MULTI-SKILLING AT A PROVINCIAL TRAINING INSTITUTION: POST TRAINING EVALUATION

by

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DECLARATION

I, Taryn Merillia Florence, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed	30 September 2011 **Date**

ABSTRACT

As global and national markets become more competitive, businesses are forced to become more adaptable and the public service is by no means exempt from this phenomenon. Owing to a dynamic and ever-changing work environment, it is necessary for public servant employees to continuously update their knowledge and skills.

However, in most organisations, the impact of training and development programmes are undermined. The value placed on increasing knowledge and skills is limited to attending a training programme. As a result, the newly acquired information and competencies are very seldom transferred from the classroom to the workplace and without a definite increase in performance and in service delivery; the contribution of actual learning is questionable.

This research study therefore uses the Integrated Integrated Human Resource Administration and Persal (IHRAP) Programme (presented by the Western Cape Provincial Training Institute) to gauge the importance of post training evaluation and the benefits that can be derived from it, both for the department and the employee. In addition, the study evaluates whether the participants of the training programme are able to apply concepts and techniques learned in the classroom. It focuses specifically on human resource employees employed within the Provincial Government of the Western Cape, who is responsible for performing a number of different human resource functions.

A survey was conducted amongst the participants of the IHRAP programme using a research questionnaire. After the results of the survey were collected and analysed, the researcher was able to determine where there were gaps in the post training evaluation process. Several recommendations are made to bridge these gaps and in doing so, enable the training programme to have a greater impact on the participants and in the workplace.

In addition to evaluating the IHRAP programme, the need for continuous improvement in skills will always be essential, but departments must create the opportunities for participants to exercise these acquired skills effectively.

ACKNOWLEDGEMENTS

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

List of Acronyms

CPUT   Cape Peninsula University of Technology

DotP   Department of the Premier

IHRAP   Integrated Human Resource Administration and Persal (IHRAP)
              Programme

PERSAL   Personnel and salary administration system

PGWC   Provincial Government Western Cape

WCPTI   Western Cape Provincial Training Institute

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CHAPTER 1
MULTI-SKILLING AT THE PROVINCIAL TRAINING INSTITUTION:
POST TRAINING EVALUATION

1.1 Introduction

The human resource development arena has seen many changes and several technological advances over the last decade. As a result, traditional training methods and techniques are slowly becoming obsolete (Meyer *et al.*, 2004:2). Originally the purpose of traditional training was to teach an employee new skills that would enable them to execute their job more effectively. However, as times have evolved, Meyer *et al.*, (2004:2) specifies that organisations are instead utilising employees as an essential factor in increasing their own competitiveness and overall business approach.

1.2 Background to the problem

Change is unavoidable. From small organisations to big, powerful conglomerates, change cannot be averted. Certain changes are, however, necessary to survive and succeed in a dynamic environment. As a result, organisations must be able to adapt to change if they want to continue to operate in a highly competitive business environment. Due to the subsequent effects of change within the workplace, a greater emphasis is being placed on lifelong learning and professional development. Additionally, organisations are realising the importance of streamlining processes through regular training of employees.

One important function of human resource management is the proficiency that training and development brings to an organisation. Training is vital and can greatly influence the success of an organisation. Lynch (2000) agrees that a well-developed employee is a vital part of any organisation and also a key factor in the successful performance of the organisation. Mullins (2002:693-694) postulates that although staff are an essential resource, they are also costly. However, in order to sustain excellent performance, it is crucial to maximize the contribution of staff to meet the goals of the organisation.

It is, however, important to note that while there is very little consensus on what a learning organisation is, government departments in conjunction with the WCPTI has made an attempt to implement some characteristics of a learning organisation.

These include:

- Providing continuous learning opportunities.
- Using learning to reach the department's goals.
- Linking individual performance with organisational performance.
- Fostering inquiry and dialogue, making it safe for people to share openly and take risks.
- Embracing creative tension as a source of energy and renewal.
- Being continuously aware of and interacting with their environment. (Kerka: 1995)

Moreover, owing to the recent financial crisis, which had an impact on the entire global economy, many organisations are facing retrenchments and downsizing. As a result of this, there is a greater emphasis on transferring control and authority to employees as organisational structures become more flexible, thus encouraging a work environment that incorporates a need for greater coaching and support. Parr (1996:26-31) concurs that a vast number of South Africans need new skills to keep up to date with the demands placed upon them by new technology, different management styles and improved service delivery. The training and development of employees is therefore necessary to ensure a constant supply of staff who are knowledgeable and skilled and who are able to aspire to career development in general management positions or specialist areas. There is therefore always a need for training as part of the development of an employee and as such, therefore an essential part of the process of total quality management (Mullins, 2002:694).

Training in a South African context is not only important because of an increase job knowledge and skills, but also because it can be used as a way of improving the service rendered to the public. If government workers are sufficiently trained and motivated their level of service would improve. In so doing, government departments would become more efficient and competent in their jobs.

Furthermore, in accordance with the Skills Development Act (SDA) section 10(1)(a) each Sectoral Education and Training Authority (SETA) is required to develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS). These SSP's are responsible for identifying skills shortages, skills gaps and skills supply within various sectors. In addition, it also identifies different restrictions in the effective utilisation and development of skills in relation to government's priorities and the objectives of NSDS, Provincial Growth and Development Strategies and relevant industry/economic strategies [www.info.gov.za].

Unfortunately, in their need to train employees, many organisations have failed to focus sufficiently on training evaluation procedures. Indeed, training is often seen as a tedious and dull exercise with little or no usefulness, whereas in reality post training evaluation is of the utmost significance.

1.3 Problem statement

Training and development has, over the years, become more popular within most organisations. Yet, irrespective of the amount of money, time and resources spent on it, many organisations do not fully recognise the value training brings to an organisation. Even more worryingly, they do not know how to measure its worth to the organisation, or determine how the organisation can benefit from the training. Thus, organisations find it challenging to gauge the success or the relevance of training programmes.

Additionally, the knowledge and skills that an employee acquires while on training may not be transferred to the workplace because the employee does not have an opportunity to implement this new information. Similarly, it is not enough for the employee to simply learn new skills and knowledge. It is also vital to find ways to measure what and how the performance of the employee has improved as a direct result of the training programme attended.

Post training evaluation allows for the identification of skills gaps within the organisation and enables the organisation to find workable methods to close or at least narrow these gaps. An evaluation of the training programme will ensure that the course material can be amended to reflect any changes to the immediate environment of the employee. In addition, the work environment can be adapted so as to provide an opportunity for the employee to transfer the new skills from the classroom to the workplace. The absence of a full training evaluation process undermines the importance of continuous learning and impedes a culture of development and growth.

The purpose of the multi-skilling training programme (IHRAP) is to enable employees to gain valuable knowledge and skills in more than one function of human resource management and, ideally, to apply this in their current positions. The training programme provides employees with an overview of functions they could later decide to pursue as a specialist field.

The evaluation process of this training programme can validate the costs and time involved in the programme, and as a result could determine the future of this programme or the usage and value of similar programmes at the WCPTI.

1.4   Research questions

This research focused on five key areas. The questions asked during the research process were as follows:

- Do the participants realise the value and relevance of the training programme?
- Are there opportunities for the participant to implement what they have learned in the classroom?
- Has the training programme assisted them in improving their job performance?
- Are the new skills the participants learned being transferred to the work environment?

1.5   Aim and objectives of the research

The main aim of this research study is to evaluate the usefulness of post training evaluation as part of the multi-skilling training programme as offered by the WCPTI by:

- Exploring the evolvement of human resources over the decades.
- Defining the importance of training and development.
- Understanding the process and significance of training evaluation.

The objectives of this study include the following:

- To establish how participants can enhance job satisfaction, increase their confidence levels and broaden their knowledge and skills base.
- Ascertain how participants can gain further support in the workplace from managers and peers, how managers can act as mentors and coaches and how interpersonal skills can be improved upon.
- Determine the effect of the multi-skilling training programme on the participant's ability to integrate information acquired into their work environment.
- Recommend the evaluation of the training programme that would assist in improving the multi-skilling programme.
- Suggest what would influence future programmes that are similar to the multi-skilling programme.

1.6   Feasibility of the research study

This study is regarded as a realistic and attainable evaluation of the training programme. It is a practical and well-supported initiative undertaken by the

researcher. The research study is thoroughly upheld by the management of the WCPTI.

The research study has not had any negative implications and has been fully accepted by the participants of the training programme. All stakeholders are aware of gaps in the programme and are keen to find ways to redress these problems. Participants are especially keen to find ways to involve their managers more extensively in their development (upon return to the workplace) and to create ways to integrate the co-operation of their peers into the learning process.

Every effort was made to emphasise the importance of this training programme and any constructive criticism has been brought to the attention of the stakeholders involved. The focus of the feedback has been on the development and future enhancement of the training programmes.

1.7   Research design and methodology

1.7.1   Sampling

The sampling technique utilised for this research study was purposive non-probability sampling. This is mainly due to the fact that all participants of the training programme were employees of the Provincial Government: Western Cape. The 95 units of analysis were representative of a greater, yet relevant population.

It must, however, be noted, as specified by Welman and Kruger (2001:63) that the problem with this kind of sampling technique is that each researcher may have his/her own way of proceeding with the sampling and in so doing it becomes impossible to guarantee that the sample selected is truly representative of the appropriate population.

1.7.2   Data collection and analysis

This study largely makes use of a structured survey in the form of questionnaires, which will be distributed to the 95 participants of the sample. The questionnaires would focus on the following areas of importance:

- The value and relevance of the training programme
- Opportunities for implementation in the workplace
- Improving their job performance as a result of the training programme
- Transferring skills and competencies to the work environment
- The general impression of the programme

This method of investigation will be employed because questionnaires are less expensive to conduct than interviews, they can be administered to large numbers of people at the same time, there is an absence of interviewer bias and they are quicker to administer and analyse. The data is then collated into meaningful statistics and analysed accordingly. Emerging trends and patterns are discussed in another chapter of this study.

1.7.3 Ethical standards

With the intention of receiving feedback that is factually correct, it was important for the researcher to establish ethical boundaries within which the participants could operate in. This included the following considerations:

- All questionnaires completed were anonymous.
- Confidentiality was upheld at all times.
- Information shared with management of the WCPTI only reflects statistics and not any personal details of the participants.
- The questionnaires are completed on a voluntary basis.
- The WCPTI has not been embarrassed by any harmful remarks, but instead, will be provided with honest and constructive criticism.

1.7.4 Restrictions of the research study

Some participants of the IHRAP programmes did not end up taking part in the research, due to a lack of email access. There were also participants who did not return their questionnaires to the researcher within the appropriate timeframe. Most participants, however, were very co-operative and the inputs they provided added significant value to the research process.

1.8 Clarification of terms and concepts

To proceed with this research study, it is important to have a common understanding of the following terms and concepts:

WCPTI refers to the human resource development component of the Department of the Premier, hereafter referred to as WCPTI. The institution provides a wide range of training and development programmes for all levels of staff by utilising qualified staff they employ as facilitators and trainers.

Multi-skilling is the process of training employees in different skills, enabling them to perform a variety of tasks and functions, outside of their traditional boundaries.

Integrated Human Resource Administration and Persal (IHRAP) Programme is the name of the multi-skilling programme specifically designed to enhance the skills of human resource functionaries in order to develop human resource consultants and to promote uniformity with regard to human resource practices in the PGWC.

Participants are people who have attended the multi-skilling programme and who have been actively involved in the course for the duration of the programme. In this research study participants mainly refer to employees who work within the human resource component/section. It typically includes personnel clerks, who are responsible for registers, filing reports, service benefits administration – including pension, medical aid administration; leave data capturing and appointments of staff.

Validation is seen as the review or investigation of training and development processes utilised to attain learning and change. The training process itself is 'validated' to certify that the objectives of both the training programme and those of the participants are met (Rae, 1997:3).

Evaluation incorporates a broader facet, and while it includes validation of the training programme, it also focuses on matters relating to the actual application of the learning in the work environment, its long-standing implementation and the cost and value- effectiveness of the training programme provided (Rae, 1997:4).

Assessment refers to the tangible measurement of the amount of learning within a validated process (Rae, 1997:4). An example of this is the usage of an instrument that examines the amount of learning that has taken place by searching for the learning levels of a number of participants.

1.9 The evolution of human resource management

In order to understand this research study, the premises on which it is based, must be re-visited. It is therefore important that the manner in which management and organisational behaviour have developed over time is examined. To facilitate this process the 'approaches' of different writers have been classified, based on their analysis of organisations, their composition and management styles.

1.9.1 The Classical Approach (also known as Formal or Scientific Management)

Early in the 1900s the most effective way to manage employees was seemingly through constant supervision and immediate threats of dismissal. This type of management regarded all employees as equal; however a lack of performance meant

their services were quickly terminated. This method bore the hallmarks of fear and intimidation (Carrell *et al.*, 1999:8).

The writers of the classical approach focused their attention on the planning of work, the technical requirements of the organisation, principles of management, and the assumption of rational and logical behaviour (Mullins, 2002:53). Mullins also mentions that in this approach attention is given to the division of work, and a clear understanding of duties and tasks to be performed, thereby maintaining an area of specialty and co-ordination. Emphasis of this approach is placed on formal management and organisational structures. In addition to this, the author states that positively changing the organisation structure was seen as a means to increase efficiency.

As reflected in Carrell *et al.* (1999:8), the father of 'Scientific Management' was Frederick Taylor. He paid attention to the action needed for each job, the tools that were utilised for the job and the time taken to complete the job. Carrell *et al.*, further explains that the collection of this data aided in developing job standards. Employees who exceeded these standards were rewarded with incentive pay. This seemed to imply that, employees would only be motivated by money. Price (1997:3) concurs that Taylor believed in combining complex task specifications and choosing the most suitable and skilled person for the job. He further asserted that employees were to do what they were told and leave the thinking to their managers.

Mullins (2002:53) and Carrell *et al*, (1999:8) concur that the one significant challenge in this work method was that it emphasised one best way to do the job, requiring specialised and routine work, thus allowing employees few opportunities to make decisions within the organisation.

Flowing from the work of Frederick Taylor and his team, Taylor's ideas led to the following practices, as cited in Price (1997:3):

- Fordism: a viewpoint that production was centered on consistent assembly line practices, which were developed by Henry Ford. This practice became well known, particularly in the manufacturing field.
- Time and Motion: the utilisation of stopwatches to measure quantities of work done, as well as to increase efficiency and decrease lost time and effort.
- Japanese management: the utilisation of employee knowledge to continually improve the product design.

The process of Scientific Management required supervision and control over every detail that concerned the product. This was done in order to find the most efficient way of performing a task, thereby gaining a competitive edge over others. Subsequently, this added much strain on the relationship between employees and managers, as employees did not have the freedom to control their own work.

1.9.2 The Human Relations Approach

Noe *et al.* (1994:4) indicates that during 1930 – 1960 businesses began to realise the importance of employee participation in the decision-making process, job satisfaction, the rate of absenteeism, turnover and unionisation. This, in turn, led to a new management idea that proposed that employees would contribute to business goals if they were given the opportunity to make decisions regarding their own work and to take responsibility for it.

Price (1997:4) agrees with Noe *et al.* (1994:4) by stating that people did not work solely for pay – they also wanted to be part of making decisions that concerned their own work conditions. Workers responded to the attention that managers were giving them and were encouraged by it. Price even goes on to say that employees formed small groups in which they could establish their own behaviour and work standards. Social pressure was exerted on all members in the group to abide by these 'unconsciously' determined rules.

Carrell *et al.* (1999:9) indicates that the shift from Scientific Management to Human Relations came about as the result of the Hawthorne studies conducted by Elton Mayo and F.J Roethlisberger. The focus of these studies was on the improvement of certain social and psychological factors in the workplace.

1.9.3 Human Resource Management

Since the advent of human resource management global markets have been in the process of reforming itself. Businesses are realising that in order to survive they must compete in foreign markets, as well as fend off foreign investors who wish to gain a foothold in their market. In order to do this, businesses need to improve the preparation of employees and international assignments.

1.9.4 Globalisation

The freedom that has accompanied South Africa's reintegration into the global market has certainly brought about its own challenges. As a country it is vital that we focus our attention on the creation of employment and wealth. As daunting as this process

seems, results can be achieved through foreign investment, increasing our exports and becoming global competitors (Carrell *et al.*, 1999:4).

Meyer *et al.* (2004:2) agrees with Carrell *et al.* by stating that organisations should operate with an external focus. Business partnerships are no longer confined to what happens within the four walls of the company, but extends over regions, provinces, countries and, indeed, the entire world. International standards have become the mark by which we measure ourselves. As a result of this, there is an obligation for human resources to acquire as much new knowledge and skills as possible in order to keep up with the demand for change.

1.9.5 Strategic Human Resource Development

As the pressure to compete internationally mounts, South African businesses are compelled to adapt to changing work environments in the form of organisational and cultural demands. This kind of change in work organisations requires that the correct people, with the correct skills and attitudes, are in the right place at the right time (Carrell *et al.*, 1999:4).

In line with this approach to skills development, Gilley *et al.* (2000:3) indicates that strategic human resource development should be concerned with the continuous advancement of people. Its centers around the business strategy, and as a result every training programme or intervention should be designed and developed to help the organisation to reach its business objectives.

Price (2004:558) concurs with Gilley *et al.*, by stipulating that strategic human resource development is a strategic way of empowering its human capital. It calls on various other human resource functions, such as performance management, to discover real and potential ability. Price further adds that strategic human resource development allows for a parameter within which skills development and career progression can align, so as to cater for the organisations future skills needs.

1.9.5.1 Elements of Strategic Human Resource Development

Gilley points out several results of individual and organisational progress (Gilley *et al.*, 2000:3-5):

- Employees engage in activities and interventions that increase their knowledge and skills, thereby increasing their work performance.
- Organisations eliminate hindrances that prevent performance.

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- Organisations find ways that will encourage employees and so improve their performance.
- Organisations develop work processes and systems that create an enabling environment for the employee and therefore improve their outputs levels.
- Managers and supervisors are responsible for providing constructive feedback to employees so as to re-enforce improvement and growth.

In essence, as a vital part of their strategy, organisations must ensure that they keep their customers happy; they utilise their resources effectively and develop the ability to be superior to competitors (Swart *et al.*, 2005:15-16).

10.   Division of Chapters

Chapter one has focused on an introduction and background to the research problem so as to understand the current setting and its challenges. It also included an examination of how human resource management has evolved over the decades. The following chapters will further explore these changes and their relevance to the multi-skilling programme at the WCPTI.

Chapter two will elaborate on the literature available in terms of global training and development. It explores the training cycle, from beginning to end, as well as the potential barriers to training evaluation. This chapter also focuses on the utilisation of evaluation models.

Chapter three will focus specifically on training and evaluation within a South African context. In addition, it examines a variety of macro factors that have an influence on the way in which training is conducted within the country. This chapter also elaborates on several pieces of South African legislation, and the effects of these regulations on training and development initiatives.

Chapter four will explain the research design and methodology used to ascertain information from the participants. This chapter will identify the sample population, the sampling technique and the measuring instrument that was utilised for the purpose of this research study. It clearly defines the processes used to gather all relevant information from the participants.

Chapter five provides a summary of the results of the data as gathered in chapter four. This chapter simply reports the finding of the research.

Chapter six is a discussion of the results as found in chapter 5. It analyses the data and scrutinises it for any emerging trends or patterns.

Chapter seven suggests recommendations specifically related to the multi-skilling programme, or similar such programmes. It focuses on follow-up strategies for effective transfer of skills and knowledge to the workplace. Additionally, it finds ways in which to improve the current programme.

Chapter eight will provide a summary of the entire research study.

CHAPTER 2
GLOBAL TRAINING AND EVALUATION

2.1   Introduction

The purpose of this chapter is largely to explore some of the theoretical perceptions and facts about training and development, more specifically as they relate to post-training evaluation. This chapter intends to analyse and report on the different opinions, judgments and attitudes of different authors as it relates to the global training environment.

In addition, this chapter focuses on the method of training evaluation currently being used at the WCPTI. Moreover, it also reviews the importance of training and the advantages that skilful people, efficient processes and outstanding performance bring to any organisation. Additionally, this chapter elaborates on the training cycle and the assorted components thereof, including the needs assessment, design, delivery and evaluation of training programmes. The focal point of the chapter does, however, flow from the last component of the training cycle, evaluation.

The concept of evaluation is central to this chapter because it highlights the current trends as they are happening in organisations. It emphasises the stages of evaluation and indicates that certain types of evaluation are more prominent while other forms of evaluation, such as post-training evaluation, often take a backseat. The reasons for this inconsistency are also examined.

Furthermore, the final section of this chapter draws attention to a few of the many evaluation methods in existence. Here the relationship between learning, behaviour and results is further explored and commented upon. This section seeks to highlight the advantages and criticisms of the models and also identifies how these models can be integrated into the training programme being offered by the WCPTI.

The reason for this literature study is therefore two-fold. Firstly, it aims to understand training and development in the global arena and in addition, it seeks to validate its existence through the appropriate application of tools and techniques that would enhance the training function in the organisation. In this way, it proves that the individual and the organisation can benefit from the training intervention.

2.2 The importance of training

A common goal of business organisations is to grow from strength to strength, to achieve and to flourish in all their dealings. In such businesses there is an immense focus on training. It would be highly unlikely that a business would be able to attain its goals if it did not establish the capacity and ability to succeed. In other words, a business must put mechanisms and methods in place to ensure that it has the ability to be the best and to produce the best at all times. This effectively means that the business cannot rely solely on the knowledge and skills it started off with – as the business grows so must its skills bank. As a result of increasing competition, rising customer expectations and demands, it is essential that a business's processes must be continuously refined, its people must be sufficiently trained and its performance must increase.

Training changes the way in which things are done in business. Training ensures that each employee does their job as best they can, using the correct tools and techniques and in so doing helps the business to achieve its objectives. Hackett (2003:5) stipulates that doing a good job involves efficient processes, competent people and outstanding performance.

2.2.1 Efficient processes

Hackett (2003:5) explains that from beginning to end, processes are what link all business functions together. Each process has a certain route to follow and a map to guide how and what should take place at each stage of that route. If these processes are well thought through and optimally utilised, then the client's needs may be quickly met. However, if there are gaps and faults in the way in which the processes are executed, this will mean more time is spent on trying to resolve the problem. It is therefore vital that each employee is aware of the role they need to play within all processes affecting them.

2.2.2 Competent people

Each employee has different strengths and weaknesses, and everyone is good at different things. How different employees are from each other is a result of their emotional, physical and psychological make-up. According to Hackett (2003:6), these variables are not dictated by race or gender, but stem from a combination of factors within which the individual resides and operates. People differ in terms of aptitudes (some employees would have a tendency for visuals, pictures, photographs and three-dimensional awareness while others will focus on number and language ability).

Each employee will also have their own personality type (some employees like to work in groups, others by themselves).

Hackett (2003:6) further points out that while training may not change an employee's aptitude or personality, it can influence, support and strengthen these natural variables and therefore an employee's ability to perform in a particular job. This idea is illustrated through the diagram below.
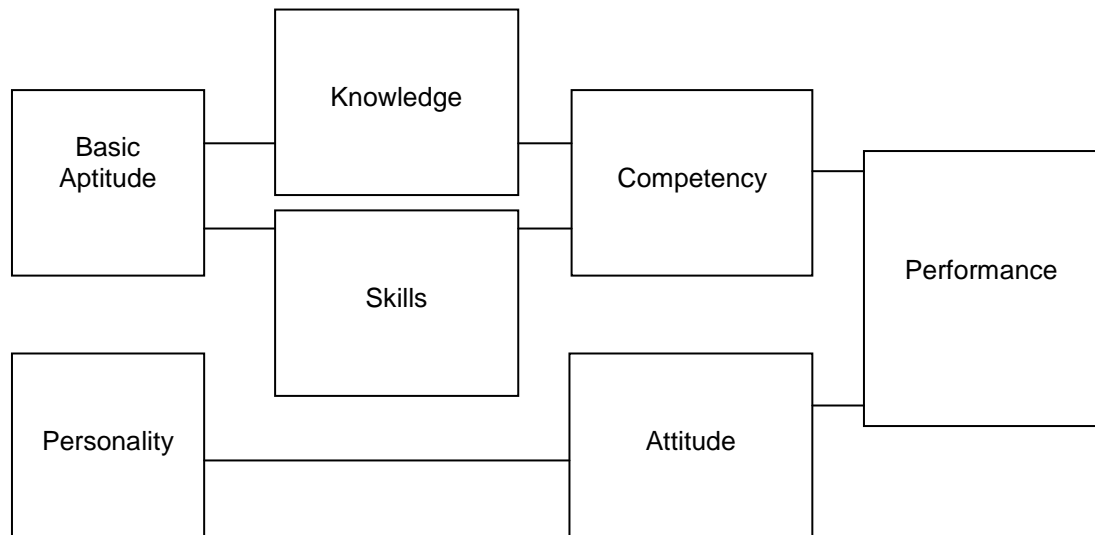
Figure 2:1: Elements of performance (Hackett, 2003:6)

2.2.3 Outstanding performance

Hackett (2003:6) and Mullins (2002:694) agree that training can make a difference to the work being done by employees. In order for an organisation to successfully meet its objectives, it must take stock of how its employees are currently operating and how those employees *should* be operating. Once the gaps and bottlenecks have been identified they can be dealt with by training the employees to render a better service. If these gaps can be resolved through training, this would assist the organisation to succeed in meeting its objectives. Training, therefore, has a significant influence in the way in which business is conducted.

It is therefore evident that without efficient processes and competent employees in place, organisations will fail to be proficient in their performance. Sufficient training and development programmes will assist in ensuring that business processes run smoothly and that the client receives excellent products and services. In addition, training will ensure that employees are happy in the workplace and that they do not take their services to another company. Another advantage of sufficient training is that employees would be more likely to attend work every day – thinking twice about

being absent, with or without medical certificates. Furthermore, through an organised and systematic approach to training, the success of the individual, the team and the organisation as a whole is made clear and sustainable.

2.3   Contributors to a successful training intervention

Even though many organisations spend millions of rands on state-of-the-art training facilities, the best presenters and the most expensive training techniques, this is still not a guarantee that the training will assist in delivering competent employees or outstanding performance. It is expensive to provide training to employees. However the cost of the training provided will be miniscule in comparison to the benefits that can be derived from it. Likewise, if employees are given training that is not relevant or suitable to their current needs, the money spent on the training would be wasted. The training provided must meet the needs of the participants and in so doing help the business to achieve its objectives.

Carrell *et al.* (1999: 335) agrees with the above statement, indicating that there are a number of conditions that must be in place before the training can be gauged as successful. These authors point out that should these conditions exist; it would encourage employees to continuously motivate each other. The conditions referred to above are as follows:

2.3.1   Performance evaluations

A favourable training environment is created when performance evaluations are conducted in a way that seeks to genuinely improve and further develop the skills acquired by an employee. If employees feel their professional development is not adequately assessed or taken seriously, this would result in the employee becoming disillusioned in the workplace and therefore unable to motivate other employees.

Focusing only on using graphic rating scales to evaluate an employee will not assist in determining what that employee's real developmental areas are. As a result, the finer details of the employee's performance will remain unidentified and possibly overlooked.

A performance evaluation must highlight weak and strong areas by utilising tools and techniques that assist in re-aligning the employee's performance to the goals and needs of the organisation. In addition, employees must be given appropriate and timeous feedback regarding positive or negative performance and ways in which to increase their performance should also be identified.

2.3.2 Training interventions for the present and the future

As stated by Carrell *et al.* (1999:336), a successful training programme does not only focus on the current needs of the organisation, but should also take into consideration the future needs, growth and goals of that organisation. This is vital because as time moves on, so do the needs of clients. This, in turn, would have an effect on the way in which the organisation operates in the future. If the organisation wants to thrive it must be flexible and willing to move in a direction, which will enable it to meet the expectations of clients. An organisation that stagnates will lose clients and have no advantage over competitors. Another contributing factor to consider is the pace at which technology and legislation changes – this will have a direct impact on the direction in which the organisation is heading.

2.3.3 Support for training programmes

Unfortunately when training is not valued enough within organisations, even the best training programmes will not yield the desired results. Training programmes must be fully supported and approved by management in order for them to be successful. This will ensure that the programme has the necessary resources and funds allocated to it because it is not just seen as an add-on activity, but rather as a programme that contributes to the strategic and operational goals of the organisation. In addition, the training programme should add value to the strategic operations of the organisation.

2.3.4 Environments that encourage change

If an employee attends a training programme, but cannot implement what s/he has learned in the workplace, then the training programme has not been successful. The work environment should be structured in such a way that it facilitates the transfer of knowledge and skills from the classroom to the workplace. A training programme that is able to bridge the gap between the classroom and the workplace assists the employee to implement their newly developed skills in the work environment. In this way employees are able to do their work more efficiently and with greater confidence.

Part of a successful training programme is the ability the participants have to make a difference at work. Work environments should be conducive to sharing new ideas and should challenge ineffective practices. Carrell *et al.* (1999:336) emphasises that training programmes will not be successful if participants have to return to a workplace that is strict, rigid, and uncompromising and does not value the sharing of best practices or benchmarking.

2.4 The training cycle

The training cycle is a constant flow of preparation, application and evaluation. In order to understand the importance of training evaluation and the role that it plays, it is essential to take into consideration the preceding phases to be followed before evaluation can occur. The goals of each phase of the training cycle must be able to support each other because without proper alignment of these goals, the training would be inefficient and unproductive.

Irrespective of the nature of the training being conducted, it involves many processes. These processes are integrated, and therefore sometimes overlap. However, without all these processes working together, there may not be any learning taking place at all.

Carrell *et al.* (1999: 311) agrees that the actual training is merely one part of a bigger picture. There are several other components, which must work together in order for training to actually materialize. These authors specify that training is a "complex system that involves a number of distinct but highly inter-related phases".

According to Furjanic and Trotman (2000:5) the training process consists of four stages, namely: assessing, designing, delivery and evaluation. In order to focus more extensively on the last stage (evaluation), it is essential that the preceding stages be carefully examined.

2.4.1 Assessing

In all training interventions it is vital to assess the need for training before simply embarking on a training course. Conducting a needs assessment enables the trainer/s to point the entire process in the correct direction, focusing on problems or developmental areas.

Assessing the need for the training, gives the trainer/s an opportunity to understand the request for the training. It identifies and necessitates why the training is needed and what benefits will be derived from it. It also establishes whether a training intervention is the correct response to deal with a particular problem. Furjanic and Trotman (2000:11) explain that by not fully understanding an underlying problem, executing a training invention will only be plastering the real problem. If the root cause is not dealt with the training intervention will not fix the problem.

Furthermore, conducting a needs assessment must provide an indication that the actual behaviour of the learner would change, and that employees do not simply want a break from the office. During this phase, the trainer/s should also assess the level of support from managers and colleagues when the employee returns to work after the training has taken place. If a lack of support exists, the new knowledge and skills learned during the intervention will be ineffective and soon forgotten.

Should the above-mentioned factors not be taken into consideration during the needs assessment phase, it could result in a training intervention that is a waste of time for the participants and the trainer/s, and an unnecessary expense for the organisation.

The figure below is an illustration of the different methods used to conduct the needs analysis for organisations. The most popular method still remains questionnaires. However, the usage of performance management information has made a significant increase by more than 10% from 2006 (Meyer and Bushney, 2008: 35).
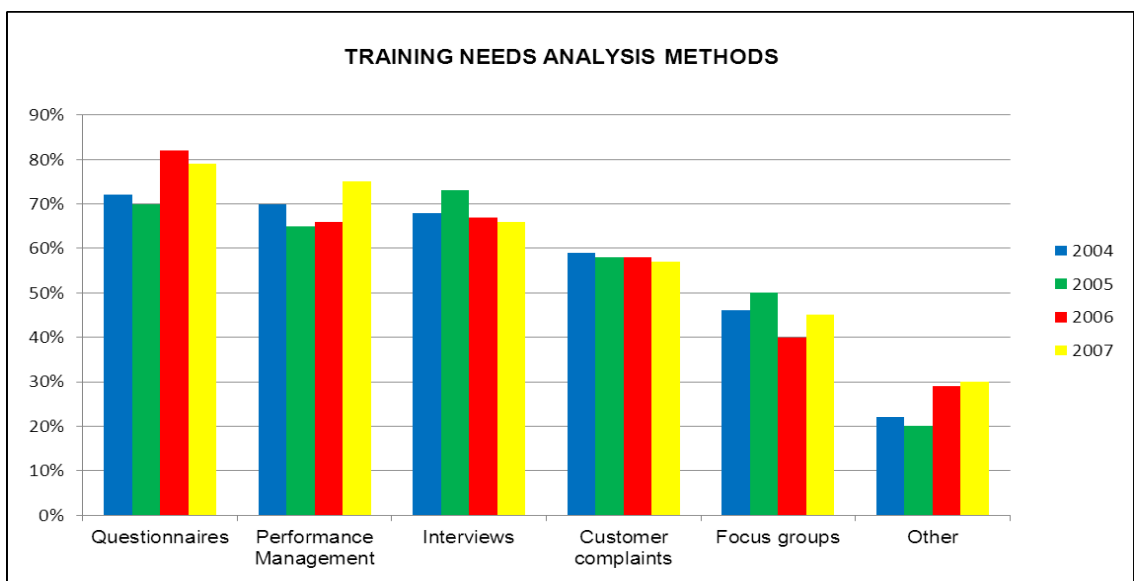
Figure 2.2: Training needs analysis methods (Meyer and Bushney, 2008: 35)

2.4.2 Designing

Once it has been determined that a training intervention is the best way to approach the situation, the design of the training course now comes into play. The actual training is the result of the linkage between the designing stage and the needs assessment.

Furjanic and Trotman (2000:23) mention that the contribution the trainer/s makes to the design stage of the training process is an indication of the results that the training

intervention would yield. The more time and effort that is put into the design and delivery of the training intervention, the better the outcome of the training intervention would be for the participants. The training should be designed in such a way that it benefits the participant and the employer. The trainer should therefore determine the difference between the current skills of the participants, and at what level the actual skills set should be. This difference in levels would indicate the need for training. In other words, if the participant is better skilled to do his or her job, the organisation has a higher chance of achieving its objectives.

Subsequently, once the skills level has been identified, learning objectives can be developed. These learning objectives would seek to bridge the gaps between present and future. They also provide an indication of what the participant would be able to accomplish after the training has taken place.

Moreover, Furjanic and Trotman (2000:40) specify that successful training programmes are only as good as the support that participants are given in the workplace. While a lack of sufficient support from managers and colleagues alike can quickly undo and undermine all that a participant has learned, enough support can ensure that the training advances work performance. Without gaining the commitment of supporters during the design stage, the transfer of new knowledge and skills to the workplace may not occur at all.

The design phase comprises of the creation of training writing material such as presentations and practical exercises. Added to this, are the logistics surrounding the training intervention, such as training schedules (logistics) and resources (equipment, training manuals).This assists in ensuring an effective intervention.

2.4.3 Delivery

"Training is only successful when your participants have learned; learning happens only when participants can recall the skills and abilities that were taught and put them to work on the job", Furjanic and Trotman (2000:61). This statement reveals that in order for successful learning to take place, the way in which adults learn and the various methods of learning must be taken into consideration.

Adults have different learning preferences to those of children, as adults are more successful at learning if the information is life or problem-related. This allows adults to have a degree of control over their learning and they are able to make certain decisions by themselves, based on their experience. The way in which adults learn is

called Andragogy, and as part of effective training, all the aspects of adult learning should be carefully considered when delivering a training programme so as to guarantee an appropriate and participative intervention.

Besides Andragogy, there are also learning styles that must be taken into consideration when delivering training to adult learners. Furjanic and Trotman (2000:63) stipulate that a learning style refers to the way in which a participant focuses on, adjusts to and assimilates new information, knowledge or skills. Although all participants can interpret new information, each participant learns the new information in a different way, which is suitable and easy for them. Therefore, the trainer should ensure that the learning environment supports the learning preferences of the participants.

There are three main styles of learning, namely, graphical, auditory and kinaesthetic. In order to capture the attention of all participants, training interventions should include charts, graphs, art or colour coding for graphical learners, mnemonic devices or prompts and debates for auditory learners and scenario re-enactments or games for kinaesthetic learners. A good mix of these activities would assist with creating the correct environment for all participants, thereby maximising learning.

2.4.4 Evaluation

This final stage of the training cycle forms the focus area for this dissertation. Often this is an area that is easily overlooked because the importance of this stage is sometimes difficult to understand and grasp.

As Furjanic and Trotman (2000:81) explain there are different levels of evaluation, and each level is responsible for achieving different outcomes. The four levels are listed below:
1. Reaction
2. Knowledge
3. Application
4. Return on investment

Levels 1 and 2 (reaction and knowledge) are the most commonly used form of evaluation. These levels measure the effectiveness of the training during and directly after the interventions have taken place.

Levels 3 and 4 (application and return on investment) are often completely skipped during the training cycle. This is mainly due to a lack of understanding and know-how within organisations. These levels are, however, vital, as they assist in gauging the impact of the training offered and also the transfer of new knowledge and skills to the workplace.

The levels will be explained in greater detail later on in this chapter.

2.5   A historic perception on training

Evaluating a training intervention today is by far more popular than it was the case in former years. Gradually there has been an increase in the amount of attention and focus this issue receives, as more people come to realise the importance and value that evaluation can bring to training programmes and ultimately to any organisation.

As specified by Phillips *et al.* (2004:1), evaluation was previously perceived as an extra activity that was only executed at the end of a training intervention. These authors further add that this activity was completed simply to indicate whether the training had in fact delivered results – it was merely a matter of ticking off a checklist for the intervention.

Today, training evaluation is not only completed at the end of an intervention but rather on a continuous basis throughout the duration of the intervention. Training evaluation can be included in the design, development and implementation stages of the training intervention.

Participants should evaluate the training programme throughout its duration, and the inputs provided by the participants should be further incorporated into the training programme. This maximizes the learning experience of the participants and ultimately also benefits the organisation. Continuous evaluation creates a bigger platform for learning, and also creates an opportunity to change behaviour through the development of additional skills.

However, despite all the hype surrounding evaluation, Phillips *et al.* (2004:7) claims that the full extent of evaluation is still not successful in many organisations today. Notwithstanding the various methods and levels of evaluation, most organisations only utilise the first levels of evaluation – reactions and knowledge gained, but very few go beyond this point. A long-standing concern regarding training evaluation is that many organisations do not make the link between the actual training intervention

and implementing this new knowledge and skills in the workplace. This would indicate that participants who attend a training programme, but who are unable to implement what they have learned, have not been successful.

Through the decades the need for training evaluation has however become more prevalent. Organisations are increasingly costing the time and contribution involved with training employees, and determining whether the training is worthwhile. Owing to the costs and expenses involved in training interventions, the relevance of the training must be accentuated so as to derive maximum benefit from it.

Recently the spotlight has fallen on the value-add that the training function brings to an organisation. This, in turn, has compelled training components to be more accountable for the way in which money is spent. In addition, training evaluation also provides an opportunity for training components or service providers to put on record the level of their excellence, which could guarantee future recommendations.

As indicated by Agochiya (2002:309) training evaluation has become vital because it allows organisations to determine if it was beneficial to them. Furthermore, it also provides an indication of whether or not the time spent attending the intervention impacted the performance of the participants.

According to Meyer *et al.* (2004:254) South African organisations must realise the responsibility that comes with training. It is only though the evaluation of training interventions that an organisation will realise the huge impact that the training function has on the business.

2.6   The purpose of evaluation

As a support role in many organisations, the training function faces continuous inspection in terms of proving its worth. Due to the nature of the work produced by this function, it often appears that the worth of the training component is undermined because the fruits of its labour are not always as visible or as immediate as those of other components such as marketing or finance. It is for this reason that the training component should embark upon the usage of evaluation with the intention of proving how valuable the component actually is.

Waagen (2001:3) therefore emphasises that the easiest way to reassure a client that the training intervention has been productive or useful, is to document that the training has accomplished what it originally set out to do. If, however, the training

programme has not accomplished what was planned, using the evaluation techniques completed by participants could assist in isolating exactly where the programme went wrong. This input could be used as an opportunity to amend or correct certain aspects of the training programme, so that maximum value can still be achieved.

In a perfect world, Bartram and Gibson (1999:15) illustrate that the purpose of evaluation would be to pay attention to the efficiency and effectiveness of the training programme. Additionally, it would enable the trainer to establish how much learning has taken place by the participant in the classroom and how much of a positive effect the training had on their performance back at work.

It is reassuring to know that the training intervention being attended by participants is what they need and also that their managers know how best to support them once they return to the workplace so that the newly gained information can be properly applied. The training cycle and the evaluation of the training intervention should be executed as parallel activities so as to ensure that real learning and change takes place on a daily basis (Bartram and Gibson, 1999:17).

2.7   Barriers to evaluation

Even though the purposes of evaluation are so clear, there are still many organisations who conduct training interventions but who are reluctant to evaluate their programmes or the effect they have on participants and the departments in which they work.

Goldstein and Ford (2002:130) explain that one of the main barriers to evaluation is the lack of support provided by top management. Although management is usually concerned with evaluating the impact of all business areas, the training function is somewhat excluded from this kind of pressure. Waagen (2001:147) tends to agree with Goldstein and Ford adding that management may not realise the benefits that can be derived from evaluation. Waagen suggests that another reason for the lack of appropriate support may stem from previous efforts that were supported but did not yield any meaningful information to management.

Another barrier may be a lack of experience in carrying out the training evaluation. Very few individuals have worked within the scope of evaluation and often find it difficult to understand. Waagen (2001:147) clarifies that evaluations must be done within the ambit of skills and limitations at hand. Overextending evaluation measures can result in problems and an evaluation process that is not well executed. The

evaluation process is sometimes approached, as a "one size fits all" and therefore cannot always be utilised.

Moreover, the authors above concur that another barrier to evaluation is the fact that training components and organisations do not know what they should be evaluating. Often there is no link between the outcomes of the programme and what is being evaluated. In addition, organisations are unsure when to measure the reactions of participants to a programme, the actual learning that has taken place in the classroom or job performance and the effect the training has had on the work behaviour of the participants.

Since the reasoning behind evaluation is not always clearly understood, managers are reluctant to evaluate a training programme that has attracted a significant amount of attention. This is due to the fact that criticisms of the programme, which are to be used to improve the programme, may instead result in the programme being terminated altogether (Goldstein and Ford, 2002:140).

Despite the barriers that exist in using training evaluation, evaluation remains an integral part of the training cycle. Evaluating training ensures that reliable data is always available to continuously increase the impact that training has on the participants and on workplace performance (Parry, 2000:265).

2.8   Stages of evaluation

Evaluation can be conducted at various stages of the training intervention. The data gathered during each part of the intervention is relevant to the whole process of evaluation and should not be seen as an isolated facet. Each stage of evaluation measures different aspects of the training intervention, depending on what it hopes to accomplish.

Agochiya (2002:311-317) gives a clearer explanation of the different stages of evaluation.

2.8.1   Pre-training evaluation

Although pre-training evaluation is important for many reasons, it is often overlooked as a trivial activity that takes up time for both the trainer and the participant, and is therefore sometimes not undertaken at all. Pre-training evaluation does, however, provide several opportunities for both the trainer and the participant.

For the trainer, pre-training evaluation is an opportunity to understand the knowledge and skills level of the participants before the programme begins. Pre-training evaluation will assist in identifying special areas that the trainer should concentrate on and it may also identify participants who need more attention than others during the programme. The result of this pre-training evaluation can be compared to post-training evaluation, and the difference in knowledge and skill can then be attributed to the learning that took place during the training intervention. Also, this procedure gives the trainer the chance to establish the level of the participants and in so doing allows the trainer to adapt the programme to suit the needs of the participants. Moreover, it gives the trainer the option of building on the various experiences of the participants and including this in the training programme.

2.8.2 Evaluation throughout the programme

As part of the evaluation process trainers require continuous feedback in order to ensure that the standard of the training given is of a high quality. Monitoring data that has been gathered throughout the training programme helps the trainer to remain in control of the intervention. This is important as it allows the trainer to devise a plan in which the environment is always conducive to the learning and involvement of the participants.

Along with preparing for the success of the training programme, evaluation throughout the intervention also provides an opportunity to identify areas of the programme that are not working well. As these problem areas arise the trainers are able to develop solutions that would benefit the trainer and the participants. Ongoing evaluation does assist the trainer in deciding how the current programme can be altered so as to constantly improve it and make it more professional.

Feedback to the participants is equally as important as it is to the trainer. This demonstrates to the participant how well they are doing in terms of performance and involvement in the programme.

2.8.3 End-training evaluation

This method of evaluation simply demonstrates how much learning has taken place during the training programme. End-training evaluation also provides an indication to the trainer of what the participant thinks of the training programme. Furthermore, it establishes what areas of the programme can be removed from future programmes that are the same or similar in nature.

It is vital that the participants understand the reasoning behind end-training evaluation. Consequently, an appropriate amount of time should be set aside by the trainer for the participants to complete their end-training evaluation. Participants should therefore be encouraged to respond sincerely and candidly.

With this type of evaluation it must be taken into account that when participants are requested to note how they feel about the training programme they have just attended, they may be influenced largely by how they feel at the time. Participants may feel excited about the training programme or they may feel they were ignored during the programme. Alternatively, they may feel that this evaluation exercise is a waste of time, or it may be seen as an opportunity to "get even" with a trainer who may have upset them at some point during the programme. All these factors together do not accurately describe what has actually transpired in the training programme, but rather focuses on the attitude of participants and incidents during the programme.

It is therefore stated by Agochiya (2002:317-318) that this type of evaluation is somewhat unreliable, sketchy and often does not provide an accurate reflection of the actual training programme.

2.8.4 Post training evaluation

Post training evaluation takes place once the participants have completed the training programme and have returned to their workplace. This kind of evaluation is rarely done because of the intricate processes involved in measuring the effectiveness of the training programme. It also becomes a challenge to prove that the training provided to the participants was valuable for the organisation.

At this stage of evaluation the main purpose is to determine whether the participant has managed to use the newly acquired skills and knowledge to change their work behaviour. Agochiya (2002:316), however, stipulates that there are several factors that contribute to the supposed effectiveness of information transfer to the workplace, such as the conduciveness of the work environment, barriers that prevent the transfer of information or the number of opportunities that arise for participants to actively implement what they have learned in the training classroom.

2.9 Training evaluation models

The concept of evaluation, implemented during any stage of the training programme, would be useless if there was no way to measure it. Evaluation models assist in distinguishing the boundaries and specifications of the evaluation. Additionally, it

determines which areas to concentrate on, and in so doing, helps to remove vital data needed by the researcher.

Owing to the complexities of training evaluation, various authors have developed several different models, all in an attempt to measure the value a training programme brings to the organisation and to individual performance. Four of these models are examined in more detail below.

2.9.1 Kirkpatrick's levels of evaluation

This is the most widely used method of evaluation, perhaps because it is relatively easy to understand, logistical and useful. The model comprises of four levels, as explained by Truelove (2006:190-201). Each level has an influence on the next level, and as the levels progress it becomes more time-consuming and challenging to implement. However, as the levels evolve, it does provide critical information.

Level 1: Reaction, satisfaction and planned action

This level collates basic information about the reaction towards the programme. It gauges how readily a participant would recommend this programme to a colleague or friend. It also determines the participant's opinion about the content, the facilitation (or presenter) and the learning environment. The data gathered at this level may also be used to predict whether the participant will utilise these newly gained skills back in the work environment and whether the current programme would continue in the future.

Level 2: Learning

The data assembled at this level represents the degree to which participants have acquired new skills and knowledge. This level includes how comfortable participants are to apply what they have learned. Kirkpatrick (1998:20) states that learning only takes place if there is a change in behaviour. A change in behaviour is demonstrated through changed attitudes, improved skills or an increase in knowledge.

Level 3: Behaviour

At this level data is interpreted to examine the extent to which participants will apply their newly acquired skills and knowledge. In other words, behaviour can be identified as the degree to which change has happened as a result of the participant attending this training programme (Kirkpatrick, 1998:20). This change in behaviour will only occur on condition that the climate, to which the participant returns in the workplace, is suitable. These five different types of climates can affect the transfer of knowledge and skills (Kirkpatrick, 1998:20).

a) Preventing – The participant is not allowed to implement what has been learned in the training programme. A rigid organisational culture may dictate this type of management style.

b) Discouraging – The participant is not directly told that the new behaviour is unwelcome, but management makes it clear that the new behaviour is not wanted.

c) Neutral – Management is not affected by the fact that an employee has attended training. If the participant wants to implement some changes, there will be no objection on condition that the work gets done.

d) Encouraging – The participant is encouraged to transfer the knowledge and skills learned to the work environment. Often there would be a discussion before the employee even attends the training programme and application thereof would commence once the training has been completed.

e) Requiring – Management is aware of what the participant will learn and therefore makes it a requirement that the newly gained information and skills are transferred to the workplace. This is sometimes followed up with a training contract.

Level 4: Results

Here, data is collected and analysed to examine the influence that the acquired skills and knowledge have had on the participant and their work performance. This includes determining whether the key areas that were supposed to improve have in fact improved, as a direct result of the training undertaken by the participant. Examples of this are increased productivity, fewer errors, increased sales or a decrease in accidents and wastage.

2.9.2 Jack Phillips's evaluation model

Based largely on the Kirkpatrick model, Jack Phillips has amended his model to include an additional level, called Return on Investment. It is outlined by Phillips & Phillips (2006:3-4) that workplace-learning performance can be separated into a 5-Level Framework, which represents various categories of data, and which will aid the process of evaluating a training programme.

The Jack Phillips model is outlined as followed:
Level 1: Reaction and planned action
Level 2: Learning
Level 3: On-the-job application
Level 4: Business results

Level 5: Return on investment: the full impact of the training programme and all associated activities are converted into a monetary value. An example of this would be as follows: if it is said that productivity levels would increase after an employee has attended the multi-skilling training programme, then the return on investment would be the total cost of the training programme and the monetary value of the improvement that has been brought about as a result of the training.

Level 5 indicates that Phillips looks more deeply at the financial implications of the training programme and the cash value of the training offered. One criticism of this model is that not all training programmes produce a measurable result (Truelove, 2006:192). As a result of this slight discrepancy, Phillips later introduced a 6th level, called "intangible benefits". According to Truelove, this refers to training programmes where the result is too difficult to measure. An example of this would be training in communication, management, leadership or motivation. In instances such as this it is hoped that the desired behaviour (i.e.: change in attitudes of staff/management, increased tolerance and understanding) would have an effect on morale and therefore lead to an improved quality of work life and this in turn will result in tangible benefits.

An Internet article written by Phillips (American Society for Training and Development, n.d.), indicates there is a trend amongst many organisations to calculate their Return on Investment. This stems from overall concern and overarching accountability in terms of spending money on training budgets. Furthermore, Phillips adds that because training and development is related to organisational competition, it is critical to justify the money spent on training to sponsors. Moreover, indicative of the return on investment, is the validity of additional training programmes.

2.9.3 CIRO evaluation model

Somewhat different to the Kirkpatrick approach is the development of the CIRO Model. Warr, Bird and Rackham developed this model (Truelove, 2006:191). The acronym CIRO denotes the four levels of evaluation contained in this approach:

- Context
- Input
- Reaction
- Outcome

C: Context evaluation examines the reasons why the training programme is needed. In other words, it establishes the framework within which the training programme

takes place. It enables the organisation to identify the learning and the financial goals of the strategy. It also ascertains how training needs were identified, and it provides a linkage between the competencies derived from the training programme as opposed to the objectives of the programme.

I: Input evaluation determines what resources are needed to deliver an efficient programme that meets performance needs. Input evaluation determines what is needed to make the actual programme succeed, and the cost-effectiveness of the resources required. This includes the utilisation of trainers, training material and equipment.

R: Reaction evaluation: Truelove (2006:191) stipulates that the reaction evaluation is the same as the Kirkpatrick model. It simply measures how the participants reacted to the training programme. It depicts the opinions and feelings of the participants about the programme. This can be utilised to improve future programmes that are similar in nature.

O: Outcomes evaluate the programme's outcome against the outcome of the training. It verifies the knowledge and skills participants have gained, determines the changes that have taken place in the workplace (actual performance) and resolves whether the organisation has benefited from the employee's attendance at the training programme. This remains a challenge to determine, as there are often no physical results. Organisations that can establish a decrease in operating costs (telephone bills), or an increase in services rendered (leave and pension fund administration) or improved work efficiency (less paper wastage) may be more ready to utilise this approach.

2.9.4 Brinkenhoff's evaluation model
This is another model that can be adapted to suit non-training performance interventions. This model consists of six phases (ASTD, 2001:138-139):

Phase 1: Goal setting
During this phase the performance requirements of the organisation are assessed and based on the findings, it is determined whether these current gaps should be corrected with a training intervention.

Phase 2: Programme Design

In this model, a training programme is not seen as the only way to bridge the gap in performance. During this phase all methods of training or performance intervention are explored so as to establish the root cause of the problem. In the event that more than one kind of intervention is deemed necessary, the ease of implementation, the cost of the intervention and the type of intervention must be taken into consideration.

Phase 3: Programme implementation

This phase studies the implementation of the appropriate programme and the eminent success thereof. This is the period when evaluation data is collected in order to determine the reaction to practical aspects of the intervention.

Phase 4: Immediate outcomes

During this phase the learning that took place during the training programme is evaluated. This phase gauges whether the participants of the training programme have gained new knowledge and skills.

Phase 5: Immediate/Usage outcomes

This phase can only be implemented once some time has passed between the training intervention and returning to the work environment. Trainers must, however, ensure that sufficient time has passed so that the newly gained knowledge and skills can be applied in order to be evaluated. The data utilised in this phase will indicate whether the participants are able to transfer their newly gained knowledge and skills to the workplace.

Phase 6: Impacts and worth

At this point the data gathered analyses whether the training programme has had any effect on the organisation as a whole. The effect on the organisation can be monitored through the assessment of a particular performance gap. If the gap has narrowed or been bridged, then the training programme can be credited as a success.

The discussion on evaluation models above has mainly been based on the work of Kirkpatrick as it is well known and most commonly used. It has, however, also drawn significant criticism from Alliger and Janak (1989) as cited in Clementz (2005:40) who claim not to have found any evidence to support underlying relationships between the different levels within the model. The study done by Alliger and Janak explains that Kirkpatrick's model takes for granted that a fundamental golden thread runs through

all the levels, signifying that positive reactions from participants automatically lead to increased learning, which as a result increases the transfer of knowledge and skills to the workplace and subsequently produces better organisational outcomes.

However, despite its criticisms the model is still being utilised throughout the world, often with the appendage of Jack Phillip's Return on Investment (ROI) method. It is encouraging to see (in the figure below) that South African organisations do take training evaluation seriously, even displaying an increase in the usage of ROI measurement since 2004.
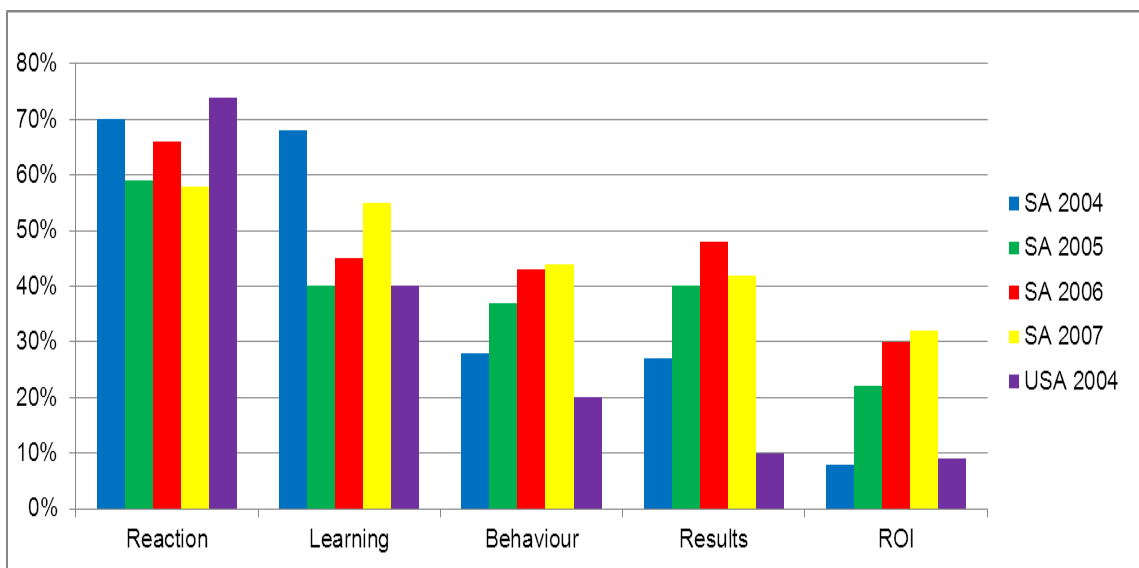
Figure 2.3: Training evaluation methods (Meyer and Bushney, 2008:45)

2.10   Suitable training evaluation methods for the WCPTI

In-depth training evaluation methods have very rarely been utilised at the WCPTI. Resultantly, significant mystery appears to surround the concept of training evaluation. However, owing to the nature of this training intervention and the work performed by the participants, it is possible to apply most of Kirkpatrick's evaluation model to this training intervention.

Given the circumstances of the training intervention, Kirkpatrick's model is fairly easy to utilise and can provide much insight into several aspects of the training intervention, e.g.: the feeling participants have towards the programme, deciding on the possible dis/continuity of the programme and assessing whether the programme adds value to the workplace.   It is especially useful that even once the training intervention has been completed by the participant, the trainer can remain in contact

with the participant and also with the participant's manager, thus enabling further interaction around work performance.

Kirkpatrick's model can be utilised in the following manner at the WCPTI:

2.10.1 The reaction level

Participants could be given a reaction questionnaire to fill in once the course has been completed. This questionnaire should evaluate how participants feel about various aspects of the training course. It could include reactions to the trainer/facilitator, guest speakers, the training environment and training materials.

2.10.2 Learning

As indicated earlier, learning occurs when behaviour changes. A change in attitude or an increase in knowledge and skill can be determined by conducting pre and post training evaluations. The knowledge that participants had before the commencement of the course can be compared with the knowledge and skills obtained once the course has been completed. If the level of knowledge and skill has increased, this can be attributed to the training intervention.

2.10.3 Behaviour

At this stage of evaluation the participant should be able to apply their new gained knowledge and skills to the work environment. As a result of the relationship between the WCPTI and all other government departments, this process can be effectively managed with performance programmes and the monitoring and evaluation of action plans. In this way, the participant's manager and the trainer/facilitator of the training programme would be able to determine if and how the training intervention has assisted the participant in applying the new knowledge and skills to his/her work situation.

2.10.4 Results

Owing to the nature of the work performed by the personnel employees (i.e. the course participants) the results of the training intervention could be determined by:

- A decrease in the number of errors made when processing forms.
- The ability to work in more than one section of service benefits and conditions (e.g. working in leave administration and handling enquiries in pension administration).
- Fewer referrals to other employees – the trainee is able to assist the client immediately instead of passing them on to other colleagues.

The options above offer a brief overview of possible solutions to the need for on-going post-training evaluation and aims to focus on what the organisation should be evaluating before, during and after the training has taken place.

2.11   Chapter summary

This chapter establishes the foundation of human resource development by examining various approaches of authors as they relate to management practices and organisational behaviour. The importance of training is explained and the contributors of a successful training programme are analysed.

The training cycle is elaborated upon, with special emphasis on the concept and position of evaluation through the decades. Several barriers to effective evaluation are explored and suggestions for improvements are made. The stages of the evaluation process are also documented.

The chapter is concluded with a discussion of four training evaluation models: Kirkpatrick, Jack Phillips, CIRO and Brinkenhoff. Significant advantages and criticisms are cited as part of this discussion.

The next chapter focuses on the practical implementation of training and evaluation in a South African context.

CHAPTER 3
TRAINING AND DEVELOPMENT IN SOUTH AFRICA

3.1   Introduction

In order for organisations and employees to maintain a competitive edge in South Africa, it is important that the spotlight remains on the improvement of skills and knowledge. This can only be achieved through continuous education and training. Organisations who do not encourage the use of ongoing training and development interventions and initiatives will find it difficult to keep up with changes in the market and in technology. There are, however, many other variables that play a role in the execution of training programmes. As a result, the purpose of this chapter is to review the practical aspects to training and development and the effects thereof, particularly in South Africa and in the Western Cape Public Service Administration.

The beginning of the chapter will examine the factors that contribute to the current state of training and development in South Africa. This includes observing the challenges and effects of globalisation, rising unemployment rates, labour market changes, low educational levels, increasing population growth and the Human Immunodeficiency Virus (HIV) epidemic. Each of these factors makes training and development programmes more challenging to implement, but all the more necessary for the survival and growth of the country and the Public Service.

Another important part of this chapter is dedicated to identifying and elaborating on the various legislative prescripts that govern and regulate the way in which training and development is conducted within South Africa. South African legislation is explored, as is the cascading effect of these laws into the practices of organisations. Additionally, other matters related to legislation, training and development in South Africa is also mentioned. These include the National Skills Authority, Sector Education and Training Authorities, Sector Skills Plans, Skills Programmes, Annual Training Reports and the Workplace Skills Plan.

This chapter is concluded by examining the way in which various policies are adhered to in the Provincial Government of the Western Cape. It analyses the usage of the Staff Performance Management System as a tool that hones in on individual training and development needs in the Public Service. The relationship between a low skills base and the economy of the country is also commented on.

3.2 Macro factors that affect training and development in South Africa

The methods and techniques used to conduct business have changed dramatically over the decades. These changes have mainly been driven by the advancement of information technology and the development of innovative thinking and ideas. Notwithstanding these changes, education and training remain vital components of a growing economy. Without these components the ability to adapt to dynamic environments would be even more challenging. This sentiment is shared by Haasbroek (2003:435-437) who draws attention to the relationship between a country's growth and that of training and development initiatives. The following macro factors are highlighted as they have a direct or indirect influence on South Africa and its organisations.

3.2.1 Globalisation

According to Meyer *et al.* (2004:2) globalisation involves the amalgamation of national and international economies and markets, resulting in universal systems, uniformed methods of communication, infrastructure and trade. Essentially this means that business partnerships and environments are no longer limited to the country in which a business operates. Business transactions have no boundaries and the global manner in which things are done, have become standard.

3.2.1.1 The effects of globalisation on training and development

Globalisation has far-reaching implications for employees and organisations alike. To begin with, globalisation forces organisations to become more competitive. Surviving competition means that organisations must ensure that productivity levels are always increasing. It is essential that businesses focus on the quality of goods and services provided to clients, thus ensuring superior service.

Resultantly, due to the usage of universal information and communication systems, there has been a rapid increase in the utilisation of the Internet, satellite services and wireless equipment. These advancements in technology, however, have a ripple effect on employees, who would need to be continuously trained and taught how to use technology so that the organisation can remain competitive. Van Dyk *et al.* (2001:6) emphasises that improved technology will benefit a country's economy and lessen the unemployment rate. In South Africa, particularly with its high unemployment rate, this advanced use of technology may encourage more individuals to open their own businesses – thereby decreasing the number of individuals without jobs.

While open competition between local businesses may lead to lower prices for the consumer, and an improved level of affluence, South Africa has seen a significant amount of jobs lost in the textile industry due to a flood of imports from other countries, especially China. This has had a further impact on the already high unemployment level in the country.

Another cost incurred by organisations and the country is that associated with "brain drain". "Brain drain" occurs when competent, capable individuals leave one country in search of better opportunities or working conditions elsewhere. South Africa is unfortunately not exempt from the effects of "brain drain". This occurrence leaves South Africa in a difficult position as certain skills become more difficult to find. "Brain drain" also proves to be very costly for organisations as new employees must be continuously recruited and retrained to replace those who have left the country.

3.2.1.2 Productivity and adaptability

Productivity and adaptability are important in any workplace because they ensure that business operates efficiently. Productivity helps the business to increase its performance and, in so doing, increase its profit.

Along with the challenge to remain competitive and relevant is the need to increase productivity levels. An increase in productivity levels has several positive effects on employees. Employees who are more productive could also increase staff morale because employees now feel proud of their individual performance and how much they have accomplished – with fewer errors in the work they have done. This positive attitude could lead to more motivated and contented employees.

However, as the markets change due to international pressure and competitiveness, employee restructuring and privatisation become more evident. Subsequently the relocation of employees and changes in job techniques and processes, all have an effect on the skills requirements of the organisation. Likewise, if an employee's job description is amended, that employee will need to be retrained so as to do his/her job efficiently.

As cited in Van Dyk *et al.* (2001:7) economic growth and social advancement are the products of quality employees. The authors go on to say that two factors play a role in determining the quality of employees, namely productivity and the adaptability of employees. These factors are important if a country seeks to raise the standard of living of its citizens. If employees are able to be more productive and flexible in the

workplace by using the technology available to them, organisations will become more successful. This will consequently enable organisations to be more innovative, thereby producing good quality products at lower costs.

Undoubtedly, an increase in productivity levels and the adaptability of employees are dependent on the skills levels of employees, across all levels of the workforce. Workers must be skilled and competently trained in their jobs in order to produce the best results.

3.2.1.3 Improvements in technology

The way in which processes are carried out and the equipment we use to do a job makes technology important. If a business wants to be competitive and efficient, then the latest technology must be available to make the job easier. Over time more companies are relying on social media such as Facebook and Twitter as a way in which to market their products and it is therefore vital that in order to keep updated, the use of technology must continually advance. Improvements in technology have a direct effect on the operations management of the business.

Technology is advanced when modifications are made to an employee's environment, enabling the employee to create and develop bigger and better products and services. Erasmus & Van Dyk (2001:8) explain that constant training and development initiatives are critical in ensuring that ideas and the "know-how" of technological processes can be transferred between employees. This therefore suggests that as technology continues to advance, training should continue to take priority for new and existing employees.

3.2.2   Human Immunodeficiency Virus (HIV)

Work environments across the globe are daily being affected by the HIV/AIDS epidemic. This has led to the over utilisation of sick leave and rising numbers of deaths. Addressing this challenge is essential because as performance decreases due to ill-health, productivity levels and profits may also drop. Organisations must put appropriate workplace policies and programmes in place to ensure that the effect of HIV/AIDS is limited.

As stipulated in the UNAIDS Epidemic Update Report (2009:21) in 2008 there were 33.4 million people living with HIV worldwide. This figure is, however, 20% higher than in 2000. Following these alarming figures, and according to the UNAIDS

Epidemic Update Report, approximately 2 million global deaths can be attributed to Acquired Immune Deficiency Syndrome (AIDS) related diseases.

Closer to home it was reported that in 2008 the total number of people suffering from HIV in Sub-Saharan Africa was 22.4 million. Approximately 1.9 million people were infected with the disease during 2008 alone. It is also estimated that there were 1.4 million AIDS-related deaths during this same period.

As can be noted from the above statistics, Africa – especially South Africa remains hardest hit by this epidemic. This could be as a result of a number of factors, as explained in a presentation by the University of Cape Town's HIV/AIDS Coordination Unit [www.haicu.uct.sc.za]:

- Many African countries are poor. People cannot afford to live a lifestyle with good nutritional practices.
- High poverty levels often mean little or no proper medical care and attention.
- Sexual behaviour is sometimes risqué – an influx of migrant workers leads to adultery as spouses and children are left behind.
- Due to the negative connotations of HIV, anti-retroviral drugs are not always an option. In addition, often these drugs are not easily available or not taken correctly by infected patients.
- Culture and religious practices often dictate the manner in which sexual behaviour is viewed. As an example - polygamy is practiced by many tribes and cultures, but this adds to the spread of the disease. The stigma associated with the disease prevents people from taking responsibility for their own sexual behaviour.

All these factors aggravate and certainly aid the spread of HIV. HIV and AIDS-related diseases, therefore, continue to have a huge impact on families, businesses and the economies of countries alike. Unfortunately HIV and AIDS cannot be overlooked as it has a direct and significant effect on the workforce.

3.2.2.1 The effects of HIV on training and development

In a report written for the Harvard Business Review (AIDS is Your Business, 2003:5) [www.sabcoha.org] the authors clearly state, "If you've got global operations, you've got an HIV-infected workforce". The report focuses on the need for organisations to prepare for the effects that this disease will have on business. Unlike other diseases which usually affect children and the elderly, HIV attacks people who are in the prime of their productive years as employees.

The effects of this disease on the workforce are beginning to be felt by businesses, and manifest in the following ways (University of Cape Town's HIV/AIDS Coordination Unit) [www.haicu.uct.sc.za]:

- The level of absenteeism experienced in the workplace has risen. This is as a result of more employees being sick, more frequently than usual. In addition, the number of family responsibility leave days has also increased as employees attend funerals of friends and family who have succumbed to the disease.

- Although it costs money to employ workers, the return on investment is decreasing due to poor efficiency and lower output rates by the employees affected and infected with HIV.

- As more employees become sick and rely on medical aid schemes and other HIV interventions and wellness programmes, the costs associated with these schemes become greater.

- Turnover rates within companies may increase dramatically as the mortality rate amongst employees' increases. This could have a negative effect on the morale of other employees who are not sick.

- As employees are replaced, the cost of recruitment also increases. The appointment of new employees means that training and development initiatives will be on-going so as to keep new employees updated with the ways in which the business operates.

- The training management function should ensure that measures are put in place to ensure effective transfer of vital skills to other employees.

It can be determined that the impact of HIV/AIDS on the training and development function is far reaching. Sensitisation programmes will become more popular as employees will be required to deal with the reality of HIV/AIDS and the stigma currently associated with it. Although staff morale may decrease and medical aid costs increase, the training and development function would be able to minimise the effect of HIV/AIDS through the continuous training of AIDS-related policies in the workplace.

3.2.3 Labour market activities and educational levels in South Africa

Pre-1994 the South African schooling system resided under 19 different educational bodies, largely determined by geographical area and racial groupings. It is evident that the performance standards and the means to do the job were different across each of the 19 educational bodies. A lack of sufficient human resource development programmes ensured that certain citizens struggled to develop any significant skills

that could be utilised in the workplace. The aftermath of this era, however, still has an effect on the economy and the skills level of individuals today.

The tables below are extracts from the Quarterly Labour Force Survey, Quarter 1 of 2010, as published by Statistics South Africa. It examines labour market actions for the population groups aged between 16 and 64 years, and lays a foundation for the discussion relating to training and development.

As can be seen in the table below, the South African population (16-64 years) has expanded by 0.3% from the last quarter in 2008. This is a growth increase of 89 000 people from the last quarter in 2008. Even though there has been an increase in the population size of this age group, the total labour force has decreased by 25 000 people. In addition to this, the number of unemployed people has increased by 145 000 in comparison to the previous quarter. The increased number of unemployed people is as a result of the decrease in employment figures.

Table 3.1: Key labour market activities (Quarterly Labour Force Survey: Quarter 1 of 2010: 6)

	Jan–Mar 2009	Oct–Dec 2009	Jan–Mar 2010	Qtr-to-qtr change	Year-on-year change	Qtr-to-qtr change	Year-on-year change
	Thousand					Per cent	
Population 15–64 yrs	30 987	31 261	31 350	89	363	0,3	1,2
Labour force	17 820	17 138	17 113	- 25	- 707	-0,1	-4,0
Employed	13 636	12 974	12 803	- 171	- 833	-1,3	-6,1
Formal sector (non-agricultural)	9 449	9 114	8 974	- 140	- 475	-1,5	-5,0
Informal sector (non-agricultural)	2 150	2 109	2 009	- 100	- 141	-4,7	-6,6
Agriculture	738	615	650	35	- 88	5,7	-11,9
Private households	1 299	1 135	1 169	34	- 130	3,0	-10,0
Unemployed	4 184	4 165	4 310	145	126	3,5	3,0
Not economically active	13 166	14 123	14 237	114	1 071	0,8	8,1
Discouraged work-seekers	1 215	1 686	1 839	153	624	9,1	51,4
Other (not economically active)	11 951	12 437	12 399	- 38	448	-0,3	3,7
Rates (%)							
Unemployment rate	23,5	24,3	25,2	0,9	1,7		
Employed / population ratio (absorption)	44,0	41,5	40,8	-0,7	-3,2		
Labour force participation rate	57,5	54,8	54,6	-0,2	-2,9		

The General Household Survey published by Statistics South Africa (2010:14), reports that 717 000 students registered to study at a Higher Education Institution during 2009. The graph on the next page indicate that a further population breakdown

of these statistics revealed that 62.2% were African, 22.1% were White, 7.6% were Coloured and 8.1% were Asian.

It must, however, be noted that although the majority of this group came from the African population group, this group is still very under-represented in comparison to the White and Asian population groups. This can be observed in the graph below.

	Black African	Coloured	Asian	White	RSA
2009	2.5%	2.8%	11.4%	10.8%	3.3%
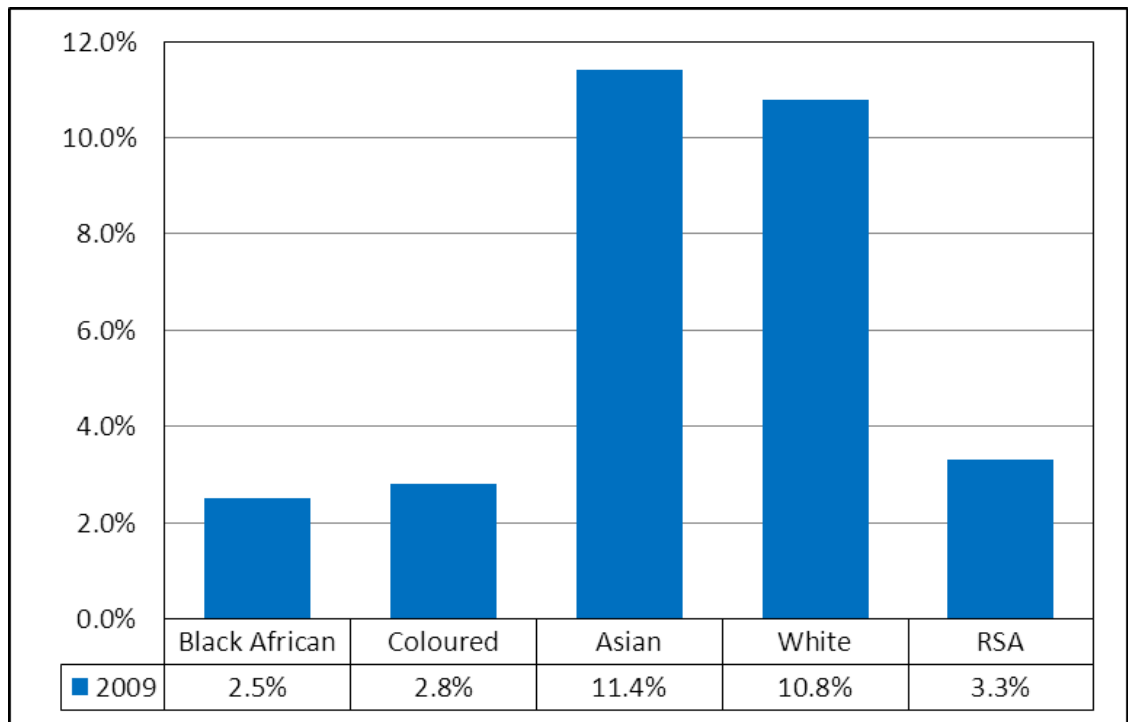
Figure 3.1: Attendance of universities and universities of technology by persons aged 18 to 40 years by population group (General Household Survey 2009:23)

Unemployment has increased in both male and female population groups in South Africa. It is, however, more prevalent in the African and Coloured groups. The graph below illustrates statistics depicting the percentages of unemployment in each population group.

	Black /African	Coloured	Indian/Asian	White	South Africa
■ Q1:2009	27.7%	19.5%	12.7%	4.6%	23.5%
■ Q4:2009	28.6%	20.8%	11.1%	4.9%	24.3%
■ Q1:2010	29.7%	21.8%	9.2%	6.1%	25.2%
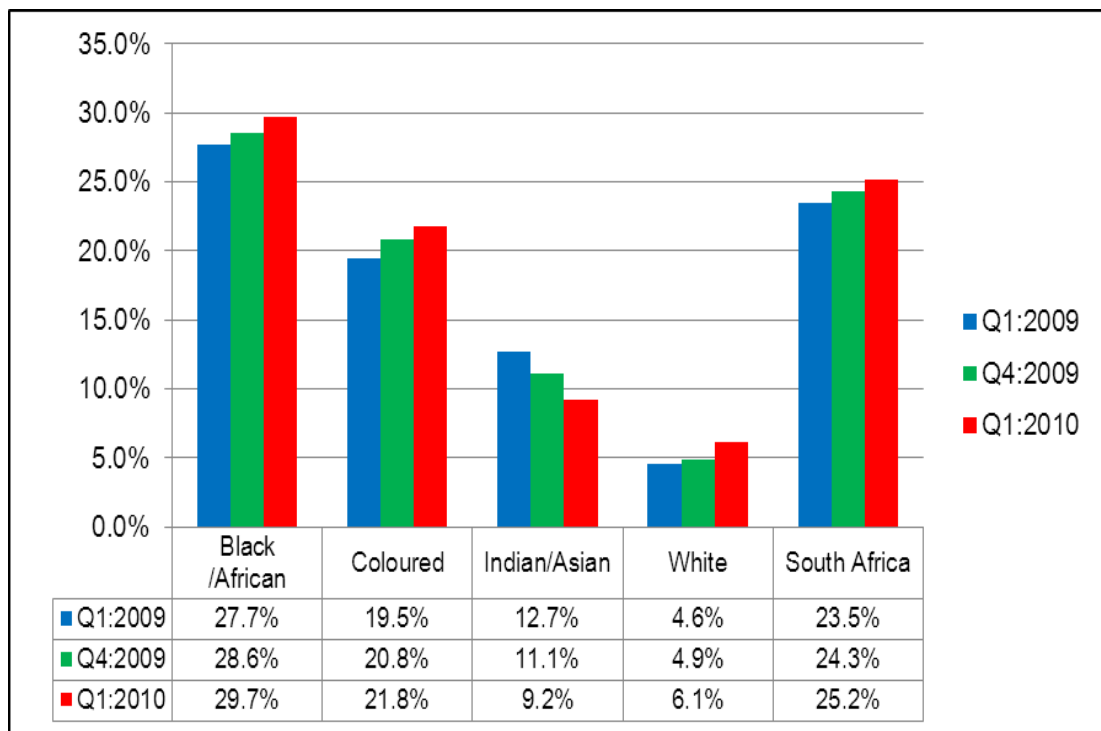
Figure 3.2: Unemployment rate by population group (Quarterly Labour Force Survey: Quarter 1 of 2010, page xii)

3.2.3.1 The effects of labour market activities, educational levels and unemployment on training and development

Training and educating a workforce builds personal and organisational competence and develops in-house talent. When organisations tailor make training programmes they ensure that the training employees receive is suitable for their market's needs. This means that employees are equipped with all the necessary knowledge and skills to complete the job.

Additionally, training, education and development add value to a country. Organisations who regularly train their employees are able to compete globally and are more productive. This means that organisations are able to keep jobs in the country and in so doing increase the employment rate of the country. Preparing employees with the appropriate skills also means that less time is spent on micro managing the employee.

Organisations can assist with rising unemployment levels by improving their rate of production. A higher production rate would also result in lower prices. This would ensure that more jobs are created because businesses would be producing more products and therefore require the services of more employees. Similarly, people should be trained to open their own businesses in an industry where there is a growing market for new skills (Erasmus, 2001:8).

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3.2.4 The Human Resource Development Strategy of South Africa (HRD-SA)

The most important strategic priority for South Africa leading up to 2030 relates, on the one hand, to the challenge of conciliating all the new opportunities emanating from the country's successes and, on the other hand, to the huge challenges arising from our country's development agenda. Post-1994 South Africa has been able to witness a number of speedy advantages in key areas of development, including:

- A favourable route to economic growth;
- Intense enhancements in the delivery of social services such as water and sanitation, housing and electricity;
- A progressive increase in social grants; and
- A justifiable Bill of Rights.

The HRD-SA signifies an important intervention for endorsing the country's development agenda. The need to develop, implement and monitor a vigorous HRD strategy is as vital today as it was in 1994. By encouraging citizens to improve their skills, knowledge and abilities, HRD seeks to improve the productivity of people in their areas of work – whether these are in formal or informal settings. Increased productivity and improvements to the skills base in a country supports economic development, as well as social development.

HRD is therefore about taking action to aggregate the levels of skills in the workforce so that we can maximise opportunities for individuals, thereby benefiting society as a whole [http://chet.org.za].

3.3 Training legislation in South Africa

In the same way in which macro factors have an effect on training and development, so does training legislation. To ensure that all South Africans have the opportunity to develop skills that would assist them in the global market, it is necessary that certain arrangements and frameworks are in place. This includes the promulgation of various training policies and legislation that further encourage South African citizens to overcome the historic challenges of unequal educational opportunities.

In order to provide training that is relevant and updated, the South African government had to change its views on current training legislation. This meant that different legislation had to be introduced – legislation that assisted in correcting the imbalances of the past, thereby ensuring that all South African citizens have access to the same training opportunities. Additionally, it became a priority to encourage

labour flexibility and increase manufacturing, so that South African businesses can continue to compete internationally (Van Dyk *et al.*, 2001:35).

The ever-changing political arena in South Africa is directly responsible for the various changes in legislation. Prior to the birth of the country's new democracy (1994), discriminatory laws were still in effect, thus banishing non-white citizens from experiencing the same prospects as their counterparts. The Manpower Training Act, 1981, did, however, assist with the training of non-white apprentices.

Thirty years ago, in 1981, the Manpower Training Act 56 was passed. This act aimed to eliminate racial discrimination from legislation. The purpose of the act was to control and conform the training of manpower. In addition, it instituted the National Training Board and the Manpower Development Fund, particularly for unemployed people. In 1991 the act was amended to include the development of Industry Training Boards, which were responsible for training employees, trade tests and the upkeep of apprenticeships.

Part of the amendment to this act was the establishment of a task team to closely examine the relationship between training and education, and the economic and social growth of the country (Van Dyk *et al.,* 2001:35-36). Shortly afterwards, and emanating from a report drafted by this task team, came an endorsement from Parliament to pass the Skills Development Act, the Skills Development Levies Act and the South African Qualifications Authority Act.

3.3.1 The Skills Development Amendment Act No. 37 of 2008

Unfortunately, an account of training and development in South Africa cannot be discussed without acknowledging the history of the country. Owing to the vast historical inequalities of South Africa's past, there are many disparities in the level of education of the country's citizens. This fact has contributed largely to the low level of skills possessed by most non-white South Africans. As a way of improving this situation the Skills Development Act, was instituted.

3.3.1.1 The purpose of the Skills Development Amendment Act No. 37 of 2008

This act seeks to upgrade the skills level of South Africans so as to add value to the lives of citizens. It is based on the premise that if South Africans are able to increase their skills level they are able to become more productive at work. An increase in production inevitably leads to more competition and more jobs. Moreover, they learn

vital skills that could also enable them to open their own businesses and contribute to the economy of the country.

Another objective of the act is that it attempts to increase the amount of money invested in training and education programmes. This demonstrates to businesses that if they spend money on equipping and development their employees, this will result in a return on their investment. When employees are better trained and they have the knowledge and skills to do the job, they become more employable because they have more skills to offer an employer.

In addition, employees can use the Skills Development Act to access organisations through learnerships, apprenticeships and other training and development programmes. In this way employees are able to actively learn new skills while working on the job. At the same time the business is also able to teach the employee the skills that are in demand by the market within which it operates.

Overall, this Act tries to correct the injustices of the past by providing training and education to all people, especially those who were previously disadvantaged and discriminated against (Meyer *et al.,* 2004:11-12).

The objectives of this act are achieved and expedited through the following supportive pieces of legislation and institutions:
- National Skills Fund;
- National Skills Authority;
- Skills Development Levy-Grant Scheme;
- Sector Education and Training Authorities;
- Skills Development Planning Unit;
- Ongoing partnerships between private and public organisations; and
- In collaboration with the South African Qualifications Authority.

3.3.2 National Skills Authority (NSA)

The NSA guides the Minister of Labour on a number of matters, including the implementation and roll-out of the national skills development strategy and policy. It also advises the Minister regarding the provision and distribution of appropriations and sponsorships from the NSA. Furthermore, the NSA interacts with the different Sector Education and Training Authorities (SETA) and regularly reports on feedback in terms of the implementation of the national skills development strategy. According

to the Act, the NSA is also responsible for scrutinising any issues that may have arisen from the implementation of the Skills Development Act.

The NSA comprises of twenty-seven members and a chairperson, who are all appointed by the Minister. This group includes members of labour, organised business, community leaders, members of the State, members who have interests in education and training providers, those who have experience in employment services and a non-voting member elected by the South African Qualifications Authority.

3.3.3 Sector Education and Training Authority (SETA)

A SETA is a group of representatives from the same industry or economic sector. The representatives comprise people from labour, different employers, various government departments, appropriate professional bodies and any bargaining forums that exist within the industry. Within SETAs businesses are clustered together according to the kind of services or products they manufacture. This ensures that the SETA is able to provide similar training or educational programmes to these businesses.

Using the skills development strategy as a foundation, each SETA has a responsibility to create a skills development plan for the sector within which it operates. These sector development plans then assist the SETA to:

- Institute learnerships
- Accept and support workplace skills plans
- Distribute skills grants to employees, businesses and training providers
- Provide an oversight role regarding the standards of the training and education provided.

3.3.3.1 Sector skills plans (SSPs)

Derived from section 10(1)(a) in the Skills Development Amendments Act [No. 37 of 2008], every Sector Education and Training Authority is responsible for developing and implementing a Sector Skills Plan. This is a five year plan which is developed within the perimeters of the National Skills Development Strategy. Its goal is to establish areas in which there is an absence of skills, to identify gaps and also the skills supply for each industry. In addition, it seeks to verify whether the usage of current skills is aligned to the Human Resource Development Strategy, the National Skills Development Strategy and the appropriate industry. The supply and demand of skills will be made known through provincial skills development forums.

Provision is made for the establishment of provincial skills development forums in the Skills Development Act (December 2008 amendment). Section 2(2) highlights the official financial boundaries within which skills development should happen. The Premier of the Western Cape, Helen Zille, said in her State of the Province Address on 18 February 2011 that "our economy would grow much faster if we had more skilled people. And far more people would get jobs if they had the right skills" (BuaNews: 2011). The establishment of a skills development forum in the Western Cape will go a long way to guarantee that the needs of the economy and industry are met.

Whilst the creation of provincial skills development forums is a step in the right direction, identifying when certain skills will be needed is a difficult task. The SSPs are expected to project the skills needs of the economy and in so doing should strive to stimulate economic growth. The Department of Higher Education and Training (DHET) aims to assist with this quest by providing guidance to the SETAs. The guidance will enable SETAs to roll-out training programmes that would provide employment to those who are skilled and an increase in productivity levels of those who are currently employed.

3.3.3.2 Skills programmes

Skills programmes usually have a specific focus or concentrate on a specified area to improve a definite skill. Often skills programmes are tailor-made to suit the needs of a particular workplace. The multi-skilling programme is an example of a skills programme because it was developed to assist employees to learn new information, knowledge and skills.

In reality, there are two different types of skills programmes: skills programmes for the employed and skills programmes for the unemployed. Programmes for the employed are often recorded in the Workplace Skills Plans of the organisation or in the Sector Skills Plans, which may be financed by SETA. Programmes for the unemployed are subsidised by the National Skills Fund.

3.3.3.3 The annual training report and the workplace skills plan

All government departments must submit a document to the Public Service Sector Education and Training Authority (PSETA) on an annual basis. This document comprises two parts: the Annual Training Report and the Workplace Skills Plan. The submission of this document ensures that the organisation can benefit from the Skills Development Levies Act.

The annual training report identifies all training initiatives that have already taken place in twelve preceding months. The training report indicates whether the training received by employees is aligned to the business needs of the department. In addition, it details which employees have attended the training, the costs associated with the training offered and the method of training delivery.

The workplace skills plan forms the second part of the document. This section highlights the training needs of employees for the upcoming twelve months. These training initiatives are based on the needs of the organisation and emphasise any critical skills that are identified within the department.

The information gathered from the annual training report and the workplace skills plan enables government to identify areas where there is a skills shortage or where critical skills are scarce. In order to close these skills gaps, government must work together with universities and technical institutions to ensure that training and education is provided in critical areas.

It can therefore be construed that the information supplied in this document must be 100% correct. It is therefore vital that the organisation has a knowledgeable and accredited Skills Development Facilitator who is able to complete these forms. Failure to accurately report information in these documents could lead to a fine or time in jail.

3.3.4 The Skills Development Levies Amendments Act No. 24 of 2010

The Skills Development Levies Amendments Act 24 of 2010 introduces to businesses a special levy which they are obliged to pay to the Government. This levy is used to further establish training and development interventions. The majority of the levy is, however, paid to the Commissioner for the South African Revenue Services (SARS). Approximately twenty percent of this levy is used by the National Skills Fund to support National Skills priorities.

The purpose of this levy, according to Meyer *et al.* (2004:11-12), is to increase the amount of money invested in training and development initiatives throughout the country. In this manner, the skills profile of employees can be bettered, thus helping to increase manufacturing and production levels. This in turn would lead to more employment for all citizens as businesses strive to keep up with the demand for certain products.

3.3.5 South African Qualifications Authority (SAQA) Act No. 58 of 1995

The South African Qualifications Authority Act was passed by Parliament in 1995. This Act makes provision for the South African Qualifications Authority (SAQA) as well as the National Qualifications Framework (NQF). Additionally it also advises the Minister on matters relating to registration and qualifications. It also oversees the financial position of SAQA.

SAQA comprises 22 board members, who are appointed after consultation between the Ministers of Labour and Education. According to the Act, SAQA has the status of a legal person and is therefore responsible for the following roles:

- To accomplish the aims and goals of the National Qualifications Framework.
- To generate criteria that can be used for the registration, delivery and evaluation of all anticipated qualifications.
- To ensure that appropriate systems are put in place when awarding credits in the recognition of prior learning process.

In order to give full effect to the values of SAQA, the NQF was established. In essence, the NQF is about establishing a continuous culture of learning for all South Africans, irrespective of beliefs, thinking or workplace experience (Meyer *et al.,* 2004:12-13). In brief, the objectives of the NQF as outlined in the NQF Act No 67 of 2008 are as follows:

- To create an integrated national framework for learning achievements;
- Facilitate access to, and mobility and progression within education, training and career paths;
- Enhance the quality of education and training;
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities;

The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large.

In essence, these fundamental pieces of legislation ensure that every South African citizen has an equal opportunity to receive appropriate education, whether formally or informally. Equality in training and education will go a long way in ensuring an economy and workforce that is more stable and adaptable, hence able to compete at international levels.

3.3.6 Organising Framework for Occupations (OFO)

The South African Standard Classification of Occupations is currently based on International Standard Classification of Occupations, which is used for Labour Market Analysis in respect of both Equity & Skills Development legislation. However, it does not provide the detail that the SETAs require for good skills development planning and intervention. To deal with this shortcoming, OFO was developed.

The OFO is a skills-based coded classification system that encompasses all occupations in the South African context. The classification of occupations is based on a combination of skill level & skill specialisation. The purpose of OFO is to help identify scarce and critical skills within and across sectors in a way that is meaningful nationally.

The OFO is constructed on occupations, not knowledge fields. Each occupation is therefore described in detail primary roles and skill levels, tasks & specialisations.

In the OFO, occupations are classified according to (www.inseta.org.za):
Skill Level is an attribute of an occupation, not of an individual. It can be measured by:

- the level of formal education &/or training
- the amount of on-the-job training usually required by
- an individual to competently perform the set of tasks
- required for that occupation.

Skill Specialisation is a function of the:

- field of knowledge required
- tools & equipment used
- materials worked on &
- goods or services provided in relation to the
- tasks performed

3.3.6 Training and development policies

Despite having many legislative prescripts in South Africa, each organisation also needs training and development policies that provide a framework for training programmes. Training policies are essential because they define certain aspects of the training function and provide boundaries within which to operate.

The philosophy and operational plans of any business dictates the actual training and development policies thereof. It is therefore essential that each organisation bases its philosophy on a combination of job specific training, as well as leadership and management skills, depending on career rankings. This notion, according to Erasmus *et al.* (2006:32-34), stipulates that all employees must receive occupation-specific training on an ongoing basis. The authors further state that the training of lower level employees should be mainly to increase their basic knowledge about their specific occupation. However, as employees progress through the ranks and advance their careers, the training should be increased so as to improve their knowledge and skills, thus enabling them to manage the behaviour and interaction of their teams in a practical way. If senior employees utilise this method to keep abreast of the latest technological trends, they would be able to make more informed decisions.

There are a number of factors that contribute to the development of an effective training and development policy. As stated by Erasmus *et al.* (2006:37) some of these factors are:

- The way in which training and development is viewed by senior management;
- The accuracy of a needs analysis for training required by the business;
- Old and new training practices and experiences;
- The amount of training resources available, including the availability of training specialists;
- The current culture of the organisation, including the opinions of employees.

3.3.6.1 Training and development policies at the Provincial Government of the Western Cape

The Provincial Government of the Western Cape emphasises the importance of training and development practices through supporting legislation such as the Public Service Regulations 2001 (based on the Public Service Act, 1994, as amended) and the Staff Performance Management System (SPMS).

3.3.6.1.1 The Public Service Regulations, 2001

The Public Service Regulations (PSR) 2001 encourage a culture of performance that is participative, helpful and fair, and in so doing promotes organisational competence and value. Furthermore, the PSR aims to establish a relationship between the growth and improvement of employee performance and the goals of the Department, which can only be achieved through ongoing training and development efforts.

Moreover, the PSR also vindicates the need for employees to have access to training that would assist them in building and maintaining a public service that is not only representative but also fully competent. The Government supports and encourages training and development initiatives that boost and solidify improved work performance. However, the training must be linked to broader human resource goals such as Employment Equity.

3.3.6.1.2 Staff Performance Management System (SPMS)

According to the Public Servants Regulations, 2001, part VIII C.1, a single instrument must be used to evaluate probation, promotion and skills development. Resultantly, the SPMS was introduced in the Western Cape as a way of measuring, evaluating and developing staff performance. The SPMS policy is applicable to all employees on salary levels 1-12, and who have been appointed in terms of the Public Service Act, 1994 (as amended).

The SPMS is a policy framework that sets the boundaries for the way in which performance management must be conducted with the Provincial Government of the Western Cape. Emphasis is placed on the SPMS policy because an increase in staff performance ensures that government departments practice their corporate values and it enables these departments to achieve their mission and objectives. The Staff Performance Management System also clarifies matters relating to employee expectations and recognition of hardworking employees. It also assesses the training and developmental needs of employees.

The SPMS policy prescribes that performance reviews are held on a quarterly basis with all employees. This platform provides an opportunity for the work of the employee to be assessed in a fair and objective manner, against pre-agreed standards and performance indicators. Furthermore, the performance review ensures that the employee's hard work is recognised and that any shortcomings are identified. Once these shortcomings have been highlighted appropriate training and development initiatives may be instituted to assist the employee to become fully capacitated.

It can therefore be deduced that the Staff Performance Management System monitors and evaluates the work performance of all employees to ensure that the skills, competencies and knowledge of these employees are effectively utilised within their work environment.

3.4 Chapter summary

This chapter focuses on training and development in the South African context. The chapter highlights the importance of continuous training, development and educational programmes in the workplace. The current state of affairs in South Africa is analysed and challenges on a macro level are elaborated upon. In addition, the effects of these challenges on training and development initiatives are identified.

Furthermore, this chapter studied essential pieces of legislation that regulate the way in which training and development is conducted in South Africa. The review of these legislative prescripts included comments related to several statutory bodies and mandatory documents. The chapter is concluded with a discussion of the Public Service Act and Regulations, as well as the performance management system used in the Provincial Government of the Western Cape. The working of the Staff Performance Management System is therefore pointed out.

The next chapter focuses on the research design and methodology of this study.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1   Introduction

This chapter focuses on the design and the methods applied during the research study. The first part of the chapter describes the research setting and examines the research population. In addition the sample size and technique is commented on.

The chapter identifies which data collecting methods were utilised and the procedure employed to retrieve the information from participants, is explained. Additionally, the measuring instrument used to elicit information from the research population is also reviewed. Consideration is also given to ethical and confidential matters.

Throughout the chapter the importance of post-training evaluation and the value that this practice can bring to the organisation is reinforced. In an attempt to determine the relevance of post-training evaluation, the researcher honed in on four vital questions:

- Do the participants realise the value of the training programme?
- Are there opportunities for the participant to implement what s/he has learned in the classroom?
- Has the training programme assisted the participant in improving their job performance?
- Are the new skills the participants learned being transferred to the work environment?
- What was their general impression of the programme?

Whilst the two previous chapters reviewed literature relating to the theory of training management and its practical implementation in South African organisations, this chapter surveys if these theories are being practiced within the Provincial Government of the Western Cape.

In conclusion, this chapter will outline the research design and methodology, which forms the basis of this study.

4.2   Research Setting

Within the confines of the Provincial Government of the Western Cape, the Provincial Training Institute is responsible for the fostering of skills through the development of functional training programmes as well as leadership and management programmes.

The Integrated Human Resource Administration and Persal (IHRAP) programme is one of the learning interventions facilitated by the Provincial Training Institution.

The IHRAP programme has been jointly developed by the Departments of the Premier and Provincial Treasury. The main purpose of this programme is to advance the skills and competencies of all human resource employees on salary levels 3-10. This practice would subsequently lead to an increase in standardised procedures within the Western Cape.

The programme is divided into various modules and participants may attend the full programme or specific modules only. Each module comprises two parts: the policy and procedure component and the Persal functions component. The modules are outlined as follows:

*Module 1: Introduction to Human Resource Management (*Orientation to Human Resource Management, Work Ethics, Job descriptions, Job evaluation, Establishment Administration)

*Module 2: Personnel Procurement (*Recruitment, Selection, Appointments, Promotions Transfers, Resettlement)

*Module 3: Service Benefits and Conditions (*Compensation Management, Acting Allowance, Working Hours and Compensation for Overtime, Long Service Recognition, Medical Assistance, Housing Allowance, Leave)

*Module 4: Performance Management (*Performance Management Policies, Performance Management Information System (PERMIS), Performance Management Procedures)

*Module 5: Termination of Service (*Resignation, Retirement, Death, Service Certificates and Confirmation, Procedures on Termination of Service)

*Module 6: Labour Relations (*Introduction to Labour Law, Disciplinary Code and Procedure, Grievance Procedure)

The participants who attended at least one of these modules offered above were selected to participate in this research study.

The curriculum for the modules identified above was developed by the course facilitators in conjunction with human resource line managers within each department. This ensured that the programme has a sufficient balance of theoretical and practical aspects.

The programme was developed because there was a need for human resource (HR) employees to be educated in all aspects of human resources. In previous years HR employees, who were appointed on lower salary levels, were only responsible for one particular function (e.g.: leave or pension), and as a result, were never trained in any other areas of HR. Their knowledge and skills was therefore very limited. The IHRAP programme guarantees that participants are able to learn and understand the whole HR life cycle and all its processes, thus enabling employees to work on a rotational basis at a later stage.

The IHRAP programme is, however, an in-house programme and not an accredited training programme. Although participants do graduate from the programme with a certificate of completion, there are no academic credits associated with the programme.

4.3 Research design and methodology

The questions surrounding this research project would not be answered unless it is feasible to do so by evaluating practical research methods. Practical research methods, however, must take into consideration three important factors – access, time and money (Adler & Clark, 2008: 88-93).

In this research study the researcher had relatively easy access to the programme participants. Once permission to conduct the study had been approved by senior management at the Provincial Training Institute, the researcher was able to obtain the names and email addresses of those who completed modules of the IHRAP programme. The researcher was then able to quickly introduce herself to the participants and directly encourage participation in the study.

The research design for this study also took into consideration the time and money factor. Fortunately this research study made use of a survey method, which proved to be inexpensive and could be conducted in a relatively short period of time, although the researcher took some time to develop the questionnaire.

Despite the fact that this research study is unique, Adler & Clark (2008: 92) do specify that there are some general categories of expense involved in the research design and methodology of any research study. These include research costs (planning the study, costs of data collection, payment to staff for their time, facilities and equipment used to send emails or make telephone calls).

The reason for using this specific design and methodology is so that the researcher is able to identify challenges currently facing the IHRAP programme and to find ways in which to use the data to solve the challenges.

4.4   Research population

The research population refers to the subject under investigation. It may be the number of cases, individuals, workers or products that have gone through the same experience (Welman and Kruger, 2001: 46). In this research study the population refers to all the course participants of the IHRAP programme (N=106).

All the programme's participants are employees of the Provincial Government Western Cape. Within the public service (national and provincial departments) all jobs are categorised according to a salary level between 1 and 16. Participants of this particular programme must be between salary level 3 and 10. These salary levels cover the occupational categories of semi-skilled (level 3-5), skilled technical (level 6-8) and professionally qualified (level 9-12). This population group represents both permanent and contract employees across twelve different provincial government departments (including regional offices and institutions such as hospitals).

4.5   Research sample

According to Sekaran (2000: 226) a sample is derived from a population, and is classified as a sub-category. As such, the sample used for this study is a selection of participants from the greater population. From the 106 participants, only 95 participants were given the research tool to complete. The outstanding participants could not be located, and it is therefore assumed that they have already exited the public service.

The research questionnaire was distributed to the 95 participants on 8 July 2011. The participants had two weeks to complete the questionnaire and return it to the researcher. All the participants had completed the IHRAP training programme approximately six months before the questionnaire was given to them.

4.6   Sampling technique

Two main sampling techniques exist for social researchers – probability and non-probability sampling. Denscombe (2007: 13) suggests that probability sampling is when a sample is chosen based on the fact that the researcher thinks they would be representative of the greater population. Non-probability sampling, however, selects a group irrespective of whether the sample is representative of the larger population or not.

This research project makes use of a non-probability technique. The reason for this is that the total population size is manageable and the researcher will therefore use all the participants available. It is therefore safe to say that the choice of participants included in the sample is not randomly selected.

The convenience sampling method was considered and adopted as the sample design. This type of sampling was used because it was easier and more cost-effective than other types of sampling. As cited in Denscombe (2007: 18), Stake points out "Our time and access for fieldwork are almost always limited. If we can, we need to pick our cases which are easy to get to and hospitable to our inquiry".

Notwithstanding some of the negative connotations of convenience sampling, this sampling technique was not merely selected because it was an easier option, but mainly for specific reasons linked to the research participants and the requirements of the subject matter.

Although the sample of participants consisted of 95 individuals, they were easily accessible and the method used to research them was suitable.

4.7   Data collecting method

There are several ways in which to gather information from participants, each with distinct advantages and disadvantages. For the purpose of this research study, a quantitative approach was used for gathering data. A questionnaire was therefore developed by the researcher and distributed to participants for completion.

As Bless and Higson-Smith (1995: 109) state, the information given directly from the participants, by way of questionnaires, focuses mainly on the following factors:

- How familiar the participant is with the information and accuracy of the information, as perceived by the participant.

- What the participant thinks is important – what s/he has an interest in and prefers.
- The beliefs, values and attitude the participant has toward the information.
- The experience of the individual.

Since the information gathered was requested from the participants, objectivity can be assured if the participants are willing and able to share their knowledge. It is important that the participants feel comfortable enough to freely express how they have identified with their environment or the training programme itself.

In addition, questionnaires are able to reach many participants in a short period of time, with minimal costs. This factor was particularly important as some participants of the IHRAP programme are located outside of Cape Town, in George and the surrounding areas. As opposed to utilising interviews or focus groups, the bias associated with interviewers is eliminated as participants were able to complete the questionnaires on their own (Bless and Higson-Smith, 1995: 112).

Cognisance must, however, be taken of the fact that questionnaires usually have a lower response rate than other data collection tools. This could be attributed to the participants not really being interested in the research study, or as a result of the questionnaire being lost or misdirected. During this process, however, the researcher tried ways in which to minimise the risk of a low response rate, as described later in the chapter.

4.8   Measuring instrument

A Likert scale was used in the questionnaires. Participants were able to select from the five options their level of agreement or disagreement with each question. This five-point rating scale gave participants the opportunity to select a positive, negative or an unsure answer. The scale was set-out as follows:
- Strongly disagree = 1
- Disagree = 2
- Unsure = 3
- Agree = 4
- Strongly agree = 5

The advantage of using this scale is that it is easy to read and understand, therefore minimising the amount of confusion participants may experience. The disadvantage of using Likert scales is, however, that participants may feel restricted in their choice

as there are only five options to choose from. If participants felt this way during this research study, focus groups would have been established to determine their desired response.

4.9   Data collection process

Owing to the size and magnitude of the Provincial Government of the Western Cape, permission to conduct this research study needed to be obtained from various stakeholders. As such, the researcher drafted a submission detailing the processes to be followed and submitted it to the following managers:

- Director: Policy and Planning. This ensured that the research study is within the HR parameter and its regulations.
- Director: Performance Management and Development. As a bursary holder of the Department of the Premier it was necessary to register the research study.
- Chief Director of the WCPTI. This ensured that the research study will be able to add value to the business of the WCPTI.

Whilst the only obstacle was a delay in determining which director was responsible for giving final approval to conduct the study, the directors each had an opportunity to meet with the researcher to discuss the study, its purpose and research objectives. The researcher also made the questionnaire available to the directors before dissemination to the participants. This was done so that the directors were able to give input to the questionnaire and also evaluated the fairness of the questions being asked. The researcher further undertook to make available a copy of the completed research study, with its recommendations, to the WCPTI. The directors were all satisfied with the aim of the research and the submission was signed by the relevant managers.

Once approval to conduct this research study had been granted, the researcher obtained a list of names regarding all the participants of the IHRAP programme. The names of participants were recorded on an Excel spreadsheet and each allocated a questionnaire number.

The questionnaire, together with a covering letter, was emailed to each participant (attached as Appendix B). The covering letter elaborated on the purpose and objectives of the research study and also highlighted the importance of the research topic. Participants were given seven days to complete the questionnaire. Two days before the deadline for the submission of the questionnaires, the researcher

distributed a reminder to the participants requesting them to participate in the study. It was, however, emphasised that participation in this research study was voluntary.

In an effort to minimise the possibility of a low response rate from participants, the researcher provided various options for the return of the questionnaires. The participants could either email the complete questionnaire back to the researcher; alternatively the researcher arranged an individual collection of the questionnaire.

4.10   Ethical considerations

As indicated on the questionnaires and throughout the research process, participants were reminded that participation in this research survey was voluntary. The participants were able to withdraw from this process at any time.

The researcher emphasised that all information contained in the survey would be treated in a confidential manner. To this extent it was not necessary for participants to include their names on the questionnaires. In addition, anonymity was ensured at all times and participants were informed that they would not suffer any form of discrimination or victimisation as a result of their participation in this survey.

4.11   Statistical procedures

Once the questionnaires were collected, the responses on each questionnaire were allocated a code value. This data was converted into a computer readable format to produce statistical data, thereby assisting the researcher in establishing the level of agreement. The scores and codes were then analysed using a statistical computer program to interpret the data. This program is known as the Statistical Program for Social Science (SPSS).

It is essential that the correct procedures are followed and that the questions asked are linked to the aims of the research study. According to Kumar (2005: 158) this assists in indicating the validity of the process.

Once the data was received it was analysed by the researcher, and the importance of post-training evaluation within the organisation is determined.

4.12   Chapter summary

This chapter reflected on the design and methodology of the research study. Firstly, the research setting and approach were established. Attention was drawn to the nature of the population and the sample size. Subsequently the sample design used

to solicit information from the participants of the IHRAP programme was also explored.

Additionally, the data gathering process was explained and the instrument used to measure the responses from participants was analysed. Ethical deliberations were also noted as part of this chapter.

CHAPTER 5

DATA ANALYSIS

5.1   Introduction

Ensuing from Chapter 4, which elaborated on the research design and methodology of this study, Chapter 5 focuses on the results of the research study. These results are subsequently presented and an analysis of the data is provided.

As the study mainly utilises a quantitative methodological approach, a description relating to the value of the training, the opportunities available to implement the training, an increase in job performance, the effective transfer of learning and the overall impression of the programme are identified. There are, however, no representations in terms of demographics, as these are not relevant to the purpose of this study.

Using a questionnaire as the research instrument, data was collected from participants who had successfully completed all the modules of the IHRAP multi-skilling programme. The data is therefore represented in graphical and tabular format.

5.2   Research participants

In total 105 participants attended the IHRAP multi-skilling training programme. However, the questionnaire was only distributed to the 95 employees who had access to email facilities at their place of work.

The table below (Table 5.1) provides an indication of the department where the employees work. The higher attendance rates from the Departments of Health and Transport and Public Works is purely based on the need for this training programme within the departments. In addition, operational requirements dictate when it is suitable for candidates to attend training programmes, and may thus be responsible for the fewer number of participants in the smaller departments.

Table 5.1: IHRAP participants per department

Department	No. of participants	Percentage participants
Health	31	33%
Transport and Public Works	22	23%
Premier	17	18%
Social Development	9	9%

Cultural Affairs & Sport	6	6%
Economic Development & Tourism	5	5%
Environmental Affairs & Development Planning	2	2%
Human Settlements	2	2%
Education	1	1%

From the total questionnaires distributed (N=95), 53 participants responded to the researcher. This equates to a total of almost 56% (55.78%), as represented in the figure below.
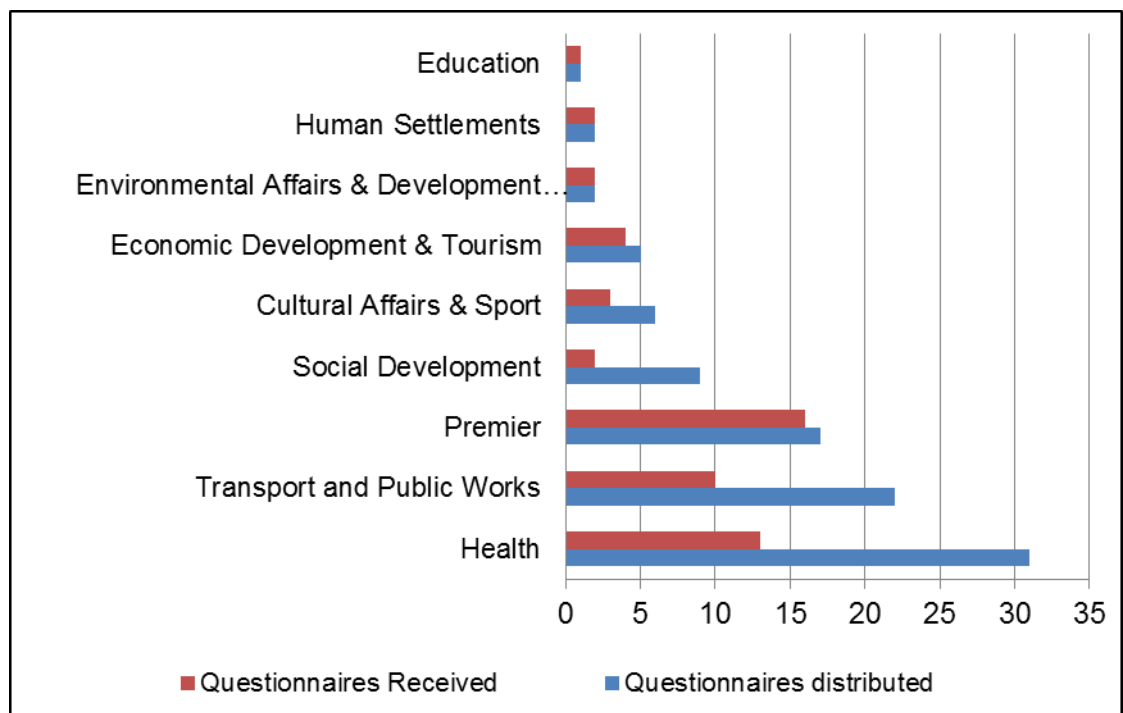
Figure 5.1: Number of research participants per department

5.3   Quantitative results

Unbeknown to the participants, the questionnaire was divided into five sections, as illustrated below.

5.3.1   Recognising the value of the training programme

The results in the table on page 67 indicated whether participants understood the value of the training programme. An overwhelming majority, 86.99% (30.76% strongly agree plus 56.23% agree), of participants agreed that the IHRAP programme added value to the work they do. Only 6% (1% strongly disagree plus 5% disagree) disagreed with these statements. Seven percent of respondents were unsure.

Table 5.2: Value of the training programme

		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	I learnt new skills on this training programme.	0%	0%	0%	54.71%	45.28%
2	This training programme enhanced my current skills and knowledge.	0%	0%	3.77%	43.40%	52.83%
3	This training programme prepared me well for the work that I do.	0%	0%	0%	58.49%	41.51%
4	This training programme combined theory and practice.	0%	0%	0%	39.62%	60.38%
5	I feel more knowledgeable at the end of the module than what I did at the beginning of the module.	0%	0%	7.55%	60.38%	32.08%
6	I asked questions to clarify concepts and terminology I did not understand.	3.77%	30.19%	3.77%	50.94%	11.32%
7	The training programme helped me to identify areas of improvement in my work environment.	1.89%	1.89%	24.53%	54.72%	16.98%
8	I share the knowledge and skills learnt with my colleagues and peers.	5.66%	13.21%	13.21%	47.17%	20.75%
9	I feel confident about advising others on the content of this training programme.	0%	0%	9.43%	71.70%	18.87%
10	This training programme was instrumental in the amount of knowledge I have accumulated.	0%	3.77%	7.55%	81.13%	7.55%

Value included concepts such as learning new skills, increased confidence levels and assisting to identify areas of development. The figure below demonstrates the level of agreement regarding value.
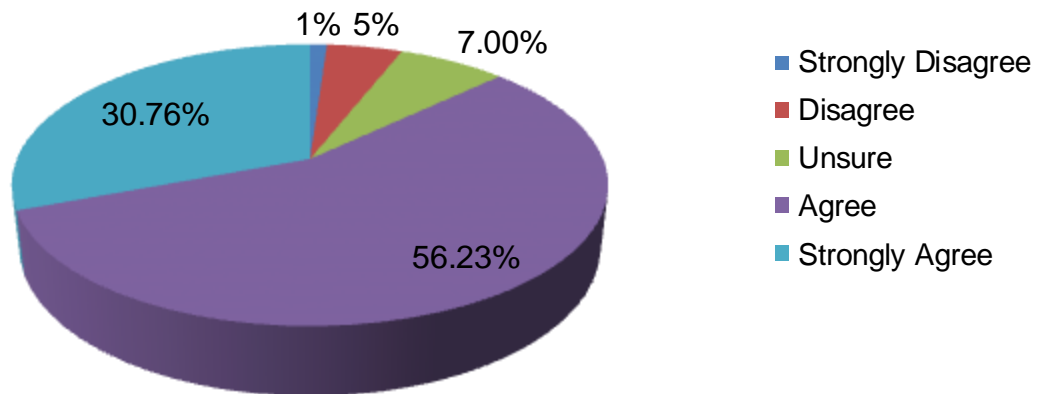
Figure 5.2: Value of the training programme

5.3.2 Opportunities to implement learning in the workplace

The table on the next page clarified whether participants were provided with sufficient opportunities in the workplace to practice what they have learned in the duration of the training programme.

Table 5.3: Opportunities to implement learning in the workplace

|	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11 I implement what I have learnt on the training programme in my workplace.	5.66%	20.75%	15.09%	50.94%	7.55%
12 There are barriers that prevent me from implementing what I have learnt.	35.85%	32.08%	16.98%	9.43%	5.66%
13 I am unsure how to implement the training material in my workplace.	16.98%	24.53%	13.21%	32.08%	13.21%
14 My manager notices a difference in the standard and application of my work since I have returned from the training programme.	11.32%	7.55%	71.70%	7.55%	1.87%
15 I can demonstrate to my colleagues what I have learnt on the training programme.	5.66%	5.66%	35.85%	49.06%	3.77%
16 I can put into practice what I have learnt in the classroom	11.32%	41.51%	16.98%	20.75%	9.43%
17 My performance ratings have improved as a result of the training programme.	0%	24.53%	62.26%	11.32%	1.89%
18 I utilise the skills learnt to avoid work backlogs.	43.40%	28.30%	24.53%	3.77%	0%
19 I use the knowledge and skills learnt in the training programme to solve problems quickly.	0%	15.09%	16.98%	64.15%	3.77%
20 My behaviour in the workplace has changed due to the knowledge and skills learnt at the training programme.	0%	5.66%	11.32%	77.36%	5.66%

This portion of the questionnaire noted that in Question 12 just over 15% (5.66% strongly agree plus 9.43% agree) of respondents agreed that there are barriers in the workplace which prevent implementation from taking place. Furthermore, it investigated whether participants are provided with opportunities to demonstrate to their colleagues and managers the skills they have recently acquired. As can be seen in the figure below, 38% (5% strongly agree plus 33% agree) of the respondents agreed that there are prospects for them to practice their new skills and competencies. There are, however, 34% (13% strongly disagree plus 21% disagree) of respondents who disagree with the statements above. A substantial portion of the respondents (28%) are unsure.
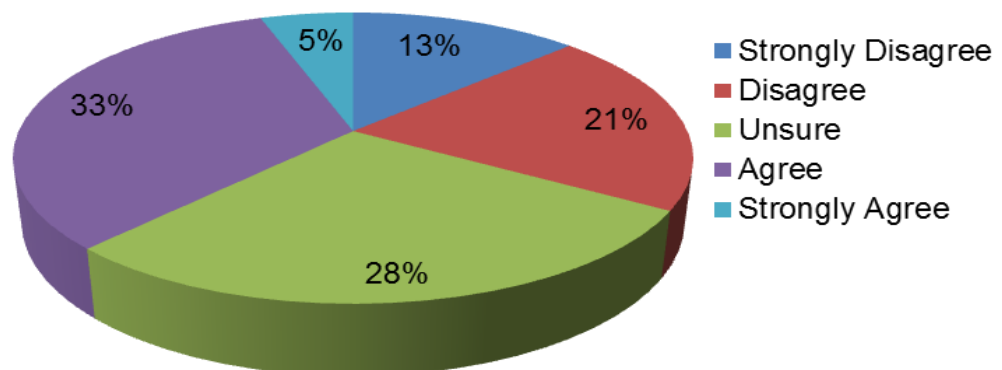
Figure 5.3: Opportunities to implement learning in the workplace

5.3.3 Increase in job performance

According to the data received from respondents most have noticed an increase in their job performance (Table 5.4). This includes improving the quality of work produced as well as the time taken to execute tasks. Additionally, in Question 22, an

overwhelming majority of the respondents, 83% (1.87% strongly agree plus 81.13% agree) specified that owing to the training programme, they make fewer mistakes in their work.

Asked whether respondents felt that the training programme contributed to an overall increase in their job performance, an overwhelming majority agreed, 78% (18% strongly agree plus 60% agree), whilst 13% were unsure and 9% disagreed (4% strongly disagree plus 5% disagree).

Table 5.4: Increase in job performance

		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
21	The training programme has helped me to become more productive at work.	0%	5.66%	47.17%	26.42%	20.75%
22	Since attending the training programme, I make fewer errors in my work.	1.87%	7.55%	7.55%	81.13%	1.87%
23	I utilise the new skills I have learnt frequently.	0%	5.66%	3.77%	41.51%	49.06%
24	After the training I am able to complete work tasks more quickly.	0%	0%	9.43%	83.02%	7.55%
25	The quality of work I produce has improved.	0%%	0%	11.32%	79.25%	9.43%
26	The training programme was an investment in my career.	0%	5.66%	9.43%	62.26%	22.64%
27	The training programme has helped me to add value to the work I do.	0%	3.77%	16.98%	73.58%	5.66%
28	I am aware of how much it costs for me to attend this training programme.	15.09%	7.55%	13.21%	43.40%	20.75%
29	I attended this training programme so as to better equip myself for my job.	7.55%	7.55%	3.77%	62.26%	18.87%
30	I have an obligation to plough back into my workplace what I have learnt on the training programme.	13.21%	3.77%	3.77%	50.94%	28.30%

Figure 5.4: Increase in job performance

5.3.4 Transfer of learning to the workplace

As stated in the table on page 70, questions 31-40 on the questionnaire relate to the ability to transfer the learning from the classroom to the workplace. Although respondents agree that the learning is being transferred, 67.92% (3.77% strongly agree plus 64.15% agree) of the respondents claim that their manager does not

discuss with them how their new skills and knowledge can be implemented in the workplace. Subsequently, an overpowering 96.23% (83.02% strongly agree plus 13.21% agree) of respondents specify that there are no action plans in place to monitor and evaluate their progress.

Table 5.5: Transfer of learning to the workplace

		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
31	My manager and I have agreed on action plans to monitor my progress.	83.02%	13.21%	3.77%	0%	0%
32	My manager supports and encourages me when I attend the training programme.	7.55%	24.53%	41.51%	24.53%	1.87%
33	My manager discusses with me how the new knowledge and skills I have learnt can be integrated into my daily work.	3.77%	64.15%	11.32%	15.09%	5.66%
34	Attending the training programme has increased my job satisfaction levels.	0%	15.09%	71.70%	13.20%	0%
35	I am more knowledgeable now about different areas of HR.	0%	3.77%	1.87%	62.26%	32.08%
36	I would feel comfortable with rotating my job in different areas of HR.	0%	7.55%	3.77%	84.91%	3.77%
37	I am being mentored and coached in my workplace.	79.25%	16.98%	0%	3.77%	0%
38	I am given tasks to complete in which I need to utilise a variety of different skills.	9.43%	32.08%	7.55%	49.06%	1.87%
39	I am given added responsibilities that test my capabilities.	5.66%	35.85%	5.66%	47.17%	5.66%
40	Within certain boundaries I work independently.	18.87%	15.09%	3.77%	56.60%	5.66%

Figure 5.5 below demonstrate the levels of disagreement with regards to the transfer of learning. It confirms that 44% (21% strongly disagree plus 23% disagree) of respondents disagree that the transfer of learning is happening, whilst 15% are unsure and 41% (6% strongly agree plus 35% agree) agree that it is taking place.
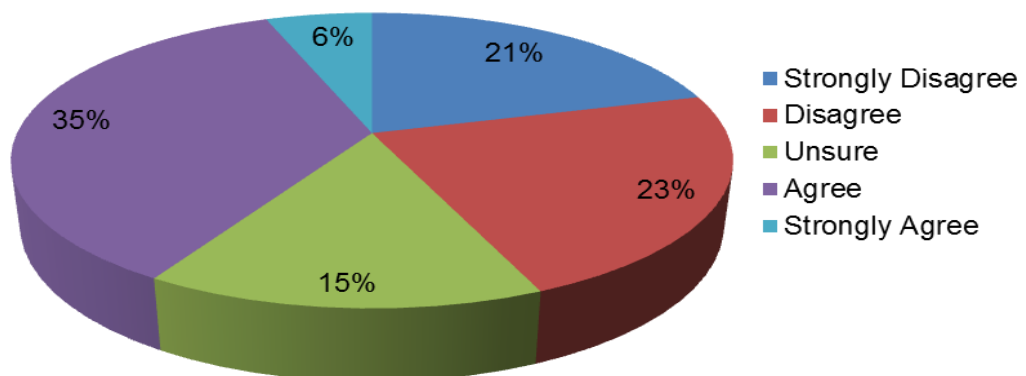
Figure 5.5: Transfer of learning to the workplace

5.3.5 The overall impression of the programme

The table on page 71 proves that even though 11.31% (question 41: 9.43% plus question 42: 1.88%) of the respondents are uncertain about their overall impression

of the programme, there were no definite disparities regarding the overall impression of the training programme.

Table 5.6: Overall impression of the programme

		Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
41	I would recommend this training programme to anyone.	0%	0%	9.43%	62.26%	28.30%
42	My overall impression of this training programme was excellent.	0%	0%	1.88%	83.02%	15.09%

In question 42, 98.11% (15.09% strongly agree plus 83.02% agree) of respondents agreed that the training programme was excellent. In addition, 90.56% (28.30% strongly agree plus 62.26% agree) stated that they would recommend it to anyone else. Only 11.31% (question 41: 9.43% unsure plus question 42: 1.88% unsure) were indecisive regarding the general impression of the programme. The difference between strongly agree and agree is 33.96% (question 41: 62.26% agree minus 28.30% strongly agree) and 67.93% (question 42: 83.02% agree minus 15.09% strongly agree) respectively. The programme co-ordinators and facilitators should work on improving the numbers of respondents who strongly agree, as opposed to just agreeing.
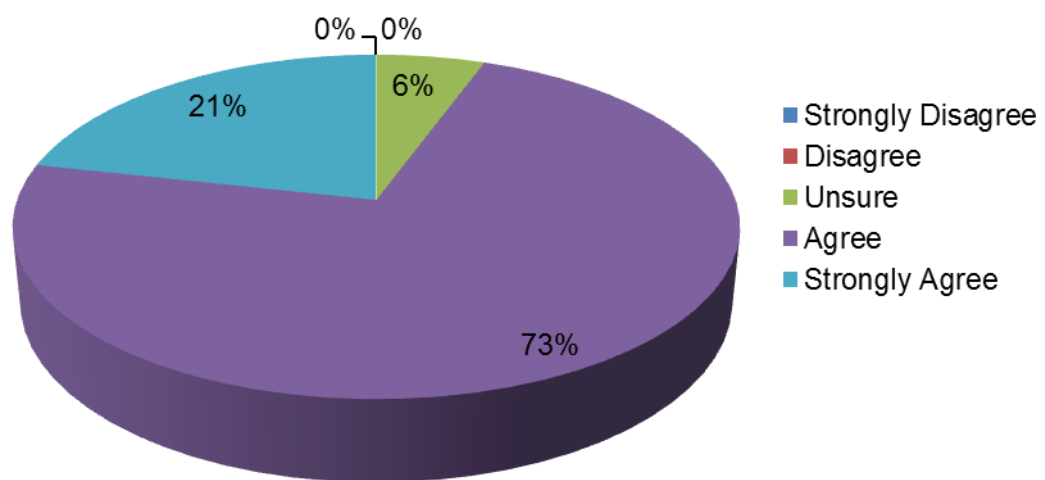
Figure 5.6: Overall impression of training programme

5.4   Chapter summary

This chapter examined that data accumulated from participants by using a research questionnaire and recognition was given to the number of participants who responded to the research request.

The quantitative data gathered was disaggregated into smaller sections focusing on the following factors: the value-add of the training programme, opportunities for implementation, an increase in job performance, transferring the learning back to the workplace and the overall impression of the programme.

Statistics in this chapter highlighted that 86.99% of the respondents think the IHRAP programmes add value to their work. Although 15% agree that there are barriers in their workplace that prevent them from implementing what has been learned, 83% claim that the training has assisted them to make fewer errors. In addition, 67% of the respondents stated that their managers do not discuss how their skills and knowledge can be used, and as a result, 96.23% of the respondents do not have any action plans in place. Forty four percent disagree that training is being transferred to the workplace.

Respondents agreed that while the majority were extremely impressed with the training programme, there are factors that need attention to ensure that what was learned in the classroom can be successfully transferred to the workplace. This, in itself, supports the need to ensure continuous post training evaluation.

CHAPTER 6
DISCUSSION OF RESEARCH RESULTS

6.1 Introduction

This chapter discusses and interprets the information generated in the research survey. It aims to establish how participants can gain further support in the workplace from managers and peers, how managers can act as mentors and coaches and how interpersonal skills can be improved upon. In addition, it seeks to deduce the effect of the multi-skilling training programme on the participant's ability to integrate information learned into their work environment.

6.2 Departmental participation

The participants of this research study were not requested to complete a demographic profile, as the researcher did not feel that these variables were relevant to the study topic.

Participants were, however, requested to indicate the department where they worked. It is noted that the majority of participants haled from the Departments of Health (33%) and Transport & Public Works (23%). Although only one employee from the Department of Education participated in the programme, this could be attributed to the fact that this specific programme has already been rolled out at this department as a separate project. These bigger percentages were to be expected from these departments as they form the biggest government departments in the Western Cape and therefore have bigger personnel establishments.

6.3 Interpretation of results

6.3.1 Recognising the value of the training programme

Most respondents agreed on items relating to the value that this training programme can bring to each department. It was agreed, 54.71% and strongly agreed, 45.28% (question 1) that all of the respondents learned new skills on this training programme. Respondents further added that the training programme was responsible for their increase in knowledge and that it had prepared them well for the work they do.

The value that a training programme brings to an organisation is essential if it concentrates on the long-term goals of the department. This could include developing employees who possess core competencies relevant to the work they perform. In today's tough economic times, skilled, knowledgeable and capable employees can be

a strategic advantage. It is for this reason that the impact of this training programme be acknowledged.

The survey indicated that a cumulative percentage of 18.87% (question 8: 13.21% strongly disagree plus 5.66% disagree) of respondents did not share their knowledge and skills with colleagues and peers. However, as part of recognising the value of this training programme, participants should be encouraged to discuss and confer information with their teams and work groups. Knowledge sharing would not only increase the value derived from the programme, but also the prestige associated with the training programme.

6.3.2 Opportunities to implement learning in the workplace

Although a cumulative percentage of 83.02% (question 20: 5.66% strongly agrees plus 77.36% agree) agree that their behaviour in the workplace has changed due to the knowledge and skills acquired in the training programme, these changes in behaviour are not being adequately monitored. This is evident as the research shows that almost 72% (question 14) of respondents are unsure if their manager notices a difference in the standard and application of their work. If sufficient opportunities are created for these participants to practice what they have learned, managers would be more aware of the difference the training programme has made. It would be viable for departments to create more opportunities for the participants to actually put into practice what they have learned at the training. In this way the learning is reinforced and when the task can be completed correctly it increases the confidence levels of the participant.

6.3.3 Increase in job performance

In this section of the questionnaire, approximately 60% (Figure 5.4) of the respondents agree that since attending this training programme their job performance has increased. Completing the training enables employees to increase the quality of their work and also shorten the time it takes to complete a job. The survey shows that participants use their skills more frequently and make fewer errors in their work. This could also be attributed to the fact that the training programme combines both theory and practical demonstrations as part of its learning.

Since performance reviews are conducted every quarter, an increase in job performance would have been detectable at most three months after the participant attended the training programme. Performance reviews are an ideal opportunity for the employee and the immediate supervisor to ascertain whether the training

programme has assisted the employee to improve the way in which s/he executes their responsibilities.

Despite the fact that almost 23% (question 28: 15.09% strongly agree plus 7.55% agree) of respondents are unaware of the costs involved for them to attend this training programme, 85% (question 26: 62.26% strongly agree plus 22.64% agree) of the respondents stated that this training is an investment in their career. If departments are aware of the costs for training, they may be more interested in fully utilising the participant when they return to work. This would be part of the department's return on investment. The vast majority of respondents did feel they had an obligation to plough back into their workplace what they had learned in their training.

6.3.4 Transfer of learning to the workplace

Part of transferring learning to the workplace is the ability to monitor and track performance after the training has been completed. An area of concern, however, is that a cumulative percentage of 68% (question 33: 3.77% strongly disagree plus 64.15% agree) agree that their managers have not discussed with them how the knowledge and skills can be integrated into their daily work. As a result, 96% (question 31: 83.08% strongly disagree plus 13.21% disagree) of the respondents claimed that they do not have action plans in place to monitor their progress. Consequently, only 3.77% (question 37) of respondents agree that they are being mentored or coached in the workplace. This is indicative that the skills transfer process is not being optimally managed by the departments.

However, owing to the amount of knowledge and skills accumulated during the training programme, almost 89% (question 36: 3.77% strongly agree plus 84.91% agree) of respondents agree that they are willing to work on job rotation programme. This would assist the department in terms of service delivery, efficiency and quicker turnaround times.

6.3.5 Overall impression of the training programme

Generally, the overall impression of this training programme was extremely positive. Most respondents would recommend it to someone else. A positive response could indicate that the participants have experienced professional growth and development after attending this programme. If this is so, this in itself could be utilised by the departments as a way of retaining existing employees and further developing the talent found within the department.

6.4   Chapter summary

This chapter discussed the results of the research survey. Comments were delivered on each of the five areas contained within the questionnaire.

The responses to the questionnaire could be summarised as follows:

- Whilst all respondents agree they found the training programme useful and valuable, there are still some respondents who are reluctant to share their knowledge and skills with other employees.

- Although work behaviour has changed, there are still not sufficient opportunities created for respondents to practice what they have learned.

- Managers are not monitoring or evaluating progress made by respondents. In general, progress is not being tracked and action plans are not being implemented.

- Most respondents agree that their job performance and confidence levels have increased. The training programme is seen as an investment in their careers.

- Mentoring and coaching programmes are lacking in all departments.

- Respondents are willing to embark on job rotation programmes to further cement the skills learned.

- All respondents are satisfied with the quality of the training programme and would recommend it to others.

It can be further concluded that training programmes are only fruitful if they are correctly monitored once the employee returns to the workplace and the learning is extended beyond the classroom into the workplace.

The following chapter contains recommendations to deal with post training evaluation challenges.

CHAPTER 7

RECOMMENDATIONS

7.1   Introduction

This chapter contains recommendations made by the researcher in relation to the study conducted at the WCPTI. Post-training evaluation has, in previous chapters, been established as an essential tool used to identify patterns and trends, which would otherwise have gone unnoticed.

This research study also focused on the importance of being able to transfer behaviour, skills, knowledge and competencies from the classroom to the workplace. This concept is illustrated in the diagram below which signifies the benefit of positive reinforcement once the learner returns to the workplace. It emphasises the importance of finding ways to continue the retention curve (marked A, B and C) instead of allowing the curve to level off or decline altogether. A continuation of the retention curve indicates a higher rate of transferring knowledge and skills to the workplace. This chapter therefore also suggests recommendations that, if implemented after the training programme has been completed, could add significant value to the training process.
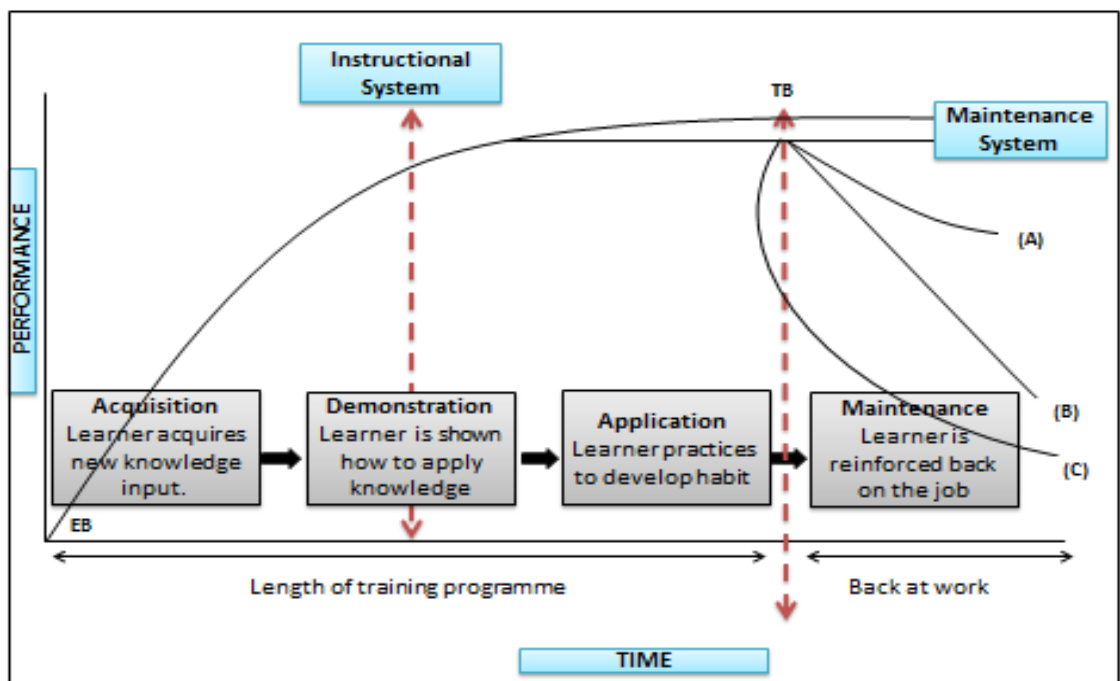

Figure 7.1: The Learning curve & three-stage learning model (Parry, 2000:228-229)

7.2 Recommendations

Based on Chapters 5 and 6 (Data analysis and Discussion of results) the following recommendations are proposed:

7.2.1 Execution of post training evaluation

Although summative and formative evaluation is conducted during and at the end of each module, it is imperative that post-training evaluation is also implemented.

Post-training evaluation ensures that there are opportunities for the participants to implement their new knowledge and skills in the workplace. Furthermore, it ensures that the training offered to the participants is relevant to the work that they do. Participants would be reluctant to attend training that will not benefit them in the workplace.

Post training evaluation should be implemented by the Western Cape Provincial Institute and/or by the department where the participant works. Post training evaluation will assist in establishing the degree to which the newly acquired skills and knowledge are being utilised in the job done by the participants. Consequently, this information can be filtered back into the training programme so as to improve future programmes.

Overall, post training evaluation can be used as a technique to align strategic training initiatives to the business objectives of the department.

7.2.2 Effective mentoring programmes

Indicative in the survey conducted amongst participants, was that mentoring programmes are not being employed in the workplace. Mentoring, however, has several benefits for both the mentor and the mentee. According to Klasen and Clutterbuck (2002: 1), "Mentoring is one of the best methods to enhance individuals' learning and development in all walks of life".

Currently, departments are struggling to retain employees who are suitably qualified to assist their clients. However, employees who are mentored may feel more valuable to the department and therefore less likely to move elsewhere. This in turn would decrease turnover rates and increase productivity and job satisfaction. In addition, a mentor may assist the participant to practice the multi-skilling they have learned on the training programme. This would be an ideal opportunity for the mentor to assist the participant with practicing skills they have not yet fully mastered. In this way the

participant is also able to gain more exposure and experience in other areas of human resources, not just the specific discipline they are used to. In this way mentoring encourages the participants to take responsibility for their own careers.

A mentoring programme will build a team's skills and competencies, enabling them to perform more functions than before.

7.2.3 An increase in management commitment

It is the opinion of the researcher that the training programme would be more effective if it had the full commitment of management. The training programme should be seen as a partnership between the department and the WCPTI.

It is suggested that the managers of all participants are gathered together at the WCPTI for a briefing session before the training programme commences. This briefing session could include information relating to the course content, its purpose, the roles and responsibilities of the managers and examples of the work to be covered.

7.2.4 Implementation of action plans

Merely attending the training programme does not signify the end of the training cycle. In fact, it is now vital to establish ways in which the transfer of information can take place from the classroom to the workplace. One such way is through the development of action plans.

Once the participant has completed the training programme, the immediate supervisor and participant should review what was learned in the classroom and decide on ways in which this new information can be implemented in the workplace. It would also be an opportunity for the participant and the manager to identify their goals and expectations after the training and the resources needed to ensure that these goals are met.

Action plans would be an ideal way of placing an emphasis on the knowledge and skills the participant has learned. Additionally, this would reinforce any positive behaviour and actions learned while attending the training programme.

The WCPTI trainers would be able to assist managers and participants in developing action plans and reviewing progress made by the participants.

7.2.5 Creation of job rotation and job enlargement practices

As stated by Dessler (1983: 120-123) routine, monotonous work creates boredom, resulting in frustrated employees with low work attendance and productivity levels. This is the case with many of the participants – they specialise in one specific field of human resources only.

Job enlargement and job rotation would, however, offer these participants an opportunity to diversify their skills and further develop their area of expertise. Job enlargement would enable the participants to increase the number of similar tasks they perform, whilst job rotation would enable them to move from one job to another.

The WCPTI would be able to provide assistance to the departments in this regard.

7.2.6 Development of a culture that supports training and development

In order to improve the performance culture of all departments, it is imperative that management and peer support for training and development is fostered. This includes the creation of a work environment which places an emphasis on keeping abreast with the latest technologies and techniques to complete jobs. Employees must be encouraged to find more efficient ways of doing their job.

Part of building a culture that supports training and development is making training programmes and other resources available for employees to attend. Managers should be less reluctant to send employees on training just because it means they'll be away from the workplace for an extended period of time. The long-term benefits of training programmes must be thoroughly understood by all employees and the training or development programme offered to the employee must be closely linked to the work they do. Training should not be viewed as a way to escape the office.

In addition, according to the framework of the National Skills Development Strategy 2011/12 –2015/16 the single greatest contributors to poverty are unemployment and low paid work. This means that Government should create a culture that emphasizes new development and growth for South Africans. This would require the participation of all economically active South Africans in productive activity. South Africa must finds ways of achieving faster growth, higher employment and reduced levels of poverty - including skills development, which must assist - not only support the formal private sector growth but also labour-intensive industries, infrastructure investment, public service delivery and rural development. Quality education and training is needed at all levels.

In adopting a healthy approach to training and development the departments will be successfully contributing to bridging the wide skills gap we are currently faced with in South Africa.

7.2.7 Providing a context for training needs

Several of the participants indicated that they were not sure why they were attending this training programme – it was simply just delegated to them. The purpose of the training is; however, to better equip them to perform not only their particular jobs but also other human resource functions. It is recommended that the participant be made aware of skills enhancement initiatives and how they can benefit the employer and the employee alike. It is further suggested that the employee is able to see the link between the training being offered and the work they are responsible for. This would decrease the level of anxiety an employee may face when experiencing something new, thus enabling the employee to focus on learning new information that can later be transferred to the workplace.

7.3 Chapter summary

This chapter began with an explanation of the learning curve and three-stage model, featuring the importance of maintaining the retention curve so as to promote the transfer of learning. In addition, the researcher made several practical recommendations that could be implemented within departments. These recommendations include the execution of post training evaluation, effective mentoring programmes, an increase in management commitment, implementation of action plans, creation of job rotation and job enlargement practices, development of a culture that supports training and development and providing a context for training needs.

The following chapter is a summary of all the chapters of this research study.

CHAPTER 8
CONCLUSIONS

This chapter concludes the research study by summarising each of the previous chapters and highlighting points of interest.

The WCPTI aims to deliver needs-based training programmes that will enhance the efficiency of public service employees. Their approach to training is positive and professional, thereby assisting to develop and advance technical skills and core competencies of all participants. The IHRAP programme is a multi-skilling programme offered by the WCPTI and created specifically for human resource personnel. This programme formed the basis of this empirical study.

Chapter 1 of this research study explained the problem statement, the aims and objectives of the research study, the feasibility of the study, ethical considerations and the restrictions of the study. It also briefly outlined the design and methodology to be used for the research at a later stage. Additionally, the chapter concentrated on the evolution of human resource management and the various theories associated with each era.

Chapter 2 focused on training and development in the global arena and the importance thereof. It commented on aspects of successful training interventions and elaborated on the different stages of the training cycle. Attention was also paid to the purpose, barriers and phases of evaluation. The chapter concluded with an evaluation of the various training models and their application to the WCPTI.

Chapter 3 detailed the development of training and development in South Africa. Macro factors that affect training and development in South Africa were also highlighted. These factors included globalisation, productivity and adaptability, improvements in technology, HIV and AIDS, labour market activities and educational levels in South Africa. The second half of the chapter was dedicated to training legislation within South Africa. The legislative prescripts, regulations and statutory bodies governing the country were examined and noted. Policies currently utilised within the PGWC were also investigated.

Chapter 4 concentrated on the design and methodology of the empirical research study. The research setting, population, sample and techniques contributed towards this chapter. Subsequently, the data collection method, instrument and process were also discussed. Mention was also made of the ethical considerations during the research process and the statistical approach to be used.

Chapter 5 analysed the quantitative data found in the research study. The data was derived from the questionnaires completed by participants of the IHRAP programme. SPSS was used to display information in a graphical format by calculating the responses to each question on the questionnaire.

Chapter 6 discussed the data as found in chapter 5 and related it back to the research problem as found in chapter 1. The questionnaire was divided into different sections and each section was deliberated in terms of the participant and the department.

Chapter 7 used the information stated in chapter 6 to make recommendations to the relevant departments, managers and to the WCPTI. The recommendations detail practical initiatives that could be used to ensure the training has more of an impact in the workplace. Furthermore, it reiterates the importance of utilising post training evaluation methods to assist participants and departments to derive the maximum benefit from the training programme.

Although this study focussed on an in-house situation, and therefore cannot be generalised, there are some worthwhile lessons that can be learned from the trainers. The trainers of this programme assisted each group to meet the goals of the course by taking into account the individual's background and level of competency. The expectations of the groups were met through the initiation of practical exercises, collaborative discussions and lots of participation. The success of the programme can also be attributed to the way in which the curriculum was developed in that it links with the participants' experience.

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Appendix A

Corporate Services Centre
Chief Directorate: Human Resource Management
Directorate: Policy and Planning

Taryn.Florence@pgwc.gov.za
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4 Dorp Street, Cape Town, 8001
www.capegateway.gov.za

Dear Mr Stephen Miti

PERMISSION TO CONDUCT A RESEARCH SURVEY AT THE PROVINCIAL TRAINING INSTITUTE ON POST-TRAINING EVALUATION METHODS USED IN THE IHRAP TRAINING PROGRAMME

I am a human resource management student at the Cape Peninsula University of Technology (CPUT). In partial fulfilment of my Master's Degree it is required that I complete a mini-thesis related to my field of study.

Having once had a close connection with the Integrated Human Resource and Administration Programme (IHRAP) as a co-facilitator, I understand the value and relevance that this course adds to the field of human resource management. The IHRAP programme has trained numerous employees on various aspects of the human resource management spectrum and continues to contribute to the development of skills, competencies and knowledge within the Public Service.

Given the above, permission is therefore sought to conduct a research survey (Tagged A) among the past participants of the IHRAP programme.The research will focus particularly on the usage of post-training evaluation methods and the importance thereof. The aim of this research will be to evaluate the effectiveness of the IHRAP programme and to find ways in which to further develop the programme so as to benefit both the employee and the employer.

All questionnaires will be confidential and anonymity will be exercised at all times.

If the Provincial Training Institute so wishes, the data analysis and the recommendations that have been proposed could be made available to the institution.

Should you have any queries please contact the researcher (details above).

Thanking you in anticipation.

Kind Regards

MS TARYN FLORENCE
ASSISTANT DIRECTOR: HUMAN RESOURCE MANAGEMENT
DATE:

Recommended/ Supported/ Not supported/ Comments

CHIEF DIRECTOR: PROVINCIAL TRAINING INSTITUTE
Mr Stephen Miti
Date:

Appendix B

To all participants of the Integrated Human Resource and Administration Programme (IHRAP), formerly known as the Multi-Skilling Programme.

Independent research: IHRAP (Multi-skilling) at the Provincial Training Institute: Post Training Evaluation

1. I am currently a student at the Cape Peninsula University of Technology, completing my MTech degree in Human Resource Management. The completion of this questionnaire forms part of my mini-thesis, which is needed to complete the degree.

2. The main aim of this research study is to evaluate the usefulness of the IHRAP (multi-skilling) training programme as offered by the Provincial Training Institute and to find ways in which to further develop the programme so that participants and departments can derive maximum benefit from it.

3. Please provide feedback about your learning at the above-mentioned training programme by completing the attached questionnaire. Your comments are valuable and would greatly assist with the further development and enhancement of this or similar programmes.

4. The questionnaire will only take between 10 and 15 minutes to complete. It has been constructed in such a way that the answers only require a circle.

5. Please note all questionnaires are confidential and anonymity will be maintained at all times. Do not write your name on the questionnaire.

6. Once the questionnaire has been completed either:
   - Email it to taryn.florence@pgwc.gov.za by 22 July 2011.
   - Drop it off (for attention: T Florence) in the Policy & Planning Open Plan Office, 9th Floor, 4 Dorp Street, Cape Town.
   - Contact Taryn Florence on tel: 021 483 5916 and it will be collected from your office.

Thank you for your assistance.

Kind regards,
Taryn Florence

All questionnaires are strictly confidential. It is therefore not necessary to append your name to this questionnaire. Please be honest and answer all the questions. There are no right or wrong answers.

Thank you for your input and the time taken to complete this questionnaire.

Please indicate your department's name: _____

Please identify the extent to which you agree or disagree with the statements below by circling the response which you feel best describes your answer.

No.	- Rate your agreement with this statement - Answer all questions in regards with the IHRAP (Multi-skilling) training programme	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1.	I learnt new skills on this training programme.	1	2	3	4	5
2.	This training programme enhanced my current skills and knowledge.	1	2	3	4	5
3.	This training programme prepared me well for the work that I do.	1	2	3	4	5
4.	This training programme combined theory and practice.	1	2	3	4	5
5.	I feel more knowledgeable at the end of the module than what I did at the beginning of the module.	1	2	3	4	5
6.	I asked questions to clarify concepts and terminology I did not understand.	1	2	3	4	5
7.	The training programme helped me to identify areas of improvement in my work environment.	1	2	3	4	5
8.	I share the knowledge and skills learnt with my colleagues and peers.	1	2	3	4	5
9.	I feel confident about advising others on the content of this training programme.	1	2	3	4	5
10.	This training programme was instrumental in the amount of knowledge I have accumulated.	1	2	3	4	5
11.	I implement what I have learnt on the training programme in my workplace.	1	2	3	4	5
12.	There are barriers that prevent me from implementing what I have learnt.	1	2	3	4	5
13.	I am unsure how to implement the training material in my workplace.	1	2	3	4	5
14.	My manager notices a difference in the standard and application of my work since I have returned from the training programme.	1	2	3	4	5

No.	- Rate your agreement with this statement - Answer all questions in regards with the IHRAP (Multi-skilling) training programme	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
15.	I can demonstrate to my colleagues what I have learnt on the training programme.	1	2	3	4	5
16.	I can put into practice what I have learnt in the classroom.	1	2	3	4	5
17.	My performance ratings have improved as a result of the training programme.	1	2	3	4	5
18.	I utilise the skills learnt to avoid work backlogs.	1	2	3	4	5
19.	I use the knowledge and skills learnt in the training programme to solve problems quickly.	1	2	3	4	5
20.	My behaviour in the workplace has changed due to the knowledge and skills learnt at the training programme.	1	2	3	4	5
21.	The training programme has helped me to become more productive at work.	1	2	3	4	5
22.	Since attending the training programme, I make fewer errors in my work.	1	2	3	4	5
23.	I utilise the new skills I have learnt frequently.	1	2	3	4	5
24.	After the training I am able to complete work tasks more quickly.	1	2	3	4	5
25.	The quality of work I produce has improved.	1	2	3	4	5
26.	The training programme was an investment in my career.	1	2	3	4	5
27.	The training programme has helped me to add value to the work I do.	1	2	3	4	5
28.	I am aware of how much it costs for me to attend this training programme.	1	2	3	4	5
29.	I attended this training programme so as to better equip myself for my job.	1	2	3	4	5
30.	I have an obligation to plough back into my workplace what I have learnt on the training programme.	1	2	3	4	5
31.	My manager and I have agreed on action plans to monitor my progress.	1	2	3	4	5
32.	My manager supports and encourages me when I attend the training programme.	1	2	3	4	5
33.	My manager discusses with me how the new knowledge and skills I have learnt can be integrated into my daily work.	1	2	3	4	5
34.	Attending the training programme has increased my job satisfaction levels.	1	2	3	4	5
35.	I am more knowledgeable now about different areas of HR.	1	2	3	4	5

No.	- Rate your agreement with this statement - Answer all questions in regards with the IHRAP (Multi-skilling) training programme	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
36.	I would feel comfortable with rotating my job in different areas of HR.	1	2	3	4	5
37.	I am being mentored and coached in my workplace.	1	2	3	4	5
38.	I am given tasks to complete in which I need to utilise a variety of different skills.	1	2	3	4	5
39.	I am given added responsibilities that test my capabilities.	1	2	3	4	5
40.	Within certain boundaries I work independently.	1	2	3	4	5
41.	I would recommend this training programme to anyone.	1	2	3	4	5
42.	My overall impression of this training programme was excellent.	1	2	3	4	5
43.	Additional comments/inputs…					

No.	Rate your agreement with this statement. Answer all questions with regards to the IHRAP (Multi-skilling) training programme.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	I learnt new skills on this training programme.	0%	0%	0%	54.71%	45.28%
2	This training programme enhanced my current skills and knowledge.	0%	0%	3.77%	43.40%	52.83%
3	This training programme prepared me well for the work that I do.	0%	0%	0%	58.49%	41.51%
4	This training programme combined theory and practice.	0%	0%	0%	39.62%	60.38%
5	I feel more knowledgeable at the end of the module than what I did at the beginning of the module.	0%	0%	7.55%	60.38%	32.08%
6	I asked questions to clarify concepts and terminology I did not understand.	3.77%	30.19%	3.77%	50.94%	11.32%
7	The training programme helped me to identify areas of improvement in my work environment.	1.89%	1.89%	24.53%	54.72%	16.98%
8	I share the knowledge and skills learnt with my colleagues and peers.	5.66%	13.21%	13.21%	47.17%	20.75%
9	I feel confident about advising others on the content of this training programme.	0%	0%	9.43%	71.70%	18.87%
10	This training programme was instrumental in the amount of knowledge I have accumulated.	0%	3.77%	7.55%	81.13%	7.55%
11	I implement what I have learnt on the training programme in my workplace.	5.66%	20.75%	15.09%	50.94%	7.55%
12	There are barriers that prevent me from implementing what I have learnt.	35.85%	32.08%	16.98%	9.43%	5.66%
13	I am unsure how to implement the training material in my workplace.	16.98%	24.53%	13.21%	32.08%	13.21%
14	My manager notices a difference in the standard and application of my work since I have returned from the training programme.	11.32%	7.55%	71.70%	7.55%	1.87%
15	I can demonstrate to my colleagues what I have learnt on the training programme.	5.66%	5.66%	35.85%	49.06%	3.77%
16	I can put into practice what I have learnt in the classroom.	11.32%	41.51%	16.98%	20.75%	9.43%

17	My performance ratings have improved as a result of the training programme.	0%	24.53%	62.26%	11.32%	1.89%
18	I utilise the skills learnt to avoid work backlogs.	43.40%	28.30%	24.53%	3.77%	0%
19	I use the knowledge and skills learnt in the training programme to solve problems quickly.	0%	15.09%	16.98%	64.15%	3.77%
20	My behaviour in the workplace has changed due to the knowledge and skills learnt at the training programme.	0%	5.66%	11.32%	77.36%	5.66%
21	The training programme has helped me to become more productive at work.	0%	5.66%	47.17%	26.42%	20.75%
22	Since attending the training programme, I make fewer errors in my work.	1.87%	7.55%	7.55%	81.13%	1.87%
23	I utilise the new skills I have learnt frequently.	0%	5.66%	3.77%	41.51%	49.06%
24	After the training I am able to complete work tasks more quickly.	0%	0%	9.43%	83.02%	7.55%
25	The quality of work I produce has improved.	0%%	0%	11.32%	79.25%	9.43%
26	The training programme was an investment in my career.	0%	5.66%	9.43%	62.26%	22.64%
27	The training programme has helped me to add value to the work I do.	0%	3.77%	16.98%	73.58%	5.66%
28	I am aware of how much it costs for me to attend this training programme.	15.09%	7.55%	13.21%	43.40%	20.75%
29	I attended this training programme so as to better equip myself for my job.	7.55%	7.55%	3.77%	62.26%	18.87%
30	I have an obligation to plough back into my workplace what I have learnt on the training programme.	13.21%	3.77%	3.77%	50.94%	28.30%
31	My manager and I have agreed on action plans to monitor my progress.	83.02%	13.21%	3.77%	0%	0%
32	My manager supports and encourages me when I attend the training programme.	7.55%	24.53%	41.51%	24.53%	1.87%
33	My manager discusses with me how the new knowledge and skills I have learnt can be integrated into my daily work.	3.77%	64.15%	11.32%	15.09%	5.66%
34	Attending the training programme has increased my job satisfaction levels.	0%	15.09%	71.70%	13.20%	0%
35	I am more knowledgeable now about different areas of HR.	0%	3.77%	1.87%	62.26%	32.08%

36	I would feel comfortable with rotating my job in different areas of HR.	0%	7.55%	3.77%	84.91%	3.77%
37	I am being mentored and coached in my workplace.	79.25%	16.98%	0%	3.77%	0%
38	I am given tasks to complete in which I need to utilise a variety of different skills.	9.43%	32.08%	7.55%	49.06%	1.87%
39	I am given added responsibilities that test my capabilities.	5.66%	35.85%	5.66%	47.17%	5.66%
40	Within certain boundaries I work independently.	18.87%	15.09%	3.77%	56.60%	5.66%
41	I would recommend this training programme to anyone.	0%	0%	9.43%	62.26%	28.30%
42	My overall impression of this training programme was excellent.	0%	0%	1.88%	83.02%	15.09%
43	Additional comments/inputs…	0%	0%	0%	0%	0%