiled by the Africa Institute of South Africa (AISA 2012: 2), it has been argued that a lack of expertise has left many municipalities inadequately staffed, resulting in deteriorating service delivery over the years and leaving many communities with inadequate access to basic services. The skills scarcity has resulted in overwhelming service delivery backlogs which have prevented government from addressing problems effectively and efficiently. This is mostly evident in the case of managerial and technical positions, which remain vacant in most rural municipalities. Severe service backlogs impact negatively on many poor communities that yearn for the provision of basic services for their survival and are due to a lack of expertise. Many municipalities lack adequate funds to carry out their constitutional mandate to improve service delivery. Others resort to under-spending the allocated funds due to a lack of leadership skills. AISA (2012: 3) reported that protesters have claimed that the maladministration of government resources, such as the misuse or under-use of funds allocated for providing services, is the cause of service delivery failure. Furthermore, there is a lack of capacity to complete projects that assist communities.

According to the Financial and Fiscal Commission (2012: 98), there is indication of an abnormal prevalence of inappropriate or unsuitable appointments that is of concern to the Department of Co-operative Governance and Traditional Affairs (COGTA). The National Treasury (2011), as cited in the Financial and Fiscal Commission report (2012: 98), has identified that while vacancy rates are often used as a sign of organisational capacity, engagements are frequently made to positions that do not exist in the approved organogram. Unions have protested that “nepotism and favouritism” lead to inconsistent appointments and promotions. COGTA has quoted incidents where positions have been filled without being advertised; people have been recruited to technical positions where there is no job description; and job evaluation has not taken place.

Municipal IQ (2012) states that appointing the wrong people to top posts permeates the entire organisation, not only because top leadership is unsuitable but because it affects the morale of the officials. In organisations where the basis of appointment is not clear, factionalism based on personalities more than issues can easily become rife and degenerate into gutter politics.

The Government’s mandate to deploy African National Congress (ANC) comrades to positions for which they are not qualified also exacerbates the issue of poor service delivery, as some of these candidates lack the expertise to execute their tasks successfully. However, this continues to happen despite government’s acknowledgment that most municipalities are hampered by nepotism and maladministration and run by incompetent staff who are often disorganised (AISA 2012: 4). Berkowitz (2013) emphasises that many municipalities consequently suffer from high staff turnover rate and skills mismatch.

Marrian (2016), refers to a report that was presented at the ANC’s January national executive committee meeting on the state of the country’s municipalities based on the ambitious back-to-basics programme launched slightly over a year ago by then Co-Operative Governance Minister, Mr Pravin Gordhan. According to the document, dysfunctional municipalities were characterised by political instability, weaknesses in governance and poor service delivery. The main service delivery problems were identified as water supply interruptions; sewer blockages and spillages, dilapidated

roads; high losses of water and electricity; and theft. These factors have an impact on revenue collection.

There was a strong correlation between poor political leadership, vacancies at a senior management level, poorly thought out appointments and the “lack of functionality” at municipal level. The report also detailed that at the outset of the back-to-basics programme, only 119 of the country’s 278 municipalities were characterised as “doing well”. A year later, after a mere 65% response rate to the programme, only 37% of municipalities were performing well and “dysfunctional municipalities” - 31% of the total - provided only 26% of the responses. The report also noted that during the one year period, there were 296 dismissals for fraud and corruption in various municipalities (Marrian: 2016).

In their manifestos, various political parties promised the following in order to build municipal capacity: the ANC promised to “enhance skills” and recruit officials with the requisite technical and administrative knowledge and skills; the Democratic Alliance (DA) vowed to attract the “next generation of municipal officials through graduate recruitment programmes”; and the Economic Freedom Fighters (EFF) promised to set up a “governance task force” at its party headquarters whose primary task was to build capacity and guide and monitor councillors and municipalities with the sole aim of ensuring that they implemented the manifesto to the fullest (Marrian: 2016).

According to Kane-Berman (2014) the government system has been contaminated by a poisonous mix of affirmative action, cadre deployment and impunity: *“The lack of capacity we hear about is a euphemism. People often lack capacity because they don’t need it to get or keep a job. Filling a racial quota or supporting the right party - or the right faction within it – are often more important”*. Kane-Berman (2014) suggests that a shortage of skills is a problem at local level. The Institute of Municipal Finance Officers confirmed that one third of all municipal officers, chief financial officers and municipal supply chain managers do not have the right skills for their job. Yet they hold these senior positions around the country.

There is irrefutable proof that having the right skills is crucial to municipal efficacy, yet appointments keep on being made that often sidestep competency. Therefore,

the skills gaps endure in important technical and management positions in municipalities. Despite this, South Africa does not have a coherent human resource development strategy for local government as stated in the Outcome 9 Delivery Agreement (Government 2012: 15).

At the release of the 2014-15 report into municipal financial management at a media briefing in Pretoria held on the 01 June 2016, Auditor-General Kimi Makwetu presented the audit results of South Africa's municipalities over the past five years. The auditor-general again flagged institutional capacity and management as major concerns for South Africa's 278 municipalities. A quarter of these municipalities remain uncertain as there are growing concerns due to problems of revenue-and debt-collection in a tough economic environment (Gernetzky : 2016). Quintal (2016) quoted Auditor-General Kimi Makwetu as stating that *"Weaknesses in the planning and appointment processes; performance management and monitoring; and transferring of skills were identified at 68% of the municipalities that used consultancy services."* The report showed that during 2014-15, 92% of municipalities used consultants for financial reporting at a cost R892m which confirms that there is a lack of institutional capacity and management in these municipalities. Therefore, there is a need to use consultants for the submission of financial statements.

There are deficient levels of applicable knowledge and skills in local government throughout the country. According to Mnguni (2016), over the last two decades local government has constantly revealed itself inept to attract the appropriate skills, which has created a reliance on external consultants. Consultancy fees can drain municipal budgets, thus impinging on service delivery projects, including the inability to pay salaries.

Mnguni (2016) cites University of Cape Town's Professor Tom Koelble who asserted that the primary reason why local government is collapsing is a lack of capacity, which "translates to...failures in local governance". Professor Koelble identified a shortage of competence amongst local government technical officials and managers who were "probably not equipped to handle their departments".

Mnguni (2016) cites a City Press survey of 164 municipalities in six provinces in 2014 which disclosed that only 40% of municipal managers had met a target “to acquire the appropriate skills” for their jobs. The cut-off date had been set in a 2007 National Treasury regulation titled “Guidelines for Municipal Competency Levels”. During the same year, it was brought to the attention of the Minister of COGTA that out of 278 municipal chief financial officers (CFOs) handling about R320-billion in municipal finances, 170 did not have the applicable credentials for their professions.

As part of its investigation, City Press cited the example of the then “Municipal Manager of Nama Khoi municipality in Springbok who had acquired his job in 2011 on the basis of a Grade 9 education”. The employment was in contravention of the 2007 national treasury regulation. In the same year, the Auditor-General (AG) became aware of the municipality’s finances which were in disarray. “No wonder, the wrong captain was steering the ship.” It is therefore possible to identify a number of causes that influences the crippling lack of capacity in South African local government.

Mnguni (2016) stated that in South Africa there are major inconsistencies between the political arm and the administrative arm with regard to their roles and functions as outlined in the Municipal Systems Act. These are not being respected. In most cases, the mayor and the municipal manager are affiliated to the same political party. The latter, who is also the council’s chief accounting officer, may find him or herself pulled into political deliberations with regard to the expenditure of finances. Such practice is contrary to what is explained in the Municipal Systems Act in respect of the role and responsibilities of the administrative arm to that of the political arm. Although several investigations have been conducted, to date no conclusive evidence is presented on the number of under-skilled but politically linked officials presently in the employ of local government.

Municipal officials are an important though often overlooked element in local democracy. Pimlott (1951:243), as cited in Venter *et al.* (2007: 33) believes that public officials should help to bridge the 'gulf which, despite advances in education and communication, exists between 'we' - the millions of ordinary citizens - and 'they' - the government. Venter *et al.* (2007: 33) suggest that modern administration would

come to a standstill if government does not constantly speak to the people as individuals and in and through the different groups to which they belong. Municipal officials rely on citizens' input to stay informed about public concerns and gain insight into citizens' preferences. Venter *et al.* (2007: 34) identified another potential cause of concern as far as the role of municipal officials in local democracy is concerned, namely the issue of professionalism and competence when it comes to engaging citizens effectively in order to obtain their views and to design suitable mechanisms to facilitate the participation of various stakeholders.

Local government has a critical role to play in consolidating the new democracy. Venter *et al.* (2007: 53) quote the White Paper on Local Government (1998:103 - 105) which states that special attention should be given to training to ensure that municipal administrations are capacitated to meet their developmental duties. Transformation is an obligation placed on each municipality in order to fulfil its developmental mandate. Therefore, attention should also be given to the training of officials and councillors. Venter *et al.* (2007: 90) maintain that one of the main obstacles hindering efficient local government is an unnecessary hierarchical, top-down and disintegrated municipal administration. Effective local governance can only succeed if a range of institutional and administrative changes take place within a municipality.

Pieterse (2000:25), as cited in Venter *et al.* (2007: 90), points out that this process will involve a change to a more strategic approach of action; better-decision-making and influence being transferred to frontline staff who work directly with citizens and other role-players; and a number of responsible and transparent systems that relate everyday processes to the all-encompassing process of developing a democratic and responsible culture. According to Venter *et al.* (2007: 181), there is a shared view that internal human capital development has been very uneven and that the national skills deficit is also reflected in municipalities. The need for upgrading staff skills at all levels is critical (South African Cities Network 2006:4-56 as cited in Venter *et al.* 2007: 182). A large gap exists between the expectations of municipal residents and what the human resource capacity of municipalities can deliver in practical terms. Many of the employees of municipalities are not equipped with the necessary skills and experience to fulfil the roles assigned to them in the dynamic

municipal environment. This situation can only be addressed through effective training.

The Financial and Fiscal Commission (2012: 98) expressed its view that thus far, capacity-building projects have been centred on a “one size fits all” approach, however, there is a need for a different methodology when assisting municipalities (The Presidency 2010 as cited in the Financial and Fiscal Commission 2012: 98).

The Outcome 9 Delivery Agreement (Government 2012: 15) recommends an audit on the quality and quantity of present capacity at municipalities in order to ascertain patterns and identify where the largest needs are. Municipalities have discovered that, despite the urgency of the need, gaining access to finances for capacity building can be a complicated course of action. This setback, together with the time it takes to obtain authorisation for certain capacity-building projects, affects the municipalities’ capability to succeed in this function.

Meyer (2014: 9) challenges the idea that Government’s role in development is to remove barriers for development and show strong leadership and co-ordination with effective service delivery. For government to be successful in development, it needs to have capacity and skills. One of the goals of the National Development Plan (NDP) is the improvement of capacity for local government. Increased capacity and skills lead to increased service delivery. Linde and Maritz (2013: 355) confirm that skills development is a necessary component of the workplace, especially in a setting where organisational changes creates new expectations and obligations.

## **2.6 Education, Training and Development**

It is important to have an understanding of the various terms that are used interchangeably, which do not have the same meaning within the education, training and development (ETD) environment known as Human Resource Development (HRD) or Skills Development (SD).

Garavan (1997: 39) explains that the training, development and education of employees in all ranks within organisations is considered an essential element in



maintaining effectiveness in the international arena. If one accepts a competitive market point of view on Human Resource Management / Development (HRM/D), then a significant concept is the view that training, development and education strategies are an important method by which the ineffectiveness of the employment relationship can be decreased and a closer approximation to competitive labour market consequences achieved. At the level of the organisation, these actions offer a method by which a number of key organisational successes can be attained.

Botha, Kiley, Truman, and Tshilongamulenzhe (2013: 202) state that in the South African organisational context, Training and Development (T&D) is the central focus of human resource development (HRD), which is a component of the human resources management process.

Rothwell, Sullivan and McLean (1995), Van Dam (2004); and Swanson and Holton (2008), as cited in Botha *et al.* (2013: 201), maintain that HRD consists of education, training and development and is defined as organised learning experiences offered by employers within a stipulated time frame to bring about the possibility of performance improvement; personal growth; and an enhancement of employees' employability orientation, to satisfy the current and future needs of the organisation.

### 2.6.1 Education

Allman (1982), Peters (1972) and Tough (1981), as cited in Garavan (1997: 40), point out that there is a complete body of literature to draw on in terms of describing education. Many of the early definitions promoted a front-end model of education. This approach posits that education takes place only during the developmental years and that is when socially mature education comes to an end. Mill is mentioned by Lester-Smith (1966), as cited in Garavan (1997: 40) as having claimed that the importance of education was identified in the way that each generation imparted to those who were to be their successors. Durkheim (1956), as cited in Garavan (1997: 40), considered education in a similar way. He argued that it was the advice shared by adults with individuals who were not yet ready for social life. Dewey

(1916), cited in Garavan (1997: 40), deviated somewhat from these descriptions when he defined education as follows:

*“It is that reconstruction or reorganisation of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience”.*

Dewey (1916), cited in Garavan (1997: 40), emphasised that formal education was essential if humanity was to transfer all of its accomplishments from one generation to the subsequent one.

Coombs and Ahmed (1974), as cited in Garavan (1997: 40), also wanted to differentiate between formal education and informal and non-formal education. Their definition of formal education is “the highly institutionalised, chronologically graded and hierarchically structured education system”; whilst Erasmus, Loedolff, Mda, and Nel (2012 :20) define education as “the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, attitudes, values, skills and sensibilities and any learning that results from the effort, intended or unintended.” In a very broad sense, the concept of education includes the learning activities that occur in an organisation, specifically for both skilled and unskilled employees.

According to Botha *et al.* (2013: 202), education relates to learning opportunities provided to employees to further their formal academic qualifications through tertiary institutions, such as colleges or universities. Generally, occupational education is focused on inputs with non-specific outcomes (Rees and French 2010 as cited in Botha *et al.* 2013: 202). The authors state that education also involves a planned process of developing intellectual capacities by providing access to concepts, ideas and knowledge and teaching individuals how to apply these in the real-life context. Education is therefore seen as a medium-term change effort intended to prepare individuals for promotions (upward career progression) or for enhanced intellectual and technical abilities in their current jobs (horizontal career progression). Due to the fact that education aims to develop an individual's

knowledge, social understanding, skills and intellectual capacity, it is generally broader in scope than training.

### 2.6.2 Training

Training is defined by the Oxford English Dictionary as practical education in any profession, art or craft. The human resource management and development definitions do not differ considerably. Training is characterised as “a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences and to achieve effective performance in an activity or a range of activities” (Garavan *et al.* 1995; Harrison 1993 and Reid *et al.* 1994 as cited in Garavan 1997: 40).

Garavan (1997: 40) points out that several of the descriptions within the HRM/D literature point to a focus on the current job. As an intervention, it appears to cover many areas including on-and-off-the-job training; training for younger workers; adult training; and formal and informal training through work experience. According to Buckley and Caple (1995), as cited in Coetzer, Redmond and Sharafizad (2012: 428), the intention of training in the work situation is to empower an individual to attain the necessary skills in order that he or she can perform effectively in a given task or job.

Erasmus *et al.* (2012: 20) refer to training as the 'planned acquisition of knowledge, skills and abilities to carry out a specific task or job in a vocational setting'. They view training as the way in which an organisation uses a systematic process to modify the knowledge, skills and behaviour of employees in order to enable it to achieve its objectives. Training therefore aims to improve employee performance in an organisation, usually when work standards are low because of the lack of knowledge and/or skills and/or poor attitudes amongst individual employees or groups. As a result, one can also view training as a “deliberate intervention” taken or planned to address present and/or anticipated shortcomings in knowledge, skills and attitude.

### 2.6.3 Development

Garavan (1997: 40) defines development according to the Oxford English Dictionary as “an act or process of developing; a gradual unfolding or growth”. Garavan (1997: 40) discovered that within human resource management and development (HRM/D) writings, development is a theory that supports both the external existence of the environment and organisational goals and the inner reality of the evolving self. The basic belief is that each one is a unique being on the route to becoming a person, but it is only feasible to make progress by connecting with others or by exercising an ability to make individual choices as beneficially as possible. Pedlar (1995), as cited in Garavan (1997: 40), describes development as “making the most that one can get out of opportunities in both the outer and inner sphere”. Baum (1995) is cited by Garavan (1997: 40) as defining development as a procedure which can take place at any time and is not limited by prescribed parameters or at detailed points within an individual’s life cycle. It is not restricted to the teaching space or the tutoring situation, nor is it controlled by planned or formal group sessions.

According to Rees and French (2010), as cited in Botha *et al.* (2013: 202), development focuses on outputs and implies getting better at something or becoming more advanced. It is a process of growing employees and preparing them or equipping them for different, better or bigger things. Although development has desired outcomes, these are less specific than those for training. Development is seen as a long-term change effort intended to broaden an individual's capabilities through experience and to give them new insight into themselves, their occupation and profession and their organisation (Rothwell *et al.* 1995 as cited in Botha *et al.* 2013:202). Botha *et al.* (2013: 202) advocate that development has a nurturing perspective and focuses on the longer-term growth and development of individuals in a way that fulfils their potential. Development is centred more on the individual rather than on the task or job and is associated with long-term personal advancement and career mobility (Winterton 2007 and McCauley *et al.* 1998 as cited in Coetzer *et al.* 2012: 428).

#### 2.6.4 Key Differences between Education, Training and Development

Garavan (1997: 41-42), explains that training, development and education are fundamentally concerned with learning. Yet development appears to be the key process to which training and recognised education contribute to. In turn, this contribution facilitates growth both in the individual and the organisation. Educational activities are often viewed as a prerequisite for a job because they certify the individual's ability and suitability. This suitability to the organisation may be further enhanced by training. In a training context, behavioural objectives are quite specific and are usually related to the present job. Education generally focuses on the individual and its objectives are usually less quantifiable since each individual's learning priorities differ as development in the HRM/D context usually focuses on future roles or jobs. Training involves learning in a mechanistic manner, whilst development and education tend to emphasise organic learning practices with the focus on change in the individual, rather than in what he/she can do. Training can be associated with "learning by doing" whereas education is more synonymous with "learning by thinking" and development involves learning, thinking, doing (Garavan 1997: 42).

Warr (2002:154) is cited in McDowall and Saunders (2010: 154) as claiming that "job-specific training seeks to improve effectiveness in a current job role, whereas development activities take a longer-term perspective and may extend into career planning and reviews of personal progress". Laird (1985: 11) writes that training "permits employees to perform to a standard whilst development on the other hand refers to ongoing, long-term intervention to prepare people and groups for futures". Erasmus *et al.* (2012: 20) argue that education and training both create circumstances in which an employee can acquire and apply the skills, knowledge and attitudes that will satisfy organisational objectives. The underlying philosophy is that education creates a general basis that prepares the individual for life and that training prepares the individual to perform specific tasks in a particular job.

## **2.7 The Training and Development Challenge in South Africa**

Botha *et al.* (2013: 4) emphasise that skills development is regarded as an important way to increase the performance of people in organisations. By understanding the purpose and challenges of people development efforts on a national level, managers and training and development practitioners will be able to determine skills development objectives and targets that will help to improve the performance capabilities of their organisations and their employees.

Botha *et al.* (2013: 14) highlight that South Africa has a high rate of unemployment and an inefficient labour market, although the failings of the market may be the result of distortions caused by the apartheid policies of the past. The South African labour market is pigeon-holed by an abundance of unskilled labour and a scarcity of skilled workers. Population growth surpasses the expansion in jobs. This situation is exacerbated by the constant loss of jobs in the formal sector as the country's economy changes from labour-intensive to capital-intensive processes that require highly skilled human resources (Botha *et al.* 2013: 17). The combination of skills shortages and high unemployment levels creates a high turnover of labour. In this context, learning through training and development has an important role to play in helping organisations to retain valuable, talented staff. Arnold and Randall (2010), as cited in Botha *et al.* (2013: 199), emphasise that the economic competitiveness of a nation is linked to its skills base. South Africa is faced with skills gaps; an ageing but highly competent workforce; progressively complex technology; and increased consumer expectations of service providers. This state of affairs has become a major training and development challenge.

Badroodien and McGrath (2005), as cited in Botha *et al.* (2013: 15) wrote a paper on the evolution of South Africa's skills development strategy and highlight that the country's skills development system and its performance are profoundly shaped by its history and its labour market, which has been characterised by excessive capital intensiveness in high-skilled white enclaves, alongside low-skilled African labour. Botha *et al.* (2013: 199) reported that for historical reasons, the South African government directs considerable effort towards encouraging organisations to invest in the training and development of their staff. Companies are recognising that the

continued improvement of employee work performance by means of training and development (T&D) is vital in ensuring organisational survival and success in the new millennium.

The National Centre for Vocational Education Research (2008 as cited in Botha *et al.* 2013: 4) asserts that the modern workplace is characterised by an increasing need to renew approaches to workforce skills development in order to address the current skills shortages in an environment with an ageing workforce, declining numbers of youths and increasing competition for workers with the right skills which is therefore clear that workforce development cannot be left entirely to the vagaries of the market as identified by Ashton *et al.* (2003 as cited in Botha *et al.* (2013: 14).

## **2.8 Training and Development in Organisations**

Botha *et al.* (2013: 199) posit that the global knowledge economy of today increasingly demands people with high-level technical and social skills, knowledge and expertise to solve a constant stream of competitive problems. Changes in fiscal forces and globalisation also point to the significance of human resources and skilled “knowledge workers” as key resources for sustainable competitive value (Drucker 1999 and Drucker *et al.*, 1997 as cited in Martin 2010: 520). Pineda (2010: 673) confirms that in today’s varying global environment, both individual and co-operative skills are the most significant resources for organisations as these regulate their outputs, effectiveness and capability to adapt and be proactive when confronted with an uncertain situation. Training is an important approach for producing skills in people, since it empowers them to both learn and unlearn skills – in other words, to gain new skills and change unsuitable skills.

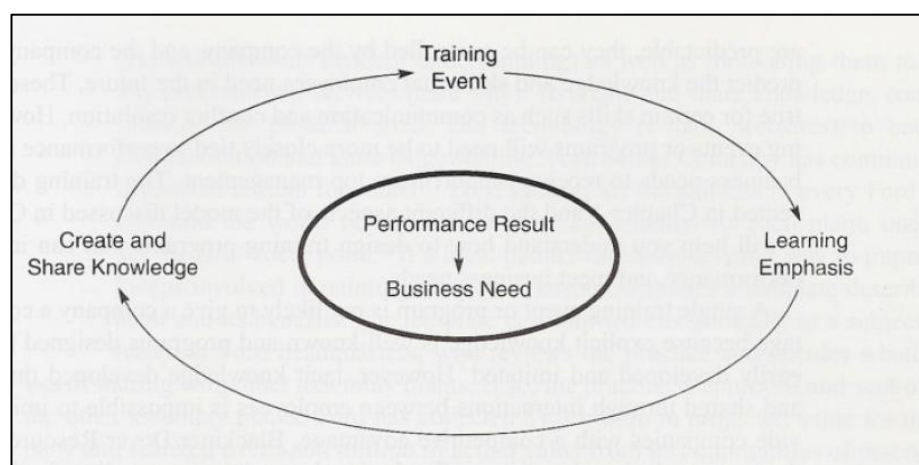
Noe (2008: 4) postulates that for an organisation to acquire a global advantage, its training has to encompass more than just elementary skills development. According to Botha *et al.* (2013: 200) in order for an organisation to gain competitive advantage, training must be used and training must be regarded as a way to produce intellectual capital. Organisations are starting to realise that investment in employee training and development at a strategic level is an essential element of

organisational renewal, adaptability and competitiveness in a dynamic global business market.

Botha *et al.* (2013: 199) discovered that apart from investing in employees' further education, organisations increasingly realise the importance of investing in the training and development of their employees as a means to remain viable. Botha *et al.* (2013: 200) maintain that by proactively and strategically engaging in training and development initiatives, employees can develop a portfolio of skills; enhance their opportunities for promotion; and participate in more challenging and interesting work which allows them to move easily between jobs and organisations.

Noe (2008: 48) affirms that as more businesses identify the importance of learning for meeting business tribulations and offering an economic advantage, the role of training in businesses is shifting. Figure 2.5 shows the evolution of training's role from a program focus to a wider focus on knowledge, as well as producing and sharing knowledge. Training will carry on focusing on building programs to teach explicit skills to enhance employees' execution of their duties and to help meet organisational needs and challenges (and be regarded as strategic). The role of training has to change to include an emphasis on learning and producing and sharing knowledge.

**Figure 2.5: Evolution of the Training Role**



**Source : Noe (2008: 48)**



## **2.9 A Skilled Workforce for Global Competitiveness**

Inkso (2008); Storey *et al.* (1997); Thomson *et al.* (1997); Cannon and Taylor (1994); and Handy (1987 as cited in Sabella and Analoui 2015: 685-686) state that a consistent feature of recent human resource management studies is the relationship between strategic management development and organisational competitiveness. Businesses and the individuals that operate in these settings must “break old habits” and adopt new actions and practices that make them more effective and efficient.

Hua *et al.* (2011: 25) and Robbins and Coulter (2005) highlight that in the age of international competition, current management views training and development as an instrument to expand employees' career development and meet companies' strategic goals. The Chartered Institute of Personnel and Development emphasise that high levels of employees skills are crucial for financial prosperity and that sustaining learning at work is high on the agenda of legislators and organisations in many parts of the world (CIPD 2015a:1).

The competencies of the workforce are critical to meet existing and future business requirements. Therefore, in order to develop a nation's skills profile, it is not acceptable to merely focus on pre-employment education and training. It is also critical for employers to repeatedly capitalise and improve the skills levels of their employees through methods such as on-the-job training, in-house development and coaching (CIPD 2015a: 1).

## **2.10 Workplace and Organisational Learning**

Ellström (2001) as cited in Germain and Grenier (2015: 376), defines workplace learning as “changes in work practices that are mediated through individual learning and organisational problem-solving processes” which applies to both relational and organisational context factors. Hoover *et al.* (2010) and Rogers (1995), as cited in Germain and Grenier (2015: 380), claim that developing employees does not solely mean formal training that brings them up to par on the skills needed to increase organisational performance and productivity but it also means attending to their development as “whole” persons.

The notion of “learning as an important organisational process” was introduced by Argyris and Schön (1978) cited in Islam, Kassim, Ali, and Sadiq, (2014: 394). However, the philosophy of “organisational learning” was created back in the 1930s. Learning has been described as a part of everyday work practices by Streumer (2006) , Gustavsson (2009) and Li *et al.* (2009) cited in Germain and Grenier (2015: 368) and is being given increased attention. Learning in the workplace, whether formal, informal or non-formal, involves employees acquiring knowledge, skills or attitudes that change both the current and future performance and professional achievements of the learners (Germain and Grenier 2015: 368).

Islam *et al.* (2014: 394) reveal that for a long time, academics have utilised the term organisational learning and learning organisation interchangeably, notwithstanding their different meanings. Organisational learning is the individual’s collective learning process, while a learning organisation is an organisation which encourages constant learning amongst employees (Islam *et al.* 2014: 394). In addition emphasised the study of learning organisations in a cultural context and named it Organisational Learning Culture (OLC).

Islam *et al.* (2014: 394) cite Barney’s (1986) comment that a learning culture is vital for organisations as it not only clarifies the ways to accomplish an organisation’s stated outcomes, but also how it operates its business activities. Learning culture therefore enhances an employee’s positive job-related outcomes. OLC is an organisational culture that integrates learning organisations (Islam *et al.* 2014: 394). According to Islam *et al.* (2014: 394), the learning organisation improves and reinforces the attainment and dissemination of learning. It not only aids continuous learning but also organisational enhancement.

Newman and Newman (2015: 64) demonstrate that organisations are emotional places, as they are reliant on human beings. Emotions that reside within the organisation and that are felt and communicated are inescapable elements of the wider power/control relations and politics within the organisation. To instil learning, there has to be a redefinition of suppositions and boundaries that mould activities and relations and have an impact on the emotional and political culture in the organisation (Newman and Newman 2015: 64).

Workplace learning emphasises learning about the nature of work; the impacting contextual factors; and the essential features of the broader social environment including time and place as stated by (Germain and Grenier 2015: 368). Researchers have identified that organisations that target employee learning on a continuous basis have more committed employees (Hsu 2009 as cited in Islam *et al.* 2014: 400). Due to the rapidly changing environment, employee learning has become essential, especially for service organisations that need to be proactive rather than reactive. Service organisations need to have skilled employees with better decision-making and communication skills.

Islam *et al.* (2014: 399) found that when employees of an organisation are exposed to a culture where they can learn on a continual basis, they exhibit more normative commitment towards their organisation, which ultimately enables them to meet customer demands for satisfaction. According to a recent study by Islam *et al.* (2014 : 399), an employee's feelings towards the learning culture enhanced their level of commitment towards their organisation. Germain and Grenier (2015: 380), assert that self-actualised employees are better contributors to organisations and that both organisations and facilitators of learning must pay attention to what workers intrinsically need and explicitly demand.

Germain and Grenier (2015: 368), claim that the conceptual framework of workplace learning includes on the job or unstructured, active learning. Besides informal learning, organisations may support or simply serve as sites (intentionally or otherwise) for non-formal learning. This type of learning is largely an individual process derived from a person's own will (Fordham 1993 as cited in Germain and Grenier 2015: 368), or is a by-product of a more organised event. Furthermore, non-formal learning is individual human development where learning is intended for developing individuals, not just for producing skills or innovation for an organisation (Germain and Grenier 2015: 368). Organisations can support these types of learning through culture, policy or specific procedures that are largely derived from social interaction.

## **2.11 The Learning Organisation Characteristics that Influence Training Transfer**

The necessity for employee development will continue given the call on organisations to enhance productivity; stay abreast with technological advancements; meet competitive demands; use team-based decision-making; and problem-solving; justify processes; and maintain talent.

Noe (2008: 50) postulates that producing and imparting knowledge refers to the organisation's advancement of human capital. Human capital includes "cognitive knowledge (know what); advanced skills (know how); system understanding and creativity (know why); and self-motivated creativity (care why)". Training has historically concentrated on cognitive and advanced skills. However, maximum value for the business may be produced by having employees comprehend the manufacturing or service process and the relationships between departments and divisions (system understanding), as well as encouraging them to provide high-quality products and services (care why) (Noe 2008: 50).

To produce and distribute knowledge, organisations need to offer the physical space and technology (e-mail, websites) to inspire employee teamwork and knowledge sharing. As organisations identify the significance of training and development and regard it as part of a larger learning strategy, seven key competencies are needed. These are based on a survey by Accenture Learning, as cited in Noe (2008: 51). The seven key competencies are:

1. Aligning learning goals to business goals;
2. Measuring the impact of the learning function on business;
3. Repositioning of learning to include customers, vendors and suppliers;
4. Development of competencies for the most critical jobs within the organisation;
5. Integrate learning to other human resource functions such as knowledge management, performance support, and talent management;
6. Review training methodology to include classroom as well as e-learning; and
7. Design and deliver leadership development courses.

The findings of the survey show that companies need to understand the importance of the value of training on the company's bottom line.

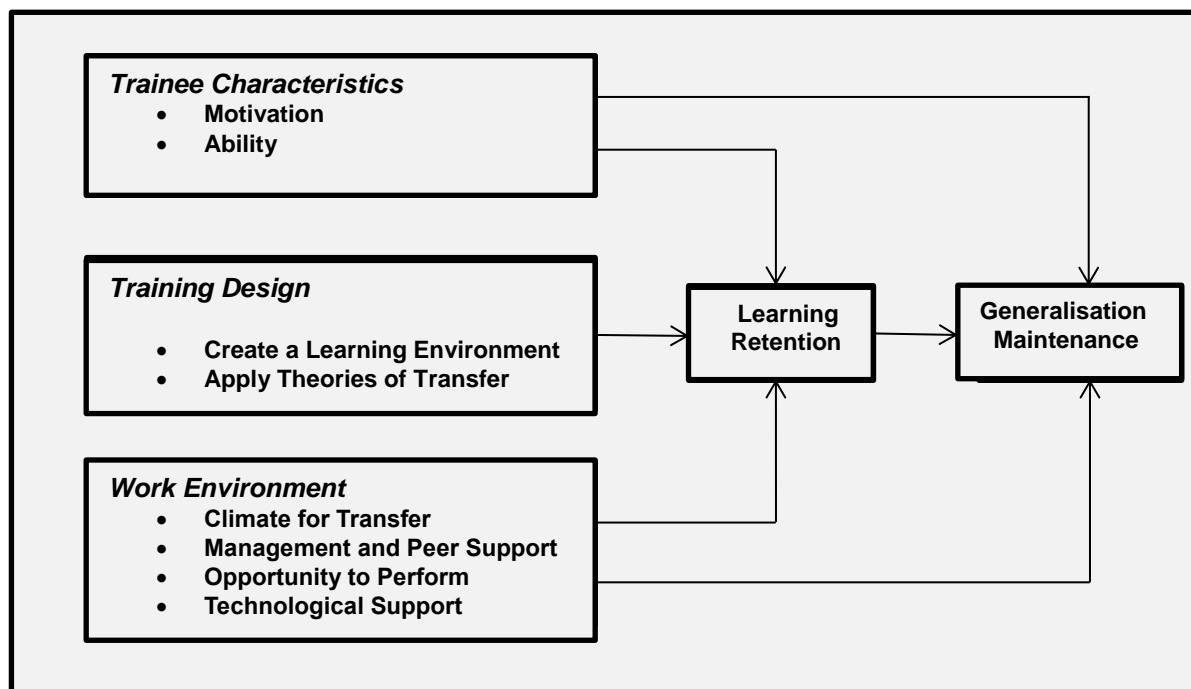
Pineda (2010: 686) articulates that the impact of training refers to the outcome of certain training interventions in an organisation in terms of reacting to training requirements, problem-solving and also adding to the scope of the strategic goals of the organisation. This consists of changes due to the learning attained through training and how the transference of this learning into the workplace influences the department or area of the trained person, as well as the organisation as a whole. The effect that training has on the organisation is a result of the skills reinforced by participants that attended training.

The proper design and delivery of a training program is the main contributor to the transfer of learning. If training is to have an impact on the learner's performance, it must be designed to achieve the needs of the learner and the organisation (Montesino 2002; Olsen 1998 and Rossett 1997 as cited in Martin 2010: 521). Program design must contain a needs assessment; clear program goals that align the training with the strategic direction of the organisation; the participation of key stakeholder groups; and the distribution of material to validate the integrity of the program before it starts (Clark *et al.* 1993 as cited in Martin 2010: 521).

Pineda (2010: 674) explains that what actually matters to the business is not the learning itself, but the transference of knowledge to the workplace and how it transforms the working behaviour of people. Evaluating transfer entails identifying whether the skills attained through training are utilised in the workplace and whether this is upheld over a period of time. Martin (2010: 522) states that an important reason why appropriately designed training programs have a better success of being transferred to the workplace is that they increase the learner's cognitive ability and retention of the content and develops the learner's confidence and motivation to utilise the training, (Colquitt *et al.* 2000 as cited in Martin 2010: 522). These intellectual and motivational mechanisms help to enable the transference and preservation of the learned behaviours (Wexley and Baldwin 1986 as cited in Martin 2010: 522). A trainee's impetus to learn as well as a manager's encouragement is important for affirming learning and the application of training to the job.

Noe (2008: 169) states that once an organisation conducts a needs assessment; confirms that employees are ready for training; and establishes a learning environment, the next step is to guarantee that what is acquired in training is utilised on the job, as illustrated in Figure 2.6.

**Figure 2.6.: A Model of the Transfer Process**



**Source: Adapted from - T T Baldwin and T J Ford, "Transfer of Training: A Review and Directions for future Research," *Personnel Psychology* (41.1988): 63-103. Noe (2008: 169)**

The Model of the Transfer of training process makes reference to trainees' successfully utilising what they learned in training (knowledge, skills, behaviours and cognitive strategies) in their occupations. The work environment plays an essential role in confirming that the transfer of training occurs. Transfer of training is also inspired by trainee traits and training design ( Noe 2008: 169).

According to Pineda (2010: 684), training must be dedicated towards the transfer of the learning that it produces and this must be revealed in both the design and the execution and monitoring of training. Training must begin with an awareness of business needs and must be instituted within the operational objectives and training needs to be executed, following a procedure that assists and supports transfer. In

other words, a procedure which is hands-on, implementable and close to the reality of the job, which comprise approaches to drive and ensure the transfer of skills.

## **2.12 Organisational Support for Training and Development**

Lancaster and Milia's (2014: 642-657) study sought to investigate the forms of organisational assistance that employees identified as helpful to support their learning and how organisational support is different from other kinds of learning support. The conclusions of the study acknowledged that the work environment has a significant influence on encouraging employee learning. The findings of the study advocate that for organisations to constructively influence employee learning, they must give attention to three key factors; namely:

- To invest in training programmes that allow customisation of the subject matter and aligns the business strategy with the employees' work. Delegates who recognise the training as high quality and applicable are more likely to be inspired to take part, learn and reinforce the subject matter;
- Organisations must align learning outcomes to the organisation's processes and procedures, which will strengthen how learning can be used in the workplace with the intention of allowing employees to encounter learning as an everyday facet of the way work is carried out, rather than as an additional exercise included on top of their work; and
- Encourage commitment and engagement from senior management during every part of the employee development process, whereby they identify the important competencies; participate in the course; and support follow-up initiatives. These are a solid indication of the significance they place on training. The involvement of senior executives will improve the credibility of the training and is critical to develop an organisational philosophy that encourages and affirms employees to acquire new skills and encourages them to apply these skills in the workplace.

Hua *et al.* (2011: 25) study cites Foxon (1993) and Subedi (2004) who confirmed that it is generally documented that the transfer of training is of extreme importance to boost performance and the return on investment to business. Hua *et al.* (2011: 25) explain that it is the aptitude of employees that allows them to successfully apply, modify and replicate the knowledge, skills and attitudes (KSA) acquired from training programmes onto the job. Lancaster and Milia (2014: 644) advocate that businesses that capitalise on effort, time and money aimed at cultivating a learning-oriented culture can produce improved performance, both with regard to enhanced internal and external relationships as well as in financial terms.

Zumrah and Boyle (2015: 236-254), in their research on the effects of perceived organisational support and job satisfaction on the transfer of training, have identified some key implications for organisations to consider. The main recommendation of this study is that an employee's attitude and contentment in their career and in the organisation can influence the way that they reinforce the knowledge, skills and attitudes learned in training to their workplace. The fact that many organisations invest significantly in training for their workforce is in the interest of those organisations to ensure a maximum return on this investment. The findings of Zumrah and Boyle's (2015: 236-254) research demonstrated that organisations should focus on ways to show their support for individual employees as this should improve their job satisfaction, which in turn will encourage them to apply what they have learned in training programs to their jobs. Organisations should therefore be encouraged to make every effort to ensure that they always demonstrate adequate support for their employees in order to develop positive values in their workforce.

Dirani (2012:160), maintains that investment in training constitutes an influential signalling tool to assure employees that they are appreciated by their organisation, which in turn improves employee impetus and allegiance to the organisation.

### **2.13 The Benefits of offering Training in Organisations**

According to Dirani (2012: 158), human resource development (HRD) texts recommend that investment in training and development (T&D) are connected to a variety of individual and organisational benefits. Botha *et al.* (2013: 21-22) state that



workforces are trained in organisations because it advances both the organisation and the individual. As a return on investment, organisations believe that training interventions lead to immediate results such as increased job performance and indirect work-related results such as increased employee satisfaction, retention and reduced absenteeism. To achieve such results, transfer of training must take place Dirani (2012: 158).

Erasmus *et al.* (2012: 20-21) describe the benefits of training for the organisation and the individual as follows:

#### 2.13.1 The Organisation

- Knowledge and skills of the workforce at all levels are improved;
- Improved profitability and service delivery;
- Workforce morale is improved;
- Corporate image is enhanced;
- Improved relationships between managers and subordinates;
- Improved organisational development;
- Increased productivity and quality of work;
- Keeps costs down;
- Improvement in labour/management relationships;
- Organisational climate improves;
- Employees are assisted to adjust to change; and
- Encourages a positive climate for growth and communication within the organisation.

#### 2.13.2 The individual

- Employees are empowered in decision making and problem solving;
- Recognition, achievement, growth and responsibility are internalised and operationalised;
- Employees are empowered to handle stress, tension and conflict more effectively; and
- Knowledge, communication skills and attitudes are improved and job satisfaction is increased.

## **2.14 Roles of Managers and Employees in Training**

Yukl (2010), as cited in Berg and Karlsen (2012: 180) states that there is an ongoing controversy about the difference between management and leadership. Berg and Karlsen (2012: 180) advocate that “managers are people who do things right, while leaders are people who do the right things”.

Berg and Karlsen (2012: 180), claim that management seeks to produce predictability and order, while leadership seeks to produce organisational change. Leaders work closely with co-workers by, for example, listening to and involving them. Leaders care about both their employees and the financial results. Managers are more impersonal and place greater emphasis on efficiency. For example by focusing on goals, procedures and systems without involving employees.

The titles that employees and managers hold in an organisation affect the focus of training, development and learning activity (Noe 2008: 61). Usually, employees' roles were to complete their jobs according to the managers' instructions and they did not participate in advancing the quality of the goods or services. With the establishment of intellectual capital and the drive towards high-performance work practices using teams, workforces today are undertaking many roles that were previously earmarked for management (e.g. hiring; scheduling work; and interacting with customers, vendors and suppliers). According to ACAS (2014: 4), the most important job of a line manager has usually been to ‘tell and monitor’. In other words, “tell people what to do and make sure they are doing it properly”. Line managers are best positioned to speak to workers, to attend to their apprehensions, to encourage and teach them, to monitor that they meet their targets and to confirm that they are dedicated to the business.

Line managers have a responsibility to directly manage individual employees or teams and in turn, monitor the performance and well-being of the employees or teams they manage (CIPD 2015b: 1). CIPD (2015) identified the following typical management responsibilities of line managers:

- day-to-day people management;
- managing operational budgets;

- providing technical expertise;
- allocating work and roles;
- monitoring and evaluation of work;
- assisting customers with complaints; and
- assessing operational performance.

ACAS (2014: 15) affirmed that line managers are expected to act as a role model, develop trust and motivate others. These competencies listed above will assist line managers in this regard. According to Noe (2008: 60), research proposes that managers in typical work environments are required to assist in the following:

- Oversee individual performance;
- Provide on the job training for employees;
- Plan and assign resources to achieve target dates for projects;
- Co-ordinate group sessions so that employees understand the interdependency of all the units within the organisation;
- Manage the performance of the business, implement business strategy and facilitate change;
- Monitor the business environment by developing and maintaining relationships with clients and customers; and
- Represent one's work unit by developing relationships with other managers and communicating the needs of the unit.

## **2.15 Line Managers Role in Training and Development**

Lancaster and Milia (2014: 644), Eisenberger *et al.* (2002: 232) and Wayne *et al.* (1997: 233) point out that a conclusive association exists between presumed supervisor support and presumed organisational support, as managers executing their functions represent the organisation and support the presumed organisational support. Recently there has been growing interest in the workplace as an environment for learning, not only a place for operational actions (e.g. care work) but also a place for individual and organisational learning (Ellström 2012: 273-274).

Ellström (2012: 273-274), cites various researchers who identified that interest in the workplace as a learning environment is based on the identification that workplace learning is crucial to advance the knowledge and skills that are essential to meet the growing needs for efficiency, excellence and flexibility in contemporary organisations. Learning opportunities in a workplace are, to a significant degree, reliant on the structure of work. Ellström (2012: 273-274), maintains that the advancement of workplace learning is a significant task for line managers.

Ellström and Ellström (2014: 181) explain that line managers perform a crucial function in relation to the execution of organisational policies and plans, including human resource (HR) management plans. HR plans and procedures are ultimately implemented by line managers. New technology, changing operational procedures and an intensifying focus on the individual has formed a more multifaceted illustration. Hence the role of the line manager is transforming. Being able to 'tell and monitor' is no longer adequate. Managers must be skilled in order to engage their team, utilising highly developed interpersonal skills. What were once deemed 'soft' people skills are now being more and more associated to be related to very solid factors, such as performance and productivity (ACAS 2014: 23).

Based on the amount of research undertaken by Horne and Lupton (1965) and Hales (1986, 1999, 2005 as cited in Ellström 2012: 274), the function of managers is frequently regarded as being disjointed and ad-hoc. The emphasis is regularly on mundane tasks involving the day-to-day management of operations, as well as overseeing events, glitches and queries that stem from others and finding ways to solve these dilemmas. The work of supervisors also seems to be relatively unchanging both over time and amongst several studies. Tasks that are development-oriented in nature are not seen as important to these supervisors.

Proficient employees are most likely to leave organisations if their wellbeing is not accommodated. The most common reason to leave their employment is frustration with the way their skills and abilities are developed and in most cases, is due to the fragile relationship that they have with their direct managers. In this context, line managers are becoming more and more accountable for the execution of human

resource development activities in order to promote employee learning and development (Šiugždinien 2008: 32).

Constanzo and Tzoumpa (2008) are cited in Šiugždinien (2008: 32) as stating that line managers are an important link in the learning process within organisations and are a conduit through which skills are transferred. Garavan (1995) as cited in Šiugždinien (2008: 32) suggests that line managers are in an extremely influential position to block or encourage the implementation of HRD plans and interventions because as a line manager's influence is based on their "unique knowledge base, and their ability to integrate both strategic and operating level information" (Yip *et al.* 2001 as cited in Šiugždinien 2008: 34).

Ellström and Ellström (2014: 180-197) conducted research on the Learning outcomes of a work-based training programme and the significance of managerial support. The purpose of the study was to investigate the extent to which first-line managers encouraged and assisted 'care workers' with vocational education and training activities and the impact the outcomes of the programme had on the transfer of training to the work context. The research validated the role of first-line managers as significant for learning outcomes to be accomplished and for the transference of training. In order for care workers to attain value from the training, which goes further than just the individual level and also benefits the team and the organisation, supportive first-line managers were required.

Ellström's (2012: 273-287) research investigated the significance of management support for learning and development in the workplace. The key focus of the research was to identify how first-line managers in elder care understood their mission and responsibilities and how they handled the concerns of co-workers' learning and development.

The research was planned as a multiple-case study targeting eight first-line managers in eight care units. Data were gathered using interviews and observations. The study confirmed the inconsistency that occurs relating to how first-line managers recognise and perform their tasks. Four qualitative patterns were identified regarding how the managers behaved and worked together with their colleagues. The conclusions of

the research indicated that the importance of management support for learning and development in the workplace to a large degree hinges on how managers understand their duties and responsibilities as managers.

While some managers perceive development and learning as an important part of their management function, others believe that this is outside their responsibilities as managers. The conclusions of this study that some managers stated a “lack of time” as a cause for not working with development-related matters may suggest that these managers do not give precedence to development issues due to how they understand their responsibilities or due to a lack of knowledge and skills in championing workplace learning and development.

Ellström (2012: 273-287) identified the following important findings in her research:

- Management development programs that assist individuals to understand the role of managers in training and development and encourage the development of knowledge and skills in managing and arranging learning and development interventions in a workplace need to be developed;
- Management must identify situations that take place daily at work and utilise this information to develop individuals so that they become more involved in and receive support for learning in and through work; and
- The communication of values and objectives by senior managers regarding the importance of management reflection on learning and development appear to be an important prerequisite for building organisations into environments for both work and learning.

Research has shown that it is managers at the first tier who have the most influence on the way people perform in the organisation. This conduct can be crucial for business success (ACAS 2014: 2). Cromwell and Kolb (2004) are cited in Martin (2010: 524) as having identified that one of the most important motivators for training originates from managers and colleagues. Managers play an important function in the post-training environment by providing trainee feedback, support, reinforcement and opportunities to practice newly learned behaviours (Martin 2010: 524). Securing

the manager's involvement in their subordinate's development can be accomplished in a variety of ways. The first step is to create a platform where the employee and supervisor can meet to discuss the developmental plans of the subordinate and for the manager to offer support and encouragement (Martin 2010: 524).

Managers with the appropriate accountability can play a significant role in employees' training and development whereby they identify training gaps and assign resources, as well as assume personal responsibility to urge employees to partake in activities and support them to transfer the acquired skills (McDowall and Saunders 2010: 614). Data from a survey conducted by the Chartered Institute of Personnel and Development shows that 52% of respondents confirmed that managers are "very important" to supporting both training and development activities in organisations, while a fifth of respondents also pointed out that managers might not take this matter seriously (McDowall and Saunders 2010: 614).

According to Martin (2010: 530), the trainee's direct supervisors as well as other middle and upper-level managers transmit significant signals to trainees that can really encourage or discourage their hard work. For the most part, training consists of change and change produces tension that individuals try to avoid. To help employees overcome tension and modify their on-the-job behaviour, managers must be actively engaged and supportive.

Carlaw and Friesen (2011) point out that employees take their lead from their managers when it comes to the role and reputation of training in a department or organisation. In order for training to reach its full potential, managers must be strong advocates and vigorous champions of learning and skill improvement. Carlaw and Friesen (2011) identified three specific actions on the part of the manager which are key to success:

- Position training as a privilege, not a chore.
- Get buy-in (and then some) from senior management.
- Play an active role in the training initiative.

Nyausaru (2011) emphasises that the possible benefits of line manager participation in learning and development have long been recognised. Line managers are in a

distinctive position to support learning from supervisory type training all the way through to elementary forms of development by integrating this into an employee's operational duties. McDowall and Saunders (2010: 625) point out that the role of the manager accountable for employee training and development choices needs to be considered in line with an inclusive training and development plan, as the manager plays an important function in nurturing an effective learning climate.

Wendy (2015: 123) recognised that developmental managers are more focused as they observe their employees and know each person – their strengths, interests, tolerance for risks and the kind of development that is right for them-whether they are a new college graduate or a seasoned staff member. These managers also ask employees to help define their targeted areas of growth within that job, which helps ensure employee engagement in the process. Growing talent in the job whereby employees can take big leaps to acquire new skills and then immediately perfect those skills with the support of their managers has enormous, often unearthed, potential. To get the full benefit of this targeted experiential learning, managers must go beyond typical management approaches to the more refined skill of applying everyday psychology. Managers are in the right spot, close to employees and can increase their employees' awareness and bolster them to take the risks associated with more complex tasks. In the end, insights and accomplishments gained by employees who venture into the unknown backed by managers who apply everyday psychology will be the ones that lead to significant development (Wendy 2015: 125).

Hua *et al.* (2011: 26) validates previous research which shows that supervisor support is a significant factor that can facilitate the transfer of training Fecteau *et al.* (1995); Chiaburu and Tekleab (2005); and Switzer, Nagy and Mullins (2005) have agreed that supervisor support which can be split into emotional and instrumental support is one of the influential factors that impact the transfer of training (Hua *et al.* 2011: 26).

Hua *et al.* (2011: 26) cite various studies that confirm that supervisors offer emotional support to individuals to attend and grasp information in training programmes and empower them to apply newly acquired knowledge, skills and attitudes to the job. Hua *et al.* (2011: 26) indicate that support may be offered to



employees at different stages such as preceding, during and once the training programme is concluded. With sufficient manager support, individuals are expected to have better grounding and time to reinforce the training onto the job (Hua *et al.* 2011: 26).

Lancaster and Milia (2014: 643) maintain that businesses and managers have divergent standpoints but similar sources of support for development. Even though managers represent the organisation, they may exhibit their own beliefs in terms of providing support for employee development. The role of line managers is essential in assisting employees to learn and this has often been emphasised in research. Line managers are usually involved in identifying training and development needs and may significantly influence organisational philosophy in respect of encouraging learning (CIPD 2015a: 5).

Ellström and Ellström (2014: 181) cite previous research undertaken by Baldwin and Ford (1988); Blume *et al.* (2010); Burke and Hutchins (2007); and Kim and Callahan (2012) which has provided ample evidence on the importance of managerial support for the learning outcomes from training and for the positive transfer of training to work situations. Despite widespread belief in the importance of managerial support for employee learning, a point made by Baldwin and Ford in Ellström and Ellström (2014:181) remains relevant. The authors posit that our knowledge of what managerial support means in practice is lagging behind. Similar points have been made by other authors such as Burke and Baldwin (1999) and Cheng and Hampson (2008) in Ellström and Ellström (2014: 181) whose studies underlined the incompleteness of knowledge of learning outcomes and the transfer of training. Nijman and Gelissen (2011) argue that not only the meaning and content of managerial support for learning but also the way in which managerial support influences learning outcomes from training, remains unclear (Ellström and Ellström 2014: 181).

Towler, Watson and Surface (2014: 830) emphasise that displaying patronage for training and development within the organisation is a significant predictor of learning outcomes. Leaders (e.g. managers, supervisors, executives, etc.) can perform an authoritative role in outlining and executing HR strategies, procedures and

opportunities that shape employee contribution in training. Earlier research has found that leader support is a significant predictor in prioritising the training of employees.

An important implication is that managers' support and facilitation of co-workers' learning cannot be viewed as a linear process. Dirkx (1999) maintains that facilitation of learning is not something that is done to workers but rather a process of mutual engagement rooted in everyday interactions between managers and co-workers (Ellström and Ellström 2014: 181). Billett (2001) makes a similar point by drawing a distinction between the learning opportunities afforded by an organisation, for example, through the support of line managers, and the extent to which individuals choose to take advantage of those opportunities (Ellström and Ellström 2014: 181). Martin (2010: 523) confirms that managers indicate whether the training is to be utilised and how fast transformation is expected. A manager who does not regard training as valuable or applicable can definitely destabilise the application in an array of direct and concealed ways. A supportive organisational environment is conveyed by how work is planned and how the application of competencies is rewarded.

Lancaster and Milia (2014: 643) quote Burke and Hutchins (2007) findings that managers help employees learn by inspiring, supporting and providing instances to apply new skills. When they engage with personnel preceding training, managers prime them for learning by reviewing the course content, agreeing on performance goals and inspiring self-confidence in their ability to learn (Lancaster and Milia (2014: 643). When meeting with personnel after training, managers offer support by showing interest in their learning, inspiring new ideas, supporting their projects and helping to solve problems (Lancaster and Milia 2014: 643).

McDowall and Saunders (2010: 609-630) undertook research to examine the extent to which managers are responsible for the training and development function and how they implement these activities in real life; the issues that guide their decisions and how they evaluate the results; and the degree to which they observe the relationship between training and development. It was discovered that managers' understanding of training and development vary. Development seemed to be less validated in terms of the planned return on investment. Hence, managers

acknowledged that training and development interventions were more effective if the processes were amalgamated and interlinked.

While it was recognised that personnel have to be encouraged in order for development to achieve its purpose, development was not seen as a completely self-initiated and self-managed process. Managers understood that significant development could not take place within organisations if it was not supported. McDowall and Saunders (2010: 609 - 630) proposed that forthcoming research must take into account both the role of the manager, the social context and personal motivational factors, with specific reference to how these enable development. Building on this contention, there is a need to study managers who are active in the promotion of an organisational culture that supports training and development in a more strategic HR context. Hua *et al.* (2011: 25) cite Adair's (1988) claims that supervisors have frequently concentrated on operational activities and have hence focused on detecting employees' daily and short-term skill shortages in executing their job and reporting any difficulties to management.

Lancaster and Milia (2014: 653) have discovered that senior management buy-in is vital to build an evolving organisational culture that encourages learning and that building an organisational learning culture involves promoting an environment that augments employees' ability to utilise and impart their knowledge. Hua *et al.* (2011: 26) maintain that there is a need to identify significant supervisor roles and activities that are essential to enable employees in transferring training to the job.

## **2.16 Line Managers and their importance in the Transfer of Training**

According to Brown *et al.* (2011) in Zumrah and Boyle (2015: 236), an area in training research that has continued to receive the attention of researchers is the transfer of training. Zumrah and Boyle (2015: 236) describe the transfer of training as “a process that occurs after the training is completed and takes place at the employee's workplace”. The transfer of training is referred to as “the generalisation of new learned knowledge, skills and attitudes to the job context and the maintenance of these new practices over a period of time” (Zumrah and Boyle 2015: 236).

The findings of Towler *et al.* (2014: 829-849) propose that the behaviours that managers exhibit play a significant role in how employees construe those behaviours. When managers exhibited support for training, trainees were more likely to recognise their leaders as assigning a higher priority on training. Relaxed, flexible practices play a significant role in promoting and encouraging an effective atmosphere for training. The support of managers and supervisors is an important predictor for training results. The transfer of training is inspired by numerous training design factors such as instructional methodologies and learning philosophies which are significant influences (Dirani 2012: 161).

Dirani (2012: 161) suggests that the level to which training directives match job requirements plays an important role in the accomplishment of training transfer to the job. Dirani (2012: 161) proposes that other dynamics such as goal setting, self-directed learning and strategies are important for retaining new skills. Organisations must plan their training programs to incorporate features that encourage the possibility of training transfer. According to Dirani (2012: 161), the transfer of training is expected to occur when employees know how to utilise the recently learned knowledge and skills at work.

Various scholars have argued that the attributes of employees and the work setting are the most important factors that affect the transfer of training (Zumrah and Boyle 2015: 237). Dirani (2012: 174) explains that personnel are likely to reinforce their new knowledge and skills on the job when the work philosophy is encouraging learning. Dirani (2012: 174) asserts that supervisor and peer support are significant aspects of the work setting. These aspects can be defined as the degree to which managers and colleagues support and underpin the use of recently learned knowledge and skills on the job. Bates (2003), Colquitt *et al.* (2000), Noe (1986) and Tracey and Tews (2005 as cited in Dirani 2012: 174) discovered that when employees observe that their supervisors and colleagues support the use of recently acquired knowledge and skills, they are more likely to reinforce these proficiencies back to the job.

Martin (2010: 520-534) conducted research aimed at appraising an assortment of cost-effective techniques that employers can use to encourage training activities and endorse the transfer of skills and knowledge in the workplace. These approaches

work to positively influence the workplace environment through both peer and supervisory support. The results indicated that follow-up actions resulted in enhanced transfer and had a positive impact on the organisation's procedures and performance. The cases presented in the research demonstrate that the workplace setting is important in terms of training transfer and that the employee's supervisor and other middle managers transmit valuable signals to employees that can greatly inspire or hinder their efforts.

Martin (2010: 520-534) suggests that in order to help employees defeat nervousness and change their on-the-job conduct, managers must be engaged and supportive. Given the possible benefits to operations and employee confidence, every training program should have a plan for encouraging training transfer. Towler *et al.* (2014: 833) maintain that supervisors can play a valuable role in inspiring or discouraging their subordinates to the point to which they apply their newly acquired knowledge, skills and abilities to their jobs. Feldman (1989) is cited in Towler *et al.* (2014: 833) as asserting that early in their professions, subordinates obtain signs from their managers regarding the degree to which training is perceived as valuable within the organisation. Towler *et al.* (2014: 833) affirm that if managers indicate support for training activities, employees will recognise these activities to be important to their manager and the organisation.

Hua *et al.* (2011: 24 - 42) undertook research to identify the impact of the supervisor's role on training programmes and on the transfer of training. The purpose of the study was to assess the effect that supervisors have by providing support, interaction and task decisions on the level of the transfer of training amongst employees in four local governments in East Malaysia. The study recognised the supervisor's main role in envisaging the transfer of training. Literature pertaining to the subject was assessed in order to ascertain the relationship between the supervisor's role in training programmes and the transfer of training. The findings of Hua *et al.* (2011: 24-42) study were consistent with earlier empirical studies by Rahman (2004), Lim and Morris (2006), Festner and Gruber (2008) and Haslinda and Mahyuddin (2009). The results of a Pearson correlation analysis indicated that manager support was a significant pre-condition for the transfer of training in the studied organisations. Empirical studies cited in Hua *et al.* (2011: 24-42) have

identified that the manager's role mainly communication was important in improving employees' capacity to apply training. Studies in the training management environment will benefit from understanding the manager's role in facilitating the transfer of training as the findings of Hua *et al.* (2011: 24-42) study provides significant insight into the link between the manager's role in training and the transfer of training.

Tai (2006), cited in Hua *et al.* (2011: 27), advocates that open dialogue can be seen when managers communicate accurate information about training programmes in order to prepare employees for training. Hua *et al.* (2011: 27) point out that this type of dialogue offers employees an opportunity to provide input and raise queries relating to training so that they overcome any challenges that may prevent them from acquiring new knowledge, skills and attitudes.

Facteau *et al.* (1995), cited in Towler *et al.* (2014: 834), maintain that when employees trust that their manager supports training, they will be more encouraged to attend and acquire knowledge from the training. Towler *et al.* (2014: 834) endorse that manager behaviour that indicates that learning is significant and valuable can inspire employees to use their skills. Towler *et al.* (2014: 834) point out that employees are inspired to train when they recognise that their work environment is supportive of knowledge and the transfer of training.

Baldwin and Ford (1988) and Tracey and Tews (2005) are cited in Dirani (2012: 163) as advocating that compared to normative HRD training initiatives, studies propose that the work setting influences the transfer of training and also the employees' judgment to utilise what they acquired at the training intervention. The work setting includes three dimensions with regard to the transfer of training namely organisational culture; supervisor support; and peer support (Dirani 2012: 163).

Hua *et al.* (2011: 37) contend that, given the significance of the supervisor's role, human resource practitioners are inspired to strengthen their effort in boosting the role of supervisors in training programmes. Cohen (1990), cited in Towler *et al.* (2014: 834), also discovered that employees with more supportive managers enter training with stronger philosophies that the training will be important. Towler *et al.*

(2014: 834) suggest that managers can inspire the importance that employees assign to training and development through social cues and significances. Manager behaviours, such as reinforcement, provision of resources to support training and proposing recognition and incentives can motivate employees to train (Towler *et al.* 2014: 834). The authors further identified that managers who are supportive of training can act as knowledgeable mentors who communicate information and strategies to deal with the work environment (Towler *et al.* 2014: 834).

Ellström and Ellström (2014: 182) cite a number of empirical studies that advance the significance of managerial support for the learning outcomes from training. There is a belief that managerial behaviours that have been found to be positively associated to learning outcomes and the transfer of training include supportive behaviour such as post-training follow up's; participation in training; providing encouragement; and coaching workers on the use of new knowledge and skills on the job (Ellström and Ellström 2014: 182).

Various studies have indicated an increasing responsibility for training and other HR-related issues amongst line managers. Hales (2002, 2005), as cited in Ellström and Ellström (2014: 182), takes a more critical stance by arguing that the role of line managers has a high degree of stability over time, with a focus on direct supervision and routine operational matters rather than on HR issues and goes on to state that observed changes in the line manager's role which was traditionally a supervisory role is now integrated with different HR responsibilities. Ellström and Ellström (2014: 182) mentioned the significance of assisting co-workers because it allows one to identify learning opportunities in the daily work of co-workers and helps facilitate learning at work. The manager's capacity to engage employees is viewed as an important factor for stimulating discussions on learning processes (Ellström and Ellström 2014: 183).

Previous research cited in Ellström and Ellström (2014: 194) was able to show that management support for employee learning made a difference in terms of learning outcomes and the positive transfer of training. The study also illustrated the potential importance of the line manager's role for creating favourable conditions for employee learning and use of knowledge in their daily work. Ellström and Ellström (2014: 194)

conclude that a supportive line manager is likely to create an enabling learning environment at the workplace.

## **2.17 Line Managers as Obstacles to Training and Development**

Ellström and Ellström (2014: 182) describe a number of studies that show line managers as viewing their work as distinct from the role of “facilitating and supporting learning processes”. Ellinger and Boström (2002), cited in Ellström and Ellström (2014: 182) argue that this separation between the roles of being a manager and that of being a facilitator of learning could be ascribed to a deficiency of competencies and also to a confined view of their responsibilities as managers. Furthermore, there is an absence of rewards and acknowledgement for undertaking a more development-oriented role.

“I’m paid to manage the job, not train people. That’s what we have a training department for!”; “Sorry, I won’t be able to make the course. My manager’s given me some urgent work to do.”; “Can you send Joe on an interpersonal skills course? He must learn how to deal with people!”. How often has one heard comments like these? (Mindell 1995: 16). All are typical quotes in organisations where training and development are seen as the province of the human resource (HR) or training department and are not owned or valued by line managers. However, many businesses are attempting to entrust training and development assignments to these managers in the belief that this is a crucial phase in moving the business forward (Mindell 1995: 16).

Ladyshewsky (2010: 26) suggests that many managers who feel comfortable with a traditional command and control way of working will be reluctant to do anything which they fear might lessen their power or ability to control employees. They will cling to the view that their authority is best directed at telling staff what to do rather than working with them in a more supportive way. Even those who concede that there may be a benefit in changing to a more open, trusting, developmental way of working may feel they do not have the time to do anything other than lead by command and control for fear of endangering the bottom line. They will say that their job is to “manage” rather than coach. Based on the ideas of Chen *et al.* (2007) and



Dopson and Neumann (1998), Sabella and Analoui (2015: 685-686) highlight that the challenges encountered by managers can be very complex and they double-bind as they attempt to muddle through added responsibility and empowerment, even though the necessity for innovativeness and efficacy and the prerequisite to perform locally yet think globally exists (Sabella and Analoui 2015: 685-686).

The aptitude of a manager to speak to employees is an extremely important feature in inspiring the learning process. Ellström (2012: 275) explains that research demonstrates that supervisors who are not passionate and concerned in conversing with their staff are hindrances to learning. A dictatorial, distrustful, insensitive attitude to the needs of others is mentioned as an example of hindering, limiting behaviour. Ellström and Ellström (2014: 183) identified that the dictatorial and distrustful attitude of a manager and the absence of compassion for the needs of others were restraining factors.

Managers who control staff through their authority are less likely to get their engagement in a performance management interaction. Managers' inability to relinquish control may stem, in part, from their own views of sharing power and create real fear in some of them about loss of power and control, which is seen as core to their practice. Some managers do not want to coach their workers for fear that an empowered employee will attempt to usurp their leadership role (Ladyshevsky 2010: 26). Raemdonck *et al.* (2012: 587) articulate that supporting learners in engaging in learning activities as part of their daily working life is a clear challenge in today's society.

Robson and Mavin (2014: 557) maintain that managers will not support training and development if they are apprehensive about the accomplishments of their subordinates and doubtful about their own competencies. Their impetus towards the growth of their employees will be to a degree based on self-centredness and their individual beliefs. Mindell (1995: 16) reported that in long-established organisations, line managers concentrate on concluding their important responsibilities and guaranteeing that their unit or team achieves the business goals. Training and development are recognised as independent from this process and is the responsibility of subject matter experts based in the training and development unit.

Line managers lack the competencies and the time to identify the training needs of their employees or to identify appropriate techniques to undertake training needs analysis in order to assist employees with their development.

Knight and Sheppard (2011: 40) posit that the role of the line manager in championing development is intricate, as are the explanations why it does take place. Knight and Sheppard (2011: 40) question whether line managers are conscious of the influence that they have on their subordinates' growth as line managers can render it difficult for their subordinates to apply new skills and do not provide any recognition when they do so. The maxim is "we know that what gets measured gets done". Therefore, ultimately even extremely motivated employees could stop attempting to utilise their newly acquired skills. Although rare, it has been observed that employees were inspired by the lack of 'presence' of their line manager in the learning process and motivated themselves to spite their managers. However, this is not the norm nor appropriate practice. It is crucial that managers identify the significance of their role in learning and development.

Just as line managers must champion the development of their employees, the organisation must encourage managers to utilise their knowledge in complicated assignments. According to Knight and Sheppard (2011: 41), the use of insightful practices, coaching and mentoring can assist to keep the message alive and strengthen the need to encourage development. However, this is not seen as a priority.

Mindell (1995: 17) claims that due to the fact that training and development are not part of line managers' jobs, they do not defend training when budget cuts are being implemented and are often thankful to have the axe fall elsewhere rather than on their own departments. Training budgets are often the first target when belts are tightened, notwithstanding the long-term effect that this can have on an organisation's wellbeing and accomplishments. Line managers do not look for the best, most cost-effective way of accomplishing the training and development needs of their subordinates. Mindell (1995: 17) maintains that if training courses are on offer and line managers lack the tools or understanding to identify training needs correctly, they tend to identify training courses that embrace formal instructional

methodologies as the primary source to facilitate the development of employees. No consideration is given to other development interventions, like on-the-job training; secondments; shadowing; or project assignments which can prove to be better ways of meeting an individual's specific training needs.

Coetzer *et al.* (2012: 430) argue that the approach of managers to training and development is widely identified as an obstacle to engagement in terms of competency development. Some managers have developed pessimistic attitudes towards formal capability development interventions due to their previous experience in formal training and development situations.

Coetzer *et al.* (2012: 430) cite Storey and Greene's (2010) claim that some managers may be unenthusiastic to offer training and development opportunities for their staff since there are limited opportunities for career advancement in smaller companies and they fear that qualified employees have a greater chance of being poached. A significant apprehension rests in the fact that offering training and development can help to retain key workers, yet there is a likelihood that they can be poached or search for employment opportunities in organisations that offer greater career advancement.

## **2.18 Entrusting the Line Manager with the Training and Development Function**

Jönsson and Schölin's (2014: 1004-1018) research focused on facilitators of learning in a company that was based on the principles of the Toyota Production Systems (TPS) approach. The results of the research indicate that in order to attain a high level of organisational learning, much attention needs to be paid by the management to create a situation that enables workplace learning. It is important to focus on the empowering dimensions of the leadership to create teams that have opportunities to discuss and develop work processes; and ensure that employees have the opportunity to think "outside the box" (Jönsson and Schölin 2014: 1015).

Jönsson and Schölin (2014: 1007) cite Coetzer's (2007) idea that there is an intensified acknowledgement of the need to promote learning through work which has far reaching results for managers who are expected to administer the work

environment as a place fit for training. Jönsson and Schölin (2014: 1007) postulate that the texts that concentrate on workplace learning, organisational learning and the learning organisation inspire managers to reposition themselves from a more managerial role towards that of a coach and facilitator and to assume increased accountability for supporting the development of their staff.

According to Hughes (2004), in Jönsson and Schölin (2014: 1007) first line managers are a potentially influential component of the learning environment, since they have a responsibility to influence the learning of staff. Furthermore Jönsson and Schölin (2014: 1007) illustrate that first-line managers foster employee learning through engaging in a range of employee development interventions, namely providing feedback and coaching; delegating challenging work assignments; and reinforcing learning.

Jönsson and Schölin (2014: 1008) posit that in an effort to deal with rapidly changing environments, constantly shifting circumstances and greater demands, organisations have attempted to increase their effectiveness and efficiency by enhancing their organisational learning through the use of teams and teamwork. Daily, people come together to make decisions, solve problems and plan futures. Beyerlein (2003), as cited in Jönsson and Schölin (2014: 1008), proposed that the effectiveness of these gatherings and the effectiveness of the systems that emerge from them depend greatly on the collaborative capacity that has been built in their organisations. Jönsson and Schölin (2014: 1009) state that in order to reach a high level of workplace learning, much attention needs to be paid by management to the handling of the conditions to create cohesion, co-ordination and teamwork. Šiugždinien (2008: 34-35) claims that line managers can assist in increasing the quality of HRD interventions by plugging the gap between organisational performance and individual performance because line managers are aware of the business environment and also organisational and individual learning needs. Therefore, line managers must be able to address the most pressing training needs.

## 2.19 Conclusion

Noe (2008: 4) refers to training as a “planned effort by a company to facilitate employees learning of job-related competencies”. These competencies include knowledge, skills or behaviours that are important for effective job performance. The purpose of training is for employees to grasp the knowledge, skills and behaviours accentuated in training programs and to utilise them in their daily functions.

There is an adage that organisational learning and renewal “begins at the top”. This implies that management must support and have faith in the organisational development initiative for it to be successful. The best way for this to take place is for managers to partake in the important training events supporting the programme and to utilise the skills that have been learned in their role. It is important to ensure that motivational as well as competence components are reflected in training design, which originates from an understanding of the level of involvement and effort from managers and their context (McComb 2012: 90).

This chapter examined literature pertaining to the role of Line Managers in training and development and their encouragement of the training of their subordinates, which impacts on the transfer of skills in the organisation. A review of the theories, models and sources of literature in the area of Local Government with emphasis on the challenges encountered by municipalities which impact on service delivery was conducted.

Many employees of municipalities have not been equipped with the necessary skills and experience to undertake the roles assigned to them in the fast-changing municipal environment, which can only be addressed through effective training. Skills upliftment is the enhancement of employees' applied competence in their jobs by improving their knowledge, skills, abilities and attitudes through formal education, skills training and continuous development. A skilled workforce is at the heart of global competitiveness. Training and development is seen as a significant influence in meeting the country's economic goals and the employer's strategic and operational goals.

The next chapter provides an overview of the research methodology employed in this research study in order to collect the primary data.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter offers a synopsis of the research methodology employed in this study in order to collect the primary data. The chapter presents an explanation of research design; the sampling design with emphasis on the target population; the sample size; the sampling method; the design of the questionnaire; and the methods used for data collection and analysis of the data generated in this study. The techniques used to ensure validity, reliability and the consideration of ethical concerns in terms of the measuring instrument are also be presented.

#### **3.2 Objectives of the Study**

The overall aim of the research study was to identify how the role of line managers in the implementation of Skills Development at a Local Municipality has an impact on service delivery.

The following objectives were identified and investigated to achieve the aim of this research:

- To evaluate managers' understanding of the importance of their role in the development and capacity interventions of their subordinates.
- To assess managers' understanding of the skills development function.
- To evaluate the process used by managers to identify training and development interventions for their subordinates.
- To investigate whether managers understand the impact that training and development interventions have on service delivery.

Research is frequently referred to as the search for knowledge. An alternative definition of research is the scientific and systematic search for relevant information on a particular topic (Kothari 2004:1). Research is the art of scientific investigation. Redman and Mory (1923), cited in Kothari (2004:1) define research as a "systematised effort to gain new knowledge". The intention of research is to uncover

answers to questions through the use of systematic procedures. The main purpose of research is to discover the truth that is hidden and which has not been exposed as yet (Kothari 2004: 2).

### **3.3 Research Design**

Kothari (2004: 31) states that research design is the planning of conditions for the gathering and examination of information in a way that links importance to the research objective, whilst considering the associated costs. Research design is the theoretical structure within which research is accomplished and it forms the blueprint for the collection, measurement and analysis of data. Kumar (2011: 95) affirms that research design is a plan, structure and strategy for investigation in order to acquire answers to research questions or problems. The plan is the comprehensive structure or procedure for the research study.

#### **3.3.1 Types of Research Design**

According to Bhattacharjee (2012: 6), based on the purpose of research, the type of research design used can be categorised into exploratory, descriptive and explanatory research.

##### **3.3.1.1 Exploratory Research**

Sekaran and Bougie (2013: 96) state that exploratory research is embarked on when not much is understood about the situation at hand, or no evidence is accessible on how related impediments or issues have been resolved in the past. In these cases, initial wide-ranging work needs to be undertaken to acquire knowledge with the phenomena in the situation and to comprehend what is emerging. In principle, exploratory studies are undertaken to better understand the makeup of the problem due to the fact that only a small number of studies might have been undertaken in that area.



Bhattacharjee (2012: 6) points out that exploratory research is often piloted in new spheres of inquisition where the objectives of the research are:

- to identify the scale or degree of a specific phenomenon, problem or behaviour;
- to produce some preliminary thoughts (or “hunches”) about the phenomenon; or
- to examine the viability of commencing a more wide-ranging study concerning the phenomenon.

Such investigation might contain an investigation into widely reported figures such as estimates of economic indicators, namely the gross domestic product (GDP), unemployment and the consumer price index (CPI). This study type may not offer an exact interpretation of the target problem but it may be valuable in understanding the makeup and degree of the challenges and serve as a valuable indicator for more in-depth studies.

#### 3.3.1.2 Descriptive Research

Sekaran and Bougie (2013: 97) posit that descriptive research is carried out in order to determine and be able to express the traits of the variables of interest in a situation. Descriptive research is undertaken in organisations to learn about and describe the characteristics of a group of employees, for example, the age, educational level, job status and length of service of those working in the system. Descriptive studies are also undertaken to understand the characteristics of organisations that follow certain common practices. Bhattacharjee (2012: 6) found that descriptive research is focused on rendering careful explanations and detailed records of a phenomenon of interest which must be centred on the scientific method (i.e., must be replicable, precise, etc.). Therefore descriptive research is more dependable than informal observations by untrained people.

### 3.3.1.3 Explanatory Research

Kumar (2011: 30) posits that explanatory research attempts to clarify why and how there is a relationship between two aspects of a situation or phenomenon. Bhattacharjee (2012: 6) affirms that explanatory research pursues details of witnessed phenomena, problems or behaviours. It endeavours to “connect the dots” in research by recognising causal issues and results of the target phenomenon. The search of explanations for detected events requires robust theoretical and interpretation skills, along with instinct, acumen and individual experience. Those who can do it well are the most award-winning scientists in their disciplines.

The objective of a descriptive study is to offer the researcher a profile or to describe relevant aspects of the phenomena of interest from an individual, organizational or industry-oriented perspective, which assists to:

- understand the characteristics of a group in a given situation;
- consider issues systematically;
- offer proposals for further probe and research;
- assist in decision making.

The researcher therefore chose to use the descriptive research design as it will assist in achieving the aim of the research based on these factors.

## 3.4. Research Approach

### 3.4.1 Quantitative Research

MacDonald and Headlam (2009: 8) state that quantitative research is about attempting to measure things. It examines issues such as “how long?, how many? or the degree to which?”. The quantitative approach seeks to quantify information and simplify the results from a sample of the population that the study is focused on. Such research may look to calculate the frequency of several views and opinions in a selected sample, or total results.

Adams, Khan, Raeside and White (2007:26) explain that quantitative research is based on the methodological principles of positivism and neopositivism and adheres to the standards of a strict research design developed prior to the actual research. Quantitative research is used in almost every sphere of life, namely in clinical, biological, epidemiological, sociological and business research.

Cooper and Schindler (2014: 146) posit that quantitative exploration is an effort to accurately quantify something. In business research, quantitative approaches more often than not quantify customer conduct, learning, assessments or behaviours. Such techniques answer questions related to “how much? how often? how many? when? and who?”.

### 3.4.2 Qualitative Research

MacDonald and Headlam (2009: 8) state that qualitative research is commonly related to the assessment of social factors. Qualitative methods offer results that are typically intense and comprehensive, presenting ideas and concepts to update the research. Qualitative methods can express how people feel and what they think but cannot reveal the number of the target population that feel or think that way as quantitative methods can do. Qualitative research is focused on the quality of information and an attempt to gain a sense of the reason and motivation for actions and ascertain how people construe their encounters and the world around them. Qualitative methods offer insight into the reasons for a dilemma, producing thoughts and/or theories.

Adams *et al.* (2007: 26) point out that Qualitative research uses a number of methodological approaches based on diverse theoretical principles such as Phenomenology, Hermeneutics and Social Interactionism. Qualitative research employs methods of data collection and analysis that are non-quantitative; aims towards the exploration of social relations; and describes reality as experienced by the respondents. Cooper and Schindler (2014: 144) identified that Qualitative research includes an array of interpretive techniques

which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world. The purpose of qualitative research is based on “researcher immersion in the phenomenon to be studied, gathering data which provide a detailed description of events, situations and interaction between people and things, [thus] providing depth and detail” (Cooper and Schindler 2014: 144).

Quantitative methodologies quantify things such as consumer behaviour, knowledge, opinions or attitudes. According to Sekaran and Bougie (2013: 97), descriptive research studies are embarked on in organisations to study a group of employees in order to determine and be able to explain the features of the variables of significance in a situation.

The researcher selected the quantitative research approach for this study in view of the fact that it uses measurable data to formulate facts which will assist the researcher to uncover patterns which impact on the study.

### **3.5 Target Population**

Cooper and Schindler (2014: 84) emphasise that a significant step in planning the research project is to pinpoint the target population (those people, events or records that have the sought after information and can respond to questions relating to the subject matter) and then decide whether a sample or a census is desired. Undertaking a census necessitates that the researcher analyse or consider all elements in the target population. A sample assesses a segment of the target population, as the segment must be cautiously chosen to represent that population. If sampling is chosen, the ultimate test of a good sample is how well it embodies the features of the population it plans to represent.

McLennan (1999: 3) explains that a census is a study of every unit, everyone or everything, in a population. It is known as a complete enumeration, which means a complete count. When financial resources are available, a comprehensive inventory of the population studied can overcome many of the shortcomings related with

sample surveys and generate trustworthy information at maximum cost. In a census, the aim is to collect data from every member of the population under study.

The benefits of using a census study are:

- information will be representative of the entire population;
- information is normally available at extremely disaggregated levels, e.g. for small geographical areas or sub-sets of the population, detailed cross-tabulations are promising; and
- benchmark information may be attained for forthcoming studies, e.g. a census of retail establishments may yield data on stocks, turnover or employment.

Cooper and Schindler (2001: 163) state that a population element is the subject on which the measurement is being taken but the population is the whole group of parts on which the researcher wishes to make some judgement. Therefore, the target population for this study included all managers on the Paterson Grades D1 to E2 involved in daily operations. The target population comprised of 110 managers based within the various Business Units within the Municipality, which is a complete enumeration of all managers on Paterson Grades D1 to E2. The census survey method will be used for this study.

### **3.6 Questionnaire Design**

Kothari (2004: 101) maintains that the questionnaire is thought of as the nucleus of a study. Hence, it must be prudently structured. If it is not correctly set up, then the study is guaranteed to fail.

Kothari (2004: 103) explains that there are criteria to a good questionnaire, namely:

- The questionnaire must be reasonably short and straightforward;
- Questions ought to progress in a coherent order moving from simple to more arduous questions;
- Private and confidential questions should be left to the end; and
- Specialist terms and ambiguous terminologies that may be construed differently ought to be steered clear of in a questionnaire.

Saunders *et al.* (2009: 362) suggest that the design of the questionnaire will influence the reply rate and the trustworthiness and legitimacy of the information the researcher collects. The reply rates, trustworthiness and legitimacy can be boosted by:

- Cautious design of personal questions;
- Well-defined and intelligent arrangement of the questionnaire;
- Clear justification of the rationale of the questionnaire; and
- Meticulously designed and implemented administration.

According to Saunders *et al.* (2009:361), a questionnaire is one of the foremost broadly utilised data collection methods within the survey strategy as each individual (respondent) is required to reply to the same set of questions. A questionnaire offers a resourceful way of gathering replies from a significant sample preceding quantitative analysis.

The questionnaire was designed to ascertain managers' understanding of the skills development function and the importance of their role in the development and capacity interventions of their subordinates. The questions were centred on the information that the researcher required from the respondents in order to meet the purpose of the research.

### 3.6.1 Questionnaire Structure

The research questionnaire contained 92 items, with a level of dimension at a nominal or an ordinal level. The questionnaire was broken down into seven subsections which assessed the following topics:

**Table 3.1: Questionnaire Structure**

Section A	Biographical Data
Section B-A	Managers allow staff to attend training courses offered by the Organisation because of the following reasons
Section B-B	Understanding of training and development practices of the organisation
Section B-C	Manager support for training and development
Section B-D	Organisational support for training and development
Section B-E	Training and development and its impact on service delivery
Section B-F	What can be used to encourage managers' buy-in to training and development within the Organisation?

**Compiled by the researcher**

The Biographical data provides a description of each of the respondents in terms of the following:

- Gender
- Ethnic Group
- Highest Educational Qualifications
- Business Unit
- Job Title / Position in the Organisation
- Age Category
- Number of Years in Current Position
- Number of People that are reporting to them

The Biographical information assisted the researcher to determine how age, gender, ethnic group, qualifications and experience can influence managers in their role in implementing skills development for their subordinates, as well as their perception of manager and organisational support of training and development. In terms of the number of people reporting to the manager, this will provide an indication of whether he/she is able to assist different individuals in terms of their training and development needs.

Part 2 of the questionnaire was divided into 6 sections, each section comprised questions based on a 5 - point Likert scale to elicit the managers' responses to the research study.

### 3.6.2 Data Collection

A questionnaire comprising 6 pages, accompanied by a Letter of Information and a Letter of Consent (Annexure 1) was sent to participants. The purpose of the Letter of Information was to outline the research study and inform the participants that their participation was voluntary in the study. The Letter of Consent informed the participants that they needed to grant their permission prior to taking part in the study and that their identities and responses would be treated in a confidential manner.

The questionnaires were hand delivered to each of the managers in order to set the tone and to request them to complete and submit the completed questionnaires within a 2 week period. After a week had lapsed, a follow up email was sent to remind managers to submit the completed questionnaires by the deadline date. After the 2 week period, 101 managers responded to the questionnaire which amounted to an actual response rate of 91.8 percent of the target population. The actual response as based on the respondents' Patterson Grades is depicted in Table 3.2 below.

**Table 3.2: Actual Response rate per Patterson Grade**

Patterson Grade	Total Population	Actual Responses	% of Actual Response
D1	19	18	94.7
D2	19	17	89.4
D3	25	22	88.0
DU	28	26	92.8
E1	5	5	100.0
E2	14	13	92.8
Total	110	101	91.8 %

**Compiled by the researcher**

### 3.6.3 Measurement and Scaling

The Census survey method was utilised to gather information for this study. A self-administered survey instrument designed around the 5 - point Likert scale was used to collect information. Sekaran and Bougie (2013: 220-221) point



out that the Likert scale is designed to examine how strongly subjects agree or disagree with statements on a 5-point scale. The responses over a number of items tapping a particular concept or variable are then summated for every respondent. Cooper and Schindler (2014: 278) explain that the Likert scale is the most commonly utilised alternative of the summated rating scale. Summated rating scales comprise assertions that articulate either a positive or a negative opinion towards the point of interest. The respondent is requested to 'agree' or 'disagree' with each statement. Each reply is allocated a numerical score to reveal its extent of attitudinal favourableness and the scores may be calculated to determine the respondent's general viewpoint.

### **3.7 Data Analyses**

The information gathered from the replies was analysed using the Statistical Package for Social Sciences (SPSS) version 23.0.

#### **3.7.1 Descriptive Statistics**

According to Bhattacharjee (2012: 119), numeric statistics gathered in a study can be examined quantitatively using statistical tools. Descriptive analysis refers to statistically explaining, grouping and expounding upon the concepts of relevance or correlations concerning these concepts. For the purpose of this study, the descriptive statistics, cross tabulations and other information that was gathered from the quantitative data will be exhibited in a graphical representation.

#### **3.7.2 Frequencies and Percentages**

Adams *et al.* (2007: 172) highlight that frequency is the count of each category in a certain variable. This count is often expressed as a percentage form or cumulative percentage form. For example, if one wants to know how many persons of each gender are employed by a bank. Sekaran and Bougie (2013: 283) state that frequencies merely refer to the number of times assorted subsections of a specific phenomenon occur, from which the percentage and the collective percentage of their incident can be easily

determined. Frequencies were utilised to establish the profile of the sample in this research.

### 3.7.3 Inferential Statistics

According to Kothari (2004: 131), inferential statistics is related to the practice of generalisation. Inferential statistics are also identified as sampling statistics and are predominantly related to two main types of predicaments, namely the assessment of populace constraints and the examination of statistical postulations.

Sekaran (2003: 399) emphasises that inferential statistics is about wanting to know or infer from the data analysis the relationship between two variables (e.g. between advertisements and sales); differences in a variable amongst different subgroups (e.g. whether women or men buy more of a product); how several independent variables might explain the variance in a dependent variable (e.g. how investments in the stock market are influenced by the level of unemployment, perceptions of the economy, disposable incomes and dividend expectations).

#### i) Chi-square Test

Cooper and Schindler (2014: 445) confirm that the most widely used non-parametric test of significance is the chi-square ( $\chi^2$ ) test. It is particularly useful in tests involving nominal data. The chi-square test is typically used where persons, events or objects are grouped in two or more nominal categories. Using this technique, one can test for significant differences between the observed distribution of data amongst categories and the expected distribution based on the null hypothesis. Kothari (2004: 233) agrees that the chi-square test is a significant test amongst the numerous assessments of importance utilised by statisticians. Chi-square is a statistical dimension utilised in the sampling analysis framework for assessing a discrepancy to a theoretic discrepancy. The analysis is utilised to establish if the categorical information confirms a dependency or the two

classifications are independent. A chi-square test can be utilised to generate contrasts between theoretical populations and authentic data when categories are used. The test can to be utilised to:

- assess the appropriateness;
- test the importance of relationship between the two traits; and
- test the similarity or the importance of population divergence (Kothari 2004: 233).

## ii) Analysis of Variance (ANOVA)

Saunders *et al.* (2009:458) state that if a statistical variable is separated into three or more categories using a descriptive variable, you can measure the probability of these categories being diverse by using a one-way analysis of variance (ANOVA). ANOVA examines the inconsistency, in terms of the extent of data values, within and between categories of data by contrasting the means.

According to Sekaran and Bougie (2013: 314-315), an analysis of variance (ANOVA) helps to examine the significant mean differences amongst more than two groups on an interval or ratio-scaled dependent variable. The outcomes of ANOVA reveal whether or not the means of the several categories are substantially unique from one another.

## iii) Correlation Analysis

Kothari (2004: 130) postulates that correlation analysis analyses the joint variation of two or more variables for ascertaining the aggregate association amongst the variables, whilst Sekaran (2003: 401) indicates that a bivariate correlation analysis indicates the strength of relationship between the two variables. Cooper and Schindler (2014: 468) confirm that the intensity, tendency, form, and other characteristics of the association may be exposed.

### 3.7.4 Factor Analysis

Factor analysis is a statistical method whose key objective is information reduction. A conventional use of factor analysis is in survey research where a researcher wishes to characterise a number of questions with a small number of theoretical factors. Factor analysis is performed only for the Likert scale items.

**Table 3.3: KMO and Bartlett's Test**

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Section B-A	.846	719.867	55	.000
Section B-B	.712	255.167	66	.000
Section B-C	.783	678.037	153	.000
Section B-D	.742	391.716	91	.000
Section B-E	.740	316.102	66	.000
Section B-F	.892	958.794	136	.000

**Compiled by Researcher**

#### 3.7.4.1 Measures of Appropriateness of Factor Analysis

All of the sections of the questionnaire meet the requirements for factor analysis. The significance of the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy for this collection of variables is greater than 0.500. Bartlett's test of sphericity assesses the premise that the correlation matrix is an identified matrix (i.e. all diagonal elements are 1 and all off-diagonal elements are 0, suggesting that all of the variables are uncorrelated). If the Sig. significance for this test is a lesser amount than the alpha level, the null hypothesis is rejected that the population matrix is an identity matrix. The Sig. value for this analysis suggests that the null hypothesis must be rejected and it can be resolved that there are correlations in the data set that are applicable for factor analysis.

The prerequisite is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all occurrences, the prerequisites are satisfied, which endorses the factor analysis procedure.

### **3.8 Validity**

Kumar (2011: 166) asserts that in terms of measurement techniques, validity is the capability of a tool to quantify what it is invented to quantify. "Validity is defined as the degree to which the researcher has measured what he has set out to measure" (Kumar 2011: 166).

Sekaran (2003: 206) confirms that validity ensures the ability of a scale to measure the intended concept. Kothari (2004: 73-74) elaborates further by stating that validity is an extremely important criterion and suggests the degree to which a tool measures what it is supposed to measure. Validity can also be considered in terms of its efficacy. Validity is the level to which differences identified with a measuring instrument reflect the accurate variances among those being tested.

### **3.9 Reliability**

Sekaran (2003: 203) points out that the reliability of a measurement instrument reveals the degree to which it is lacking bias (error free) and hence confirms reliable measurement throughout time and throughout the diverse items in the instrument. The dependability of a measure is a sign of the stability and consistency with which the instrument assesses the concept and helps to evaluate the "goodness" of a measure. Saunders *et al.* (2009:156) identified that reliability refers to the degree to which the information gathering technique or investigation procedure generates reliable conclusions.

**Table 3.4: Cronbach's Alpha values for the questionnaire**

	Section	Number of Items	Cronbach's Alpha
Section B-A	Managers allow staff to attend training courses offered by the Organisation because of the following reasons	11 of 11	.880
Section B-B	Understanding of Training and Development Practices of the Organisation	12 of 12	.694
Section B-C	Manager Support for Training and Development	18 of 18	0.869
Section B-D	Organisational Support for Training and Development	14 of 14	0.801
Section B-E	Training and Development and its Impact on Service Delivery	12 of 12	.777
Section B-F	What can be used to encourage Managers buy-in to Training and development within the Organisation?	17 of 17	0.923
	<b>Overall</b>	<b>84 of 84</b>	<b>0.933</b>

### **Compiled by Researcher**

Table 3.4 displays the Cronbach's alpha score for all the items that are represented in the questionnaire. The reliability of the sections of the questionnaire is computed by taking numerous measurements on the same themes.

The result indicates that the Cronbach's alpha score of the components of the questionnaire was 0.933. The closer the reliability coefficient gets to 1.0, the better. In general, reliabilities less than 0.60 are considered to be poor; those in the 0.70 range, acceptable; and those over 0.80, good. Thus, the internal consistency reliability of the measurement instrument used in this study can be considered to be very good as 0.933 is very close to 1.0.

### **3.10 Ethical Issues**

Ethical considerations that a researcher will have to adhere to throughout the phases and length of the research project relate to:

- Respecting the conditions of the Gate Keeper's letter of consent;
- Respect the privacy of possible and actual participants;
- Respecting participants' rights to participate or refuse to participate in the research;
- Permission of respondents and probable dishonesty on their part;
- Maintaining the confidentiality of respondents and their anonymity;

- Show consideration for respondents' reactions when collecting information;
- Take into account the impact that data analyses and reporting will have on the participants, .i.e. avoidance of embarrassment, stress, discomfort, pain and harm; and
- The researcher must be aware of their ethical conduct and impartiality.  
(Saunders *et al.* 2009: 185 -186).

It is important that these ethical considerations are adhered to ensure that the participants' confidentiality is protected during the various stages of the research project.

### **3.11 Conclusion**

In this chapter, an overview of the research methodology used during this study was presented. The chapter presented an explanation of research design; the sampling design with emphasis on the target population; the sample size; the sampling method; the design of the questionnaire; the methods used for data collection; and analysis of data engaged in this study.

The census study was also analysed in this chapter together with the structure of the questionnaire, with special emphasis on the data collection method used in this study.

Inferential Statistics, with emphasis on the Chi-square Test and Correlation Analysis, and the techniques used to ensure that the data is valid, reliable and met the ethical concerns of the measuring instrument was analysed.

The findings and discussion of the study will be presented in Chapter 4.

## **CHAPTER 4**

### **STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE DATA**

#### **4.9 Introduction**

In this chapter, a detailed analysis of the data collected from the target population will be undertaken through conceptual and relational analyse which will provide insights into the findings of the study. The data extracted from the questionnaires will be analysed, processed and presented in numerical and graphical representation for clear understanding and interpretation. The information will be presented as per the structure of the questionnaire.

An analysis of Section A is focused on the biographical profile of the respondents, followed by an examination of the responses in Section B of the questionnaire which concentrates on issues pertaining to skills development and training and development that is relevant to the study.

The chapter will conclude by expounding on the results of the Chi-square Tests, Pearson Correlation Analysis and Factor Analysis that were undertaken in the study. For the purpose of determining the reliability of the questionnaire, the Cronbach's alpha coefficient was used and factorial validity was established by submitting the data for Factor Analysis. To ascertain the strongest relationship relating to the variables that were assessed, multiple regression analysis was used.

#### **4.10 The Sample**

The sample for this study comprised all managers on Paterson Grades D1 to E2 involved in daily operations within a municipality. The target population comprised 110 managers based within the various business units within the municipality. Questionnaires were hand delivered to each of the managers over two days and the researcher requested them to complete and submit the completed questionnaires within a 2-week period. After the 2-week period, 101 managers returned their completed questionnaires which amounted to an actual response rate of 91.8 percent of the target population.



#### 4.11 The Research Questionnaire

The research questionnaire contained 92 items, with a level of dimension at a nominal or an ordinal level. The questionnaire was broken down into 7 subsections which assessed the following topics:

**Table 4.1: Breakdown of Research Questionnaire**

Section	Theme
Section A	Biographical Data
Section B-A	Managers allow staff to attend training courses offered by the Organisation because of the following reasons
Section B-B	Understanding of training and development practices of the organisation
Section B-C	Manager support for training and development
Section B-D	Organisational support for training and development
Section B-E	Training and development and its impact on service delivery
Section B-F	What can be used to encourage manager's buy-in to training and development within the organisation?

#### 4.12 Reliability Statistics

Reliability and validity are the most significant facets of precision. Reliability is calculated by examining several dimensions on the same themes. A reliability measurement of 0.70 or higher is regarded as 'acceptable'. The Cronbach's alpha score for all the items that was represented in the questionnaire is reflected in Table 4.2 below.

**Table 4.2: Cronbach's Alpha**

	Section	Number of Items	Cronbach's Alpha
Section B-A	Managers allow staff to attend training courses offered by the organisation because of the following reasons	11 of 11	.880
Section B-B	Understanding of training and development practices of the organisation	12 of 12	.694
Section B-C	Manager support for training and development	18 of 18	.869
Section B-D	Organisational support for training and development	14 of 14	.801
Section B-E	Training and development and its impact on service delivery	12 of 12	.777
Section B-F	What can be used to encourage manager's buy-in to training and development within the organisation?	17 of 17	.923
	<b>Overall</b>	<b>84 of 84</b>	<b>.933</b>

The overall reliability score in Table: 4.2 were 0.933 and surpassed the suggested Cronbach's alpha value of 0.700. This implies a degree of acceptability and reliable scoring for the various sections of the research.

#### **4.13 Factor Analysis**

Bhattacharjee (2012: 135) posits that factor analysis is an information reduction technique utilised to statistically collect a huge number of observed quotas (items) into a reduced set of unobserved (latent) variables called factors, centred on their causal bivariate correlation patterns. This method is extensively utilised for the evaluation of convergent and discriminant validity in multi-item dimension levels in social science research.

Kothari (2004: 321-322) states that factor analysis is undoubtedly the leading multivariate method utilised in research, especially in social and behavioural sciences. This technique is utilised when there is a logical interdependence between a set of studied variables and the researcher is concerned with detecting something more important or concealed that produces this cohesion.

Adams *et al.* (2007: 220) suggest that in order to determine what affects the mpg of cars, one might examine the acceleration of cars, number of cylinders, horsepower, year of manufacture and their weight. These variables are clearly highly correlated so factor analysis would be appropriate.

The information is presented in a matrix table which is preceded by a condensed table that indicates the results of the Kaiser-Meyer-Olkin (KMO) Measure and Bartlett's Test. The criterion for the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be higher than 0.50 and Bartlett's Test of Sphericity must be lower than 0.05. In all instances, the requirements are fulfilled. This sanctions the factor analysis process. Factor analysis is undertaken only for the Likert scale objects. Some elements are split into finer components. This is expounded below in the rotated component matrix.

**Table: 4.3: KMO and Bartlett's Test**

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Section B-A	.846	719.867	55	.000
Section B-B	.712	255.167	66	.000
Section B-C	.783	678.037	153	.000
Section B-D	.742	391.716	91	.000
Section B-E	.740	316.102	66	.000
Section B-F	.892	958.794	136	.000

#### 4.13.1 Measures of Appropriateness of Factor Analysis

All of the sections meet the requirements for factor analysis.

The significance of the KMO Measure of Sampling Adequacy for this collection of variables is greater than 0.500. Bartlett's test of sphericity measures the premise that the correlation matrix is an identified matrix, i.e. all diagonal elements are 1 and all off-diagonal elements are 0, suggesting that all of the variables are uncorrelated. If the Sig. significance for this test is a lesser amount than the alpha level, the null hypothesis is rejected that the population matrix is an identity matrix. The Sig. value for this analysis suggests that the null hypothesis must be rejected and it can be assumed that there are correlations in the data set that are applicable for factor analysis.

The prerequisite is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy must be greater than 0.50 and Bartlett's test of sphericity less than 0.05. In all instances, the prerequisites are satisfied. This endorses the factor analysis procedure.

**Table 4.4: Rotated Component Matrix<sup>a</sup>**

Rotated Component Matrix <sup>a</sup>		
Section B-A	Component	
	1	2
To respond to employees requests	-.016	.846
To develop the employee	.812	-.165
To improve employee job performance	.826	-.257
To improve employee knowledge	.799	.003
The need for the training	.590	.094
Employee interest	.070	.871
Developing high-potential employees	.764	.094
Growing future managers / leaders	.830	.093
Meeting the future skills requirements of the organisation	.880	.096
Enabling the achievement of the organisation's strategic goals	.846	.146
Addressing skills shortages	.791	-.039

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 3 iterations.

Rotated Component Matrix <sup>a</sup>				
Section B-B	Component			
	1	2	3	4
Employees acquire technical knowledge and skills through training.	.202	.631	.374	.131
Employees are adequately trained to carry out the duties and responsibilities of their jobs.	.660	.013	.288	-.305
Employees are encouraged to focus on completing courses that relate to their current position.	.672	.208	.319	-.222
Employees are responsible for their own development and need to be proactive to initiate the process.	-.006	.008	.050	.923
Employees are selected for attendance at training programmes on the basis of identified developmental needs.	.660	.077	.433	-.125
Employees are trained only in core skills corresponding to their jobs.	.010	.036	.883	.036
Employees must participate in a training needs identification process in order to identify skills gaps.	.650	.230	-.170	.351
Employees are confident and self-assured about applying new abilities and overcoming obstacles that hinder the use of new knowledge and skills in the work environment.	.676	.019	-.083	.062
Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	.055	.836	.102	-.135
Learning and growth opportunities are made available to all employees in the organisation.	.686	.045	-.031	.088
The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals.	.053	.805	-.174	.084

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 9 iterations.

**Rotated Component Matrix<sup>a</sup>**

Section B-C	Component				
	1	2	3	4	5
As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	.721	.123	.078	.175	.146
As a Manager I am mindful of the contents of the Training and Develop Policy.	.366	.440	.053	.217	.259
As a Manager I assess the relevance of the training to the work of the employees in my Unit.	.578	.359	.242	.178	.102
As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	.729	.272	.202	-.059	.256
As a Manager I contribute to the content of training offered by training providers.	.193	.718	-.071	.019	.117
As a Manager I encourage all employees in my unit to attend training and development interventions.	.799	.100	.042	.069	-.179
As a Manager I involve myself in on the job coaching and mentoring of my subordinates.	.582	.081	.303	.090	.239
As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	.144	.796	.100	.188	-.165
As a Manager its my responsibility to develop and retain talented employees in the organisation.	.199	.195	.638	.259	-.093
As a Manager on the job training for my subordinates is preferable to theoretical training courses.	.409	.251	-.320	.248	.336
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	.149	.735	.342	.134	.072
As a Manager, its my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	.147	.083	.780	.100	.282
As a Manager I am responsible and accountable for the development of all my subordinates.	.146	.046	.812	.102	.268
Line managers must take a more active role in the training and development process.	.256	-.024	.120	.842	-.018
Managers follow up with the Training Unit to prioritise training and development for their employees.	.198	.309	.234	.768	.038
Managers have the skills and resources to develop employees.	-.077	.180	.085	.713	.283
Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	.124	.076	.162	.098	.771
Training and development must be included as part of the area of assessment of managers performance agreements.	.109	-.024	.174	.072	.752

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 6 iterations.

**Rotated Component Matrix<sup>a</sup>**

Section B-D	Component			
	1	2	3	4
Employee development is a collaborative and on-going effort by Employees. Managers and the Organisation to upgrade knowledge, skills, and abilities in order to make positive contributions to organisational goals.	-.218	.200	.160	.689
Successful employee development requires a balance between an individual's career needs and goals that the Organisation strives to achieve.	.192	-.174	.119	.727
Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased.	.171	.063	.662	.466
Employees are encouraged to engage in valuable learning opportunities provided by the Organisation.	.137	.196	.645	.383
Due to the fact that Skills development is legislated line managers develop their subordinates as a matter of compliance to legislation.	-.080	-.040	.692	.015
Training of employees is given adequate importance in our organisation and is being managed in a proactive way.	.449	.220	.555	-.148
My organisation encourages development and facilitates training and development for all levels of employees.	.727	.294	.255	-.172
Training and development assists to address the shortage of skills in the organisation.	.541	.217	-.023	.492
The Organisation provides study assistance and learnership opportunities for employees to achieve future career goals.	.551	.449	.074	.153
The amount budgeted by the Organisation for training and development is sufficient.	.213	.715	.191	.018
The organisation has a training and development strategy which is related to the overall strategy of the organisation.	.226	.683	.109	-.159
The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes.	.095	.741	-.097	.235
The Organisation has an approved Workplace Skills Plan (WSP) and is being implemented.	.729	.186	.208	-.047
Closer integration of training and development and business strategy is required.	.674	.037	-.140	.188

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 8 iterations.

**Rotated Component Matrix<sup>a</sup>**

Section B-E	Component		
	1	2	3
Training and development is client focused.	.311	.304	.421
Training and development of employees has an impact on service delivery.	.162	.681	.142
The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives.	.613	.545	-.021
Employee development programs provide the opportunity to make positive contributions to organisational performance.	.601	.440	-.035
Training and development of employees is critical for the success of the organisation.	-.076	.765	.118
Training is shifting to a performance improvement role.	.170	.762	.012
The Organisation has systems in place for evaluating the return on investment of training and development.	.754	-.061	.039
The current management of training and skills development needs to be improved.	.052	-.023	.834
Management systems are in place for adequate and optimal training and development of staff.	.804	-.055	.156
Training and development has helped improved the performance of employees in the Organisation.	.608	.182	-.045
Training and development is considered to be important when overall organisational strategy is being developed.	.592	.099	.472
Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers' expectations.	-.299	.444	.509

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 6 iterations.

**Rotated Component Matrix<sup>a</sup>**

Section B-F	Component			
	1	2	3	4
Provide HR support to managers in identifying suitable development activities for their teams.	.262	.139	.051	.725
Communicate clear messages about the importance of training and development to managers.	.250	.323	.449	.585
Provide development programmes for line managers.	.245	.662	.237	.388
Staff development must be included in line managers' annual performance objectives.	.751	.130	.059	.310
Define managers' responsibilities for the development of their teams in their job descriptions.	.644	.424	.275	.200
Include managers' role in developing their teams as a module in management training courses.	.621	.274	.304	.316
Encourage senior managers or leaders to act as role models or champions.	.595	.372	.123	.308
Reward managers for developing and improving the skills of their team members.	.216	.662	.007	.279
Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity.	.676	.026	.484	-.078
Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback.	.818	.229	.258	.078

Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition.	.357	.218	.742	.113
Linking training to business objectives.	.183	.107	.863	.022
Educating and engaging managers through use of competency frameworks, coaching, etc.	.496	.328	.529	.119
Organisations need to encourage line managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	.486	.613	.290	-.021
Line managers need training on how to identify training gaps.	.073	.369	.523	.340
All managers need to carry out training and development activities.	.102	.781	.337	.059
Often the 'softer' people management areas of responsibility get driven out by other, more traditional management duties.	.441	.548	.105	-.453

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

a. Rotation converged in 8 iterations.

Factor analysis is a statistical method and its key goal is information reduction (Bhattacharjee 2012: 135). A standard practice of factor analysis is in survey research where a researcher desires to represent a number of questions with an insignificant number of theoretical factors. With reference to the table above:

- The principle factor analysis was utilised as the extraction technique and the Varimax with Kaiser Normalisation rotation technique was used. This is an orthogonal rotation technique that reduces the number of variables which have significant loadings on each factor. It makes interpreting the factors easier.
- The factor analysis/loading demonstrates inter-relationships between the variables.
- Elements of the questions that are loaded imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

It is observed that the variables are loaded along 2 to 5 components (sub-themes) across the various sections. This indicates that the respondents acknowledged several trends within the sections. The portions of the section are colour coded. The colours represent the following areas;



 **Developmental**

 **Capacity**

 **Competency**

 **Support**

 **Accountability**

#### 4.14 Section A - Biographical Data

##### 4. 6.1 Age / Gender Demographics

The biographical attributes of the respondents are summarised in this section.

The overall gender distribution by age is illustrated in Table 4.5 below.

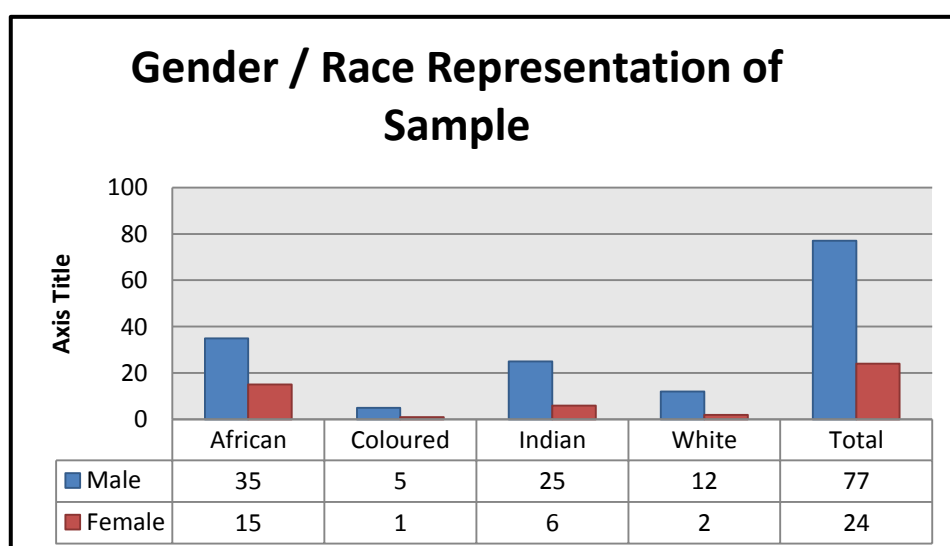
**Table 4.5: Age / Gender Demographics**

			Gender		Total
			Male	Female	
Age Category (years)	25 - 35	Count	9	5	14
		% within Age Category	64.3%	35.7%	100.0%
		% within Gender	11.7%	20.8%	13.9%
		% of Total	8.9%	5.0%	13.9%
	36 - 45	Count	23	5	28
		% within Age Category	82.1%	17.9%	100.0%
		% within Gender	29.9%	20.8%	27.7%
		% of Total	22.8%	5.0%	27.7%
	46 - 55	Count	26	10	36
		% within Age Category	72.2%	27.8%	100.0%
		% within Gender	33.8%	41.7%	35.6%
		% of Total	25.7%	9.9%	35.6%
	56 - 65	Count	19	4	23
		% within Age Category	82.6%	17.4%	100.0%
		% within Gender	24.7%	16.7%	22.8%
		% of Total	18.8%	4.0%	22.8%
Total		Count	77	24	101
		% within Age Category	76.2%	23.8%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	76.2%	23.8%	100.0%

Overall, the ratio of males to females is approximately 3:1 (76.2%: 23.8%). This is due to the fact that there are more males employed within the managerial and professional occupational categories within the municipality than women. As cited by the LGSETA (2015: 10), a total of 158 514 males and 94 568 females were employed in the sector nationally in the 2014/2015 financial year. A significant 82.1% of the respondents within the age category of 36 to 45 years were male, whilst 17.9% were female. In terms of the total count for gender, 29.9% (23) were male and 20.8 % (5) were female in the age category 36 to 45 years and formed 27.7% of the total sample. In the age group 46 to 55 years, 72.2 % were male and 27.8% were female. In terms of gender, 33.8% were males and 41.7 % were females in the age category 46 to 55 years and formed 35.6% of the total sample.

The reason for this question and the focus on these categories is that many in the age category were employed during the new local government dispensation after 2000. In terms of the research study, age and gender of the respondents play a key role in understanding how individuals in these demographic categories apply their minds when allowing staff to attend training courses offered by the organisation, as well as their understanding of the training and development practices of the municipality. It is important to understand how these individuals perceive their role as managers when it comes to supporting training and development and the impact that this has on service delivery.

**Figure 4.1: Gender / Race Representation of Sample**



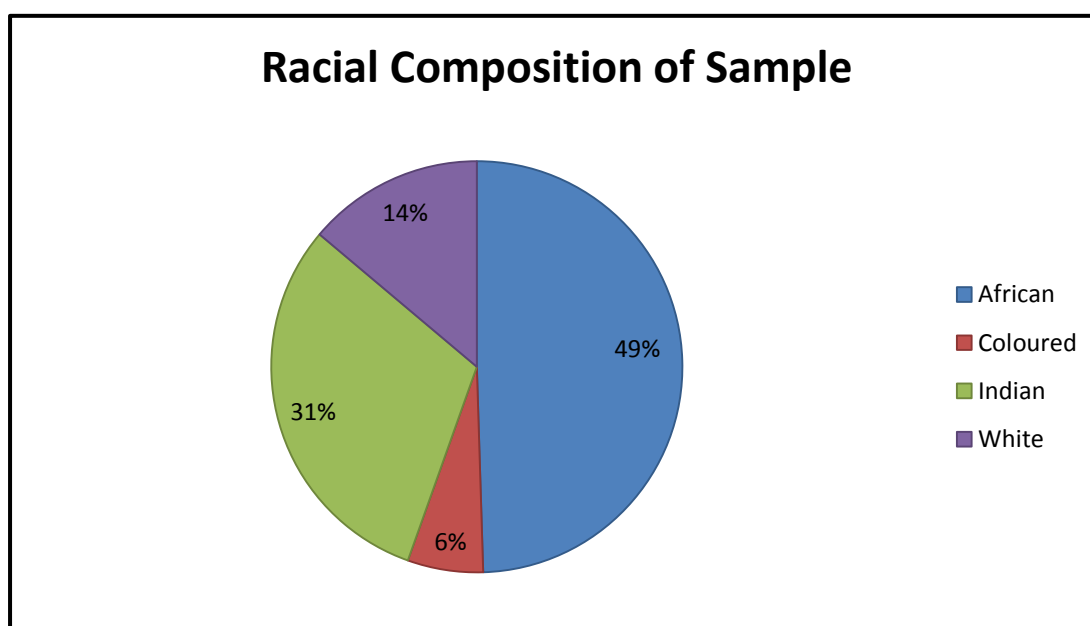
#### 4.6.2 Racial Representation

The reason for this question was to identify whether race of line managers had an impact on the training and development of employees.

Local government in South Africa has advanced from the era when there were a significant number of racially segregated municipalities. According to Venter *et al.* (2007: 148), in 2000 more than 800 municipalities were amalgamated to the current 284 municipalities as there was a need for change from municipalities controlled by one culture/language group to one in which power was distributed amongst the numerous cultural and language groups. Preceding 2000, several of the respondents in the African, Coloured and Indian race groups would not have held these positions within the managerial and professional occupational categories within a municipality as these positions were dominated by white males.

The racial composition of the sample is shown in Figure 4.2 below.

**Figure 4.2: Racial Composition of Sample**



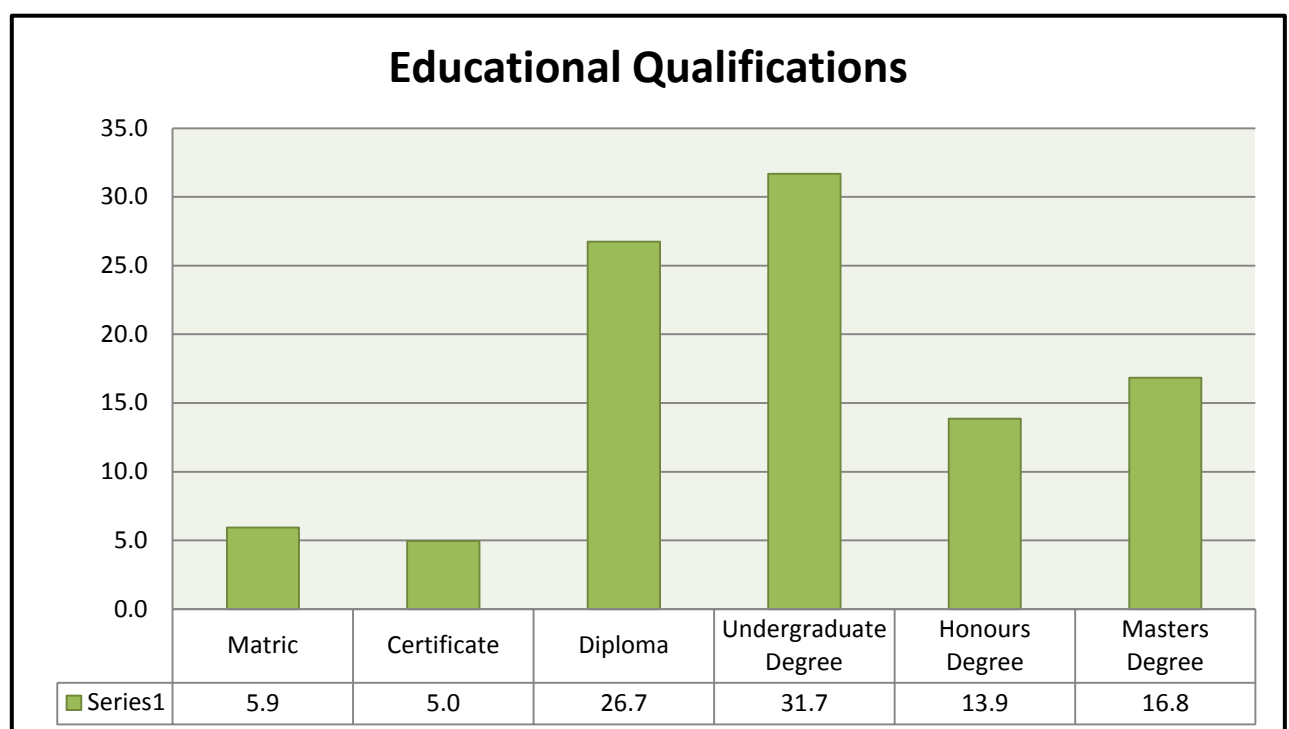
Approximately half of the respondents were African (49%); 31% were Indian; 14% were White; and 6 % were Coloured. According to the LGSETA Sector Skills Plan

(2015: 10), the provincial allocation of employees by race and gender were 32886 Males and 18877 Females employed in Local Government Municipalities in Kwa-Zulu Natal in the 2014/2015 financial year. The racial representation of the 51763 employees were as follows: 41846 were African (80.8%) followed by 6684 Indians (12.9%); 1896 Whites (3.6%); and 1307 (2.5%) Coloureds. Based on the percentage representation of the provincial distribution of employees by race and gender, the sample population was well represented in the targeted Managerial occupational category. It is therefore important for the purpose of this study to understand how managers of the different race groups undertake their role to support the development of their subordinates, which has a bearing on service delivery.

#### 4.6.3 Highest Educational Qualifications

Figure 4.3 below indicates the education levels of the respondents.

**Figure 4.3: Educational Qualification**



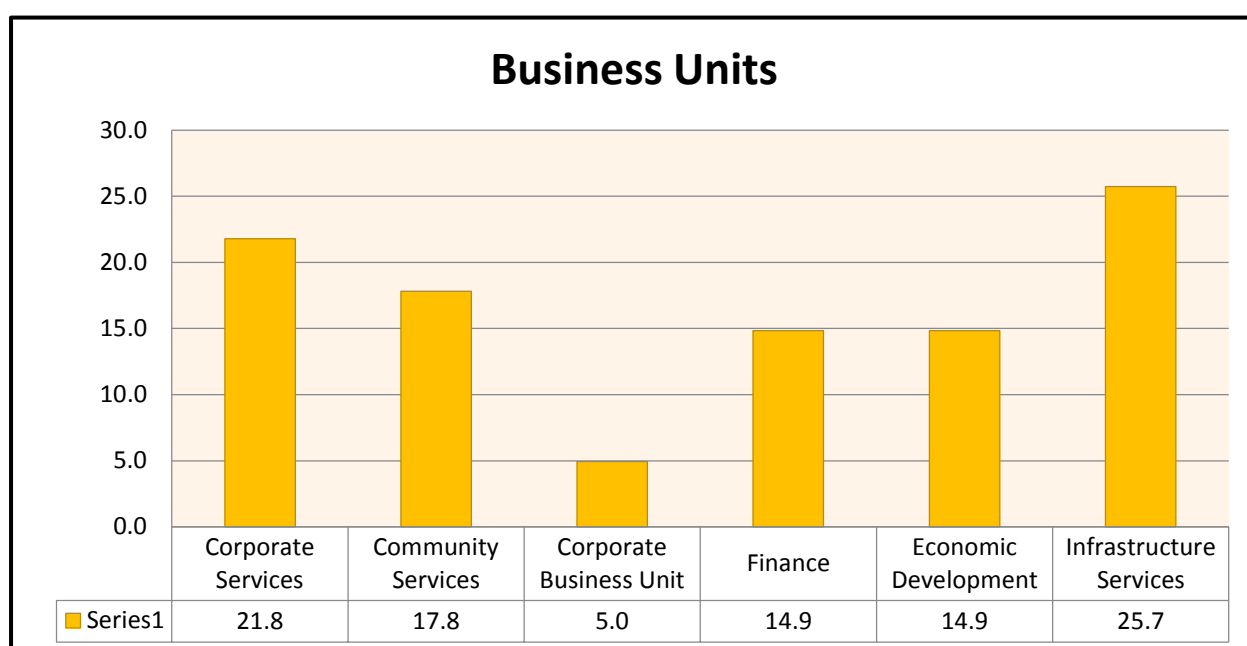
The reason this question was asked was to identify whether the level of qualifications of a manager affected how they support the development of their subordinates.

The majority of respondents (nearly 90%) had a post-school qualification. Nearly a third (30.7%) of the respondents had a post-graduate degree. This indicates that the data gathered is from an informed source as the majority of respondents have a post-school qualification. In terms of the LGSETA (2015: 13-14) qualification profile of employees, in the 2014/15 financial year an estimated 1 698 employees in the sector held a Master's degree or equivalent qualification (NQF Level 9); while 4 452 employees held at least a Honours or post-graduate degree (NQF Level 8); and approximately 12 277 held a bachelor's degree/advanced diploma. An analysis of the qualifications in terms of the occupation category reveals the trend that in the occupation categories for managers and professionals, there is a higher number of people holding higher level qualifications as most of these occupations require a formal educational qualification in order to be appointed, such as Engineers, Fleet Operations Manager, ICT Manager and IDP Manager.

#### 4.6.4 Business Unit

The business units to which the respondents belonged are shown below.

**Figure 4.4: Business Units**



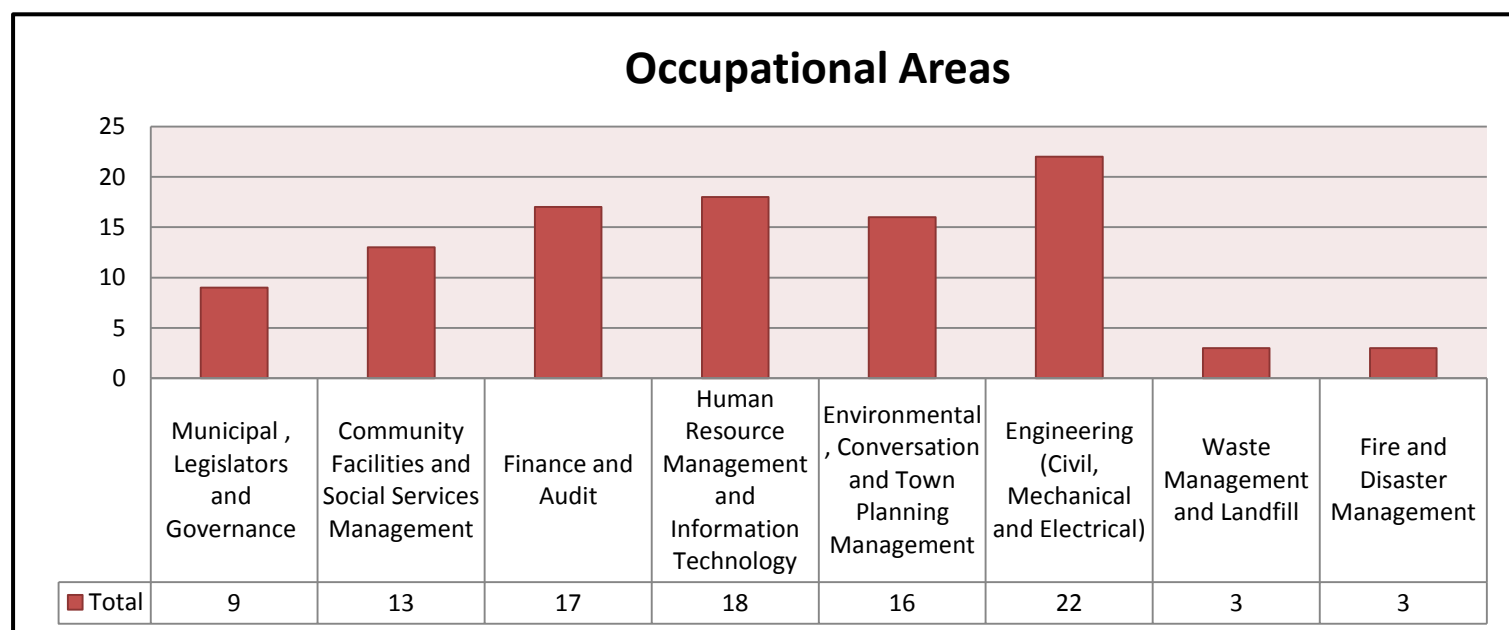
The target population consisted of managers based within the various business units in the municipality. The reason that this question was asked was to identify how managers dealt with the training and development function in their various business units and their business unit's operational roles; which impact on service delivery. Each Business Unit has a role to play in terms of achieving the strategic goals of the municipality and requires employees with different skills and competencies to perform efficiently. Business Units such as Infrastructure Services provide Engineering services related to Water and Sanitation; Roads and Drainage; and Electricity, amongst others. Community Services provides Refuse Collection and Waste Management Services; Fire, Emergency and Disaster Management Services; and Library Services amongst others. Managers from these units are responsible for ensuring that their subordinates are skilled and competent to carry out their service delivery functions.

#### 4.6.5 Job Title / Position in the Organisation

A total of 101 respondents completed and returned the survey questionnaire. Within the Local Government environment, job titles and occupational titles vary compared to the corporate environment. In order to present the job titles of the respondents, it was decided to capture them into occupational areas for the purpose of presentation. Titles such as IDP Manager; Manager in the Municipal Managers Office; and Manager: Mayoral Special Projects had to be categorised under the Municipal, Legislators and Governance occupational area. In terms of the occupational categories, the highest response rate was from participants from the Engineering Discipline (22 respondents), followed by Human Resource Management and Information Technology (18 respondents) and Finance and Audit (17 respondents).

The reason this question was asked was to identify whether the occupational level of a manager affected how they support the development of their subordinates and whether their professional background impacted on the development of others.

**Figure 4.5: Occupational Area**



#### 4.6.6 Number of Years in Current Position

The individual competence of an employed official represents the combination of a person's qualification, experience and competencies (i.e. knowledge, skills and attitude) in relation to the position they occupy (COGTA 2015: 16). The reason this question was asked was to identify whether the number of years' experience in local government affected how managers support the development of their subordinates and whether they wanted to transfer their knowledge and skills to their subordinates.

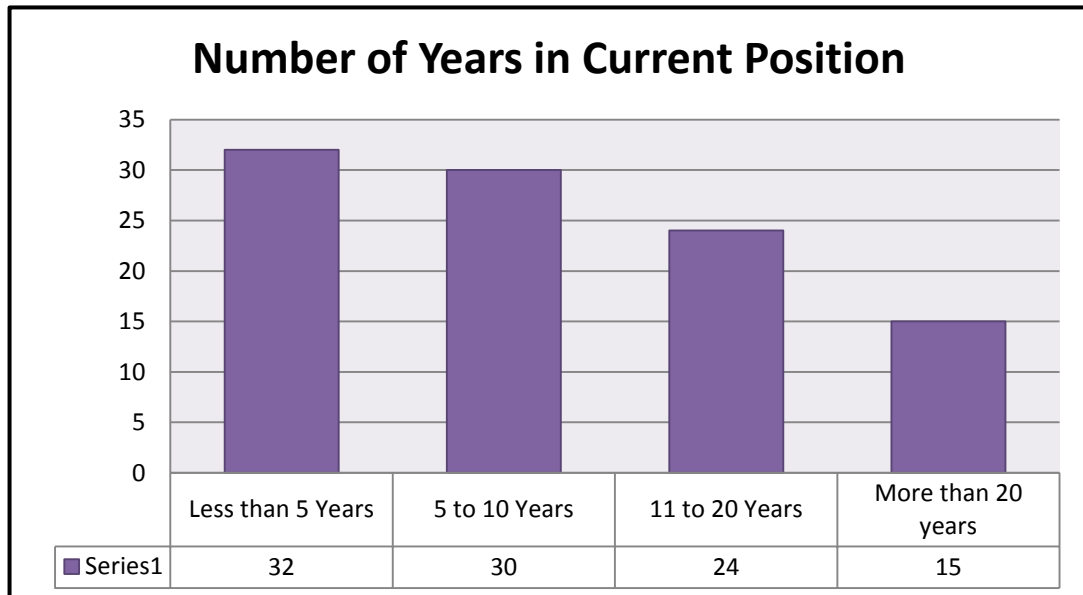
It is therefore important to ensure that managers employed in the various occupations have the necessary local government experience and that officials holding key managerial positions must have the relevant experience for the functions for which they are accountable. According to Figure 4.6, 14.9 % of the respondents have over 20 years of experience in their current position, whilst 31, 7% have less than 5 years' experience.

Venter *et al.* (2007:176) confirmed that a rapid change took place since 2005 in South African municipal administrations. Extensive skills had been

lost; institutional memory had disappeared; senior positions had become sinecures for political party supporters; and junior positions had been filled by incompetent people. In numerous rural municipalities, senior positions have become dominated by individuals from the teaching profession with little or no knowledge of management, infrastructure or municipal affairs. Although this has taken place in municipalities, 68.3 % of the respondents in Figure 4.6 have been in their current positions for more than 5 years which indicates that the respondents have the necessary experience in their respective occupations and are experienced managers. This influences the way that they undertake their roles in supporting training and development of their subordinates.

A representation of the respondents' work experience is presented in Figure 4.6 below.

**Figure 4.6: Number of Years in Current Position**



#### 4.6.7 Number of People reporting to a Manager

The reason this question was asked was to identify whether it made a difference to Line Managers whether they had 5 or 20 subordinates

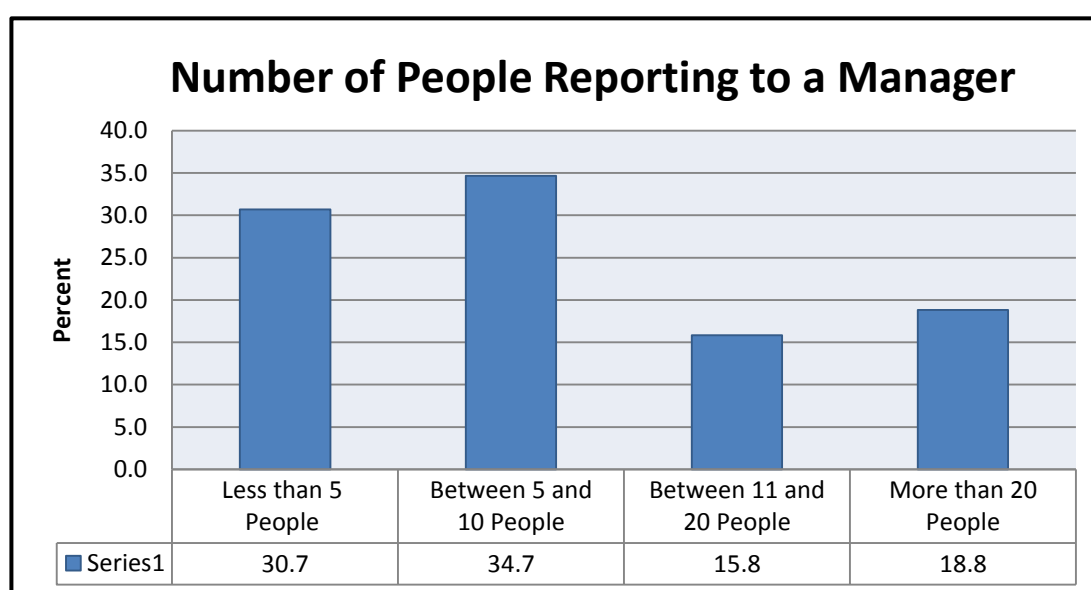


reporting to them and whether this affected how they support the development of their subordinates.

A significant 69.3 % of respondents have more than 5 people reporting to them whilst 30.7% have less than 5 people reporting to them. Almost a fifth (18.8 %) of respondents have 20 or more people reporting to them.

A representation of the number of people reporting to the manager is provided in Figure 4.7 below.

**Figure 4.7: Number of People Reporting to a Manager**



The reason this question was asked was to identify if the number of subordinates affects how a manager deals with the development of his / her subordinates and if this affects the training and development of his subordinates.

The greater the number of, the greater the responsibility to ensure that all subordinates are managed and developed in a similar manner, which may be the reason why managers fail to support the training and development of their subordinates.

The Advisory, Conciliation and Arbitration Service (ACAS 2014: 3) explains that front line managers are recognised by many titles, namely supervisor, team leader, project leader and manager. Normally, they are at the first level of management. In smaller organisations, they might just supervise one or two employees, whilst in larger organisations they could have as many as 30 subordinates. The individual who can get the best performance out of employees and teams is usually the individual who labours closest to them that is their front line manager who is accountable for boosting individual and team productivity and efficiency. ACAS (2014: 3) highlights that front line managers steer and lead their teams in the execution of their tasks. ACAS (2014: 4) emphasises that the front line manager works in a very organised team with strict reporting lines, while others work in a more flexible manner, responsible for assignments rather than for a team of employees. They are often considered as the voice of management on the front line.

The greater the number of subordinates, the greater the responsibility to ensure that all subordinates are managed and developed in a similar manner, which may be the reason why managers fail to support the training and development of their subordinates.

#### **4.15 Section B**

##### **4.15.1 Part B Analysis**

Part B of the questionnaire is divided into 6 sections, each section has a focus on training and development with particular emphasis on managers' understanding of training and development; managerial and organisational support for training and development; and the impact that training and development has on service delivery. The last section requires respondents to identify ways to encourage managers to buy into training and development within the municipality.

This section will analyse the scoring patterns of the respondents per variable per section. Part B of the questionnaire was categorised and coded in a Likert

scale ranging from Strongly Disagree (1); Disagree (2); Neutral (3); and Agree (4) to Strongly Agree (5). Where applicable, levels of disagreement (negative statements) were collapsed to show a single category of “Disagree”. A similar procedure was followed for the levels of agreement (positive statements). The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

#### 4.7.1.1 Part B - Section B-A

Managers allow staff to attend training courses offered by the organisation for many reasons.

This section deals with the reasons why managers train and develop their subordinates/ team members. It is important to understand the motivation behind managers allowing staff to attend training courses offered by the municipality. Cascio (2003) and Grobler *et al.* (2006), as cited in Botha *et al.* (2013: 19-20), advocate 10 key reasons why managers develop staff. They are as follows:

- Enhance employee performance;
- Improve employees' skills;
- Avert managerial, professional and critical or scarce technical skill obsolescence;
- Induction of new employees;
- Groom for promotion and managerial succession;
- Meet personal growth needs;
- Resolve organisational problems;
- Encourage employability and sustained source of revenue;
- Boost employability of designated groups; and
- Encourage and accelerate employment equity.

Table 4.6 below summarises the scoring patterns.

**Table 4.6: Reasons why managers train and develop employees**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
To respond to employees requests	5	5.0%	19	18.8%	18	17.8%	49	48.5%	9	8.9%
To develop the employee	3	3.0%	3	3.0%	9	8.9%	57	56.4%	29	28.7%
To improve employee job performance	3	3.0%	6	5.9%	12	11.9%	45	44.6%	35	34.7%
To improve employee knowledge	2	2.0%	5	5.0%	11	10.9%	52	51.5%	29	28.7%
The need for the training	1	1.0%	5	5.0%	24	23.8%	55	54.5%	16	15.8%
Employee interest	3	3.0%	14	13.9%	35	34.7%	40	39.6%	9	8.9%
Developing high-potential employees	3	3.0%	14	13.9%	20	19.8%	51	50.5%	13	12.9%
Growing future Managers / Leaders	3	3.0%	17	16.8%	19	18.8%	43	42.6%	19	18.8%
Meeting the future skills requirements of the organisation	3	3.0%	12	11.9%	18	17.8%	45	44.6%	21	20.8%
Enabling the achievement of the organisation's strategic goals	3	3.0%	13	12.9%	22	21.8%	41	40.6%	22	21.8%
Addressing skills shortages	3	3.0%	15	14.9%	21	20.8%	44	43.6%	18	17.8%

In terms of Table 4.6, the following patterns are observed:

All of the statements have higher levels of agreement than disagreement and the overall average level of agreement is 67.11%. The highest scores of this section were identified in the following statements:

- To develop the employee – 85.1%;
- To improve employee job performance – 79.3 %; and
- To improve employee knowledge – 80.2%.

In terms of the responses in Section B-A presented in Table 4.6, it is clearly demonstrated that managers have a good understanding of why managers train and develop their team members and subordinates. Botha *et al.* (2013: 202) explain that training has clear and precise outcomes associated with the mastery of action (workplace practice). It is a deliberate, immediate transformation attempt intended at transforming competencies, attitudes and beliefs; and knowledge, skill or behaviour through learning experiences (such as formal learning and/or skills programmes). Training develops skills, understanding and confidence in people. Training centres on outputs and particular outcomes of skills development. Training facilitates learning and allows employees opportunities to enhance their job-specific skills and knowledge (Botha *et al.* 2013: 202), proposing that such learning from formal training leads to a relatively everlasting modification in performance and is attained through

the attainment of a clearly characterised set of new knowledge, skills and attitudes (KSAs).

#### 4. 7.1.2 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was done. The results are shown in Table 4.7 below.

**Table 4.7: Chi-Square Test Scores for Section B-A**

	Chi-Square	df	Asymp. Sig.
To respond to employees requests	27.92	2	<b>.000</b>
To develop the employee	122.158	2	<b>.000</b>
To improve employee job performance	95.782	2	<b>.000</b>
To improve employee knowledge	104.97	2	<b>.000</b>
The need for the training	66.911	2	<b>.000</b>
Employee interest	15.287	2	<b>.000</b>
Developing high-potential employees	41.129	2	<b>.000</b>
Growing future managers / leaders	35.782	2	<b>.000</b>
Meeting the future skills requirements of the organisation	49.636	2	<b>.000</b>
Enabling the achievement of the organisation's strategic goals	38.871	2	<b>.000</b>
Addressing skills shortages	35.901	2	<b>.000</b>

If the highlighted sig. values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not similar. That is, the differences between the way respondents scored (agree, neutral, disagree) were significant. Statistically significant results are indicated with a\*.

#### 4. 7.2 Part B - Section B-B

Understanding of training and development practices of the organisation.

This question is designed to assess managers' understanding of the training and development practices of the municipality. Many managers have a different perception of how the training of their subordinates takes place and, most often, are absent in the process.

Knight and Sheppard (2011: 41) point out that frequently managers are uncertain on what development discussions must encompass, which originates from an ignorance of how people are developed. One of the greatest delusions is where managers see L&D (learning and development) providers as sub-contractors rather than associates. The outcome anticipated from managers is employees to arrive as the 'finished article' after attending training, with no need for further development. They then turn out to be disillusioned when the training fails to deliver on their expectations. It is important for line managers to understand how significant their role is, what their role encompasses; and that they are aware that the process of learning is critical and represents an essential competence in their toolkit.

In terms of training and development, a manager is responsible for influencing the content of training offered by training providers; assessing the importance of training to the work of their subordinates in their unit; and providing constructive feedback to the training unit on the quality of the training received (Hua *et al.* 2011: 25). The authors also state that human resource scholars confirm that managers play critical roles that can influence the success of training programmes. Cheng and Ho (2001) and Chen, Sok and Sok (2007), as cited in Hua *et al.* (2011: 25), assert that suitable administration and execution of training programmes by managers can guarantee a return on investment for training as managers are frequently concentrated on operational functions (Hua *et al.* 2011: 25). Adair (1988) and Pfeffer (1998), cited in Hua *et al.* (2011: 25), also maintain that the accountability of supervisors has centred on recognising employees' daily and short-term skills shortages in the execution of their jobs and informing management of any problems. Hua *et al.* (2011: 25) assert that management frequently undertakes other actions, such as undertaking training needs analysis, designing and executing training courses and assessing the quality of the training programmes to overcome employees' skills deficiencies. Table 4.8 below summarises the scoring patterns.

**Table 4.8: Understanding training and development practices of the organisation**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
Employees acquire technical knowledge and skills through training.	1	1.0%	7	6.9%	18	17.8%	50	49.5%	25	24.8%
Employees are adequately trained to carry out the duties and responsibilities of their jobs.	5	5.0%	27	26.7%	27	26.7%	34	33.7%	8	7.9%
Employees are encouraged to focus on completing courses that relate to their current position.	3	3.0%	21	20.8%	13	12.9%	52	51.5%	12	11.9%
Employees are responsible for their own development and need to be proactive to initiate the process.	2	2.0%	11	10.9%	20	19.8%	52	51.5%	16	15.8%
Employees are selected for attendance at training programmes on the basis of identified developmental needs.	4	4.0%	18	17.8%	15	14.9%	52	51.5%	12	11.9%
Employees are trained only in core skills corresponding to their jobs.	5	5.0%	21	20.8%	20	19.8%	48	47.5%	7	6.9%
Employees must participate in a training needs identification process in order to identify skills gaps.	1	1.0%	11	10.9%	13	12.9%	45	44.6%	31	30.7%
Employees are confident and self-assured about applying new abilities and overcoming obstacles that hinder the use of new knowledge and skills in the work environment.	1	1.0%	25	24.8%	36	35.6%	32	31.7%	7	6.9%
Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	0	0%	3	3.0%	7	6.9%	50	49.5%	41	40.6%
Learning and growth opportunities are made available to all employees in the organisation.	12	11.9%	27	26.7%	23	22.8%	29	28.7%	10	9.9%
Managers lack understanding of their joint responsibility with learning professionals for developing the capability of their teams and that success depends on their input .	4	4.0%	12	11.9%	18	17.8%	52	51.5%	15	14.9%
The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals.	0	0%	5	4.95%	7	6.93%	51	50.50%	38	37.62%

In terms of Section B-B, the average level of agreement is 63.45%. The responses in Section B-B and presented in Table 4.8 clearly demonstrate that managers have a good understanding of the training and development practices of the municipality as it is represented by the way in which the respondents responded to the statements in Section B-B. In terms of the responses, respondents scored between 67.3% and 91.1 % on the statements which are important for the implementation of training and development of employees. The findings are:

- Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee – 90.1%.

- The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals – 88.1%.
- Employees must participate in a training needs identification process in order to identify skills gaps – 75.2%.
- Employees acquire technical knowledge and skills through training – 74.3%.
- Employees are responsible for their own development and need to be proactive to initiate the process – 67.3%.

Šiugždinien (2008: 34-35) states that a line manager's role is crucial in producing and encouraging a suitable environment that is supportive for learning, which requires the advancement of positive attitudes towards training and development as learning does not only happen in formal training sessions but is a fundamental aspect of everyday working life.

A line manager is required to inspire individuals or team members to take responsibility for how they manage their development, which in turn needs to take place through the various opportunities available for training and development. Line managers are involved in daily operations and customers provide them with unique knowledge regarding organisational realities and needs, which can update them about important issues and possible knowledge gaps (Šiugždinien 2008:34-35). This finding confirms Mindell's (1995: 16) conclusion that when line managers own and direct training and development, there is generally a resulting improvement in performance.

This reiterates what was stated in Chapter 2 by Matlay (1999) and Walton (1999) as cited in Coetzer *et al.* (2012: 427) when they confirm that the manager's role in considering human capital investment decisions is undeniably critical as managers regularly act as important gate keepers to T&D opportunities for employees. Nyausaru (2011) articulates that the role of the line manager in training and development cannot be over-emphasised but most line managers appear not to be mindful of this



critical role which they execute. Line managers in municipalities must understand the importance of their role in the development of their subordinates and the impact that this has on the strategic objectives of the municipality in terms of service delivery.

#### 4.7.2.1 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was done. The chi-square test scores for Section B-B are presented in Table 4.9 below.

**Table 4.9: Chi Square Test Scores for Section B-B**

	Chi-Square	df	Asymp. Sig.
Employees acquire technical knowledge and skills through training.	77.604	2	.000
Employees are adequately trained to carry out the duties and responsibilities of their jobs.	3.465	2	.177
Employees are encouraged to focus on completing courses that relate to their current position.	42.792	2	.000
Employees are responsible for their own development and need to be proactive to initiate the process.	53.248	2	.000
Employees are selected for attendance at training programmes on the basis of identified developmental needs.	41.723	2	.000
Employees are trained only in core skills corresponding to their jobs.	20.812	2	.000
Employees must participate in a training needs identification process in order to identify skills gaps.	79.861	2	.000
Employees are confident and self-assured about applying new abilities and overcoming obstacles that hinder the use of new knowledge and skills in the work environment.	2.752	2	.253
Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	146.693	2	.000
Learning and growth opportunities are made available to all employees in the organisation.	5.069	2	.079
Managers lack understanding of their joint responsibility with learning professionals for developing the capability of their teams and that success depends on their input.	49.564	2	.000
The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals.	136.475	2	.000

There was not much difference in the scoring patterns for the three un-highlighted statements. Other patterns were significantly different (i.e. significantly more agreed than disagreed).

#### 4. 7.3 Part B - Section B-C

##### Manager support for training and development

This section investigates whether managers support training and development at the municipality. Viitala (2004), as cited in Ellström (2012: 274-275), classified four different dimensions of managerial support:

- assisting employees to be conscious of and recognise areas related to learning during the course of day-to-day work activities;
- promotion of an open and innovative climate that facilitates learning at work;
- actively facilitate and attend to learning processes at the individual and group levels; and
- be an advocate for training and development in the workplace.

Dirani (2012: 174) advocates that management support is imperative for the success of professional training activities. Without noticeable participation by managers, learners do not recognise behavioural transformation as strategically significant to their organisations. Furthermore, Dirani (2012: 174) points out that HRD professionals must act as constructive and advocating representatives and must be ready to work with both the managers and trainees to reinforce the newly acquired competencies from training into their work environments. Table 4.10 below summarises the scoring patterns.

**Table 4.10: Manager support for training and development**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	0	0%	19	18.8%	26	25.7%	46	45.5%	10	9.9%
As a Manager I am mindful of the contents of the Training and Develop Policy.	1	1.0%	15	14.9%	30	29.7%	47	46.5%	8	7.9%
As a Manager I assess the relevance of the training to the work of the employees in my Unit.	0	0%	13	12.9%	23	22.8%	55	54.5%	10	9.9%
As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	0	0%	10	9.9%	26	25.7%	49	48.5%	16	15.8%
As a Manager I contribute to the content of training offered by training providers.	6	5.9%	33	32.7%	30	29.7%	26	25.7%	6	5.9%
As a Manager I encourage all employees in my unit to attend training and development interventions.	0	0%	6	5.9%	19	18.8%	56	55.4%	20	19.8%
As a Manager I involve myself in on the job coaching and mentoring of my subordinates.	0	0%	7	6.9%	15	14.9%	56	55.4%	23	22.8%
As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	2	1.98%	31	30.69%	41	40.59%	18	17.82%	9	8.91%
As a Manager its my responsibility to develop and retain talented employees in the organisation.	0	0%	17	16.8%	20	19.8%	38	37.6%	26	25.7%
As a Manager on the job training for my subordinates is preferable to theoretical training courses.	0	0%	18	17.8%	25	24.8%	44	43.6%	14	13.9%
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	6	5.9%	41	40.6%	28	27.7%	19	18.8%	7	6.9%
As a Manager, its my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	3	3.0%	13	12.9%	25	24.8%	45	44.6%	14	13.9%
As a Manager I am responsible and accountable for the development of all my subordinates.	3	3.0%	11	10.9%	25	24.8%	44	43.6%	18	17.8%
Line Managers must take a more active role in the training and development process.	3	3.0%	28	27.7%	32	31.7%	30	29.7%	8	7.9%
Managers follow up with the Training Unit to prioritise training and development for their employees.	4	4.0%	34	33.7%	31	30.7%	23	22.8%	8	7.9%
Managers have the skills and resources to develop employees.	8	7.9%	36	35.6%	31	30.7%	20	19.8%	6	5.9%
Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	1	1.0%	3	3.0%	11	10.9%	61	60.4%	25	24.8%
Training and development must be included as part of the area of assessment of Managers performance agreements.	0	0%	6	5.9%	13	12.9%	44	43.6%	38	37.6%

It is noted that in Section B-C, there are statements that have high levels of disagreement. Although managers understand why they send their

subordinates to attend training and understand the development practices of the organisation, their support for training and development is examined as respondents disagreed with statements that have an important bearing on the implementation of training and development. A total of 55% of respondents scored 41.0% to 74.3%, which includes both the 'disagree' and 'neutral' responses to the statements. This demonstrates that some managers do not support or do not know how to support their subordinates in terms of training and development. Knight and Sheppard (2011: 40) cite the Chartered Institute of Personnel and Development which highlights that divergent business demands were alleged to be the main cause for line managers not championing training and development. As long as managers perceive development as a detached interest from running of the business, one will observe irregular support from managers; erratic implementation of learning; and outcomes that fall short of genuine potential. Managers need to see development as a sub-set of undertaking business and as a method of performance enhancement.

**Table 4.11: Total Scores of Disagreement and Neutral for Section B-C**

Statement	Disagree %	Neutral %	Total %
As a Manager, it's my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	16.0	25.0	41.0
As a Manager on the job training for my subordinates is preferable to theoretical training courses.	17.8	24.8	42.6
As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	18.8	25.7	44.6
As a Manager I am mindful of the contents of the Training and Develop Policy.	15.8	29.7	45.5
Line managers must take a more active role in the training and development process.	30.7	31.7	62.4
As a Manager I contribute to the content of training offered by training providers.	38.6	29.7	68.3
Managers follow up with the Training Unit to prioritise training and development for their employees.	38.0	31.0	69.0
As a Manager, I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	32.7	40.6	73.3
Managers have the skills and resources to develop employees.	43.6	30.7	74.3
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	46.5	27.7	74.3

There are critical areas where managers must take the lead when it comes to developing their subordinates as indicated by ( Noe 2008: 178), namely:

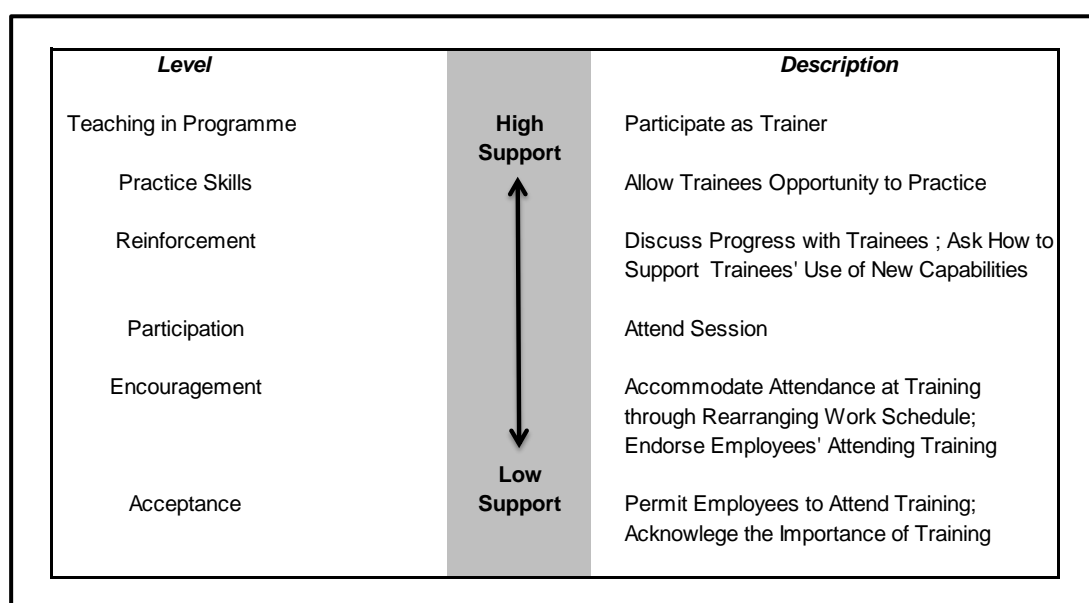
- Managers need to take a more functional role in the training and development process;
- Managers must engage with each of their subordinates to ascertain training gaps and ensure that they attend the correct training;
- Managers must develop PDPs for each of their subordinates by appraising development priorities based on the needs of the department;
- Managers must prioritise training and development of their subordinates by frequently following up with the Training Unit;
- Managers must have long term training and development plans for each of their subordinates in their units; and
- Managers must ensure that constructive feedback is given to the training unit concerning the quality of the training received by their subordinates.

Noe (2008: 178) affirms that a Manager's support implies the degree to which the trainees' manager:

1. Accentuates the importance of attending training programs and
2. Emphasise the application of training to the content of the job.

Managers can offer varied levels of support for training interventions, as illustrated in Figure 4.8. The transfer of training is dependent on the level of support received from the managers. Managers must be involved in the planning and implementation of training programs. The level of support that a manager can offer is in the form of accepting and consenting to allow employees to attend training. Based on the Levels of Management Support advocated by Noe (2008: 178), the highest level of support is to play a part in the training as an instructor (facilitating in the program). Managers that provide assistance as training instructors have a tendency to offer lower-level support opportunities such as the reinforcement of the newly learned competencies, reviewing progress with trainees and offering chances to perform.

**Figure 4.8: Levels of Management Support**



**Source: Noe (2008: 178)**

Noe (2008: 178) advocates that in order to get the maximum out of the transfer of training, the highest level of management support must be achieved. Managers can also assist the transfer of training through the reinforcement of skills on the job.

#### 4.7.3.1 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was conducted. The results are shown in Table 4.12 below.

**Table 4.12: Chi-Square Test Scores for Section B-C**

	Chi-Square	df	Asymp. Sig.
As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	22.95	2	.000
As a Manager I am mindful of the contents of the Training and Develop Policy.	23.188	2	.000
As a Manager I assess the relevance of the training to the work of the employees in my Unit.	45.228	2	.000
As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	47.545	2	.000
As a Manager I contribute to the content of training offered by training providers.	1.327	2	.515
As a Manager I encourage all employees in my unit to attend training and	82.356	2	.000

development interventions.			
As a Manager I involve myself in on the job coaching and mentoring of my subordinates.	92.515	2	.000
As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	2.931	2	.231
As a Manager its my responsibility to develop and retain talented employees in the organisation.	41.129	2	.000
As a Manager on the job training for my subordinates is preferable to theoretical training courses.	27.109	2	.000
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	7.98	2	.018
As a Manager, its my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	30.86	2	.000
As a Manager I am responsible and accountable for the development of all my subordinates.	37.564	2	.000
Line managers must take a more active role in the training and development process.	0.851	2	.653
Managers follow up with the Training Unit to prioritise training and development for their employees.	0.98	2	.613
Managers have the skills and resources to develop employees.	5.129	2	.077
Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	122.752	2	.000
Training and development must be included as part of the area of assessment of managers performance agreements.	104.812	2	.000

There was not much difference in the scoring patterns for the un-highlighted statements. Other patterns were significantly different (i.e. significantly more disagreed than agreed).

#### 4.7.4. Part B - Section B-D

##### Organisational support for training and development

This section looks at how the organisation supports training and development and whether this is taken seriously. The Chartered Institute of Personnel and Development - CIPD (2015a: 1) maintains that assisting people learn involves encouraging, accelerating and guiding learning for individuals and teams. In the workplace, training is intended to sustain organisational strategy. Based on this, organisations must promote and cultivate a learning culture to benefit from a highly-skilled and forward-thinking workforce. Encouraging training of individuals and teams is a critical element of an organisation's strategic human resource management programme which is a methodology for the management of people, which offers a plan to reinforce long-term business goals and outcomes as stated by CIPD (2015a: 2). Camps and Rodriguez (2011 as

cited by Lancaster and Milia 2014: 642) express that training is understood to be one of the most important strategies for advancing organisational learning competencies, as it supports the achievement and creation of new knowledge and skills. The table below summarises the scoring patterns.

**Table 4.13: Organisational support for training and development**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
Employee development is a collaborative and on-going effort by Employees, Managers and the Organisation to upgrade knowledge, skills, and abilities in order to make positive contributions to organisational goals.	1	1.0%	6	5.9%	4	4.0%	47	46.5%	43	42.6%
Successful employee development requires a balance between an individual's career needs and goals that the Organisation strives to achieve.	0	0%	0	0%	3	3.0%	57	56.4%	41	40.6%
Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased.	0	0%	11	10.9%	13	12.9%	47	46.5%	30	29.7%
Employees are encouraged to engage in valuable learning opportunities provided by the Organisation.	0	0%	11	10.9%	15	14.9%	51	50.5%	23	22.8%
Due to the fact that Skills development is legislated Line Managers develop their subordinates as a matter of compliance to legislation.	3	3.0%	17	16.8%	35	34.7%	35	34.7%	11	10.9%
Training of employees is given adequate importance in our organisation and is being managed in a proactive way.	6	5.9%	29	28.7%	36	35.6%	25	24.8%	5	5.0%
My organisation encourages development and facilitates training and development for all levels of employees.	6	5.9%	25	24.8%	26	25.7%	38	37.6%	6	5.9%
Training and development assists to address the shortage of skills in the organisation.	2	2.0%	11	10.9%	14	13.9%	51	50.5%	23	22.8%
The Organisation provides study assistance and learnership opportunities for employees to achieve future career goals.	2	2.0%	7	6.9%	25	24.8%	47	46.5%	20	19.8%
The amount budgeted by the Organisation for training and development is sufficient.	18	17.8%	30	29.7%	40	39.6%	9	8.9%	4	4.0%
The organisation has a training and development strategy which is related to the overall strategy of the organisation.	5	5.0%	13	12.9%	55	54.5%	25	24.8%	3	3.0%
The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes.	2	1.98%	11	10.89%	31	30.69%	54	53.47%	3	2.97%
The Organisation has an approved Workplace Skills Plan (WSP) and is being implemented.	3	3.0%	9	8.9%	41	40.6%	34	33.7%	14	13.9%
Closer integration of training and development and business strategy is required	2	2.0%	1	1.0%	13	12.9%	61	60.4%	24	23.8%



In terms of Table 4.13, the following patterns are observed:

All of the statements have a level of agreement and disagreement and the overall average level of agreement is 57.1%, whilst the level of disagreement is 42.9 %. The scores ranged from 73.3 % to 97.0% for the area of agreement for the following statements in Section B-D:

- Successful employee development requires a balance between an individual's career needs and goals that the organisation strives to achieve - 97.0%;
- Employee development is a collaborative and on-going effort by employees, managers and the organisation to upgrade knowledge, skills and abilities in order to make positive contributions to organisational goals - 89.1%;
- Closer integration of training and development and business strategy is required - 84.2%;
- Training is linked to the strategic direction of the organisation. Therefore, the importance of training in the organisation has increased - 76.2%;
- Employees are encouraged to engage in valuable learning opportunities provided by the organisation – 73.3% ; and
- Training and development assists to address the shortage of skills in the organisation - 73.3%.

The above statements illustrate that the respondents believe that the municipality supports Training and Development. This is consistent with the suggestion of Rhoades and Eisenberger (2002), as cited in Lancaster and Milia (2014: 644), that advancing employee development lets employees realise the extent that the organisation appreciates them and by way of reciprocation, they offer greater levels of dedication and gratification. The general level of support for training afforded by an organisation is understood to be crucial to entice, encourage and retain employees. Championing learning contributes to employee growth and career opportunities, as well as, demonstrates to employees that they are appreciated and valued by the organisation (Lancaster and Milia 2014:

643). Dirani (2012: 160) identified that the capability to learn and to translate learning into practice generates amazing value for individuals, teams and organisations. Fascination in training and learning is linked to the principles of organisational and individual change. Lang and Wittig-Berman (2000) are cited by Dirani (2012: 160) as articulating that training leads to organisational development and advancement, which contributes to production efficiency and advancement. Dirani (2012: 160) suggests that it influences the attainment of new knowledge, skills, and capacity to promote the learning of employees.

#### 4.7.4.1 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was conducted. The results are shown in Table 4.14 below.

**Table 4.14: Chi Square Test Scores for Section B-D**

	Chi-Square	df	Asymp. Sig.
Employee development is a collaborative and on-going effort by Employees, managers and the organisation to upgrade knowledge, skills, and abilities in order to make positive contributions to organisational goals.	141.525	2	.000
Successful employee development requires a balance between an individual's career needs and goals that the Organisation strives to achieve.	89.356	1	.000
Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased.	83.723	2	.000
Employees are encouraged to engage in valuable learning opportunities provided by the Organisation.	74.66	2	.000
Due to the fact that Skills development is legislated , line managers develop their subordinates as a matter of compliance with legislation.	10.119	2	.006
Training of employees is given adequate importance in our organisation and is being managed in a proactive way.	0.614	2	.736
My organisation encourages development and facilitates training and development for all levels of employees.	5.129	2	.077
Training and development assists to address the shortage of skills in the organisation	72.495	2	.000
The Organisation provides study assistance and learnership opportunities for employees to achieve future career goals.	53.307	2	.000
The amount budgeted by the Organisation for training and development is sufficient	19.98	2	.000
The organisation has a training and development strategy which is related to the overall strategy of the organisation.	21.762	2	.000
The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes.	29.069	2	.000
The Organisation has an approved Workplace Skills Plan (WSP) and it is being implemented.	21.644	2	.000
Closer integration of training and development and business strategy is required.	118.891	2	.000

There was not much difference in the scoring patterns for the un-highlighted statements. Other patterns were significantly different (i.e. significantly, there is more agreed than disagreed).

#### 4.7.5 Part B - Section B-E

##### Training and Development and its Impact on Service Delivery

This section is concerned with the training and development of employees in a municipality and the impact it has on service delivery. In Section B-E , divergent scoring patterns were noted. The overall average scoring level of agreement was 58.3 %, whilst the level of disagreement was 33.3 %. The researcher notes that 8.4% of the respondents could not come to a decision on one of the statements. The highest 'agree' scoring related to 3 of the statements in this section, which ranged from 88.9% to 96.0%. The findings confirm that respondents concur that training and development of employees has an impact on service delivery.

The following statements have the highest scores of agreement in Section B-E:

- Unless organisations can develop employees who are capable and motivated, with the ability to deal with uncertainty and make effective decisions, they will not be able to meet service delivery and customer expectations – 87.1 %;
- Training and development of employees has an impact on service delivery - 92.1%; and
- Training and development of employees is critical for the success of the organisation - 96.0%.

The statement that the respondents could not reach consensus on was related to whether training and development has helped improve the performance of employees in the organisation. Respondents could not confirm whether or not training and development has improved the performance of employees in the municipality.

Koma (2010: 115) affirms that poor leadership skills in strategic management; absence of skills to implement financial management; misplacement of skills within municipalities; and political negotiations in the employment of senior managers lacking the prerequisite qualifications has extremely undermined the performance of municipalities. Ndevu, Ile and Ile (2007) are cited in Linde and Maritz (2013:353) as stating that municipal officials need training that will provide them with the required knowledge and skills to function and enable them to provide municipal services to the community. Hence, a scarcity of training is postulated to be the cause of poor service delivery and a barrier that impedes transformation in local government.

Table 4.15 below summarises the scoring patterns.

**Table 4.15: Training and Development and its Impact on Service Delivery**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
Training and development is client focused.	1	1.0%	14	13.9%	41	40.6%	39	38.6%	6	5.9%
Training and development of employees has an impact on service delivery.	0	0%	1	1.0%	7	6.9%	56	55.4%	37	36.6%
The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives.	0	0%	17	16.8%	36	35.6%	37	36.6%	11	10.9%
Employee development programs provide the opportunity to make positive contributions to organisational performance.	1	1.0%	3	3.0%	18	17.8%	60	59.4%	18	17.8%
Training and development of employees is critical for the success of the organisation.	0	0%	0	0%	4	4.0%	49	48.5%	48	47.5%
Training is shifting to a performance improvement role.	0	0%	5	5.0%	33	32.7%	43	42.6%	20	19.8%
The Organisation has systems in place for evaluating the return on investment of training and development.	4	4.0%	18	17.8%	54	53.5%	21	20.8%	3	3.0%
The current management of training and skills development needs to be improved.	2	2.0%	3	3.0%	27	26.7%	43	42.6%	26	25.7%
Management systems are in place for adequate and optimal training and development of staff.	2	2.0%	26	25.7%	45	44.6%	25	24.8%	2	2.0%
Training and development has helped improved the performance of employees in the Organisation.	2	2.0%	10	9.9%	38	37.6%	44	43.6%	6	5.9%
Training and development is considered to be important when overall organisational strategy is being developed.	1	1.0%	9	8.9%	20	19.8%	54	53.5%	17	16.8%
Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers expectations.	1	1.0%	2	2.0%	8	7.9%	49	48.5%	39	38.6%

#### 4.7.5.1 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was conducted. The results are shown in Table 4.16 below.

**Table 4.16: Chi-Square Test Scores for Section B-E**

	Chi-Square	df	Asymp. Sig.
Training and development is client focused.	15.762	2	.000
Training and development of employees has an impact on service delivery.	157.386	2	.000
The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives.	14.515	2	.001
Employee development programs provide the opportunity to make positive contributions to organisational performance.	92.72	2	.000
Training and development of employees is critical for the success of the organisation.	85.634	1	.000
Training is shifting to a performance improvement role.	49.98	2	.000
The Organisation has systems in place for evaluating the return on investment of training and development.	19.28	2	.000
The current management of training and skills development needs to be improved.	62.812	2	.000
Management systems are in place for adequate and optimal training and development of staff.	6.14	2	.046
Training and development has helped improved the performance of employees in the Organisation.	22.64	2	.000
Training and development is considered to be important when overall organisational strategy is being developed.	63.584	2	.000
Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers' expectations.	137.879	2	.000

The chi-square test found that all the patterns in Section B-E are significantly different.

#### 4.7.6 Part B - Section B-F

What can be used to encourage managers' buy-in to training and development within the Organisation?

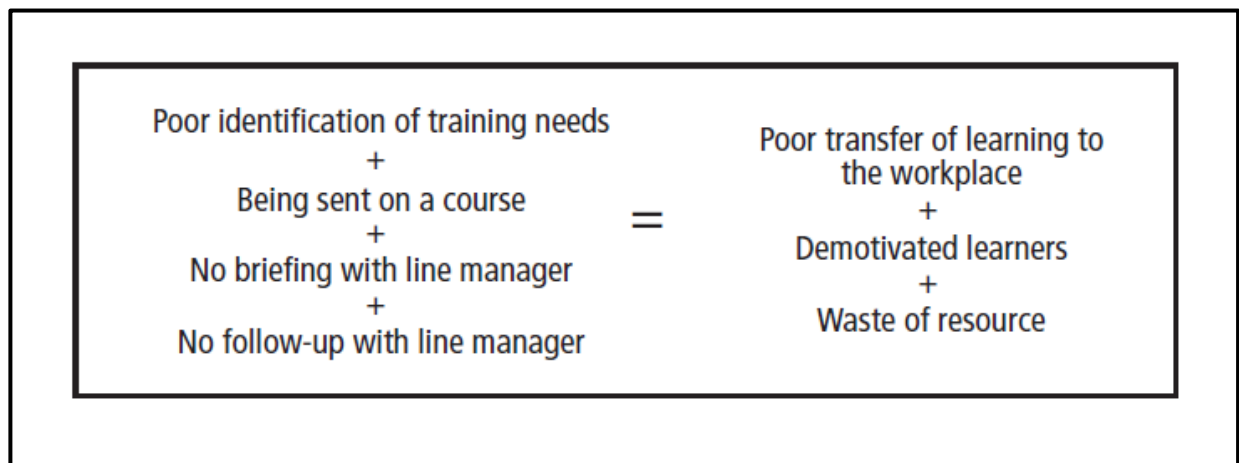
This section looks at ways to encourage managers' buy-in to training and development within the municipality as many managers divorce themselves from the role of training and development. Based on their research, McCracken and Wallace (2000), Gibb (2003), Garavan (1991) and Horwitz (1999), cited in Šiugždinien (2008: 34-35), have identified five roles of line managers in HRD, namely:

1. Line managers must periodically assess the performance, the development and learning needs of their subordinates;
2. Line managers must collaborate with HRD training specialists on strategic HRD/HRM issues;

3. Line managers must demonstrate an interest in and support the learning of their subordinates on a daily basis;
4. Line managers must train and coach their subordinates; and
5. Line managers must actively contribute to the HRD strategy development process.

Mindell (1995: 17) advocates that with no line manager buy-in and involvement, it is virtually impossible to overcome the challenges proposed in the Training equation developed at Searle in 1992.

**Figure 4.9: The training equation at Searle in 1992**



**Source - Mindell (1995:17)"Devolving training and development to line managers"**

Table 4.17 below summarises the scoring patterns.

**Table 4.17: Managers' buy-in to Training and development within the Organisation**

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%	Count	Row N%
Provide HR support to Managers in identifying suitable development activities for their teams.	1	1.0%	0	0%	2	2.0%	60	59.4%	38	37.6%
Communicate clear messages about the importance of training and development to Managers.	0	0%	0	0%	3	3.0%	55	54.5%	43	42.6%
Provide development programmes for Line Managers.	0	0%	1	1.0%	4	4.0%	49	48.5%	47	46.5%
Staff development must be included in Line Managers' annual performance objectives.	0	0%	2	2.0%	13	12.9%	45	44.6%	41	40.6%
Define Managers' responsibilities for the development of their teams in their job descriptions.	0	0%	5	5.0%	8	7.9%	53	52.5%	35	34.7%
Include Managers' role in developing their teams as a module in management training	0	0%	0	0%	11	10.9%	57	56.4%	33	32.7%
Encourage Senior Managers or Leaders to act as role models or champions.	0	0%	0	0%	8	7.9%	49	48.5%	44	43.6%
Reward Managers for developing and improving the skills of their team members.	3	3.0%	7	6.9%	22	21.8%	35	34.7%	33	32.7%
Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity.	0	0%	1	1.0%	11	10.9%	53	52.5%	36	35.6%
Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback.	0	0%	2	2.0%	11	10.9%	47	46.5%	41	40.6%
Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition.	1	1.0%	0	0%	15	14.9%	54	53.5%	31	30.7%
Linking training to business objectives.	1	1.0%			5	5.0%	60	59.4%	35	34.7%
Educating and engaging Managers through use of competency frameworks, coaching etc.	0	0%	1	1.0%	10	9.9%	54	53.5%	36	35.6%
Organisations need to encourage Line Managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	0	0%	2	2.0%	5	5.0%	57	56.4%	37	36.6%
Line Managers need training on how to identify training gaps.	0	0%	3	3.0%	7	6.9%	45	44.6%	46	45.5%
All Managers need to carry out training and development activities.	0	0%	2	2.0%	14	13.9%	53	52.5%	32	31.7%
Often the 'softer' people management areas of responsibility get driven out by other, more traditional management duties.	1	0.99%	3	2.97%	20	19.80%	55	54.46%	22	21.78%



In terms of Table 4.17, the following patterns are observed:

All of the statements have high levels of agreement and the overall average level of agreement is 88%. The scores for Section B-F listed in Table 4.17 ranged from 68% to 97% which demonstrates that there is a high level of buy-in from managers in terms of training and development.

**Table 4.18: Scoring for Section B-F**

1	All managers need to carry out training and development activities.	84.2%
2	Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition.	84.2%
3	Staff development must be included in line manager's annual performance objectives.	85.1%
4	Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback.	87.1%
5	Define managers' responsibilities for the development of their teams in their job descriptions.	87.1%
6	Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity.	88.1%
7	Educating and engaging managers through use of competency frameworks, coaching, etc.	89.1%
8	Include managers' role in developing their teams as a module in management training courses.	89.1%
9	Line managers need training on how to identify training gaps.	90.1%
10	Encourage Senior managers or Leaders to act as role models or champions.	92.1%
11	Organisations need to encourage line managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	93.1%
12	Linking training to business objectives.	94.1%
13	Provide development programmes for line managers.	95.0%
14	Communicate clear messages about the importance of training and development to managers.	97.0%
15	Provide HR support to managers in identifying suitable development activities for their teams.	97.0%

The percentage scoring on the above statements are evident that managers require interventions in the form of:

- Training in training needs analysis, role-modelling and sponsorship and feedback;
- Educating and engaging managers through the use of competency frameworks, coaching, etc;
- A training programme on the manager's role in developing their teams;
- Training Line managers on how to identify training gaps;and

- Providing development programmes for line managers.

Most managers believe that training and development is the prerogative of the training department. However, by becoming further engaged in their subordinates' training and development, line managers will make a significant impact on their team's performance and capability, which will eventually impact the performance of their organisation (Nyausaru 2011). Šiugždinien's (2008: 34-35) research confirms that, generally, line managers have a knowledge and competence deficiency in human resource management. It is believed that the significant involvement of line managers in HRD interventions will assist to develop and transform managers. This then will assist line managers in becoming more competent in managing people, which will positively contribute to organisational change.

Knight and Sheppard (2011: 41-43) have discovered why line managers are getting stuck in supporting development and have identified the following ways for managers to participate in the stages of the learning cycle:

- Move the focus from learning and development to performance improvement;
- The business must own the development process;
- Allow the business to deliver/co-deliver training;
- Host and launch training events;
- Obtain feedback from line managers on training interventions;
- Motivate for delegates to present a synopsis of their learning as a briefing to line managers; and
- Sustain the impetus. Managers must be held accountable for the development of their subordinates.

Knight and Sheppard (2011: 41-43) challenged the idea of "who is more important, the participant or their line manager in supporting the training and development process?" If one considered the amount of interest dedicated to participants by organisations juxtaposed to their line

managers, then one might be pardoned for thinking it was the participant. Knight and Sheppard (2011: 41-43) confirm that both are critical. Participants will provide more value to the business as a result of development. However, without line management participation in the process, positive outcomes are far from guaranteed and Knight and Sheppard (2011: 41-43) recommend that the next time one is contemplating development, cogitate on how one can better engage line managers to make sure that learning leads to tangible performance improvement.

#### 4.7.6.1 Statistically Significant Results

To determine whether the scoring patterns per statement were significantly different per option, a chi square test was conducted. The results are shown in Table 4.19 below.

**Table 4.19: Chi-Square Test Scores for Section B-F**

	Chi-Square	df	Asymp. Sig.
Provide HR support to managers in identifying suitable development activities for their teams.	184.416	2	.000
Communicate clear messages about the importance of training and development to managers.	89.356	1	.000
Provide development programmes for line managers.	173.248	2	.000
Staff development must be included in line managers' annual performance objectives.	123.822	2	.000
Define managers' responsibilities for the development of their teams in their job descriptions.	131.663	2	.000
Include managers' role in developing their teams as a module in management training courses.	61.792	1	.000
Encourage senior managers or leaders to act as role models or champions	71.535	1	.000
Reward managers for developing and improving the skills of their team members.	56.24	2	.000
Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity.	137.901	2	.000
Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback.	132.733	2	.000
Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition.	120.317	2	.000
Linking training to business objectives.	167.842	2	.000
Educating and engaging managers through use of competency frameworks, coaching, etc.	142.594	2	.000
Organisations need to encourage line managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	162.317	2	.000
Line managers need training on how to identify training gaps.	146.693	2	.000
All managers need to carry out training and development activities.	119.545	2	.000

Often the 'softer' people management areas of responsibility get driven out by other, more traditional management duties.	87.465	2	<b>.000</b>
---------------------------------------------------------------------------------------------------------------------------	--------	---	-------------

In Section B-F, there are high levels of agreement with all of the statements.

#### 4.16 **Significant Statistical Results**

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic**. A significant result is indicated by " $p < 0.05$ ". These values are highlighted with a \*.

The chi square test was used to determine if the difference in the scoring patterns, per statement, was significant. The test results indicate that there are significant differences in the responses for all the statements in this section. A second Chi square test was performed to determine whether there was a statistically significant relationship between responses on the statements in Section B of the questionnaire and the selected biographical variables of the respondents.

##### 4.16.1 Significant Statistical Results

In this section the significant relationships between the variables will be discussed.

##### 4.8.1.1 Section B-A

The importance of Section B-A was to identify the reasons why managers allow staff to attend training courses that are offered by the organisation. In this section only 3 relationships was identified between the variables, but it had no significant implication for the study, but only 1 significant relationship related to this study will be expounded upon.

**Table 4.20: Significant Statistical Results for Section B-A**

Statement	Pearson Chi-Square Tests							
	Gender	Race	Highest Educational Qualifications	Business Unit	Job Title / Position in the Organisation	Age Category	Number of Years in Current Position	Number of People that report to you
To respond to employees requests	0.852	.012*	0.453	0.436	0.627	0.14	0.125	0.948
To develop the employee	0.814	0.558	0.646	0.088	0.864	0.46	0.826	0.645
To improve employee job performance	0.89	0.899	0.596	0.605	0.689	0.329	0.63	0.279
To improve employee knowledge	0.807	0.791	0.285	0.508	0.885	0.062	0.286	0.468
The need for the training	0.833	0.791	0.64	0.791	0.845	0.38	0.533	0.519
Employee interest	0.895	.005*	0.111	0.368	0.799	0.265	0.494	0.928
Developing high-potential employees	0.865	0.26	0.761	0.554	0.664	0.232	0.285	0.866
Growing future Managers / Leaders	0.496	0.178	0.511	0.343	0.468	0.052	0.47	0.852
Meeting the future skills requirements of the organisation	0.565	0.938	.033*	0.413	0.346	0.408	0.232	0.875
Enabling the achievement of the organisation's strategic goals	0.22	0.654	0.073	0.316	0.49	0.263	0.271	0.866
Addressing skills shortages	0.992	0.469	0.125	0.699	0.377	0.956	0.385	0.263

The results indicate that the higher qualified respondents ( $p = 0.033^*$ ) tend to agree that managers allow staff to attend training courses offered by the Organisation because it is important to meet the future skills requirements of the organisation. There are other variables but it did not have any significant implication on the study.

#### 4.8.1.2 Section B-B

The importance of Section B-B was to identify whether respondents understand the training and development practices of the municipality. In this section, 6 relationships were identified between the variables, but only 2 significant relationships related to this study will be expounded upon.

**Table 4.21: Significant Statistical Results for Section B-B**

Statement	Pearson Chi-Square Tests							
	Gender	Race	Highest Educational Qualifications	Business Unit	Job Title / Position in the Organisation	Age Category	Number of Years in Current Position	Number of People that report to you
Employees acquire technical knowledge and skills through training.	0.11	0.432	0.077	0.638	0.146	0.105	0.674	0.68
Employees are adequately trained to carry out the duties and responsibilities of their jobs.	.039*	.035*	0.777	0.213	0.844	0.826	0.796	0.426
Employees are encouraged to focus on completing courses that relate to their current position.	0.445	.035*	0.061	0.351	0.831	0.306	0.438	0.915
Employees are responsible for their own development and need to be proactive to initiate the process.	0.733	0.435	0.14	0.605	.031*	0.113	0.211	0.335
Employees are selected for attendance at training programmes on the basis of identified developmental needs.	0.167	0.4	0.524	0.306	0.5	0.815	0.697	0.599
Employees are trained only in core skills corresponding to their jobs.	0.411	0.602	0.695	0.606	0.588	0.474	0.706	0.236
Employees must participate in a training needs identification process in order to identify skills gaps.	0.829	0.075	0.504	0.921	0.211	0.413	0.146	0.144
Employees are confident and self-assured about applying new abilities and overcoming obstacles that hinder the use of new knowledge and skills in the work environment.	0.073	.020*	0.912	0.574	0.247	0.188	0.102	0.526
Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	0.4	0.656	.032*	0.612	0.912	0.076	0.991	0.94
Learning and growth opportunities are made available to all employees in the organisation.	0.867	0.444	0.715	0.181	0.554	0.859	0.342	0.213
Managers lack understanding of their joint responsibility with learning professionals for developing the capability of their teams and that success depends on their input .	0.547	0.384	0.57	0.648	0.147	0.568	0.899	0.47
The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals.	0.988	0.204	0.449	0.654	0.871	0.125	0.318	0.761

The results indicate that respondent's holding certain positions within the organisation, ( $p = 0.031^*$ ) believe that employees are responsible for their own development and need to be proactive to initiate the process, whilst highly qualified employees ( $p = 0.032^*$ ) believe that engagement between the Manager and Employee is a vital aspect in the management of training and development of employees.

#### 4.8.1.3 Section B-C

The importance of Section B-C was to analyse whether managers support the training and development of their subordinates. In this section, 7

relationships were identified between the variables, but only 2 of the variables had significant implications for the study.

**Table 4.22 : Significant Statistical Results for Section B-C**

Pearson Chi-Square Tests								
Statement	Gender	Race	Highest Educational Qualifications	Business Unit	Job Title / Position in the Organisation	Age Category	Number of Years in Current Position	Number of People that report to you
As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	0.203	0.351	0.061	0.224	0.504	0.384	0.686	0.792
As a Manager I am mindful of the contents of the Training and Develop Policy.	0.906	.004*	0.406	0.06	0.192	0.17	0.638	0.392
As a Manager I assess the relevance of the training to the work of the employees in my Unit.	0.543	.028*	0.141	0.152	0.661	0.89	0.31	0.73
As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	.031*	0.124	.034*	0.149	0.545	0.336	0.094	0.45
As a Manager I contribute to the content of training offered by training providers.	0.243	0.148	0.79	0.719	0.333	0.132	0.092	0.313
As a Manager I encourage all employees in my unit to attend training and development interventions.	0.723	0.123	0.511	0.774	0.381	.033*	0.122	0.908
As a Manager I involve myself in on the job coaching and mentoring of my subordinates.	0.974	0.132	0.435	0.698	0.402	0.056	.044*	0.558
As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	0.341	0.081	0.939	0.563	0.978	0.153	0.373	0.631
As a Manager its my responsibility to develop and retain talented employees in the organisation.	0.071	0.11	0.59	0.969	0.534	0.735	0.282	0.727
As a Manager on the job training for my subordinates is preferable to theoretical training courses.	0.167	0.229	0.366	0.204	0.279	0.183	0.319	0.455
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	0.527	0.266	0.748	0.105	0.339	0.207	0.205	0.719
As a Manager, its my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	0.536	0.461	0.803	0.626	0.594	0.471	0.55	0.899
As a Manager I am responsible and accountable for the development of all my subordinates.	0.656	0.101	0.395	0.621	0.33	0.897	0.2	0.603
Line Managers must take a more active role in the training and development process.	0.364	0.294	0.361	0.153	0.273	0.707	0.107	0.545
Managers follow up with the Training Unit to prioritise training and development for their employees.	0.779	0.066	0.668	0.661	0.222	0.167	0.44	0.931
Managers have the skills and resources to develop employees.	0.546	.043*	0.901	0.093	0.702	0.413	0.155	0.344
Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	0.801	0.058	0.969	0.756	0.118	0.07	0.309	0.262
Training and development must be included as part of the area of assessment of Managers performance agreements.	0.149	0.367	0.279	0.975	0.402	0.824	0.41	0.595

The two significant findings in this section were in terms of Manager Support for Training and Development. The results ( $p = 0.034^*$ ) confirm that 64 % of respondents holding educational qualifications (diploma,

degree and post graduate degrees) assist their subordinates to identify opportunities for them to apply new skills and knowledge acquired from training. A significant relationship was identified with respondents that are employed for a number of years ( $p = 0.044^*$ ) involve themselves in coaching and mentoring of their subordinates. It is important for Managers to coach and mentor employees which assist them to perform better and when managers assist employees to reinforce new skills and knowledge on the job.

#### 4.8.1.4 Section B-D

The importance of Section B-D was to analyse organisational support for training and development. In this section only 1 relationship was identified between the variables, but it had no significant implication for the study.

#### 4.8.1.5 Section B-E

The importance of Section B-E was to analyse the impact that Training and Development has on Service Delivery. In this section 3 relationships were identified between the variables, but only 1 significant relationship that relates to this study.



**Table 4.23: Significant Statistical Results for Section B-E**

Pearson Chi-Square Tests								
Statement	Gender	Race	Highest Educational Qualifications	Business Unit	Job Title / Position in the Organisation	Age Category	Number of Years in Current Position	Number of People that report to you
Training and development is client focused	0.962	0.081	0.344	0.87	0.192	0.95	0.186	0.919
Training and development of employees has an impact on service delivery	0.229	0.679	.022*	0.319	0.359	0.118	0.668	0.764
The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives	0.491	0.102	0.393	0.153	0.362	0.232	0.17	0.509
Employee development programs provide the opportunity to make positive contributions to organisational performance	0.655	0.187	0.679	0.404	0.955	0.252	0.826	0.519
Training and development of employees is critical for the success of the organisation	0.982	0.075	0.751	0.732	0.26	0.437	0.092	0.542
Training is shifting to a performance improvement role	0.419	0.343	0.72	0.101	0.667	0.163	0.455	0.877
The Organisation has systems in place for evaluating the return on investment of training and development	0.282	0.755	0.678	0.153	0.359	0.649	0.691	0.474
The current management of training and skills development needs to be improved	0.734	0.614	0.257	0.468	0.834	0.936	0.626	0.712
Management systems are in place for adequate and optimal training and development of staff	0.249	0.663	0.674	0.148	0.373	0.365	0.573	0.597
Training and development has helped improved the performance of employees in the Organisation	0.769	0.302	0.6	0.17	0.566	0.786	0.274	0.286
Training and development is considered to be important when overall organisational strategy is being developed	0.341	.017*	0.534	0.785	0.95	0.358	0.572	0.181
Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers expectations	0.735	0.275	0.907	0.517	0.149	0.156	0.261	.021*

There is a positive significant relationship between Training and Development and its impact on Service Delivery and Educational Qualifications, ( $p = 0.022^*$ ) as 82% of the respondents that supported this statement have a diploma, degree or a post graduate degree. The qualifications of the respondents play a significant role in terms of how they perceive the impact that training and development of employees has on service delivery.

#### 4.8.1.6 Section B-F

The importance of Section B-F was to ascertain what can be used to encourage manager's buy-in to training and development. In this section,

there were 9 relationships identified between the variables, but only 5 relationships were significant to the study and will be elaborated upon.

**Table 4.24: Significant Statistical Results for Section B-F**

Pearson Chi-Square Tests								
Statement	Gender	Race	Highest Educational Qualifications	Business Unit	Job Title / Position in the Organisation	Age Category	Number of Years in Current Position	Number of People that report to you
Provide HR support to Managers in identifying suitable development activities for their teams	0.194	0.159	0.592	0.629	.024*	0.11	0.733	0.422
Communicate clear messages about the importance of training and development to Managers	0.598	0.245	0.74	0.351	0.051	0.084	0.325	0.908
Provide development programmes for Line Managers	0.931	0.41	0.567	.020*	.006*	0.677	0.362	0.173
Staff development must be included in Line Managers' annual performance objectives	0.143	0.799	0.758	0.905	0.769	0.616	0.66	.040*
Define Managers' responsibilities for the development of their teams in their job descriptions	0.75	0.676	0.649	0.541	0.569	0.231	0.392	0.633
Include Managers' role in developing their teams as a module in management training courses	0.117	0.306	0.665	0.311	0.617	0.502	0.803	0.102
Encourage Senior Managers or Leaders to act as role models or champions	0.185	0.459	0.372	0.173	0.674	0.59	0.078	0.439
Reward Managers for developing and improving the skills of their team members	0.659	0.073	0.492	0.557	0.107	0.236	.034*	0.171
Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity	0.908	0.664	0.895	0.178	0.209	0.247	0.679	0.451
Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback	0.682	0.405	0.582	0.72	0.734	0.223	0.609	0.621
Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition	0.914	0.34	0.948	0.382	0.305	.034*	0.561	0.618
Linking training to business objectives	0.786	0.638	0.822	0.748	0.529	0.207	0.748	0.332
Educating and engaging Managers through use of competency frameworks, coaching etc	0.89	0.566	0.763	0.081	0.976	0.449	0.277	0.828
Organisations need to encourage Line Managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities	0.823	0.829	0.935	0.68	0.094	0.722	0.347	0.634
Line Managers need training on how to identify training gaps	0.866	0.34	0.874	.001*	0.29	0.703	0.913	0.682
All Managers need to carry out training and development activities	0.817	0.731	0.519	.034*	0.062	0.284	.027*	0.834
Often the 'softer' people management areas of responsibility get driven out by other, more traditional management duties	0.566	0.904	0.342	0.112	.025*	0.175	0.127	0.065

The following variable had two significant relationships for the statement “Provide development programmes for line managers”, which was the “Business Unit” with a p-value of (p = 0.020\*) and “Job Title / Position in

the Organisation” which has a value of ( $p = 0.006^*$ ). The business unit and the job title / position of the respondent plays a significant role in identifying that line managers need to be provided with development programmes in order to encourage managers to buy-in and support the training and development of their subordinates. The second significant relationship is between “Line managers need training on how to identify training gaps” and “Business Unit”, with a value of ( $p = 0.001^*$ ). The business unit of the respondent plays a significant role in identifying that line managers need training on how to identify training gaps, as some business units do not submit training needs for their subordinates because their line managers do not know how to undertake this process. The third variable also has two significant relationships for the statement: “All managers need to carry out training and development activities”, namely the “Business Unit” with a p-value of ( $p = 0.034^*$ ) and “Number of Years in Current Position” which has a p-value of ( $p = 0.027^*$ ). The business unit and the number of years in current position of the respondent plays a significant role in confirming that all managers need to carry out training and development activities so that the importance of training and development can be entrenched within the municipality.

#### **4. 9 Correlations**

Bivariate correlation was also performed on the (ordinal) data. The results indicate the following patterns: Positive values indicate a direct proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a \* or \*\*.

In the complete correlation, a total of 1406 positive direct proportional relationships between the variables were counted, of which 437 \*\* are significant at the 0.01 level (2-tailed) and 969 \* are significant at the 0.05 level (2-tailed). For the purpose of this study, only those relating to the study will be explained. For each of the sections of the questionnaire, a summarised breakdown of the correlations that have the highest scoring values of the variable and have a direct proportional relationship between the variables will be presented.

#### 4.9.1 Section B-A

**Table 4.25: Correlations for Section B-A**

Correlations		To develop the employee	To improve employee job performance	To improve employee knowledge	The need for the training				
Developing high-potential employees	Correlation Coefficient	.527**	.491**	.513**	.474**				
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	101	101	99	101				
Correlations		To develop the employee	To improve employee job performance	To improve employee knowledge	The need for the training	Developing high-potential employees	Growing future Managers / Leaders	Meeting the future skills requirements of the organisation	Enabling the achievement of the organisation's strategic goals
Addressing skills shortages	Correlation Coefficient	.554**	.568**	.506**	.427**	.529**	.589**	.673**	.721**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	101	101	99	101	101	101	99	101

The correlation value between “Developing high-potential employees” and “to develop the employee” is 0.527. The variables are directly related proportionally. The significance of this relationship is that in order to develop high potential employees one has to focus on developing the employee and vice-versa.

Similarly, the correlation value between “Addressing skills shortages” and “Enabling the achievement of the organisation’s strategic goals” is 0.721. There is a direct related proportional relationship between the two variables and the significance of this relationship is that organisations will only be able to achieve its strategic goals if the skills shortages are addressed.

#### 4.9.2 Section B-B

**Table 4.26: Correlations for Section B-B -1**

Correlations		To improve employee job performance	Developing high-potential employees	Growing future Managers / Leaders	Meeting the future skills requirements of the organisation	Enabling the achievement of the organisation's strategic goals	Addressing skills shortages	Employees are adequately trained to carry out the duties and responsibilities of their jobs.	Employees are encouraged to focus on completing courses that relate to their current position.
Employees are selected for attendance at training programmes on the basis of identified developmental needs.	Correlation Coefficient	.424**	.536**	.427**	.433**	.557**	.546**	.454**	.556**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	101	101	101	99	101	101	101	101

The correlation value between “Employees are selected for attendance at training programmes on the basis of identified developmental needs” and “Employees are encouraged to focus on completing courses that relate to their current position” is 0.556. The variables are directly related proportionally. The significance of this relationship is that when employees are selected for attendance at training programmes, they will be encouraged to focus on completing courses that relate to their current position as these skills will assist them to undertake their daily functions, and vice-versa.

“Employees are encouraged to focus on completing courses that relate to their current position” and “To improve employee job performance” is 0.424. This is a direct related proportionality. The significance of this relationship is that employees who want to improve job performance will be encouraged to focus on completing courses that relate to their current position.

**Table 4.27: Correlations for Section B-B -2**

Correlations		The need for the training	Developing high-potential employees	Meeting the future skills requirements of the organisation
Employees must participate in a training needs identification process in order to identify skills gaps.	Correlation Coefficient	.415**	.490**	.431**
	Sig. (2-tailed)	.000	.000	.000
	N	101	101	99

The correlation value between “Employees must participate in a training needs identification process in order to identify skills gaps” and “The need for the training” is 0.415, “Developing high-potential employees” is 0.490 and “Meeting the future skills requirements of the organisation” is 0.431. There is a direct related proportional relationship between these variables and the significance of this relationship is that employees must participate in a training needs identification process in order to identify skills gaps which will assist them to identify their

training needs, whereby developing them into high-potential employees which will meet the future skills requirements of the organisation.

**Table 4.28 : Correlations for Section B-B – 3**

Correlations		Employees acquire technical knowledge and skills through training.
Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	Correlation Coefficient	.444**
	Sig. (2-tailed)	.000
	N	101

The correlation value between “Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee” and “Employees acquire technical knowledge and skills through training” is .444. There is a direct related proportional relationship between these variables and the significance of this relationship is that in order for employees to acquire technical knowledge and skills through training, an engagement must take place between the manager and employee which is an important characteristic in the management of training and development of employees.

#### 4.9.3 Section B-C

**Table 4.29: Correlations for Section B-C -1**

Correlations		Growing future Managers / Leaders	Enabling the achievement of the organisation's strategic goals	Employees are encouraged to focus on completing courses that relate to their current position.	As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	As a Manager I assess the relevance of the training to the work of the employees in my Unit.
As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	Correlation Coefficient	.415**	.498**	.425**	.563**	.637**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	101	101	101	101	101

The correlation value between “As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training” and “Growing future managers / leaders” is 0.415. There is a direct related proportional relationship between these variables. The significance of this relationship is that managers need to assist their subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training so that they can reinforce their skills, which will help them grow into future managers and leaders.

**Table 4.30: Correlations for Section B-C -2**

Correlations		As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	Employees are adequately trained to carry out the duties and responsibilities of their jobs.
As a Manager I encourage all employees in my unit to attend training and development interventions.	Correlation Coefficient	.498**	.505**	.308**
	Sig. (2-tailed)	.000	.000	.002
	N	101	101	101

The correlation value between “As a Manager I encourage all employees in my unit to attend training and development interventions” and “Employees are adequately trained to carry out the duties and responsibilities of their jobs” is .308. There is a direct related proportional relationship between these variables and the significance of this relationship is that managers must encourage all employees in their unit to attend training and development interventions so that employees are adequately trained to carry out the duties and responsibilities of their jobs and improve their performance.

**Table 4.31: Correlations for Section B-C – 3**

Correlations		Enabling the achievement of the organisation's strategic goals	As a Manager I contribute to the content of training offered by training providers.	As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	Developing high-potential employees
As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	Correlation Coefficient	.448**	.426**	.609**	.372**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	101	101	101	101

The correlation value between “As a Manager, I have a long term training and development plan for each of my subordinates in my unit” and “Enabling the achievement of the organisation’s strategic goals” is .448. There is a direct related proportional relationship between these variables and the significance of this relationship is that managers need to have a long term training and development plan for each of the subordinates of their unit in order to achieve the organisation’s strategic goals. Without a long term training and development plan, managers will not be able to achieve the organisation’s strategic goals.

The aim of compiling personal development plans (PDPs) is to identify, prioritise and implement training needs. According to Venter (2007: 121), PDPs are developed for individual employees and the training needs gathered from all employees in the municipality is utilised to develop a workplace skills plan. It is a mandatory requirement to compile and submit a workplace skills plan which is the training and development plan for the municipality for a specific financial year to the LGSETA. An annual training report is submitted to the LGSETA on the anniversary of the submitted plan, detailing the progress made in terms of the implementation of the training.



#### 4.9.4 Section B-D

**Table 4.32: Correlations for Section B-D -1**

Correlations		Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	Enabling the achievement of the organisation's strategic goals
Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased	Correlation Coefficient	.404**	.361**
	Sig. (2-tailed)	.000	.000
	N	101	101

The correlation value between “Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased” and “Enabling the achievement of the organisation's strategic goals” is 0.361. There is a direct proportional relationship between these variables. The significance of this relationship is that training is linked to the strategic direction of the organisation; hence the importance of training in the organisation has increased in order to enable the organisation to meet its strategic goals.

**Table 4.33: Correlations for Section B-D -2**

Correlations		Growing future Managers / Leaders	Employees are selected for attendance at training programmes on the basis of identified developmental needs.	Meeting the future skills requirements of the organisation
The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes	Correlation Coefficient	.458**	.422**	.390**
	Sig. (2-tailed)	.000	.000	.000
	N	101	101	99

The correlation value between “The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes” and “Meeting the future skills requirements of the organisation” is 0.390. There is a direct proportional relationship between these variables. The significance of this relationship is that the value that learning and development brings to the organisation is determined by linking the learning outputs with measurable business outcomes, which in turn allows the organisation to meet its future scarce skills requirements.

**Table 4.34: Correlations for Section B-D -3**

Correlations		Addressing skills shortages	Learning and growth opportunities are made available to all employees in the organisation.	Managers have the skills and resources to develop employees.	Training of employees is given adequate importance in our organisation and is being managed in a proactive way
My organisation encourages development and facilitates training and development for all levels of employees	Correlation Coefficient	.446**	.429**	.435**	.595**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	101	101	101	101

The correlation value between “My organisation encourages development and facilitates training and development for all levels of employees” and “Addressing skills shortages” is 0.446. There is a direct related proportional relationship between these variables and the significance of this relationship is that in order to address skills shortages, organisations must encourage and facilitate training and development for all levels of employees, which in turn provides employees with the necessary scarce skills.

There is a direct proportional relationship between “My organisation encourages development and facilitates training and development for all levels of employees” and “Learning and growth opportunities are made available to all employees in the organisation” is .429. The significance of this relationship is that organisations must encourage training and development of their employees which provide learning and growth opportunities for employees which is in line with the Skills Development

mandate as stated in the Municipal Systems Act 32 of 2000 and the Skills Development Act of 1998.

#### 4.9.5 Section B-E

**Table 4.35: Correlations for Section B-E -1**

Correlations		Employees acquire technical knowledge and skills through training.
Training and development of employees has an impact on service delivery	Correlation Coefficient	.417**
	Sig. (2-tailed)	.000
	N	101

The correlation value between “Training and development of employees has an impact on service delivery” and “Employees acquire technical knowledge and skills through training” is 0.417. There is a direct relationship between these two variables. The significance of this relationship is that employees who acquire technical knowledge and skills through training and development create a positive impact on service delivery as these employees have the necessary skills and competencies to deal with infrastructure problems in the community.

**Table 4.36: Correlations for Section B-E -2**

Correlations		Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased	Employees are encouraged to engage in valuable learning opportunities provided by the Organisation	The Organisation provides study assistance and learnership opportunities for employees to achieve future career goals	The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives
Employee development programs provide the opportunity to make positive contributions to organisational performance	Correlation Coefficient	.470**	.477**	.538**	.599**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	100	99	100	100

The correlation value between “Employee development programs provide the opportunity to make positive contributions to organisational performance” and “The Training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives” is 0.599. There is a direct proportional relationship between these variables and the significance of this relationship is that Line Management and the Training Unit are forming partnerships to achieve organisational service delivery objectives, which will assist in identifying areas of training that need to be prioritised in meeting service delivery challenges, which in turns makes a positive contribution to organisational performance.

The correlation value between “Employee development programs provide the opportunity to make positive contributions to organisational performance” and Employees are encouraged to engage in valuable learning opportunities provided by the Organisation, is 0.477. The significance of this relationship is that employees are encouraged to engage in valuable learning opportunities that contribute to organisational performance which has a knock on effect on service delivery.

**Table 4.37: Correlations for Section B-E -3**

Correlations		Training and development of employees has an impact on service delivery
Training and development of employees is critical for the success of the organisation	Correlation Coefficient	.431**
	Sig. (2-tailed)	.000
	N	101

The correlation value between “Training and development of employees is critical for the success of the organisation” and “Training and development of employees has an impact on service delivery” is 0.431. There is a direct related proportional relationship between these variables which is significant as the training and development of employees is critical for the

success of an organisation as the training and development of employees has a positive impact on service delivery.

#### 4.9.6 Section B-F

**Table 4.38: Correlations for Section B-F -1**

Correlations		Employee development is a collaborative and on-going effort by Employees, Managers and the Organisation to upgrade knowledge, skills, and abilities in order to make positive contributions to organisational goals	Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers expectations	Provide HR support to Managers in identifying suitable development activities for their teams	Communicate clear messages about the importance of training and development to Managers
Provide development programmes for Line Managers	Correlation Coefficient	.450**	.515**	.596**	.719**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	101	99	101	101

The correlation value between “Provide development programmes for line managers” and “Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers' expectations” is 0.515. There is a direct proportional relationship between these variables and the significance of this relationship is that unless organisations develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they will not be able to meet service delivery and customers' expectations. Therefore, it is important to provide development programmes for line managers to equip them with the necessary skills to deal with uncertainty and make effective decisions.

**Table 4.39: Correlations for Section B-F – 2**

Correlations		Communicate clear messages about the importance of training and development to Managers	Provide development programmes for Line Managers	Define Managers' responsibilities for the development of their teams in their job descriptions	Include Managers' role in developing their teams as a module in management training courses	Encourage Senior Managers or Leaders to act as role models or champions	Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/ recognition	Educating and engaging Managers through use of competency frameworks, coaching etc	Organisations need to encourage Line Managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.
Line Managers need training on how to identify training gaps	Correlation Coefficient	.484**	.516**	.485**	.474**	.448**	.537**	.531**	.489**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	101	101	101	101	101	101	101	101

The correlation value between “line managers need training on how to identify training gaps” and “Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward / recognition” is 0.504. There is a direct proportional relationship between these variables and the significance of this relationship is that line managers need training on how to identify training gaps so that they can link training more holistically with a wider range of Business and HR practices which will contribute to the effectiveness of the Organisation.

**Table 4.40: Correlations for Section B-F – 3**

Correlations		Provide development programmes for Line Managers	Encourage Senior Managers or Leaders to act as role models or champions	Reward Managers for developing and improving the skills of their team members	Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/ recognition	Linking training to business objectives	Educating and engaging Managers through use of competency frameworks, coaching etc	Organisations need to encourage Line Managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	Line Managers need training on how to identify training gaps
All Managers need to carry out training and development activities	Correlation Coefficient	.464**	.491**	.519**	.504**	.505**	.509**	.568**	.539**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	101	101	100	101	101	101	101	101

The correlation value between “All managers need to carry out training and development activities” and “Linking training to business objectives” is 0.505. There is a direct proportional relationship between these variables and the significance of this relationship is that all managers need to carry out training and development activities and link training to business objectives. If this is not done, then the training and development of employees will not achieve any of the strategic objectives of the organisation.

#### **4.10 Summary**

This chapter presented a detailed analysis of the data collected from the target population. The data extracted from the questionnaires was analysed, processed and presented in a numerical and graphical representation for clear understanding and interpretation and was presented based on the critical issues pertaining to the structure of the questionnaire.

For the purpose of determining the reliability of the questionnaire, Cronbach’s Alpha was used and factorial validity was established by submitting the data for factor analysis. The results of the factor analysis were presented together with the Rotated Component Matrix<sup>a</sup> for each section.

The chapter concludes by expounding on the results of the Chi-square Tests and the Pearson Correlation Analysis, highlighting the significant relationships and differences identified between the variables. The significant relationships for each of the sections were further summarised in tables and the direct proportional relationship between these variables was explained.

The conclusions and recommendations of the study will be presented in Chapter 5.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

An important managerial and leadership role is to motivate and support individual and collective learning in the workplace. However, empirical studies on how managers comprehend and work through learning and developmental challenges in the workplace has not been extensively researched and remains relatively incomplete.

This chapter presents a summary of the previous chapters of the study, draws conclusions and makes recommendations based on the results of the study. The purpose of this research was to evaluate managers' understanding of their role in the skills development and capacity building of their subordinates in a municipal environment and how this impacts on service delivery.

The chapter focuses on management support for training and development and what can be used to encourage manager's buy-in and commitment to training and development practices within the municipality which will have a positive impact on service delivery.

#### **5.2 Summary of the Theoretical Study**

Chapter 1 introduced the study and provided a background and an overview of the research problem, objectives, rationale for the study, research methodology and associated limitations of the study. The objectives of the study were unpacked in the chapter and the methodology used to collect and analyse the data was expounded up on.

Chapter 2 reviewed literature relating to skills development-also referred to as training and development; learning and development; and human resources development. The focus of the chapter was to expand on the role and support of line managers in skills development, which has an impact on the lives of their subordinates and their performance in achieving the goals of the organisation in



terms of service delivery. A review of the various theories, models and sources of literature in the area of and the function and importance of local government, with a focus on the challenges encountered at municipal level that impact on service delivery, was undertaken. This chapter also reviewed literature pertaining to the role managers play in training and development; organisational support for training and development; and the transfer of training to the job and the impact thereof on employee development. Training and development theories and models were reviewed in order to identify ways in which managers can support and take ownership for the training and development of their subordinates, which in turn will make them accountable and responsible for this function.

### **5.3 Summary of the Empirical Study**

In chapter 3 an overview of the research methodology used during the study was presented. The chapter presented an explanation of research design; the sampling design with emphasis on the target population; the sample size; the sampling method; the questionnaire design; data collection methods; and data analysis engaged in the study. The census study was explained, together with the structure of the questionnaire. Special attention was placed on the data collection method used. A discussion on inferential statistics followed, with emphasis on the Chi-square Test and Correlation Analysis and the techniques used to ensure that the data was valid, reliable and met the ethical criteria of the study.

In chapter 4, a detailed analysis of the data collected from the target population was presented. The data extracted from the questionnaires was analysed, processed and presented in numerical and graphical representation for clear understanding and interpretation. The information was presented based on the critical issues of the research. For the purpose of determining the reliability of the questionnaire, Cronbach's Alpha was used and factorial validity was established by submitting the data for factor analysis. The results of the factor analysis were presented together with the Rotated Component Matrix<sup>a</sup> for each section of the questionnaire. The chapter concluded by expounding on the results of the Chi-square Tests and the Pearson Correlation Analysis, highlighting the significant relationships and differences identified between the variables. The significant relationships for each of

the sections were further summarised in tables and the direct proportional relationship between these variables was explained.

Some of the conclusions that can be drawn from the findings are:

- Managers understand the training and development practices of the municipality but do not know how to support the training and development of their subordinates.
- Managers believe that the organisation supports training and development but do not know if the organisation has an approved Workplace Skills Plan (WSP) that is being implemented; whether the organisation has a training and development strategy which is related to the overall strategy of the organisation; and whether the training of employees is given adequate importance in the organisation and is being managed in a proactive way.
- A majority of the managers believe that training and development of employees has an impact on service delivery, but cannot agree whether training and development has helped improve the performance of employees in the organisation.
- In terms of what can be used to encourage managers' buy-in to training and development within the organisation, the overall average level of agreement was 88.0% .The scores for this section demonstrated that managers lack the necessary skills and competencies when it comes to the identification of training needs and training gaps.

The implications of these findings will be further discussed in this chapter along with recommendations.

#### **5.4 Attainment of the Research Objectives**

This section will present an overview of the results leading to the attainment of the objectives of the study.

#### 5.4.1 Research Objective One

***The first objective of this study was to evaluate managers' understanding of the importance of their role in the development and capacity interventions of their subordinates.***

In terms of the analysis of the responses to the statements of Section B-C of the questionnaire which relates to this objective, the majority of the respondents were not in agreement with the statements that have a direct bearing on the importance of their role in the implementation of training and development of their subordinates. This demonstrates that the respondents do not support or do not understand the importance of their role in the development of their subordinates as they lack the foundational understanding of this function. The following are the basic roles which were included as statements as part of the questionnaire to assess whether managers undertook this currently, as these are foundational principles in the training and development process which the majority of the respondents were not aware of:

- Actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.
- It is my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.
- I have a long term training and development plan for each of my subordinates in my unit.
- I provide constructive feedback to the training unit about the quality of the training received by my subordinates.

#### 5.4.2 Research Objective Two

***The second objective of this study was to assess managers' understanding of the skills development function.***

Organisations are reliant on their human resources to execute the functions they were engaged for, based on standard operating procedures. As businesses aspire to develop the performance of their employees so that they

are able to undertake their functions effectively, consideration must be given to the specific sets of competencies (knowledge, skills and attitudes) required by the employee to undertake their functions. It is important to have an understanding of the factors that influence employee performance prior to undertaking a training needs analysis as this provides an accurate description of the current performance of specific employees, departments and the entire organisation. It is therefore imperative that line managers have an appropriate understanding of the skills development function so that they are capable of influencing the performance of the individual, department and the entire organisation.

Section B-A of the questionnaire relates to Objective 2. The responses confirm that the respondents demonstrate that they have a good understanding as to why managers train and develop their team members and subordinates and have a good understanding of the skills development function.

#### 5.4.3 Research Objective Three

***The third objective of the study was to evaluate the process used by managers to identify training and development interventions for their subordinates.***

Section B-B and Section B-D of the instrument relates to objective 3.

In terms of the responses in Section B-B in Chapter 4, it is clearly demonstrated that managers have a good understanding of the training and development practices of the municipality as is represented in the way the respondents responded to the statements. However, in Section B-D the statements have a very close level of agreement and disagreement. The overall average level of agreement is 57.1% compared to a 42.9 % average level of disagreement, which indicates that the respondents were not confident in identifying training and development interventions for their subordinates. In terms of objective three, managers are unable to identify training and development interventions for their subordinates even though

they have a good understanding of the training and development practices of the municipality, as they lack the necessary competencies.

#### 5.4.4 Research Objective Four

***The fourth objective was to investigate if managers understand the impact that training and development interventions have on service delivery.***

Section B-E of the instrument relates to objective 4.

In Section B-E, contradictory scoring patterns were noted. The majority of the respondents believe that the training and development of employees has an impact on service delivery. However, the respondents were not sure whether training and development has helped improve the performance of employees in the organisation. The responses in Section B-E are disconcerting on the part of managers who, in Section B-A of the questionnaire, indicated that the reason that they send employees for training is “To improve employee job performance”. In terms of the responses received, there is an indication that managers have a very basic understanding of the impact that training has on service delivery but they will need to understand that job performance plays a major role in the accomplishment of the service delivery objectives and goals of the municipality. If employees do not perform effectively in their jobs, no strategic goals and objectives can be achieved.

### 5.5 Implications and Recommendations

The findings of this study are consistent with previous empirical studies undertaken in the area of managerial support for training and development. A significant prerequisite for the transfer of training in any organisation is support from the line manager. Empirical research has identified that managers understand that their role incorporates being a manager and a facilitator of learning. However, they are challenged when it comes to facilitating the development of their subordinates as most of them are unable to shift from being a “manager” to a “facilitator”. This may be because the managers role encompasses a more authoritative managerial style,

whilst the facilitator role is supportive, empowering and developmentally focused. The findings of this research have identified that although managers are experienced in local government and have an understanding of the training and development practices of the municipality, they tend to get stuck in the authoritative managerial role and cannot switch into the facilitator role, which impacts on the way that they perform their skills development function as a manager. This therefore impacts negatively on the development of employees and on the delivery of services by the municipality. Without skilled, competent employees, no services can be rendered to communities.

Based on the responses and analyses of the data presented in Chapter 4, there definitely is a direct relationship between the variables. The role of line managers in the implementation of skills development at a local municipality has a direct impact on service delivery. The following interventions are recommended in order to ensure that managers are able to switch roles from 'manager' to 'facilitator of learning' in terms of their role in the implementation of skills development at a local municipality.

#### 5.5.1 Training of Line – Managers

Research has confirmed that managers understand that their role incorporates supporting the development of employees. However, very few managers undertake this function seriously, which is evident in the research finding. This is partly due to a lack of skills and to a restricted view of their tasks as managers as well as to a lack of rewards and recognition for taking on a more development-oriented role.

In terms of the responses received to Section B-F of the questionnaire in terms of what can be used to encourage managers' buy-in to training and development within the organisation, a starting point is for all Level 3, 4 and 5 managers to undergo an in-house training programme on the following competencies:

- The role of managers in training and development;
- What training, development and education is;

- Undertaking a training needs analysis;
- Identifying training gaps;
- Mentoring and coaching of subordinates;
- The benefits of training in terms of performance and productivity;
- Alignment of training to achieve business goals and objectives;
- Skills development practices of the municipality; and
- The Skills Development Act and other training related legislation.

#### 5.5.2 Accountability of Line – Managers

The conduct of an employee's line manager is an important factor in the transfer of training and application of skills to the job, as they are able to measure the daily performance of their subordinates in detail and are able to assess whether transformation can take place through training. Managers are able to support the training of their subordinates by permitting employees to attend training courses and being involved in the facilitation of the training itself as a subject matter expert facilitator.

One of the observations from the analysis of the data is that managers are not accountable for the training and development of their subordinates as there is no pre-and-post support from them. In order to ensure that these managers are accountable, the following interventions will need to be put in place:

- Training and development of their subordinates must be included as part of the manager's annual performance agreements, with an appropriate weighting.
- Link performance appraisal rewards of managers to the number of team members that have trained and developed during the financial year.
- Define managers' responsibilities for the development of their teams in their job descriptions so that they can be involved in mentoring and coaching.
- Invite managers to co- facilitate information sessions that they are subject matter experts in.

- Managers must establish skills development forums at their unit level and be the dedicated chairperson thereof.

The significance of management support for learning and development in the workplace to a large degree hinges on how managers understand their 'facilitator of learning' role and responsibility. However, in practice this is not the case in many organisations as managers have failed in supporting the learning and development of their subordinates. This is confirmed by the findings of this study.

### 5.5.3 Identification of Job-related Competencies

Empirical studies have confirmed that training and development is recognised as a significant factor in meeting the country's economic goals and the organisation's strategic and operational goals. Training and development plays a vital role in intensifying workers' adaptability and flexibility, which organisations have learned is becoming increasingly important. It is important for an organisation to ensure that their employees are skilled and competent through sufficient training. Botha *et al.* (2013:19) affirm that skills upliftment is the improvement of employees' functional competence in their jobs by developing their knowledge, skills, abilities and attitudes through formal education, skills training and continuous development. A competent workforce is at the core of global competitiveness (Botha *et al.* 2013:19).

One of the identified reasons, based on the responses as to why managers are not committed to training, is that they do not engage their subordinates and develop Personal Development Plans (PDPs) for them. Most managers are unable to identify training needs and articulate what the skill deficiencies are. According to the responses to Section B-C of the questionnaire, 41% of the respondents believed that it is not their responsibility to develop a personal development plan for their subordinates.

Based on the experience of the researcher, many line managers believe that the training department is solely responsible for the training function. Hence,



there is much “thumb sucking” when it comes to the identification of training for subordinates. The majority of line managers fail to submit personal development plans for their subordinates, which impacts on the training and development of the employee. An employee that is not competent to operate a particular piece of machinery due to the fact that his/her competence certificate has expired will not be able to undertake the repair without the use of specialised equipment. This in turn impacts on service delivery and no electricity or water for a longer period of time owing to the lack of competence.

Due to the fact that 35 of the 101 managers that responded to the questionnaire have between 11 and 30 subordinates that report to them, it is important to identify a way to assist these line managers in identifying the correct training for their subordinates. Training is not a “want” but is based on the training needs of the individual. In order to support these line managers to identify the skills gaps of their subordinates, the researcher has developed a competency-based personal development plan which focuses on the 8 different occupational groups as listed in the LGSETA Workplace Skills Plan Template; namely:

- 1 - Managers
- 2 - Professionals
- 3 - Technicians and Trade Workers
- 4 - Community and Personal Service Workers
- 5 - Clerical and Administrative Workers
- 6 - Sales Workers
- 7 - Machine Operators and Drivers
- 8 - Elementary Workers

The template consists of generic competencies, functional competencies, leadership competencies and technical competencies related to each of the above occupational categories. The example listed below in Figure 5.1 is a Personal Development Plan for the Professional Occupational Level.

Managers will be able to use the list of competencies to identify the skills gaps of their subordinates and to identify the competency levels of their subordinates, based on the scoring from 1 to 4 in terms of the competency level code descriptor as defined below:

- 1 - The employee does not possess the competency. ***Training is therefore required.***
- 2 - Able to perform one's responsibilities at a basic level. However, requires constant monitoring and support from supervisor/ manager. ***Further training is required.***
- 3 - Able to effectively perform one's responsibilities. However, still requires support and guidance from supervisor / managers and or relevant stakeholders. ***On-the-job or refresher training is required.***
- 4 - Able to effectively and efficiently perform this independently. ***No training is required.***

The competency-based personal development plan can be used as part of the training for managers so that managers are familiar with the process and with how to identify training gaps using the competencies.

The process of completing the personal development plan will strengthen the developmental engagement between the line manager and the subordinate as competencies that are relevant for the job are discussed. The employee's own developmental needs are also discussed. Line managers can also use this as a platform to discuss performance areas with their subordinates, as well as provide assistance when necessary in terms of on- the-job training and coaching and mentoring. Managers will be able to identify training gaps in the generic, functional, leadership and technical competency areas which will assist the training unit to develop customised training for the business units.

**Figure 5.1: Personal Development Plan for the Professional Occupational Level.**

**D. Identified competencies specific to Occupational Level (Professional)**

List of Competencies	Competency Level			
Generic	1	2	3	4
Achieving Personal Work Goals and Objectives				
Adapting and Responding to Change				
Analytical Skills				
Creating and Innovating				
Entrepreneurial and Commercial Thinking				
Integrity, Values and Ethics				
Learning and Development				
Relating and Networking				
Reporting				
Service Orientation				
Verbal & Written Communication				
Working with People / Teamwork				
Functional	1	2	3	4
Financial Management, Budgeting & Presentation				
Health and Safety				
Planning Skills Business Process Analysis and Redesign				
South African Legislation and Municipal Bylaws				
Leadership	1	2	3	4
Budgeting				
Client Orientation & Customer Focus				
Formulating Strategies and Concepts				
Leading and Supervising				
Persuading and Influencing				
Planning and Organising				
Problem Solving and Decision Making				
Specialist Technical Skills / Legislated Competencies specific to Position (Line - Manager to identify)	1	2	3	4

**Competency Level Code Descriptions**

<b>1</b>	The employee does not possess the competency. <b>Training is therefore required.</b>
<b>2</b>	Able to perform one's responsibilities at a basic level however requires constant monitoring and support from supervisor/ manager. <b>Further training is required.</b>
<b>3</b>	Able to effectively perform one's responsibilities however still requires support and guidance from supervisor / managers and or relevant stakeholders. <b>On the job or refresher training is required.</b>
<b>4</b>	Able to effectively and efficiently perform this independently. <b>No training is required.</b>

**Source: Developed by the Researcher**

Line managers are important stakeholders that can significantly contribute to the development of their subordinates and the transfer of learning in the workplace. It is therefore important to provide continuous support so that they appreciate their role in supporting their subordinates' training and development. It is with this in mind that the competency-based personal development plan was developed by the researcher.

## **5.6 Limitations of the Study**

This study was confined to a Category B - Local Municipality. Due to the size and structure of the municipality, the results cannot be generalised to other organisations. Other researchers can, however, use the results from this study.

## **5.7 Recommendations for Future Research**

It is recommended that further research be undertaken in the area of line managers and their role in mentoring and coaching their subordinates. The focus of the study should be to ascertain the level of commitment shown by managers. The target for the study must be employees that report to managers who mentor and coach their subordinates. The reason for the recommendation for a future study is that 78.2 % of the respondents confirmed that they involve themselves with on-the-job coaching and mentoring of their subordinates, which needs to be tested.

## **5.8 Conclusion**

The competence of organisations to learn, adapt and change is an essential element of competitiveness today, with managers laying major emphasis on practices that assist organisations in becoming 'learning organisations'. Organisations that invest in developing the knowledge, skills and abilities of its employees are rewarded with enhanced performance, productivity, profitability and have a competitive edge in the global marketplace. Organisations must place importance on learning and skills development in order to respond to the dynamic and ever changing business environment.

The emphasis of this research study was to evaluate the role of line managers in the implementation of skills development at a local municipality and how this impacts on service delivery. The support of line managers for training, development and education, the transfer of skills to the job and the impact this has on service delivery in the local government environment was adequately deliberated.

Training and development theories and models were reviewed in order to identify ways in which managers can support and take ownership for the training and development of their subordinates, which in turn will make them accountable and responsible for this function. The target for this study was 110 Level 3, 4 and 5 managers from 6 business units in a local municipality who completed a six page self-administered questionnaire

The interventions proposed in this chapter are for the purpose of modifying the mind-sets of managers and to get their buy-in and commitment in terms of their role in the implementation of skills development. If these recommendations are implemented, it will have a positive impact on the training and development of their subordinates which will in turn impact on the performance of the municipality.

This study will assist line managers to understand the positive impact that training and development has on the performance of employees, which ultimately impacts on the achievement of business goals and objectives.

## REFERENCES

ACAS. 2014. *Front Line Managers Booklet*. The Advisory, Conciliation and Arbitration Service. London : **ACAS Publications**

Adams, J., Khan, H. T. A., Raeside, R. and White, D. 2007. *Research Methods for Graduate Business and Social Science Students*. New Delhi: Sage Publications Inc.

AISA. 2012. *Unfulfilled promises and their consequences: A reflection on local government performance and the critical issue of poor service delivery in South Africa*. (online) Available: [www.ai.org.za](http://www.ai.org.za) (Accessed 04 August 2015).

Berg, M. E. and Karlsen, J. T. 2012. An evaluation of management training and coaching. *Journal of Workplace Learning*, 24 (3): 177-199.

Berkowitz, P. 2013. Training & Skills Development in SA Municipalities. *Transform SA*. (online) Available: <http://transformsa.co.za> (Accessed 22 April 2015).

Bhattacharjee, A. 2012. *Social Science Research: Principles, Methods, and Practices*. 2<sup>nd</sup> Edition. University of South Florida - Tampa, Florida : Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Botha, J. A., Kiley, J., Truman, K. and Tshilongamulenzhe, M. C. 2013. *Practising Training and Development in South African Organisations* 2<sup>nd</sup> Edition. Lansdowne, Cape Town : Juta & Company Ltd.

Carlaw, P. and Friesen, G. 2011. *The Manager's Role in Employee Training*. (online) Available: [http://hr.toolbox.com/wiki/index.php/The\\_Manager%E2%80%99s\\_Role\\_in\\_Employee\\_Training](http://hr.toolbox.com/wiki/index.php/The_Manager%E2%80%99s_Role_in_Employee_Training) (Accessed 01/10/2015).

CIPD. 2015a. *Helping people learn* United Kingdom:Chartered Institute of Personnel and Development. (online) Available: <http://www.cipd.co.uk/hr-resources/factsheets/helping-people-learn.aspx> (Accessed 09/11/2015).

CIPD. 2015. *The role of line managers in HR* United Kingdom: Chartered Institute of Personnel and Development. (online) Available:<http://www.cipd.co.uk/hr-resources/factsheets/role-line-managers-hr.aspx> (Accessed 12/08/2015).

Coetzer, A., Redmond, J. and Sharafizad, J. 2012. Decision making regarding access to training and development in medium-sized enterprises. An exploratory study using the Critical Incident Technique. *European Journal of Training and Development*, 36 (4): 426-447.

Cooper, D. R. and Schindler, P. S. 2001. *Business Research Methods*. 7<sup>th</sup> Edition. Boston: McGraw-Hill Irwin.

Cooper, D. R. and Schindler, P. S. 2014. *Business Research Methods*. 12<sup>th</sup> Edition. New York: McGraw-Hill/Irwin.

De Lange, D. 2012. Study shows why municipalities fail: Main Book. *The Pretoria News*. (online) Available:<http://www.iol.co.za/pretoria-news> (Accessed 11/07/2014).

Dirani, K. M. 2012. Professional training as a strategy for staff development: A study in training transfer in the Lebanese context. *European Journal of Training and Development*, 36 (2/3): 158-178.

Ellström, E. 2012. Managerial support for learning at work: a qualitative study of first-line managers in elder care. *Leadership in Health Services*, 25 (4): 273-287.

Ellström, E. and Ellström, P. E. 2014. Learning outcomes of a work-based training programme. The significance of managerial support. *European Journal of Training and Development*, 38 (3): 180-197.

Erasmus, B. J., Loedolff, P. V. Z., Mda, T. V. and Nel, P. S. 2012. *Managing Training and Development*. 6<sup>th</sup> Edition. Cape Town: Oxford University Press. Southern Africa.

Garavan, T. N. 1997. Training, development, education and learning: different or the same? *Journal of European Industrial Training*, 21 (2): 39 - 50.

Germain, M. L. and Grenier, R. S. 2015. Facilitating workplace learning and change. *Journal of Workplace Learning*, 27 (5): 366 - 386.

Gernetzky, K. 2016. Municipalities 'too reliant on consultants'. *Business Day Live* (online) Available: <http://www.bdlive.co.za/national/2016/06/02/municipalities-too-reliant-on-consultants> (Accessed 12/07/2016 ).

Ghosh, P., Chauhan, R. and Rai, A. 2015. Supervisor support in transfer of training: looking back at past research. *Industrial and Commercial Training*, 47 (4) : 201 - 207.

Govaerts, N. and Dochy, F. 2013. Disentangling the role of the supervisor in transfer of training. *Educational Research Review* 12 : 77 - 93.

Hicks, R. P. and McCracken, J. P. 2010. Three hats of a leader: coaching, mentoring and teaching. *Physician Executive*, 36 (6): 68-70.

Hua, N. K., Ahmad, R. and Ismail, A. 2011. The Impact of the Supervisor's Role in Training Programmes on the transfer of Training: A Case Study in Four East Malaysian Local Governments. *Research and Practice in Human Resource Management*, 19 ( 2). 24-42

Islam, T., Kassim, N. A., Ali, G. and Sadiq, M. 2014. Organizational learning culture and customer satisfaction: The mediating role of normative commitment. *The Learning Organization*, 21 (6): 392- 404.

Jönsson, S. and Schölin, T. 2014. Potentials facilitators of workplace learning in a TPS based company. *Journal of Management Development*, 33 (10): 1004-1018.

Kane-Berman, J. 2014. *Why South Africa is not working*. (online) Available: <http://www.politicsweb.co.za/news-and-analysis/why-south-africa-is-not-working> (Accessed 22/04/2015).

Knight, J. and Sheppard, R. 2011. *The Role of Line Managers in L&D*. (online) Available: [www.trainingjournal.com](http://www.trainingjournal.com) (Accessed 02/06/2014).



Koma, S. B. 2010. The State of Local Government in South Africa: Issues, Trends And Options. *Journal of Public Administration*, 45 (1): 111-120.

Kothari, C. R. 2004. *Research Methodology - Methods & Techniques*. 2<sup>nd</sup> Edition. New Delhi: New Age International Publishers.

Kumar, R. 2011. *Research Methodology - a step-by-step guide for beginners*. 3<sup>rd</sup> Edition. California: SAGE.

Kunene, S. 2016. Residents of Khutsong demand service delivery. *SABC NEWS* (online) Available: <http://www.sabc.co.za/news/a/50383f804c91e745a72bafa10755317a/ResidentsundefinedofundefinedKhutsongundefineddemandundefinedserviceundefineddelivery-20162804> (Accessed 05/07/2016 ).

Ladyschewsky, R. K. 2010. Trust me, I'm manager and coach. Encouraging employees to consider and discover. *Development and Learning In Organizations*, 24 (6): 26-28.

Laird, D. 1985. *Approaches to Training and Development*, 2<sup>nd</sup> Edition. Massachusetts: Addison-Wesley Publishing Company, Inc.

Lancaster, S. and Milia, L. D. 2014. Organisational support for employee learning: An employee perspective. *European Journal of Training and Development*, 38 (7): 642-657.

Linde, B. J. and Maritz, C. 2013. The State of the Skills Development Expectations and Obligations of Municipal Employees. *Journal of Psychology in Africa*, 23 (2): 353–358.

Launder, J. 2014. Too many Managers ...and too few leaders. *Skyways Magazine* 40-41.

MacDonald, S. and Headlam, N. 2009. *Research Methods Handbook - Introductory guide to research methods for social research*. Manchester: Centre for Local Economic Strategies (CLES) European Research Network.

Marrian, N. 2016. Party manifestos: The problem is people. *Financial Mail online* Available: <http://www.financialmail.co.za/features/2016/05/05/party-manifestos-the-problem-is-people> (Accessed 12/07/2016).

Martin , H. J. 2010. Improving training impact through effective follow-up: techniques and their application. *Journal of Management Development*, 29 (6): 520-534.

McComb, C. 2012. Developing coaching culture: are your managers motivated coaches? (Part 1). *Industrial and Commercial Training*, 44 (2) : 90-93.

McDowall, A. and Saunders, M. N. K. 2010. UK managers' conceptions of employee training and development. *Journal of European Industrial Training*, 34 (7): 609-630.

McLennan, W. 1999. *An Introduction to Sample Surveys. A User's Guide*. Canberra : Australian Bureau of Statistics.

Meyer, D. F. 2014. Local Government's Role in the creation of an enabling developmental environment. North-West University (NWU): 1-32.

Mindell, N. 1995. Devolving training and development to line managers. *Management Development Review*, 8 (2): 16-21.

Mkhize, M. 2016. Situation remains tense in protest stricken Jozini. *SABC News* (online) Available: <http://www.sabc.co.za/news/a/ccd130804ce792c4b8bcbb271348019a/SituationundefinedtenseundefinedinundefinedprotestundefinedstrickenundefinedJozini-20162605> (Accessed 05/07/2016 ).

Mnguni, L. 2016. Why SA's municipalities are failing and how to fix them *Rand Daily Mail* (online) Available: <http://www.rdm.co.za/politics/2016/03/03/why-sa-s-municipalities-are-failing-and-how-to-fix-them> (Accessed 05/07/2016 ).

Municipal I Q. 2012. *The high delivery cost of deploying cadres*. (online) Available: [http://www.municipaliq.co.za/index.php?site\\_page=article.php&id=55](http://www.municipaliq.co.za/index.php?site_page=article.php&id=55) (Accessed 04/08/2015).

Municipal IQ. 2016. *Service delivery protests up in this election year*. (online) Available: [www.municipaliq.co.za](http://www.municipaliq.co.za) (Accessed 20/07/2016).

Newman, N. and Newman, D. 2015. Learning and knowledge: a dream or nightmare for employees. *The Learning Organization*, 22 (1): 58 - 71.

Noe, R. A. 2008. *Employee Training and Development*. 4<sup>th</sup> Edition. New York: McGraw-Hill.

Nyausaru, P. 2011. Line managers play a critical role in training. *Newsday Zimbabwe*(online)Available: <https://www.newsday.co.zw/opinion/columnists/> (Accessed 12/06/2015).

Orth, C.D., Wilkinson, H.E. and Benfari, R.C. 1987. The manager's role as coach and mentor. *Organizational Dynamics*, 15 (4): 66-74.

Pineda, P. 2010. Evaluation of training in organisations: a proposal for an integrated model. *Journal of European Industrial Training*, 34 (7): 673-693.

Quintal , G. 2016. Municipalities' irregular expenditure amounts to almost R15bn. *Business Day Live* (online) Available: <http://www.bdlive.co.za/national/2016/06/01/municipalities-irregular-expenditure-amounts-to-almost-r15bn> (Accessed 12/07/2016).

Raemdonck, I., Van der Leeden, R., Valcke, M., Segers, M. and Thijssen, J. 2012. Predictors of self-directed learning for low-qualified employees: a multi-level analysis. *European Journal of Training and Development*, 36 (6): 572-591.

Robson, F. and Mavin, S. 2014. Evaluating training and development in UK universities: staff perceptions. *European Journal of Training and Development*, 38 (6): 553-569.

Sabella, A. R. and Analoui, F. 2015. Managerial training and development in telecommunication organizations in Palestine. *Journal of Management Development*, 34 (6): 685-703.

Saunders, M., Lewis, P. and Thornhill, A. 2009. *Research Methods for Business Students*. 5<sup>th</sup> Edition. Harlow, Essex : Pearson Education Limited.

Sebugwawo, M. 2014. *Service Delivery Protests in South Africa: Lessons for Municipalities*. online Available: <http://www.afesis.org.za/local-governance/local-governance-articles/159-service-delivery-protests-in-south-africa-lessons-for-municipalities.html> (Accessed 04 August 2015).

Sekaran, U. 2003. *Research Methods for Business - A Skills Building Approach*. 4<sup>th</sup> Edition. New York: John Wiley & Sons.

Sekaran, U. and Bougie, R. 2013. *Research Methods for Business - A Skills Building Approach*. 6<sup>th</sup> Edition. New York: John Wiley & Sons.

Šiugždinien, J. 2008. Line Manager Involvement in Human Resource Development. *Viesoji Politika ir Administravima*, 25 (20):33-38

Sparrow, J. 2013. Creating and sustaining meaningful engagement: what managers need to develop in their five roles as engagers. *Development and Learning in Organizations*, 27 (3): 8-10.

South Africa. 1996. *The Constitution of the Republic of South Africa Act No. 108 of 1996* Pretoria: Government Printer.

South Africa. 1998. *Skills Development Act No. 97 of 1998 and Regulations as Amended*. Pretoria: Government Printer

South Africa. 1999. *Skills Development Levies Act No. 9 of 1999*. Pretoria: Government Printer

South Africa. 2000 *Local Government: Municipal Systems Act No. 32 of 2000*. Pretoria: Government Printer.

South Africa. Department of Co-operative Governance and Traditional Affairs. 2012. *OUTCOME 9: A Responsive, accountable, effective and efficient local government system*. Pretoria: Government Printer.

South Africa. Financial and Fiscal Commission. 2012a. *Lack of Capacity is Crippling Delivery of Services in Municipalities*. Pretoria: Government Printer.

South Africa. Financial and Fiscal Commission. 2012b. *Understanding the Dynamics of the Capacity Challenge at Local Government Level*. Pretoria: Government Printer.

South Africa. Department of Co-operative Governance and Traditional Affairs. 2013. *Back to Basics - Serving our Communities Better*. Pretoria: Government Printer.

South Africa. Local Government Sector Education Training Authority. 2014. *Sector Skills Plan 2011-2016 . 2014 Update*. Pretoria: Government Printer.

South Africa. Department of Co-operative Governance and Traditional Affairs. 2015. *National Capacity Building Model for Local Government (LG): 2016 TO 2020 - Building Resilient Institutions with the aim to develop a Capable Local Government System*. Pretoria: South Africa.

South Africa. Local Government Sector Education Training Authority. 2015. *Sector Skills Plan 2016-2017*. Pretoria: Government Printer.

Tai, W. T. 2006. Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness. *Personnel Review*, 35 (1): 51 - 65.

Towler, A., Watson, A. and Surface, E. A. 2014. Signaling the importance of training. *Journal of Managerial Psychology*, 29 (7): 829-849.

Venter, A., van der Walt, C., Phutiagae, K., Khalo, T., van Niekerk, D. and Nealer, E. 2007. *Municipal Management: Serving the People* Cape Town: Juta & Company Ltd.


Wendy, A. 2015. How exceptional managers use everyday psychology to develop their people. *Industrial and Commercial Training*, 47 (3): 121-126.

Zumrah, A. R. and Boyle, S. 2015. The effects of perceived organizational support and job satisfaction on transfer of training. *Personnel Review*, 44 (2): 236-254.



## APPENDICES

### Appendix A



**PIETERMARITZBURG  
MSUNDUZI**

**Msunduzi Municipality**  
**CORPORATE SERVICES**

Telephone/uCingo: 033 392 2797  
Facsimile/iFekisi: 080 770 2098

Private Bag/Isikhwama: X321  
Pietermaritzburg/ePietermaritzburg 3201

### Memo

**To:** Deputy Municipal Manager : Corporate Services

**Attention:** Ms Mosa Molapo

**From:** Dylan Govender

**Date:** 11 August 2014 **Ref:**

**Subject:** GATEKEEPERS LETTER – MTECH IN BUSINESS ADMINISTRATION

☐ For your information

☐ Urgent response required

☐ For distribution to staff

☐ For your comments

☒ Urgent action / attention

☐ For your review

In October 2013, the Durban University of Technology offered me a scholarship to complete my M-Tech in Business Administration which I informed the PM: HRM and the DMM: Corporate Services about.

I have submitted my Proposal to my Supervisor which is titled, **The Role of Line Managers in the implementation of Skills Development at a Local Municipality and the impact that this has on service delivery.**

As part of my ethical clearance approval process; I am required to obtain gatekeepers permission from the Organisation where I intend undertaking my research.

Please find attached my Gatekeepers Letter addressed to the Municipal Manager, Mr. Mxolisi MA Nkosi for his approval for me to undertake my research at the Msunduzi Municipality.

I would appreciate your assistance in getting Mr. Nkosi to approve my request and for him to sign the attached Gatekeepers letter.

Yours Faithfully

11/08/2014

Dylan Govender  
Skills Development Manager

Municipal Manager  
The Msunduzi Municipality

2014 -08- 18

City Hall  
Pietermaritzburg

**RECEIVED**

2014 -08- 11

Deputy Municipal Manager  
Corporate Services

**MSUNDUZI MUNICIPALITY**  
**Ms M Molapo**  
**DMM: Corporate Services**  
**SIGNATURE:..**  
**Date:.....**

15-08-2014

CORPORATE SERVICES

## Appendix B

**DURBAN UNIVERSITY OF TECHNOLOGY**  
**FACULTY OF MANAGEMENT SCIENCES**

Dear Mr. Mxolisi MA Nkosi

**M-Tech in Business Administration Research Project**  
**Researcher:** Dylan Govender (083 274 8168)  
**Supervisor:** Dr. Saths Govender (082 375 7722)

I hereby request your permission to conduct research at the Msunduzi Municipality for a study entitled, **The Role of Line Managers in the implementation of Skills Development at a Local Municipality and the impact that this has on service delivery.**

This research is being conducted by Dylan Govender, a student at the Faculty of Management, at the Durban University of Technology. As part of my Ethical Clearance approval process; I am required to obtain gatekeeper permission from the Municipality where I require respondents to participate in the survey questionnaire and a sample of the respondents who will be interviewed.

The aim of this study is to investigate how line managers undertake their role in terms of Training and Development of their subordinates and whether this has a negative impact on service delivery of the Municipality in addition to identify ways to ensure that Managers play an active role in training and development.

I would appreciate if you will allow me to conduct my research at the Msunduzi Municipality. Please sign the form below which will acknowledge that you have given me permission for the research to be conducted at the Msunduzi Municipality.

I [Name: Mxolisi Nkosi] as  
[Position: Municipal Manager] of  
[Municipality Name: Msunduzi Municipality]

having been fully informed as to the nature of the research to be conducted give my permission for the study to be conducted.

I reserve  permission at any time.

Signature: \_\_\_\_\_

Date: 19/08/2014



## Appendix B

### ***The Msunduzi Municipality***

Private Bag X 321  
Pietermaritzburg  
3200  
(033) 392 2002

City Hall, Chief Albert Luthuli Street  
Pietermaritzburg  
3201  
[www.msunduzi.gov.za](http://www.msunduzi.gov.za)



---

Enq: M. Jackson-Plaatjies    Tel: 033-392029    E-mail: [madeleine.jackson@msunduzi.gov.za](mailto:madeleine.jackson@msunduzi.gov.za)

---

Mr D. Govender  
Skills Development Manager  
Corporate Services

19 August 2014

Dear Sir

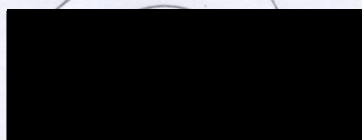
#### **RE : UNDERTAKING OF A STUDY : RESEARCH**

Please be advised that you hereby granted permission to conduct your research within Msunduzi Municipality, subject to the following conditions:

- (i) You will forward a copy of the completed research report to the Office of the Municipal Manager, c/o Ms Madeleine Jackson-Plaatjies as per the above contact details;
- (ii) None of the information and/or findings obtained during the research project will be used to construe the Municipality in a negative light and/or against the Municipality in any court of law.

I trust the above is in order

Yours sincerely



**M A NKOSI**  
**MUNICIPAL MANAGER**

---

#### **OFFICE OF THE MUNICIPAL MANAGER**

Telephone/uCingo: 033 3922002  
Facsimile/iFekisi: 0868047309

Private Bag / Isikhwama: X321  
Pietermaritzburg/ePietermaritzburg 3201

## Appendix C

**DURBAN UNIVERSITY OF TECHNOLOGY  
FACULTY OF MANAGEMENT**

Dear Respondent,

**Research Thesis**

**Researcher:** Dylan Govender (0832748168)

**Supervisor:** Dr. Saths Govender (082375772)

I am a student in the Faculty of Management at the Durban University of Technology currently pursuing a M-Tech in Technology. You are invited to participate in my research study by completing a research questionnaire for a Thesis entitled **The Role of Line Managers in the implementation of Skills Development at a Local Municipality and its impact on service delivery.**

The aim of this study is to investigate, Managers understanding of their role in the development and capacity building initiatives of their subordinates. Through your participation I hope to understand how training and development impacts on individual performance and on service delivery. The results of this survey is intended to contribute to Managers better understanding of training and development at local government level and the support thereof.

Your participation in this research is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Faculty of Management, Durban University of Technology.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. It should take you about 15 minutes/s to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely

Investigator's signature\_\_\_\_\_

Date\_\_\_\_\_

*This page is to be retained by participant*

## Appendix D

**DURBAN UNIVERSITY OF TECHNOLOGY**  
**FACULTY OF MANAGEMENT**

**Research Thesis**

***The Role of Line Managers in the implementation of Skills Development at a Local Municipality and its impact on service delivery.***

**Researcher:** Dylan Govender (0832748168)

**Supervisor:** Dr. Saths Govender (082375772)

### **CONSENT**

I \_\_\_\_\_ (full names of participant)  
hereby confirm that I understand the contents of this document and the nature of the  
research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the research project at any time, should I  
so desire.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

*This page is to be retained by researcher*

## Appendix E

### RESEARCH QUESTIONNAIRE

Please Note: Your feedback will be treated confidentially.

Please email the completed questionnaire back to [dylan.govender@msunduzi.gov.za](mailto:dylan.govender@msunduzi.gov.za) or contact me on 033-3922042 / 0832748168 for collection.

Below are a number of issues that are important to the workplace in terms of Training and Development. Please express your views /opinions by choosing the appropriate category and tick the appropriate box. Please be honest and indicate your choice as quickly as possible with the first reaction that comes to mind. The results will be used for research purposes and are strictly confidential.

Looking at the answer choices printed on the following pages, please select the one that best expresses your own understanding for each of the statements. As you can see the answer choices are **Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5)**.

The statements that are stated below are neither right nor wrong. I am interested in knowing what you understand about them.

### SECTION A

Kindly provide the following biographical information which will be used for the purposes of research only.

Gender	Male	
	Female	

Ethnic Group	African	
	Coloured	
	Indian	
	White	

Highest Educational Qualifications	Matric	
	Certificate	
	Diploma	
	Degree	
	Honours Degree	
	Masters Degree	
	Doctorate Degree	

Business Unit	Corporate Services	
	Community Services	
	Corporate Business Unit	
	Finance	
	Economic Development	
	Infrastructure Services	

Job Title / Position in the Organisation -				
Age Category	25 - 35	36 - 45	46 - 55	56 - 65
Number of Years in Current Position	< 5years	5 - 10 yrs.	11 - 20 yrs.	21 >
Number of People that report to you	< 5	5 - 10	11 - 19	20 >

### **SECTION B**

The following questions relate to Training and Development in your Municipality

A	Managers allow staff to attend training courses offered by the Organisation because of the following reasons;	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	To respond to employees requests	1	2	3	4	5
2	To develop the employee	1	2	3	4	5
3	To improve employee job performance	1	2	3	4	5
4	To improve employee knowledge	1	2	3	4	5
5	The need for the training	1	2	3	4	5
6	Employee interest	1	2	3	4	5
7	Developing high-potential employees	1	2	3	4	5
8	Growing future Managers / Leaders	1	2	3	4	5
9	Meeting the future skills requirements of the organisation	1	2	3	4	5
10	Enabling the achievement of the organisation's strategic goals	1	2	3	4	5
11	Addressing skills shortages	1	2	3	4	5

B	Understanding of Training and Development Practices of the Organisation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Employees acquire technical knowledge and skills through training.	1	2	3	4	5
2	Employees are adequately trained to carry out the duties and responsibilities of their jobs.	1	2	3	4	5
3	Employees are encouraged to focus on completing courses that relate to their current position.	1	2	3	4	5
4	Employees are responsible for their own development and need to be proactive to initiate the process.	1	2	3	4	5



B	Understanding of Training and Development Practices of the Organisation (Continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	Employees are selected for attendance at training programmes on the basis of identified developmental needs.	1	2	3	4	5
6	Employees are trained only in core skills corresponding to their jobs.	1	2	3	4	5
7	Employees must participate in a training needs identification process in order to identify skills gaps.	1	2	3	4	5
8	Employees are confident and self-assured about applying new abilities and overcoming obstacles that hinder the use of new knowledge and skills in the work environment.	1	2	3	4	5
9	Engagement between the Manager and Employee is a vital aspect in the management of training and development for the employee.	1	2	3	4	5
10	Learning and growth opportunities are made available to all employees in the organisation.	1	2	3	4	5
11	Managers lack understanding of their joint responsibility with learning professionals for developing the capability of their teams and that success depends on their input.	1	2	3	4	5
12	The goal of employee development is to assist employees in becoming more effective in their role and achieving their career goals.	1	2	3	4	5

C	Manager Support for Training and Development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	As a Manager I actively engage with each of my subordinates to identify training gaps and ensure that they are developed accordingly.	1	2	3	4	5
2	As a Manager I am mindful of the contents of the Training and Develop Policy.	1	2	3	4	5
3	As a Manager I assess the relevance of the training to the work of the employees in my Unit.	1	2	3	4	5
4	As a Manager I assist my subordinates by identifying opportunities for them to apply new skills and knowledge acquired from training.	1	2	3	4	5
5	As a Manager I contribute to the content of training offered by training providers.	1	2	3	4	5
6	As a Manager I encourage all employees in my unit to attend training and development interventions.	1	2	3	4	5
7	As a Manager I involve myself in on the job coaching and mentoring of my subordinates.	1	2	3	4	5
8	As a Manager I provide constructive feedback to the training unit about the quality of the training received by my subordinates.	1	2	3	4	5
9	As a Manager its my responsibility to develop and retain talented employees in the organisation.	1	2	3	4	5
10	As a Manager on the job training for my subordinates is preferable to theoretical training courses.	1	2	3	4	5
11	As a Manager, I have a long term training and development plan for each of my subordinates in my unit.	1	2	3	4	5
12	As a Manager, its my responsibility to develop a personal development plan for each of my subordinates by assessing their development priorities based on department needs.	1	2	3	4	5

C	Manager Support for Training and Development (Continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	As a Manager I am responsible and accountable for the development of all my subordinates.	1	2	3	4	5
14	Line Managers must take a more active role in the training and development process.	1	2	3	4	5
15	Managers follow up with the Training Unit to prioritise training and development for their employees.	1	2	3	4	5
16	Managers have the skills and resources to develop employees.	1	2	3	4	5
17	Managers must ensure that training and development of employees are prioritised in order for them to carry out their work.	1	2	3	4	5
18	Training and development must be included as part of the area of assessment of Managers performance agreements.	1	2	3	4	5

D	Organisational Support for Training and Development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Employee development is a collaborative and on-going effort by Employees, Managers and the Organisation to upgrade knowledge, skills, and abilities in order to make positive contributions to organisational goals.	1	2	3	4	5
2	Successful employee development requires a balance between an individual's career needs and goals that the Organisation strives to achieve.	1	2	3	4	5
3	Training is linked to the strategic direction of the organisation therefore the importance of training in the organisation has increased.	1	2	3	4	5
4	Employees are encouraged to engage in valuable learning opportunities provided by the Organisation.	1	2	3	4	5
5	Due to the fact that Skills development is legislated Line Managers develop their subordinates as a matter of compliance to legislation.	1	2	3	4	5
6	Training of employees is given adequate importance in our organisation and is being managed in a proactive way.	1	2	3	4	5
7	My organisation encourages development and facilitates training and development for all levels of employees.	1	2	3	4	5
8	Training and development assists to address the shortage of skills in the organisation.	1	2	3	4	5
9	The Organisation provides study assistance and learnership opportunities for employees to achieve future career goals.	1	2	3	4	5
10	The amount budgeted by the Organisation for training and development is sufficient.	1	2	3	4	5
11	The organisation has a training and development strategy which is related to the overall strategy of the organisation.	1	2	3	4	5

D	Organisational Support for Training and Development (Continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	The value that learning and development brings to the organisation is determined by linking learning outputs with measurable business outcomes.	1	2	3	4	5
13	The Organisation has an approved Workplace Skills Plan (WSP) and is being implemented.	1	2	3	4	5
14	Closer integration of training and development and business strategy is required	1	2	3	4	5

E	Training and Development and its Impact on Service Delivery	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Training and development is client focused.	1	2	3	4	5
2	Training and development of employees has an impact on service delivery.	1	2	3	4	5
3	The training Unit and Line Management are forming partnerships to achieve organisational service delivery objectives.	1	2	3	4	5
4	Employee development programs provide the opportunity to make positive contributions to organisational performance.	1	2	3	4	5
5	Training and development of employees is critical for the success of the organisation.	1	2	3	4	5
6	Training is shifting to a performance improvement role.	1	2	3	4	5
7	The Organisation has systems in place for evaluating the return on investment of training and development.	1	2	3	4	5
8	The current management of training and skills development needs to be improved.	1	2	3	4	5
9	Management systems are in place for adequate and optimal training and development of staff.	1	2	3	4	5
10	Training and development has helped improved the performance of employees in the Organisation.	1	2	3	4	5
11	Training and development is considered to be important when overall organisational strategy is being developed.	1	2	3	4	5
12	Unless organisations can develop employees who are capable and motivated with the ability to deal with uncertainty and make effective decisions, they won't be able to meet service delivery and customers expectations.	1	2	3	4	5

F	In your opinion, what can be used to encourage Managers buy-in to Training and development within the Organisation?	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Provide HR support to Managers in identifying suitable development activities for their teams.	1	2	3	4	5
2	Communicate clear messages about the importance of training and development to Managers.	1	2	3	4	5
3	Provide development programmes for Line Managers.	1	2	3	4	5
4	Staff development must be included in Line Managers' annual performance objectives.	1	2	3	4	5
5	Define Managers' responsibilities for the development of their teams in their job descriptions.	1	2	3	4	5



F	In your opinion, what can be used to encourage Managers buy-in to Training and development within the Organisation? ( Continued)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	Include Managers' role in developing their teams as a module in management training courses.	1	2	3	4	5
7	Encourage Senior Managers or Leaders to act as role models or champions.	1	2	3	4	5
8	Reward Managers for developing and improving the skills of their team members.	1	2	3	4	5
9	Demonstrating the link between training and bottom-line performance – making explicit the benefits of training in terms of performance, return on investment and productivity.	1	2	3	4	5
10	Involving senior staff in training activities such as training needs analysis, role-modelling and sponsorship and feedback.	1	2	3	4	5
11	Linking training more holistically with a wider range of Business and HR practices such as HR and business plans, appraisals and reward/recognition.	1	2	3	4	5
12	Linking training to business objectives.	1	2	3	4	5
13	Educating and engaging Managers through use of competency frameworks, coaching etc.	1	2	3	4	5
14	Organisations need to encourage Line Managers' 'buy-in' and commitment to learning and development by clarifying their responsibilities through job descriptions and performance appraisal and communicating the importance and value of development-related activities.	1	2	3	4	5
15	Line Managers need training on how to identify training gaps.	1	2	3	4	5
16	All Managers need to carry out training and development activities.	1	2	3	4	5
17	Often the 'softer' people management areas of responsibility get driven out by other, more traditional management duties.	1	2	3	4	5

**Thank you for the time taken to answer this questionnaire.**

## Appendix F



### MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

28 April 2015  
Student No: 20104559  
FREC No: 94/14FREC

Dear Mr MM Govender

#### MASTERS DEGREE IN TECHNOLOGY: BUSINESS ADMINISTRATION

#### **TITLE: THE ROLE OF LINE MANAGERS IN THE IMPLEMENTATION OF SKILLS DEVELOPMENT AT A LOCAL MUNICIPALITY AND ITS IMPACT ON SERVICE DELIVERY**

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: Ethical Level 1 -Full Approval

Approval has been granted for a period of one year, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.

Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

Prof N Dorasamy  
FREC: Chairperson