

Appendix A

TRAINING QUESTIONNAIRE

A SURVEY OF THE TRAINING OPPORTUNITIES AND ATTITUDE TOWARDS TRAINING OF STAFF IN THE DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION

TARGET AUDIENCE:

To be completed by employees in the Department of Public Service and Administration

PURPOSE

The information gathered through this questionnaire will be used as part of the empirical research into training in the Department of Public Service and Administration. The research is conducted for completion of a doctoral thesis for DPhil (Public Administration).

CONFIDENTIALITY:

Please note that the responses you provide are completely anonymous and confidential. The research outcomes and report will not include reference to any individuals. The compiler of the questionnaire will have sole ownership of the completed questionnaires and the questionnaires will be destroyed after completion of the research

Respondent Number:	
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Section A: Personal Information
Personal Particulars

1. What is your age group?

- | | | | | | | | |
|----------------------------|-------|----------------------------|-------|----------------------------|-------|----------------------------|--------------|
| <input type="checkbox"/> 1 | 20-24 | <input type="checkbox"/> 2 | 25-29 | <input type="checkbox"/> 3 | 30-34 | <input type="checkbox"/> 4 | 35-39 |
| <input type="checkbox"/> 5 | 40-44 | <input type="checkbox"/> 6 | 45-49 | <input type="checkbox"/> 7 | 50-54 | <input type="checkbox"/> 8 | 55 and above |

OFFICE USE	
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2. Gender

- | | | | |
|----------------------------|------|----------------------------|--------|
| <input type="checkbox"/> 1 | Male | <input type="checkbox"/> 2 | Female |
|----------------------------|------|----------------------------|--------|

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3. Race

- | | | | | | | | |
|----------------------------|-----------------------|----------------------------|-------|----------------------------|----------|----------------------------|--------------|
| <input type="checkbox"/> 1 | Black | <input type="checkbox"/> 2 | White | <input type="checkbox"/> 3 | Coloured | <input type="checkbox"/> 4 | Asian/Indian |
| <input type="checkbox"/> 5 | Other: please specify | | | | | | |

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4. What is your preferred language of instruction

- | | | | | | | | |
|----------------------------|-------------|-----------------------------|---------|-----------------------------|---------|----------------------------|-------------|
| <input type="checkbox"/> 1 | Afrikaans | <input type="checkbox"/> 2 | English | <input type="checkbox"/> 3 | Ndebele | <input type="checkbox"/> 4 | North Sotho |
| <input type="checkbox"/> 5 | South Sotho | <input type="checkbox"/> 6 | Swazi | <input type="checkbox"/> 7 | Tsonga | <input type="checkbox"/> 8 | Tswana |
| <input type="checkbox"/> 9 | Venda | <input type="checkbox"/> 10 | Xhosa | <input type="checkbox"/> 11 | Zulu | | |

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5. What is your highest qualification?

- | | |
|----------------------------|--|
| <input type="checkbox"/> 1 | Grade 12 certificate |
| <input type="checkbox"/> 2 | Diploma |
| <input type="checkbox"/> 3 | Degree |
| <input type="checkbox"/> 4 | Post-graduate qualification |
| <input type="checkbox"/> 5 | Other post-grade 12 qualification, please specify: |

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Employment Data

6. What is your grade/level of employment

- | | | | | | |
|----------------------------|-----|----------------------------|--------|----------------------------|--------|
| <input type="checkbox"/> 1 | SMS | <input type="checkbox"/> 2 | Middle | <input type="checkbox"/> 3 | Junior |
|----------------------------|-----|----------------------------|--------|----------------------------|--------|

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Section B: Please read the following statements carefully, and rate your awareness of the policy issues on a scale of 1-4 for each of the categories.

Place a tick (✓) in the appropriate box against each statement to indicate your rating, where:

1 = no idea 2 = not clear 3 = clear understanding 4 = excellent understanding

1. **Awareness of the South African Government Agenda:** An awareness of the policy issues the South African Government is currently addressing.

No.	Awareness Item	1	2	3	4	Office Use	
1.	Constitution of the Republic of South Africa	1	2	3	4	1	
2.	Public Service Act	1	2	3	4	2	
3.	Labour Relations Act	1	2	3	4	3	
4.	White Paper on Human Resource Management	1	2	3	4	4	

5.	Employment Equity Act	1	2	3	4	5	
6.	Basic Conditions of Employment Act	1	2	3	4	6	
7.	South African Qualifications Authority Act	1	2	3	4	7	
8.	Skills Development Act	1	2	3	4	8	
9.	White Paper on Public Service Training and Education	1	2	3	4	9	
10.	Public Service Regulations	1	2	3	4	10	

Please read the following statements carefully, and rate your skills on a scale of 1-4 for each of the categories.

Place a tick (✓) in the appropriate box against each statement to indicate your rating, where:

1 = poor 2 = not good 3 = good 4 = excellent

2. **Planning:** Developing and deciding upon longer-term goals, objectives, and priorities pertaining to training and development, and developing and deciding among alternative courses of action.

No.	Skill Items	1	2	3	4	Office Use	
11	Developing and adjusting long term training goals as necessary	1	2	3	4	11	
12	Developing alternative strategies for accomplishing training goals	1	2	3	4	12	
13	Assessing the financial feasibility of alternative courses of action	1	2	3	4	13	
14	Assessing the technical feasibility of alternative courses of action	1	2	3	4	14	
15	Developing plans for the department that include costs, employees or material needs	1	2	3	4	15	
16	Developing personal career paths	1	2	3	4	16	

3. **Guidance:** Converting plans to actions by setting short-term objectives and priorities, scheduling/sequencing activities, and establishing effectiveness and efficiency standards/guidelines

No.	Skill Items	1	2	3	4	Office Use	
17.	Anticipating obstacles to achieving departmental training goals and identifying means to overcome them	1	2	3	4	17	
18.	Identifying specific training courses needed to accomplish departmental training goals	1	2	3	4	18	
19.	Establishing priorities among competing training courses	1	2	3	4	19	
20.	Setting realistic deadlines for completing departmental training courses	1	2	3	4	20	
21.	Identifying specific training courses needed to accomplish personal training goals	1	2	3	4	21	
22.	Providing or being provided with specific guidance on how accomplishment is to be measured	1	2	3	4	22	
23.	Involving staff or being involved personally in making work decisions that affect employees	1	2	3	4	23	

4. **Budgeting:** Preparing, justifying and/or administering the department's budget

No.	Skill Items	1	2	3	4	Office Use	
24.	Preparing or providing input into the Department's annual training budget	1	2	3	4	24	
25.	Providing or being provided with the necessary information regarding the annual training budget	1	2	3	4	25	

1 = poor	2 = not good	3 = good	4 = excellent
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1 = strongly disagree;		2 = disagree,		3 = agree,		4 = strongly agree	
26.	Explaining and justifying departmental training budget requests orally or in writing	1	2	3	4	26	

5. Interpretation: **Keeping subordinates informed about government policies, priorities, issues and trends and how these are to be incorporated in departmental activities and products**

No.	Skill Items	1	2	3	4	Office Use	
27.	Explaining/clarifying broad training priorities of government to subordinates	1	2	3	4	27	
28.	Keeping subordinates informed about external issues that impact on their training	1	2	3	4	28	
29.	Extracting and applying information pertinent to training from higher management directives	1	2	3	4	29	
30.	Seeing that departmental training courses reflect higher management directives/policies	1	2	3	4	30	

6. **Evaluation:** Critically assessing the degree to which program/project goals are achieved and the overall effectiveness/efficiency of departmental operations, to identify means for improving performance

No.	Skill Items	1	2	3	4	Office Use	
31.	Establishing performance targets based on training received	1	2	3	4	31	
32.	Identifying ways for improving performance through proposed training courses	1	2	3	4	32	
33.	Assessing progress toward achieving departmental training goals	1	2	3	4	33	
34.	Assessing progress toward achieving personal training goals	1	2	3	4	34	

7. **Communication:** Speaking, writing and listening

No.	Skill Items	1	2	3	4	Office Use	
35.	Receiving formal feedback after training courses	1	2	3	4	35	
36.	Conducting or participating in formal feedback sessions after training courses	1	2	3	4	36	
37.	Presenting periodic reports on departmental training courses	1	2	3	4	37	

Section C: Motivation for and attitude towards training

No	Attitudes and behaviour	1	2	3	4	Office Use	
38.	I have been given the training opportunities that would realise my career goals	1	2	3	4	38	
39.	My career goals coincide with organisational goals and my training opportunities have been determined accordingly	1	2	3	4	39	
40.	Training is provided as an incentive for increased work performance	1	2	3	4	40	

41.	Training courses are evaluated in terms of improved work performance	1	2	3	4	41	
42.	Departmental training courses culminate in formal qualifications	1	2	3	4	42	
43.	Departmental training courses are aligned with departmental objectives and goals	1	2	3	4	43	
44.	Departmental training courses are evaluated against departmental objectives and goals	1	2	3	4	44	
45.	Departmental training courses are evaluated against individual objectives and goals	1	2	3	4	45	