

An overview of training and development on performance enhancement

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ABSTRACT

The democratic dispensation in South Africa compelled government to implement skills development legislation to intensify employees' capacity development. The evolution of democratic values triggered both the public and private sectors to invest in their existing and prospective employees. The public service departments and private companies have been obliged to conduct skills needs analyses, develop workplace skills plans, and implement training and development programmes as prescribed by various pieces of legislation. Employee training and development allow organisations to maximize the achievement of management objectives of the department, resolve organisational problems, and align employees' culture and personal thinking to the values, culture, mission and vision of the department. This article considers training and development programmes as essential variables for improving employees' performance and explores whether there is a strong relationship between training and development and performance improvement in the public service.

INTRODUCTION

The importance of the effective conclusion of enabling functions can only be evaluated when the questions of supply and demand for well trained employees in the labour market are taken into consideration. Erasmus in Netshikhophani (2012:38) argues that the Republic of South Africa is a developing country and it is for this reason that there is development in a variety of community areas, such as technology, sociology, politics and economics. Human resource management consists of a network of functions and functional activities, which with the aid of defined analytical methods and auxiliary aids and with the recognition of specific normative guidelines, must be exercised in order to provide, utilise, remunerate, train, develop and maintain a motivated personnel corps for the public service.



REASONS FOR TRAINING AND DEVELOPMENT

The intentions of the Department of Public Service and Administration (DPSA), in consultation with the Department of Higher Education and Training in making every workplace a training space, are an attempt to develop public servants' *esprit de corps* for the public service. This endeavour is to improve the performance of their duties effectively and efficiently in rendering general public services to all South Africans. Raina (2013:18) argues that only then would a significant portion of unskilled employees go for training and become good performers in rendering public services. When sufficiently trained personnel are available, the performance of the public service organisations will improve to meet the legitimate social expectation from the communities on service delivery. This opinion is attested to and supported by the provision of Section 18.2 of the *Skills Development Act, 97 of 1998*, as amended.

Former DPSA Minister, Lindiwe Sisulu, through Human Resources Development (HRD) Circular 1 of 2012, further directed that there shall be a credit bearing Compulsory Induction Programme (CIP) that will run for a period of two years (i.e. 24 months) to all new entrants in the public service as part of the initiative to ensure professionalism of the public service as an organisation. The introduction of the CIP replaces a two-day Public Service Induction (PSI) that was introduced through HRD Circular 1 of 2008 for all promoted and transferred employees across the public service. Though there are many reasons why training and development programmes should be considered by the government departments, *inter alia*, the following are advanced for this study:

- creating a pool of readily available and adequate human resources hub for replacement of personnel who may leave or move up in the department;
- enhancing the department's ability to adopt and use advances in technology because of a sufficient knowledgeable and skilled staff;
- building a more efficient, effective and highly motivated team, which enhances the department's competitive position and improves employees morale and performance levels; and
- ensuring adequate human resources pool for expansion into new programmes and projects of the department as informed by the strategic direction under the new administration.

Whilst recognising the backdrop of various reasons for implementation of training and development programmes, Van Tonder (2008:27) brings the historical challenges to the fore that training and development programmes in general were not linked to employment and were also not aimed at industries' needs. Ernst in Van Tonder (2008:28) states that training and development programmes were typified by unfairness in terms of access to study opportunities in terms of race and gender, before the introduction of the *Skills Development Act 1998* and *Employment Equity Act*. Pillay (ANC Today 2012) claims that education and skills development matters are catalysts for job creation; however it is not the only area of development that matters. Van Tonder (2008:28) further attests to the view that education and training were also seen as two separate fields, with education on a knowledge-content based system, whereas in training the emphasis was on skills.

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE ENHANCEMENT

Employee training and development can transform organisations. However, Van Tonder (2008:18) brings an argument that lack of employment continuity creates a major problem for training and development. He also points out that specialised skills training for the employees not only increases safety and productivity, but also lead to improved job satisfaction which in turn significantly improves performance of the department.

It is crucial to note that not all performance problems can be solved through training programmes. In many cases, non-training interventions are necessary, such as wellness programmes. According to the Human Resource Development Strategic Framework (HRDSF) (Vision 2015:43), the skills development legislation in South Africa encourages many organisations to include employee training and development as an integral part of their organisational strategy. Van Tonder (2008:27) agrees that the skills development legislative environment in South Africa changed the complexion of training and development entirely. This was followed in ascending order by recruitment and selection, induction and orientation, productivity and quality services, succession planning, employees' job satisfaction, globalisation and diversity.

According to Mello (2010:75) focus should be on positive points, such as acknowledging employee's qualifications and qualities and giving them an understanding that employers need their contribution and know-how to operate the organisation effectively. Mello (2010:76) further notes that government departments that provide special technical training and development to employees create ample opportunities for promotions for their employees. This exercise encourages employees to exert themselves and take the initiative to rise to the challenges which gives guaranteed returns to the organisation. A wide, appropriate selection of leadership development seminars, management training, functional and technical courses are available to the employers to choose from in order to skill their personnel. According to Boonie (2012:3), training of employees is a crucial investment and it is essential to the government departments as a means to performance improvement.

Accordingly, it is fundamental to devote resources to on-going training, development of leadership skills, and to create opportunities for advancement of employees within the organisation. According to Silberman and Philips in Boonie (2012:2), training and development programmes supplement the achievement of organisational goals and objectives by analysing needs, designing and developing training programmes, and conducting training at all levels throughout the organisation and evaluating them. Most organisations consider training and development programmes as the key part of their employment equity initiatives, performance enhancement and performance recovery initiatives as well as their strategic human resources provisioning plan.

THE USE OF TRAINING AND DEVELOPMENT TO ENHANCE PERFORMANCE

It is generally understood among trainers that training and development programmes need to be evaluated in order, among others, to:



- justify financial investments made in the training and development programmes;
- gather feedback for an on-going performance improvement as the training and development programme is being delivered;
- demonstrate a link between human resources development programmes and organisational strategy; and
- compare effectiveness of two or more training and development programmes.

According to Netshikhophani (2012:14), a performance management and development system should link employee activities with the organisation's goals. One of the ways the strategies are implemented is through defining the results, behaviours, and to some extent, employees' characteristics that are necessary for carrying out those strategies and then developing measurement and feedback systems that maximise and grow results. Performance can be measured through objective and subjective means. However, Sousa, Aspinwall and Rodrigues express their views in Balgobind (2009:30) that performance measurement is the process of quantifying the efficiency and effectiveness of the action and performance measure as the metric used to quantify that action. Both formal and informal training interventions are thought to provide a forum for the development of a skill for the employees in the department.

Learning organisations are the ones that recognise the desire of people to learn and grow and also provide them with the opportunity to enhance the future of the organisation. According to Balgobind (2009:74), training and development programmes are designed to assist organisations to satisfy their skills requirements and to ensure that employees continuously develop themselves. One might therefore clearly imagine how failure to provide training and development programmes to the organisation would catalyse productivity and performance in the organisation. Workplace learning thus forms a critical part of successful functioning of an organisation. Evans, Hodgkinson, Rainbird and Unwin in Robbertze (2008:9) argue that the employment relationship is significant to a workplace learning because the workplace is the site where workers experience the unequal power relation between themselves and the employer. Robbertze (2008:31) emphasises that high-leverage training initiative has been accompanied by a movement to link training and development programmes to performance improvement or business strategy.

To successfully conclude that training and development have a meaningful contribution on employees performance improvement, there is no other option except evaluating and measuring training and development programmes, by addressing Donald L. Kirkpatrick's four levels of evaluation which became five eventually (Maboa 2009:20), namely:

- Level 1- Reaction and Planned actions;
- Level 2–Learning;
- Level 3–Behaviour;
- Level 4–Results; and
- Level 5–Return on Investment.

Maboa (2009:20) argues that since its development in 1959, the Kirkpatrick's four levels of evaluation, significant progress has been made to better understand evaluation of training and development impact to the organisations across the globe. According to

Maboa (2009:20), since the evolution of the skills development and human resources development professions, Kirkpatrick's level of evaluation have made a positive contribution towards assessing all factors around the Return on Investment that the organisations and the public service departments are making towards productivity and service delivery improvement, respectively. These developments have therefore proved that the Kirkpatrick's approach is the most commonly used approach in HRD practice in South Africa and globally.

ROLE OF TRAINING AND DEVELOPMENT IN PERFORMANCE IMPROVEMENT

According to Mello (2011:440), training and development goals and objectives must be reflected in performance management feedback systems. Netshikhophani (2012:74) is of the opinion that performance management and development are critical skills to the success of quality and effective organisational management functions that have to be developed. Netshikhophani (2008:72) concurs with Mello (2011:440) that all these efforts will dictate the training and development needs that eventually form the content part of training and development programmes.

According to Cascio and Aguinis (2011:353), specification of training (*i.e.* what is to be learned) becomes possible once training and development needs have been identified. Training needs assessment is therefore a fundamental step in the process of training design. The concepts of training and development are mostly used together or interchangeably. However this does not necessarily mean that they have the same meaning, even though they are highly interrelated. It is for this reason that they were clarified in chapter one under the clarification of concepts used in this study. According to Netshikhophani (2012:43), the primary aim of training and development is to capacitate the employees with the current job related skills requirements and acquire knowledge that would ultimately assist them to perform better, effectively and efficiently even in future positions.

PERFORMANCE MANAGEMENT FRAMEWORKS (PMFS)

According to Cascio and Aguinis (2011:730), performance management is a continuous process of identifying, measuring and developing the performance of individuals and teams and also aligning performance with the strategic goals of the organisation. Hale and Franklin (2008:99) articulate that performance management frameworks use organisations' processes and clarification of accomplishment criteria to advance the decision making process. This type of approach places a primary emphasis on the systematic measurement of the outcomes as they reflect desired results emanating from performance improvement as a result of training and development programmes, rather than a traditional focus on inputs and processes as a means to prioritise funding choices.

According to Hale and Franklin (2008:99), the following ideas are to support performance management framework:



- most people make decisions based on personal and professional background, experiences, and preferences for abstract concepts;
- the overall goal is to minimize the negative impact and maximise the positive benefit of decisions;
- the choice of measurements can reflect process and/or product;
- indicators should be specific and measurable; and
- it is important to maximise analytic skills and minimize the potential for political manipulation.

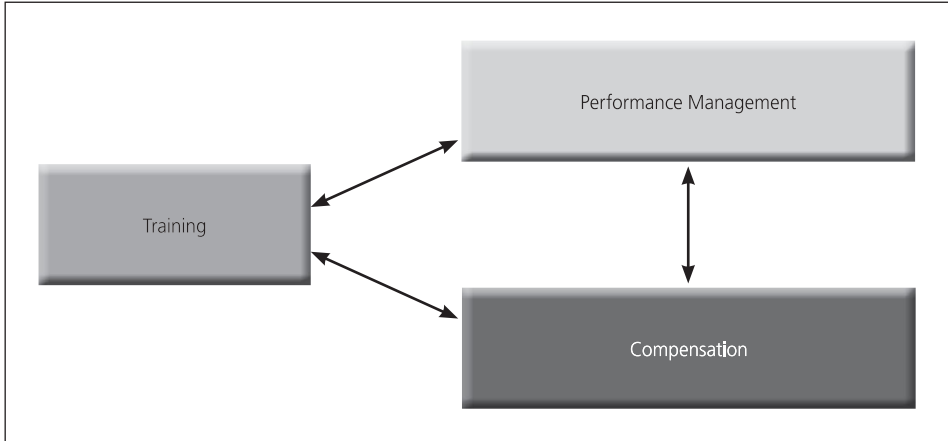
According to Balgobind (2008:32), the balance scorecard developed by Kaplan and Norton is a way of translating an organisation's mission and strategy into a comprehensive set of performance measures that provides the framework for a strategic measurement and management system. He further argues that the scorecard provides a set of measures that gives a comprehensive view of the public service operations and brings together the diverse elements of the public organisation's competitive agenda. According to Cascio and Aguinis (2011:73), performance needs to be assessed at regular intervals and feedback is provided so that performance can be improved on an on-going basis. The Performance Management and Development Framework provided by the DPSA also makes provision for the quarterly performance appraisals to provide regular performance feedback and address the identified development areas through training and development programmes. It can therefore be argued that upon performance assessment, the identified developmental areas need to be addressed through training and development programmes in order to catalyse the employees' performance improvement.

According to Mello (2011:398), the key factor in strategising training programmes is to ensure that desired results of training and development programmes are reinforced when employees achieve or accomplish them. This achievement can be made when managers and supervisors begin to accommodate the new learning and knowledge of the employees to be practiced at the workplace. Mello (2011:397) further argues that when training, performance measurement and compensation are administered separately and not integrated within a larger, integrative HR Strategy, there is less chance of the appropriate and necessary reinforcement. Relative assessment of employees can be useful in allowing organisations to identify overall top performing employees for a performance reward to encourage competitive performance amongst employees; comparatively much as high schools provide class rank to their students to facilitate college and university assessment for admission (Mello, 2011:436).

The following figure 1 indicates the correlational relationship amongst training, compensation and performance management:

The integration of training, performance management and reward or compensation for performance seeks to influence the performance of individual employees to competitively improve with a view that, when they perform better they would be recognised through performance incentives or compensation. In concluding this section Netshikhophani (2012:74) argues that training and development become transformational tools to provide capacity building for the employees of the organisation for change, adaptability and performance improvement.

Figure 1: The link between training and performance management and compensation



Source: Mello (2011:398)

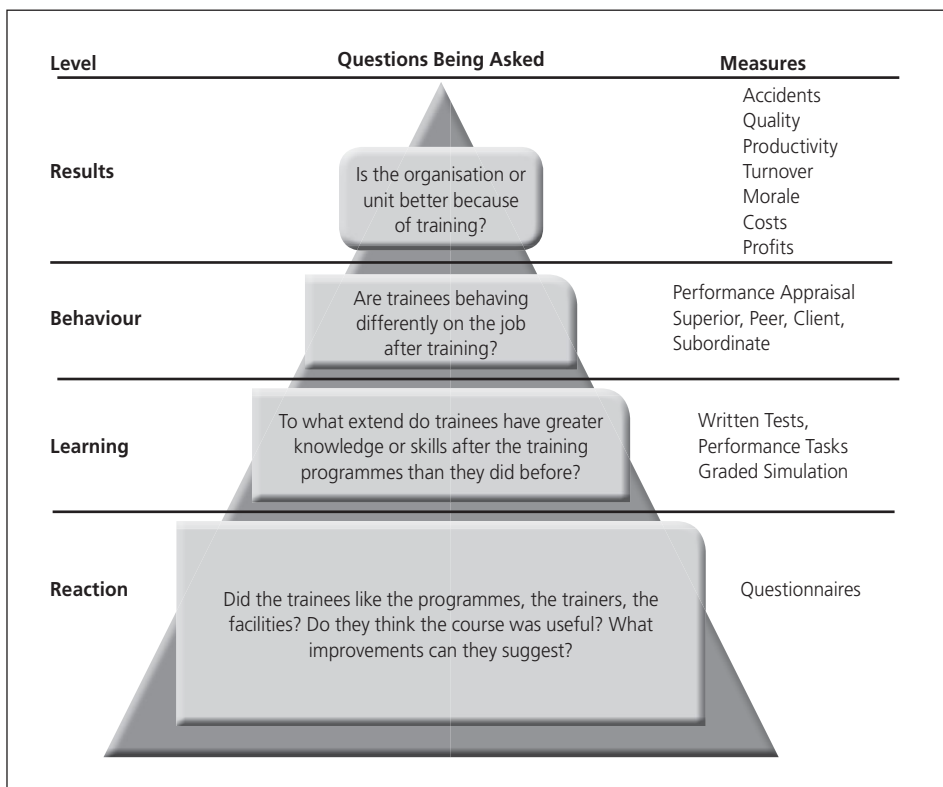
EVALUATION OF TRAINING AND DEVELOPMENT PROGRAMMES

Aguinis and Kraiger (2009:41) note that there are continuous calls for establishing tools for the Return on Investment (ROI) for training, particularly as training and development activities continues to be outsourced and new forms of technology-delivered training instructions are marketed as cost effective by various training providers. Training evaluation and assessment has become a critical pillar of skills development in South Africa. Employers would want to know if a particular training initiative has made an impact on the service delivery or productivity improvement that was anticipated before training happened.

Maboa (2009:19) acknowledges the importance of Kirkpatrick’s four levels of training evaluation as argued by Robbertze (2008:15). However he further points out problems associated with training evaluation such as subjectivity of evaluation results. Mello (2011:393) agrees to this view expressed by Maboa (2009:19) and points out that learning measure whether the employees know more than they did prior to undertaking the training. It can then be argued that assessment and measurement of training and development programmes cannot entirely depend on any methods but on the actual learning that has taken place owing to the subjectivities of the training programmes, assessors and evaluators.

According to Carnall in Netshikhophani (2008:161), the purpose of assessing effectiveness of the organisation is to identify those sources that contribute to the ineffectiveness of the organisation in order to develop strategies to deal with them accordingly. It is an ideal to uncover the underlying factors that hinder the public organisation to effectively achieve its own strategic objectives as set down in the strategic plan. It is for this reason that, in responding to the performance challenges facing the public service departments, former Minister Sisulu of the Department of Public Service and Administration (2013) introduced the concepts of turning the public service around and changing performance management system based on the Public Service Charter signed by all the stakeholders to address diagnostic reports that identified such deficiencies. Robbertze (2008:15) emphasises by

Figure 2: Four Levels of Training Evaluation



Source: Mello (2011:394)

quoting Kirkpatrick, that this approach of assessment and evaluation of training incorporates the knowledge and skills content of training, training methods and tactics, learning conditions and environment and the attitudinal training programmes. The emphasis made by Robbertze (2008:15) does not suggest that this is the only method of assessment but indicates that it does cover a variety of factors crucial for testing the quality of training programmes and can be considered important in helping to achieve the desired results of training assessment.

According to York (2010:186), measuring the Return on Investment (ROI) for a training programme adds a fifth level to the criteria. The following exhibition of figure 2 narratively displays the relevance of evaluation for training and development programmes in any organisation to ensure their effective impact on the performance improvement.

The above figure explains the levels that are involved in assessment of training and development in responding to the questions that the organisation may need to have answered by training and development programmes. According to York (2010:187), if an organisation invests in new equipment, it is expected that the technological equipment will yield results in faster production, less waste and lower maintenance costs. He further argues that if an organisation invests in improving the knowledge and skills of its employees there should be some benefits to the organisation. This opinion therefore suggests that equipment must be complemented by training of employees so that they may use them correctly and free from hazards, in order to have maximum benefits from such equipment.

TRAINING AND DEVELOPMENT IMPLEMENTATION TRAJECTORIES IN THE PUBLIC SERVICE

To provide comprehensive analogy of the trails of the skills development in the Public Service, it is essential to answer the following question; “Why Measure Training Outcomes?” According to Cascio and Aguinis (2011:372), few organisations assess the outcomes of training activities with any procedure more rigorous than participant reactions following the completion of training programmes. This situation is unfortunate if it is correct because Cascio and Aguinis (2011:372) believe that training must be evaluated and there are at least four reasons to evaluate training, namely:

- to make decisions about the future use of a training programme or technique (e.g. continue, modify or eliminate);
- to make decisions about individual trainees e.g. certify as competent, provide additional follow-up or refresher training programmes or declare them not yet competent;
- to contribute to a scientific understanding of a training and development process; and
- to further political or public relations agenda e.g. to increase the creditability and visibility of the training function by documenting success or chase the numbers like under the Expanded Public Works Programme.

According to Balgobind (2009:32), the central aim of training and development is to develop staff potential, improve their performance levels and through linking employees’ individual objectives to business strategies improve the organisational performance. According to Mello (2011:393), after training has been delivered, it must be evaluated. After extensive exploration of various methods of determining the Return on Investment (ROI) available to assess the impact of training and development on employees’ performance improvement, it was therefore decided during the Public Sector Trainers Forum held in East London (2010) that the *Impact Assessment Method* is used in the public service as it is argued that it has a bearing on elements of Kirkpatrick’s levels of assessment and also held to be assisting the department in achieving the desired results of training assessment.

It should be noted that the President of the Republic of South Africa, Mr Jacob Zuma (2013) concurs to the education and training criticality of human resources development as he stated during the 2013 State of the Nation Address that “South Africa has declared education as an apex priority number one in 2009 as part of outcomes 1 and 5 of 12 government priorities outcomes. It is required that everyone in the country realise that education is an essential service for the nation at work for a better life” (SONA 2013). He further emphasised that the education sector and the society as a whole should take education services seriously than it is happening. This reflection in the State of the Nation Address (SONA) by the highest office in South Africa, the President of the Republic, gives a momentum to the significance of education, training and development programmes to government performance as an organisation. This argument is attested to by the gradual improvement of matriculations results since 2009 academic year to the matric class of 2013.

It is critical to note the views expressed by Maboa (2009:19) when he indicates that the success of the training programmes depends on the fact that trainees’ effective domain should be considered during training as it has the potential to sway the outcomes negatively,



if a trainee does not like that particular training. As per example, the Minister of Public Works directed the Directorate: HRD to implement change management training programmes as a compulsory course targeting all directors and chief directors as a good example of wasteful compulsory courses in the public service. It has been recorded that only 67 of the targeted 140 National Department of Public Works Senior Management Services members attended this compulsory training programmes and no one submitted the Portfolio of Evidence as required by the course for National Department of Public Works (Change Management Course Report 2013). Maboa (2009:19) provides advice to trainers and HRD practitioners that training is geared towards skills transfer and therefore a new principle, updated facts and improved training techniques are central to the success of training.

According to PSC Impact Assessment Report (June 2013), it is generally understood in the public service that, in most cases, if the training and development interventions are decided by the management and are imposed on employees as mandatory, participants would ask some of the following questions:

- Is this training programmes going to address my skills needs?
- How is my performance activities linked to the training programmes?
- Is my improved performance going to be rewarded?

HRD Coordinators may ask if training programmes address the right skills deficit of the organisation as per the skills audit report and workplace skills plan (WSP)?

- Managers would ask if the programmes would make their staff more productive? and
- Whilst the executive management would ask if the programmes will yield return on the financial investment (RoI) made by the department?

These questions are posed by critical internal clients to HRD components (the employees) and should therefore identify the types of measurement that would be employed on training and development programmes in the entire public service. The attitude of employees becomes negative towards the course as they view them irrelevant, management as undermining their skills and intelligence, their level of participation is low and they would just attend for the sake of attending. These attitudes generate a situation which results in negative financial implications in that trainees would not learn anything during such a training and development programme.

When assessing training and development implementation trajectories, the following topics come to the fore for exploration:

Human resources development planning and management

According to the Public Service Commission Report (2011:55), HRD is generally effectively planned and managed in the public service. Planning has therefore improved because of the standards requirements and legal expectations of the Workplace Skills Plans (WSPs) and their increased scrutiny by the Sector Education and Training Authorities (SETAs). Accordingly, Human Resources Development Strategic Framework (HRDSF) (Vision 2015:11) indicates that the overall accountability of government has also resulted in progress in planning and management of human resources development in the public service. Utilisation is made of skills audits reports and training needs assessments results as the basis

for training and development planning, and attention is given to the strategic requirements of the public organisations in determining the structure and content of HRD interventions and programmes.

The appointment of Skills Development Facilitators (SDFs) in many government departments and public entities began to contribute positively towards maximising the density of training and development functions in these organisations (HRDSF, Vision 2015:12). According to HRDSF (vision 2015), SDFs are appointed to plan and catalyse coordination of training in the departments. The following table displays the sectoral training planned for the public service as submitted by the SDFs of the various public service departments to Public Service Sector Education and Training Authority (PSETA), for the lifespan of the Sector Skills Plan (SSP) for the Public Service.

Training dilemma

According to NSDS (111:21), Human Resources Development in both the public service and private sector had focused on activities training which was more concerned about the number of employees trained during a specific financial year. The President of the Republic of South Africa also articulated this belief of numbers of training beneficiaries, during the launch of EPWP phase 3 in the Eastern Cape, on Friday, 3 October 2014, that Community Works Programmes contributed to poverty alleviation and construction skills transfers to 4,5 million EPWP beneficiaries by 2014 (Zuma 2014). The shift from traditional training to performance-driven impact for training is crucial in meeting today’s ever changing business strategic objectives and goals as influenced by various national and global external factors.

Table 1: Public Service planned training by occupational categories (SSP, 2011–2016:61)

Occupational category	Number of beneficiaries planned to be trained	Percentage of beneficiaries planned to be trained
Managers	33 495	14.2%
Professionals	116 116	49.3%
Technicians and trades workers	8 315	3.5%
Clerical and administrative workers	34 909	14.8%
Sales workers	132	0.05%
Community and personal service workers	22 715	9.6%
Machine operators and drivers	3 427	1.4%
Elementary occupations	16 529	7.0%
Total	235 638	100.0%

Source: PSETA WSPs (2010:61)



Accessibility to training and development programmes

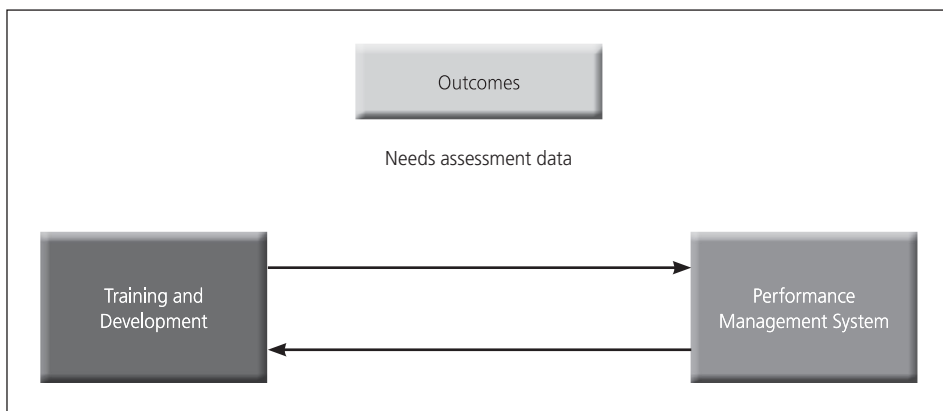
HRDSF (Vision 2015:12) acknowledges that training is generally accessible in the public service though there are some few exceptions. According to PSETA SSP Report (April 2014), managers tend to deny some employees an opportunity to attend training citing the workloads. In some cases, certain employees do not attend the appropriate courses. The issue is not the extent to which training resources are managed to meet the strategic objectives but meeting these critical organisational priorities may pose more challenges in delivering training programmes. Managers just replace targeted employees on the day of the course and training is as a result not responsive to the needs and circumstances of the organisation (PSETA ATR: 2013/2014).

According to Public Service Sector Education and Training Authority (PSETAs) Sector Skills Plan (2011-2016:59), the National School of Government's (NSG) role is to assist in building a capable public service through coordinating extensive opportunities and access to leadership and management competencies development-oriented programmes. Since the NSG can be viewed as a sole training provider in the public service, its achievement can be considered together with those of PSETA in its role as the anchor of the skills development in the public service. In this regard NSG has trained 26 490 officials in 2009/2010 financial year and has also trained 38 482 officials in 2010/2011 financial year, respectively (PSETA SSP 2011-2016:59).

THE RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT, AND PERFORMANCE IMPROVEMENT OF EMPLOYEES

Once a training need has been identified it is essential for the employer to compile a Personal Development Plan (PDP) for such an employee. According to the Public Service PMDS Framework (2012), PDPs are also informed by the performance assessments done

Figure 3: Reciprocal relationship between training and development, and performance management



Source: Cascio and Aguinis (2011:435)

on quarterly basis as part of annual appraisals in the NDPW. Mello (2011:430) agrees to the opinion expressed by Balgobind (2008:14) that there is a reciprocal relationship between training and development and performance management. The following exhibition displays Mello's views on the reciprocity relationship between these functions:

The above figure 3 displays the correlation that exists between training and development programmes and the performance improvement of the organisation. The outcomes that emerge as the link between these variables attest to the strong relationship that exists between these variables for the benefit of the organisation.

Performance appraisals and training impact assessment are critical functions that respond whether there is a strong relationship between training and development and performance improvement in the department. Naidoo (2008:51) attributes the possibility of poor performance to lack of reinforcement from supervisors and lack of proper systems or other resources they need to do the job. This argument therefore attests to the fact that the fertile environment for practicing the learned skills by employees helps employees for innovation on performance of their duties.

CONCLUSION

The administration through governance should set targets for performance improvement and set standards that should be monitored in order to hold public servants accountable for their public actions. The strength of the public service lies in its values, complemented with the employees' skills improvement efforts, which provide the foundation for service delivery for the benefits of the community. In general it can be stated that the training phase is the phase which has the longest duration. Skills development as a functional arrangement of public administration activity is influenced by the political decisions and policies of the ruling party. The developed policies, laws and regulations passed by the legislature reflect the mandate of the government-of-the-day and they must be aimed at promoting the general wellbeing of the society at large

There is a perception that because workers are continually exposed to change as a result of technological progress, training and development programmes cause productivity or service delivery improvement in the organisations. It is of importance in the public service that employees should already know how their work must be performed from time of joining the government department so that they may be fully productive at the onset. This expectation is attested by the employment requirements set out by the *Public Service Act, 1994* and Regulations. It however cannot be generally assumed that the new entrants into the public service are ready to perform, based only on their academic education. This uncertainty necessitates training programmes to essentially close any identified skills gaps. It has been observed in this study that the former Minister of Public Service and Administration has also acknowledged that the new entrants in the public service may have development areas that need to be addressed before they commence their work. This acknowledgement by the former Minister is attested to by the introduction of credit bearing and NQF aligned Compulsory Induction Programme (CIP) offered by the National School of Government for new entrants in the public sector, intended to build the public service cadres during the period of cadre development in South Africa.



NOTE

- 1 This article is partially based on the unpublished MPA dissertation completed at the University of Pretoria by T.K Sekgala, 2014 under the supervision of N. Holtzhausen. Impact of training and development on employees' performance in the National Department of Public Works. Unpublished MPA dissertation. Pretoria: University of Pretoria.

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