Full Length Research

Conceptual Framework on Training and Development as Drivers for Performance of Municipal Council Employees in South Africa

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Abstract: Training involves the knowledge, skills and attitudes required by an individual to perform effectively in assigned tasks. The proper implementation of training and development programmes in any organization ultimately enhances employee performance. This study is aimed towards conceptualizing on the framework of training and development as a driver for performance of municipal council employees in South Africa. The study adopted a review of past empirical articles to build a conceptual framework of training and development as a driver for performance of municipal council employees in Republic of South Africa. The study revealed that training and development did have an influence on employee performance. The study also identified a performance management system linked to the personal development plan as an essential tool. The study recommended that the proper implementation of Performance Management Systems linked to appropriate individual performance development plans be implemented. The recommendations could be used in improving training and development and managing employee performance. The study further contributed to knowledge in implementing human resources development policies. It will be valuable in the upliftment of the social economy of South Africa.

Keywords: Training and Development, Human Resources Development, Organizational Performance, Employee Performance.

1.0 INTRODUCTION

Since the adoption of a constitutional democracy in Republic of South Africa, Training and development has become significant, particularly in Local Government, which has been perceived as the coal-face of service delivery (Zondi, 2021). The new Constitution of the Republic of South Africa (1996) shifted the role of local Government into the sphere of service delivery and is at the heart of poverty eradication initiatives. The authors stressed that training helps organizations in achieving their strategic objectives and provides organizations with a competitive advantage (Devi & Nagurvali, 2012). However, Buckley et al. (2015) conducted a study that found personality as the factor that has most effect on skills achieved resulting to improved job performance. Many studies conducted on training and development has reported that training increases with the similarity between the learning contact and organization performance.

The Municipal Systems Act 32 of 2000 identified a shortfall of an intelligible and inadequate skills development plan, which seeks to address the challenges in enunciating the importance of capacity development. Lack of knowledge and capacity building are recognized as core problematic issues faced by the rural local municipalities (Department of Provincial and Local Government, 2014). Inappropriate financial management and backlogs in service delivery audits are a cause of a number of community protests for enhanced service delivery (Madonda, 2021). The Local Government Seta’s Annual Report 2014/2015 indicated that most municipalities conduct training for compliance, not to address skills gaps. Lennie et al. (2015) stated that those local municipalities which are in developmental states commonly experience shortages of funds, thus emphasizing the need to work on their performance management, evaluation and monitoring capabilities. The MFMA Circular No. 82 of 2016 on Cost containment measures emphasized that municipalities should use accredited providers to improve quality investment in training. Kane-Berman (2014) indicated that the lack of competencies in Local Government sphere is still an important matter. Chakunda & Chakaipa (2015) indicated that the skills gaps in deficient training systems remain a problem for local government capacity development. The authors stressed further that Local Government requires structured leadership, strategic management and better provision of services.

However, municipalities allocate huge budgets to cater for training and development. Zondi (2021) posited that such requires the proper monitoring and evaluation of skills and knowledge benefited by individuals. These have led to linking skills development to the municipal goals and objectives and overall strategy for upgrading the skills of employees in South Africa. These have compelled the Department of Cooperative Governance and Traditional Affairs (COGTA) in partnership with Provincial Treasury, Local Government SETA (LGSETA) and the Office of the Premier to form a platform to monitor the capacitation of Municipality Councillors and Officials (Municipal Planning and Performance Management Regulations, 2006; Presidential Local Government Summit Resolutions, 2014). Nonetheless, this effort seems not enough to utilize the knowledge gained by individuals as an active weapon to maximize municipal performance (Imran & Tanveer, 2015; Jongiszwe, 2019). Despite this effort, municipalities still experience a shortage of scare skills, which is confirmed by the outsourcing of other core municipal functions to consultants. In particular, attention is in engineering and financial services, which are major functions outsourced by municipalities (Manyathi, 2021). Be that as it may, in previous years, local government sector has continually been incompetent in facilitating the relevant competencies, which has forced municipalities to rely on service providers (Mnguni, 2016). This drains municipal funds, thus failing to implement the municipality integrated development plans. The National Development Plan 2030 indicated that the sphere of local government skills development should be prioritized at all levels. However, the National Development Plan (2011) identified pressures caused by political administrative interfaces as a major challenge to local government providing effective and efficient services to the community (Madonda, 2021; Manyathi, 2021).
Hence, the purpose of this study was to conceptualize training and development as a driver for performance of municipal council employees in South Africa. Further sections of this study showcased on performance management literature, employee training, training evaluation model, human capital development, employee development and finally the relationship among the variables discussed in this study. The authors suggested an empirical assessment of the variables that have emanated from this study in order to test their applicability in various settings both in South Africa and other climes.

2.0 REVIEW OF RELATED LITERATURE

2.1 Performance Management

Jongisizwe (2019) posited that performance management is the attainment of certain tasks laid out in contrast to already required values on reasonability, speed and cost. The level of employee’s accuracy when carrying out assigned duties defines better performance. The author opined also that every organization has specific target to be attained and employees should align themselves with those expectations when both parties played their roles effectively. Thus, the performance of the organization is automatically improved. 

Ajagbe et al. (2015) argued that performance management is an important element of development. However, should the performance management be implemented at a required standard, this process should be done continuously to equip employees with more skills to contribute more to the organizational performance (Long et al., 2012; Du Plessis, 2015; Manyathi, 2021). In this case, when the employee signs the contract of employment document is where the performance management starts and supervisors can immediately assist where possible to achieve best result during the evaluation period. Botha et al. (2013) emphasized that proper skills development is a vital instrument to advance the performance of employees in organizations. When supervisors and line managers have a clear understanding on what the individual employee is lacking, they can be able to design a workplace skills plan that is suitable to address the needs of individuals, rather than compiling a plan for compliance (Long et al., 2012; Calkoen, 2018). In conclusion, performance of organizational employees can be attained if superior managers consider the variables discussed hereunder;

2.1.1 Planning: This requires supervisors to set performance standards that could support employees in achieving corporate goals.
2.1.2 Monitoring: This requires supervisors to monitor employees’ work to ensure that they perform at required standards.
2.1.3 Developing: This is the process that entails managing the growth requirements of employees. The aim is to assist individuals where he needs any development or to acquire new skills through attending trainings, workshops and refresher courses. Madonda (2021) stressed that the introduction of new technology and amendments of certain legislations and global change could impact largely on competitiveness of employees.
2.1.4 Assessing: This entails the supervisor assessing or appraising the employee’s performance, ensuring that rewards offered should be relevant to the desire of the employees. Ajagbe et al. (2015) mentioned that such step is important in helping line managers and supervisors to match individual’s performance with that of their colleagues.
2.1.5 Rewarding: This is the final element, however, the employer is not obliged to reward employees on a monetary value only, but rewards should come in a variety of ways (Jongisizwe, 2019). The employee reward system overcomes the situation whereby employees demand reward while the employer is not on a right stage to use that kind of reward. Below is a diagram (figure 1) that illustrated steps in the performance management process.
2.2 Employee Training

Ezeani & Oladele (2013) perceived employee training as a process that supports employees to develop skills and knowledge which assists the organization towards productivity. In addition, Bird & Cassel (2013) argued that employee training is the achievement of competencies, knowledge and skills as an outcome of the education of professional or applied skills and knowledge that are in relation to explicit suitable competencies. In the findings of Ezeani & Oladele (2013) and Bataineh (2014), employee training is a development of process of equipping employees with new skills to develop their knowledge and expertise to assist an organization to enhance productivity and remain relevant globally and attractive to clients. The major role of human resource management is skills development and that individuals who partake in these plans are more efficient as compared to those who are not involved in training and development (Long et al., 2012; Punia & Saurabh, 2013; Javaid et al., 2014). However, comprehensive employee training guides employees in carrying out assigned duties at acceptable standard with improved quality service and customer satisfaction.
The aim of employee training is to bring change in the working environment in such a manner that an organization improves profit margin and reduces the degree of employee turnover. The Local Government Seta’s (LGSETA) annual report 2014/2015 indicated that most municipalities conduct training for compliance and not necessarily to address skills gaps. The MFMA Circular no 82 of 2016 on cost containment measures emphasized that the municipality should use accredited providers to improve quality investment in employee training. Sharma & Sharma (2018) suggested proper training and development supports organizations to respond more successfully in global needs by having restructured employees. Consequently, organizations are liable to conduct skills audit and categorize the training needs as identifying training according to individual needs. Such identification could assist an organization to reach its goals and objectives and remain competitive in global environment (Sharma & Sharma, 2018; Manyathi, 2021). Invariably, employee training has been reported to close the gap between the individual’s present performance and expected future performance.

2.2.1 Human Capital
Hasebur & Abdullah (2013) found that human capital comprises combined knowledge, abilities, skills and attitude. Furthermore, human resources play a major role in organizations’ capacity to be economical and profitable. The authors further discussed a variety of concepts that impact on human capital development in organizations. Some of them are briefly discussed below.

2.2.1.1 Identifying the Training Needs: In most organizations, the employee training cycle commences with the needs assessment by identifying the training needs (Sharma & Sharma, 2018). However, training needs could emerge from poor performance or constant updating of new skills of organizational employees in order to align with new technology (Long et al., 2013). Training can also be provided as part of an induction to newly recruited employees so that they can be familiar with the work environment and know what is expected of them. In some large organizations, line managers and individual employees are saddled with the tasks of identifying their training needs (Al-Kassem, 2014). The EMPS aligns the identified capacity gaps and interventions which are contained in the individual staff member’s personal development plans. The process for identifying training needs and the areas under study include the assessment of training needs, evaluation of training programs and development to be designed by means that contributes to organizational effectiveness.

2.2.1.2 Planning the Training Design: In human capacity development process, the next stage involves planning of the training design. This is where the skills development facilitator clusters the trainings program according to the plan. It may include procuring service provider and other logistics that may be needed during training.

2.2.1.3 Conduct Training: In this case, the actual training conducted by the facilitator should be well equipped. The organization is expected to have their unique norm of doing things, even though organization policies differ from each other. In view of this, facilitators should be more trained and familiar with the organization. The training material used during training should be similar with the one employees used on a day to day operation.

2.2.1.4 Evaluating the Effectiveness of Training: Training evaluation provides feedback which assist with organizing upcoming training. This is the final stage where the employee can be evaluated. This can be measured by increasing output, high level of services, customer satisfaction and improvement of profit margin.

2.2.2 Training Evaluation Model
Sharma & Sharma (2018) argued that training provides the individual with new skills and people often pursue training that provides them with transferable skills. Kirkpatrick’s Four-Level Training Evaluation Model can assist individuals in evaluating training, considering the impact and effectiveness for better progress in future (Kurt, 2016). Kirkpatrick’s Four-level Evaluation Model is used to evaluate the efficiency of educational programs. Donald Kirkpatrick developed the four levels of evaluation with each level presenting an order of steps for the evaluation of educational programs (Manyathi, 2021), as follows;

Level 1- Reaction: It is a response of the participant that assesses their standard of contentment with the program. Gill & Sharma (2013) stated that the levels of reaction evaluate how individuals feel about the
learning program. Training programs should always include the two way communication between the trainer and trainee to assess the feedback and measure satisfaction (Nikols, 2013; Manyathi, 2021). This level contains responses towards designed work and quantifies the individual’s reaction towards specific work.

**Level 2-Learning:** This level emphasises the extent to which learning has occurred. It assesses new skills and knowledge received during the learning program and the impact and contribution to close the gap (Nikols, 2013; Sharma & Sharma, 2018). Learning should be the way of communication where the learner presents the expectation and facilitator aligns the program to answer and fill the skills gap based on their participation in a training event.

**Level 3-Behavior:** This level measures how well the trainees use their new knowledge and it determines the change pattern of doing things in an advanced way (Kirkpatrick & Kirkpatrick, 2009). Thus, behavior influences the attitude of an employee towards assigned tasks.

**Level 4-Results:** This level is referred to as the degree to which the targeted outcome occurred. This means that the individual or participant who attended the program would be able to enjoy the benefits from the training itself. Since they have been equipped with the required knowledge and skill during the training program, they should then be able to perform accordingly in their tasks (Manyathi, 2021). Once employees can achieve the outcome from the training conducted in performing their jobs, this shows that the training has been effective. Figure 2 below indicated the employee training process for improving performance of organizational employees.

![Figure 2. Employee Training Process](Image)

Source: Zondi (2021)
2.3 Employee Development
Kadiresan et al. (2015) posited that employee development refers to a process of development and modelling employees in a manner that they can be able to sustain the organization in future challenges. Bataineh (2014) argued that training and development courses warrant that the workforce has all necessary abilities to uplift the organization. Kulkarni (2013) viewed training and development as process that provides employees with an opportunity to discover and became relevant in the market. Organizations should monitor performance due to training in order to ensure cost efficiency of training programs.

2.3.1 Human Resource Development Strategy: The human resource development strategy is the strategy that enables the process of holistic learning that encompasses a universal method to training and development to take place in society and the organization (Worlu et al., 2015; McGuire, 2014). A comprehensive human resource development strategy must have a strong link with both an organization’s human resource management and its business strategies.

2.3.2 Approach to Human Resource Development: Training and development is mostly significant for the preservation of the human resource foundation of the organization and it is required as a fundamental measure of the core organizational strategy (Ogbari et al., 2015; Dabor et al., 2015; Worlu et al., 2015). Development is designed to afford for strategic development of management to encounter upcoming organizational desires and goals and objectives of an organization. Botha et al. (2013) concluded that organizational development is a normative discipline that prescribes a specific model to effect planned change at every level within the organization with the main purpose being to change behaviour and attain total organizational effectiveness.

2.4 Methodology of Employee Training and Development
Zondi (2021) reported on three approaches to employee training and development and each of them are briefly explained below;

2.4.1 Reactive Approach: This is a methodology of training and development that emanated from reactionary learning which consider transfer of practical competences through formal and informal skills.

2.4.2 Proactive Approach: This method brings into line all learning programs with the organizational approach and in order to develop competencies.

2.4.3 Active Learning Approach: Here learners play a part in learning based on the assessment of matters under the supervision of an educator. Learners assess what they have learnt against their expectations whether facilitator presented the course in a manner that would improve their methodology and skills.

2.5 Kinds of Employee Training and Development
Many organizations use various kinds of training for their employees that suit the needs of desired outcome (Ngoepe & Masegare, 2018; Zondi, 2021). The following are the approaches for training and development as reported in this study:

2.5.1 Orientation/Induction Training: This process takes place immediately after an employee signs an employment contract and job description which detailed what exactly is expected by the employer. In this case, the employer has an obligation to orientate the employee for better performance as well as occupational health and safety issues.

2.5.2 Foundation Training: This training is suitable for new recruits to gain specialized competencies about government legislations, financial transactions, administrative capability, communication skills, report writing and management skills. This is where the organization introduces their policies and related legislation.

2.5.3 Job Instruction Training: This training takes place when individuals are carrying out the tasks assigned to them.

2.5.4 Career Development Training: This training involves continuous improvement of skills and information required to perform assigned duties at expected standard. It is appreciated for any employee to perform beyond
expectations that is beyond the given scope.

2.5.5 Maintenance/Refresher Training: The goals and strategies of each organization change from time to time. This kind of training is offered for employees to be more relevant to global development and assist individuals to perform their duties at required standards.

2.6 Importance of Training and Development

Ajagbe et al. (2015) posited that the purpose of training and development has been identified to include creating a pool of readily available and adequate replacement for personnel who may exit or move up in the organization. In addition, it assist in enhancing the organizations ability to adopt and use advances in technology because of sufficient knowledge of staff members (Imran & Tanveer, 2015; Ngoepe & Masegare, 2018). The purpose of training and development is also aimed at assisting the organization to build the foundation for career advancement and staff recognition through promotions. Training and development also is aimed at helping the employees obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. Imran & Tanveer (2015) summarized that for training to be effective, it should improve the performance and ability of the trained employee.

Ajagbe et al. (2015) stressed that the core function of training and development is to shape employees to work in the relevant sections and empower them to achieve required standards and to enrich their competencies for future challenges. Training and development programs improve cognizance amongst staff by implementing advanced expertise. In these situations, employees should be trained to overcome hindrances (Imran et al., 2014; Ajagbe et al., 2015). Further, training for the use of the latest expertise also emphasizes that the personnel responsible for monitoring the implementation of training have to confirm their commitment towards employee skills development for better performance.

3.0 Conceptual Framework on Training and Development

The Kirkpatrick four-level style of training assessment remains to be the most widely suggested training evaluation model used among human development experts (Ajagbe et al., 2015; Zondi, 2021). In another study, Ngoepe & Masegare (2018) argued that there is still lack of a practical effort on developing an advanced evaluation measures, however, numerous studies identified the contribution of such evaluation model. Specter proposed a decision-based evaluation model, in another view, Ngoepe & Masegare (2018) suggested that a DIY Model of learning transfer, accountability, resistance to new ideas, change, relevant training and lack of autonomy could be causal factors of training and development. Hence, this study adopted Kirkpatrick four-level approach as a relevant model of training evaluation (Adeogun & Ajagbe, 2018). The conceptual framework in figure 3 illustrated the relationship amongst the variables of the research, which defines 3 variables: Independent variable that is employee training and development and the dependant variable that is employee performance.
3.1 Factors Influencing Training and Development and Employee Performance

3.1.1 Human Resource Development Policy: It is expedient for organizations to have the training policy in place so as to address the skills gap and wellbeing of employees and reduces the level of turnover by offering induction programs for all newly recruited employees. Adeogun & Ajagbe (2018) reported that compiling a document approves the relief of employee to attend the particular training or workshop stating the consequences of failure by employees to attend due to ignorance or non-submitting of assignments. Training at the discretion of the appropriate departmental manager in consultation with the organization’s training officer, provision of working tools that are similar to those used during training or workshops, this will enable the employee to reach the tip of performance desired (Adeogun & Ajagbe, 2018; Zondi, 2021). In addition, giving information, instruction and training to ensure the health and safety of every employee; and also arranging training to address the issue of succession planning, to assist an organization to remain productive even when the organization is experiencing employees turnover.

3.1.2 Skills Retention: This is the strategy enforced by the employer to ensure that the critical skills possessed by employees remains in the organization as valuable assets even during employees turnovers they ensure that skilled employees share their knowledge to younger employees (Long et al., 2013; Ngoepe & Masegare, 2018). Skill retention will vary over time, a given level of physical aptitude or skill either deteriorating or being maintained or being improved upon. Skill retention can also describe the stage in acquiring a new motor skill when the athlete is able to transfer that skill to a different setting. The municipality conducts formal exit interviews to determine the reasons why employees leave the service of the municipality.

3.1.3 Rewards for Excellence: Employee rewards are a key cost for councils, representing approximately a quarter of all expenditure, but also a key means of reinforcing and recognizing the achievement of partnership goals and display of the required behaviours and values. The main reasons for core of incentive strategy thinking is to arrange in a line the human resources and incentive provisions to maintain the preferred approach (Armstrong & Taylor, 2014; Joshua & Khene, 2018).

3.1.4 Employees’ Attitude and Behavior: Okeniyi (2013) viewed attitude as existing in the person's psychological sphere. The author argued further that employee attitudes can have a substantial effect on the organization as a whole. Nonetheless, attitude is one of the covert and difficult to quantity features that improve the productivity of an organization. People are attracted to or repelled by something in terms of their views concerning that thing. What determines whether one will be attracted, get the best and make good representation of an experience is attitude. Adeogun & Ajagbe (2018) posited that attitude and behavior can influence employees when they are provided with various forms of trainings. The researchers go further to maintain that the importance of training programmes will be determined by the employee attitude and
behavior. Such category of employees who take training sessions as crucial opportunity and not as luxury for holiday turn out to improve their performance, hence, the aim of any organization to obtain profit or service and ensure that customers are happy is imperative (Worlu et al., 2015). Scheduling employee targets improves the performance of organisations as highly motivated employees tend to improve performance and hence organisational goals are met (Dabor et al., 2015). Any organization that needs to be relevant and be globally competitive require to invest in human capital development and be committed to continually update the skills of their employees as both employees and employers reap from the benefits of training and development. Thus, training is regarded as fundamental to uplift the organization performance.

3.1.5 Training and Education: Training and education are both tools which help to transform and improve knowledge and competencies acquired. Hence, business organizations often link the training programme to their objectives and goals, and ensure the sustainability of an organization in the industry.

3.1.6 Employee Performance: The functionality of human resource management is related with the improvement of employees and employee performance (Solomon et al., 2012; Hafeez & Akbar, 2015). This is a confirmation that employee performance has a greater impact towards the performance of an organization. Employees play integral role in sustaining the operation of an organisation. Therefore, it is significant to improve the involvement of employees in decision making through organized structures.

3.1.7 Employee Satisfaction: Armstrong & Taylor (2014) regarded employee satisfaction as the dispositions obtained and a culture of experience and attitudes based upon a person’s genetic inheritance. According to Swanepoel et al. (2014), one characteristic that determines satisfaction is job security. Armstrong & Taylor (2014), illustrated employee satisfaction as subjective to fundamental motivational factors associated with work content. Colquitt & Wesson (2013) defined employee satisfaction as a sub-group of human attitudes. A study by Moloantoa (2015) discovered that theoretical presenters at the National University of Lesotho showed dissatisfaction regarding upward mobility or promotions, incentives and unpleasant working conditions. The study concluded that the administration at the National University of Lesotho should revise their budget to fund incentives and improve working conditions.

3.1.8 Leadership Style: Swanepoel et al. (2014) stated that effective supervision leads to job satisfaction. Whereas, Armstrong & Taylor (2014) stressed that one important characteristic of leaders is to be mindful about employees of which all decisions taken shall be in line to advance the life and conditions of services for the betterment of the life of employees. Good leaders lead by example and inspire his subordinate in such that the communication factors are highly imperative in that regards (Dabor et al., 2015).

3.1.9 Employees’ Perceptions and Attitudes: Swanepoel et al. (2014) stated that the perception of employees can be stimulated by many concepts and external factors which are not connected to the job itself and are not under the control of the employer such as where the organization is situated, economic development or political influence. Saleem (2015) postulated that supervisors should create a conducive internal work culture that satisfies the needs and expectations of employees. Raziq & Maulabakhsh (2015) also confirmed that active supervision leads to job satisfaction and eventually influence the perception and attitude of employee. Despite various recent studies conducted on organizational productivity, Egberi (2015) and Emerole (2015) identified the perceptions of employees towards organizational policies and employee benefits. Emerole (2015) regarded the effect of non-monetary incentives towards employee productivity as the one with the positive effect towards productivity.

3.1.10 Employee Motivation: Jongisizwe (2019) argued that employee motivation comprises a combination of procedures that improve individual’s moral and attitude towards any condition, the way and determination of struggle leads to specific target. Motivating factors can play a significant role in ensuring that employees are satisfied; as it enables employees to improve their performance. Robbins (2013) emphasized on the following factors that lead to employee satisfaction on their specific jobs. Such factors are: Appreciation, Success, Inspiring work, Accountability, Progress and growth.

3.1.11 Employee Involvement: Joshua & Khene (2018) are of the view that employee involvement requires employee empowerment through training and education. Moshoeu & Geldenhuys (2015) attested that if employees perceive that the organization is unstable and they are at a risk to lose their jobs, there is the
tendency for such employees to start looking for better opportunities.

3.1.12 Cadre Deployment: The Municipality is one of the stakeholders in the political environment where each political party prefers to work with their own folks, while internal staff has been well equipped to hold strategic positions. This tends to reduce the morale of employees and employees become demoralized. The internal policies shall talk to the strategies of giving the preference to internal employees to hold senior positions.

4.0 South African Local Government Association (SALGA)

The role of SALGA is to build and monitor the capacity needed by human resources in order to deliver effective municipal services and promote a developmental state. South African Local Government Association is tasked with the following activities that it has to deliver in municipalities: Skills auditing; Strategy development for human resource in Local Government (Department of Provincial and Local Government, 2014; Zondi, 2021). Training on conflict resolution, creating partnerships with higher education institutions to ensure that municipalities get involved in training and development programs like project management, leadership, financial management, and implementing capacity building programmes to enable municipal councillors and officials to perform their duties (Municipal Planning and Performance Management Regulations, 2006; Presidential Local Government Summit Resolutions, 2014). The municipal development plan was established in line with the Municipal Systems Act (Act No. 32 of 2000), which pursues to accomplish the following: to confirm that required funds are channeled to valued developments to improve economic growth, to confirm the scheduled plans and developments are aligned to the tactical vision of the municipality, to discourse all conditions that influence on the smooth service delivery by the municipality, and to record the influence of achievements, as well as accurate procedures to overcome such challenges.

5.0 CONCLUSIONS AND RECOMMENDATIONS

This study was aimed towards conceptualizing on the framework of training and development as a driver for performance of municipal council employees in South Africa. In this study, the authors reported that some municipalities do not have a training and development policy that guides the implementation and monitoring of skills. In this study, the authors affirmed that policy provides a guide to both parties (employees and employer) and indicated what is required from each party. However, municipalities are supposed to draft a Training and Development Policy and Personal Development Plan which will serve as a guide on the implementation of skills. They should also conduct skills surveys annually to ensure that training addresses the needs of employees and the entire organization. This is because training and development of staff without assessing their needs is a critical challenge for human capital development professionals. In this study, competent employees are found to outperform, save equipment and reduce unnecessary accidents in the workplace. The authors advised that training should be aligned to individual needs as identified on the Personal Development Plan. They also stressed that Skills Audit is an exercise that is very key to which employers should pay attention. In situations where growth is lacking, employees require training even further to perform at optional levels. In this study, training and development was reported to be the key to maximizing individual performance. Hence, managers responsible for such actions should not fail to allocate funding responsible for training and development to show their concern about the skills acquired during training.

In another dimension, performance management process should be treated as Performance discipline to allow employees to perform at their maximum levels. Employers must ensure that Key Performance Indicators are reviewed and employee signs the job description which serves as a guide on what is expected from them. Employers should capacitate employees to be given enough time to practice what is expected from them. The
municipality has a duty to identify those categories of positions experiencing high level of turnover and to formulate a plan to retain competent staff. Human Resources play a substantial role in evaluating individual performance as a tool for development and not punitive instrument. This study suggested that organizations shall invest in employees as valuable assets of an organization by developing Human Resources strategy which will talk to the succession planning, skills transfer and skills retention. Another suggestion is that there should be proper implementation of performance management systems linked to appropriate individual performance development plans. This study will assist managers to prioritize investments in the training and development of employees for the municipality to reach and face global transformation. The study has contributed to the body of knowledge and shall serve as a future guide to other researchers of similar studies.

6.0 REFERENCES


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