



FINAL REPORT

**PERCEPTIONS AND ATTITUDES OF SASSETA STAKEHOLDERS TOWARDS
THE SUBMISSION OF WORKPLACE SKILLS PLANS AND ANNUAL
TRAINING REPORTS.**

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Acronyms

ATR	Annual Training Report
DHET	Department of Higher Education and Training
DoL	Department of Labour
IEA	International Association for the Evaluation of Educational Achievement
WSP	Workplace Skills Plan
SSP	Sector Skills Plan
SDF	Skills Development Facilitator

EXECUTIVE SUMMARY

This report analyses information contained in Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) submitted to SASSETA by 188 companies in the Legal and Security Services sector in the year 2018. The study objectives were:

- To understand challenges experienced by the employers in the Safety and Security Sector on WSPs/ATRs submission.
- To determine the attitudes and perceptions regarding the ease of use of the SASSETA online system during submission of WSPs/ATRs.
- To investigate the causes for the non-submission of WSPs/ATRs during the prescribed period.
- To investigate the extent to which the implemented training interventions address SASSETA identified critical and scarce skills.

METHODOLOGY

A questionnaire was used in all the company interviews. Interviews took the form of telephone calls and focus group discussions with company human resource managers or officers, skills development facilitators, employee representatives and representatives from training committees. Discussions were mainly around company processes in compiling a WSP, awareness of WSPs and ATRs at company level, company perceptions of WSPs and ATRs and also the utilization of WSP and ATR data and information for skills planning by companies themselves.

Another aspect of this study involved visits to companies within the sector with the objective of identifying and understanding the way in which those companies carried out the process of compiling WSPs and ATRs, the people involved at various levels of the company and the perceived utility of WSPs and ATRs to those companies themselves.

GENERAL FINDINGS

The findings revealed that there has been a general decline in submissions by the 188 specific companies that constituted the case study, in the period under review. The decline can be attributed to the changes in format of the WSP templates that are sent to companies as guidelines on the type of information required and the failure of companies to understand the new formats.

1. SASSETA Stakeholders have poor perceptions and attitudes towards submission of WSPs/ ATRs

Stakeholder perceptions yielded divergent opinions. Approximately 51.9% of the respondents in the security sector perceived WSPs as important for skills and planning purposes whilst 48.1% of the respondents felt that WSPs were important for skills and appropriate for planning purposes.

However, most security sector respondents thought the templates used were not user-friendly, hence they were uncertainties and fears associated with lack of understanding of the WSPs/ATRs templates. The legal sector had warmer attitudes and perceptions towards WSPs than the security sector.

Furthermore, a majority of companies in the security sector felt that SASSETA training had little or no impact in the success of their businesses. A low proportion of respondents (25.14%) felt that the WSPs were not adequately addressing their organization's skills needs. The majority of the respondents were either unsure or disagreed that the WSPs adequately addressed their organization's skills needs.

Approximately 67% of the legal sector companies argued that they just compile the WSPs for compliance sake, but they do not see the need for it. As a result, they end up not submitting or lying when they provide data regarding the WSPs/ ATRs. The respondents do not have structures to support them to submit WSPs/ATRs and they also do not consult or attend the SASSETA training workshops. The study noted that all these factors frustrated and discouraged the stakeholders, resulting in negative attitudes and perceptions towards the value of submitting WSPs/ATRs on time.

Consequently, stakeholders resorted to non-submission of the WSP/ATR reports to SASSETA.

2. Incomplete records

A quick scan through the submitted WSPs and ATRs showed that a substantial amount of information was missing for the period under review. It was observed that companies were either submitting incomplete information or the information was inefficiently captured.

The incomplete information was clearly evident in this study where there were quite a number of “unknowns” in the data that was provided for analysis, e.g. an unknown subsector for a company, an unknown province or region, etc. It is not probable that a company would not know their respective subsector or province. This points to data management processes that need to be tightened or examined.

3. Misinterpretation of the WSPs/ ATRs Template

During the process of analysing the data sets provided, it was noted that SASSETA stakeholders lacked an understanding of the WSPs/ATR template. The lack of understanding had an impact on the quality and usability of the information collected. A good example of a section affected by lack of clarity is the section that requests for skills priorities. Due to poor understanding by employers, companies interpreted this section differently. As a result, the data obtained was distorted to the extent that no clear trends could be obtained.

In addition, other companies emphasised that the WSP template does not include their specific work titles or designations, hence they found it hard to relate to it because it did not address their specific company occupations. All these factors frustrated employers and resulted in non-submission of their WSPs/ATR to SASSETA.

4. Scarce and critical skills

The scarce and critical skills as listed in the SSP identified artisans and technicians as a great need in the sector. The list also highlighted the scarcity within these occupations

by the specializations. It was intended that the analysis of scarce and critical skills from the WSPs and ATRs would be compared to the SSP list; however, this information could not be drawn from the WSPs and ATRs due to the way in which data is currently captured.

5. Inconsistent reporting

It was also noted that for various reasons, most companies were not completing the sections provided in the template consistently. For instance, a particular company would complete the “demographics” section of the WSPs but would not provide information on the education and skills priority section or vice versa.

Furthermore, most companies did not make submissions consistently in all the years under review. It was noted that some companies submitted a WSP of a particular year but not the ATR to report on that WSP or conversely, submitted the ATR but not the WSP.

6. Frequent changes to the grant application templates

Findings revealed that there have been frequent and significant changes to the grant application forms. The changes could have been driven by a need to improve the data capturing tool. However, the changes have also caused considerable frustration to companies when compiling the WSPs.

It suggested here that any changes made to the templates be communicated effectively to the subsectors and the types of data needed in each section carefully explained to companies. This may not necessarily be done by the SASSETA itself, but SDFs could be utilised for this purpose.

7. Compliance with SASSETA requirements

The study findings showed that a large number of companies that submitted WSPs did not complete each section of the WSPs/ATRs as required by the regulations. As shown in the empirical analysis section of this report, a large number of companies mainly completed the administrative section of the WSPs/ATRs and did not provide complete

data or information on the other sections of the WSPs. The stakeholders only submitted their WSPs/ATRs to comply with the legal requirements of SASSETA.

8. Sector training

Data analysis revealed that sector training over the period under review focused on security professionals who are tasked to guard properties while the legal professionals were hardly trained or sent for refresher courses.

CONCLUSION AND RECOMMENDATIONS

1. The Data uploading system

Almost all the large companies visited expressed various degrees of unhappiness with the Data uploading system and the method of uploading data onto the system. The main source of discontent was the fact that each employee should be uploaded individually onto the system, which could not only be time consuming for companies that have thousands of employees but also open to human errors. It is recommended that SASSETA explores ways of uploading onto the system such as spreadsheets or CSV files or similar.

2. Simple Worded WSPs/ ATRs Template

Notably, during the execution of the study, it was noted that SASSETA had developed a new WSP template and had started focusing on asking for the most essential information from submitting companies. However, there is an aspect in the template that could be potentially confusing. The sheet on employment data asks for employment data per employee but also has a column on total number of employees, which suggests that companies can only give aggregate numbers of employees per row without providing details of individual employees.

Importantly, the template should be adjusted to cater for rural SASSETA stakeholders who might not be based in Metro cities.

3. Completing grant application information

It was noted that companies submitting WSPs did not complete every section of the WSP as required by the Grant Regulations of February 2019. It is recommended that SASSETA starts insisting that companies complete every section of the WSPs/ATRs in order to qualify for their grant payments. It should be explained to companies that the suggested change is not about the SETA flexing its muscles but about ensuring that comprehensive data on the sector is collected and analysed so that future sector

training strategies are built on more complete and real sector data.**4. Employer-oriented codes and career titles**

Companies also expressed unhappiness with the gaps in occupations in the WSP/ATR template. They situations where occupations that they have are not listed in the template, thereby making the process of completing WSPs very difficult for them. While the study recognizes that the WSPs/ATRs template is not complicated as suggested by employers, it is commendable that SASSETA is seen to be putting systems in place that are meant to assist companies that are facing difficulties. This is likely to increase the chances of successful submissions of the WSPs/ATRs in the coming financial year.

This could be done through sending in SDFs or SETA-appointed people to assist these companies in identifying the new employer-oriented codes. While this may seem onerous, it will build good relationships with companies in the sector as the SETA would be seen to be doing something to assist the companies and in some way subsidizing them through minimizing the amount of time that they would normally have spent on the exercise without the SETA's assistance.

5. Introduce global study tours on WSPs/ATRs to the First World Countries

SASSETA should organize study tours to the first world countries like Australia, New Zealand, Japan and UK that have successfully implemented the WSPs/ATRs project to gather insight on best practice. The first world countries can share platforms with their counterparts as well as share with them how to improve their local approach and implement frameworks for their stakeholders. This will also help to facilitate the development of a more user-friendly WSP/ATR system, which could specifically cater for the needs of these companies that do not usually submit their WSPs/ATRs on-time to SASSETA.

WAYS OF ENCOURAGING COMPANIES TO SUBMIT THEIR WSPS/ ATRS

It comes as no surprise to anyone in the business world that there is one cardinal rule when it comes to employer time tracking: employers *hate* to fill out WSPs/ ATRs.

It's this fact – and this fact alone – that makes supervisors and managers constantly struggle to collect everyone's completed – and accurate – WSPs/ATRs. Here are tips to help SASSETA get its stakeholders to fill in their WSPs/ ATRs on time:

1. Keep It Simple

WSPs/ATRs should take no more than 5-10 minutes to complete each time they are needed. When an employer is using a system that takes 30 minutes or more just to track their hours, the employer gets frustrated and the company loses considerable time that would be better spent on other activities.

2. Make Submissions Easy

Many companies employ complicated or tedious time tracking processes. Simplify or automate part of the process and people will submit their WSPs/ATRs without delay or complaint.

3. Explain WIIFM (What's In It For Me?)/ Conscientise Stakeholders on WSP/ATR

The SETA should clearly communicate how the WSPs/ATRs data is going to be used and why it is important to submit the data on-time (as well as how it's *not* going to be used). Explain the value of time entry to all stakeholder staff members. If the data helps to reduce the amount of multi-tasking or firefighting, communicate that.

By clarifying the process and explaining how WSPs/ATRs help speed up the SETA specific training needs and budgetary concerns, thereby increasing cash flow to companies with effective and efficient employees – thus gaining the ability to take on more projects (which can mean more money for them) – would make stakeholders understand the need and urgency of submitting WSPs/ATRs on time.

It is vital for SASSETA to train and conscientise positive perceptions and attitudes of its stakeholders on the importance of submitting WSPs/ATRs on time as well as emphasizing that WSPs/ATRs should never be compiled as a compliance exercise but rather as an exercise that will enable stakeholders to get economic benefits and a return on investment.

4. Use of Early WSPs/ATRs Submission Incentives and Point System Earning

SASSETA should adopt a reward incentive and point system earning for early submission of WSPs/ATRs by its stakeholders.

5. Use Automated Reminders

SASSETA should use a system that automatically reminds stakeholders about submitting WSPs/ATRs 3 months prior the due date. The reminders should be sent to the stakeholder emails and computers as pop-up notifications every day till the due date. This exercise would help SASSETA to collect WSPs/ATRs on time, and reduce the number of tardy submissions. SASSETA should eliminate as many manual processes as possible for this solution to work successfully.

6. SASSETA Should Not Penalize Stakeholders for Being Frank

It is relatively easy to get stakeholders to report on project time, but quite difficult to get those employers to report (consistently and without fear) on non-project time. Rather than penalising employers for spending time on other activities, use the information as an opportunity to encourage them to submit timeously. SASSETA might discover a legitimate internal concern delaying stakeholders to submit reports on time, hence requiring urgent training and help for them to address it.

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

SASSETA is mandated to provide leadership and strategic direction on skills development in the Safety and Security sector. SASSETA achieves its mandate by supporting and guiding employers to conduct training through an annual submissions mechanism of the Workplace Skills Plan (WSP) and the Annual Training Report (ATR).

As a result, the training and submission of the WSPs/ATRs enables employers to comply with the Skills Development Act as well as the Skills Development Levies Act. Furthermore, this also provides important sector information to the SETA on employee profiles and also guidance to the employers on their progress against their last WSP.

Moreover, the submission of WSPs/ATRs also showcases among others, scarce and critical skills in the sector as well as skills development interventions to be implemented by the employers in a bid to address the identified skills gaps. In addition, timeous submission of WSPs/ATRs by employers facilitates access to the SETA's mandatory grant for skills training and also aids in updating SASSETA's information regarding the WSP/ATRs.

However, the problem that SASSETA is facing is that only about 25% of their levy paying employers submits their WSPs/ATRs annually. Sometimes the employers delay to submit and those that do submit, usually submit incorrect information on their WSPs/ATRs. This problem is still prevalent despite the efforts by SASSETA to train and educate employers on how to conduct their WSPs/ATRs and submit them online.

In addition, SASSETA shares information about its other service offerings and how to access such offerings through numerous capacity building workshops for its stakeholders. The SASSETA road shows give its various stakeholders an opportunity to engage with SETA officials directly. This road shows also allow the SETA officials to listen and gain an in depth understanding of its stakeholders' needs. Furthermore, the road shows provide an opportunity for the SASSETA to clarify the organisation's

processes and procedures. However, SASSETA does not see a return on investment in this exercise as submissions of WSPs/ATRs continue to decrease annually.

By virtue, it is this background that necessitated the need of the present study for SASSETA to determine the perceptions and attitude of employers towards WSPs/ ATRs submission. Therefore, the ultimate aim of the study is to stimulate conceptual insights and provide ideas for possible approaches to influence better perceptions and attitudes towards WSPs/ATRs submission by SASSETA stakeholders.

1.1.1 OBJECTIVES OF THE STUDY

In the light of the above enunciated problem statement, the study objectives are:

- To understand challenges experienced by the employers in the Safety and Security Sector on WSPs/ATRs submission.
- To determine the attitudes and perceptions regarding the ease of use of the SASSETA online system during submission of WSPs/ATRs.
- To investigate the causes for the non-submission of WSPs/ATRs during the prescribed period.
- To investigate the extent to which the implemented training interventions address SASSETA identified critical and scarce skills.

1.1.2 STUDY EVALUATION QUESTIONS

The study will address the following evaluation research questions in line with the above objectives:

- What are the causes for the non-submission of WSPs and /ATRs by the employers in the Safety and Security Sector?
- What are the perceptions and attitudes of stakeholders towards the ease of use of the SASSETA online system during submission of WSPs and /ATRs?
- What is the extent to which the implemented training interventions address SASSETA identified critical and scarce skills shortage needs?
- Which measures should be implemented to improve the participation of employers in the submission of WSPs and /ATRs?

1.2 LITERATURE REVIEW

This section presents journal articles and other relevant literature concerning employers' perceptions and attitudes towards the submission of workplace skills plans (WSPs) and annual training reports (ATRs) as well as their significance to them and SASSETA. The section will first define key concepts, thereafter, the section will demonstrate the rationale of the WSPs and ATRs for employers and other appropriate stakeholders with regards to the risks of non-submission of the WSP and ATR. The section will also explore challenges confronting stakeholders to compile and submit credible WSPs and ATR to the SETA. Consequently, the section will showcase global and regional literature and experience regarding WSPs and /ATRs in the light of the study objectives so as to enable the development of responsive recommendations.

1.2.1 Definition of Key Concepts

Both the Workplace Skills Plan (WSP) and the Annual Training Report (ATR) are instrumental in the establishment of a demand-led skills development system, which is responsive to the social and economic needs of South Africa (DTI 2018).

A **Workplace Skills Plan (WSP)** "is a strategic document that articulates how the employer is going to address the training and development needs in the workplace" (Combe, 2016).

According to Meyer and Niekerk (2008:7), the **Sector Skills Plan (SSP)** is a plan that describes the trends in each sector and the skills that are in demand, and to identify priorities for skills development.

Coetzee (2007:87) defined a **skills audit** as an inquiry, which is carried out to determine the actual skills of current personnel in order to establish the skills gaps and skills requirements of the organisation.

A **Skills Development Facilitator (SDF)** is a person that compiles the WSP and submits it to SETA to facilitate disbursements of training grants.

A **Workplace Skills Plan (WSP)** refers to an organisation's articulated training plan for the period April 2018 – March 2019.

An **Annual Training Report (ATR)** is a report on actual training and development initiatives completed during the previous year.

A **Pivotal Training Plan** is a strategic plan aligned to industry-specific scarce skills that may be required within the business.

A **Pivotal Training Report** is a Scarce Skills report articulating the outcomes of the preceding year's Pivotal Training Plan.

1.2.2 WORKPLACE SKILLS PLAN (WSP)

A Workplace Skills Plan (WSP) "is a strategic document that articulates how the employer is going to address the training and development needs in the workplace" (Combe, 2016). According to Coetzee (2000:95), the WSP denotes a planned human resources training and development strategy aimed at improving the skills and capacity of the workforce, thereby enabling a business to achieve its goal as prescribed in their business plan.

The workplace skills plan is therefore, a document outlining the education, training and development interventions of an organisation for a specific period (Skills Development Handbook 2018). In other words, the WSP details what skills an organisation needs, how these skills will be attained as well as how much it will cost the organisation to get them (Coetzee 2007:34). Moreover, the WSP should also assess the amount of training needed at that time and future skills needs (OECD 2017:34).

1.2.3 LEGISLATIVE POLICY FRAMEWORK GOVERNING WSPS AND ATRS

The WSP is provided for in the skills development legislation, specifically by the Skills Development Levies Act, which mandates all employer institutions to develop their own WSP. It is an important document that relevant Sector Education and Training Authorities need to create their sector skills plans principally for critical and scarce skills.

Developing a workplace skills plan requires organisational requirements and skills needs of the staff. According to Coetzee (2002:95), the WSP outlines the skills priorities informed by the skills audit that the work place would pursue for a particular year, as well as training programmes that are required to meet and deliver those priorities. The WSP also outlines the staff to be targeted for training, who are sometimes referred to as beneficiaries of training.

According to the regulations of the SDA, it is recommended that workers and employers work together to craft a workplace skills plan. Crafting a WSP is a systematized practice, which entails proper workplace planning and proper job analysis as inputs to the workforce planning process.

The process of developing a workplace skills plan should further include a skills audit to establish the actual skills of current personnel and outlining skills training primacies as prescribed by the skills audit as well as identifying skills programmes to address the skills training needs. This can be achieved through effective monitoring, evaluating and reporting of the workplace skills plan as well as by establishing a quality assurance system to ensure effective and value added skills training and development that add value to the workplace (Skills Development Handbook 2018).

Furthermore, a WSP of an organisation should include information such as the number of individuals in each occupational group who received training during the year as indicated in the regulations. It should also include planned skills development priorities for the levy grant for the period as pointed out in the regulations, qualitative information that is germane to skills planning, training needs for the required period referred to in the regulations and issues relating to quality assurance, with reference to staff education, training and development (Coetzee, 2002).

Differently put, the purpose of workplace skills planning is to outline how organisations will address their training and skills development requirements. WSPs support employers through the recognition and implementation of various skills development

programmes such as learnerships and internships that deal with skills gaps within a company.

In order for an organisation to qualify for Mandatory and Discretionary Grants in accordance with the Skills Development Act and Skills Development Levies Act, it must submit a WSP detailing its training programmes for the coming year and an Annual Training Report (ATR) of the previous year for actual skills development it has implemented. A qualified Skills Development Facilitator (SDF) compiles the WSP and submits it to SETA to facilitate disbursements of training grants. The training grants are given to organisations that qualify after submitting their ATR.

Annual Training Reports (ATRs) are documents that detail the number of education, training and development activities conducted, name of the SDF, proof of expenditure, number of employees that were trained, learning methods that were used, the training provider that was used, attendance registers, occupational areas covered and the process used to develop the report (Progression Corporate Essentials 2018:1).

This section will focus on skills planning and skills development, which help any organisation to stay afloat by having the right people in right positions at the right time. Skills are crucial for South Africa's prosperity therefore, skills planning and skills development are essential to ensure that the country's workforce has the right skills to support economic growth and improve service delivery.

The continuous existence and viability of an organisation heavily depends on its ability to have a strong skills plan, which is crucial for recruitment, selection and appointment. The skills plan helps to determine the staffing needs, screening and appointment needs as well as publication of vacancies to attract a pool of candidates who meet the skills required for that job (Abawag, 2015). Skills planning helps prevent job-mismatch (lesser square pegs in round holes), a timid and demotivated workforce.

All in all, the WSP leads to the creation of an annual training report because at the end of the year every organisation that submits a WSP must also submit an Annual Training Report (ATR) on the previous year's WSP. The annual training plan (ATR) is the base

document that lists the skills development initiatives that were implemented by employers during the year (ETDP SETA 2012). It is the tool that organisations use to give feedback to their relevant SETAs on their WSPs, containing all the relevant information on the success or failure of these WSPs and the reasons for such outcomes (National Skills Development Handbook 2018).

Bezuidenhout, Markides & Smit (2007) state that the ATR provides the evidence that the WSP was implemented and the organisation may be refunded some of the funds spent on this implementation. The ATR should reflect all the education, training and development activities that the organisation implemented during the previous year. If there are any discrepancies between the WSP and the ATR, the organisation should be able to explain them and there should be records of the activities in order to be able to confirm the information on the report Coetzee (2007:34). As such, this makes it a good tool for assessing what training needs have or have not been met in the organisation. It also makes it easier to assess the training challenges and obstacles to provide necessary interventions.

Although these documents are submitted at the same time, the ATR will reports on progress against the previous year's WSP. If an organisation fails to submit their ATR, they risk the suspension of their grant. However, in as much as the ATR is often seen as a compliance exercise, it is a helpful document that enables organisations to measure their achievement of priorities in terms of skills. The ATR also helps measure the progressive capacity development of an organisation.

Moreover, there is also a Sector Skills Plan (SSP) that also focuses on skills development in organisations. According to Meyer & Niekerk, 2008, the SSP is a plan that describes the trends in each sector and the skills that are in demand, and to identify priorities for skills development. The SSPs are essential in ensuring that SETAs have a full understanding and appreciation of their sector landscape and how it is changing and what skills are needed to support its growth.

According to the SDA, the SETAs can implement their skills plans through setting up

learnerships as well as approving the skills plans from workplaces in the sector. This helps the sector to compile a meaningful sector skills plan. The SSPs are also an important tool for building a connected labour market information system across all the sectors, which is an important evidence base for skills development.

The SSPs must state current and future learning and qualifications needs of the employees and their employers. This helps to develop interventions that are agreed upon with stakeholders and can improve the match between education and training as well as current and projected needs of the sector and sector employers. The workplace skills plans play a pivotal role in the development of sector skills plans as they gather information that informs the SSPs.

The sector skills plan provides information such as profile of the workforce within the sector by jurisdiction as well as race, gender, qualifications and occupational category. Additionally, the sector skills plan monitors the supply of and demand for labour within the sector and tracks the absorption of new labour market entrants into the market. The sector skills plan also identifies areas of skills growth and skills need as well as opportunities and constraints on employment growth in the sector (Coetzee 2002).

The importance of the skills sector plan is that it provides a platform for the key strategic analysis guiding the implementation of training and skills development within the sector. This is premised on the fact that different sectors require different skills. The Department of Labour stipulates that the sector skills plan should contain a detailed profile of the sector, which should give a description of current education and training that is happening in the concerned sector as well as factors that might bring about future changes in the sector (DoL, 2001a). The skills sector plan therefore informs the sector of where the sector hopes to be in few years, how SETA plans to get there and how the sector will measure the success of the implemented training and development.

1.2.4 ADVANTAGES OF SUBMITTING WSP, ATR, PIVOTAL PLAN AND REPORT

An organisation will qualify to recover 20% of their skills spend as a Mandatory Grant allocated from Skills Development Levies already paid to SARS if they submit their WSPs and ATRs on time.

An organisation becomes eligible to apply for Discretionary Grants from the affiliated SETA, provided that a WSP has been accepted and approved by the SETA. These grants can assist the organisation to effectively implement skills plans, e.g. Learnerships, Internships or Skills Training Programmes as indicated on submission of the WSP and ATR.

Coetzee (2007:87) defines a skills audit as an inquiry, which is carried out to determine the actual skills of current personnel in order to establish the skills gaps and skills requirements of the organisation. A skills audit is usually an internal process that is carried out by the internal education, training and development practitioner or the human resources team within the organisation. Skills audits are an obligatory process prescribed by the Skills Development Act and the Skills Development Levies Act, as they are vital in the process of developing workplace skills plan.

Each organisation must conduct a skills audit in order to establish the skills development priorities and to ensure that organisation skills profile is in line with its strategic goals or objectives. Basically, the ultimate aim of carrying out a skills audit, according to Truman & Coetzee (2007:), is to ascertain the skills that exist within the organisation, how the skills available within the organisation compare with the organisational skills requirements as determined through the workforce planning and job analysis process.

Where businesses require skills development to be recognized on their B-BBEE Scorecard for B-BBEE compliance purposes, for instance, the documents below are to be submitted to the sector-specific SETA before 30 April 2018:

- A Workplace Skills Plan (WSP) – An organisation’s articulated training plan for the period April 2018 – March 2019.

- An Annual Training Report (ATR) – A report on actual training and development initiatives completed during the previous year.
- A Pivotal Training Plan – A strategic plan aligned to industry-specific scarce skills that may be required within the business.
- A Pivotal Training Report – A Scarce Skills report articulating the outcomes of the preceding year’s Pivotal Training Plan.

The context and strategy of the organisation in most cases influences the skills audit process. It ultimately determines the techniques to be used to carry out the skills audit. The skills audit process comprises of three stages that are very essential. The first stage involves determining which skills are required by each employee, the second stage involves determining which of the required skills an employee possess and the third stage focuses on analyzing the results and consequently determining skills development needs (Brown et al, 2001).

Once the skills audit information is available, a thorough result analysis is done to plan training and development as well as other human resource interventions (Carton & King, 2004). Furthermore, recommendations are then conversed and agreed actions are executed. The outcome of the skills audit informs the WSP. The WSP is generally compiled by a qualified Skills Development Facilitator (SDF) and then submitted to the sector-specific SETA. Formulating and submitting these documents can be very time consuming.

1.2.5 THE ROLE OF HR SYSTEMS IN WORKPLACE SKILLS PLANNING

Human Resources (HR) systems are the information hub for human resource management as they combine several HR functions, such as recruitment processes, managing payroll, storing employee data, keeping track of attendance records and administration of benefits.

According to Combe, (2016), the purpose of HR systems is to become more efficient in providing better information for decision-making. Combe further adds that the “functions of HR Information System (HRIS) comply with organisation interests in maintaining and

managing the human capital based on the organisation vision and the strategy of achieving that vision". HRIS ensures that every day, human resource processes are easy to manage and easy to access.

The process of WSP falls within the human resource department in as much as it involves the entire organisation. Submissions of ATR and WSP to the SETA need to be very detailed in terms of workplace information. The information must include details of the numbers of the current workforce, their experience and qualifications, their competency levels as well as information pertaining to training activities. The information could be presented in an individual employees' training records for learning and talent development.

The HR systems play an important role in the process of developing WSP and ATR. The HR systems have all the data on the organisation including information on the structure of the organisation, where there are vacancies and skills needed to fill the vacancies as well as where the organisation is expanding or needing a reduction in the workforce. (Knight, 2006), states that Human resources systems identify unfilled positions, accurately analyse each job position and its job title in the organisation, provide insight into organisation training needs, and select the right people to be trained at the right time, evaluate the effectiveness of training programmes and make faster and better decisions about succession plans.

Workforce planning should inform decision-making on skills development, particularly on the future skills development needs of the organisation and the kind of people the organisation needs to recruit in order to develop their capacity and achieve sustainable performance (COSATU, 2000). The knowledge on the future skills demands also equips HR with information on how they can plan their future selections based on the strategic goals of the organisation (Davies & Farquharson, 2004).

HR systems can play a crucial role in the management of data that can be used to extrapolate information for workplace skills planning, such as the employee experience profiles and qualifications. WSPs from previous years can also be stored and used as

reference points to build up information for a current WSP. Personnel files can be consulted with a view to matching the employee's training.

1.2.6 RISKS FOR NON SUBMISSION OF WSPS/ATRS TO SASSETA

All businesses no matter what form or size, are encouraged by the Skills Development Act to submit their WSPs/ATRs and Pivotal Reports. There are consequences to businesses that fail to submit the reports. These consequences include, but are not limited to the following:

- Low points will be earned for the Skills Development element on the B-BBEE scorecard.
- Submission and approval of WSP is a precondition for applying for discretionary grant. Failure by employers to submit their WSPs means they cannot qualify to receive mandatory and discretionary grant.

1.2.7 PERCEPTIONS AND ATTITUDES OF MANAGERS TOWARDS WSPS/ATRS

Despite the abundance of legislation and research, the importance of skills development and the need to prioritise it, is still not viewed as a strategic priority in some organisations, and at times lacks executive and broader management buy-in and support. Due to that poor perception and attitude towards WSP/ATR, some managers do not submit their WSP/ATR reports to SASSETA on time ((DoL, 2001a) 2017). Some managers do not take employee training and development as a priority. There is no meaningful engagement between managers and their employees concerning personal development plans.

Some managers also do not monitor and evaluate their employees in order to identify their weaknesses (DoL, 2001a). This not only creates a culture that skills development is not a priority within the organisation, but it also diminishes the credibility of the information on WSPs as employees might feel that even if they provide information about their skills needs, they are not likely to benefit, resulting in them providing information as a formality and not as a necessity. This might also lead to WSPs that only reflect generic workplace-based skills needs, like computer training, financial management, report writing while critical and scarce skills related to key technical and

functional areas in the organisation are seldom identified and addressed.

Organisations usually encourage employees to draw up their personal development plans and skills audits in line with the requirements of their jobs (Gill, 2014), hence the skills needs often focus on immediate needs with little consideration for change, organisational development and future anticipated skills needs. This also affects the WSP in the sense that if the job description itself is not clearly defined, it becomes uneasy to forecast the skills needs of individuals.

Workplace skills planning is often approached from a compliance perspective, very often outsourced to consultants, and not institutionalized in the organisation to strengthen the level of in-house capacity. Combe (2016) makes the same assertion that the system incentives and feedback loops potentially encourage falls reporting. Furthermore, the implementation of the WSP training is usually most often than not, aligned to what training providers are offering at the time, which sometimes creates a negative impact on the attitudes of employees towards the whole process.

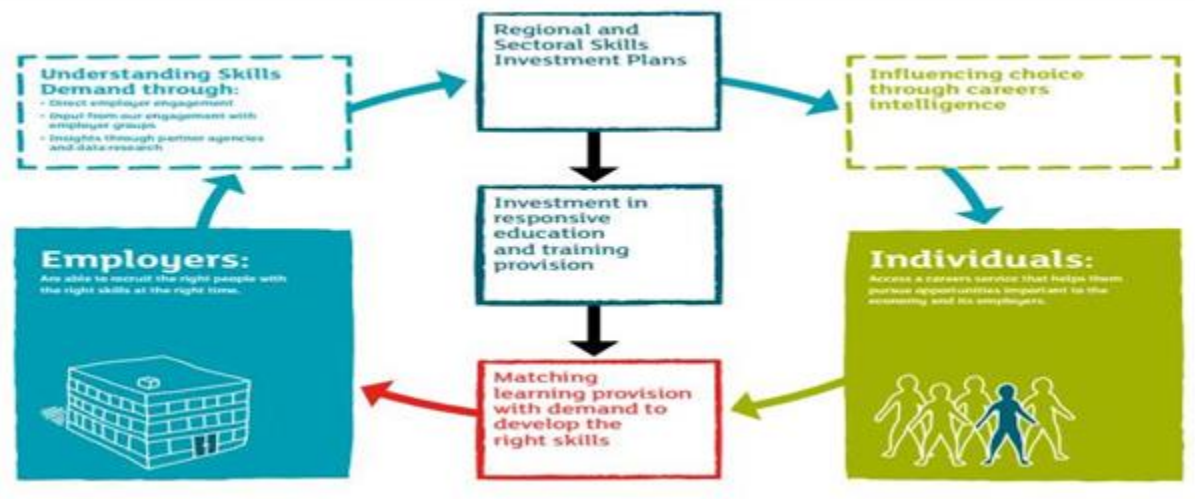
1.2.8 INTERNATIONAL EXPERIENCES ON SKILLS DEVELOPMENT AND WSP/ATR

There is a lot of global literature on the value and experiences of WSPs and ATRs. This section will focus on China and Russia case studies, in line with the study objectives. Since WPS help to address a range of skills gaps identified during skills audits and set interventions that an organisation will use to address those skills shortages and acquire new skills, China and Russia chose to abide by the “catch them young” approach to skills acquisition and workplace experience (Erasmus 2009).

An example is the China and Germany dual education system which has Technical Vocational Education and Training (TVET) starting from junior secondary to senior secondary and tertiary. China can be used as one good example with its 9 years of compulsory education including 3 of vocational training (Parilla, Trujillo and Berube 2015:3). The China example will be discussed later in the section. Scotland uses the model below to match education and training with current skills demand for business

and industry as well as future needs of the economy. This model can also help South Africa harness the potential of its citizens using a demand-driven and evidence based approach.

Figure 1: Skills Planning Model



(Source: Thomson *et al* 2015:9)

Skills development is not a once off event, but is rather an on-going process that demands leaders of an organisation to keep improving the competence of their workforce. It is a process that needs leaders who can cultivate a culture of continuous learning to keep abreast with skills needs of an organisation in this volatile world. Furthermore, skills development helps an organisation's workforce to match learning provision with demand so as to develop the right skills that can give them confidence to execute their tasks. It can also help the workforce to secure work and progress in their careers so as to achieve their full potential (Hallendorff, 2002).

Simultaneously, skills development helps employers to have a high performing workforce with the right skills. In addition, skills development enables employers to keep up with industrial changes and be in touch with latest technological advancements since their staff will be trained using customized IT programmes. Skills development helps the organisation to stay ahead of competitors, maintain knowledge, increase job satisfaction levels through internal promotion opportunities and attract new talent (Gill 2014:1). All

these benefits of skills development I boost productivity. Realising the fruits of skills development in organisations means the whole country at large experiences economic growth.

In South Africa, there is empirical evidence that shows a shortage of skills in a lot of occupations and economic sectors. According to Michael (1995:18), the human resource development (HRD) is the process of developing the human resource working in an organisation through modernisation of their knowledge and improving their talents, attitudes and perceptions in order to match the ever evolving trends of globalized economy and thereby exploiting those developments for the attainment of the organisation objectives. It is in line with Michael's assertion that through the Skills Development Act of 1998, the South African government places much emphasis on workplace skills development to continuously empower the workforce to actively contribute to organisation goals by acquiring relevant skills appropriate for a particular sector.

Public institutions such as municipalities recognize that HRD is important as it assists employees to acquire competencies required to perform their duties in an efficient manner, at the same time allowing the organisations to sharpen their expertise as well as their skills (Skills Development Act, 1998). As such, the implementation of HRD by a local government organisation should be informed by certain objectives.

Among the common objectives that should inform HRD must be the need to develop the capabilities of each employee as an individual. The abilities of each individual worker in relation to their occupation at the time, the capabilities of each individual employee in relation to their anticipated future role must be taken into account in order to guarantee improved work quality, higher productivity and higher profits.

The HRD is the mainstay of all organisational activities. It is worth mentioning that HRD is very vital to the organisation as it helps in identifying organisational goals through a better understanding of employees. HRD also facilitates job enrichment through proper training and acquisition of new skills. HRD also focuses on need contentment through

recognition and achievement. According to Coetzee (2002), with a suitable HRD plan, individuals become increasingly dedicated to their job and as such, individuals are then evaluated based on performance. A friendly and an organised environment might also be established with the implementation of HRD programmes.

There are different methods that are used to implement HRD in an organisation and for the sake of this study only a few methods will be discussed, namely the performance appraisal, potential appraisal and development as well as training and development. However, these methods may differ contingent upon the nature and the internal environment of the organisation. According to Knight (2006), performance appraisals are a central aspect in analysing the performance of employees in an organisation.

Performance appraisals further help the management to appreciate their employees and what is anticipated from them as well as what their actual contribution is. With performance appraisals, the performance of the employee is periodically appraised in light of the challenges faced by the employee along with the identification of their growth needs (Brown et al, 2001).

The purpose of conducting a performance appraisal is to assess the current position of employees and forecast the need for training. According to Sheikh (2009), performance appraisals consist of job analysis, establishing performance standards, communicating performance standards to the employees, measuring the actual performance of the employee and taking corrective action if necessary.

Potential appraisal and development refers to the abilities and skills that employees possess (Carton & King, 2004). The main purpose of the potential appraisal is to develop latent liabilities of individuals. Furthermore, it matches the potential of an employees and his or her job.

All local government employees need training that will equip them with the necessary knowledge and skills to perform in their work and enable them to effectively and efficiently deliver municipal service to the community (Gill, 2014). Many researchers argue that skills development, education and training are important in any workplace as

they improves the employment prospects of individuals, the productivity of workplaces and the capacity of people and organisations to adapt to changes in demand for products and services (Gberevbie, 2012).

Technological advancements and globalization have also had a significant impact on human resource development and management practices. It has become more important than ever before for government organisations to engage in human resource development practices on an international level as the changing global economy, technology and politics has increased expectations for government performance. It is true that current employees have to update and acquire new skills more frequently during their working lives than workers from earlier generations (Combe, 2016).

1.2.9 REGIONAL PERSPECTIVES ON WSPS AND ATRS SUBMISSION

Most African countries are still struggling with skills development at all levels; national, provincial, local government and even in the private sector. In addition, most African companies do not submit their WSPs and ATRs (OECD, 2015). Therefore, timely data on the structure of employment and skills in Sub-Saharan Africa is difficult to find (OECD, 2017). It is imperative that African governments in collaboration with the private sector, NGOs, civil societies and other stakeholders take part in developing tailored approaches to understand the region's evolving skills base and emerging job scenarios to identify skills gaps and talent within the region.

Countries such as Botswana, Mauritius, Kenya and South Africa are leading the way in the local availability of high-skilled jobs. Kenya, through the Ministry of Labour and the Federation of Kenya Employers and Central Organisation of Trade Unions, has established the Apprenticeship, Industrial Attachment and Internships for workplace skills development (Knight, 2006) However, the apprenticeships tend to be in smaller numbers due to limited resources to invest in re-skilling and up-skilling, resulting in skills gaps in those hard to fill occupations.

In addition, a big proportion of Africans continue to be self-employed or work in farms, family businesses and mainly in the informal economy where the skills of the newly

secondary and tertiary educated are not adding much value, especially in rural areas (Gillies, 2015) This narrow success in capitalising on its existing education investment to match with skills demand in the labour market and new emerging skills requirements is sinking into the heart of the region's relatively poor performance on the Human Capital Index (OECD, 2017). Therefore, a dialogue is needed between employers and education providers to align and optimise demand and supply of skills in the region so that Africa can be relevant in the Fourth Industrial Revolution, which is being driven by technological advancement.

Furthermore, companies “across the region have already identified that an inadequately skilled workforce is a major constraint to their businesses, including 41% of all firms in Tanzania, 30% in Kenya, 9% in South Africa and 6% in Nigeria (World Economic Forum 2017:5). This trend of an inadequate skilled workforce might even get worse in the future if the issue of skills shortage is not addressed.

Human capital planning in African countries is intended to match skills requirements to development targets. However, in these countries, human resource practitioners in both public and private sectors are faced with a huge challenge to address the issue of skills development to enhance organisational performances and develop their workforce. Of major concern is the fact that in Africa, there is a severe skills gap in different sectors across the continent. As such, there is a need for swift attention towards skills development in work places. Unfortunately, as much as WSP and ATR is very crucial, few countries in the region have policies and acts that regulate and mandate the government and the private sector to implement WSPs and ATR.

Nigeria, on the other hand, seems to recognize the essence of training and development especially in the public sector (Combe, 2016). The Local Government Service Commission in Nigeria is an organ of the state that manages the affairs of the local government employees. Its main responsibility is the recruitment and training of the staff of the unified local government system (Gill, 2014). The commission understands that training and development is crucial if the local government is to respond effectively to demands of development.

The Nigerian local government system is supposed to effectively respond to the demands of development, and to do so, skills development has to play a crucial role. However, almost all Nigerian Local Government municipalities are short of the skilled human capital necessary to implement developmental programmes (Gill, 2014).

The Local Government Service Commission has the power to implement skills development and training for the local government staff. The Commission makes use of a 1% training fund that is allocated to it in terms of the Nigerian Federation statute. The skills development fund allocation is aimed at ensuring that the local government becomes more proactive and efficient in its basic responsibilities.

For Gill (2014), in order for skills development and training policies to be effective, they have to be crafted in such a manner that they relate to human capital planning and job analysis. Relation to human capital planning and job analysis is important because human capital planning indicates the future requirements of different categories of employees, while job analysis gives accurate and clear descriptions of jobs and the necessary skills that are needed.

Furthermore, it is necessary to constantly check and update the job descriptions with any pertinent changes in technology or within the organisation. Constantly checking and updating pertinent changes can enable one to collect information on the workplace for any skills development policies and training, as one would be able to estimate the numbers and types of trained personnel required.

Workforce planning is a process that covers a wide range of activities that are aimed at ensuring the organisation has the right people, right skills and at the right time to deliver on outcomes. Its planning is both an art and a science. The science is in collecting data to accurately reflect the workforce. The art is in the process of taking all the data that has been collected, synthesizing it and creating information to make informed decisions. Using this information to calculate future employees needs and sustain them, links to the strategic management of the whole organisation and government (OECD 2017).

Workforce planning provides several advantages to the public organisations as it creates an efficient and effective workforce. The OECD (2017) goes further to state that workforce planning helps to ensure that replacements are available to fill important vacancies as well as to prepare for limitations in terms of expanding or reducing the workforce.

Australia uses a wide range of stakeholders' consultation and academic research to support and expand their workforce skills planning (OECD 2017). The government provides a framework for organisations to conduct their skills analysis, which is supplemented by expert reports when needed. Each local government organisation is required to prepare a Workforce Management Plan (WMP) (Local Government Australia 2012), which is a tool that accurately reflects the workforce needs to meet organisation commitments. One of the aims of the WMP is to guide the local government councils on how to identify, gain and retain critical skills in demand, through mechanisms such as skills audits, knowledge management and succession planning (Local Government Australia, 2007).

The OECD countries make use of other tools and techniques for gathering workplace skills related information, such as the skills assessment and anticipation system. The skills assessment and anticipation (SAA) tools help the public sector generate information on current skills and future skills need of the labour markets (OECD 2016: 34). Using a wide range of tools from surveys (from graduates, employees and employers) to econometric estimations of future skills needs, most of these exercises measure skills needs in terms of qualification levels, qualification types and fields of study. The skills assessment and anticipation (SAA) is used to collect robust and timely information on current and future workforce needs.

The skills assessment and anticipation tools are used by a variety of stakeholders with the aim of producing reliable labour market information to inform their policy making about current and future workforce skills and competencies in the labour market. These exercises are usually developed through consultations and wide involvement of stakeholders around specific objectives and timeframes (Fisher et al, 2003).

Sweden has become the leading country in developing exercises and tools to assess current skills and anticipate future skills needs. (OECD 2015). The skills needs are assessed and anticipated using surveys and other forecast methods. Sweden Statistics and Public Employment Services are the two public entities that are responsible for skills assessment and anticipation. The two entities carry out skills assessment exercises simultaneously to maximize on each other's advantages. Moreover, the assessment exercises are done using multiple sources of data in order to serve different purposes and avoid potential biases (OECD 2017).

The Public Employment Services uses surveys that are designed to gather information on organisations' human capital utilisation and the demand of goods and services among other things. The information is collected with the objective of approximating the amount of labour that is and would be required to satisfy the demands. To expect future skills needs, the anticipation method looks at the supply and demand of graduates by analysing how student qualifications will integrate into the labour market. One of the strengths of this Swedish system lies in the sound statistical information and the constructive dialogue among involved stakeholders (OECD, 2015).

Even though Stats Sweden and Public Employment services are the main players in the development of the skills assessment and anticipation exercises in the country, employer organisations and trade unions are actively involved in the dialogue on the skills needs and skills development. The results across the different exercises are consistent and provide coherent information for policy making at organisation, sectorial and national levels.

To counter challenges which include financial strain and potential subjectivity of certain approaches in the exercises such as the surveys, strong systems to double check the robustness of the information have been built. The development and running of these exercises can also be taxing on financial resources hence the Swedish have put in measures to reduce strain on resources (OECD, 2017).

Strategic workforce planning continues to be a central process to identify and address workplace skills in OECD countries. The civil service capacity and skills gaps are identified through the assessment of training and development needs (OECD, 2017). A majority of them identifies training and skills needs through performance evaluations of employees. Other countries such as Australia, Belgium and Hungary use horizon scanning to inform their skills development practices. The United States (US) makes use of the office of personnel management to address workplace skills concerns. They use a data driven multifactor model, which looks at indicators such as two-year retention rates, quit rate, retirement rate and applicant quality for various occupations.

In the Great Britain, workplace skills planning starts with identifying the skills needed to deliver services, which also depend on an agreement on the optimal approach for the delivery of the services. It includes decisions about the mix of technology and staff to be used and the balance of in-house and external responsibilities to determine the skills required. A poorly developed workforce skills plan process will reduce the effectiveness of skills development no matter how well implemented (Great Britain National Audit Office 2011).

The United Kingdom (UK) employs the UK Commission for employment to look at their workplace skills. The Commission does this through the Employer skills survey and the Employer perspective survey. The Employer skills survey made use of telephonic interviews with organisations across the sectors, which provided information on occupations, and jobs that had vacancies and those that were not easy to close because of lack or shortage of skills. The Employer skills survey was complimented by the Employer perspective survey through collection of information on employers' trends in recruitment, including recruitments that are deemed most critical by the employers (OECD, 2017).

The Local Government Association of South Australia has designed a skills audit tool, which can help an organisation to get important information about its current and future skills needs following three steps.

Step 1- Determine skills requirements.

Step 2- Audit actual skills.

Step 3- Compile the results and analyse the data

The very same tool can be used by the HRD of the South African Local Government to collect, collate, analyse and plan the WSP and ATR.

The Information, Communication and Technology (ICT) is continuing to transform workplace skills which are helping to modernize service delivery, for instance, mobile devices are now being used to pay bills, e –learning and e-governance that’s digitalising service delivery (Kingdon & Knight, 2004). In essence, South Africa can also benefit by adopting the same Digital Public Services Strategy, as shown by the City of Tshwane with their innovative platform called DigiMbizo. The platform gathers public opinions on service delivery. Such an initiative can be used in workplace skills plan to identify workers who are innovative, support them with resources and give them enough space to sharpen their skills and transfer them to other workers across departments.

A WSP in Australia helped to come up with three categories of workforce, which can possess “cognitive skills (logical, intuitive and creative thinking, problem solving, verbal and mental abilities), behavioural skills (social and soft skills, decision making, interpersonal skills) and technical skills (manual dexterity for using complex tools, occupation-specific knowledge)” (Australian Government 2014:9). In a South African Local Government context, identifying these categories in the workplaces will help in making use of a demand-driven approach when designing WSPs.

In the United Kingdom, there are three core principles that guide skills development and WSP (OECD, 2017). Firstly, the employers are at the heart of the UK skills system. They develop apprenticeships across all economic sectors. Secondly, the UK’s skills system is very flexible in that there is a broad agreement with all stakeholders on the importance of skills development. As a result, their investment on training is based on the WSP and the ATR submitted to them by organisations. Thirdly, the whole system of skills development has a high level of quality assurance. The colleges and training providers are open to external inspection with harsh sanctions if the quality standards are not met. The inspection process can be used here in the South African Local

Government when WSP and ATR are submitted, as a way of ensuring that the WSP and ATR are of high quality and the mandatory and discretionary grants are not wasted on poor quality skills development.

Germany, China and India are known for having successful and efficient training systems. The Germany dual education system and the Australian VET have salient features, which keep their skills development afloat. Both are almost similar to WSP and ATR in South Africa. However, the difference is that the Germany and Australian systems (are flexible on choice of courses and career options to ensure that the curriculum and training keep abreast with changes in technology and other changes in the industry. There is also a strong link between companies and the VET that helps to continuously upgrade and streamline the curricula to suit future skills requirements (Gill, 2014)

This process is done with the guidance of the Federal Institute for the VET, trade unions, industrial subsectors and experts from various companies who also fund the training to develop the training regulation for the apprenticeship programme (The China Vocational Education Law 1996). Therefore, South Africa can follow the dual education system through its current three streams model whose main purpose is to address the issue of skills gaps, especially in hard to fill occupations.

The three stream Pathway is about the skills revolution within the Basic Education Sector driven by the mandates of the National Development Plan. This offers learners an opportunity to select alternative pathways that are in line with the learner's capabilities through three curriculum streams. According to the National Development Plan (2011: 266), the three streams model is structured as follows:

Academic Stream - this is currently catering for the majority of learners from Grade R to Grade 12 and is embodied in the National Curriculum Statement (NCS) of 2011. Diversity of learning abilities and learning styles is addressed through differentiated teaching and assessment methodologies. The skills and vocational content is limited for subjects offered in the NCS Grades R to 12.

Technical Vocational Stream - this was a response to the need expressed by the Engineering and Manufacturing Industries that led to the introduction of the Curriculum and Assessment Policy Statements (CAPS) for Technical High Schools, which was incrementally implemented from 2016. This stream is still strongly aligned to the academic stream as theoretical academic standards are in no way compromised.

Technical Occupational Stream (School of Skills) – this was initially introduced in 2011 in response to the demand from the special schools sector. This is for learners who have vocational aptitude and would like to choose occupational subjects in which the emphasis will be on applied knowledge and skills that prepare them much earlier and effectively for artisanship, vocational and occupational training and the world of work.

In addition, China is another example of countries with dual education systems which consists of (1), education in vocational schools with emphasis on theory based training and (2), vocational training which “focuses on post-school, pre-employment and on-the-job practical training and re-training for those out-of-schools or out of work”. All stakeholders financially support this very similar education, training system in the same manner the skills development is supported through the WSP and the ATR done here in South Africa.

Conversely, the difference is that the Chinese education law dictates nine years of compulsory education including three years of vocational training (Combe, 2016). In South Africa, the vocational training starts after completing Grade 12. All these aforementioned global examples on WSP and skills development can be used as crude models, which can be further developed by South Africa to address issues concerning poor or no submission of WSPs/ATRs to SASSETA.

1.3 CONCLUSION

The section successfully defined key terms and principles underpinning WSPs and ATRs application in South Africa and the globe at large. Key lessons on their best application and submission by global institutions were critiqued in line with the study

objectives. The study also highlighted the benefits for submitting the WSPs/ATRs on time to SASSETA stakeholders and the consequences to be faced if they submit them late or not at all. It is with this in mind that to look at regional and global perspectives on WSP and ATR was essential in order to continuously learn and update the processes as well as keep up with the ever dynamic needs (Kingdon & Knight, 2004).

It is important for SASSETA to have stakeholder oriented or user friendly better systems in place for collecting skills development data for their planning and forecasting for future skills needs if they do not have them yet. Australia uses a wide range of stakeholders' consultation and academic research to support and expand their workforce skills planning (OECD 2017: 71).

The South African government provides a framework for organisations to conduct their skills analysis, and submission of WSPs and ATRs which is supplemented by expert reports when needed (Combe, 2016). Each local government organisation is required to prepare a Workforce Management Plan, which is a tool that accurately reflects the workforce needs to meet organisation commitments (Gill, 2014). One of the aims of the WMP is to guide the local government councils on how to identify, gain and retain critical skills in demand through mechanisms such as skills audits, knowledge management and succession planning (OECD, 2017).

The OECD countries make use of other tools and techniques for gathering workplace skills related information, such as the skills assessment and anticipation system. The skills assessment and anticipation (SAA) tools help the public sector generate information on current skills and future skills need of the labour markets (OECD 2016: 34). Using a wide range of tools from surveys (from graduates, employees and employers) to econometric estimations of future skills needs, most of these exercises measure skills needs in terms of qualification levels, qualification types and fields of study.

The skills assessment and anticipation (SAA) is used to collect robust and timely information on current and future workforce needs. It is used by a variety of

stakeholders with the aim of producing reliable labour market information to inform their policymaking about current and future workforce skills and competencies in the labour market. These exercises are usually developed through consultations and wide involvement of stakeholders around specific objectives and timeframes.

Sweden has become the leading country in developing exercises and tools to assess current skills and anticipate future skills needs. (OECD 2016: 13). The skills needs are assessed and anticipated using surveys and other forecast methods. The next Section will deal with Methodology and the reasons behind the SASSETA stakeholders' late or no submissions of their WSPs/ATRs.

CHAPTER 2: RESEARCH FRAMEWORK AND MODEL

2.1 LOGIC MODEL ANALYTICAL FRAMEWORK

(a) The study will address the research objectives in line with the Logic Model of assessing the project input, process and output as shown in table 1 below.

Table 1: SASSETA Process Flow for Stakeholder Attitude and Perception

INPUT	PROCESS	OUTPUT
<p>Factors affecting perception and attitude for non-submission of WSP/ATR to SASSETA.</p> <p>Factors influencing ease of use of the SASSETA online system during submission of WSPs/ATRs.</p> <p>Effectiveness of implementation of SASSETA interventions by employers.</p>	<p>Effects of those factors towards influencing stakeholder's attitude and perception towards WSP/ATR submission.</p> <p>SASSETA Training Intervention to Employers towards ease of use of the online system.</p>	<p>Results of WSP/ATR non-submission by employers.</p> <p>Results of SASSETA training interventions towards ease of use of the online system.</p>

Source: Author's compilation

Therefore, the study will execute its objective in line with the SASSETA Terms of Reference to determine perception and attitude of SASSETA stakeholders towards WSP/ATR submission. It will explain why employers must submit their ATR/WSP on time rather than being late or not submit at all. Analysis will be done through the logic model described in the table 1 above. Thus, the study methodology will focus strongly on the logic model whereby factors affecting stakeholders' perceptions and attitudes are classified under category 1: 'inputs'. The factors' impact towards influencing stakeholder's attitude and perception towards WSP/ATR submission will then be classified under category 2: 'process' or effects of those factors' impact towards influencing stakeholders' attitudes and perceptions towards WSP/ATR submission. In

category 3 the 'outcome' or 'results' of WSPs/ATRs late or non-submission are analysed objectively.

Phrased differently, this means that input factors affecting perception and attitude of late or no submission of WSP/ATR to SASSETA will be analysed alongside the SASSETA training programme design, training materials for employers and facilitators. This is followed by the process, which analyse the effects of those factors' impact towards influencing stakeholders' attitudes and perceptions towards WSP/ATR submission and SASSETA Integration Framework. Lastly, the outcome shows the effects or results of WSP/ATR late or non-submission towards skills development intervention that an organisation will use to address skills needs.

The logic model described above seeks to examine the extent to which the factors affecting perception and attitude of late or no submission of WSP/ATR to SASSETA affect the mandate of SASSETA to guide and provide leadership and strategic direction on skills development in the Safety and Security sector if that problem is not resolved on time. As a result, the research shall be developed according to a multi-step process that analyses all the value chain concerning the input, process and outcome through logic model.

The study will use both qualitative and quantitative methods (Bird & Heitmann, 2009) to collect and analyse data to foster more effective and reliable results. Data collection shall include all 81 companies in the legal sector and 107 companies in the security sector that have benefited from SASSETA training.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

3.1.1 Research Project Phases

This research will be implemented in phases in order to allow for an evaluation of the deliverables due from each stage and capitalize on the resulting information and knowledge. The phases which will be followed are outlined in Figure 2:

Figure 2: Project Phases



Source: USC (2018)

The end of each phase/stage shall constitute a project milestone with due deliverables and will trigger quality control events.

3.2 STUDY DESIGN

The study will use both qualitative (interviews) and quantitative techniques (survey) to address the objectives and research questions at hand hence, the use of primary and secondary research techniques. Primary research will involve in-depth interviews to collect qualitative data from the SASSETA stakeholders whilst secondary research through data from SASSETA will help to quantify the issues underpinning the study mathematically. Triangulation will be used in the study to guide the research team in determining the appropriate methodology that will be explained easily in the inception report, especially an impact assessment model that triangulates between qualitative and quantitative methods, is proposed.

Qualitative research is primarily exploratory research (Combe, 2016). The study will use it to gain an understanding of underlying reasons, opinions, and motivations regarding the hidden causes influencing stakeholder late or non-submissions of their WSP/ATR to SASSETA. The study will investigate stakeholder perceptions and attitudes towards the ease of use of the SASSETA online system during submission of WSP/ATR. The study will also investigate the extent to which the implemented training interventions address SASSETA identified critical and scarce skills shortage needs and offer responsive recommendations to encourage or stimulate participation, attitudes and perception towards skills development through WSP/ATR early submissions in the Safety and Security Sector. The study will also provide insights into the problem or help to develop ideas or hypotheses for potential quantitative research.

Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics (Gill, 2014). The study will use it to quantify the extent of late or non-submissions of WSP/ATR to SASSETA. Data is generated from a sample of 81 employers in the legal sector and 107 employers in the security sector. This sample size was chosen because it represents ninety percent of the employers who did not submit their WSPs/ATRs in both the legal and security sector of the economy.

Quantitative research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods include various forms of questionnaires or surveys – online surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observation (Akoojee *et al* 2007). However, quantitative research is expensive, rigid and cannot be carried out by someone not good in mathematics.

Qualitative research is an explanatory enquiry into phenomenon (Gill, 2014). It is used to determine the factors behind why things are the way they are, clarify underlying opinions regarding the subject matter and motivations or heresies inherent in the study at hand (Badroodien & McGrath 2005). Thus, qualitative research establishes insights

concerning the problem at hand, thereby aiding in formulating responsive solutions towards it (Fisher *et al* 2003).

According to Combe (2016), when collecting, measuring and analysing data, the following research design principles apply and shall be used in the study:

- Data collection is through interviews or focus groups
- Data analysis is through themes or codes
- Design is qualitative explanatory
- Type of enquiry is inductive
- Makes use of assumptions, research questions

Simply put, the literature review points out that a research design is the inclusive strategy by which enquiries are examined hence responded to or the theories hinging on those questions are verified (Truman & Coetzee, 2007). Thus, a study plan delivers the rudimentary course for that study enquiry in a bid to harmoniously gather accurate results from the study objectives at hand (Coetzee, 2000). Furthermore, Gill (2014) went further to describe a research strategy as a design or an outline delineating how one can present the study in the best way that flows sensibly as well as showing a point of exit intended for the research question or problem (Shelkh, 2009).

(a) Exploratory Research

A study philosophy refers to inherent credence about the best approach to engage in the process of data gathering, analysis and use for the purpose of inference to aid effective decision-making (Combe, 2016). An explanatory approach refers to examining data concerning a topic or area that was never done before or that was impartially done (Gillies, 2015) Therefore, the data concerning the degree to which perceptions and attitudes of employers towards WSP/ATR shall be gathered through the use of the organised self-administered survey (Allais 2003).

(b) Target Population

This study target population encompasses 81 companies in the legal sector and 107 companies in the security sector. This population is made up of 12 small firms (less than 50 employees), 133 medium sized firms (50-149 employees) and 14 above medium sized firms (above 150 employees) whilst 29 firms have no data on the number of employees. The target companies are important because they are the ones that did not submit their WSP/ATR in 2018, hence their input is important to the study objectives. The study will use both interviews and questionnaire to engage them.

Cooper & Schindler (2005) state that the target population in a study refers to the overall assortment of rudiments from which rationally adequate essentials are designated for practice in the scholarship. Also, target population will be defined as a complete fixed or wide set of assorted topics or occasions of apprehension to a study from which an illustration is nominated (Gillies, 2015).

(c) Data Collection Instrument

Research instrument refers to the tool that examines numerous data from the target participants, who shed light as part of the scholarship's whole study strategy in a bid to standardize the gathering process of study data and to safeguard that all the participants will answer all the same questions in the questionnaires (Cloete, 2005). Consequently, structured and unstructured interviews will be utilised as the prime data collection tool for this particular research. This enables data to be captured without bias. The data can also be stored safely for future reference as well as giving attention to ethical issues of privacy and secrecy of participants (Combe, 2016).

The study will use a subjective approach to gather data to ensure that the researcher takes account of the interviewee input (Allais, 2003). Data will be collected using both structured and unstructured questionnaires from the respondents. The structured questionnaires will help respondents to answer questions in a specific manner while the unstructured questionnaires will give respondents a chance to answer questions freely.

The face to face interviewing approach will enable the researcher to clarify ambiguous questions to the respondents (Knight 2006).

3.2.1 DATA INTEGRITY

Data integrity is a way research data is stable, complete and accurate and without any influence from the researcher (Gill, 2014). To maintain reliability and validity, Ethex Group Pty Ltd will strive to consult as many official reports as possible to triangulate different datasets, while assessing the extent to which each available dataset ‘fits well’ with the needs of this study (Gillies, 2015).

(a) Credibility

Credibility refers to the accurate representation of views of the interviewees through researcher involvement, continuous observation of interviewees and the triangulation approach (Gill, 2014). The study will apply all these techniques to ensure high credibility of data gathered from the field.

(b) Trustworthiness

This entails capturing of the respondents’ original ideas during fieldwork (Combe, 2016). The researcher will ensure that he has captured all the respondents’ original ideas through a video or audio recording during interviews, to maximize trustworthiness of data.

(c) Conformability

Conformability refers to the way data of a study is dependable or reliable (Shockely et al, 2006). Data audit refers to tracing the way or process that is done to acquire and capture research data to ensure it is free from bias and is dependable (Gillies, 2015). As a result, the study will use data audit techniques to ensure maximum dependability of data.

(d) Dependability

Dependability refers to the way the same data can be used numerous times during different times in various situations or environments and still remain dependable (Shockely et al, 2006). The study will achieve this by ensuring accuracy and consistency of data at hand through data enquiry audit and stepwise replication, whereby data is compared by different researchers (Gill, 2014)

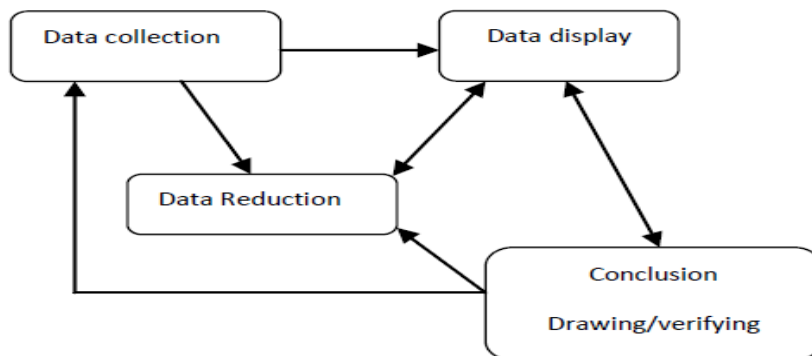
(e) Transferability

Transferability refers to the extent to which the research results can be utilised again in similar contexts by another person (Gillies, 2015). The study will ensure that there is high transferability of the results and models used are of great standard to ensure that other people can refer to this study in future when doing a similar study.

3.3 DATA ANALYSIS

The term data analysis is defined as a procedure of changing data into information (Gill, 2014). The study shall utilise the data analysis interactive model in figure 3 below:

Figure 3: Data Analysis and Flow



Source: Heitmann Skills Development Framework (2003)

Heitmann (2003), describes data display as a process to organise, compress and assemble information that permits conclusion drawing and action. Importantly, these stages focus on visualizing the data by using a number of different display techniques, such as quotations, narrative text, figures, tabulating differences and similarities as well as clarifying the relationship including its associated complexity of data (Gills, 2016).

The study shall abide by the above mentioned data analysis flow to ensure that the data used is reliable.

3.4 ETHICAL CONSIDERATION

Inevitably, in addition to technical anxieties and instrumentation, gathering of data from the study participants creates moral apprehensions that require great diplomatic tactics to resolve it (Heitmann, 2000). These concerns incorporate observing due respect for participants' privacy, avoiding hurting participants, regarding participants as folks, as well as avoiding endangering participants to pointless enquiry (Coetzee, 2000). Meaningful research should spell out clearly how participants' information will be protected, hence it requires their voluntary agreement, guaranteed secrecy, lawful rights as well as cyber protection (Kraak, 2003).

CHAPTER 4: DISCUSSION OF RESULTS

4.1 EMPIRICAL DISCUSSION AND DATA ANALYSIS

4.1.1 Introduction

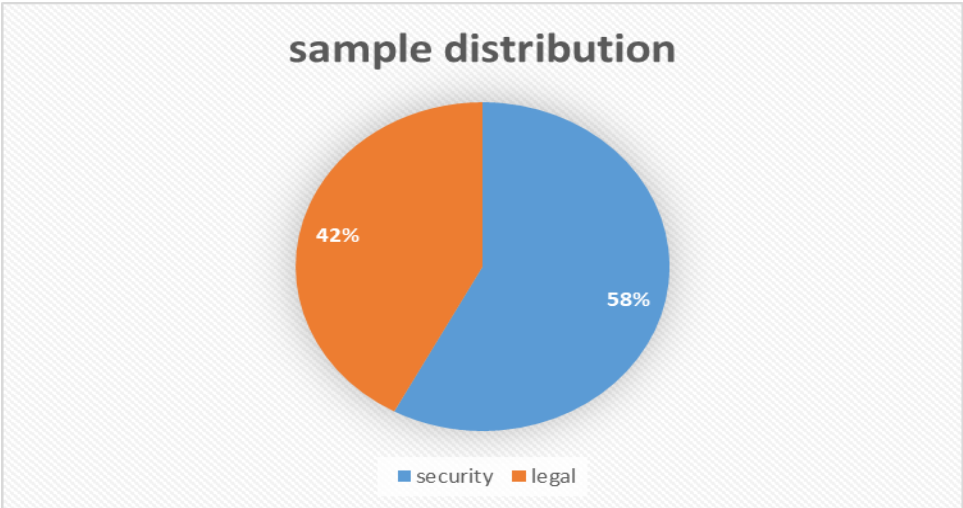
This section presents the empirical data and analysis of the questionnaire and interview responses from the SASSETA stakeholders. The study was based on two approaches, which are a desktop review of relevant literature and analysis of questionnaire responses. The former involved a literature review of conceptual, theoretical as well as regional and global perspectives of WSP and ATR, monitoring and evaluation. The latter involved submitting of questionnaires and pursued email as well as telephonic interviews on targeted SASSETA legal and security sector stakeholders.

The HR representatives or Skills Development Practitioners of the companies that did not submit their WSPs/ATRs reports were also interviewed in case the company owners were absent to respond to the questionnaires or interview questions. The questionnaire template, which probed empirical questions about WSPs/ATRs perceptions and attitude of employers towards submitting them on time to SASSETA, is found in Annexure A. By virtue, these interviews largely informed the discussions as well as the conclusion and recommendations.

4.2 Data Collection and Sample Size

Given the nature of the data generated from interviews, documentation and observations, this study was mainly qualitative and exploratory. The information gathered informed the assessment of the improvement of the process of collection, collation, analysis and planning of the WSP/ATR. The data was collected from a target group of 188 companies, with 107 constituting security sector companies and 81 constituting legal sector companies that were all non-compliant in terms of WSP/ATR submissions (See Figure 4). The final sample comprises a total of 184 companies that responded to the survey, with 44% (81) drawn from the legal services sector and 56% (103) drawn from the security services sector. A few responds did not offer answers to all the questions presented.

Figure 4: Sample distribution in percentages



Notes: Percentages were calculated from the following distribution of the sample; security sector: 107 firms and legal sector: 81 firms.

Source: Compiled by the author.

Furthermore, a disaggregation of the data according to firm size and by sector in Tables 3 and 4 reveals that the majority (70.74%) of the firms in the sample are medium sized (employs between 50-149) whilst small (0-49 employees) and large (more than 150 employees) firms contributed 6.38% and 7.45% respectively. 15.43% of the sampled firms had an unknown number of employees. Also, there seems to be only a single firm in the legal sector that is considered to be large based on employment figures.

The distribution of the sample has a caveat in that there are insignificant data points for the small and medium firms to allow for a meaningful analysis of these firms to be drawn. This shortcoming or data limitation is addressed by disaggregating the data across sector lines only (i.e., legal services and security services). The findings are based on the disaggregated data of legal and security firms and on a majority of medium sized firms.

Table 2: Total Firm Size Distribution

Size Of Employees	Freq.	Sample Distribution (percent)
0-49	12	6.38
50-149	133	70.74
150+	14	7.45
unknown	29	15.43
Total	188	100

Source: Author’s compilation

Table 3: Firm Size Distribution by Sector

	firm size			
	0-49	50-149	50+	Total
SECTOR				
legal	8	68	1	77
security	4	65	13	82
Both sectors	-	-	-	29
Total	12	133	14	188

Source: Author’s compilation

4.3 Data Analysis Process

The main purpose of data analysis is to mix the information and data collected through the methods mentioned earlier and to explore the reasons behind none-compliance of the selected companies under review. Therefore, this process involves summarising the responses given by the respondents. The overall reason for doing so is to triangulate the findings of the study of the literature review as well as primary data from key participants interviewed to ensure a holistic understanding of the phenomenon at hand. The analysis from this study is meant to describe, but not predict the research problem at hand.

4.4 EMPIRICAL ANALYSIS

The data was collected for four thematic questions that were designed to capture the views of the respondents with respect to each topic/question.

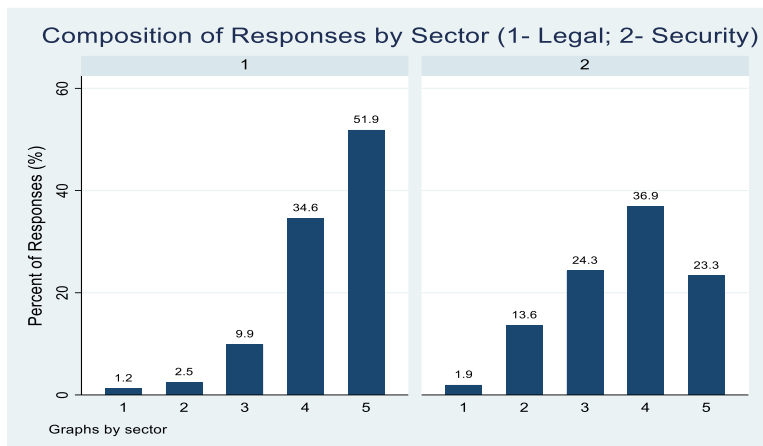
4.4.1 AWARENESS OF WSP/ATR BY BUSINESSES (AW)

Four questions were presented to the respondents probing the level of WSP/ATR awareness within a company. This theme and subsequent questions were meant to capture the level of understanding of the WSP/ATR and their importance. From the sub-questions it can be deduced that the level of awareness by businesses is less than adequate. It would seem businesses (and their employers) are not well versed with the objectives of the WSP/ATRs. The Security sector seems to be the most affected with a majority of respondents displaying a less than average awareness around the WSP and the templates (See Tables 4-6 in annexure B and figures 5-7 below). Below is a summary of findings with respect to each sub-question.

a) To what extent do you consider the WSPs/ATRs important to your organisation?

In Table 4, the majority of the respondents (management/authority) thought WSPs were more important to their organisations, i.e., 71.47% of the respondents scored 4 and above. About 28.26% of the respondents viewed WSPs as less important to their organisations. Figure 5, shows that employers in the legal sector have more understanding of WSPs than their security sector counterparts.

Figure 5: To what extent do you consider the WSP/ATR important to your organisation?



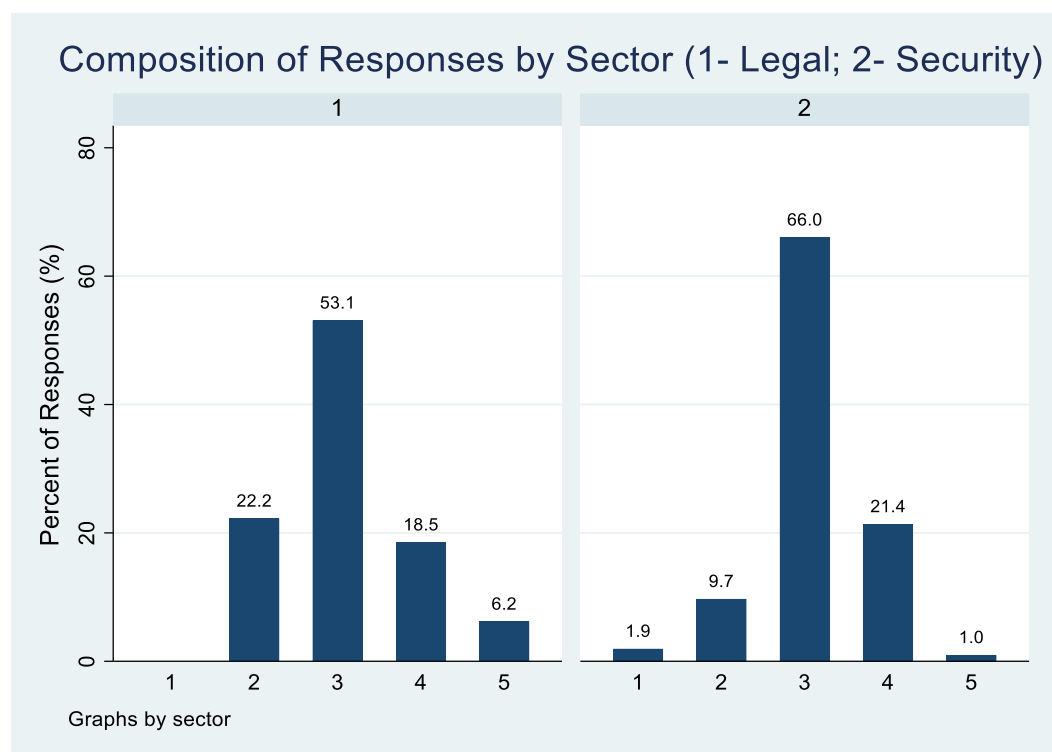
Key: 1 – not at all; 2 – partially; 3 – fairly; 4 – more important; 5 – extremely important.

Source: Author's compilation

b) Is the general employee in your organisation aware of WSPs/ATRs?

The majority of the respondents revealed that there was awareness amongst employers within an organisation, i.e., 83.7% of the respondents scored 3 and above. About 60.33% of the respondents showed that employers in their organisation have a moderate understanding of the WSPs. However, only 23.37% of the respondents showed an adequate understanding of the WSPs (see Table 5). Figure 6 shows that employers in the legal sector have a fair understanding of WSPs than their security sector counterparts.

Figure 6: Is the general employee in your organisation aware of WSPs/ATRs?



Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

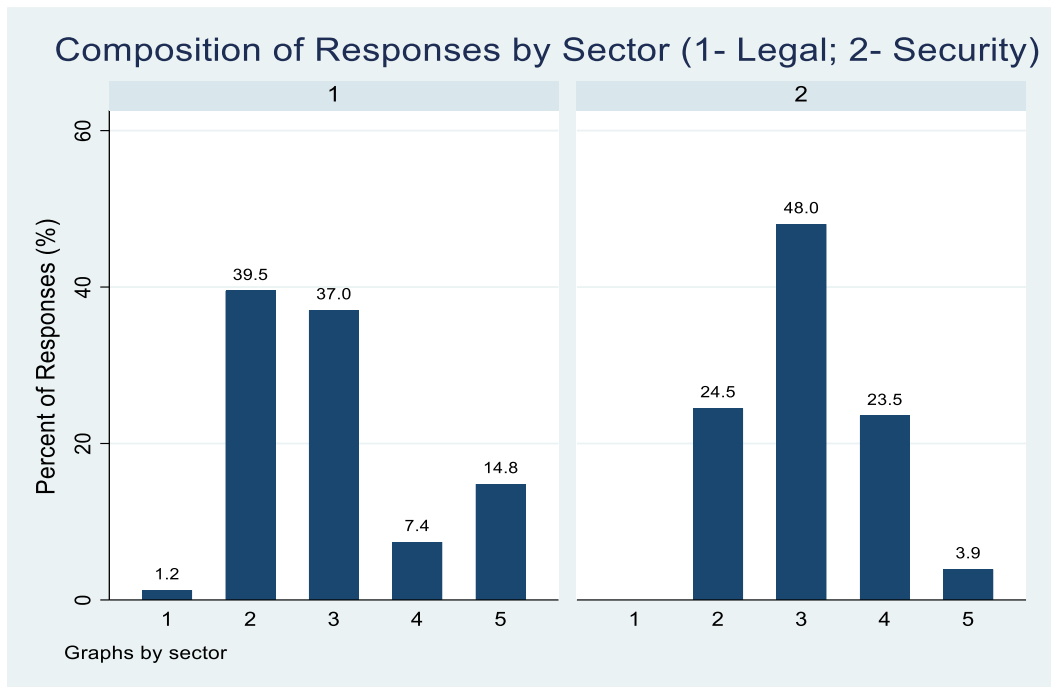
Source: Author's compilation

c) Are you aware of the objectives of the WSPs/ATRs?

For the total sample in Table 6, 25.13% of the respondents revealed that they were adequately aware of the objectives of the WSP. However, the proportion increases to 68.31% if we consider the fairly (moderately) aware respondents. There is no marked

difference between the two sectors in terms of the proportion of respondents who felt that they were at least adequately aware of the objectives of the WSPs (See, Figure 7). Based on figure 7, we note that the majority of respondents have less than adequate awareness of the objectives of the WSP.

Figure 7: Are you aware of the objectives of the WSPs/ATRs?



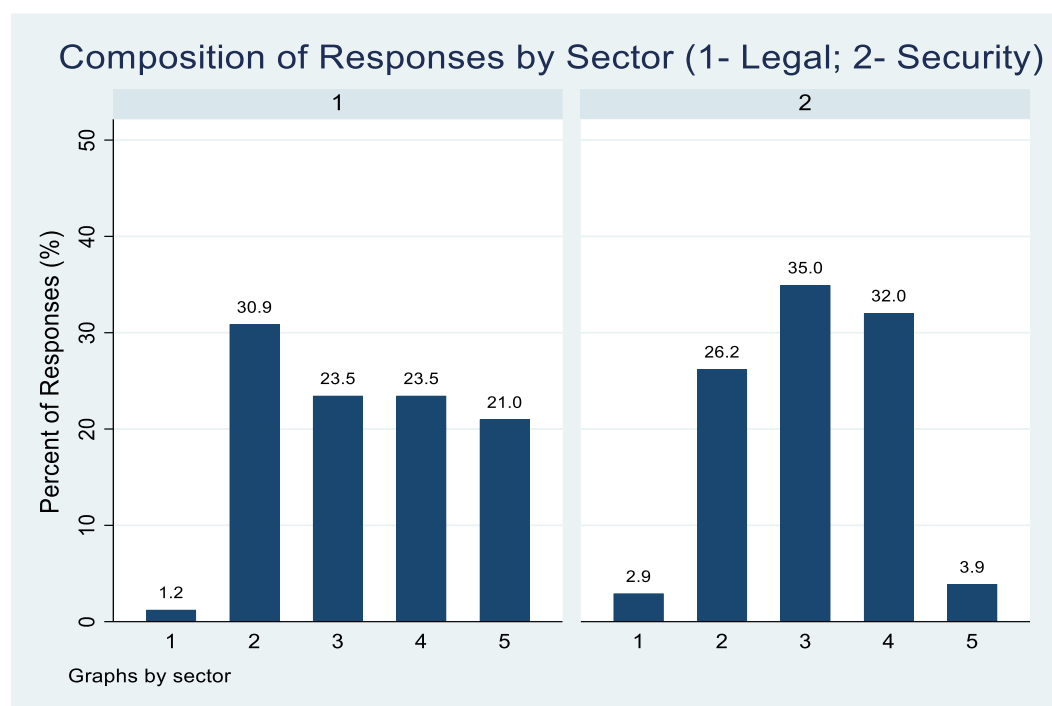
Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

Source: Author's compilation

d) Are the templates well understood by people in your organisation who complete them?

In Table 7, 39.67% of respondents were of the opinion that people who were tasked with completing the WSP templates adequately understood the templates and their tasks. In figure 8, the Legal sector had a larger proportion of respondents who felt the templates were understood as compared to the Security sector.

Figure 8: Are the templates well understood by people in your organisation who complete them?



Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

Source: Author's compilation

4.4.2 PERCEPTIONS AND ATTITUDES TOWARDS WSPs/ATRs

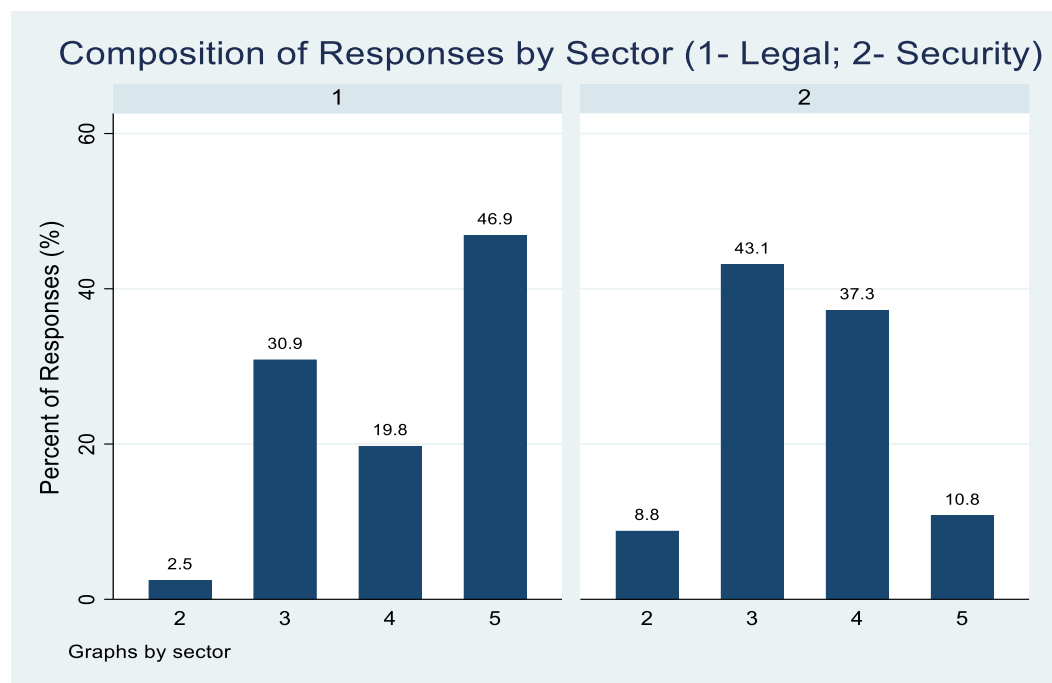
What is your general perception or attitude towards WSPs/ATRs?

Three sub-questions were presented to the respondents probing the perceptions and attitudes towards WSPs/ATRs. This theme and subsequent questions is meant to measure perceptions and attitudes towards WSPs/ATRs. From the sub-questions, there is a general perception that WSPs are important for skills and planning purposes. However, respondents thought the templates used were not user-friendly and perhaps linked to a lack of faith in the correctness of the information that was eventually submitted. The legal sector had warmer attitudes and perceptions towards WSPs than the security sector, and seemed to appreciate the WSPs. Respondents found fault with the tools used in WSPs (See, Tables 7-10 in annexure B and Figures 8-11 below). Below is a summary of findings with respect to each sub-question.

a) Do you think the WSPs/ATRs are important and correct tools for your skills and planning purposes?

In Table 8, the majority of the respondents (56.28%) revealed that WSPs are the correct tools for skills planning purposes whilst 43.72% of respondent suggested WSPs were not important and correct tools for skills planning. A decomposition based on sectors, in Figure 9, shows that a majority of respondents in the legal sector (66.7%) felt that WSPs were the appropriate tools for skills planning. In the security sector, only 48.1% of respondents felt that WSPs tools were important and appropriate for planning purposes.

Figure 9: Do you think the WSPs/ATRs are important and correct tools for your skills and planning purposes?



Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

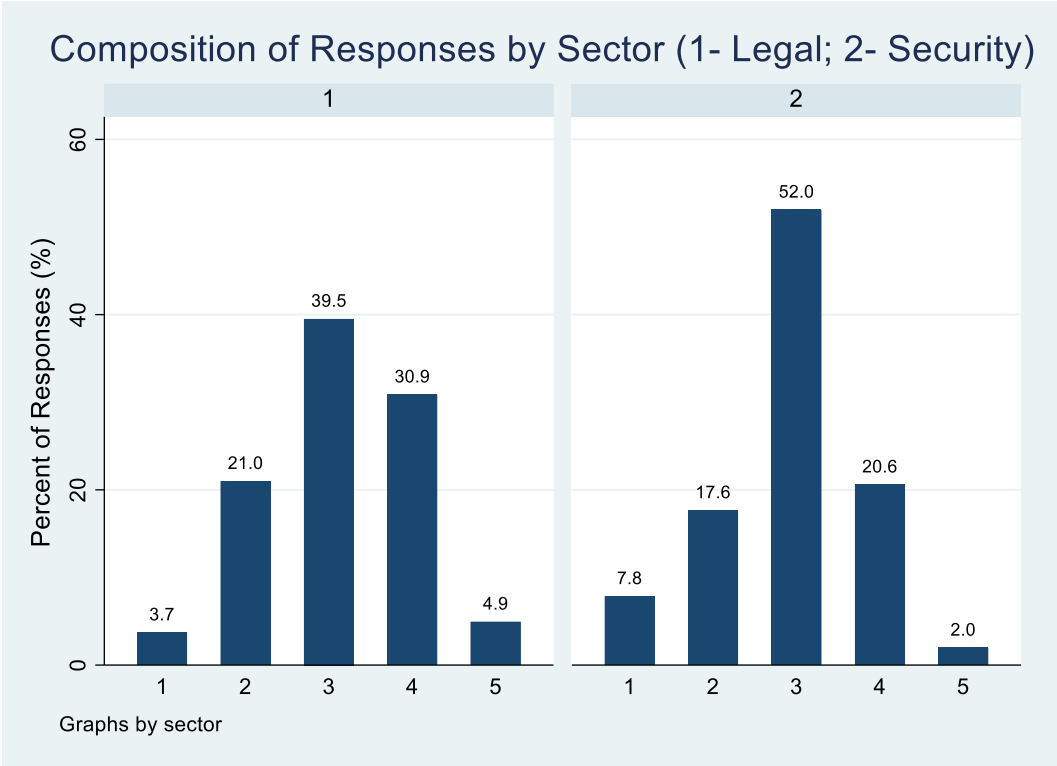
Source: Author's compilation

b) Is your information captured correctly and honestly?

About 28.42% of the respondents felt the information capture was correct and honest. Whilst, 46.25% of the respondents were unsure about the veracity of the information

submitted (See table 9). In Figure 10, the largest proportion of the respondents (52%) who were are unsure about the information submitted were from the security sector whilst the legal sector had only 39.5% of its respondents unsure of the information submitted.

Figure 10: Is your information captured correctly and honestly?



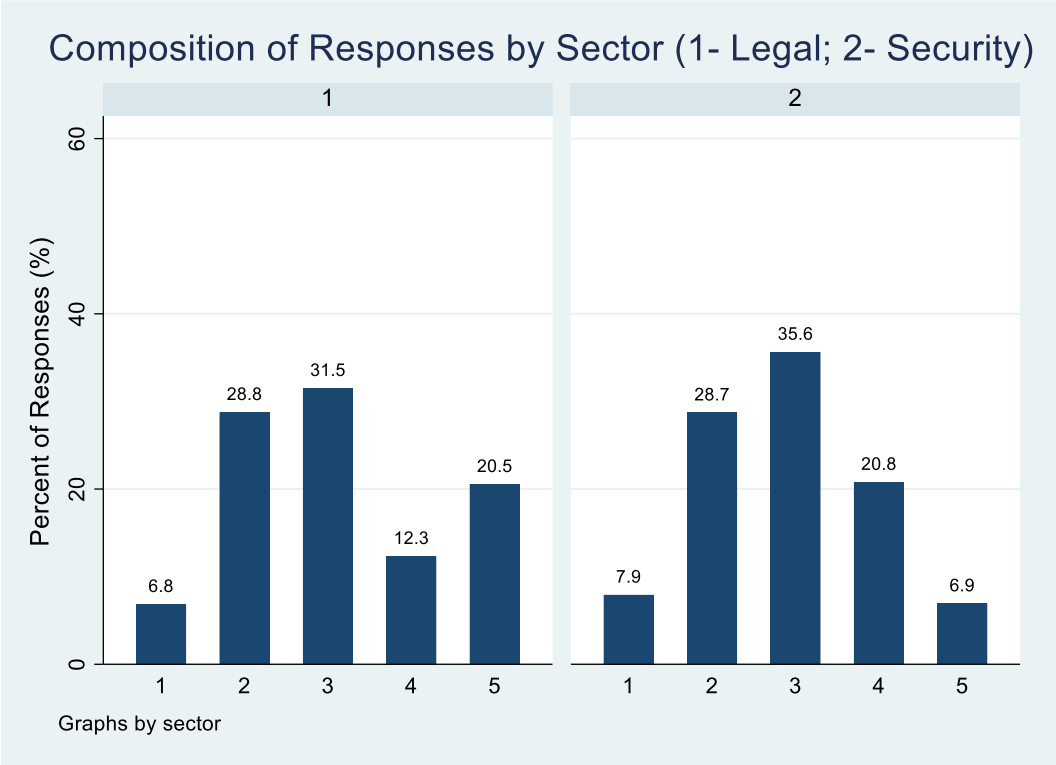
Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Source: Author's compilation

c) Are the templates structured in such a way that makes them user-friendly?

In Table 10, 29.88% of the respondents thought the WSP templates were user friendly. Likewise, the sectorial decomposition shows a less than 30% of respondents who thought that the templates were not user-friendly in both sectors (See figure 11).

Figure 11: Are the templates structured in such a way that makes them user-friendly?



Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Source: Author's compilation

4.4.3 UTILISATION OF WSPs/ATRs

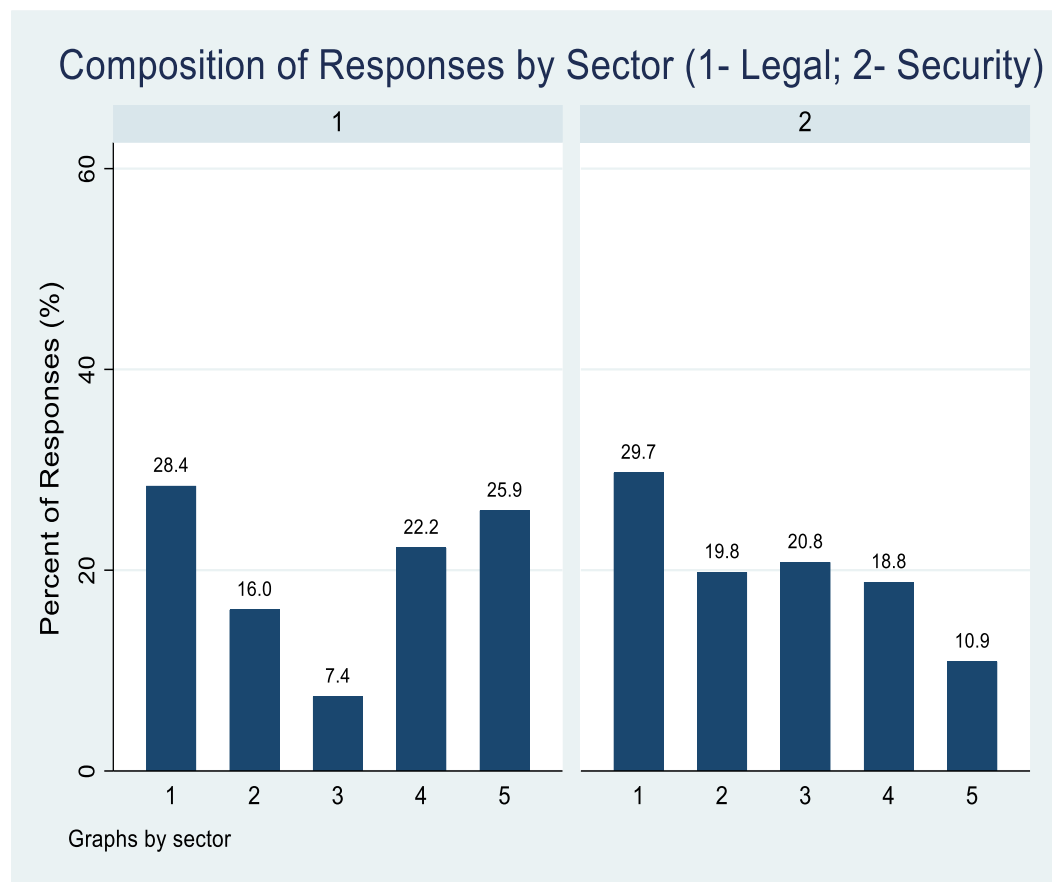
To what extent do you consider that your organisation has utilised the value of WSPs/ATRs?

Four sub-questions were presented to the respondents investigating the usefulness of WSPs/ATRs. This theme and subsequent questions are meant to measure the value attributable to WSPs by organisations. From the sub-questions, the WSPs/ATRs initiative does not seem to generate value for the organisations. Most of the respondents view WSPs as a compliance tool and not a part of their organisation planning tool. This observation was consistent in both sectors (See, Tables 11-14 in annexure B and Figures 12-15 below). Below is a summary of findings with respect to each sub-question.

a) Have you been submitting your WSPs/ATRs consistently every year?

As shown in Table 11, 37.91% of the respondents satisfactorily submitted their WSP reports, whilst 47.25% of respondents at most, partially submitted their WSP reports yearly. In Figure 12, the security sector has a lower proportion of respondents who were satisfactorily submitting their reports as compared to the legal sector.

Figure 12: Have you been submitting your WSPs/ATRs consistently every year?



Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

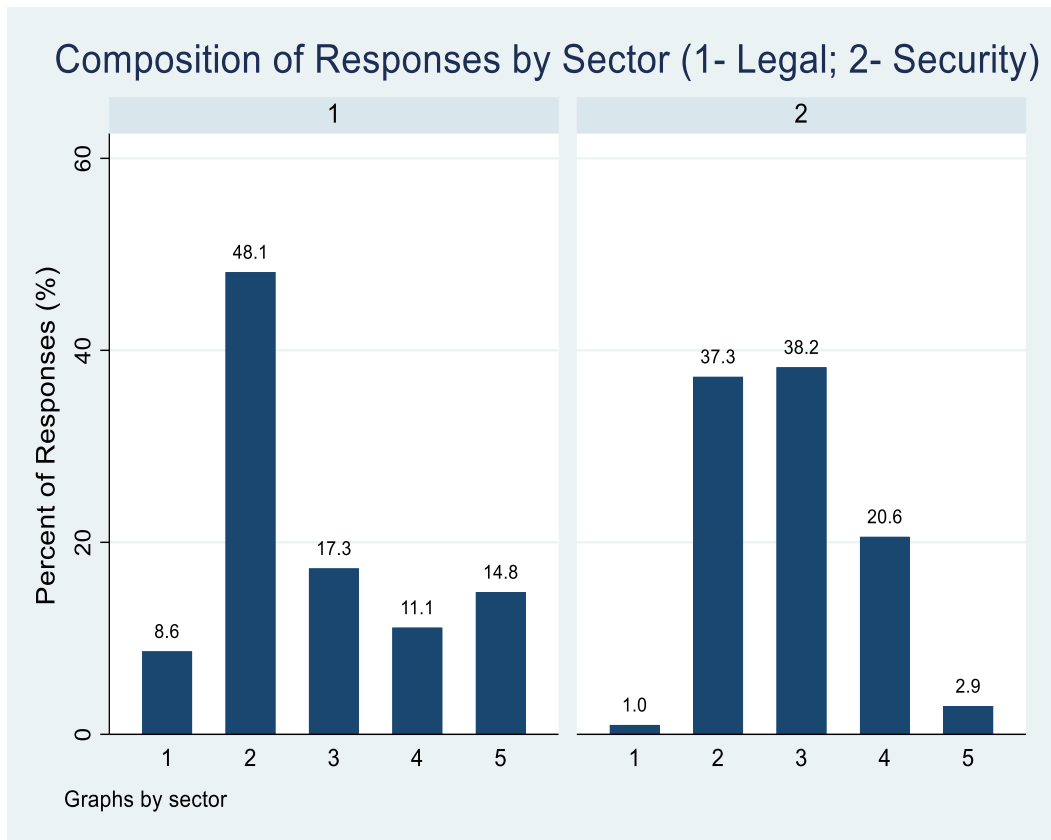
Source: Author's compilation

b) Do you view WSPs/ATRs as useful planning tools for your organisation or as just compliance tools?

Only 24.59% of the respondents viewed WSP/ATR as useful planning tools for their organisation (See Table 12). The majority of respondents viewed WSPs as compliance tools and not an integral part of their organisation's skills planning structures. There is

no marked difference in proportions of respondents in the legal and security sector (See Figure 13). The sectorial decomposition shows a less than 25% of respondents who thought the templates were a useful planning tool in both sectors (See Figure 13).

Figure 13: Do you view WSP/ATR as useful planning tools for your organisation or as just compliance tools?



Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

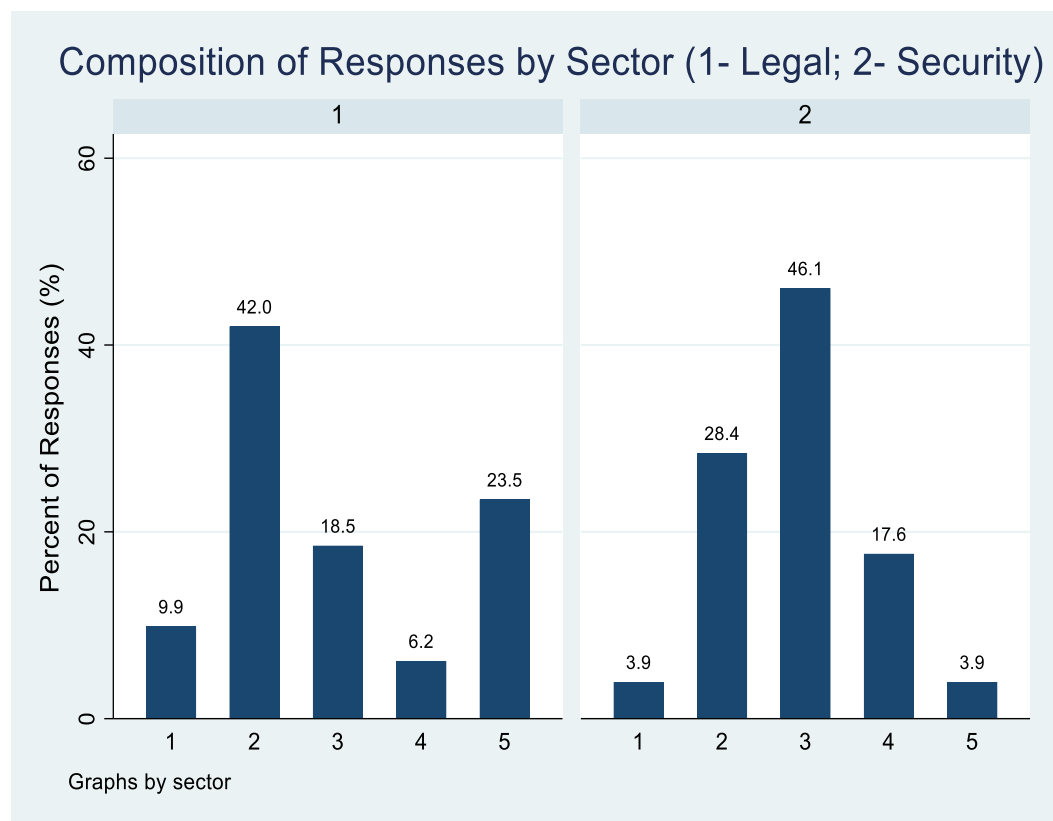
Source: Author's compilation

c) Are all your organisational skills needs and planning addressed by the WSPs/ATRs?

In Table 13, there is a low proportion of respondents (25.14%) who felt that the WSPs were not adequately addressing their organisation’s skills needs. The majority of the respondents were either unsure or disagreed that the WSPs were adequately addressing their organisation’s skills needs. In Figure 14, the security sector had a

lower proportion of respondents (24.5%) who were of the opinion that the WSPs addressed their organisational skills needs, when compared to the legal sector (29.7%).

Figure 14: Are all your organisational skills needs and planning addressed by the WSPs/ATRs?



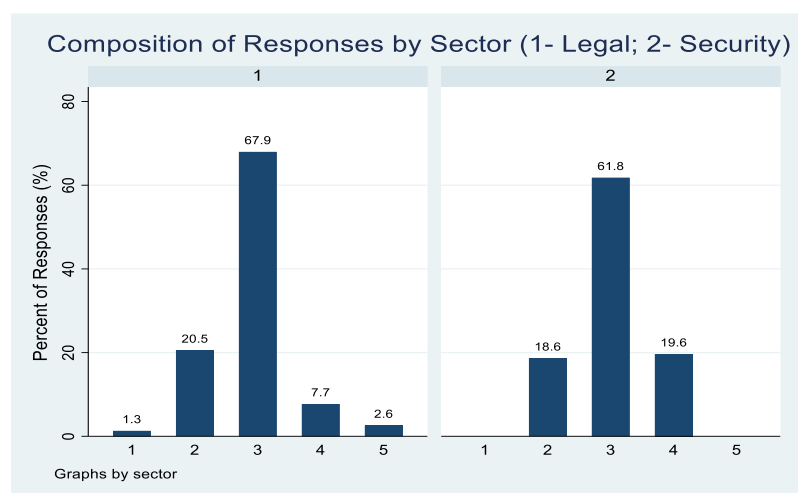
Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Source: Author's compilation

d) Is your organisation using information from these WSP/ATR tools to formulate your training objectives within your enterprise?

In Table 14, it is shown that the majority of respondents (84.44%) were either unsure or disagreed that the information from the WSPs was useful in the formulation of training objectives in organization. Only 15.55% of the respondents agreed that the information from the WSPs was integrated into their training objectives. In Figure 15, we note that both sectors have less than 20% of respondents who thought that the information from the WSPs was incorporated into the training structures of the organisation.

Figure 15: Is your organisation using information from these WSP/ATR tools to formulate your training objectives within your enterprise?



Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Source: Author's compilation

4.4.4. DEVELOPMENT PROCESS

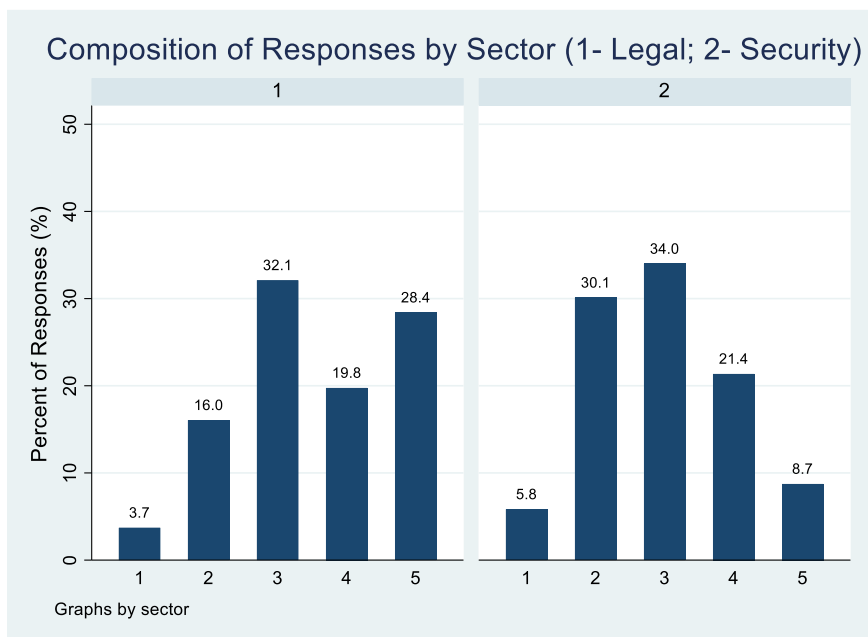
To what extent is the process of development supportive towards your needs in your organisation?

This theme and subsequent questions are meant to measure the extent of support structures available for organisations. From the sub-questions, the majority of organisations seem to have less than adequate supportive structures with respect to the submission of WSP reports. Also, the majority of organisations do not consult with SASSETA with regards to difficulties that they are encountering with the submission process. A minority of organisations attribute their business growth (success) to the training offered through the WSP or SASSETA programs (See, Tables 15-17 in annexure B and Figures 16-18 below). Below is a summary of findings with respect to each sub-question.

- a) Do you have supportive structures or systems to guide you to submit the WSPs/ATRs online successfully in your organisation?**

In Table 15, 38.03% of the respondents are shown to be of the opinion that there are adequate support structures and systems to guide towards the submission of WSP reports. However, 33.15% think the support structures are average and probably more could be done to assist in the submission process. In Figure 16, 48.02% of respondents in the legal sector think there is adequate support whilst only 30.01% of the security sector think the support is adequate.

Figure 16: Do you have supportive structures or systems to guide you to submit the WSPs/ATRs online successfully in your organisation?



Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

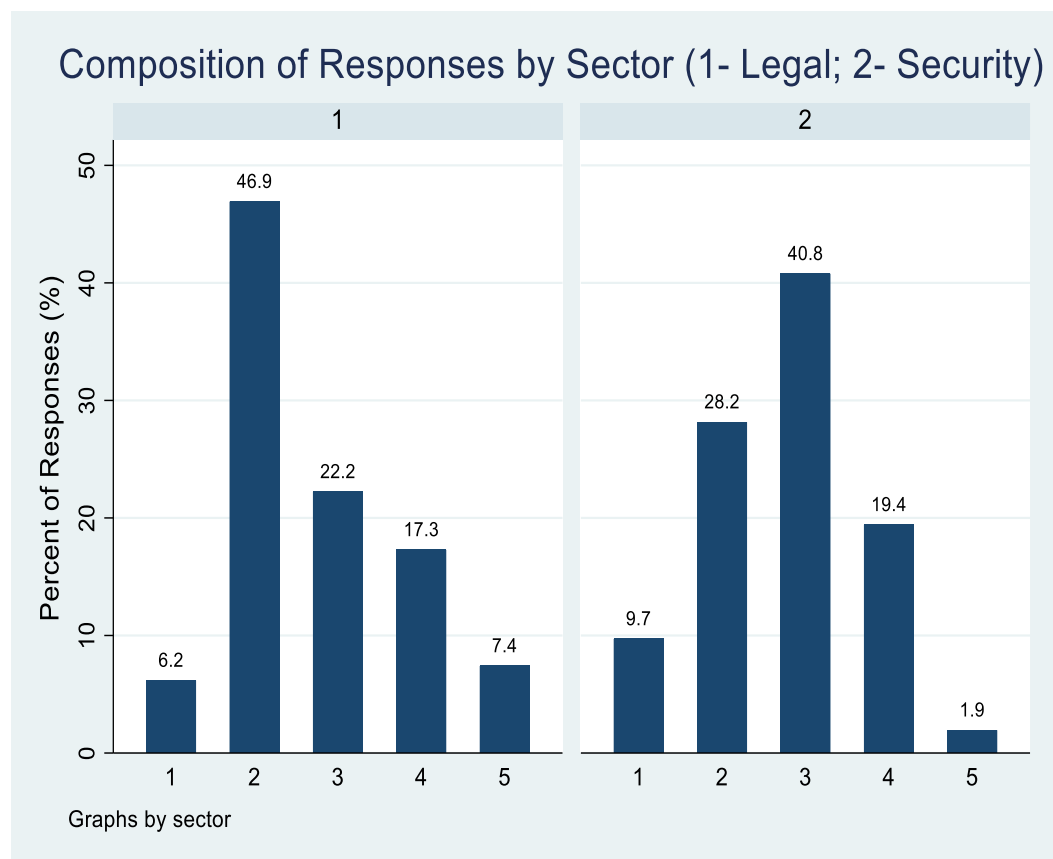
Source: Author's compilation

b) In what ways did the WSPs/ATRs tools or SASSETA training support improve your business growth?

As shown in Table 16, 22.83% of the respondents attributed satisfactorily the effect of WSPs and SASSETA training as instrumental to the success of their business. However, 44.57% thought WSPs or SASSETA training had little or no impact to the success of their business, whilst, 32.61% of the respondents think SASSETA training had an average impact on their business success. In Figure 17, less than 25% of the

respondents in both sectors attributed their business success to the training afforded by SASSETA and WSPs.

Figure 17: In what ways did the WSPs/ATRs tools or SASSETA training support improve your business growth?



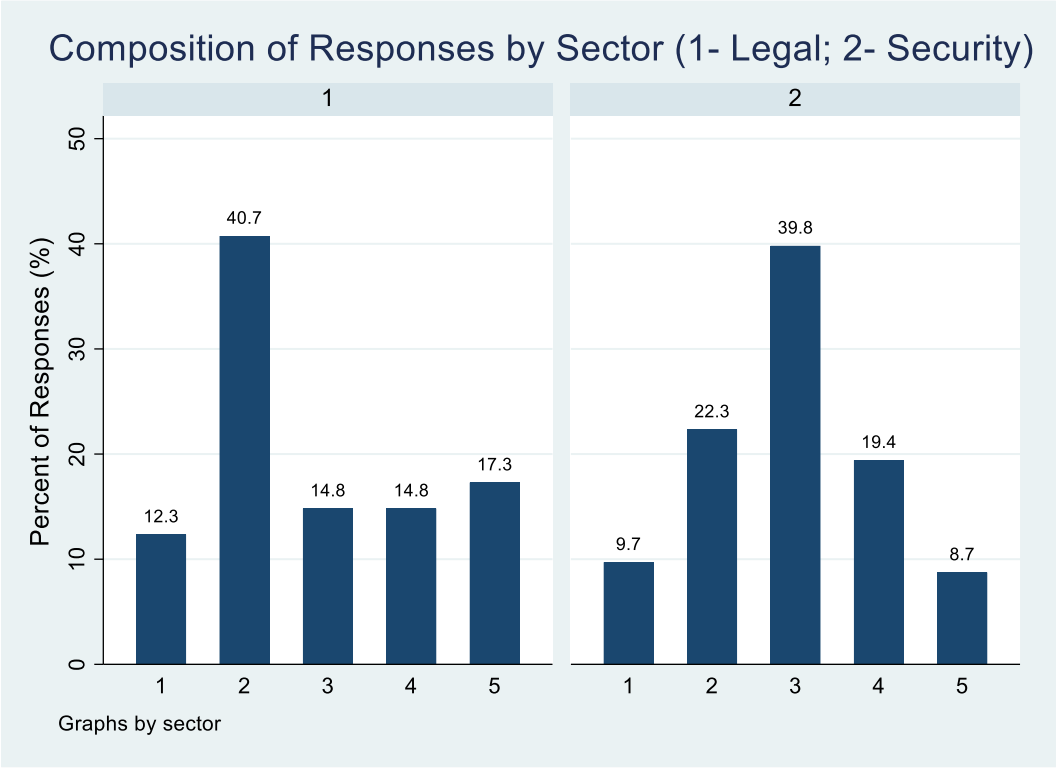
Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

Source: Author's compilation

c) Do you consult SASSETA if you have problems in submitting your WSPs/ATRs?

In Table 17, 29.44% of the respondents revealed that they satisfactorily consult SASSETA with regards to problems encountered in the submission of WSPs, whilst 70.11% do consult on an unsatisfactorily basis with SASSETA pertaining to problems encountered around the submission of WSPs. In Figure 18, there are no marked differences between the two sectors with regards to consulting SASSETA on the submission process.

Figure 18: Do you consult SASSETA if you have problems in submitting your WSPs/ATRs?



Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

Source: Author's compilation

4.5 REASONS SASSETA STAKEHOLDERS DO NOT SUBMIT WSPS/ ATRS

Most small to medium companies were interviewed to express the challenges they face when they prepare their WSPs/ATRs and why they do not submit those WSPs/ATRs. The employers cited a number of reasons for that anomaly. For instance, approximately 88% of the Security employers highlighted that they do not understand or know how to interpret the WSP template requirements and they want more coaching when they need to submit their WSPs/ATRs to SASSETA every year.

Most large companies stated that they did not train their employers, hence they felt like it was pointless to submit their WSPs/ATRs if they knew that they did not train a reasonable number of their employers. The respondents also highlighted that the

template they used did not request information concerning the sector's scarce and critical skills, hence they did not usually include it in their WSPs/ATRs submissions whenever they chose to submit them.

Furthermore, the medium to large companies pointed out that they hired a specialist who compiled their WSPs/ATRs but sometimes they also did not attend SASSETA refresher courses on WSPs completion and submissions, hence they ended up not submitting or compiling the reports on time or in a correct manner.

Other companies emphasised that the WSP template does not include their specific work titles or designations hence they found it hard to relate to it as it did not address their specific company occupations. They argued that the SASSETA WSP template must include different categories such as: employee representatives, HR Managers, Training Committees Representatives, Skills Development Facilitators, to mention but a few.

Approximately 67% of the legal sector companies argued that they just compiled the WSPs for compliance sake but did not see the need for it hence they ended up lying when providing data regarding the WSPs/ATRs.

4.6 CONCLUSION

The conclusion of the analysis is based on the generalisation made across firm sizes and sectors. The report shows that the vast majority of SASSETA stakeholders still find the WSP useful in planning for training however, the challenges remain with the implementation of training and development due to a number of reasons stipulated in the report. The majority of the respondents (management/authorities) think WSPs are more important to their organisations, i.e., 71.47% of the respondents scored 4 and above. This is shown in Figure 5 where approximately 28.26% of the respondents view WSPs as less important to their organisation, and employers in the legal sector have a more understanding of WSPs than their security counterparts.

In Table 5 of the study, 39.67% of respondents are shown to be of the opinion that people who were tasked with completing the WSP templates adequately understood the templates and their tasks. In Figure 8, the legal sector seems to have a larger proportion of respondents who felt the templates were understood as compared to the security sector.

Moreover, most respondents showed that there is a general perception that WSPs are important for skills and planning purposes. However, respondents thought the templates used were not user-friendly and perhaps linked to a lack of faith in the correctness of the information that was eventually submitted. The legal sector had warmer attitudes and perceptions towards the WSPs than the security sector. The legal sector seemed to appreciate the WSPs. Respondents found fault with the tools used in WSPs. In addition, Table 8 in the report shows that the majority of the respondents (56.28%) were of the opinion that WSPs are the correct tools for skills planning purposes whilst 43.72% of respondent suggested that WSPs were not important and correct tools for skill planning.

A decomposition based on sectors in Figure 9 showed that a majority of respondents in the legal sector (66.7%) felt that WSPs were the appropriate tools for skills planning. In the security sector, only 48.1% of respondents felt that WSP tools were important and appropriate for planning purposes.

The study results also reflect that training leaders or skills development committees lack basic understanding of skills development issues and processes that make it very difficult for Skills Development Facilitators' (SDFs) process with implementation. This requires SASSETA to continue to capacitate stakeholders on training and development processes.

CHAPTER 5: CONCLUSION

5.1 MAJOR FINDINGS

5.1.1. SUMMARY OF RESEARCH OBJECTIVES AND MAJOR FINDINGS

The aim of this section is to revisit the set objectives and make a determination of whether they have been accomplished or not. The research objectives were presented in chapter one and the process was implemented to accomplish the set objectives. As presented in chapter one, the main objectives of this study were:

(a) To understand challenges experienced by the employers in the Safety and Security Sector on WSP/ATR submission

The challenges faced by employers in the legal and security cluster of SASSETA stakeholders when they submit their WSPs/ATRs were explored and captured. The process began by requesting employers to identify and explain the challenges are and how they affected their ability to submit their WSPs/ATRs. This was done through open end interviews whereby the employers were free to write them on the questionnaires and those that were telephonically interviewed could also express those challenges clearly before they were captured by the research team.

Most small to medium companies were asked to explain their challenges when they prepare the WSPs/ATRs and why they did not submit their WSPs/ATRs. The study noted that most of the security employers suggested that they do not understand or know how to interpret the WSP template requirements and they want more coaching when they need to submit their WSPs/ATRs to SASSETA every year.

Most large companies revealed that they did not train their employers . As a result, they felt like it was pointless to submit their WSPs/ATRs while knowing that they did not train a reasonable number of their employers. They also noted that there are frequent changes in the grant application form and they don't understand it when they want to apply for grants.

The respondents also highlighted that the template they use did not request information concerning the sector scarce and critical skills, hence they did not usually include it in their WSPs/ATRs submissions whenever they chose to submit them.

Medium to large companies pointed out that they hired specialists who compiled their WSPs/ATRs but sometimes also did not attend SASSETA refresher courses on WSPs completion and submissions hence they ended up not submitting or compiling the reports on time or in a correct manner.

Other companies emphasised that the WSP template does not include their specific work titles or designations hence they found it hard to relate to it if as it did not address their specific company occupations. They argued that the SASSETA WSP template must include different categories such as: employee representatives, HR Managers, Training Committees Representatives, Skills Development Facilitators, to mention but a few.

Approximately 67% of the legal sector companies argued that they just compile the WSPs for compliance sake but they do not see the need for it, hence they end up lying when they provide data regarding the WSPs/ATRs. This findings reveal that the first objective was successfully met by the study.

(b) To determine the perception and attitude of stakeholder towards the ease of use of the SASSETA online system during submission of WSPs and ATRs?

Perceptions and attitudes of stakeholders towards the ease of use of the SASSETA online system during submission of WSPs/ATRs were also explored and yielded divergent opinions. Most respondents showed that there is a general perception that WSPs are important for skills and planning purposes. However, respondents thought the templates used were not user-friendly and perhaps linked to a lack of faith in the correctness of the information that was eventually submitted.

The legal sector had warmer attitudes and perceptions towards WSPs than the security sector, and seemed to appreciate the WSPs. Respondents found fault with the tools used in WSPs.

Furthermore, amongst the opinions shared too was excitement associated with this innovative initiative, especially from the security employers, which is perceived to address most of their challenges and enhance compliance with the government particularly in relation to accessing grants after they have trained their employees. To some, there were some uncertainties and fears associated with lack of understanding of the WSPs/ATRs templates and adequate training according to their expectations, which hampered the confidence to drive this innovative idea, hence the failure to submit their WSPs/ATRs.

(c) To investigate the causes for the non-submission of WSPs/ATRs during the prescribed period

The study noted that the causes for non-submission of WSPs/ATRs by employers are influenced by the challenges they face during the year. In other words, the challenges noted on the first objective are the same factors affecting the third objective of the study.

Most small to medium companies constituting approximately 88% of the security employers suggested that they did not understand or know how to interpret the WSP template requirements, hence they did not submit their WSPs/ATRs reports. Most large companies stated that they did not train their employers, hence they felt it was pointless to submit their WSPs/ATRs while knowing that they did not train a reasonable number of their employers. The respondents also highlighted that the template they used do not request information concerning the sector scarce and critical skills, hence they do not usually include it in their WSPs/ATRs submissions whenever they chose to submit them.

Moreover, the medium to large companies pointed out that they hired a specialist who compiled their WSPs/ATRs but sometimes they also did not attend SASSETA refresher courses on WSPs completion and submissions, hence they ended up not submitting or compiling the reports on time or in a correct manner.

Other companies emphasised that the WSP template did not include their specific work titles or designations, hence found it hard to relate to it if as it did not address their

specific company occupations. They argued that the SASSETA WSP template must include different categories such as: employee representatives, HR Managers, Training Committes Representatives, Skills Development Facilitators, to mention but a few. Approximately 67% of the legal sector companies argued that they just compiled the WSPs for compliance sake but they do not see the need for it, hence they end up not submitting or lying when they provide data regarding the WSPs/ATRs. This shows that the third objective was successfully met by the study.

(d) To investigate the extent to which the implemented training interventions address SASSETA identified critical and scarce skills.

The study noted in Table 11, there is a low proportion of respondents (25.14%) shown who feel that the WSPs are not adequately addressing their organisation's skills needs. The majority of the respondents are either unsure or disagree that the WSPs are adequately addressing their organisation's skills needs. In Figure 8 and Figure 14, the security sector has a lower proportion of respondents (24.5%) who think that the WSPs are addressing their organisation's skills needs when compare to the legal sector (29.7%). In Table 13, the majority of respondents (84.44%) were either unsure or disagreed that the information from the WSPs was useful in the formulation of training objectives in the organisation. Only 15.55% of the respondents agreed that the information from the WSPs was integrated into their training objectives.

In Figure 14, the study noted that both sectors have less than 20% of respondents who think the information from the WSPs was incorporated into the training structures of the organization. From the sub-questions the majority of organisations seem to have less than adequate supportive structures with respect to the submission of WSP reports. Also, the majority of organisations do not consult with SASSETA with regards to difficulties that they are encountering with the submission process.

A minority of organisations attribute their business growth (success) to the training offered through the WSP or SASSETA programmes. As shown in Table 14, about 22.83% of respondents can attribute satisfactorily the effects of WSPs and SASSETA training as instrumental to the success of their businesses. However, approximately

44.57% think WSPs or SASSETA training had little or no impact to the success of their businesses. Approximately 32.61% of the respondents think SASSETA training had an average impact on their business success.

However, in Figure 12, less than 25% of respondents in both sectors attribute their business success to the training afforded by SASSETA and WSPs. Also, only 24.59% of respondents view WSP/ATR as useful planning tools for their organisation (See Table 11 and 12). The majority of respondents view the WSP as a compliance tool and not an integral part of their organisation's skills planning structures. There is no marked difference in proportions of respondents in the legal and security sector who viewed the WSPs as useful (See Figure 14).

Therefore, it is befitting to conclude that the implemented training interventions by employers addressed SASSETA critical and scarce skills to a less extent based on the facts noted from the analysis of the input given by respondents.

5.1.2 FINDINGS FROM THE EMPIRICAL ANALYSIS

(a) Poor Perceptions and Attitudes of SASSETA Stakeholders towards submission of WSPs/ ATRs

Stakeholder perceptions yielded divergent opinions. Most respondents, approximately 51.9%, in the security sector showed that there is a general perception that WSPs are important for skills and planning purposes whilst in the security sector, only 48.1% of respondents felt that WSPs tools were important and appropriate for planning purposes. However, most security sector respondents thought the templates used were not user-friendly hence they had some uncertainties and fears associated with lack of understanding of the WSPs/ ATRs templates.

The legal sector had warmer attitudes and perceptions towards WSPs than the security sector, and seemed to appreciate the WSPs. Respondents found fault with the tools used in WSPs.

Furthermore, a majority of companies in the security sector felt that SASSETA training had little or no impact to the success of their business. However, there was a low proportion of respondents (25.14%) who felt that the WSPs were not adequately addressing their organisation's skills needs. Moreover, the majority of the respondents were either unsure or disagreed that the WSPs were adequately addressing their organisation's skills needs.

Approximately 67% of the legal sector companies argued that they just compiled the WSPs for compliance sake but they do not see the need for it hence they end up not submitting or lying when providing data regarding the WSPs/ATRs. The respondents do not have structures to support them to submit WSPs/ATRs and they do not consult or attend the SASSETA training workshops too.

The study noted that all these factors frustrated and discouraged the stakeholders thereby resulted in instilling negative attitudes and perceptions of the value of submitting WSPs/ATRs on time, hence they resorted to non-submission of the reports to SASSETA.

1. Incomplete records

A quick scan through the submitted WSPs and ATRs by SASSETA stakeholders shows that a substantial amount of information is missing from the period under review. It was observed that either companies are submitting incomplete information or the capturing of information is inefficient.

The phenomenon was clearly evident in the current analysis where there was quite a number of "unknowns" in the data that was provided for analysis, e.g. an unknown subsector for a company, an unknown province or region, etc. It is not probable that a company would not know their respective subsector or province. This points to data management processes that need to be tightened and examined.

2. Misinterpretation of WSPs/ ATRs Template

During the process of analysing the data sets provided, it was noted that there is lack of understanding of the WSPs/ATRs template by SASSETA stakeholders. This therefore

impacts on the quality and usability of the information collected. A good example of a section affected by lack of clarity is the section that requests for skills priorities. Due to poor understanding by employers on this section, companies interpreted this differently, hence the data obtained was distorted to the extent that no clear trends were able to be obtained.

Also, other companies emphasised that the WSP template does not include their specific work titles or designations hence they found it hard to relate to it as it did not address their specific company occupations. All these issues frustrated employers and resulted in the non-submission of their WSPs/ATRs to SASSETA.

3. Scarce and critical skills

The scarce and critical skills as listed in the SSP identified: pathological forensic, analytical legal skills in organised commercial crime litigation and cyber-security skills or experts as a great need in the sector. The list also highlights the scarcity within these occupations by the specializations. It was intended that the analysis of scarce and critical skills from the WSPs and ATRs would be compared to the SSP list; however, this information could not be drawn from the WSPs and ATRs due to the way in which data is currently captured.

4. Inconsistent reporting

It was also noted that for various reasons, most companies were not completing the sections provided in the template consistently. For instance, a particular company would complete the “demographics” section of the WSPs but would not provide information on the education and skills priority section or vice versa.

Furthermore, most companies did not make submissions consistently in all the years under review. It was also noted that some companies submitted a WSP of a particular year but not the ATR to report on that WSP or conversely; they submitted the ATR but the WSP.

5. Frequent changes of grant application templates

It has been noted that there have been frequent and significant changes to the grant application forms. The changes could have been driven by a need to improve the data capturing tool. However, the changes have also caused considerable frustration to companies when compiling the WSPs.

It suggested here that any changes made to the templates be communicated effectively to the subsectors and the types of data needed in each section carefully explained to companies. This may not necessarily be done by the SASSETA itself, but SDFs could be utilised for this purpose.

6. Compliance with SASSETA requirements

In the WSPs covering letter that SASSETA sends to companies in the sector inviting them to submit their WSPs and also providing them with guidelines on how to complete the mandatory grant application forms, the point is emphasised that companies that do not complete the forms fully and as stipulated in the guidelines will not be paid. Two main issues on incomplete forms are highlighted by SASSETA and they are:

Each application form must be **fully** completed – all requested information must be completed;

Subsector information must be provided – all companies in the sector are allocated to a subsector according to their SIC code which describe the company's business.

The study found that a large number of companies that submit WSPs do not complete each section of the WSPs/ATRs as required by the regulations because they feel like they already know what to expect from the SASSETA Team, hence it's boring to them to hear the same information again and again.

As shown in the analysis section of this report, a large number of companies mainly complete the administrative section of the WSPs/ATRs and do not provide complete data or information on the other sections of the WSPs. Therefore, SASSETA needs to review their model of road shows.

7. Sector training

The analysis of the data indicated that sector training over the period under review focused on security professionals who are tasked to guard properties whereas the legal professionals are hardly trained or sent for refresher courses.

5.2 Area of further Research

SASSETA should research on successful WSPs/ATRs models by first world countries such as Australia, New Zealand, UK and Japan that encourage their stakeholders to cooperate and submit their WSPs/ATRs on time.

CHAPTER 6: RECOMMENDATIONS

6.1 RECOMMENDATIONS

In this section, the reader is provided with the overall recommendations based on the research findings. Suggestions for further research that are guided by research conclusions are presented.

1. The Data uploading system

Almost all the large companies visited expressed various degrees of unhappiness with the Data uploading system and the way that data must be uploaded onto the system. The main source of discontent was that each employee should be uploaded individually onto the system, which could not only be time consuming for companies that have thousands of employees but also open for human errors. It is recommended that SASSETA explores ways in which data can be uploaded onto the system through spreadsheets or CSV files or similar.

2. Simple Worded WSPs/ ATRs Template

During the execution of the study, it was noted that SASSETA had developed a new WSP template and had started focusing on asking for the most essential information from submitting companies. However, there is a minor aspect in the template that could be potentially confusing. The sheet on employment data asks for employment data per employee but also has a column on the total number of employees, which suggests that companies can only give aggregate numbers of employees per row without providing details of individual employees. Also, the template should be adjusted to cater for rural SASSETA stakeholders who might not be based in Metro cities.

3. Completeness of grant application information

Companies submitting WSPs are not completing every section of the WSP as required by the Grant Regulations of February 2019. It is recommended that SASSETA starts insisting that companies complete every section of the WSPs/ATRs or else they do not qualify for their grant payments. It should be explained to companies that the withdrawal

of grant payments is not about the SETA flexing its muscles but it is about ensuring that comprehensive data on the sector is collected and analysed so that future sector training strategies are built on more complete and real sector data.

4. Employer oriented Codes and Career Titles

Companies also expressed unhappiness with the gaps in occupations in the WSP/ATR template. They cited situations where occupations that they have are not listed in the template, which makes the process of completing a WSP very difficult for them.

While the study recognises that the WSP/ATR template is not complicated as suggested by employers, it is recommended though that SASSETA is seen to be putting some systems in place meant to assist such companies so that both SASSETA and these companies come to some mutual understanding, thereby increasing the chances of their submission of the WSPs/ATRs in the coming financial year. This could be done through sending in SDFs or SETA-appointed people to assist the companies in identifying the new codes. While this may seem onerous, it will build good relationships with companies in the sector as the SETA would be seen to be doing something to assist companies and in some way subsidizing them through minimizing the amount of time that they would normally have spent on this exercise without the SETA's assistance.

5. Study Tours on WSPs/ATRs in First World Countries

SASSETA should organise study tours on first world countries like Australia, New Zealand, Japan and UK that have successfully implemented the WSPs/ATRs project to gather insight on best practice, share platforms with their counterparts and find out how to improve their local approach and implementation framework towards their stakeholders. This will also help to improve the development of a more user-friendly WSP/ATR system, which could specifically cater for the needs of these companies that do not usually submit their WSPs/ATRs on time to SASSETA.

6.2 WAYS OF ENCOURAGING COMPANIES TO SUBMIT THEIR WSPS/ ATRS

It comes as no surprise to anyone in the business world that there is one cardinal rule when it comes to employer time tracking: employers *hate* to fill out WSPs/ATRs.

It's this fact – and this fact alone – that makes supervisors and managers constantly struggle to collect everyone's completed – and accurate – WSPs/ATRs. Here are tips that will help SASSETA to get its stakeholders to fill in their WSPs/ATRs on time:

a) Keep It Simple

WSPs/ATRs should take no more than 5-10 minutes to complete each time they are needed. When an employer is using a system that takes 30 minutes or more just to track their hours, the employer gets frustrated and the company loses considerable time that would be better spent on other activities.

b) Make Submissions Easy and Open the system early

SASSETA must open the system early in January to cater for slow companies to submit early on time.

c) Explain WIIFM (What's In It For Me?)/ Conscientise Stakeholders on WSP/ATR

The SETA should clearly communicate how the WSPs/ATRs data is going to be used (as well as how it's *not* going to be used) and why it is important for stakeholders to submit on time

Explain the value of time entry to all stakeholder staff members. If the data helps to reduce the amount of multi-tasking or firefighting, communicate that. By clarifying the process and explaining how WSPs/ATRs helps speed up the SETA specific training needs and budgetary concerns, thereby increasing cash flow to companies with effective and efficient employees – thus gaining the ability to take on more projects (which can mean more money for them). An explanation can make the stakeholders understand and want to submit WSPs/ATRs on time.

SASSETA should simply train and conscientise positive perceptions and attitudes of its stakeholders on the importance of submitting WSPs/ATRs on time and that WSPs/ATRs should never be compiled as a compliance exercise but should be done to get economic benefits and return on investment.

d) Use of Early WSPs/ATRs Submission Incentives and Point System Earning

SASSETA should adopt a reward incentive and point system for early submission of WSPs/ATRs by its stakeholders. This means to pay mandatory grants on early submitters. SASSETA must remind employers to be up to date with levy payments to SARS so that they are eligible for their mandatory grants on time.

e) Use Automated Reminders

SASSETA should use a system that automatically reminds the stakeholders 3 months prior to the due date of WSPs/ATRs submission. Reminders should go to their emails and computers as pop up notifications every day till the due date. This exercise will help SASSETA to collect those WSPs/ATRs on time, and reduce the number of tardy submissions. SASSETA should eliminate as many manual processes as possible for this solution to work successfully.

f) SASSETA Should Not Penalize Stakeholders for Being Frank

It is relatively easy to get stakeholders to report on project time, but quite difficult to get those employers to report (consistently and without fear) on non-project time. Rather than penalizing employers for spending time on other activities, use the information as an opportunity to encourage them to submit timeously. SASSETA might discover a legitimate internal concern delaying stakeholders to submit reports on time, hence requiring training for them and urgent help to address it.

g) SASSETA should extend the submission deadlines

Late submitting companies will benefit greatly if the submission deadlines are extended.

h) Appointment of External SDF to assist companies with compiling WSPs/ATRs

SASSETA should appoint external SDFs to train the compilation of WSP/ATR submission to its stakeholders towards submission time.

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ANNEXURE A: PERCEPTIONS AND ATTITUDES STUDY QUESTIONNAIRE TEMPLATE

Your Company has been nominated to participate in the *Survey: Perception and attitude Study of SASSETA stakeholders towards WSP/ATR*.

The survey focuses on ease of use of WSP/ATR online system as well as on perceptions and attitudes towards the submission of WSP/ATR online by SASSETA stakeholders.

Therefore, answering this questionnaire should require no more than 15 minutes. To make it as easy as possible for you to respond, most questions may be answered simply by typing X in the appropriate box. All responses are anonymised and treated in the strictest confidence; no individual or company will be identifiable in the published reports. Simply put, the survey will handle people's information with great confidentiality. Participation in the survey is voluntary and mandatory hence no benefits or payment shall be made to the participant.

Thank you very much for the time and effort you put in responding to this questionnaire.

Research Questionnaire

1. COMPANY PROFILE

Name of Company				
Company Main Business Activity Description e.g Legal or Security.				Legal : Type X
				Security: Type X
Classify Company: Type X	Head Office		Branch	Subsidiary
Standard Industry Code (SIC)				
Levy Number				
Physical / Postal Address and Telephone Number				
Province				
Email address				
Number of Employees				
Compiler of WSP/ATR: Type X in the correct class	Company Owner		Internal WSP/ATR Practitioner	Hired WSP/ATR Consultant

2. Express your opinion by ticking the scale of your choice.

1 = Not at All (NA)

2 = Partially Important (PI)

3= Fairly Important (FI)

4 = More Important (VI)

5 = Extremely Important (EI)

MEASURING THE AWARENESS OF WSP/ATR IMPORTANCE

Listed below in this section are WSP/ATR experiences by businesses from SASSETA support.

A.	AWARENESS OF WSP/ATR BY BUSINESSES	Not important at All		Partially Important	Fairly Important	More Important	Extremely Important
A1.	To what extent do you consider the WSP/ATR important to your organisation?	1		2	3	4	5
A2.	Is the general employee in your organisation aware of WSPs/ATRs?	1		2	3	4	5
A3.	Are you aware of the objectives of the WSPs/ATRs?	1		2	3	4	5
A4.	Are the templates well understood by people in your organisation who complete them?	1		2	3	4	5

B.	PERCEPTIONS AND ATTITUDES TOWARDS WSPs/ATRs	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
B1.	Do you think the WSPs/ATR are important and correct tools for your skills and planning purposes?	1	2	3	4	5
B2.	Is your information captured correctly and honestly?	1	2	3	4	5
B3.	Are the templates structured in such a way that makes them user-friendly?	1	2	3	4	5

C.	UTILISATION OF WSP/ATR	Not at All	Partially	Fairly	Satisfactorily	More than satisfactorily
C1.	To what extent do you consider your organisation has utilised the value of WSPs/ATRs? Have you been submitting your WSPs/ATRs consistently every year?	1	2	3	4	5

C2.	Do you view WSP/ATR as useful planning tools for your organisation or they are just compliance tools?	1	2	3	4	5
C3.	Are all your organisational skills and planning needs addressed by the WSPs/ATRs?	1	2	3	4	5
C4.	Is your organisation using information from these WSP/ATR tools to formulate your training objectives within your enterprise?	1	2	3	4	5

D.	PROCESS OF DEVELOPMENT	Not at All	Partially	Fairly	Satisfactorily	More than satisfactorily
	To what extent is the process of development supportive towards your needs in your organisation?					
D1.	Do you have supportive structures or systems to guide you to submit the WSP/ATR online successfully in your organisation?	1	2	3	4	5
D2.	Do you attend the SASSETA WSP/ATR Training workshops?	1	2	3	4	5
D3.	Do you consult SASSETA if you have problems in submitting your WSP/ATR?	1	2	3	4	5

E. SUGGESTIONS/ RECOMENDATIONS FOR IMROVING WSP/ATR SUBMISSIONS

E1. What are the challenges you experience when you are compiling and submitting WSPs/ATRs?

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E2. In what ways did the WSPs/ATRs tools or SASSETA training support improve your business growth?

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E3.What is your perception and attitude towards ease of use of SASSETA online submission of WSPs/ATRs?

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E4. Why do you think organisations do not submit or submit late their WSPs/ATRs?

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E5. What suggestions / recommendations can you give to improve the submission or ease of use of the SASSETA WSPs/ATRs online submission?

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ANNEXURE B: TABLES TO EMPIRICAL ANALYSIS

Table 4: To what extent do you consider the WSPs/ATRs important to your organisation?

Responses	Freq.	Percent	Cum.
1	3	1.63	1.63
2	16	8.7	10.33
3	33	17.93	28.26
4	66	35.87	64.13
5	66	35.87	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 – more important; 5 – extremely important.

Table 5: Is the general employee in your organisation aware of WSPs/ATRs?

Response	Freq.	Percent	Cum.
1	2	1.09	1.09
2	28	15.22	16.3
3	111	60.33	76.63
4	37	20.11	96.74
5	6	3.26	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

Table 6: Are you aware of the objectives of the WSPs/ATRs?

Responses	Freq.	Percent	Cum.
1	1	0.55	0.55
2	57	31.15	31.69
3	79	43.17	74.86
4	30	16.39	91.26
5	16	8.74	100
Total	183	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

Table 7: Are the templates well understood by people in your organisation who complete them?

Response	Freq.	Percent	Cum.
1	4	2.17	2.17
2	52	28.26	30.43
3	55	29.89	60.33
4	52	28.26	88.59
5	21	11.41	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - adequately; 5 – greatly.

Table 8: Do you think the WSPs/ATR are important and correct tools for your skills and planning purposes?

Response	Freq.	Percent	Cum.
2	11	6.01	6.01
3	69	37.7	43.72
4	54	29.51	73.22
5	49	26.78	100
Total	183	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 9: Is your information captured correctly and honestly?

Response	Freq.	Percent	Cum.
1	11	6.01	6.01
2	35	19.13	25.14
3	85	46.45	71.58
4	46	25.14	96.72
5	6	3.28	100
Total	183	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 10: Are the templates structured in such a way that makes them user-friendly?

Response	Freq.	Percent	Cum.
1	13	7.47	7.47
2	50	28.74	36.21
3	59	33.91	70.11
4	30	17.24	87.36
5	22	12.64	100
Total	174	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 11: Have you been submitting your WSPs/ATRs consistently every year?

Response	Freq.	Percent	Cum.
1	53	29.12	29.12
2	33	18.13	47.25
3	27	14.84	62.09
4	37	20.33	82.42
5	32	17.58	100
Total	182	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

Table 12: Do you view WSPs/ATRs as useful planning tools for your organisation or as just compliance tools?

Response	Freq.	Percent	Cum.
1	8	4.37	4.37
2	77	42.08	46.45
3	53	28.96	81.41
4	30	16.39	91.8
5	15	8.2	100
Total	183	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 13: Are all your organisational skills and planning needs addressed by the WSPs/ATRs?

Response	Freq.	Percent	Cum.
1	12	6.56	6.56
2	63	34.43	40.98
3	62	33.88	74.86
4	23	12.57	87.43
5	23	12.57	100
Total	183	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 14: Is your organisation using information from these WSPs/ATRs tools to formulate your training objectives within your enterprise?

Response	Freq.	Percent	Cum.
1	1	0.56	0.56
2	35	19.44	20
3	116	64.44	84.44
4	26	14.44	98.89
5	2	1.11	100
Total	180	100	

Key: 1 – strongly disagree; 2 – disagree; 3 – not sure; 4 - agree; 5 – strongly agree.

Table 15: Do you have supportive structures or systems to guide you to submit the WSP/ATR online successfully in your organisation?

Response	Freq.	Percent	Cum.
1	9	4.89	4.89
2	44	23.91	28.8
3	61	33.15	61.96
4	38	20.65	82.61
5	32	17.39	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

Table 16: In what ways did the WSPs/ATRs tools or SASSETA training support improve your business growth?

Response	Freq.	Percent	Cum.
1	15	8.15	8.15
2	67	36.41	44.57
3	60	32.61	77.17
4	34	18.48	95.65
5	8	4.35	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.

Table 17: Do you consult SASSETA if you have problems in submitting your WSP/ATR?

Response	Freq.	Percent	Cum.
1	20	10.87	10.87
2	56	30.43	41.3
3	53	28.8	70.11
4	32	17.39	87.5
5	23	12.5	100
Total	184	100	

Key: 1 – not at all; 2 – partially; 3 – fairly; 4 - satisfactorily; 5 – more than satisfactorily.