

THE ROLE OF TRAINING IN THE HUMAN RESOURCE DEPARTMENT OF

THE SOUTH AFRICAN PARLIAMENT

BY



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DEDICATION

I would like to dedicate my Research report to Mrs V. Hlazo (Dado-Bawo) and Mr T. Mqhaba (Malume) who both died when I was in my last two chapters of this paper. "May their souls rest in peace".

And

To the following friends and comrades who passed away during my academic years at the University of the Western Cape. They are:

Bayanda "Tshutshe" Thukani

Zama "Spapapa" Sanqgu

Sabatha "Gas" Mqingwana

Macephe "KK" Jadezweni

Andile "Jali" Mlondleni

Sicelo "Ntsiki" Mantyi

Luntu "Mkhwane" Mqingwana

"Hambani kahle maqhawesizwe"



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CERTIFICATE OF ORIGINALITY

I hereby declare that this submission is my work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which, to a substantial extent, has been accepted for the award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

Signature  Date 



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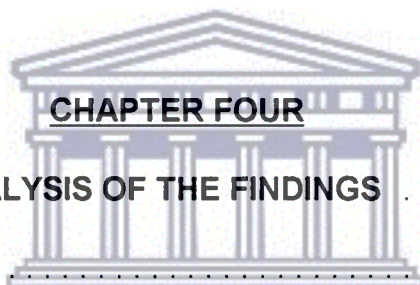
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ABSTRACT

Training in the South African public service is a highly needed factor, especially in the process of transformation. In the “rationalisation” of the public service, training cannot be conducted in isolation. At the same time training should be seen as a process not an event. Empowering employees with skills and knowledge is vital because this could ensure that the goals of the organisation are attained. As Andrews (1988) argues, training is a systematic process of altering behaviour, knowledge and motivation of employees in order to increase organisational goal achievement.

The study focuses on the South African Parliament’s Human Resource Department. Training in this department needs to be examined or evaluated for four main reasons. These are: The non-existence of a training policy, lack of funds, non-existence of trainers and poor evaluation. All these factors need more attention at both organisational and employees level. This study aims to identify the key obstacles for effective training. It also aims to develop an analysis of the problems identified by the researcher. This study will assess whether or not political influence affects the human resources’ operational activities.

Evidence from the literature suggests that training should be linked to other policies which focus on Human Resource Department, notably that of affirmative action. The literature also suggests that the Human Resource Department should develop a training policy, which contains a budget and other issues such as the evaluation process. Some authors further suggest that training should not be seen as a “panacea”. Other sources also suggest that training has its own

weaknesses, which need to be attended by any Human Resource Department. The study could help policy makers and consultants to draw a clear and coherent policy for Parliament's Human Resource Department. It could also be helpful in formulating an appropriate budget with the needs of Parliament's Training Division. Finally, this study could help the management to restructure the Department of Human Resources. The following issues are analysed in this study: training (theory), training policy, Human Resource Department, finance, personnel, training evaluation, trainers, training methods and procedures.



CHAPTER 1

1. INTRODUCTION

According to Andrews (1988:133) training is a systematic process of altering behaviour, knowledge and motivation of employees in a specific direction to increase organisational goal achievement. Training seeks to develop employees in order to attain the goals of the organisation and to improve the performance of its employees. There is a need to provide workers not only with formal education and work related training but life skills as well (Teke, 1997:29). Life skills are important because employees who acquire them end up knowing what actually happens around them. For example, an employee might know how a computer functions although this might not be part of his/her job description.

Training is vital in an organisation, whether public or private. In the public sector, for instance, training helps to produce a competent and effective civil service. It is also paramount to rely on training for retaining the civil service in order that they can deal with organisational changes, which might come from either the external or internal environments. This could help to develop required behaviours in the organisation. It should be noted that training may not be effective if a relevant policy is not drawn coherently and clearly. This means that methods and procedures, the organisation of training itself, the budget and control of training including its evaluation should be clearly outlined.

For these reasons, training in the South African Parliament's Human Resource Department particularly its Training Division (hereafter, 'The Human Resource Department' and 'The Training Division', respectively) should be monitored and

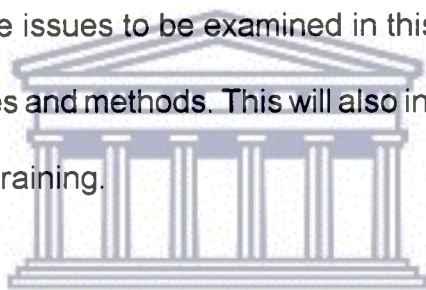
evaluated in order to be effective. The critical element in changing the public service is through training and education for public servants (White Paper on Public Service Training and Education, 1997:8) Training therefore could improve ethical and professional standards in the public service, thus encouraging the public service to become committed to the activities of the organisation. The White Paper on Public Service Training and Education addresses the training and education programmes which are intended to build knowledge, skills and attitudes required from the public service (White Paper on Public Service Training and Education, 1997:20). Fox and Meyer (1995:5) argue that transformation is the process of a system that changes inputs into outputs and the movement from one position to another. The Parliament's Human Resource Department need to be transformed by improving the quality of the Parliamentary staff through the use of correct training methods which could improve the performance of the staff .

The government seeks to establish a clear policy framework to guide the introduction and implementation of new policies in order to transform training for the new public service (White Paper on Public Service Training and Development, 1997:11). This clearly indicates the government's objective to transform the public service through new policies. For example, The White Paper on the Transformation of the Public Service highlights the key elements for the transformation of the public service. This means that the government believes that for the transformation in the public service to be effective, it has to

be guided by certain key elements and training and development is one of the factors indicated in the document.

According to Stahl (1976:287) the management should develop the training policy which will help to co-ordinate budgeting. He has added that it is imperative for management to draft the policy that outlines explicitly how training will be funded.

This study focuses on the Training Division of the Human Resource Department of the South African Parliament. This Department has eight hundred and twenty-eight staff (828) reporting to it and one hundred and twenty (120) support staff, who are on a contract. The issues to be examined in this study are the training budget, the training courses and methods. This will also include the organisation, control and evaluation of training.



1.1 STATEMENT OF THE PROBLEM

The training which is conducted by the Human Resource Department in the South African Parliament needs to be examined for the following reasons: The Department's Training Division does not have a training policy to guide the department in its activities. Therefore, the present training Co-ordinator decided to draft her own training policy in order to facilitate training in the department. However, there are insufficient funds to conduct the training systematically, hence training is conducted haphazardly. In fact, due to financial problems the goals of the Training Division are not even attained as identified by the Division. Furthermore, there are no trainers to conduct the training. The Training Division

relies heavily on external consultants to conduct training for them.

The need for training has not been identified in the South African Parliament, as a result there is no transfer of learning from training to the job itself. Due to the non-existence of a training policy, top management shows no commitment to the training. Therefore, training is often regarded as an exercise which takes the personnel away from their activities. Nevertheless, it should be acknowledged that the nature of the problems identified is rooted in the absence of a training policy. This last point will be further explained throughout the study especially in chapter four.

1.2 HYPOTHESES

This study was guided by the following hypotheses:

1. The formulation of a clear, coherent training policy will improve training in the South African Parliament's Human Resource Department.
2. Lack of funds will adversely affect the provision of training.
3. The non-existence of trainers will affect the department's human resource capacity.
4. Lack of commitment by top management to training will undermine the role of training in the department.
5. Poor evaluation of training will not result in the attainment of organisational goals.

All the above hypotheses were tested in the study in order to identify the major problems that could prevail because of lack of

a training policy. To test the aforementioned hypotheses, the researcher used structured and unstructured interviews on both the trainees and with some staff members in the Human Resource Department (including the Training Division's Co-ordinator).

1.3 OBJECTIVES OF THE STUDY

The main objectives of this study are to identify key obstacles to effective training and to assess the training conducted by the Training Division of Parliament's Human Resources Department. The study will analyse issues such as finance, absence of training policy, non-identification of training needs, the impact of lack of commitment by Top Management on training and the non-evaluation of training. To a large extent, this could help to identify the strengths and weaknesses of the Human Resources Department. In addition, the study will assess whether any political influence is exerted on the Human Resources Department's operational activities.

1.4 METHODOLOGY

In order to test the above-stated hypotheses, unstructured and structured interviews, and questionnaires were, as already stated, used as the major tools of the study. Both the co-ordinator of the Training Division and the head of human resources were interviewed in order to assess the assumption that there is lack of commitment to training by top management. These two interviews, in particular,

helped this researcher to assess the many problems that affect the Training Division.

Structured and unstructured interviews were conducted with four trainers and six trainees for evaluation purposes in the South African Parliament's Human Resource Department. The interview with six trainees was targeted to each level, the lower, middle and top level of the Human Resources Department. The researcher interviewed two trainees from each level, that is the lower, middle and top level. The selection of an number of both the trainers and trainees helped to ensure a balanced assessment of the Training Division. The interview with trainees was conducted one month after a particular training session took place outside parliament (off the job). The aim was to assess whether and to what extent the training had an effect on the organisation. The researcher intended to interview the external trainers a week after a training session took place in their respective organisations in order to understand the problems they experienced before, during and after the training session which was on Windows 1997 . All the interviews in the study were conducted in the respective organisations of the respondents/interviewees. The interviews on average lasted about one hour (trainers) and forty-five minutes (trainees). The researcher was physically present during training sessions. Therefore, it is possible that the researcher's presence could have affected trainees' behaviour. As a result, an attempt was made to minimise this limitation during the study, and the researcher asked one of the trainees to observe in his (researcher's) absence.

In order to help this trainee to observe effectively, the researcher gave her one-

week's coaching. The observer was trained on how to take notes and to identify the positive and negative elements during the training sessions. For example, the observer focussed on the proper presentation of a lesson by the trainer, participation and non-participation of the trainees and the length of the lesson presented by the trainer. The structured questionnaires were personally administered to the trainees after five training sessions for evaluation purposes. The researcher is only aware of six training sessions, which were conducted in parliament during his research.

In addition to these methods, the researcher examined the literature on the subject, especially books and government publications.

1.5 LITERATURE REVIEW

Training is vital in the public service, especially during the period of transformation in South Africa. Transformation is process that is designed to reshape the public service in order to take its prominent role in this new era. It is against this background that training could be used as a tool to change behaviour of the public service in this new dispensation. Andrews (1988:132) also believes that training is a process of learning a sequence of programmed behaviour. It is a process aiming at co-ordinating and systematically changing the culture of an organisation and behaviour of an employee in order to attain organisational goals. Kossowski (1996:13) argues that an appropriate training and development strategy should be clearly linked to other policies, which focus on human resource development, for example, that of affirmative action. Affirmative action is a labour market policy and

programme applied by an employer, aimed at redressing the inequalities that exist within the workplace, on the basis of race, ethnicity, gender and disability (Department of Labour, 1995:5). Training therefore should be linked to the practical realities and vision of the organisation.

The White Paper on The Transformation of The Public Service (1995:63) outlines the contribution of training to the strategic goals of the state as follows:

Firstly, training can help to equip all public servants, whether workers or managers, with the necessary knowledge, skills and competencies to carry out their jobs effectively. Secondly, training can enable public servants to acquire new development oriented professionalism for the development of new work ethics, knowledge and skills. Training therefore develops a sense of responsibility and accountability both to the organisation and the general public. Thirdly, training develops professionalism in the public service. It is in these contexts that work ethics, knowledge and skills are enhanced in order to respond to the needs of the community. In this way, the values that have been acquired from the apartheid government could change through training. Such values include poor managerial skills, lack of initiative in the public service and poor communication skills.

Fourthly, it is of paramount importance to structure training properly in order to anticipate and facilitate institutional changes in the public service. For example, the Human Resource Department cannot develop training in isolation; it must be integrated within the overall strategic plans of an organisation. Fifthly, training assists public servants in developing and understanding the needs of the communities which they serve. It also improves public servants' capacity to

respond to these communities needs. It is against this background that Public servants should develop a new civic consciousness and skills development in creating a community - centered public service.

Having outlined the above strategic goals of training, the government also defines transformation as a focussed and relatively short-term process, designed to fundamentally reshape the public service for its appointed role in the new dispensation in South Africa (White Paper on Transformation of Public Service, 1995:11) It is in this context that training could be used as a way of reshaping the public service in order to face the current changes like technology and new government policies (see White papers on service delivery, Human resources and skills development)

Stahl (1976:287) argues that the drafting of a training policy is vital in order to state explicitly the financial needs of the training programme and the number of people required to monitor the programme. The aim and methods need to be outlined in the policy document in order to develop staff. Muchinsky (1993:179) argues that training should be guided by learning principles in order to explain how an employee is trained. These principles are feedback and motivation to learn. Feedback means that post-training evaluation should be made and results about training must be given both to an employee and the organisation. Motivation to learn means that the trainers or the training division itself should create an atmosphere where an employee will learn with enthusiasm from the training being conducted. Parliament's Human Resource Department (Training Division) should acknowledge the fact that motivation to learn and feedback are critical in order to

attain desired goals.

Strauss and Sayles (1967:442) identified the objectives of training as follows:

Induction training for new employees: New employees have to be familiarised with their fellow workers and the organisational culture.

Learning new techniques: The new employee has to be kept updated with the knowledge and skills because of the changes taking place in the organisation.

Remedial training: The organisation has to refresh the skills of the internal employees. Refreshing of skills means that the public servants in the context of this study need to be reoriented to the changes and developments in the public service. The focus should be on individuals rather than groups. One disadvantage about this training is that it might embarrass an employee and make him/her appear less competent or intelligent. This could, in turn, affect his/her performance rather than improve it. Thus, an employee could end up thinking that he or she is being personally attacked by the organisation or is no longer needed in it.

Aiding displaced employees: Management should be responsible for employees who have been displaced by the introduction of new technology. Management should retrain employees in order to cope with the technological changes and to be in control of them.

Training for advancement: Effective training helps the employees to get promotion or better jobs because their skills would have been more developed after such training.

Relevant policy on these matters indicates that it is government's responsibility to give an employee whatever evaluation, instructions, training, guidance or

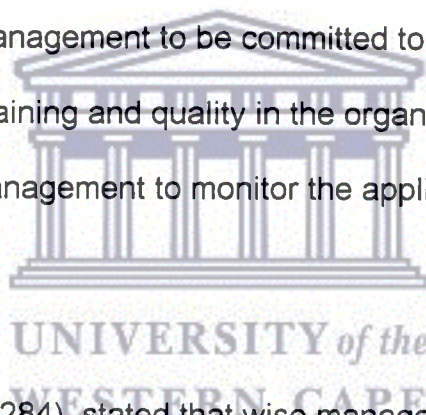
counselling the employee requires to render satisfactory service (Labour Relations Act, 1995:279). It is also important to conduct training whenever appropriate. Government is of the view that the success of the public service in delivering its operational and development goals depends primarily on the efficiency and effectiveness of the public service itself (White Paper on New Employment Policy for the Public Service, 1997:20). Training therefore should be conducted with the aim of improving the performance of employees and to develop the organisation. It is vital to an organisation to engage itself in the performance assessment process in order to identify strengths and weaknesses of its employees. (White Paper on Human Resource Management, 1997:42). This could help to identify the type of training method needed for them. Government believes that good human resource management and career development practices must be cultivated to maximise human potentials (South African Constitution, 1996:107). This implies that Parliament's Human Resource Department acknowledges the fact that employee careers, skills and potential should be developed through training.

THE IMPORTANCE OF TRAINING

According to Schuller (1981:331) training removes performance deficiencies, and skill and knowledge are developed through training. Effective training improves employee's ability, self-esteem, low turnover and absenteeism. Training helps the personnel to adapt to technological changes. Training also helps to uplift the standard of service delivery. Therefore, a well-trained public service with developed skills and knowledge could deliver the services to the public effectively.

FACTORS THAT BLOCK THE EFFECTIVENESS OF TRAINING

Muchinsky (1993:182-3) argues that training must be viewed as a means to an end rather than an end in itself. The management, according to Muchinsky, should view training as an ongoing process in the organisation. Management should be responsible for training. In this way, management could be able to identify the need for training and also design training programmes. It is also suggested that Management should have skills and knowledge to develop personnel training, implying that lack of knowledge and skills on the side of management might affect training itself. For example, Schuller (1981:346-48) observed that failure by management to be committed to the entire training might affect the result of training and quality in the organisation. This, therefore, underlines the need for Management to monitor the application of theory during the training session.



Another writer, Scot (1961:284), stated that wise management uses training as a method of reducing waste and to increase quality. The reduction of waste and increase of quality basically mean that management should scan the organisation by identifying the factors that might help to eliminate ineffectiveness and develop strategies of building an organisation. Similarly, the government suggests that the need for performance has to be assessed to identify strengths and weaknesses. These strengths and weaknesses need to be identified through interventions which are needed to deal with employees' future training and needs and other developmental interventions such as the mentoring of employees, coaching and

career counseling. (White Paper on a New Employment Policy for Public Service, 1997:32). This is also an indication that management should play a vital role in assessing the personnel's present and future needs. Management could identify poor performance of employees as the most critical factor to be considered. It has also been said that trainers should attend to many other instructional considerations when designing training programs, for example the role of the trainer (Irwin, 1993:136). It is therefore important that trainers should know exactly what is expected of them during the training process. Irwin also suggests that the trainers should be able to identify the difference between successful and unsuccessful learning experiences. This could help the trainers to identify strengths and weaknesses when the training is in process.

Andrews (1988:149) also believed that there is a need for instructors to be successful during training sessions if they are trained thoroughly as trainers. Trainers therefore need to be trained properly in order to conduct training sessions successfully. Siegel and Myrtle, (1985:349), argue that trainers must identify the skills that the public service is expected to acquire during training. The trainers therefore have to identify the training needs and such training should be outcome-oriented. It is also argued that skilled training specialists should focus on knowledge, skills and activities (Siegel and Myrtle, 1985:349). These three key training components are important in order to develop organisational analysis.

Nigro and Nigro (1981:356) also argued that a well conceived training programme

does not only help employees to improve their skills but inculcates them with the organisational mission and values. This implies that training develops employees to be broad-minded and to understand the culture of the organisation.

For its part, the government suggests that there must be cooperation between National and Provincial governments on training to avoid duplicated expenditure on consultants who conduct civil service training at provincial government level (White Paper on the Reconstruction and Development Programme, 1994:41). Therefore, clear coherent training policies, both at National and Provincial and Local government need to be drawn.

The government has outlined its goals as follows (White Paper on Public Service Training and Development, 1997:31-2): Firstly, it will establish appropriate arrangements for the formulation and evaluation of training policies and to ensure that such arrangements are linked to human resource development. Secondly, government policy stipulates that the implementation of the policy framework should be effectively monitored and evaluated. Lastly, the government also aims to secure adequate financial provision for the implementation of the new public sector training and education policy.

Craig (1987:302) also argues that evaluation is needed in order to improve future programmes and eliminate those that are inefficient. An evaluation of the training session is vital because it helps to identify strengths and weaknesses during training sessions. According to Collins (1992:38) when training is not

aligned with the organisation's actual behaviour, there will be no skills transfer from the classroom to the work place. Training, therefore, needs to be related to the job being performed by the employee. As Wallis (1989:151) argued, training should not be seen as a 'panacea' for providing the dramatic breakthrough so desperately needed. Thus, it is imperative for Parliament's Training Division to take into account other factors, which might affect the environment of public administration. Economic and political factors can be seen as some of the issues, which need to be analysed before "switching" on to training.

It is thus necessary for any training division to note whether the skills and knowledge acquired from the training are put into practice (McKenna, 1994:21) Also, an organisation's training activities must receive a strong endorsement from top management (Carrell *et al.* 1997:336). Such support by top management helps the organisation to achieve operational goals.

WEAKNESSES

Gerber *et al.* (1996:480-1) identify the following weaknesses and benefits of training which, as they emphasise, need to be taken into consideration. They argue that training should not be the sole responsibility of the training division. Rather, it should be the responsibility of both the employee and the line manager.

Lack of experience on the part of the trainer: Unqualified staff who run training programmes could deliver poor training.

Inadequate evaluation of training: When a training programme is undertaken but



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not properly assessed, further training programmes could be jeopardised if there is no proof of the effectiveness of the previous programme.

Trying to change the personalities of the trainees: It is practically impossible to change the personality of an employee by training. Trainers should, therefore, focus more on performance rather than a trainee's personality.

Failing to prepare trainees: Gerber *et al.* argue that it is a mistake to assume that all the employees are motivated to undergo training. Sometimes the trainees do not understand why they should undergo training, and in such cases training cannot be expected to succeed.

Training with limited practical application: This suggests that for training to be effective it must link up with the actual job the trainee does or will be doing. In addition, outdated training methods could affect training programmes.

BENEFITS OF TRAINING

Gerber *et al.* are of the view that training might improve job performance in an organisation. One of the critical elements about training is to provide employees with skills required in human resources. In view of this, training in the South African Parliament's Training Division could be developed in such a way that it is in line with the objectives of the entire organisation and develops the skills of the parliamentary staff. Furthermore, the right attitudes could be fostered; hence employees could become loyal and committed to their organisation. In addition, employees could also benefit through training because their value in the labour market would be increased once they are trained. Therefore, it is most important

to effectively develop employees within an organisation to be effective and committed by conducting proper training.

1.6 THE LIMITATIONS OF THE STUDY

The study was affected by time constraints because of the number of issues to be researched within a short space of time. Financial constraints also affected the study, for example travel expenses and photocopying during the research. Finally, the researcher could not obtain information from some consultants because of lack cooperation.

1.7 SIGNIFICANCE OF THE STUDY

This study could assist both policy makers and consultants to draw policies for the personnel in Parliament. It could also be useful in relating training policy to the training needs of parliamentary staff, as well as helping to create a balance between the training budget and these needs. Furthermore, it could enable the department of Human Resources to align the training budget with the expectations of the Training Division. In these and other ways, then, the study could help the management to restructure the Department of Human Resources.

1.8 THE ORGANISATION OF THE STUDY

The chapter outline for this study is as follows:

Chapter I: Introduction, statement of the problem, hypotheses, objectives of the

study, methodology, the literature review, the limitations of the study, the significance of the study and the organisation of the study.

Chapter II: Chapter two outlines how training is conducted by Parliament's Training Division. In this chapter, the writer examines problems facing the Training Division and its plan for the training. The chapter also outlines possible solutions to resolve these problems.

Chapter III This chapter focuses on the budget and how it is used to control training in the Training Division. It will also look at how the Training Division keeps its records and the role played by the South African Management and Development Institute (SAMDI).

Chapter IV: This chapter is an evaluation and analysis of the findings. The conclusion is drawn on the basis of the available data and this is followed by recommendations, and references.

1.9 CONCLUSION

It is indicated by the literature, training is important in any organisation but of greater importance is whether it is needed in a particular situation or not.

Training cannot just be seen as the only method of dealing with employees' problems. As indicated in the text, the major problem of the Training Division is the absence of a training policy, and this is a major problem because the Training Division cannot function and plan effectively without such a guiding

document. Similarly, training without proper evaluation could make it difficult for trainers to identify the strengths and weaknesses after a training has been conducted in an organisation. Financial support is also necessary in order to carry on with training. As a result of lack of funds in the Training Division, the Division could not operate effectively. Detailed information about the aforementioned issues is provided in the following chapters.



CHAPTER 2

2. HOW THE TRAINING DIVISION CONDUCTS TRAINING

2.1 INTRODUCTION

The organisation of training is of paramount importance in any organisation. For training to be effective and correctly implemented, a well-structured plan has to be drawn. Parliament's Training Division presently faces a number of problems. Among them is the poor identification of training needs, absence of training methods and procedures and lack of personnel. As will be explained below, these problems create certain difficulties for the Training Division, making it difficult for it to plan and organise training effectively.

2.2 IDENTIFICATION OF TRAINING NEEDS

A training needs analysis has to be done carefully in order for training to be conducted properly. The identification of training needs is usually part of any organisational training process. This process also helps to determine the "gap" between the performance of the individual and the set standard (Erasmus and Van Dyk, 1996:36). This suggests that a training officer or manager could, by conducting a training needs analysis, detect what is lacking in an employee in relation to what is expected out of him or her by the organisation. The situation in the Training Division is quite complicated because of lack of cooperation between the Training Division and Line Management. This makes it difficult for trainers to identify the training needs accurately. According to Hlatshaneni (interview, 1998)

when the Training Division requested information from line Managers as part of training needs analysis, the response was usually negative. Consequently, the Training Division did not get feed back in time or it was usually inadequate. Hlatshaneni further indicated that even employees who were identified as being in need of training did not attend the training scheduled for them. Within this group, some did not even know why they were selected for training. The outlined situation gave the impression that the training needs were not correctly identified.

Erasmus and Van Dyk (1996: 36) suggest that the following formula can be used in determining training needs.

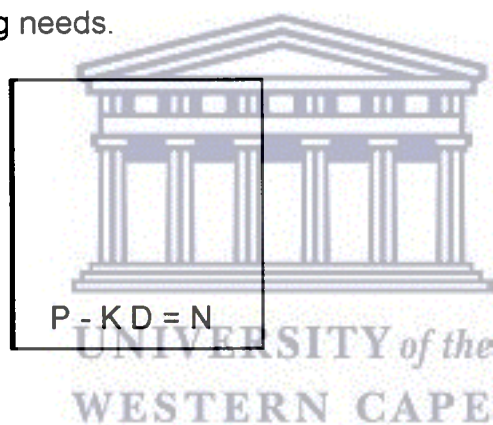


Figure 2.1

- P - Expected performance
- K D - What the employee already knows
- N - Needs

The above formula suggests that the Training Division in Parliament needs to carefully interview the personnel in order to link the expected performance with what the employee already knows. This could assist the Division to detect problems early and to satisfy the training needs.

Babb (1998: 43) comments that little is often achieved especially in industry and

business, without adequate planning. Therefore, it is surprising to note that Parliament's Training Division did not plan its training properly at the time of this research. Babb further comments that training does not occur in a vacuum, but that it is part of a larger system. It is against this background that training in Parliament's Human Resource department could be said to require proper attention, particularly because the little training that takes place is haphazardly conducted.

Evidence from the research showed that the poor analysis of training needs has affected the organisational goals of the Training Division. It also indicated that it is important for the employees to develop the need for training with the joint support of management. What is important is to consider the needs of employees and the organisation together. This could be helpful to get an overall picture of the actual training needs. According to Erasmus and Van Dyk, (1996:35) needs identification should be an organisational process not an individual exercise because all the parties involved in training need to have an agreement on the nature of the training needs in an organisation. Thus, the South African Parliament's Training Division needs to establish a joint effort with all the departments within the Human Resources Department in the identification of training needs as this could help in the design and implementation of training programmes.

2.3

TRAINING METHODS AND PROCEDURES

As mentioned earlier, parliament's Training Division does not have a training policy and therefore does not have its own training methods and procedures. On the contrary, the department relies on consultants who use their own methods for training. This clearly affects training in the Division because once the training needs are identified, they should be used to identify suitable training methods without any delay. An overview of training methods is outlined below.

These methods have been developed by Fisher *et al.* in IPM NOTES (1992:55) who draw a distinction between on-the-job and off the job methods.

On -the- job methods are:

(i) **Coaching:** This is the most popular on-the-job method, which is mostly conducted by experienced managers to guide the actions of less experienced employees. This method helps to provide rapid feedback on performance and learning by doing. It might be disadvantageous because it may perpetuate the status quo in that the less experienced manager may adopt the same values and perspectives as the coach. Coaching can be combined with orientation methods, which could expose the new employee to the organisation. According to McLean (interview, 1998) orientation in the South African Parliament is conducted, though this occurs informally because new employees are usually only guided by the head of the recruitment department. There are no mentors or senior managers who are assigned the specific task of orientation. As a result, new employees are normally given a pamphlet which introduces them to the

rules and norms of the Parliament. This implies that parliament's Human Resources Department has adopted a "do it on your own" approach which simply means new recruits learn about the organisation without any proper guidance from an experienced official. In this document, the conditions of service of the new employee are outlined. These conditions of service outline the benefits, work-procedures about Parliamentary administrative employment and rewards. The new employees are not met by a mentor to provide formal guidance to them. The recruitment department is therefore left with no option but to give all the new employees the pamphlet in question so that they may study by themselves about the parliamentary rules, norms and procedures (See appendix A for details).

(ii) Committee Assignments: Public or Private organisations frequently assign junior activities to committees where they can observe more experienced managers in action. These committees are used as training vehicles. This means that they help to develop employees in the organisation. These methods help the inexperienced managers to watch or observe the interpersonal, decision-making processes and failures of the committees. Consequently, the inexperienced manager might gain or develop.

(iii) Job Rotation: This is when an employee moves from one job assignment to another with the same organisation. It provides an inexperienced manager with a general understanding of the organisation and also turns some specialist managers into generalists. Thus if an employee has been in the Training Division for some time, the method might expose him or her to available

opportunities in the entire organisation. This could help Parliament's Training Division to develop its personnel and hence achieve organisational goals.

(iv) Understudy Assignments: An understudy is a person who acts as an assistant to someone else. This method is similar to coaching. The understudy works with the mentor on a daily basis to learn how the job is done. The person adopts the role of the manager in non-critical activities. From this experience, the understudy develops valuable managerial skills. However, one problem with the method is that managers often feel threatened by the understudy and may not develop him or her. Yet in the case of parliament's Human Resource Department, a full time mentor might assist in developing the skills of other employees.



OFF-THE-JOB METHODS

As the name implies, most off-the-job methods are applied away from the workplace. The main reason for this is to remove the managers from their daily operational environment.

(I) Sensitivity Training: The aim of this training is to make the participants more aware of their own behaviour. Trainees develop acceptance of their differences. They also discuss their feelings and the group process by themselves. The advantage of the method is that it develops personal growth and experience of the trainees. This could be of assistance to Parliament's Training Division because of the emerging cultural diversity in many of its administrative organisations. Sensitivity training could therefore assist

employees to be aware of their differences and to harness these to the benefit of the organisation.

(ii) Team Building: Team building focuses on work groups and strives to develop their ability to work together effectively on the type of tasks they face each day. It also puts more emphasis on group problem - solving skills and its methods could assist the staff in the Parliament's Human Resource Department to deal with economic, social and political factors, which could undermine organisational unity.

Carrel *et al.* (1998: 320) suggest other forms of training.

(iii) Videotapes: This training method can be helpful in explaining new concepts and ideas introduced in the training programme. Videotapes could be helpful in showing technical and behavioural skills.

(iv) Lecture Method: This method helps to disseminate uniform information to a large group of people through the interaction of the lecturer with trainees. Its major weakness however is that it is a one-way communication, as a result participants could become bored and listen less attentively. In addition, Carrel *et al.* are of the view that more importantly, the trainer could use a variety of methods like games and discussions in order to stimulate the interactive process during training.

Training methods are therefore important in the organisation.

NUMBER OF PERSONNEL IN THE TRAINING DIVISION

There are only two people in Parliament's Training Division, the Training Co-

ordinator and the Administrator. This creates problems for them and the organisation and makes it difficult to organise the training effectively.

2.4 CONCLUSION

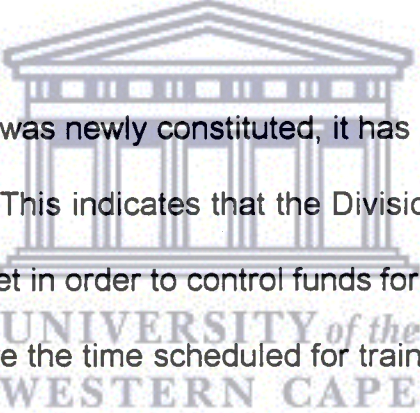
This chapter has attempted to reveal some of the critical problems faced by the Training Division when organising the training. The poor identification of the training needs, the absence of training methods and procedures and lack of personnel in the Training Division affect the training itself. This makes it difficult for the Training Division to plan and organise the training effectively. It is of vital importance to note that the Parliament's Human Resource Department needs to work as a team to deal with the aforementioned problems. As was argued earlier, the organisation of training should be the responsibility of the Human Resource Department as a whole and not the Training Division alone. Finally, it should be stressed that the support of line managers could assist in the organisation of training. Otherwise training that is disorganised might not benefit the organisation.

CHAPTER 3

3. THE BUDGET OF THE TRAINING DIVISION

3.1 INTRODUCTION

This chapter emphasises on the budget and how it is used to control training inside in the Training Division. The objectives of budgeting are important because they help to prepare a clear vision for the organisation. The budget in the Training Division could also be understood as a planning tool. At the same time, it will be argued that there is a need for the control of training, using budgeting as a tool for effecting such control.



Since the Training Division was newly constituted, it has insufficient funds, which are currently mismanaged. This indicates that the Division did not have and still does not have its own budget in order to control funds for its activities. As a result the funds get finished before the time scheduled for training. The Division relies only on the European Union (EU) for financial support, which draws the budget for the Training Division. The Training Division simply conducts training according to the EU budgetary plan because it does not have its own budget system. This funding procedure makes it difficult for the Training Division run its own affairs independently. For example, political conflicts between the EU and the South African Government (such as trade disagreements) might affect funding to the Training Division. It is important for the Training Division to raise its own funds so that it can have a sense of ownership over the budget and firm control on the training. In 1998, the EU gave the Training Division R676 000 .The amount was for

a year, that is 1998, a detailed outline of this allocation is shown below (figure 3.1).

3.2 OBJECTIVES OF BUDGETING

(i) **Funding**: Training could function effectively if there are financial resources allocated for this purpose. The training officer needs to determine in advance how much funds are needed to support the training to be carried out.

(ii) **Cost Effectiveness**: It is important to acknowledge the fact that any training division should arrive at decisions as to what training should be conducted, what forms it should take and there should be basic cost information (how much money will be used for training) (IPM Notes, 1992:55)

3.3 CONTROLLING TRAINING COST AND TYPES OF BUDGETING

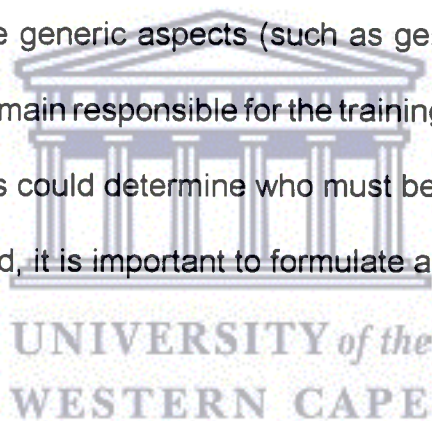
This involves the measuring of actual cost against planned for cost. It means monitoring training to find out whether it is going according to plan and taking corrective action if necessary (IPM Notes, 1992: 55). According to Erasmus and Van Dyk (1996: 57) there are three types of budgeting.

(i) **Central Budgeting**: This form of budgeting is centralised in one particular department and is drawn in order to measure standardisation. This form of budgeting could help the Parliament's Training Division, since the Division is new. It could be of assistance to the Division by developing the necessary skills in the

Division's budgetary process because the Division lacks experience in budgetary matters. This could also help the Training Division to be able to draw its own budget.

(ii) **Individual Budgets by Line Managers**: In this form of budgeting, line managers assume full responsibility for the training budget and the training of personnel. This approach implies that a line managers' forum should be established where the training priorities of the organisation as a whole are determined before specific allocations are made.

(iii) **Shared Budget**: This is where a Training Department budgets for generic aspects and line managers for specific unique items. This approach is advantageous because the generic aspects (such as general training expenses with regard to managers) remain responsible for the training inputs. The implication of this is that line managers could determine who must be trained and by whom. Before a budget is prepared, it is important to formulate a plan. The following key factors are important.



3.4 PLAN OF OPERATION

Erasmus and Van Dyk (1996:58) further suggest the following plan of operation:

There is a need at this stage for a training division to decide whether the existing training methods should be retained. For example a training division might decide to use the coaching instead of orientation method in a particular situation. The line managers could be consulted by the Training Division to determine whether new training is required because of technological development.

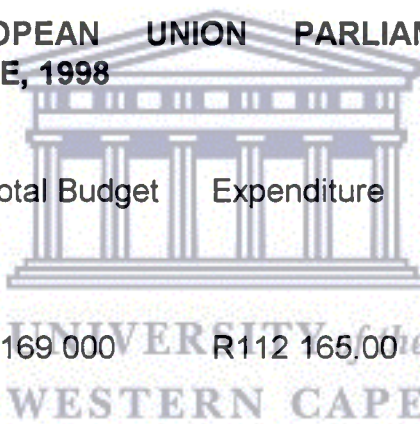
It is very important to ensure that the facilities for conducting the training (e.g. Classroom and other capital items) are available.

Personnel development is of critical importance, therefore provision should be made for expenses relating to personnel development.

Lastly, sundry costs need to be taken into account. Therefore travelling expenses, bursaries, training material, fees for consultants and guest speakers and refreshments are extremely important.

Figure 3.1 shows EU support to the Training Division.

SOURCE: THE EUROPEAN UNION PARLIAMENTARY SUPPORT PROGRAMME, 1998



Training	Total Budget	Expenditure	Committed Costs	Balance
Computer Training	R169 000	R112 165.00	R27 000	R56 834.40
Management Training	R169 000	none	None	R169 000
Functional Training	R169 000	R111 105.20	None	R57 894.80
Legislative and procedural	R169 000	none	None	R169 000
Total	R676 000	R223 270. 80	R27 000	R452 729.20

The above budget drafted by the EU Parliament for the Training Division reflects the amount which was forwarded to the Division by the EU for Staff training. It is reflected in the budget that The Training Division mismanaged and lacked proper planning on training. This stark reality was conveyed to the Division by the EU when the funds were allocated. This was particularly in view of the fact that the amount of 169 000 allocated for management training was not used as shown above. Surprisingly, however, before the end of 1998 the balance in question was almost finished, indicating signs of mismanagement in the Division. It is also important to mention that the amount allocated for legislative and procedural matters was not monitored or used by the Training Division. Procedural matters mean that the amount was allocated to train members of Parliament on procedures during parliamentary sittings, for example, how to do presentations in parliament and how to interpret legal terms in parliament. This implies that the amount in question was only to be used specifically for training of members of Parliament. Consequently, the Legislature Training Division that is temporarily situated in the Human Resource Department building was allocated the said amount for this purpose.

As indicated earlier, Parliament's Training Division relies completely on the European Union for funding. The EU therefore sponsors the Division to carry on with its staff training. Thereafter, the Division conducts its own training based on the funds reflected in EU budgetary plan. The Training Division simply keeps the funds in its own revenue without a well-structured budget plan. This gave the

impression that parliament could not organise or plan for training effectively. The budget has to be analyzed step by step in order to assess cost-effectiveness when determining the monetary benefit of training programmes. What is most important is that certain steps have to be followed in order to clarify whether the particular training was or is effective. The key factor at this stage is for the Training Division to understand the cost and benefits of the training. This could help the Training Division to assess whether there were gains or losses when the training was conducted. What is also of critical importance (when analysing cost effectiveness in the budget) is to know the value for money. In other words, the training that would have been conducted is analysed in relation to what an employee actually produces. The funds used during the training could then be analyzed in relation to the performance of trainees (See appendix B for details).

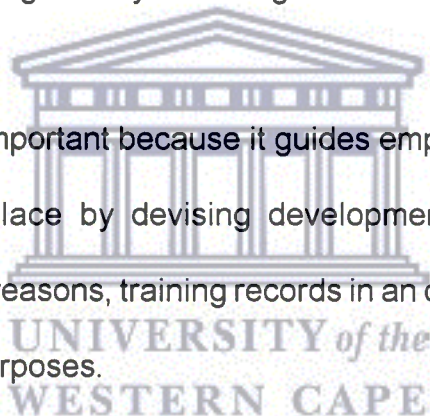
The control of training in the Training Division is outlined below because the Division has compiled the necessary information such as how many people have been trained and are to be trained. The control of training in the Training Division is systematically carried out. The records are properly kept although such records lack an analysis of future needs of the organisation because there is no close evaluation of training in the Division, as earlier stated. Similarly, some areas are not covered (for example questions like whether or not people have ever attended training sessions before and the percentage of trainees who have successfully undertaken a particular training course). These aspects need to be taken into account in order to determine the strengths and weaknesses of training as well as how the control of training is firmly effected. This also helps to determine whether

or not the performance of particular employees needs to be improved.

The keeping of records in an organisation is necessary for the following reasons outlined by Erasmus and Van Dyk (1996:54)

Firstly, records in an organisation help to make strategic planning easier. This could help the Training Division to adjust to future needs, and socio-economic and political changes that could occur. Secondly, any training division should be able to know the status of skills in an organisation. Training records could help the organisation to achieve its goals by enabling it to analyse the records at its disposal.

Finally, record keeping is important because it guides employees on how to reach full potential in the workplace by devising development plans that suit their individual needs. For these reasons, training records in an organisation are kept for planning and controlling purposes.



However, record keeping differs from one organisation to another. Therefore, the uniqueness of an organisation will ultimately determine its specific requirements (Erasmus and Van Dyk, 1996: 54). Given this, the Training Division in the South African Parliament needs to use training records to guide and control aspects of training within the organisation.

Training can be controlled externally, meaning that the statutory bodies or legislation can be used to intervene in the training of the public service. For example, according to Mavuso (interview, 1999) the South African Management and Development Institute (SAMDI) was assigned the task on April 1996 by the

government to provide training for the public service, especially top management. But the organisation was later integrated into the Department of Public Service and Administration (DPSA) in April 1998. SAMDI is now one of the branches of the DPSA. The two organisations jointly plan the public service training. It would appear from Mavuso's observations that the government was not satisfied with the performance of SAMDI and the way it conducted training as a separate body.

According to Mavuso (1999, interview) on April 1998, the Minister of the Department of Public Service and Administration wanted to align training conducted by SAMDI to government policies, such as the White Paper On Human Resources, White Paper on Affirmative Action and White Paper on Transformation of Service Delivery. This is one of the reasons often cited by the public service for the need to control public sector training. Before integration, SAMDI's priorities were the provision of high quality programmes in areas of leadership, management training, the training of trainers, provisioning management as well as the facilitation of adult basic education and training. The departments and provinces had (and still have) their own training programmes. Mavuso (1999, interview) further said that It was later recommended by the government that provinces and departments should continue carrying out training and that the DPSA should take over SAMDI's role during the process of integration.

3.5 CONCLUSION

The control of training (both internal and external) is of vital importance because it could lead to well informed plans within an organisation. However, the poor analysis of records, as is the case with Parliament's Training Division, could distort the reality about training. Generally, the government's intervention is of vital importance because the primary reason is to develop the skills of the work force and to instil confidence among employee.

At the time of conducting this research, it was clear that the South African government aimed to establish a skills development levy grant scheme as was contemplated in the Skills Development Levies Act (Skills Development Bill, 1998: 8). The government intended to play a significant role in controlling and financing future training in the public service. To this effect, any public sector training division in the country will in future be expected to conform to government's policies on training. The government also suggests that personnel responsible for funds or budgeting in the various Human Resource Departments should make sure that training and development activities receive adequate funding for the enhancement of training and development opportunities for the target groups (White Paper on Affirmative Action in the Public Service, 1998: 44). In one of the government's policies, "target group" refers to blacks in general (Africans, Indians and coloureds) but also includes such groups as women and disabled people who should be developed in terms of skills in order to address the imbalances of the past (White Paper on Affirmative Action in the Public Service, 1998:9) Accordingly, these

groups need to be targeted in order that they may face the present challenges. This implies that the government's policy intervention in public service training could enhance the long-term development of personnel in the South African Parliament and other public sectors in general.



CHAPTER 4

4. EVALUATION AND AN ANALYSIS OF THE FINDINGS

4.1 INTRODUCTION

This chapter analyzes the results of the research. The analysis could assist in identifying key problems in the Training Division and in drawing conclusions from particular situations. This will be followed by recommendations on the possible solutions to the problems of the Training Division. The following issues were identified.

4.2 POOR IDENTIFICATION OF TRAINING NEEDS

The responses given to this writer by both the trainees (who often attended training on Windows 1997) and the top management in the Training Division clearly showed that the training needs analysis was poorly conducted in the past. Evidence showed that some trainees attended training sessions without a clear understanding of as to why they had to do so. One probable reason for this is that there is no well-established structure or section of professional trainers who could undertake needs analysis. This researcher, for instance, attended a training session in the South African Parliament on Computer Skills, which focussed on Windows 97, yet such a programme did not exist in Parliament's Offices. Quite clearly, therefore, this indicates that the needs were not identified properly. It also implies that training is simply presented out of habit or for the sake of appearances.

Erasmus and Van Dyk (1996: 86) suggest the following approaches in identifying training needs in an organisation.

These are:

(i) PERFORMANCE PROBLEMS

The performance problems are those problems that arise when the employees should know what is required in work situations but do not perform as desired. In this situation, the managers are often confronted with questions like whether employees understand which procedure to follow or why many complaints arise about an employee's performance. These questions might indicate whether or not performance problems exist in a particular organisation. However, It might happen that these do not constitute a training problem but need a specific assessment to determine the actual causes.

(ii) NEW SYSTEMS AND TECHNOLOGY

The introduction of computers or procedures to adapt to a new product requires training needs analysis. The Training Division could try to introduce the procedures of the new programmes to the employees and these employees could be trained anew.

(iii) AUTOMATIC OR HABITUAL TRAINING

This refers to when training is conducted out of habit or for the sake of appearances, as earlier stated. Therefore it is this context that should evaluate the existing training programmes to ensure that the actual needs are addressed. Similarly, employees performance needs to be assessed to find out whether or not it has improved because of training. Using this method, Parliament's Training Division could assess whether its organisational goals have been achieved because of a particular training.

The training needs can be located in various levels in the organisation. (See appendix C for details on the levels in question).

(iv) THE RELATIONSHIP BETWEEN LINE MANAGERS AND THE TRAINING

DIVISION

It was clearly apparent throughout the research conducted that there was no relationship between line Managers and the Training Division itself. The line managers were asked by the Training Division to fill in the training needs analysis questionnaires to identify the needs of their employees. The response was negative because some of the managers submitted their responses late while others did not submit at all. It was alleged (interview with the head of the Training Division:1998) that managers often prevented their staff from attending training because they (the managers) erroneously believed that training disrupts day-to-day departmental activities. This attitude obviously undermined training in Training Division because both the employee and the organisation were eventually affected. Moreover, this apparent lack of cooperation by management could ultimately result in the failure of training itself. As the government indicates, the managers should on a day-to-day basis be people who (by their behaviour and example and by active support) show commitment to their organisations. (White Paper on Affirmative Action in Public Service, 1998: 42). In this context, the managers in the Training Division showed lack of organisational support and commitment.

4.3 EVALUATION OF TRAINING

The evaluation of training is of critical importance because if training is not evaluated any results that may have been achieved will be unknown. The Results of an evaluation could assist the Training Division to know its strengths and weaknesses. It is

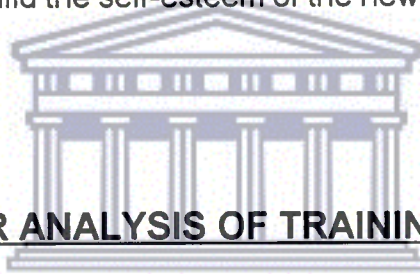
recommended by Van Westhuizen (interview, 1999) that any training division (private or public) should have an effective evaluation system to determine the given scenario. (See appendix D for the Levels for evaluation) Van Westhuizen (interview, 1999) further recommended that Parliament's Training Division should focus on the following key issues. Firstly, the Training Division should determine an effective training policy. Secondly, permanent training staff should be appointed to organise and conduct training. Thirdly, the training should be evaluated on a continuous basis. Lastly, there is a need to assign a system to determine training needs effectively. Most importantly, it is also vital for the Training Division and the Parliament's Department of Recruitment to jointly focus on identifying the group training needs of newcomer and individual training needs during the selection period. This joint effort between the two departments is crucial in order to identify the exact needs of the personnel. It could be helpful for the employees to attend the right courses and use right methods when the training is taking place. It is also important for the department to identify the individuals and group needs correctly. What is of critical importance is for the department to draw guidelines in identifying these training needs. The suggested cooperation between the Training Division and Parliament's Recruitment Department is based on the fact that the relationship between the two does not exist and one could assume that the absence of the training policy might have attributed to the given scenario. (See appendix E for details).

4.4 POOR ORGANISATION OF TRAINING

The alleged poor organisation of training in the Training Division needs to be tackled urgently. This could be done by appointing ten to fifteen well-trained people within the

department who could formulate clear operational training guidelines. The two people who are currently employed in the Training Division might not be in a position to set up clear standards for the department. They are overloaded with work, which could be done by several people in a well-established organisation. For this reason, it is difficult for the Training Division to develop clear standards for them.

The supervisors should be helpful in this process by working closely with the new employees to identify training needs. It is important to allow the new recruits two or three months' adjustment period in the organisation. Once this has taken place, it would be necessary for the supervisor to schedule a meeting with the new employees. This meeting could help to build the self-esteem of the new recruits when they join an organisation.

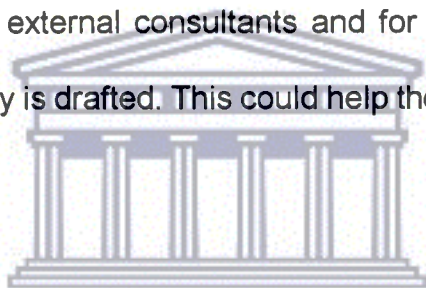


4.5 ON THE POOR ANALYSIS OF TRAINING NEEDS

Parliament's Training Division has to acknowledge the fact that the effective determination of training needs is the cornerstone of training. It would be helpful to ensure that a follow-up takes place in order to detect any training needs that may be necessary. It is also helpful for the Training Division to work closely with other sections within the Human Resource Department, especially the recruitment section. Through such collaboration some of the Training needs could be identified.

4.6 THE CULTURE OF THE ORGANISATION

The external consultants are not always knowledgeable about the culture of the public sector, in spite of their vast experience in the private sector. Furthermore, it is possible that some of them might not have the interests of the public sector at heart, which could pose problems, when some of their recommendations have to be implemented. Furthermore some of them may not even support the present government, although this could be difficult to verify in practise. It is very important therefore for the Training Division to scrutinise external consultants before they are invited to conduct training in the public sector. It is important for the Division to formulate a policy on hiring external consultants and for its staff members to be present when a training policy is drafted. This could help the Division to conduct the training effectively.



4.7 CONCLUSION

The problems that have been identified within the Parliament's Training Division should not be seen as isolated from the related issues in the South African Public Service such as lack of skills and poor performance. However, solutions to these problems need not be in the form of a "quick fix" method. This suggests that to solve these problems needs a thorough analysis by the Parliament's Human Resource Department and not the Training Division alone, as stated earlier. It is important that the Training Division allows different groups to participate in the formulation of the training policy, for example, people with disabilities should also be

involved so that, unlike before, government policy could reflect the views of the diverse South African society.

The government also points out that employers should retain and develop people from disadvantaged backgrounds and implement appropriate training measures (Employment Equity Act, 1998: 18). It would appear from this policy that government's intervention is likely to play a key role in helping organisations to achieve their goals in future, thus indirectly ensuring the success of the government.

It is clear that, for it to continue functioning properly, the Training Division needs to adhere to the principles laid down by the government in its (government's) various Human Resource Development policies. As was indicated earlier in this paper, training should not be seen as the magical solution to an organisation's problems. On the contrary, if employees view their jobs as a way of punishing them, training (no matter how well structured it may be) will not achieve the intended results.

This study has not only identified key problems facing the Training Division, it has also looked at the key issue: how to solve these problems. The solution to the key problem, namely lack of a training policy, could help the Training Division to solve other related problems. The findings in the paper have pointed out that political influence in the Training Division might be result of the links between the EU and the

Training Division through funding but as indicated in the text, such links need to be evaluated and assessed by the entire Human Resource Department. The Training Division should also understand that training is not the solution to Parliament's Human Resource Department, the staff need to be developed in terms of formal education. The Parliament therefore should support the staff with bursaries in order to encourage them to develop themselves academically.

Finally, it could be said that despite its already stated limitations, the correct and proper delivery of training in the South African Parliament's Human Resource Department could go a long way in challenging staff and other human resource-related problems in the Training Division. (See Appendix G on training and non-training solutions).

4.8 RECOMMENDATIONS

In view of the findings of this research report, the author therefore recommends as follows:

1. Training Policy

Realising the absence of a training policy in the Training Division, it is recommended that:

The Training Division should draw its own policy on training in order to standardise training for its staff. This policy could provide the department with proper guidelines and authority to conduct training. It could also reflect how the Division intends to organise training to ensure overall efficiency.

2. INTERNAL TRAINERS

Recognising that its dependence on external consultants has high cost implications for the Training Division,

it is recommended that the Human Resource Department should establish a well-organised structure of professional internal trainers who could do the job cost-effectively. These could help to organise training more effectively in the Training Division. For this reason, the Training Division needs to employ more personnel and this could also improve the standard of training.

3. FULL TIME MENTOR

Due to the informal conduct of induction training among parliamentary staff, it is recommended that the Human Resource Department should employ a full time mentor to guide new recruits on how the Department in general operates. This could assist in identifying the training needs of the new recruits.

4. LINE MANAGEMENT AND TRAINING DIVISION RELATIONSHIP

In view of the lack of cooperation, noted in the text, between the Training Division and the line managers in the Human Resource Department, it is recommended that within the training policy that should be drafted, a well-structured strategy for proper co-operation between the line management and the Training Division should be drawn for the benefit of the entire organisation.

5. TRAINING DIVISION'S PERSONNEL

As was mentioned in the text, there are only two people working in the Training Division presently. This affected the training itself because the departmental targets could not be easily met. For this reason, it is recommended that Parliament should remedy this by recruiting more staff to carry out the required duties.

6. NEEDS ANALYSIS STRATEGY

As stated earlier, the training needs analysis is not appropriately carried out in the Training Division. Therefore, it is recommended that the Training Division should establish skills- database, which will analyse strong and weak points of the entire staff personnel in the parliament. This skills database in the Training Division could also help in identifying the most problematic areas that need to be solved through training. This might assist the trainers to select the appropriate methods for training the parliamentary staff. This database could be updated monthly in order to help and assess the progress or skills of the employees.

7. TRAINING METHODS

It is recommended that the Training Division should align the training methods outlined in the main text with the training needs identified by the organisation. Once training methods training methods are identified and finalised they should be suited to the training needs that would have been identified by the trainers or the Training Division

8. BUDGETARY APPROACH

As indicated in the research, the Training Division is fully supported by the European Union. It is recommended that the Division should draft its own budget and EU funds

should be just taken as additional funding by an external donor. The Human Resource Department should evaluate any funding which does not come from their department. This could help in determining whether or not political interference affects the Human Resource Department as a whole.

9. INTER-DEPARTMENTAL CO-OPERATION

It is important in an organisation to develop positive interdepartmental relations in order to set up an overall objective, which might reflect organisational direction. It is recommended that the South African Parliament's Human Resource Department should develop organisational relations with other departments. This could help to develop a common approach towards the training of parliamentary staff and to also evolve a well structured, comprehensive plan for the Training Division. As indicated in the paper, it is also in this context that the Training Division should closely cooperate with the parliament's recruitment department in order to identify areas which need training, especially during the interview process. This suggests that the Training Division should be part of the interviewing team of the parliament.

10. EVALUATION OF TRAINING

As indicated in the text the poor evaluation of training makes it difficult for the Training Division to assess its weaknesses and strengths. Therefore, it is recommended that training needs to be evaluated using strategies such as the use of training records. This means that once the trainers are appointed by the parliament they should analyse the records, asking pertinent questions based on the contents of these records. Such records should not just be used as a "minutes-keeping tool". Interviews can also be

used for evaluation purposes but these are used systematically and carefully. It suggests that immediately after a particular training has been conducted, the trainees should be given questionnaires to answer in order to evaluate the training. Later, after one month, the Training Division could interview the same trainees in order to identify whether learning was transferred to the workplace. This could also help to assess whether the training needs were identified correctly from the beginning.



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APPENDIX A

**SOURCE: South African Parliament's Human Resource Department
(Recruitment Department): 1998**

This information pamphlet merely provides a concise reference to the conditions of service and other services, which are applicable.

It is essential that all new appointees obtain full particulars in relation to the conditions of service and the rules in accordance with which these are applied from (unless otherwise stated) the Administration

1. Written acceptance of post

Please inform this Office within 30 days of the date of your letter of appointment is whether you accept the offer. Unless a written reply is received within 30 days, the offer will lapse.

2. Submission of documents

Your appointment is subject to the submission of the following documents and their acceptance by this Office:

- 2.1 Application for employment (form)
- 2.2 Security questionnaire (form PARL - Z 204)
- 2.3 Health questionnaire (form Z.27)
- 2.4 Application to pay salary into banking account (form)
- 2.5 PAYE: Personal particulars of employee (form IRP 2)
- 2.6 Personal particulars (form)
- 2.7 Your birth certificate
- 2.8 If married, your marriage certificate and your spouse's birth certificate; if applicable, statement of divorce or death certificate.
- 2.9 Birth certificate of dependent children

(NB - If you marry after the date of your appointment your marriage certificate and the birth certificate of your spouse must be submitted as soon as possible thereafter.)

Any subsequent change in marital status or dependants must be reported immediately.

2.10 Your educational certificate / diploma / degree

2.11 Your certificates of service indicating, inter alia, the exact dates of commencement and termination of service.

Conditions of service

3. Probationary period

All new appointees serve a probationary period of 6 months. On the expiry

Of this period, the confirmation of an official's permanent appointment is considered on the basis of a report by his / her supervisor. The following qualities are evaluated : Attendance; Zeal; Thoroughness and Accuracy.

Willingness to learn; Conduct; Friendliness and helpfulness; General progress;

Language proficiency.

4. Transport benefits on appointment (geographical move)

Certain transport expenses will be borne by Parliament if you give a written

Undertaking beforehand to refund the full amount to the Office should you resign within twelve months of the date of your assumption of duty or

should your services be terminated on grounds of unsatisfactory service or misconduct.

All transport arrangements must be made in consultation with this office before final arrangements are confirmed.

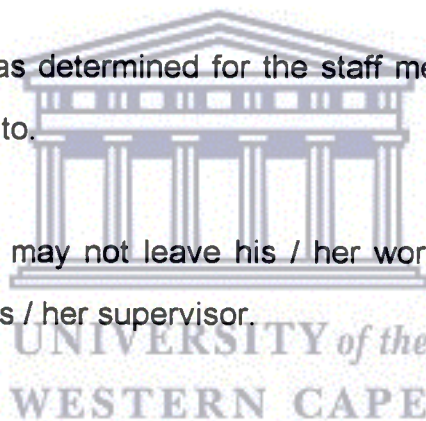
5. Hours of attendance

The Secretary to Parliament determines the hours of attendance according

To the exigencies of the Office, provided that 40 hours of service per working week must be rendered.

Hours of duty, as determined for the staff member's section, must be strictly adhered to.

A staff member may not leave his / her work areas without the prior permission of his / her supervisor.



6. Absence from duty

All absences (excluding sick leave) must be authorised beforehand. In the case of sick leave, the immediate supervisor must be informed telephonically at the earliest opportunity.

7. Payment of monthly salary

Salaries are paid on the 15th of every month. If the 15th falls on a Saturday, Sunday or public holiday, payment occurs on the preceding working day. On the resignation of a staff member, the final month's salary

Will be paid on the last working day of that month.

8. Annual salary increment

Salary increments are granted annually in accordance with the salary scale.

Given in your letter of appointment, provided that satisfactory service has been rendered.

9. Thirteenth cheque

A thirteenth cheque is paid annually in December on the salary payment date for that month. The thirteenth cheque is equal to gross monthly salary.

(But minus days unpaid leave). A prorata portion of the thirteenth cheque is paid to newly appointed staff members who have completed less than 12 months' service on the date of payment.

Staff, who for any reason, leave Parliament's employ prior to 1 December of any year, will be paid a prorata portion of the thirteenth cheque.

10. Overtime remuneration

Overtime remuneration is paid to all staff members up to but excluding the Rank of Heads of Section and higher, for duty in excess of 8 hours per working day from Monday to Friday and 4 hours on a Saturday and for all Authorised duty on Sundays and public holidays.

11. Clock cards

The rules regarding clock cards must be strictly adhered to by the applicable staff.

12. Long-service awards

Upon completion of the prescribed period of uninterrupted satisfactory Parliamentary service, a long-service award (taxable), as indicated hereunder, may be paid to a member of staff :

10 years' service: R1500

20 years' service: R3000

30 years' service: R4500

40 years' service: R6000

13. Housing subsidy

A staff member who occupies a dwelling, the bond on which is registered in his / her name or jointly in the name of the staff member and his / her spouse, qualifies under specific conditions for a homeowner's subsidy.

The amount of the monthly subsidy varies according to the mean of the interest levied by financial institutions and the size of the staff member's recognised bond amount.

Example: On a recognised bond of R100 000 or more, the maximum subsidy amount will be R1235, 00 per month as from 1 June 1998.

14. Housing allowance

A staff member who does not own a dwelling qualifies under specified conditions for a housing allowance of R550, 00 per month with effect from 1 April 1997.

15. Medical aid schemes

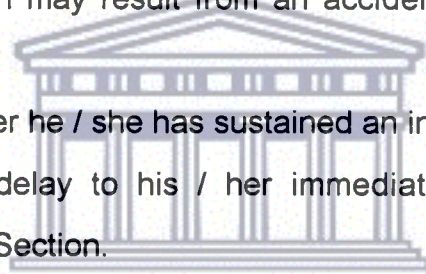
All members of staff qualify for membership of an approved medical aid scheme. Membership fees are subsidised at the rate of 66,6% to a maximum subsidy amount of R672 per month. Membership is not compulsory.

16. Injury on duty

Under the Compensation for Occupational Injuries and Diseases Act, 1993.

All members of staff are entitled to the benefits of the Act if an injury is sustained in the course of carrying out official duties. To qualify for the payment of possible damages, as well as for the payment of medical accounts, which may result from an accident, the onus rests on the person.

Concerned, after he / she has sustained an injury on duty, to report the injury without delay to his / her immediate supervisor and to the Administration Section.



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17. Personal accident insurance

In terms of the Personal Accident Insurance Policy entered into between Parliament and an insurance company, all members of the staff are covered under specific conditions in respect of death, permanent disability.

Bodily injury or the permanent and total loss of use of limbs or certain sensory organs caused by violent, accidental, external and visible means.

The premium payable in respect of the policy is borne by Parliament.

18. Leave and leave benefits

Vocational leave: Annual leave accrual is as follows :

Less than 5 years service :30 days

5 to 10 years' service :36 days

More than 10 years service:42 days

Please note: Leave accrual starts on the first day of a calendar month, which means that a person must assume duty on the first working day of a calendar month in order to accrue vacation leave for that specific month.

The taking of leave is at all times subject to the requirements of the Office.

On no account may vacation leave be taken without having completed a leave form and having obtained the prior permission of the Section Head OR his\ her nominee.

A period of leave shall be continuous and shall include all public holidays.

Saturdays and Sundays falling within such period. (Please note - where weekend or a public holiday falls between a period of vacation leave .

And sick leave, it shall be regarded as vacation leave, unless the person concerned produces a medical certificate confirming that he / she was actually ill on such day or days of rest, in which case it shall be noted as sick leave.)

All staff members are required to take at least one-third of their leave accrual during a calendar year; any days of the minimum number not taken are forfeited unless the Secretary to Parliament in the interest of the Office determines otherwise.

The balance of a staff member's annual leave accrual after the minimum leave requirement has been taken, may be taken during that year, or accumulated over into a cash.

Any number of days up to a maximum of two-thirds of a staff member's annual leave accrual that he / she does not take in a given year (excluding The minimum number of days which he / she either takes or forfeits) may, at his / her written request by 31 January of the following year, be paid out to him / her - provided he / she is in service on 1 January of that year.

The number of days of vacation leave of a staff member may accumulate is not subjected to a maximum. When a staff member leaves the Parliament Service, the value of the accumulated leave to the member's credit, shall be paid out -

- In full in the case of the member's retirement for any reason or death, and In all other cases, to a maximum of 5 days for each year of uninterrupted Parliamentary Service but not exceeding 90 days

Sick leave

Members of staff are entitled to 120 days sick leave with full pay and 120 days sick leave with half-pay in a cycle of three years. The present sick leave cycle started on 1 January 1995. A medical certificate is required for all periods of sick leave longer than 3 days.

Maternity leaves

In terms of the provision of Section 25 of the Basic Conditions of Employment's Act of 1997, members of staff is entitled to four consecutive months of maternity leave,

Special leave

Special leave may be granted for study purposes. The Administration Section may be contacted for full particulars.

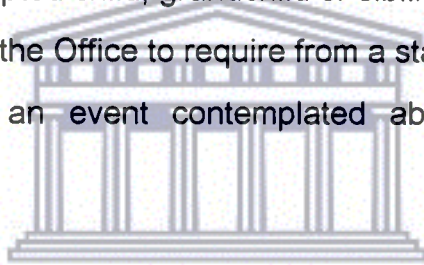
Family responsibility leaves

In terms of the provision of Section 27 of the Basic Conditions of Employment Act of 1997, a staff member who has completed at least four months service, is entitled to three (3) days leave in the annual leave cycle

When the staff member's -

- Δ Child is born;
- Δ Child is sick; or
- Δ In the event of the death of -
 - the staff member's spouse or partner; or
 - the staff member's parent, adopted parent, grandparent, child adopted child, grandchild or sibling.

It is the prerogative of the Office to require from a staff member reasonable proof in an event contemplated above for which leave is required.



19. Public holidays

Members of staff are entitled to all public holidays with full pay. If a public holiday should fall within a period of unpaid leave; no salary shall be paid for that day.

20. Pension benefits

On appointment the rules on the Pension Scheme for Officers of Parliament, 1994 may be obtained from the Administration Section.

21. Political activities

Members of the parliamentary staff are expected to observe political neutrality and to perform their duties impartially.

22. Security

All members of staff are screened for security purposes (after completing form Z 204) prior to permanent appointment and are issued with a parliamentary photo-permit giving them access to the Parliamentary Buildings.

This permit must be presented whenever the permit-holder is requested to do so by any police officer or parliamentary official.

Members of staff are requested to report any suspicious object or behaviour by any person to the nearest police officer on duty at Parliament.

23. Access to Parliamentary Buildings

Members of staff may not remain in the Parliamentary Buildings or enter the buildings after office hours during the recess periods unless they have previously obtained the consent of their Section Head. Section Heads must inform the Superintendent accordingly.

Members of staff may under no circumstances bring strangers (non-employees) into the buildings after office hours.

24. Visitors

Members of staff are kindly requested to limit private visitors to the minimum. Visitors must be accompanied to the office of the staff member by either a service officer or the staff member concerned.

Please note - no visitor may be unaccompanied in any area of the Parliamentary buildings.

25. Firearms

All members of staff bringing firearms into the precincts of Parliamentary should surrender such arms for safekeeping to the SA Police at the main entrances to the Parliamentary Buildings.

26. Use of outside computer diskettes

To prevent computer viruses being introduced into the computer systems of Parliament, no outside diskettes may be used in Parliamentary computers before these have been submitted to the Senior Data System Adviser for testing.

27. Private telephone calls

Private calls must be limited to the absolute minimum. Private trunk calls may be made through the Parliamentary exchange. (Application forms to be completed and sent through to the parliamentary exchange.) The amount due in respect of such a call will be deducted from your salary.

28. Private work

Members of the staff are not permitted to undertake private work during office hours.

Private work may only be undertaken after office hours with the consent of the Section Head concerned, after consultation with the Secretary.

29. Recreational facilities

Members of staff may during the recess make use of the parliamentary billiard rooms, gymnasiums and the squash courts between the hours of 12:30 and 14:00 on Mondays to Fridays.

The use of these facilities is subject at all times to the precedence of members of Parliament wishing to use the facilities.

Members of staff may not make use of these facilities during sessions.

Further details may be obtained from the Superintendent.

30. Library

Parliamentary staff may make use of the Parliament Library. Kindly apply at the Library for borrower's cards. Borrower's cards are annually renewable.

All publications, with the exception of essential reference works, old and valuable African and the latest issues of periodicals, may be borrowed. Books may not be kept for longer than 14 days and periodicals may not be borrowed for longer than one week and may not be taken beyond the orders of the Republic.

31. Catering facilities

Meals are available to staff in identified cafeterias.

Meal vouchers must be signed personally and meals paid for in cash.

Members of staff may not order meals for guests or entertain guests in any of the cafeterias.

When the House or Houses sit in the evening, members of staff who are on duty are entitled to a meal at the expense of Parliament. The voucher for such meal must be signed by the Section Head of the staff member concerned and endorsed "official".

32. Child care facility

A child care facility is available on the premises. The present monthly rates 5% of the staff member's and his / her spouse's gross basic monthly income, with a minimum of R100 and a maximum of R450 per month.

33. Clothing and appearance (non-uniformed staff)

A member of staff is expected at all times to present an impeccable appearance as far as his / her clothing and general appearance are concerned.

34. Uniformed staff

Full uniform must be worn at all times.

35. Grievance, Disciplinary, Dispute Procedures and other personnel policies

Details may be obtained from Labour Relations.

36. Notice period and conditions of payment on resignation

One month's written notice of resignation is required, i.e. such notice is to be given not later than the first day of the month if a member of staff intends to terminate his / her service on the last day of that month. A member of staff who tenders his / her resignation in this way will receive his / her salary in respect of the full notice month, regardless of whether that month ends on a day of rest or consecutive days of rest, provided that

he / she remains in the service up to and including the last working day of the month. Please note that the final salary is only payable on the last working day.



APPENDIX B

SOURCE: Erasmus,BJ and van Dyk,PS(1996) TRAINING

MANAGEMENT:A PRACTICAL APPROACH

COST-EFFECTIVENESS ANALYSIS

A cost-effectiveness analysis is a method to determine the monetary benefit of a training programme, without comparing the programme to other programmes. A number of steps can be followed in this regard :

Step 1 : Determine the cost of training and development

This include the costs involved in analysing posts (salaries, fringe benefits and overall costs), design, material, instructional equipment such as videos and the administrative costs of the training department.

Step 2: Calculate the training costs

The fixed-cost element includes, among others, the cost of training facilities and registration. Variable costs include the cost of material and the time allocated to each student participating in a programme. Other costs include salaries, fringe benefits, student accommodation and transport, and also the costs related to trainers (for example salaries and fringe benefits)

Step 3: Determine the losses resulting from training

These costs arise because of the low production levels that occur when employees participate in a course.

Step 4: Estimate the financial value of each person who has completed training

This includes aspects such as higher production, a better quality of product and higher profits resulting from training. If measurable outputs (for example products that are reproduced) are involved, the estimate is easier to make than in cases where there are no objective measuring instruments (for example the outputs arising from management training).

Step 5: Weigh up the cost of training with its benefits

The financial advantage is subtracted from the costs to determine the cost-effectiveness of the programme.

APPENDIX C

SOURCE: IPM NOTES (1989)

LEVELS OF IDENTIFYING TRAINING NEEDS

According to Wolmarans and Eksteen in IPM Notes (1998:1) training needs could be identified at three levels in any organisation. These are the macro level, the meso level and the micro level. This section will address these three levels.

2.1 MACRO-LEVEL

These are national training needs caused by rapid technology developments. In the South African context, literacy and technical training are the examples of training needs at this level.

The implication of these training needs is that trainers should be aware of them and be pro-active in addressing these as they have a considerable impact onto their organisations.

2.2 MESO LEVEL

Training needs at this level are specific to the organisation. If trainers are conversant with these training needs they need to have a holistic approach towards their organisations. It is pointed out that to identify these needs, trainers should ensure that they are familiar with their organisations in the following respects:

2.2.1 the environment in which the organisation operates. This has a direct impact on the support for training, resistance to change, type of supervision, job design etc.

2.2.2 the long and short term goals and objectives of the organisation, its divisions and departments;

2.2.3 the organisational structure and reporting lines;

2.2.4 the policies and philosophies;

2.2.5 the formal and informal communications systems;

2.2.6 the resources within, or available, to the organisation.

The most important question to be asked is “where is the greatest need for training in the organisation?” This may seem obvious, but organisations often spend large sums on training programmes without establishing where training is actually needed.

MICRO LEVEL

Training needs at this level concern the individual. Most importantly the training needs should not be determined in isolation from the macro training needs and meso training needs. Certain factors should be born in mind as they can affect the individual; namely job satisfaction, motivation, incentives, cultural background and management style.

APPENDIX D

SOURCE: CAPE TOWN CITY COUNCIL'S HUMAN RESOURCE DEPARTMENT

(1998)

GUIDELINES FOR IDENTIFYING GROUP TRAINING NEEDS

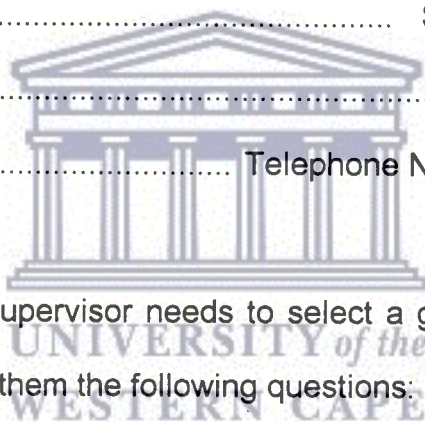
Job Designation of the Group...

Telephone No of Key Person In-Group Branch

Cluster Sup-Cluster

Name of Supervisor

Job Title Telephone No



To initiate the process, the supervisor needs to select a group of employees who perform similar tasks and ask them the following questions:

In terms of current job operations, what are the areas that we are not doing?

List them.

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

What are the causes of such problems? Describe the causes in clear and

specific terms.

.....
.....

Of those problems that you have described, where can training be of assistance? Provide specific training courses that can help to improve performance.

.....
.....

Signature of Supervisor

Signature of Group Leader

Date



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(Appendix D continued) IDENTIFYING TRAINING NEEDS FOR

NEWCOMERS

Name of New Employee Staff No

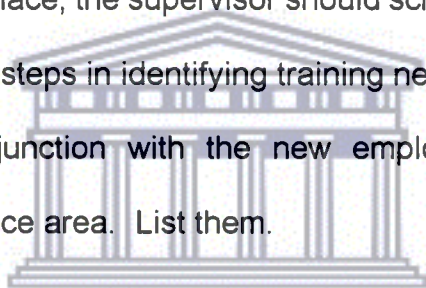
Job Title Cluster

Sub-Cluster Branch

Name of Supervisor Job Title

Before you, as a supervisor, can identify the training needs of a recruit, please ensure that he/she should have had a settling in a period of about 2-3 months. Once the adjustment period has taken place, the supervisor should schedule a meeting with the new employee and follow the steps in identifying training needs.

The manager in conjunction with the new employee should clarify the recruit's key performance area. List them.



.....
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The manager should ask the new employee about the performance problems that he/she is encountering in the current job. Mention problems.

.....
The manager and the new employee should identify performance problems that can be addressed through training.

.....

Lastly, describe in clear and specific terms the kinds of training programs that can bring about improvement in the new job. List clearly those training Programs.

.....

Signature of Supervisor

Signature of New Employee

Date



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(Appendix D continued) INDIVIDUAL TRAINING NEEDS ANALYSIS

FORM

Name of Employee Staff No

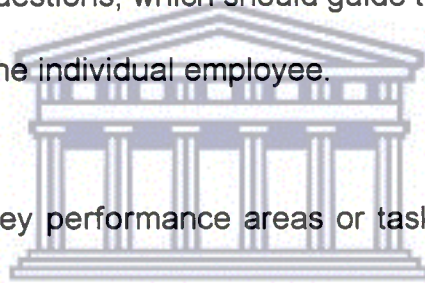
Cluster Sub-Cluster

Branch

Name of Supervisor

Job Title Telephone No

The primary aim of this form will be to ensure that the right people attend appropriate training courses. The supervisor and the employee should jointly answer the following questions, which should guide the process of determining the training needs of the individual employee.



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What are the key performance areas or tasks of the employee? List them.

.....

Identify the problems that the employee encounters in performing his or her duties. Name them.

.....

Describe those problems in clear specific terms.

.....

What are the causes of such problems? Mention the causes.

.....

Having listed the performance problems, which of these problems can be addressed by training?

.....

Describe in specific and clear terms the kinds of training solutions that can assist in effectively addressing those performance problems.

.....

Signature of Supervisor

Signature of Employee

Date



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APPENDIX E

SOURCE: Carrell et al. (1997) HUMAN RESOURCE MANAGEMENT IN SOUTH AFRICA.

Evaluation

The purpose of T&D evaluation in the training process is to determine whether trainees actually learned new skills and attitudes or a body of knowledge as a result of the T&D programme. In the eyes of the trainee, T&D ends when trainer and trainee go their separate ways. On returning to the job duties, the employee hopes to perform more effectively or, perhaps, be better prepared for promotional opportunities. When direct involvement in the programme has ended, as far as the employee is concerned, training is over. But though the instruction has ended, the training process has not yet run its full cycle. One very important question remains: Was the training effective? This often-overlooked question involves the third and final phase of T&D - evaluation. Many millions of rands a year is spent nation-wide on T&D activities, and the cost of T&D to large organisations can run into millions of rands. With T&D costs often consuming a sizeable portion of the personnel budget, any prudent manager should ask: Are we getting our money's worth?

There are several strategies that may be used to evaluate training. *Cost-benefit analysis* measures T&D costs against the monetary benefits of T&D. While T&D costs (materials, supplies, lost work time, travel expenses, consultant fees, etc.) are relatively easy to measure, T&D benefits are difficult to translate into economic terms. For example, how does an improvement in communication skills affect the bottom line? While cost-benefit analysis is theoretically appealing, it sees little actual use in practice. Another strategy for evaluating T&D is to assess the extent to which the objectives were met. As we discussed earlier, T&D objectives define the performance

gap between actual and desired performance and may be used to measure success. Of course, the quality of this strategy is tied to the quality of the objectives, and unfortunately there is little evidence that HRD professionals write high-quality, measurable objectives. See Chapter 16 for a number of techniques in this regard, as well as Table 10-6 regarding hard and soft data for evaluating the results of training.

Levels of T&D Evaluation. One popular evaluation strategy includes four different **levels of T&D evaluation.** In fact it comprises four separate evaluation strategies. The designer of this system, D.L. Kirkpatrick, advocates applying each level of evaluation to a programme. He suggests measuring the participants' reaction, participants' learning, and change in participants' behaviour and impact of the programme on organisational effectiveness.

Level 1: How Did Participants React?

Throughout training, each trainee formulates opinions and attitudes about the overall effectiveness of the programme. Perhaps the trainee is favourably inclined towards the content of the programme but thinks that the trainer is too cold or too impersonal. At this level of evaluation, the trainee normally completes a questionnaire about the adequacy of the T&D facilities, the skills of the trainer, the quality of the programme content and the relevancy of the T&D techniques. After the questionnaires are tabulated and reviewed, the programme's quality is judged on the basis of the overall responses. This first level of evaluation is highly subjective, and training administrators must ensure that the participants are not responding favourably simply because they enjoyed the programme or instruction.

Level 2: What Did Participants Learn?

Learning is often assessed by testing a trainee both before and after a programme. For example, if a programme is designed to teach a word processing program (e.g., WordPerfect), the trainee would be expected to score significantly higher on a test after T&D than before. This second level of evaluation is easily conducted if tests are readily available to measure learning, but the absence of valid tests make such evaluation difficult to administer. In addition, it is difficult to create a test to measure many behavioural skills, such as communication skills, interpersonal relations and leadership skills.

Level 3: How Did Participants' Behaviour Change?

Participants in T&D are expected to learn a skill or body of knowledge that results in a positive change in job behaviour. Learning time management techniques, for example, is purely an academic - and costly - ability unless behaviour is changed on the job, that is, unless learning is *applied*. The important question to ask concerning this third level of evaluation is whether learning was transferred from training to the job.

Level 4: What Organisational Goals Were Affected?

Ultimately T&D are expected to result in a more effective organisation. The fourth level of evaluation examines the impact of T&D on organisational goals of productivity, quality and job satisfaction, as well as decreased turnover, accidents and grievances. Although this level of evaluation is appealing in both theoretical and practical terms, it is not always possible or relevant to do. Where it is difficult to connect acquired skills directly to organisational goals, the administrator must implement a less sophisticated evaluation strategy, that is, one of the other levels.

Applying Evaluation Strategies

T&D effectiveness can be evaluated by the simple and uncomplicated process of measuring participants' reactions or by sophisticated strategies that compare T&D costs and benefits and measure organisational results. Flexibility should be the key to evaluating T&D programmes. T&D personnel should apply the most sophisticated strategy that is both relevant and economically feasible. Combining the four levels of T&D evaluation with a cost-benefit strategy would certainly enable management to ascertain whether a programme was contributing to the effectiveness of the organisation, but this approach would involve considerable time and money. At the very least, measurable objectives should be written during the assessment phase and evaluated after T&D has been completed.



APPENDIX F

SOURCE: DUPONT AND DISENT IN IPM NOTES (1998)

Training / Non-training Solutions

WHEN TRAINING WILL NOT HELP

IF THEN

There are no goals, unrealistic goals  Set or revise goals

Employees don't know what's expected - Write job descriptions or
Specify standards, responsibilities

The job is too hard, too complex -  Simplify job, communicate, provide job aids

There's not enough time to do the job  Revise deadlines, quotas

Jobs change or specialised talent  Create new positions needed, hire and promote wisely

People aren't qualified - Review hiring policies, match people to jobs.

Equipment, tools methods are unavailable or outdated - Provide tools, equipment, upgrade
equipment (computer vs typewriter)

OR

Implement new methods (online
vs manual)

Organization is inefficient - Revise organization, territories, workflow

Policy, procedure, etc. is ineffective → Change policy (sort only by height on route)

Employees need practice → Provide opportunities for practice and feedback

- Conflicting demands on employees → Remove conflict (merchandising vs productivity)
dising vs productivity)
Establish and communicate
priorities
- Employees see the job as punishing → Don't punish good performance, reward it



APPENDIX G

SOURCE: SOUTH AFRICAN PARLIAMENT'S HUMAN RESOURCE DEPARTMENT (1998) - ORGANOGRAM

HR Development*	Labour Relations	HR Administration
<p>Training</p> <ol style="list-style-type: none"> 1. Formulate and implement training strategy 2. Conduct training need analysis 3. Implement and co-ordinate training plan 4. Develop training capacity, facilities and materials 5. Facilities provision of external training 6. Evaluate training intervention 7. Maintain study-bursary scheme 8. Co-ordinate inter-legislature exchange programme 	<p>Labour Relations</p> <ol style="list-style-type: none"> 1. Formulate and implement industrial relations strategy 2. Implementation of the collective bargaining process and procedures 3. Maintain health and safety function 4. Labour relations training 5. Advice to line management 6. Grievance and discipline handling 7. Facilitate conflict resolution 8. Policy and procedure development 9. Survey IR issues, pro-actively and re-actively 	<p>Recruitment and Selection</p> <ol style="list-style-type: none"> 1. Overall administration and maintenance of staff researching function 2. Vacancies and post creation 3. Interviews, selection and placement 4. Promotions, status changes 5. Induction and orientation 6. Policy and procedure development 7. Maintain database 8. Contracts 9. Statistical reports 10. Probation
<p>Development *</p> <ol style="list-style-type: none"> 1. Formulate and implement development strategy 2. Conduct development needs analysis 3. Development career pathing strategy and implement programme 4. Develop succession management strategy and implement programme 5. Develop and implement performance management system 6. Develop and implement organisational development 	<p>Employee assistance</p> <ol style="list-style-type: none"> 1. Overall development and co-ordination of the employee 2. Providing programmes for stress and depression 3. Dealing with substance abuse 4. Counselling staff on personal problems 5. HIV and AIDS education 6. Managing staff loan scheme 7. Facilitating gender and other cultural sensitivity programmes 8. Setting up pro-active schemes to deal with staff problems 	<p>Benefits Administration</p> <ol style="list-style-type: none"> 1. Overall administration and maintenance of employee benefits 2. Retirement scheme 3. Relocation benefits 4. Housing allowance / subsidy 5. Maintain HR databases 6. Separation benefits of staff 7. Policy and procedure development 8. Medical aid 9. Statutory funds 10. Long service awards 11. Leave administration
		<p>Remuneration and Job Level Management</p> <ol style="list-style-type: none"> 1. Overall administration and maintenance of remuneration and job level management systems 2. Implement job evaluation system 3. Implement performance appraisal system 4. Maintain HR database 5. Policy and procedure development