



INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Note that any information provided in this questionnaire is **confidential** and is used for statistical reporting only. To be completed by the **Training Manager** (or the manager responsible for this function.) Please adhere to the following instructions carefully:

- Answer all applicable questions as accurately as possible with a **blue pen**.
- Read the red printed instructions within the questionnaire carefully.
- Read all options in each question **before** answering.
- Provide exact figures, or tick (✓) applicable option numbers within boxes.
- Provide estimated figures if you are not able to provide exact figures.
- Provide figures with single digits per box starting from the **right** leaving no open spaces.
- Remember to insert the completed questionnaire in the pre-paid-envelope provided and to mail it back to us **before the 30th of June 2003**.

EXAMPLES

Tick

1	✓
2	

Figure

	2	7
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Coding on the right is for official use only and should be ignored.

SECTION 1. ESTABLISHMENT PROFILE

1.1. What is the nature of your establishment?
(See definition on Page 12.)

(Please tick the most applicable option only.)

Private	1
Semi-private (parastatal)	2
Public	3
Non-governmental organisation (NGO) (Section 21)	4

11

1.2. What is the ownership status of your establishment?
(See definitions on Page 12.)

(Please tick the most applicable option only.)

South African	1
Joint venture with foreign company	2
Foreign	3

12

1.3. Please estimate the number of years your establishment has been operating?

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13 - 15

SECTION 2. EMPLOYMENT FIGURES

2.1. Please estimate the total number of employees as on the 1st of April 2003 for the following categories:
(See definitions on Page 12.)

Permanent employees (excluding disabled)					
Non-permanent employees (excluding disabled)					
Disabled employees (permanent and non-permanent)					
TOTAL					

16 - 20

21 - 25

26 - 30

31 - 35

2.2. Please provide a breakdown of estimated numbers of permanent employees by occupational group and gender as on the 1st of April 2003:

		Female	Male	TOTAL	
(Please refer to the back of the questionnaire for official definitions of these occupational groups.)	Managers	<input type="text"/>	<input type="text"/>	<input type="text"/>	36 - 46
	Professionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	47 - 57
	Technicians	<input type="text"/>	<input type="text"/>	<input type="text"/>	58 - 68
	Administrators / Secretaries	<input type="text"/>	<input type="text"/>	<input type="text"/>	69 - 79
	Service and sales workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	80 - 90
	Agricultural and fishery workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	91 - 101
	Craft and skilled trade workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	102 - 112
	Plant and machine operators	<input type="text"/>	<input type="text"/>	<input type="text"/>	113 - 123
	Elementary workers / Labourers	<input type="text"/>	<input type="text"/>	<input type="text"/>	124 - 134
TOTAL		<input type="text"/>	<input type="text"/>	<input type="text"/>	135 - 138

(Please note: the totals in 2.2 should match the totals in 2.3.)

2.3. Please provide a breakdown of estimated numbers of permanent employees by occupational group and population group as on the 1st of April 2003:

	African	Coloured	Indian/Asian	White	TOTAL	
Managers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	137 - 153
Professionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	154 - 170
Technicians	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	171 - 187
Administrators / Secretaries	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	188 - 204
Service and sales workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	205 - 221
Agricultural and fishery workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	222 - 238
Craft and skilled trade workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	239 - 255
Plant and machine operators	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	256 - 272
Elementary workers / Labourers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	273 - 289
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	290 - 306

2.4. Please estimate the number of permanent employees who left your employ during the 2002/3 financial year.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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307 - 311

SECTION 3. ACTUAL TRAINING OF EMPLOYEES

3.1. Did any of your employees participate in training during the 2002/3 financial year according to the following definition of training?

(If you answered 'No', go to Section 4 on Page 5 and Skip the remainder of Section 3.)

Yes	1
No	2

312

Definition of training: Activity that improves the skill levels or capacities of employees to do the type of work they are doing or have done before, or gives them the skills or capacities to do a completely different type of work, either on-site or off-site.

IF YOU ANSWERED 'NO' AT QUESTION 3.1, GO TO SECTION 4 ON PAGE 5 AND SKIP THE REMAINDER OF SECTION 3.

3.2. Please estimate the number of employees who participated in training during the 2002/3 financial year by the following categories:

Permanent employees (excluding disabled)										313 - 317
Non-permanent employees (excluding disabled)										318 - 322
Disabled employees (permanent and non-permanent)										323 - 327
TOTAL										328 - 332

3.3. Please provide a breakdown of estimated numbers of permanent employees who participated in training during the 2002/3 financial year by occupational group and gender:

	Female	Male	TOTAL	
Managers				333 - 343
Professionals				344 - 354
Technicians				355 - 365
Administrators / Secretaries				366 - 376
Service and sales workers				377 - 387
Agricultural and fishery workers				388 - 398
Craft and skilled trade workers				399 - 409
Plant and machine operators				410 - 420
Elementary workers / Labourers				421 - 431
TOTAL				432 - 442

(Please note: the totals in 3.3 should match the totals in 3.4.)

3.4. Please provide a breakdown of estimated numbers of permanent employees who participated in training during the 2002/3 financial year by occupational group and population group:

	African	Coloured	Indian/Asian	White	TOTAL	
Managers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	443 - 459
Professionals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	460 - 476
Technicians	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	477 - 493
Administrators / Secretaries	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	494 - 510
Service and sales workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	511 - 527
Agricultural and fishery workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	528 - 544
Craft and skilled trade workers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	545 - 561
Plant and machine operators	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	562 - 578
Elementary workers / Labourers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	579 - 595
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	596 - 612

3.5. Please estimate the number of permanent employees who participated in training during the 2002/3 financial year according to:

the ISO 9 000 series (See definition on Page 12.)
 South African Qualifications Authority (SAQA) / National Qualifications Framework (NQF) standards
 other nationally recognised standards
 other internationally recognised standards (e.g., Pitman, Microsoft)

<input type="text"/>	<input type="text"/>	<input type="text"/>	613 - 615
<input type="text"/>	<input type="text"/>	<input type="text"/>	616 - 618
<input type="text"/>	<input type="text"/>	<input type="text"/>	619 - 621
<input type="text"/>	<input type="text"/>	<input type="text"/>	622 - 624

3.6. On a scale of 1 to 5, to what extent did permanent employees participate in the following training types during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all			To a large extent	
Courses presented by an external agency <u>off</u> your premises	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	625
Courses presented by an external agency <u>on</u> your premises	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	626
In-house courses by own staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	627
Learnerships (See definition on Page 12.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	628
Mentoring	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	629
On the job training	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	630
Registered apprenticeships	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	631
Skills programmes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	632
Other (please specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	633

SECTION 4. HUMAN RESOURCES DEVELOPMENT PRACTICES

4.1. On a scale of 1 to 5, to what extent were the following practices used in your establishment during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all			To a large extent		
Annual performance reviews	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	634
Group or team compensation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	635
Job rotation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	636
Mentoring/coaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	637
Multi-skilling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	638
Peer review	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	639
Personnel development plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	640
Profit sharing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	641
Quality circles	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	642
Self directed teams	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	643
Team working	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	644
Total quality management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	645
Training for trainers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	646
Other (please specify) 	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	647

4.2. On a scale of 1 to 5, to what extent were the following activities used in your establishment to meet its skills needs during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all			To a large extent		
Improved retention of employees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	648
Head hunting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	649
Outsourcing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	650
Recruiting locally	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	651
Recruiting from abroad	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	652
Short term contracts / consultants	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	653
Other (please specify) 	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	654

SECTION 5. SKILLS NEEDS

5.1. On a scale of 1 to 5, to what extent were the following skills underdeveloped or lacking in your establishment during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all		To a large extent			
Communication skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	655
Customer handling skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	656
General IT user skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	657
IT professional skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	658
Literacy skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	659
Management skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	660
Numeracy skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	661
Problem solving skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	662
Team working skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	663
Technical and practical skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	664
Other (please specify) 	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	665

5.2. On a scale of 1 to 5, to what extent did the following occupations need their skills upgraded during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all		To a large extent			
Managers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	666
Professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	667
Technicians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	668
Administrators / Secretaries	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	669
Service and sales workers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	670
Agricultural and fishery workers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	671
Craft and skilled trade workers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	672
Plant and machine operators	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	673
Elementary workers / Labourers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	674

5.3. On a scale of 1 to 5, to what extent were the following factors a cause of employee turnover in your establishment during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all			To a large extent		
Dismissals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	675
Emigration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	676
Loss of employees through illness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	677
Loss of employees to other establishments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	678
Retirement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	679
Retrenchment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	680
Other (please specify) <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	681

5.4. Do you expect your establishment to initiate any learnerships for the following groups during the 2003/4 financial year?

	Yes	No	
Current employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	682
New employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	683

SECTION 6. TRAINING INFRASTRUCTURE

6.1. Did your establishment have any of the following as on the 1st of April 2003?

	Yes	No	
A specific budget for training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	684
A policy on bursaries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	685
A policy on study leave	<input type="checkbox"/> 1	<input type="checkbox"/> 2	686
Training records	<input type="checkbox"/> 1	<input type="checkbox"/> 2	687
A Workplace Skills Plan (If 'no', go to 6.3.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	688
A formal business plan (If 'no', go to 6.3.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	689

6.2. Is your Workplace Skills Plan linked to your formal business plan?

Yes	<input type="checkbox"/> 1	
No	<input type="checkbox"/> 2	690

6.3. Does your establishment claim grants against its levy payment?

Yes	<input type="checkbox"/> 1	
No	<input type="checkbox"/> 2	691

(If 'no', go to 6.5.)

6.4. Why does your establishment not claim grants against levy payment?	(Tick only the most applicable option.)	Applications too complicated	1	692
		Do not have time	2	
		Do not know about them	3	
		Do not train	4	
		Not worth the effort financially	5	
		Other (Please specify)	6	

6.5. Who was mainly responsible for training in your establishment during the 2002/3 financial year?	(Tick only the most applicable option.)	Nobody (No training took place.) (Go to Section 7.)	1	693
		A training manager (Go to Section 7.)	2	
		A training facilitator (Go to Section 7.)	3	
		A training committee	4	

6.6. Who comprises the training committee?	(Tick only the most applicable option.)	Management only	1	694
		Joint management and employee representation <u>excluding</u> union representation	2	
		Joint management and employee representation <u>including</u> union representation	3	

SECTION 7. FINANCIAL INFORMATION

(Note that all information is treated confidentially.)

7.1. Please estimate the following financial indicators for the 2002/3 financial year: (Ignore cents)	Payroll	R	<input type="text"/>	695 - 703
	Total expenditure on training (if 'none', go to Section 8 on Page 9.)	R	<input type="text"/>	704 - 712

7.2. During the 2002/3 financial year, did your training expenditure...	(Tick only the most applicable option.)	Increase	1	713
		Remain static	2	
		Decrease	3	

7.3. During the 2003/4 financial year, do you expect your training expenditure to...	(Tick only the most applicable option.)	Increase	1	714
		Remain static	2	
		Decrease	3	

SECTION 8. SETA SERVICE

8.1. Is your establishment registered with a Sector Education and Training Authority (SETA)?

Yes
No
Unsure
(Go to Section 9 on Page 10.)
(Go to Section 9 on Page 10.)

1
2
3

715

8.2. With which SETA is your establishment registered? (Tick only the most applicable option.)

01 FASSET	Financial and Accounting services	1	14 LGWSETA	Local Government, Water and Related Services	14
02 BANKSETA	Banking	2	15 MAPPP	Media, Advertising, Publishing, Printing and Packaging	15
03 CHIETA	Chemical Industries	3	16 MQA	Mining	16
04 TEXTILES	Clothing, Textiles, Footwear and Leather	4	17 MERSETA	Manufacturing, Engineering and Related Services	17
05 CETA	Construction	5	19 POSLECSETA	Police, Private Security, Legal and Correctional Services	19
06 DIDTETA	Diplomacy, Intelligence, Defence and Trade & Industry	6	20 PAETA	Primary Agriculture	20
07 ETDP SETA	Education, Training and Development Practices	7	21 PSETA	Public Services	21
08 ESETA	Energy	8	22 SETASA	Secondary Agriculture	22
09 FOODBEV	Food and Beverages	9	23 SERVICES	Services	23
10 FIETA	Forest Industries	10	25 THETA	Tourism and Hospitality	25
11 HWSETA	Health and Welfare	11	26 TETA	Transport	26
12 ISETT	IT, Electronics and Telecommunication Technologies	12	27 W&RSETA	Wholesale and Retail	27
13 INSETA	Insurance	13			

718 - 717

8.3. On a scale of 1 to 5, how would you rate the following services of your SETA during the 2002/3 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Poor				Excellent	
Advice and support concerning Learnerships	1	2	3	4	5	718
Internet site and web pages	1	2	3	4	5	719
Promptness in paying grants	1	2	3	4	5	720
Provision of information about courses, programmes and training	1	2	3	4	5	721
Provision of Information about grants	1	2	3	4	5	722
Provision of Sector Skills Plans	1	2	3	4	5	723
Provision of free training not funded by employers	1	2	3	4	5	724
Responsiveness to queries	1	2	3	4	5	725
Submission procedures	1	2	3	4	5	726
Other (please specify)	1	2	3	4	5	727

SECTION 9. THE FUTURE

9.1. On a scale of 1 to 5, to what extent do you think the following factors will cause you to increase training in your establishment during the 2003/4 financial year?

(Please tick only one number on each scale, if applicable, that describes your answer best.)

	Not at all	2	3	4	To a large extent	
Delays in developing new products / services	1	2	3	4	5	728
Employee expectations	1	2	3	4	5	729
Employee turn-over	1	2	3	4	5	730
Increase in demand for products / services	1	2	3	4	5	731
Increased competition	1	2	3	4	5	732
Levels of employee illness	1	2	3	4	5	733
New labour legislation (for example Skills Development Act, 1998, Employment Equity Act, 1997, etc.)	1	2	3	4	5	734
Organisational restructuring	1	2	3	4	5	735
Productivity targets	1	2	3	4	5	736
Quality standards and customer service objectives	1	2	3	4	5	737
SETA initiatives	1	2	3	4	5	738
Technology change	1	2	3	4	5	739
Trade Union initiatives	1	2	3	4	5	740
Waste reduction	1	2	3	4	5	741
Other (please specify) 	1	2	3	4	5	742

GENERAL

If you complete and send back this questionnaire, would you like to be posted a CD of the report on the findings of this survey?

Yes	1
No	2

743

How would you prefer to participate in future surveys? (Tick only the most preferred option.)

Face to face	1		4
Facsimile	2	Postal	5
Internet / Email	3	Telephonic	6
		Other (Please specify) 	

744

[illegible]

**PLEASE REMEMBER TO INSERT THE COMPLETED QUESTIONNAIRE INTO
THE PREPAID ENVELOPE PROVIDED AND TO MAIL IT BACK TO US
BEFORE THE 30TH OF JUNE 2003.**

DEFINITIONS

Establishment: An establishment (firm) is a legal entity consisting of one or more establishments (branches) including the head office, but excluding holding or subsidiary companies. If the enterprise consists of more than one establishment, such individual establishments could be active in one industry or spread across various industries of the economy (e.g. agriculture, fishing, mining, manufacturing and services).

Employees: Employees are all persons on the establishment record of the various enterprises and institutions as at 29 March 1996.

Permanent employees: Persons appointed on an open-ended contract, that is a contract with no stipulated specific termination date, and who are entitled to benefits such as paid annual leave and medical aid contributions paid by the employer.

Non-permanent employees: Persons appointed on a short-term contract basis for periods not normally exceeding a duration of one year. Such a contract would typically stipulate a termination date, but could be renewed by a mutual agreement between the employee and the employer. The employee in this case may or may not be contractually entitled to such benefits as paid leave and medical aid contributions paid by the employer.

Training: Activity that improves the skill levels or capacities of employees to do the type of work they are doing or have done before, or give them the skills or capacities to do a completely different type of work, either on-site or off-site.

ISO 9000: Certificates given by the International Standards Organisation with a number of the kind 900X for quality control purposes.

Learnerships: A SETA may establish a learnership if the learnership consists of a structured learning component; includes practical work experience of a specified nature and duration; would lead to a qualification registered by the South African Qualifications Authority and related to an occupation; and the intended learnership is registered with the Director-General in the prescribed manner.

OCCUPATIONAL GROUPS

Managers: This group includes occupations whose main tasks consist of determining and formulating government policies, as well as laws and public regulations, overseeing their implementation, representing government and acting on their behalf, or planning, directing and coordinating the policies and activities of the enterprises and organisations, or departments e.g. town clerk, chief executive, managing director, manager, postmaster, impresario, superintendent, dean, school principal, etc.

Professionals: This group includes occupations whose main tasks require a high level of professional knowledge and experience in the fields of physical and life sciences, or social sciences and humanities. The main tasks consist of increasing the existing stock of knowledge, applying scientific and artistic concepts and theories to the solution of problems, and teaching about the foregoing in a systematic manner e.g. physicist, meteorologist, programmer, assayer, nursing services managers, valuator, town and traffic planner, etc.

Technicians: This group includes occupations whose main tasks require technical knowledge and experience in one or more fields of physical and life sciences, or social sciences and humanities. The main tasks consist of carrying out technical work connected with the application of concepts and operational methods in the above-mentioned fields, and in teaching at certain educational levels e.g. clerk of works, dockmaster, cementer, draughtsperson, optical and electronic equipment operators, pilot, safety and quality inspector, taxidermist, broker, valuer, designer, announcer, etc.

Administrators / Secretaries: This group includes occupations whose main tasks require the knowledge and experience necessary to organise, store, compute and retrieve information. The main tasks consist of performing secretarial duties, operating word processors and other office machines, recording and computing numerical data, and performing a number of customer-oriented clerical duties, mostly in connection with mail services, money-handling operations and appointments e.g. typist, stenographer, justwriter, secretary, wharfinger, mimeographer, post carriers, coder, cashier, teller, switchboard operator, etc.

Service and sales workers: This group includes occupations whose main tasks require the knowledge and experience necessary to provide personal and protective services, and to sell goods in shops or at markets. The main tasks consist of providing services related to travel, housekeeping, catering, personal care, protection of individuals and property, and to maintaining law and order, or sell goods in shops or at markets e.g. transport conductors, fire-fighter, police officer, working proprietor, shop attendant, steward, air hostess, chef, waiter, ambulance man, etc.

Agricultural and fishery workers: This group includes occupations whose tasks require the knowledge and experience necessary to produce farm, forestry and fishery products. The main tasks consist of growing crops, breeding or hunting animals, catching or cultivating fish, conserving and exploiting forests and, especially in the case of market-oriented agricultural and fishery workers, selling products to purchasers, marketing organisations or at markets e.g. farmer, grower, planter, viticulturist, winegrower, horticultural worker (skilled), greenkeeper, groundsman, grazier, raiser, shearer, apiarist, sericulturist, etc.

Craft and skilled trade workers: This group includes occupations whose tasks require the knowledge and experience of skilled trades or handicrafts which, among other things involves an understanding of materials and tools to be used, as well as of all stages of the production process, including the characteristics and the intended use of the final product. The main tasks consist of extracting raw materials, constructing buildings and other structures and making various products as well as handicraft goods e.g. miner, quarrier, stoneworker, bricklayer, stonemason, paviour, carpenter, shopfitter, plasterer, plumber, electrician, painter, mechanic, glass-maker, underwater worker, locksmith, etc.

Plant and machine operators: This group includes occupations whose main tasks require the knowledge and experience necessary to operate and monitor large scale, and often highly automated, industrial machinery and equipment. The main tasks consist of operating and monitoring mining, processing and production machinery and equipment, as well as driving vehicles and driving and operating mobile plant, or assembling products from component parts e.g. flotation worker, annealer, lathe-operator, railway braker, signaller, dispatch rider, chauffeur, bus driver, banksman, etc.

Elementary workers / Labourers: This group covers occupations which require the knowledge and experience necessary to perform mostly simple and routine tasks, involving the use of hand-held tools and in some cases considerable physical effort, and, with few exceptions, only limited personal initiative or judgement. The main tasks consist of selling goods in streets, doorkeeping and property watching, as well as cleaning, washing, pressing, and working as labourers in the fields of mining, agriculture and fishing, construction and manufacturing e.g. newsvender, tinker, billposter, shoe-black, charworker, chambermaid, caretaker, sweeper, garbage collector, farmhand, stevedore, etc.