Cape Peninsula
University of Technology

THE EFFECTIVENESS OF AN HUMAN RESOURCE CODE: STAFF DEVELOPMENT AND TRAINING AT THE POLYTECHNIC OF NAMIBIA (PoN)

SYLVIA NDESHEE NARIS

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE

MASTER OF TECHNOLOGY: HUMAN RESOURCE MANAGEMENT
FACULTY OF BUSINESS
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

SUPERVISOR: DR. WILFRED I. UKPERE

CAPE TOWN
AUGUST 2009

DECLARATION

I, Sylvia Ndeshee Naris, declare that the contents of this thesis represent my own unaided work, and that the 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   Date

ABSTRACT

Policies adopted by tertiary educational institutions play a key role in determining the future of an institution. When they are applied and monitored effectively, most of these policies bear positive results for the institution. However, where there is no clear monitoring system, it is a foregone conclusion that policies will not bring about desired results. Therefore, assessing the PoN policy and practices are imperative. The HR Code is a policy document of the PoN.

The main objective of the study was to establish effectiveness of the HR Code: SDT. The research study established motivating factors for drafting the HR Code: SDT, and analysed its weaknesses in order to trace whether staff development is linked to strategic goals of the PoN. The researcher has also made an earnest attempt to find out reasons why staff members resign after attending development programmes, which would assist the institution to retain their staff, as it prepares itself to become a university of technology that requires more and better qualified staff.

The enquiry adopted a case study approach because it dealt with a specific institution in Namibia. A triangulation method was utilised to solicit information from academics, administrative and support staff, by conducting semi-structured interviews with top management, HoD's, sectional heads and ex-staff members. A closed-ended questionnaire was distributed to staff members. Institutional documents were also reviewed to corroborate empirical data that was collected. Research revealed that the aim of drafting the HR Code: SDT was to improve qualification levels of Namibian staff members and to improve work performances of staff members. However, research proved conclusively that there were no measurable objectives that were established to evaluate and monitor that the objective was achieved; there were also no staff development plans linked to strategic goals of the institution; staff members' work performance was not assessed after training; and there were no retention strategies in place.

It is evident from the research findings that the desired results of the HR Code: SDT will not be achieved and, therefore, recommendations are proposed that the PoN effectively communicates objectives of the HR Code to staff members; develop a comprehensive and complimentary staff development policy; a staff development plan; an innovative retention strategy; and appoint a staff development officer to monitor and ensure that desired goals are achieved as means to save the institution from an unnecessary waste of financial, material and human resources.

ACKNOWLEDGEMENTS

My Heavenly Father, to You all praise and honour for Your protection, strength and guidance.

The journey would not have been possible without the following people who contributed to the completion of my thesis. I wish to thank:

- Dr. Wilfred Ukpere, my supervisor, a deep appreciation for all his academic guidance, advice, support, and assistance throughout this study. His vigilance made an important contribution towards completion of my research.
- Dr. Bhekithemba Mngomezulu, great thanks for starting the journey with me, though we could not finished it together. I appreciate your guidance during the proposal writing phase and some other aspect of the research.
- Ms. Corrie Uys, thank you very much for your assistance with the SPSS and for reading the research methodology and data collection.
- Mr. Rolf Proske and Mr. Nathan Kalam, for their generous support in sourcing information, offering advice and proofreading and editing.
- CPUT for their generous financial assistance.
- Dr. Gert Gunzel, a huge thank you for your motivation, encouragement, support, and everyday advice and criticism, which added objectivity to my research.
- PoN staff members, for making it possible for me to collect my empirical data and for completing the questionnaires, and conducting the interviews.
- To Michael Schubert, my boyfriend for his sterling moral support and motivational words.
- To all my friends, a great thank you for all your emotional support, prayers and belief that I could do this.
- To the Naris, Dausas and Kahuure family, a great thank you, for all your prayers, moral support and encouragement.
- Last, but not least, to my parents, Emannuel Kahuure and Frieda Naris, thank you for all your support.

DEDICATION

This thesis is dedicated to:

- My late grandmother, **Priscilla Dausas**, for laying a solid foundation so that I could complete this journey that I pursued.

TABLE OF CONTENTS

Contents	Page

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

GLOSSARY

A number of key terms have been used throughout the research study, and are clarified below.

- **Academic staff:** staff members that are employed as junior lectures, lecturers and senior lecturers, HoD's, deans, directors, and assistant directors at the PoN.
- **Administrative staff:** staff members that are employed in administrative departments that offer support to academic activities at the PoN.
- **AA:** refers to the Affirmative Action report, which the PoN submits to the Ministry of Home Affairs and Immigration on an annual basis.
- **Assessment:** refers to a process of collecting data for the purpose of making judgement about a trainees' competence after attending training and development programmes.
- **Assessment methods:** different methods that are used to conduct assessments such as questionnaires and observation, following training and development programmes.
- **Evaluation:** refers to a process that involves collection, analysis and interpretation of information about any aspect of learning programmes as part of a recognised process of judging its effectiveness and efficiency, as well as any other outcome it may have.
- **Generation X:** is a term that is used to refer to a generation cohort of people who are born between the years 1979 and 1990.
- **Generation Y:** is a term that is used to refer to a generation cohort of people who are born between the years 1969 to 1980.
- **HR Code:** refers to PoN's policy document that provides guidance on issues pertaining to recruitment and selection, staff development and training, remuneration and benefits, general conditions of service, industrial relations, and termination of services.

- **Mentoring:** refers to a process whereby an experienced senior academic staff member assists a junior staff member to understand codes of behaviour within academia and to offer assistance where necessary.

- **Notch:** means a salary increase on the same salary scale of a job grade.

- **Needs analysis:** refers to a process, which determines what type of training is necessary to address shortcoming in performance, caused by a lack of skill.

- **Non-Namibian:** a person who is not a Namibian citizen.

- **Return on Investment:** refers to a financial measure, expressed as a percentage that reflects the business impact of a training programme when financial inputs are compared with financial outputs that are achieved.

- **Performance appraisal:** is a formal method, which assesses how well an individual employee is doing with respect to assigned goals.

- **Polytechnic of Namibia (PoN):** refers to a higher tertiary educational institution in Namibia.

- **Strategic Human Resource Development (SHRD):** refers to strategically developing human resources through integrated training and development activities to meet the goals of the organisation.

- **Statistical Package for Social Sciences (SPSS):** refers to a computer readable software programme for processing empirical data that has been collected.

- **Staff developer:** refers to a person appointed to oversee staff development and training activities within an institution.

- **Staff development:** is a term that refers to a number of formal and informal activities that enhance staff members' individual capacity to improve their work performance and to deliver quality services.

- **Staff Development Plan:** is an action plan, which is established to monitor progress regarding meeting future institutional needs of the PoN.

- **Support staff:** staff members that are employed as support staff at the Bureau of Computer Centre, Hotel School, and Printing.

- **Training Needs Assessment (TNA):** is defined as a process of thoroughly identifying a performance problem, and then using this information to select an appropriate human resource development intervention to address the problem.

- **Training effectiveness:** refers to a systematic process of collecting subjective and judgemental information to determine if training was effective.

LIST OF ACRONYMS

AA	Affirmative Action
CPUT	Cape Peninsula University of Technology
CTL	Centre for Teaching and Learning
ETSIP	Education and Training Sector Improvement Plan
HR Code: SDT	Human Resource Code: Staff Development and Training
HEQC	Higher Education Quality Council
HoD	Head of Department
HR	Human Resource
ITS	Integrated Tertiary Software
KSA	Knowledge, Skills and Attitude
NDP	National Development Plan
PoN	Polytechnic of Namibia
PSP	Polytechnic's Strategic Plan
RoI	Return on Investment
SHRD	Strategic Human Resource Development
SPSS	Statistical Package for Social Sciences
SAQA	South African Qualifications Authority
TNA	Training Needs Assessment
UNAM	University of Namibia

Chapter 1

Introduction

1.1 Introduction and background to the problem

Tertiary educational institutions are labour intensive and are largely dependent on their employees for efficient delivery of services in order to achieve their goals. Therefore, most contemporary organisations place much emphasis on training and development in order to enhance employee knowledge, skills and ability (KSA), which will ultimately lead to work performance improvement and achievement of organisational goals (Millmore, Lewis, Saunders, Thornhill and Marrow, 2007:346). Furthermore, a majority of these organisations have begun to introduce staff development policies, procedures and departments to ensure that staff members are equipped with necessary competencies. However, in order to improve work performance in any institution, training and development policies and practices should be evaluated to determine its effectiveness (Goldstein and Ford, 2002:138).

Institutions that are capable of effectively implementing their policies and practices could gain substantial benefits such as staff retention, profit increases and an increase in customer satisfaction (D'Netto, Bakas and Bordia, 2008:4). However, a capable employee should be appointed to oversee implementation. Tertiary educational institutions employ training officers or staff development officers to monitor and ensure that policies are effectively applied. The institutions' culture should also support transfer of training and development activities (Scaduto Lindsay and Chiaburu, 2008:159). Therefore, senior management should understand the contributions that training and development could make, while those who identify training needs should also be trained how to conduct it (Gupta, Sleezer and Russ-Eft, 2007:14).

Polytechnic of Namibia (PoN) is a tertiary educational institution in Namibia. In 1996 the Council formulated PoN's vision and mission statement, followed by formulation of policies, rules and regulations including the Human Resource Code and Grievance Procedure in 1998. This laid a foundation for major academic restructuring and management of the institution. The staff development and training section under Polytechnic's Human Resource (HR) Code offers staff career development opportunities. This includes a combination of formal qualifications, workshops, and short courses, which enhance the teaching, learning and skills levels of staff members (HR Code, 1998:19). Early stages of this study found that the HR Code is the only policy document of PoN, which is used as a guide for all human resource related matters. It explains the scope and application of staff development and training programmes and requirements, and there is no unit to monitor efficacy of staff development and training activities.

When the HR Code was introduced in 1998, staff only taught up to diploma level. However, in 2004, the PoN renamed their vision as "Namibia's internationally recognised university of applied science and technology". This projects a status and profile that the institution seeks to achieve by 2008 (Polytechnic Strategic Plan (PSP), 2008:3). PoN further stated in their PSP (2009-2013:10) that they want to build an academic staff comprising at least 10% professors, 10% associate professors, 40% senior lecturers and 20% junior lecturers by 2012. This illustrated that they were now in a process of transforming. The World Bank report (2005:66) noted that PoN found it difficult to attract and retain qualified staff including Namibians.

It is therefore, in the interest of PoN to pay attention to their current staff's training and development. If set goals should be achieved, current staff should be equipped with the necessary KSA, which are required for a university. As mentioned by Fisher (2005:1), people are the sum of employees' efforts that create wealth to allow organisations to achieve their vision. The HR Code was established in 1998 and, therefore, there is a need to assess its effectiveness. The following are issues, which are not addressed in the HR Code section regarding staff development and training.

- Staff development and training plans;
- Mentoring programmes for junior academic staff; and
- Retention strategies for staff that have attended the institution's development programmes.

Development is an acquisition of skills, knowledge and behaviours that improve staff ability to meet changes in job requirements (Holland, Sheehan and De Cieri, 2007:248). This indicates that effective staff development and training programmes will improve staff performance and may result in more students enrolling at the institution.

1.2 Statement of the problem

Policies play a key role in determining the future of an institution when they are effectively implemented. In order for PoN to become a prime centre of academic excellence, there is a continuous need to train, develop and retain qualified staff who can take the institution to greater heights. The problem is that the current structure of the HR Code: staff development and training (HR Code: SDT) may not yield desired results.

1.2.1 Research Questions
The above statements led to the following research questions.
- What were influencing factors for drafting the HR Code: SDT?
- What are problems that staff experienced with the HR Code: SDT?
- Are staff development and training activities well planned?
- What influences staff decisions to resign from the institution after attending development programmes?

1.3 Objectives of the research

1.3.1 Main objectives
The main objective of the research is:
- To examine effectiveness of the current HR Code: SDT of the PoN.

1.3.2 Subsidiary objectives

Subsidiary objectives are:

- To identify how the institution can retain staff members' that have attended development programmes.
- To analyse weaknesses in the current HR Code: SDT, and to recommend appropriate improvements.
- To establish if there is a staff development plan that is linked to the institution's strategic goals.
- To establish motivating factors for developing a HR Code: SDT.

1.4 Delineation of the research

The study focuses on PoN staff and aims to obtain a clear understanding of the effectiveness of the HR Code: SDT. The study involved Namibians and permanent resident staff that have been employed at the institution until July 2008, and hence excluded non-Namibians, who are appointed on contract. It is the first time that such a study has been conducted at the PoN, which focused on the HR Code: SDT and its general administration in order to ascertain its effectiveness.

1.5 Significance of the research

Research into staff development and training at tertiary educational institutions is vital, particularly now that the institution has a vision of becoming the second university in Namibia. PoN's goals can be achieved if sufficient attention is paid to staff training and development. The study will benefit PoN, as a whole, by examining if its HR Code: SDT has been effectively structured to meet its desired results and future goals. The research study recommends improvements where necessary.

Developing and training staff will uplift the Namibian nation, which has a skills shortage, while it will also reduce the appointment of non-Namibians. Better trained and developed staff will deliver effective services, which will increase student enrolment numbers and attract more international students. This will boost the PoN's profile, as

well as country's economy. The research also supports Namibia's Vision of 2030, which aims to produce qualified academics, and is also in line with goals of the Education and Training Sector Improvement Programme (ETSIP). The study will further benefit Namibia in the sense that it will increase its international academic ranking amongst tertiary educational institutions.

1.6 Literature review

Staff development involves "*all activities, actions, processes, policies, programmes and procedures employed to facilitate and support staff to enable them to improve their performance that would result in the institution achieving its goals*", (Webb, 1996:194). Paying attention to staff development not only becomes a choice, but a must if an organisation or institution wants to achieve their goals and realise their vision. Tertiary institutions are like any other private or public organisation that has a vision and mission. Failure to develop people could result in goals not being achieved. Therefore, organisations align their training and development activities to their corporate strategy (Millmore *et al.*, 2007:364). In order for academic staff members to deliver their services effectively and efficiently, they should be continuously developed (Thackwray, 1997:15).

Various authors, including Pace *et al*. (1991, cited in Hargreaves and Jarvis, 1998:13), have written about the historical development of staff training. Since the mid-twentieth century much emphasis has been placed on employee development. Swanson and Holton (2001:56) defined human resource development "*as a process of developing and unleashing human resource competencies through organisational development and personnel training and development for the purpose of improving performance*". Development of employees has become important not only for the organisation that they work for, but also for the sake of national development of the country. Development should be aligned with the organisation's vision and long-term goals in order to enhance the skills, knowledge, learning and innovative capability of people at every level of the organisation for the sake of individual growth (Kaplan and Norton, 2004:56).

Namibia is not the only developing country that faces problems with skilled and unskilled workers. Most developing countries find themselves in a similar situation where there is an oversupply of unskilled workers and paucity of skilled workers (Barker, 2007:203). The National Development Plan 3 (NDP-3), which is echoed in Namibia's Vision 2030, recognised development of human resources in technical and technological fields such as business, management, land management, engineering and information technology (NDP-3, 2008:27).

The Higher Education Quality Committee (HEQC) is a Council of Higher Education (CHE) that has statutory responsibility to conduct institutional audits as indicated in the Higher Education Act of 1997. HEQC is also recognised by the South African Qualifications Authority (SAQA) in the accreditation of CHE as the Education and Training Quality Assurer (ETQA) for the higher education band. HEQC conducted a voluntarily audit for the PoN, which took place between the 5 and 9 March 2007. The HEQC audit report (2007) recommended that PoN adopts an innovative approach to staff development and retention. A strategic approach to staff development and retention will ensure that any tertiary educational institution has the necessary human resources and staff representation at all equity levels (HEQC, 2007).

1.6.1 Needs assessment

It is generally argued that training and development programmes should begin with a needs assessment. Needs assessment has been defined as a performance shortcoming or discrepancy that exists between what is and what should be (Gupta, *et al*., 2007:14). Needs assessment should be a joint responsibility of everyone. However, in the HR Code (1998:16) only HoDs or sectional heads are responsible for identifying development or training needs. Leaving needs identification in the hands of those who have no experience and training on how to identify training needs, could lead to employees attending training programmes that are generic and not addressing a particular training programme (Opperman and Meyer, 2008:33). Employees should be

able to distinguish between a want and a need. Wants refer to something that the client (internal staff) would like to have even though it does not contribute to the long-term performance goal of the organisation. A need, when addressed, contributes to closing performance shortcoming between current and desired performance. A need should always be linked to the KSA, which is required to perform the job competently (Opperman and Meyer, 2008:33). Organisations or institutions should pay attention to addressing their needs in order to reduce qualification level gaps between current and desired.

1.6.2 Strategic business needs

As discussed by Gupta *et al*. (2007:158), strategic needs assessment examines internal and external factors that affect performance within an institution's strategy, and identifies gaps between current and desired performance. Gupta (2007) further explained that strategic needs assessment can be used when the organisation undertakes a long-term performance improvement or organisational change initiative. In order for organisations or institutions to achieve its vision, it should assess current qualification levels and desired qualifications levels and try to reduce the gap by training and developing staff or attracting the right staff with potential to grow with the institution (Millmore *et al*., 2007:363). Therefore, reducing gaps is critical for the institutions success. '

1.6.3 Career development

Baruch and Rosenstein (1992, cited in Baruch, 2006:126) defined career as "*a process of development of an employee along a path of experience and jobs in one or more organisation*". Organisations should plan and manage staff careers for the benefit of the organisation and the individual. Career development has been described by McLagan (1989, cited in Hargreaves and Jarvis, 1998:35) as alignment of individual career planning and organisation career-management processes to achieve an optimal match of individual and organisation needs. Walton (1999:212) stated that career development is

seen as a strategic issue to create highly skilled workers for employers, and is a perceived need to tap potential of the workforce.

1.6.4 Human resource planning

Grundy (1997:508) considers development as an integral part of the broader human resource planning process. He described strategic human resource planning and development as that which "*entails the close integration of thinking about the future HR needs with thinking about competitive strategy, organizational strategy and the business environment*". He further noted that firms should develop a link between its current position, future position and their competitive strategy. Strategic human resource development, as it is known today, is defined as the *"process of changing the organisation, stakeholders outside it, groups inside it and people employed by the organisation through planned learning so they possess the knowledge and skills needed in the future"* (Walton, 1999:105). Staff planning, known as human resources planning, should be linked to business strategies, forecasting of economic events, national demographic trends, as well as seniority and age of the existing workforce (Hargreaves and Jarvis, 1998:12). Forecasting of human resources should be conducted by a staff developer.

1.6.5 Staff Developer

Staff developer refers to a person who is appointed by the organisation or institution to evaluate and oversee training and development activities (Schollaert, Schollaert and Bright, 2000:35). There are several roles for a staff developer, as described by Hargreaves (1995), cited in Hargreaves and Jarvis (1998:5). One of the major roles is that of managing a training function such as planning and implementing programmes, which should include mentoring and coaching, career planning and personal development. An appointed staff developer should promote career development and should also ensure that staff receive training on time to assist them to improve their work performance (Schollaert *et al*., 2000:35). The person would be involved in

developing organisational structures to ensure that internal staff expertise is utilized to improve the quality of service that they deliver, which will, in turn, benefit the organisation.

1.6.6 Measuring performance

Having an effective performance management system at tertiary institutions might be daunting. However, this does not mean that performance cannot be measured. Gilbert (1978) developed a Behaviour Engineering Model (BEM) that can be used to measure performance (cited in Noe, Hollenbeck, Gerhard and Wright, 2006:502). The model describes the relationship between behaviours, accomplishments and performance. Organisations can use Gilberts BEM model to measure performance after training. However, there should be an agreed performance objective that can result in an increase in the department's outputs, which ultimately results in meeting institutional goals. Training and development programmes and policies should also be evaluated.

1.6.7 Evaluation of training and development

All training that has been provided should be evaluated to see if set objectives have been achieved. Various definitions have been written about evaluation, however, Rae's (1997:2) definition of evaluation as "*the total value of the training system, training courses or programme in social, as well as financial terms*", is more appropriate for purposes of this research. The term evaluation should also be used to monitor training and development programmes or the total function of training (Meyer, Mabaso and Lancaster, 2003:238). Evaluation will provide an indication of whether training has added value to the business (Goldstein and Ford, 2002:138). Even though there might be barriers to evaluate training such as lack of skills amongst those who are responsible for evaluating training. All definitions provided by Rae (1997), cited by Meyer *et al.* (2003:240); Opperman and Meyer (2008:187), focus on monetary value that can be derived from training programmes that are provided. However, Schollaert *et al.*, (2000) noted that for professional growth of the organisation and individual, evaluation requires

active involvement of everyone in evaluation efforts. Scollaert *et al.*, (2000) further explained that evaluations are done for three reasons, namely contractual obligations, achievement of objectives and professional development. Furthermore, the purpose of evaluation should facilitate management thinking regarding the training programme, including its goals and how it will meet the goals (Opperman and Meyer, 2008:187).

1.6.8 Return on Investment (RoI)

Philips (1997, cited in Clements and Jones, 2006:147) calculated RoI by dividing the net benefits of the programme cost minus the cost of the training programme. It is important before deciding on training to find out the cost benefits of undertaking training. When introducing a training programme, it is important to estimate the financial cost and benefits that will result from it. Determining the monetary value of the programme (cost versus benefits) is important when taking into account all costs associated with the program (Opperman and Meyer, 2008:215). Organisations invest money annually in training and developing their staff members. The question is: how do they measure return on investment? Phillips (2003:195) further noted that it is difficult to calculate RoI, however, it is worth the organisation's effort to calculate it. Those in charge of training and development should only be trained on how to conduct it. Not all investments can directly produce returns, however, a time frame should be given and employees' performances should be assessed (Phillips, 2003:196).

1.6.9 Policy formulation

Policy is defined as a written statement or set of statements that describe principles, requirements and limitations and are characterised by indicating "what" should be done rather than "how" it should be done (University of Free State, 2005:2). Organisation or tertiary educational institutions that do not have policy documents that outline exactly what should be done might not be able to achieve their objectives. A policy document for staff development and training should stem from the needs of the organisation

(Erasmus and Van Wyk, 2003:225). Staff members that are trained and developed and that have potential, should be retained for continued growth of the institution.

1.6.10 Retention strategies

Holland *et al.* (2007:248) explained that employees who have skills that are in demand will look for employability not employment and will want to change jobs often. These types of employees are career focused, potentially highly mobile and are attracted by large rewards, whilst merely seeking self-development. Organisations should identify staff with scarce specialized skills and try to retain them. They should have effective retention strategies to retain those that have gained new knowledge and skills. Successful retention programmes incorporate training and development in an effort to retain their employees (Pritchard, 2007:140). Any organisation that develops employees will want to retain staff and utilised their skills. It is important that key staff members, who are developed, are also retained. A retention strategy such as job enlargement could be offered, which refers to adding challenging or new responsibilities to an employee's current job (Noe, Hollenbeck, Gerhard and Wright, 2006:398).

1.6.11 Rewards

When staff members develop their skills they expect performance based-pay that is appropriate, since it will encourage them to apply their skills to the job. The HR Code (1998:22) indicates that staff members are eligible for a notch increase upon obtaining a vertical qualification. However, offering money alone might not motivate staff to remain with an organisation (Performance Management, 2006:21). Frederick Herzberg's theory still remains valid and can be used to enhance the motivation of subordinates. Staff might not value and talk about it as they would if they knew that the institution have developed a career path for them or that there are promotional opportunities for them in the future (Fisher, 2005:19). Money alone will not motivate employees to improve their performance. Gerson and Gerson (2006:24) indicated that

reward systems can work successfully if they are developed and implemented in conjunction with employees who will receive them.

1.6.12 Mentoring

Noe *et al*. (2006:402) and Mackey and Livsey (2006:186) describe mentoring as a process whereby an experienced senior employee helps to develop a less experienced employee (the protégé). The mentor will advise, guide, teach, inspire, challenge, correct and serves as a role model (Klasen and Clutterbuck, 2002:7 and Tucker, 2007:14). Organisations or tertiary educational institutions that have not yet introduced mentoring programmes should consider introducing them in the context of personal development. Mentoring is defined as a complex developmental and interpersonal relationship where personal support and career guidance are provided by a senior to junior member of that organisation (Kram (1985) and Carmen (1998) cited in Noe *et al.,* 2006:404). Having a mentoring programme for junior academic staff members might reduce the number of expatriates that are employed. Mentoring programmes in an academic environment can be successful if implemented effectively (Mathews, 2003).

1.7 Source of research information

The study was conducted at the PoN. The researcher is employed at the institution where the study took place. Key staff members were identified to provide different types of information, and were selected from different faculties and departments to gain a broader view on effectiveness of staff development documentation. This included staff members that have resigned from the institution after completing their qualifications through staff development aid, loans and scholarship programs. The reason was to find out what motivated them to resign.

A number of journals, newspapers and official reports were extensively reviewed to obtain relevant information. It was obtained from various search engines such as EbscoHost, Business and Industry and Emerald. This was done to complement

information that was obtained through interviews. An interview was conducted with a Cape Peninsula University of Technology (CPUT) academic staff development officer. The reason for this was to find out how they conduct their training needs and how they ensure effectiveness of their training and development activities and programmes.

1.8 Research design and methodology

The study combined both qualitative and quantitative research approaches in order to gain a better understanding of the research problem that was identified. The difference between qualitative and quantitative research was also explained.

1.8.1 Qualitative methodology

Qualitative research studies involves considering human actions from an "emic" perspective (Babbie and Mouton, 2001:271). There are different methods of collecting qualitative research data such as focus groups, individual interviews and in-depth interviews. The research adopted a descriptive case study approach in order to obtain detailed information. According to Yin (2003:12), a case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The data collection technique that was employed, was a semi-structured interview. Advantages of a semi-structured interview, is that it allows the interviewer to gain a broader understanding of the research problem and to probe and ask all necessary questions (Babbie and Mouton, 2001). Informants interviewed included: Vice-Rector one (1) and Human Resource Manager, Registrar, Sectional heads and Head of Departments (HoD).

1.8.2 Quantitative methodology

Quantitative research is a systematic and objective process that investigates a particular problem by using numerical data. Quantitative research methods include face to face interviews, self-administered questionnaires and telephonic surveys (Babbie and

Mouton, 2001:230). A self administered questionnaire was used, whilst participants were given sufficient time to respond to the questionnaire.

1.8.3 Population

The targeted population included staff members at the PoN where the study was conducted, and were randomly selected from the general population of staff members at PoN.

1.8.4 Sample size

A sample size of N=230 staff members was used, consisting of N=84 academics and N=146 administrative and full-time support staff. Variables such as gender, age, years of experience at the PoN were considered.

1.8.5 Data analysis

In order to analyse qualitative data, an interpretive approach using content analysis, was employed. Although Maree (2008:99) finds this approach of analysing data difficult, it was appropriate to utilise it for this study. Data that was collected through quantitative research was quantified into numbers via statical analysis. The Statistical Package for the Social Sciences (SPSS) was employed, which is a commonly used tool to analyse quantitative data.

1.9 Summary

This chapter introduced background to the research problem and provided the problem statement. It further explained the objectives, and how the study was conducted. Research methods that were employed were briefly discussed before they are explained in detail in Chapter Three of the research.

Policies can play an important role in the growth of an institution when they are formulated and implemented with the purpose of achieving desired results. However, where there are no staff development plans, mentoring or retention strategies in place, it is a foregone conclusion that it might not bring about desired results. This could also result in unnecessary wastage of scarce financial resources. An effective HR Code: SDT might result in better and efficient service delivery and hence increase student enrolment numbers. Therefore, assessing effectiveness of the HR Code is imperative. The next chapter focuses on **staff development and training**, which is discussed with other relevant literature in greater detail.

Chapter 2

Staff development and training

2.1 Introduction

Previously, organisations' source of competitive advantage was their physical capital, while human resources were regarded as a cost (Millmore, *et al*., 2007:364). The current global economic, social, political and rapidly accelerating rate of technological innovation has forced organisations to invest more in human resources as sources of comparative advantage (Ukpere, 2009:9). Organisations can only survive in the global market if their business strategy is designed around building a human resource foundation as people are the key drivers of today's business successes (Noe *et al*., 2006:20). Higher education institutions should focus on developing competencies of their staff to adjust to changes that are brought about by globalisation. However, developing countries, particularly within the Southern African Development Community (SADC) region, have a shortage of skilled workers (Barker, 2007:205) and rely on foreigners to address the skills deficiency in most of their departments (Saint, 1992 cited in Fielden, 1998).

Namibia has a vast shortage of skills in areas of information technology, engineering and other science disciplines (Heita, 2008). The Minister of Education, Training and Development, Nahas Angula, has stated that the country should focus on investing in training and development to reduce the shortage of skills (National forum on human capital development and knowledge management for economic growth and equity report, 2003:4) in order to create an adaptable workforce and a knowledge based nation.

The above provides an indication that training and development should be viewed from a broader perspective as a lever of effectiveness of society as a whole (Goldstein and Ford, 2002:329). Not only are organisations faced with global challenges, there are also

national demands that foster institutions to invest in their human resources. This has necessitated the next section, which is an exploration into education, training and development in Namibia.

2.2 Education, training and development in Namibia

Education, training and development has reached a turning point in Namibia, which is why education has received the biggest share of the government's budget. During the 2007/2008 financial year, the government spent 3.3 billion Namibian dollars (N$) on education as an investment in human capital (Government Budget Report, 2007:23). However, the country has still failed to acquire a required skills base, which is necessary to achieve national goals (Heita, 2008). According to Nicko Tromp, group director for Nictus Furniture Stores, cited by Heita (2008), "*the lack of skilled people is visible in Namibia*", which demonstrates that business people have also been hard hit by the skills shortage. As a result, the government initiated a programme to raise the profile of education, training and development in the country by launching the Education and Training Sector Improvement Programme in 2006 (ETSIP Phase 1 2006-2011).

ETSIP was developed to support Namibia's Vision 2030 that states that: "*Namibia should join the ranks of high income countries and afford all of its citizens a quality of life that is comparable to that of the developed world",* in order to become, a knowledge based nation (ETSIP, 2007:1). The government programme via ETSIP has set different objectives for different sectors.

The objective for tertiary education and training was "*to improve the effectiveness and productivity of academic staff in terms of research and teaching competencies through staff development programmes"* (ETSIP, 2007:46). The government further stated that they will involve a percentage of each institution staff member in staff development activities annually (ETSIP, 2007:46). Until presently, the Namibian government has spent N$19.5 million on this initiative (ibid). From a broader view of education,

training and development in Namibia, the focus of discussion will proceed to tertiary education and training institutions in Namibia.

2.2.1 Tertiary education and training institutions

There are only two tertiary educational institutions in Namibia, namely the PoN and the University of Namibia (UNAM). As tertiary educational institutions they are mandated by legislation to produce high level skilled and knowledgeable human resources that are required for the economic growth of the country (Republic of Namibia Higher Education Act, 26 of 2003). Therefore, the director of the science and technology sector developed a report in 2005 to provide a mechanism to support research activities in tertiary institutions, which are essential to build the knowledge capacity of the country and enables employees to perform better in their work environments (Nyiira, 2005:7). Namibia has a long way to go, however, effective training and development policies in tertiary institutions can reduce that long journey.

PoN was established in 1985 under the framework of the Academy for Tertiary Education (1980) as the first higher education institution in Namibia. In 1991 the Presidential Commission of Higher Education recommended the creation of a PoN through merger of the Technikon of Namibia and the College for Out–of–School Training (COST). The PoN was subsequently established by an Act of Parliament, namely Act 33 of November 1994, and started to fully operate as an independent institution on the 01 January 1996 (PSP, 2004-2008:3). The PoN is the second largest institution in Namibia and has a total staff compliment of 511 full-time staff members of which 230 are Namibians (AA Report, 2007/2008:4). This includes academics, administrative and support staff.

Having looked at the broader perspective of education, training and development, some variables that affect effectiveness of the HR Code: SDT, are explicated in detail in the following sections.

2.3 Staff development in higher education institutions

Staff members in higher education institutions are key resources. McNaught and Kenedy (2000:95) commented that quality and quantity are both important considerations for universities in the 21st century. The quality that service staff members deliver has an impact on student learning. There is a need to continuously enhance staff skills, whilst providing them with resources to consider new ways to design learning, which will enhance student learning (Barnes, 1994:130).

Staff development activities should include institutional policies, programmes and procedures, which facilitate and support staff to increase their performance and to serve the institutions' needs (Webb, 1996:10).

Staff development gained increased attention in higher educational institutions in the UK, Australia, New Zealand and Netherlands, since government wanted to make the universities more efficient, effective and accountable (Partington and Stainton, 2003: 475). Provision of training, mentoring and effective review of training and development activities, to ensure that they result in the achievement of university goals (Blackmore, 2003:7)

Higher educational institutions have mostly been concerned with academic staff development. Academic staff provides core business activities, which consist of teaching, learning and research (Thackwray, 1997:13). In some academic fields such as engineering and information technology (IT), human knowledge doubles every five or ten years. Therefore, most educational institutions would have units or centres that deal with academic, educational or professional development (Webb, 1996:10) to provide developmental activities that support core business activities and to ensure that they stay abreast of technological changes. Hence, academic staff remained the focus of staff development efforts (Fielden, 1998:7).

Due to swift changes in management process and technology, administrative and support staff also require development (Fielden, 1998:8). As a result, higher educational institutions have developed staff development programmes for all staff including academic, administrative and support staff because they all play crucial roles in assisting students to learn and create an environment that facilities learning (ibid).

Higher educational institutions that are in a climate of change should introduce a coherent staff development policy that is aligned to the university's "corporate vision" (Barnes, 1994:139). McNaughty and Kenedy (2000:98) posited that *"effective staff development should be positioned at the centre of university functioning and yet needs to retain connections with the needs and perceptions of teaching staff"*. Therefore, staff development programmes will be successful if they are strategically supported by the university.

2.3.1 Strategic Human Resource Development (SHRD)

SHRD is defined as creation of a learning organisation within which all training and development activities respond to corporate strategy (Blackmore, 2003; Millmore *et al*., 2007:364). There has been a paradigm shift from training and development to SHRD. Traditionally, training and development was done to resolve work problems and operated in isolation, but this has changed (Opperman & Meyer, 2008:7). Organisations strategically plan their training and development activities by linking it to its business strategy. Blackmore (2003:5) noted that the strategic approach to staff development focuses on strategic change of the organisation, which should involve everyone because they all work towards achieving the same goal (Millmore *et al*., 2007:354).

McCraken and Wallace (2000, cited in Blackmore, 2003:5) identified nine characteristics that distinguish SHRD, namely relationship to organisational goals; top management support; environmental scanning; staff development plans and policies; relationship to line management; role of staff developer; cultural engagement; evaluation organisation; and relationship to human resources. However, it was argued that an

additional point of staff be included for SHRD in higher tertiary institutions. This includes the extent to which staff would be involved in strategic partnerships with the staff development function (ibid). Blackmore (2003) also noted that this involves strategic planning, execution and evaluation of activities of their peers.

Kalamas and Kalamas (2004:106) assert that SHRD should be a top priority on the strategic planning agenda because of the immense contribution that highly skilled employees could make to the long–term sustainability of a company. SHRD could create a strong learning culture, which addresses a need for flexible individuals who constantly learn and develop themselves (Blackmore, 2003:5). Higher educational institutions (HEI) that are learning organisations should view SHRD from a holistic perspective (Blackmore, 2003:5). Once organisations have set their goals they should decide and prioritize their needs.

2.3.2 Institutions' needs

Institutions or business needs are defined as shortcomings between current and desired conditions, which are relative to achieving business goals (Gupta, *et al.*, 2007:175). These deficiencies could be identified in terms of employees' knowledge, skills and behaviour in performing the given task (ibid). Deficiencies could be minimised if employee needs are linked to strategic needs of the organisation, which is vital to the organisation's long-term success.

Most training and development programmes that are linked to strategic goals and the business strategy of an organisation can yield positive results for the organisation (Dierdorff and Surface, 2008:28). Therefore, by linking training and development programmes, one determines business needs that are essential to assisting the organisation with meeting its goals (D'Netto *et al*., 2008:22). Organisations that examine their current and future organisational needs in terms of position and position requirements will equip their employees with necessary competencies. Organisations

should focus on questions such as "where" and "why" training is necessary to determine their training and development needs (Dierdorff and Surface, 2008:29).

A study, which was conducted by Melum (2002, cited in D'Netto *et al*., 2008:7) concerning 100 top companies in the United States, discovered that 90% of the companies linked their training and development programmes to the business' strategic mission and goals. D'Netto *et al*. (2008) noted that organisations that know their business needs, integrate their needs into their business strategy. Supervisors should understand how to integrate business needs with training and development needs. They should also be able to identify important needs and address them immediately (Gupta *et al*., 2007; Millmore *et al*., 2007:364).

Gupta *et al*. (2007:175) state that assessing business needs would benefit the organisation in the following ways:

- Develop long-term solutions to existing performance problems or new performance needs; and
- Solve problems that affect core business processes such as quality service delivery.

Business needs assessment provides a plan of where the organisation wants to be and how they can develop their employees (Gupta *et al.*, 2007:176). However, the organisational needs should firstly be clearly communicated to everyone in the organisation (Gupta *et al.*, 2007:21). Therefore, training and development needs should be linked to needs of the organisation. Once the business' needs have been identified, training and development needs can be discussed.

2.3.3 Training Needs Assessment (TNA)

Training Need Assessment is defined as a process of identifying a problem, collecting, analysing and interpreting data and then using this to select or design an appropriate human resource development intervention to address the problem (Opperman and

Meyer, 2008:35). The TNA process should answer questions that relate to "what, where, when and who" should be trained (Goldstein and Ford, 2002:220). Both Goldstein and Ford (2002), as well as Gupta e*t al*., (2007) agree that training and development programmes should start with a needs assessment process. The needs assessment is a process of establishing whether training is necessary (Opperman and Meyer, 2008: 36). Opperman and Meyer further maintain that poorly conducted needs assessment could lead to training not achieving its expected outcomes. Traditionally, TNA was conducted when there were deficiencies in job performances of employees, which is also known as the reactive basis (Millmore *et al*., 2007:364). However, that has changed with the strategic approach, since TNA should be conducted on a proactive basis (Goldstein and Ford, 2002; Millmore *et al*., 2007; Opperman and Meyer, 2008).

Boydell (1983), cited in Steward (1999:154), developed a three level framework for TNA, namely the job or occupation, organisation and individual needs. For purposes of this study, only job and individual needs are discussed in the following sections.

2.3.3.1 Job TNA

Job TNA requires an individual to know, understand and to be able to do what is required of the job in order to achieve desired successful performance. For TNA information, which is required, includes knowledge, skills and abilities that are necessary to perform a given task (Dierdorff and Surface, 2008:29). Individual TNA will also establish if the performance shortcoming identified is a result of a lack of KSA (Opperman and Meyer, 2008:41). This information can be obtained from the job description because the job description will specifically outline what specific skills, knowledge and behaviour will be required. The staff developer will read the job description and then observe the employee's job performance in order to identify the shortcoming (Rae, 1997:20).

2.3.3.2 Individual TNA

Individual training needs can be identified by assessing current knowledge, skills and attitudes (KSA's), as well as desired performance levels (Steward, 1999:154). A commonly used method to identify individual needs, is performance management (ibid). Therefore, it is clear that TNA should be approached from two perspectives.

TNA has two processes, namely primary and secondary needs (Gupta *et al*., 2007:34). Primary needs should be identified by supervisors because employees report to them, while secondary needs' identification should be done by a unit, which is responsible for training and development. Secondary identification means observing the situation more closely to find out more precisely what the skill or knowledge shortfall is, with the aim of providing suitable training (Peper, 1984:32). He further noted that a clear distinction should be made between wants and needs.

TNA has an impact on how financial resources are distributed for training and development, therefore, it should be done effectively and should not be left only as a responsibility of supervisors (Dierdorff and Surface, 2008:29; D'Netto *et al*., 2008:7). Hence, TNA results should be used to guide staff development programmes (ETSIP, 2007:46). Exit interviews and performance appraisal systems can be used as methods to identify training and development needs (Opperman and Meyer, 2008:64). Although both methods might be regarded as not as useful owing to supervisors' unwillingness to confront poor performance and staff being bias, it is still a useful way to obtain relevant information for training needs. Once institutional needs and TNA are conducted, the next issue will be to evaluate training and development effectiveness.

2.4 Evaluating effectiveness of training and development

According to Goldstein and Ford (2002:138), training effectiveness is defined as the "*systematic process of collecting subjective and judgemental information*" to determine if training was effective. Training and development effectiveness is furthermore defined

by D'Netto, *et al.* (2008:2) as the extent to which training and development programmes and activities yield desired results. If training is effective it should lead to productivity increases, improved job performance, higher job satisfaction, reduced labour turnover, less difficulty in filling vacancies and less stress from skill inadequacy (Grugulis, 2007; Opperman and Meyer, 2008). Grugulis (2007:3) has stated that expertise that employees gain during training and development programmes should provide a basis for national and organisational competitiveness.

If training and development is a process of updating knowledge, skills and abilities of employees to improve their job performance, then training and development should be evaluated. According to Goldstein and Ford (2002:138), evaluation "*is the process of appraising something carefully to determine its value*". Most companies and higher educational institutions have shown their support for staff training and development. However, few can demonstrate the value of investments that they have made (Thuckwray, 1997; Sels, 2002; Goldstein and Ford, 2002). One of the reasons could be because they do not evaluate the impact that training has on business results (Aragon-Sanchez, Barba-Aragon and Sanz-Valle (2003:956). Large investments in training (input) do not necessarily mean that learning is achieved (output) (Sels, 2002:1279).

Goldstein and Ford (2002:138) identified some barriers that might affect the evaluation of training, namely top management, lack of emphasis on training evaluations, lack of skills amongst those responsible to evaluate training programmes, lack of organisational criteria to set training goals, failure to understand what should be evaluated, lack of planning and a perception that training evaluation is expensive and risky (Wickramsinghe, 2006; Lien, Hung and McLean, 2007). Helen Milner, Executive Director of Learn Direct (cited in Millmore *et al*., 2007:352) has stated that training investment is a waste if learning is not evaluated as a result of inadequate information and if the purpose for evaluation is not made clear (Thackwray, 1997:174).

Despite these barriers, evaluation cannot be avoided. Evaluating training and development activities will give an indication that training that was provided was

beneficial to the organisation and had lead to performance improvement of those who attended the training (Meyer *et al*., 2003: 238). External training providers do not conduct follow-ups and monitoring to assess if training has contributed to improved job performance, therefore, organisations are encouraged to evaluate training programmes (Wickramasinghe, 2006:243). Evaluation is viewed differently in higher educational institutions because not all development is related to teaching and learning of their subject matter. Therefore, evaluating academic staff once they have attended development programmes, may not be possible (Thackwray, 1997:178).

Research that was conducted by Swanson and Holton (2001), Goldstein and Ford (2002), Meyer *et al*., (2003) and Noe *et al*. (2006) indicated that there are benefits that can be obtained from evaluating training and development programmes. They noted that training evaluation may lead to performance improvement, profit growth and, decrease labour turnover. It can also be used as a diagnotisic technique to review training programmes to meet desired results, and as a method to show job-relatedness of the training programme (Goldstein and Ford, 2002:140). Different models have been developed over the years to evaluate effectiveness of training and development programmes. One of the most widely discussed models is Kirkpatrick and Phillips' evaluation model (Aragon-Sanchez *et al,*, 2003; Wickramasinghe, 2006; Lien *et al*., 2007).

Kirkpatrick's four-level model of evaluation was developed in 1959, which is 50 years ago. The model consists of four levels, namely reaction and planned, learning evaluation, application and implementation and business impact (Philips, 2003:12). The last level is regarded as the most important level because it measures changes that transfer of learning has on the businesses with regard to output, costs, time and customer satisfaction, although it is difficult to assess (Aragon-Sanchez *et al*, 2003:957). Opperman and Meyer (2008:205) argue that Kirkpatrick's model failed to assess the readiness of training and only shows basic performance results of an organisation, although it is simple and easy to understand. Kirkpatrick's model was also described as inconsistent and lacking motivation (Brinkerhoff, 2005:87). Brinkerhoff's model was

developed in 1987 and was built on Kirkpatrick's model, which introduce a six-stage approach to evaluation. Brinkerhoff added two stages namely, needs assessment and drawing up a curriculum, however, it was criticised by Opperman and Meyer (2008:207) that the evaluation is conducted only in respect of the effectiveness and implementation of learning, and not in respect of change of behaviour in the work environment. Swanson and Hilton also built on Kirkpatrick's model, while differences appear in assessment and evaluation, since their model emphasises performance-based evaluation (Lien e*t al*., 2007:38).

A study was conducted by Lien *et al*. (2007:36) on seven leading companies in Taiwan in order to examine training evaluation strategies by using Kirkpatrick's and Swanson's training evaluation models. The study discovered that none of the companies in which the study was conducted could best use the two models of training evaluation. Most of them have developed their own evaluation strategies, which use organisational training goals as a measurement technique for training evaluation.

If training and development is driven by institutional objectives, then any evaluation should be done to achieve the institutions' objectives (Thackwray, 1997:175). Hence higher education evaluation should link training and development to departmental and institutional outcomes (ibid). Training evaluation should be an on-going process (Thackwray, 1997; Millmore *et al*., 2007) and should not stop at individual levels, but flow down to departments and, the entire organisation. Organisations spend large amounts of money on training and development programmes (Aragon Sancez *et al*., 2003 and Berge, 2008). Therefore, quantifying results would help organisations to monitor their financial resources (Phillips, 2003:26).

2.4.1 Return on Investment (RoI)

Philips expanded Kirkpatrick's four-level model by adding a fifth level of Return on Investment (RoI) to reflect monetary value with program costs. He further explained how organisations should calculate RoI (Philips, 2003:197).

Training, education and development have different reimbursement timeframes namely, short term, medium term and long-term (Phillips, 2003:21). He stated that training will have short term payback, whereas education will have a medium term payback and development will render long term payback. Philips indicated that the different reimbursement timeframes should be considered when calculating RoI. It is argued that calculating RoI for training could be simple but calculating education could be tricky because sometimes people resign before RoI is calculated. Calculating RoI for education might also be time consuming (Philips, 2003:24 and Berge, 2008:394).

Calculating RoI can be used to demonstrate to management benefits that are gained from training so that they do not logically conclude that training will improve productivity, increase customer satisfaction, enhance quality, reduce costs and save time (Opperman and Meyer, 2008:220). A study, which was conducted by Lien *et al*. (2007:43) reported that organisations found it difficult to calculate RoI. Berge (2008:393) stated that implementing RoI can be costly and difficult, although RoI can be used to adequately assess training needs. Philips (2003:27) acknowledged that the process of calculating RoI is challenging, albeit effective if applied correctly, and if those in charge of training understand formulae, statistics and all business operations.

RoI cannot be calculated if transfer of training does not take place. Once employees transfer their skills, the organisation can calculate their RoI by measuring, for example, the number of sales that are made once employees return from training (Phillips, 2003; Opperman and Meyer, 2008). Nevertheless, it would be worth discussing institutional support for the transfer of training.

2.5 Institutional support for the transfer of training

Transfer of training refers to the extent to which trainees can successfully apply their KSA to the job (Goldstein and Ford, 2002:86). Hence, understanding transfer of training is vital for the success of the organisation. Goldstein and Ford (2002) further

note that organisations should ensure that the KSA gained on training leads to improved job performance. A regular follow-up evaluation should be conducted with employees after training to give them a chance to apply their new knowledge and skills in the workplace (D'Netto *et al*., 2008; Scaduto *et al*., 2008).

Studies have been conducted by Velada, Caetano, Michel, Lyons and Kavanagh (2007); D'Netto *et al*. (2008) and Scaduto *et al*. (2008) on the transfer of the training process. Their findings discovered that training will be effective if the work environment, organisational climate and culture supports the answer of training. These were identified as some of the factors that influence the transfer of training. Training will be effective if training outcomes are aligned with employee performance and when the training programme is designed in such a way that employees can transfer learning to the job (Velada *et al*., 2007; Scaduto *et al*., 2008). The organisation's climate should show that knowledge and skills that are gained through training, are valued (Goldstein and Ford, 2002:86).

Training and development, which is gained should also be intrinsically valuable to trainees and provide them with transferable qualifications that should be employable in the labour market, while organisations benefit from higher profits, decrease absenteeism and better customer service (D'Netto *et al*., 2008:4). Measurable training objectives should be set for transfer of training to take place. According to Wickramasinghe (2006:228), setting objectives for training refers to the "*process of translating the needs identified into observable and measurable behaviour*". He further notes that the objectives should describe what employees will be expected to do after the training. In other words, pre-and-post performance should be measured.

Pre-training data refers to information that is collected before employees are sent on training, which should be used as a tool to measure their post performance (Berge, 2008:391). Collected information would include the number of errors made, number of returned products, absenteeism and customer complaints. Post-training refers to collected information, which assesses whether the employee's KSA have improved

(Scaduto *et al.*, 2008:160). Transfer of training might not take place if employees' performance is not assessed and if training intervention is conducted in isolation (Rowold, 2008:33). Therefore, training and development activities should be supported by the organisation.

Support from management has an influence on the transfer of training and development efforts. Training and development will be effective once there is support from line managers and seniors (Goldstein and Ford, 2002; D'Netto *et al.*, 2008). Supervisors can show support by providing performance feedback to employees on a regular basis; giving them necessary resources to apply their newly acquired knowledge and skills and encouraging employees to attend training programmes (D'Netto *et al.*, 2008:17). Feedback should inform employees about how well they are performing and how their newly acquired knowledge, skills and attitudes have led to achievement of departmental goals (Scaduto *et al.*, 2008:160).

The work environment also has an impact on the transfer of training. Once the work environment is not supportive of the use of newly acquired skills and knowledge, transfer training might not take place (Wickramasinghe, 2006:229). Supervisors' support can ensure the success of training and development efforts and motivate employees to take an active role in their development (D'Netto *et al.*, 2008:18). Someone should be appointed to oversee how transfer of training takes place so that employees can receive the necessary support, and this will depend on the effective role played by a staff developer.

2.6 Role of a staff developer in tertiary educational institutions

Staff development in tertiary educational institutions is not only about academic development (Blackmore and Blackwell, 2003:1), since non-academic development should also be recognised. There is a difference between staff developers and academic developers. In academic institutions staff developers are mainly responsible for administrative functions of staff such as organising training and development activities

with the purpose of enhancing staff competencies as means to improve their performance. Academic developers are responsible for developing competencies of academic staff in areas of teaching and research (Webb, 1994:11). Academic developers should assist academic staff with teaching problems that they experience and provide well-designed workshops, mentoring and orientation programmes (ibid).

It is a responsibility of the staff developer to identify institutional needs and to incorporate them into the staff development plan (Scollaert, *et al*., 2000:35). Staff developers should draft staff development plans by considering at the needs of both the organisation and the individual.

2.6.1 Staff development plan

A staff development plan should begin with a needs assessment. Needs that are identified in the strategic plan might be met by a training and development programme for some staff members. Developing a staff development plan will ensure that goals that are set in the strategic plan, are achieved in a focused and systematic way (Scollaert *et al.*, 2000:35).

Scollaert *et al*. (2000) indicate that the following components should be included in a staff development plan:

- A summary of the institution's needs and individual needs;
- A prioritisation of those needs with reference to the strategic goals of the institution;
- Available financial resources;
- The nature, time and targeted audience of activities that are planned;
- The evaluation procedure; and
- The approval of management.

A well established staff development plan can serve as a record of proof of training and development efforts, as well as proof of responsibility towards authorities that offer funds to the institution or organisation (Scollaert *et al.,* 2000:36). Policies that are formulated and implemented should support the staff development plan.

2.6.2 Policy formulation and implementation

Organisations' policies play a key role in the future success of the organisation. Therefore, a policy should comprise a plan of what should to be achieved. Policies should state long-term and short term objectives, as well as attainable goals (Hariss, 2007:3), which might provide guidance for clear monitoring to ensure that intended results are accomplished.

Policy development involves research, discussions and analysis of information to make recommendations. It should be noted that the aim of discussions during policy formulation should be to obtain inputs from everyone within the organisation (ibid).

According to Harris (2007:3), policy implementation has two perspectives, namely the top-down and bottom-up approach. Harris further noted that the traditional approach is the top-down approach where there is no direct involvement from employees in policy formulation. The bottom-up approach allows direct involvement of everyone in the policy implementation process. The bottom-up approach allows people who implement and are affected by the policy, flexibility to shape the policy according to a certain situation when needed (Harris, 2007:4).

However, it is argued that the top-down approach in policy formulation and implementation allows the policy designer to determine policy goals (ibid). This could make it difficult to change the policy because the designer will be the only one revising it when he or she deems fit. Therefore, it might be advisable to involve everyone who is affected by the policy to be involved in formulation and implementation. According to Thackwray (1997:187), before implementing the policy, social cultural issues should be

taken into context, since people have different cultures, values and beliefs, which could influence perceptions of those that are affected by the policy.   Therefore, a staff development policy should have career development opportunities for those staff that are trained and developed by the institution.

2.7 Career development

Career development is defined as "*a process of requiring individuals and organisations to create a partnership that enhances employees' knowledge, skills, competencies and attitudes required for their current and future job assignments*" (Gilley, England and Gilley (2002) cited in McDonald and Hite, 2005:419).

The industrial revolution brought about a change in the way that people view careers. Historically, planning and management of careers was seen as a responsibility of the employee, since careers were predictable and secure (Baruch, 2006:126). Organisations had hierarchical structures and employees could plan their career paths along these structures, and only had to provide planned training for employees to achieve their career goals (McDonald and Hite, 2005:420).

More recent research conducted by Baruch (2006) on career development in organisations noted that there has been a change. Careers have become unpredictable and vulnerable and organisations introduced flatter hierarchical structures, which diminished employees' opportunities to climb the hierarchical structure (Baruch, 2006:126; De Vos, Dewettinck and Buyens, 2008:157). As a result, career development became a responsibility of both the employee and employer because enhanced individual performance contributes to the success f the organisation. Therefore, it was required to be addressed from both perspectives, namely the individual and organisational (Hedge, Borman and Bourne, 2006:341).

2.7.1 Individual perspective

Individuals should take ownership of their careers by planning in a rewarding manner because they are the masters of their own careers and they should utilise opportunities that are offered by the organisation (Hedge *et al*., 2006:341) by creating career opportunities through networking and making themselves visible (De Vos *et al*., 2006:161). Individuals, who take initiative in planning and developing their careers, have a strategy and become more successful than those who do not (ibid). They are likely to benefit more from training and development opportunities, which are offered because they know what they want.

2.7.2 Organisational perspective

External and internal business environments are constantly changing. Organisations compete to attract and retain highly skilled workers (Baruch, 2006:129). Generation X (Gen-X) and generation Y (Gen-Y) are highly skilled people that place high value on career development and will work for organisations that will provide them with career development opportunities (Mayer, 2006:65). Due to this demand, organisations have no choice but to assume responsibility to plan and manage their employees' careers (De Vos *et al*., 2008:162). Organisational career management refers to "*those activities undertaken by the organisation to plan and manage the careers of its employees* (De Vos *et al*., 2008:161). Organisations should develop strategies that match employees' career aspirations with the future needs of the organisation. The organisation should play a role of a supporter and developer of human assets (Baruch, 2006:130). Benefits that can be gained from career development efforts include: increased retention, improved performance, employee satisfaction, and creation of loyalty and organisational commitment to employees (De Vos *et. al*., 2008:159).

Organisations are at risk of managing employees' careers because employees are at liberty to leave when they deem fit. Baruch (2006:132) states that organisations that invest in education as a method of career development, has high turnover rates once

employees graduate. This could be merely because organisations fail to appreciate the value of the education and then give graduates jobs that are not related to their new competencies. There should be alternative career moves that an organisation can offer to retain those employees.

2.7.3 Alternative career moves

A study which was conducted by Baruch (2006:126) discovered that there are borderless careers, which refer to careers that exist when the actual career exceeds the border of a single path within the borders of a single employer. If this occurs, there are alternative career opportunities that organisations can offer (De Vos *et al.*, 2008). Organisations can offer lateral or vertical movement, job enrichment and temporary movement for employees to gain experience (De Vos *et al.*, 2008:159). Job enrichment refers to giving employees more responsibility and autonomy in their work (Robbins, Odendaal and Roodt, 2007:130). The aim should be to broaden employees' skills and knowledge base and to develop new competencies (De Vos *et al.*, 2007:159).

Career development, which also supports succession planning (Gilley and Maycunic, 2000:18), can be used as a career development approach. Once the organisation takes control of career development activities of individuals, they can identify employees who have the potential to become successors (Gaffney, 2005:7). Succession planning is defined as a process whereby organisations fill management openings with individuals that are identified and prepared as candidates in advance before positions become vacant (Walton, 1999:214). Hence, a balance approached to career development, namely mentoring, becomes important to future growth of organisations.

2.8 Mentoring

Mentoring in higher educational institutions is defined as "*a process whereby an experienced senior faculty member helps to develop a less experienced junior faculty member*" who is called the "protégé" (Dawn and Palmer, 2009:126). The purpose

should be to acquire skills that have been described as: *"understanding the underlying values, traditions and unwritten behaviour codes of academics; effectively managing a productive career in academics and establishing and maintaining a network of professional colleagues"* (Leslie, Lingard and Whyte, 2005:693). Within an academic institution, mentoring can also be used to support non-academic staff to settle into their new jobs and to give them feedback on how to improve their work performance (Bryant and Terborg, 2008:13).

There are formal and informal mentoring programmes in higher educational institutions (Leslie *et al*., 2005; Dawn and Palmer, 2009). Informal mentoring refers to mentoring that takes place when a mentor and mentee meet on an "ad hoc" basis to give each other guidance and advice (Leslie *et al*., 2005:693). This was viewed as the commonly known traditional roles of mentoring, which included talking, listening and receiving career-related support from only one person (Bryant and Terborg, 2008:18). In a traditional mentoring relationship, knowledge and power played a role and learning was only limited to conveying knowledge.

In today's knowledge economy, the status quo has changed, and higher educational institutions are making mentoring more comprehensive and reachable by introducing formal mentoring programmes (Dawn and Palmer, 2009:126). This makes it possible for aspiring academics to received mentoring support from a number of different people within the institution (ibid). Academics are more interested in developing their own careers.

Advantages of introducing formal mentoring are: increased career success; increased retention; increased knowledge creation and sharing; offers great commitment; increased research income; and publication rate (Leslie *et al*., 2005; Bryant and Terborg, 2008; Gardiner (2005), cited in Dawn and Palmer, 2009; Wing, 2009). There are also benefits for both mentees and mentors. A mentor will receive extrinsic rewards such as *"enhanced professional recognition when mentees perform well,"* and for a mentee it provides a great opportunity for networking (Leslie *et al*., 2005).

However, there are also challenges when implementing mentoring programmes, especially during matching mentoring partners because not everyone identified, is a competent mentor (Dawn and Palmer, 2009:126). There could also be cross cultural issues, especially when the mentoring programme adopts a traditional approach (Kalamas and Kalamas, 2004:78), because people come from diverse backgrounds. In the absence of formal mentoring programmes in higher educational institutions, mentees might find it difficult to approach a mentor (Leslie *et al*., 2005:693).

Studies that were conducted by Leslie *et al*. (2005:693) relating to on junior faculty experiences with informal mentoring, discovered that most mentees received guidance on an "ad hoc" basis, as mentors do not have sufficient time (Dawn and Palmer, 2009:126). Hence juniors will receive guidance from colleagues within the department.

A survey, which was conducted by Rose (2003:479) concerning enhancement of mentor selection by using an ideal mentor scale, discovered that 75% of respondents would prefer someone that is approachable and who can give clear, open and effective feedback. However, 87% of respondents noted that they would prefer someone who can give them honest feedback, whether positive or negative, regarding their job performance. In the absence of such characteristics, the potential for conflict in mentoring relationships could increase (Leslie *et al*., 2005:697).

However, this can be eased by establishing mentoring circles, which has been recommended for use in university environments (Spenser, 2005 cited in Dawn and Palmer, 2009:127). Mentoring circles involve groups of mentors and mentees who mentor each other. Group members will share their experiences, challenges and opportunities for the purpose of solving a problem (Dawn and Palmer, 2009:127) and be used as a tool to enhance the job performances of new staff members (Bryant and Terborg, 2002).

Therefore, higher education institutions that support individual development should formalize mentoring programmes to ensure fair access to mentoring for all members

(Leslie *et al*., 2005:698). This will be beneficial for both the institution and staff members, while those who are developed through mentoring programmes, should be retained.

2.9 Retention

With growth in the global research market, higher educational institutions are competing for highly qualified and experienced staff members. Their competitive advantage depends on competencies of their people. The Strategic Plan Report (2004-2008:19) acknowledges that PoN has a high staff turnover. Even the World Bank report (2005:66) noted that PoN finds it challenging to recruit and retain staff members and lose them owing to high salaries that are offered in the private and public sector, which tempts the best brains from the institution. It is fact that people are motivated by money, but it also often motivates wrong behaviours and does not build commitment (Performance Management, 2006: 20). Motivation is what drives people to work (Gerson and Gerson, 2006:7). In order for institutions to retain their staff members, they should first find out what motivates workers to work. By paying attention to what motivates them to work, one will be able to develop strategies to retain them.

2.9.1 Motivators for work

People come to work for different reasons, which are mainly based on their needs. Several authors have postulated theories about what motivates people to work, for example, Maslow, Herzberg, ERG, and McClelland (Robbins, Odendaal and Roodt, 2007:143). Whilst acknowledging their theories, some theories have been criticised because their investigation was primarily about what people want from a job, and not why they leave. No differentiation was made between sectors. Higher education institutions consist of professional and non-professional staff and, as such, their motivating factors to work might be different.

Academic staff may enter the profession merely for altruistic reasons such as helping students to succeed; their desire for teaching; and to help society develop (Mayer, 2006:63). However, the younger generation might enter academia for varying reasons. The young generation, called generation Y (Gen Y), are people who were born between the years 1980 to 1990. Some of them might enter the teaching profession for extrinsic reasons such as money, status and holidays (Mayer, 2006:63).

Non-professionals might also have extrinsic and intrinsic motivators, which are stated in Herzberg's two-factor theory (Robbins *et al.*, 2007:144). Gen Y might look for organisations that can offer them flexibility, autonomy, support for personal growth and ability to learn new things (Edgar, 2001, cited in Mayer, 2006:58). Therefore, finding out the reasons why people leave is as important, as it will identify challenges that employees face.

2.9.2 Motivators for leaving

Some researchers have investigated factors that influence staff members to leave (Mayer, 2006; Abraham, 2007; Holland *et al*., 2007; De Vos *et al*., 2008; De Vos and Meganck, 2009), and have discovered that employees' decisions to leave are influenced by factors such as salary, work-life balance, or career opportunities. However, people resign for different reasons.

Reasons for high labour turnover in higher education institutions include the following: dissatisfaction with relations between seniors; working conditions; few hours spent on research; excessive workload; financial rewards; lack of career opportunities; and work-life balance (Metcalf, Rolfe, Stevens and Weale, 2005:20; De Vos and Meganck, 2009:50). A study, which was conducted by Mayer (2006) in Australia discovered that young academic staff members' reasons for leaving are a bit different. Their decisions to leave range from workload; lack of input in decision making; wanting new challenges; teaching out of field; insufficient autonomy; poor salary; and personal circumstances

(Mayer, 2006:65). The study discovered that workload was cited as the highest, while salary was the least motivating factor for resigning.

Due to the rigid labour market, highly qualified and experienced employees who have skills that are in demand, will look for employability and not employment and will change jobs often (Holland *et al.*, 2007:250). People who have higher education qualifications earn better salaries because skills development improves a person's stock of human capital and, therefore, increases his or her productive potential (Barker, 2007:206).

These workers know their status in the labour market and can apply their skills to issues that can give an organisation a sustained competitive advantage (Holland *et al.*, 2007:250). There is also a perception that people do not stay with one organisation for a long time. For example, Gen X show little loyalty to any particular organisation (Mayer, 2006:58) and move around in search of organisations that offer better opportunities and benefits (Abraham, 2007). High labour turnover leads to decreased morale, reputation of the organisation and affects productivity (ibid). These challenges could be addressed by introducing the following retention strategies (Armstrong, 2002 cited in Millmore *et al.,* 2002; Mayer, 2006; Holland *et al.*, 2007; Prichard, 2007):

- Career development should be encouraged and employees who have potential should be identified and developed;
- Academic staff should be offered flexible working hours so that they can balance their lifestyles;
- Academic staff should be offered non-financial rewards such as recognition of efforts through teaching awards, personal growth and extra time for research purposes;
- Non-academics should be offered non-financial rewards such as responsibility, influence, personal growth and acknowledgement for a job well done;
- Staff should be acknowledged for a job well done;

- Effective induction and orientation that includes a mentoring programme for new academic staff should be offered;
- Organisations or institutions should create a supportive work environment;
- Organisations or institutions should focus on securing employment by making the organisation an "employer of choice" so that employees can return or recommend others;
- Offer training and development opportunities;
- Create organisations' or institutions' culture where teamwork is fostered and open communication is promoted; and
- Create fair promotional opportunities for everyone.

Without successful retention programmes, organisations will bring new employees in at the front door, while experience ones will walk out through the back door (Pritchard, 2007:140).

2.10 Summary

Whilst acknowledging the research conducted by various authors on topics that are relevant to training and development, namely training effectiveness, career development, training needs, RoI, mentoring, support and retention, there were some weaknesses that were identified from the literature review, which include the following:

- There has been limited empirical research on some of the various issues mentioned in the literature review regarding tertiary educational institutions.
- Not much recent reviews were written on tertiary educational institution staff development.
- No research has been conducted in Namibia, hence literature from developed countries mainly, was reviewed.

Based on the literature review, one can deduce that most organisations where studies were conducted, adopted a strategic approach to training and development. Hence,

training and development is not a standalone function, as it requires involvement by all stakeholders.

Therefore, changes in the external environment have led to organisations realising that their competitive advantage depends on skills and knowledge of their human resources. In other words, training and development has become such an important aspect for both the organisation and the individual. Tertiary education institutions are faced with double challenges, since on the one hand they have to deliver quality services to students and, on the other hand, meet national demands of the country, which is to create a knowledge-based economy. Thus, tertiary educational institutions are prompted to increase their investments by training and developing their staff members.

Qualified staff members are in demand and are lured by higher salaries to the private and public sectors. Training and development has been identified as strategy that can be employed to retain staff members. However, assessing the effectiveness of training and development efforts can be challenging, particularly when there is no support for the transfer of training to take place. At this juncture focus will now move towards **research methodology and design,** which is discussed in the following chapter.

Chapter 3

Research methodology and design

3.1 Introduction

This chapter provides a detailed explanation of how the research design and methodology was conducted. It describes research methods that were utilised and explains why they were selected to gather information that was required to answer the research questions. A theoretical background of different research methodologies, is also provided. The purpose for this was to gain a better understanding of underlying methodological theories. Finally, the targeted population, sampling size, research ethics and techniques employed for analysing data, are discussed.

Research involves two dimensions, namely research design and methodology. These two dimensions guided the researcher to obtain and analyse accurate data from staff members at the PoN who are involved in staff development and training. Hence, there is a difference between the two dimensions. Babbie and Mouton (2001) differentiate between the two concepts as follows:

Table 3.1: Differentiation between research design and research methodology

Research Design	Research Methodology
Focuses on the end-product: what kind of study is being planned and what kind of results are aimed at.	Focuses on the research process and the kinds of tools and procedures to be used.
Point of departure = research problem or question.	Point of departure = specific tasks (data collection or sampling) at hand.
Focuses on the logic of the research: what kind of evidence is required to address the research question adequately?	Focuses on the individual (not linear) steps in the research process and the most suitable procedures to be employed.

(Source: Babbie & Mouton, 2001:75)

As a result of underlying differences between research design and methodology, the research approaches were carried out in the format which is illustrated below.
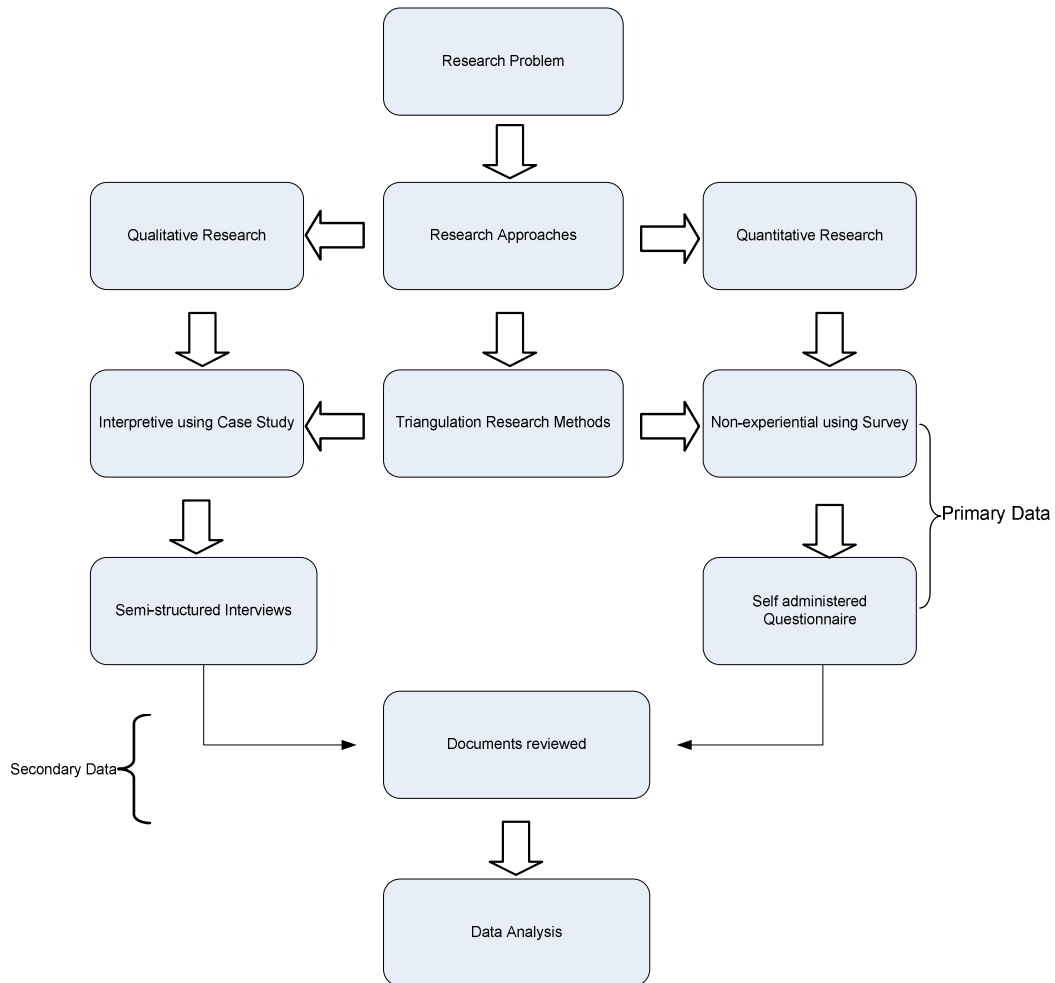
Figure 3.1: Flowchart of the research process

The above flowchart, Figure 3.1, maps out processes that were followed to gather information to solve the research problem. The research problem is that the current structure of the HR Code: SDT may not yield desired results.

The next step, as illustrated Figure 3.1, explains the research approach that was employed to effectively answer the research questions. The research methodology explains the research approaches that are available in research studies.

3.2 Research methodology

Research methodology has been defined as *"the systematic, methodical, and accurate execution of the design"* (Babbie and Mouton, 2001:74). Research methodology clarifies the two types of research approaches that are available in research and draws a conclusion regarding, which one is appropriate depending on the study that is undertaken before deciding on the research design. Babbie and Mouton (2001) further commented that the best way to use the two approaches depends on the research questions and objectives. The two approaches are known as quantitative and qualitative research methods, which enables one to explore unexplained, as well as previously explained but misunderstood phenomena (Welman, Kruger and Mitchell, 2006:9).

Ample literature exists regarding qualitative and quantitative research, and there is still an ongoing debate concerning, which is more valid than the other (Babbie and Mouton, 2001; Kumar, 2005; Welman *et al.,* 2006; Maree, 2008). Each of the two research methods focuses on different areas in the research process and has different strengths and weaknesses. However, both are aimed at creating a better understanding of individuals, groups, and society in a way that they influence each other (Yin, 2003:73). Qualitative methodology is discussed in the following section.

3.2.1 Qualitative methodology

Qualitative research refers to research that involves a range of interpretive techniques, which seek to describe, decode and translate terms that occur in a social situation (Welman *et al*., 2006:188). Tools that are employed in qualitative research enable one to gain deeper insight into social phenomenon. The following are advantages and disadvantages of qualitative research.

3.2.1.1 Advantages and disadvantages of qualitative research

A major strength of qualitative research is that it allows one to gain an in-depth understanding of the research problem (Babbie and Mouton, 2001:309), while it interprets results easily and discovers new ideas. It is also useful to address research objectives with variables that are difficult to quantify into figures (Babbie and Mouton, 2001; Welman *et al*., 2006). Qualitative research is more flexible because the research method, which is employed allows one to change the collected data as the study progresses (Welman *et al*., 2006:8), which increases validity of the findings (Babbie and Mouton, 2001:309).

However, a disadvantage of qualitative research is that the research results are dependent on interpretation of the researcher and thus makes it prone to biases, which make the results more subjective than objective, which makes it difficult for findings to be generalised (Babbie and Mouton, 2001:309). Qualitative research is more interactive and, therefore, requires someone that has good communication and analytical skills to report the social phenomenon in a more objective way (ibid).

3.2.1.2 Research methods in qualitative research

There are different methods of obtaining data in qualitative research such as the basic individual interviewing, in-depth individual interviews, focus group interviews, observation and participant observation and use of personal documents (Babbie and Mouton, 2001). A semi-structured interview was used as an instrument to collect data for this study. Babbie and Mouton (2001) and Maree (2008) concur that there are three paradigms that underlie qualitative research, which are discussed below.

3.2.1.3 Paradigms in qualitative research epistemology

The philosophical framework in qualitative research allows one to obtain knowledge through collecting data by using a qualitative approach. Qualitative research can take

place in any of the three paradigms, namely positivism, interpretive and critical, depending on, which approach can best answer the research questions. The three paradigms are clarified in detail, starting with interpretive as the oldest strand, then critical, and, lastly, post-positivism.

Interpretive approach assumes that "access to reality is only through social constructions such as language, consciousness and shared meaning" (Maree, 2008:60). Interpretive approach tries to understand reality through the meaning that people consign to them and perceptions that they have of their own activities. The aim is to analyse the situation and obtain insight into the way in which people make meaning of situations that they encounter. Interpretive approach encourages use of different sources and methods of analysis, which strive for validity (Henning, Van Rensburg and Smith, 2004:20). Knowledge is constructed by the description of people's intentions, beliefs, values and reasons, making meaning and self-understanding (ibid).

Critical approach is of the view that social reality is historically created and that it is produced and reproduced by people (Maree, 2008:62). The ability to change is constrained by social, political and cultural domination of people, while their theoretical knowledge and assumptions influence their perceptions and create an ideological frame of reference in which they see a social phenomenon (ibid). Critical approach is not concerned with social reality, but with the ability to reveal relations of domination that exists within society.

However, *post-positivism,* which initially originated from positivist research, has changed over the years. Post-positivist philosophy is based on assumptions that reality is multiple, subjective and mentally constructed by individuals (Maree, 2008:65). Positivism is of the view that knowledge is constructed only through experience and observation. Reality is not fixed, but is influenced by contexts such as culture, gender, and so on. Positivist researchers focus on finding out the "truth and will search for evidence that is valid and reliable in terms of existence of phenomena rather than generalisation (Babbie and Mouton, 2001:24).

All three paradigms are based on people and how they create their own realities. However, in practice, there is no clear distinction between the three paradigms. Each one of these paradigms is applicable to any type of research. The present researcher sought to gain better understanding of the research problem and, therefore, chose an interpretive approach namely the interview method. People have different feelings, beliefs, views, ideas, emotions, moods and thoughts, which affect their interpretations of events. These attributes make it difficult for positivism and critical research to be conducted.

3.2.2 Quantitative methodology

Quantitative research is defined as a systematic and objective process that investigates a research problem by using structured questions and where a larger number of responses, is involved. Quantitative research enables one to use statistical inferences in order to process data and then to generalise the findings according to the selected population (Maree, 2008:145). Even though quantitative research misses valuable opportunities to gain insight into individual experiences, its aim is to obtain numerical data, whilst findings can be used for operational management in the form of figures (Babbie and Mouton, 2001:308).

Quantitative research is appropriate when addressing research objectives by enquiry regarding "*how much or how often*", and when one wants a profile of a targeted audience (Martin, 2005:122). Quantitative research tends to concentrate on generalisation and is based on assessing theory, which is composed of variables that are selected and measured against the research problem. The variables are under the control of the researcher. Quantitative research assumes that the world, and the laws that govern it, are predictable and thus makes it possible to apply scientific procedures to investigate an identified research problem (Singleton and Straits, 2005:130). Advantages and disadvantages of quantitative research methods are outlined in the following text.

3.2.2.1 Advantages and disadvantages of quantitative research

Quantitative research allows one to reach out to a large number of respondents. The research findings can be generalised to the entire population under study if it is a representative sample (Singleton and Straits, 2005:140). The researcher is not directly involved in the data collection process, which, allows respondents to complete the questionnaire in their own free time (Maree, 2008:68). Hence, the researcher can obtain objective responses without allowing his or her personal bias to influence analysis and interpretation of the data.

Since, quantitative research restricts respondents to only answering "what you know", it limits answers. Therefore, deeper insight that is provided by interviews or open ended questions, is missed (Babbie and Mouton, 2001:312). There is also a high potential risk of questions, being misunderstood by respondents, and hence they provide wrong answers. However, quantitative research is useful when the research problem is understood by the targeted population (Singleton and Straits, 2005:142).

3.2.2.2 Research methods in quantitative research

Research methods that are employed to obtain data include surveys, laboratory experiments, formal methods (for example, econometrics) and numerical methods such as mathematical modelling (Myer, 1997). Surveys are widely used in social science. Survey research allows the researcher to search for information via, interviews, observation, documents and questionnaires. A survey enables the researcher to collect data from a large number of people. Surveys are flexible because several questions can be posed from one topic, which ensures considerable flexibility in analysis (Babbie and Mouton, 2001:263).

Even though surveys are subjected to prejudices, it does not manipulate variables of interest and data that relate to variables, are collected simultaneously. Commonly used methods of collecting survey data are questionnaires and interviews. Although survey

research does not go into detail into answering questions of "why", it is the most effective method of collecting data from a wide range of participants, therefore, it was utilised in this research in conjunction with qualitative research. A self-administered questionnaire was used as an instrument to collect data. A questionnaire is defined as "*a formal list of questionnaires designed to gather responses from respondents on a particular topic under study*" (Babbie and Mouton, 2001:259).

As shown in Figure 3.1, once the research approach is explained the next step is to describe how the study was conducted, which is known as the research design in research studies (Babbie and Mouton, 2001:74). Yin (2003:21) indicated that research design can be viewed as a "*logical process*" in other words, it should link the research questions to the data collection before interpreting the findings. Hence, it should not be seen as a "*logistical problem*". Therefore, based on the nature of the research problem and questions, the researcher employed the following logical process in collecting data.

3.3 Research process

The purpose of the research was to analyse a particular problem at specific institution in Namibia, therefore, it adopted a case study approach. Yin (2003:12) defined case study as an empirical inquiry that investigates a contemporary phenomenon within a real-life context, especially when boundaries between phenomenon and context are not clearly evident. He further explained that the case study approach is best utilised when the researcher tries to clarify a decision or set of decisions as to "*why*" they were taken, "*how*" they were implemented, and with "what" results (ibid). The HR Code is a policy document of PoN, which is the institution under study.

From an interpretive point of view, case study strives to gain a holistic understanding of how people make meaning of particular phenomena under study (Maree, 2008:75). Case study is an empirical inquiry of primary data, which is data that has been collected by the researcher (Babbie and Mouton, 2001:76). Use of primary data enables the

researcher to obtain an accurate picture of what staff members' views and opinions are regarding staff development and training.

The purpose for choosing a case study was because the study was conducted in its real-life context at the institution and involved people who have attended training and development programmes, as well as related activities. Case study research offers an opportunity to pose and ask relevant questions that will lead to desired results and rich evidence (Yin, 2003:59). Case study research may prejudicially influence the direction of the findings, which could lead to extortions conclusion (ibid). Case study enables the researcher to obtain information from multiple sources, which have been referred by other respondents (Yin, 2003:90). Therefore, it was appropriate to use a case study approach for this research study.

3.3.1 Research methodologies

In order to examine the effectiveness of the HR Code: SDT at the PoN, a combination of both qualitative (focus on understanding) and quantitative (focus on generalisation) research methods were utilised. The purpose of combining the two approaches was to understand the research problem from a subjective and objective point of view.

This combination of research approaches is known as triangulation. The word triangulation stems from the field of navigation, which helps to describe the use of multiple approaches to a research problem (Singleton and Straits, 2005:381). Methodological triangulation is defined as the rationale for using multiple sources to collect data in a single study (Yin, 2003; Singleton and Straits, 2005), with the view that the variety of methods employed will increase the validity and reliability of findings. Maree (2008) commented that good research projects employ more than one method to collect data.

3.3.2 Advantages and disadvantages of triangulation

The purpose for combining the two methods was to gain more reliable research results and to complement methodological weaknesses that flow from using a single method such as errors and bias. Qualitative methods can answer questions that quantitative methods cannot provide during the data collection process, which, therefore, permits the researcher to obtain different information from different perspectives. Triangulation enables the researcher to obtain trustworthy and valid results, which increase the credibility and validity of results (Babbie and Mouton, 2002:275). However, a major disadvantage of the triangulation method is that the researcher collects a great range of data, which can be confusing, but that can be avoided if proper planning and semi-structured interviews are conducted. Based on the advantages of triangulation, it was appropriate to utilised qualitative and quantitative methods to gain a better and in-depth understanding of the research problem. The data was collected by using the following instruments, which are outlined below.

3.3.3 Data collection

Data was collected by using interviews and questionnaires as research instruments with PoN staff members to solicit information from academics, as well as administrative and support staff. Documents and organisational records were also reviewed to corroborate the information that was obtained from interviews and questionnaires, and to make inferences about events.

3.3.3.1 Pilot study

When the first draft of the questionnaire was completed, a pilot study was undertaken before distributing it to a large number of participants. Yin (2003:79) notes that pilot study is an important part of the quantitative research process. Pilot study enables the researcher to refine the interview and questionnaire by testing them within a real-life context. A pilot exercise was conducted on three people, namely a staff member at PoN

in the HR department and two students at the CPUT. The aim was to address the quality and validity of questions, thereafter, certain amendments were made to the piloted questionnaire before it was distributed to the participants.

3.3.3.2 Interviews

Face-to-face semi-structured interviews were conducted with senior staff drawing from their experiences in terms of their opinions and knowledge. The interviews took approximately 20 minutes to complete depending on the person that was interviewed. Open-ended semi-structured questions were used. Informants who were interviewed from top management were the Vice-Rector: Finance and Administration, the Human Resource Manager and the Registrar. The purpose for interviewing top management was to find out what were the motivating factors for formulating the HR Code: SDT and to check if their set objectives had been achieved. Top management staff members, who were interviewed, had been with the institution since it was a technikon, while some were involved when the HR Code was drafted. They had a better view and understanding and were in a better position to enlighten the research if the HR Code: SDT had yielded results since being drafted.

Other informants who were interviewed included sectional heads and head of departments (HoDs), namely five (5) HoDs and five (5) sectional heads were selected. The purpose for interviewing them was, firstly, because they are in senior positions. Secondly, as senior staff members, one of their responsibilities is to identify training needs and to ensure that their subordinates are equipped with necessary competencies and skills to effectively perform their job (HR Code: 1998:19). Thirdly, some staff members are members of the strategic committee that, amongst other responsibilities, deals with staff development issues at the institution.

One (1) Director of the Centre for Teaching and Learning (CTL) who is also a member of the ETSIP committee for academic staff development was also informally interviewed. CTL offers workshops and seminars on issues related to academic

development on a weekly basis to improve teaching and learning amongst academic staff.

Ex-staff members that had resigned from the institution upon completing their qualifications through staff development programmes, were also interviewed. A total of eight (8) staff members were invited and all responded to the interview, which shows that they were willing to share their experiences. Of the eight (8) three (3) staff members were sent abroad on a staff development programme. The aim of interviewing them was to address reasons why they left the institution and to make recommendations in order to retain staff members that are sent to attend development programmes. The interviews were done anonymously because sensitive questions were posed. Interviewees included two (2) academic and six (6) administrative staff members who resigned from the institution between 2006 and 2007.

A weakness of the interview method is locating respondents. In order to avoid this, however, appointments were scheduled a week in advance with top management, HoDs', sectional heads and ex-staff. Staff members were briefed in advance on what the interview entailed (see attached e-mail). Open-ended questions were asked although it varied depending on how participants responded in order to avoid being sidetracked by issues not related to the study. Therefore, specific questions were drafted for each group of participants.

A semi-structured interview guide was used that defines the line of inquiry and ensures that qualitative data was obtained. Advantages of structured interviews are that it enables the interviewer to maintain consistency during interviews and to be in control of the interview process (Sapsford and Jupp, 2006:99). Participants also referred the researcher to other staff members for more accurate information. Notes were taken during the interview with the permission of respondents.

A reason for selecting the interview method was because it is flexible and questions that may have been misunderstood could be explained and clarified on the spot. The

presence of the interviewer minimizes the number of "don't know" and "no answers" (Babbie, 2004:263). First-hand high quality information was collected without it being interpreted differently. The interviewer is more in control of the interview situation and has the preference for understanding actions in the context of two or more people (Babbie and Mouton, 2001:273). A semi-structured interview allows one to probe in order to clarify vague answers, and it is a flexible way of collecting data (Welman *et al.*, 2006:167). The questions posed adopted an interpretive approach, which made it easier to interpret results.

Despite the interview method being costly and time consuming owing to costs of travelling to Namibia, respondents were located in one place, which made it less expensive, compared to when they are dispersed. Some senior staff members were busy in meetings, which required the interview process to be rescheduled, but they all made time to be interviewed and the data collection process went smoothly. The other source of evidence that was utilised, was the questionnaire.

3.3.3.3 Questionnaire

A self-administered questionnaire was formulated and respondents were asked to complete it themselves. The aim for using a self-administered questionnaire was to obtain staff members' opinions on issues relating to staff development and training. The questionnaire was compiled in a user friendly manner and was limited to only closed-ended short questions and statements in order to ensure that relevant data was obtained. The statements included a list of answers that staff members could choose from, which made it interesting and flexible. The commonly used scale for measuring attitudes or perceptions in quantitative data collection, the Likert scale, was utilised to measure levels of statements.

An e-mail was sent to respondents three days before the questionnaire was distributed to request their permission and to solicit their help in completing the questionnaire (see attached e-mail). The purpose, relevance and imperativeness of the research were also

made clear in the e-mail correspondence. The questionnaire was distributed to two-hundred and thirty (230) staff members. The questionnaire began with profile questions and then moved to specific questions, which addressed the research objectives. The survey questions focused on research questions that have dependent and independent variables of the research problem.

Questionnaires were sent electronically and some were hand delivered to explain the purpose, relevance and importance of the research. It is commonly known that questionnaires that are hand delivered have a high completion rate than those that are electronically sent (Babbie and Mouton, 2001:259), since some respondents may disperse of a mailed questionnaire or may answer questions hastily without paying particular attention. Hence, some questionnaires were hand delivered to ensure that the targeted audience responded. Staff members were consulted during their working hours and may not have the necessary time to complete the questionnaire. Therefore, they were given two to three days to complete on-line.

For those respondents to which the questionnaire was hand delivered, they were free to select a convenient time to respond, which gave them sufficient time to think about each answer. A second set of self administered questionnaires were distributed to academic staff to obtain representative sample results that truly reflect the population because of a poor response rate, which was first received from academics.

Respondents were asked to complete their forms on-line and to mail it back as soon as they complete them, since it was a quick and effective means. Fifty-seven (57) respondents completed their forms on-line, and of the 230 sent, 130 responses were received, which yielded a response rate of 65% which was a satisfactory response rate. Privacy and anonymity of respondents were maintained and they were assured that data was only for research purposes.

A main advantage of using questionnaires included that it is cheap and quick. Self-administered anonymous questionnaires make large samples feasible and are useful

when dealing with sensitive topics (Babbie and Mouton, 2001). It involves reliable numerical figures that can easily be quantified. However, a disadvantage of questionnaires is that respondents may feel irritated because they are restricted to a particular response. Respondents do not also read to understand the questions before answering. Closed-ended questions lack depth and variety, but provide more reliable information. However, in this study, respondents were at liberty to only answer what they know. The topic under study had the interests of respondents at heart, therefore, the response rate was high. The aim was to obtain a numerical figure from the views of staff and to complement it with interviews in order to generalise the findings.

3.3.3.4 Documents review

Minutes of council meetings were reviewed to obtain information concerning issues that were discussed on matters related to staff development and training. The council forms part of the PoN decision-making board. The aim of the review of minutes was to establish if changes were made to the HR Code since it was drafted in 1998. The Higher Education Quality Councils' Audit report (HEQC) of 2007 and the World Bank report (2005) were also consulted to establish if any changes or reviews were made to the HR Code since the report was audited and published. Lastly, the Affirmative Action (AA) report from 2005 to 2007 and the PSP (2004-2008) and (2009-2013), were reviewed. The AA report was reviewed to ascertain how many staff members were sent on development programmes and how many resigned after obtaining a qualification. The PSP was reviewed to investigate whether the HR Code: SDT was aligned to the goals of the institution. This is also known as the secondary stage in the research process as shown in Figure 3.1. The next section discusses the population and sampling procedure, which was used in the study to collect data.

3.4 Population

The population in social research is defined as the study of objects and it consists of individuals, groups, organisations and human products (Welman *et al.,* 2006:52). The

targeted **population** for the study comprised staff members at PoN, which included academic, administrative and support staff. PoN is a tertiary educational institution, which has a population of five hundred and eleven (511) staff members, including male and female (AA report 2007/2008:4). The target population was residing in Windhoek, Namibia in one place, which saved time, money and correspondence, compared to a targeted population that may be is in a scattered geographical area. This made it easier to contact staff members via-email and to remind them of the interview or to complete the questionnaire. A reason why the researcher concentrated on the PoN is because the researcher is employed at the institution and the topic under study, is of interest to the population of the institution.

3.5 Sampling size

It was not possible to study the entire population, but general findings can be made from a study of a subset of the population. The subset of a population is known as a sample (Welman *et al.*, 2006:180). In an empirical survey, the sample that is selected is assumed to represent the targeted population. According to Singleton and Straits (2005:118), representative means to *"provide a close approximation of certain characteristics of the targeted population."*

There are two sampling techniques, namely probability sampling and non-probability sampling. Probability sampling occurs when the people in the sample are chosen because the researcher is of the opinion that they represent a cross section of the entire population. Whereas non-probability sampling is conducted without the knowledge that the sample selected will be a representative of the population. Probability sampling was utilised in this research study because the sample size selected represented the entire population. Probability sampling consists of random, stratified, systematic, quota, cluster or multi-stage sampling (Singleton and Straits, 2005:147).

Stratified random sampling was appropriate for this study because the institution consists of academics, and administrative and support staff. Staff members were

selected according stratas in order to ensure that there was equal representation. The strata consisted of top management, sectional heads and HoDs, ex staff members and the rest of the staff at the PoN. This was done to give everyone within the targeted population a fair chance of being selected. Stratified sampling uses a mixture of random selection on the basis of specific information for profiling purposes. Each staff member was selected based on a simple random sampling technique drawn from each stratum. Stratifying improves sampling efficiency and provides stratifying variables, which are related to the research problem (ibid).

For the purpose of this study, only a sample size of N=230 staff members were selected, as agreed with the institutions' statistician to complete the survey questionnaire, and a sample size of N=22 staff members were interviewed. The representative sample was drawn from a computer generated list obtained from the institution Those selected in the sample size were Namibian staff members and permanent resident holders, because they would be in a better position to answer questions pertaining to the HR Code: SDT practices and policy. Staff members that were appointed from the July 2008 to 2009 were not included in the study because the researcher believes that they would not have a clear and better understanding of the research problem and hence not give an objective response.

Different views and opinions of all staff were crucial for the study, therefore, careful selection of people in the targeted population was made to include everyone. In order to better understand the structure of the sample, frequencies were computed for demographic variables to ensure fair representation. The following section explains ethical issues that governed data collection.

3.6 Ethical consideration during the research process

Respondents' consent was asked before data was collected and they were fully informed of the contents of the interview and questionnaire. The researcher guarded against manipulating respondents and using unethical tactics in interviewing (Welman *et al.*,

2006:201). Ex-staff members in the interview process were guaranteed anonymity, whilst confidentiality of information was also guaranteed.

3.7 Evaluating measurement techniques and data collection methods

Accuracy and precision are highly important in research measurements. Reliability is concerned with how reliable and accurate the research methods and techniques are for collecting data. Singleton and Straits (2005:97) indicated that reliability refers to consistency so that the same measurement technique will yield the same results if the same technique would be used by another researcher. In research studies, reliability of responses can be influenced by respondents. A respondent who has a positive or negative experience of the phenomena under study can influence the way that he or she responds to questions.

Therefore, in order to maintain a high degree of reliability, the same set of questions were asked and interviews took place in the staff members' offices to ensure that there were no distractions and that reliable information was obtained. In order to obtain accurate information, the right respondents received questionnaires and the right people were interviewed. Collected data should also be measured to determine if it was valid. Validity refers to the ability of the instrument to measure what it is designed to measure (Kumar, 2005:158). Therefore, the correct sample and procedures for data collection were chosen to ensure that valid results were achieved.

3.8. Summary

This chapter explained the research methodology and design. Figure 3.1 represents the research process that was employed to conduct the research. A combination of qualitative and quantitative methods, which is called triangulation, was utilised to best answer the research questions. Survey research, using a self administered questionnaire and semi-structured interview methods, were employed to collect data from staff members at the PoN. Interviews were conducted with top management, sectional heads,

HoDs' and ex-staff members. Self-administered questionnaires were distributed to all staff members at the institution, using a probability stratified sampling method. Sampling procedures differ from quantitative and qualitative research, therefore, a representative sample was chosen with assistance from the institution's statistician.

Documents of the institution were also reviewed to support empirical data. A case study was deemed suitable and, therefore, utilised. Lastly, ethics and evaluation techniques in collecting data were discussed. At this stage focus will now shift towards **analysis of data,** which is discussed in the following chapter.

Chapter 4

Data Analysis

4.1 Introduction

This chapter examines the situation at PoN with regard to staff development and training. Results were drawn from interviews, questionnaires and documents that were reviewed. Statistical analysis was utilised to analyse the questionnaires, while content analysis was utilised for the interviews. This chapter also discusses how data was collected from questionnaires, which were processed into a readable format before analysing it using SPSS. Without evaluation, staff development programmes and activities run a risk of being ad hoc, lacking direction and an activity that operates in isolation without having any significance to either the individual or the institution (Saur, 1996 cited by Ramalibana, 2005:60). Therefore, monitoring effectiveness of staff training and development programmes, activities and policies, is important.

4.2 Quantitative research data processing

Once the questionnaires were collected, it was processed by coding and entering data using the statistical computer application software, called SPSS for windows (Release 17.0.0). The information that was collected was transformed into numerical values called codes. This data was converted into a computer readable format to produce statistical data. Babbie (2004:396) asserts that quantifying is a process of converting social science data into a numerical format. SPSS is known for analysing data in investigations concerning social phenomenon.

An advantage of using SPSS is that it enables the researcher to score and analyse quantitative data quickly, while it can also perform multivariate analysis. Data can also be presented in a logical format (Babbie, 2004:398) and reduces spending more hours

calculating scores and making inevitable mistakes. SPSS provides the researcher with an opportunity to learn different statistical techniques.

However, researchers should learn how to run these programs, which can be time consuming and requires one's full attention (ibid), because programme outputs are highly dependent on the input. Even though SPSS is time consuming, it is still a better and more accurate programme than calculating manually.

The researcher had a clear picture of the research problem and identified dependent and independent variables before processing the quantitative data. Therefore, when data was processed, each variable category was given a numerical code. The categories represent answers (dependent) given to each question or statement. The questions used yes and no answers and were given numbers (1-yes and 2-no). Statements used a four-point Likert scale of (1-strongly agree, 2-agree, 3-disagree, 4-strongly disagree) to collect information on variables. Respondents were asked to circle the number that applied from the four response alternatives, and for the yes and no questions.

4.3 Research questions

As stated earlier, the research questions were:
1. What were the influencing factors for drafting the HR Code: SDT?
2. What are problems that staff experienced with the HR Code: SDT?
3. Are staff development and training activities well planned?
4. What influences staff decisions to resign from the institution after attending development programmes?

All of the above stated questions formed a basis for the questionnaire and the interviews. The questionnaire was drafted around a series of 18 questions, which ranged from question 2-4 from the research questions. Top management interview questions were drawn from question 1-4 and a series of 12 questions were posed. HoD's and sectional heads' interview questions were drawn from question 2-4 and a series of 11 questions were posed, while ex-staff members' interview questions were drawn from question 2-4

and consisted of a series of 8 questions. The following section explains how data from the questionnaires was analysed using frequency distribution, cross tabulation, statistical analysis and descriptive statistics.

4.4 Descriptive statistics

Descriptive statistics is concerned with organizing and describing data at hand to make it more intelligible (Singleton and Straits, 2005:457). Descriptive statistics also involves summarizing the degree of association between dependent and independent variables in the sample. Cross tabulation and frequency distribution was used to analyse data from various responses.

4.4.1 Frequency distribution

Frequency distribution lists all the responses given in a category and then calculates them to give a total score in that particular variable. The scores are presented in a table format called a frequency table (Singleton and Straits (2005:458). The total scores were computed to give a percentage of responses. These provide a clearer picture of the responses. Singleton and Straits (2005) note that an analysis, which uses frequency distribution of responses to the closed-ended questions and statements, shows a valuable indicator of attitudinal preferences of responses on issues mentioned in the questionnaire. Class intervals were used to determine the number of scores given to a unit, while frequency refers to the number of responses to a question or statement.

4.4.2 Cross-tabulation

Cross-tabulation analyses two variables, namely dependent and independent variables to determine if there is a relationship between them (Kumar, 2005:242). It can also analyse differences in responses in two groups.

4.4.3 Statistical analysis

From the total of 230 questionnaires distributed via e-mail, 130 responses were received which shows a considerable good response rate of 65% of which 54 responses were e-mailed back and 76 were hand collected.

In the following section, frequency tables, charts and bars, which are shown, are based on the statistical analysis of the responses received. Firstly, the nature of the problem was established in order to ensure that correct data was analysed. The questionnaire utilised in this study consisted of two sections (see Appendix A). The first section collected demographic information and the second section consisted of questions and statements, which ascertained the effectiveness of training and development activities.

4.5 Research results of closed ended questionnaire

4.5.1 Section 1: Demographic data

Demographic data was collected to establish the number, gender, age and work experience of respondents. This was done as it might affect the way respondents view staff development and training and it was also used for profiling purposes.

4.5.1.1 Number of different staff responses

The rationale for this information was to learn the number of staff that had responded because the institution comprises different types of staff.

Table 4.1: Number of different staff responses

	Frequency	%	Cumulative %
Academic	41	31.5	31.5
Administrative	68	52.3	83.8
Support staff	21	16.2	100.0
Total	130	100.0	

(n=130)

The above table revealed that from the 130 respondents, 31.5% were academic, 52.3% administrative, and 16.2% was support staff, which show a fair cross section of responses from the entire population. Support staff members are members of staff that fall under the bureau of computer services, hotel school and reprographic services.

4.5. 1. 2 Gender representation of respondents

The rationale for gender information was to find out the gender of respondents.

Table 4.2: Gender representation of respondents

	Frequency	%	Cumulative %
Female	87	66.9	66.9
Male	43	33.1	100.0
Total	130	100.0	

(n=130)

The above table reflects that the number of female respondents was higher than the males. Female respondents were 66.9% and males 33.1%. This shows that female respondents were the dominant gender in this sample.

4.5.1.3 Age range of staff members at the PoN

The rationale for this information was to determine how many young people were employed. The table below gives an indication of the age range of staff employed at the PoN.

Table 4.3: Age range

	Frequency	%	Cumulative %
18-25	9	6.9	6.9
26-35	67	51.5	58.5
36-49	49	37.7	96.2
50 and above	5	3.8	100.0
Total	130	100.0	

(n=130)

Table 4.3 reveals that 6.9% of respondents were between the ages of 18 and 25, while 51.5% were between the ages of 26 and 35, and 37.7% were between the ages of 36 and 49, and those between the ages of 50 and above, was 3.8%. This illustrates that there are younger people employed at the PoN.

4.5.1.4 Work experience of staff members at the PoN

The rationale for this information was to determine the number of years that staff worked for the PoN. Staff that had worked for the institution for a longer period would have better knowledge of training and development activities within the institution.
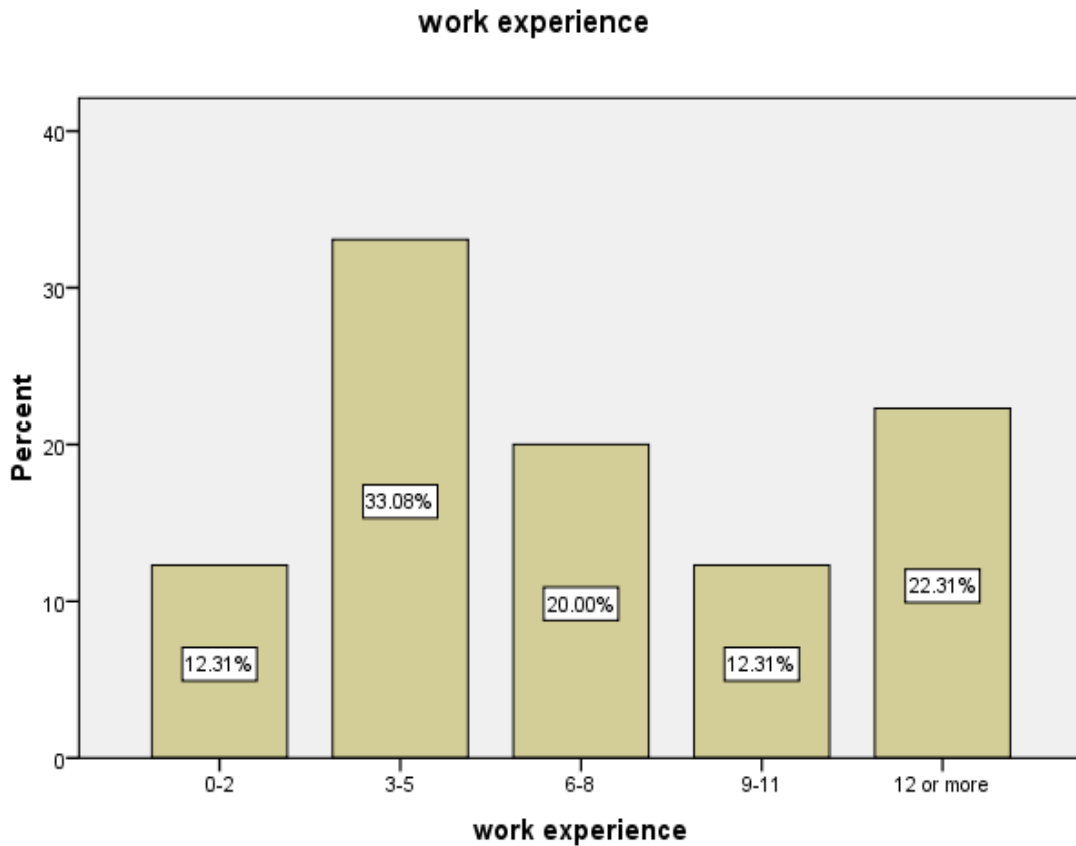
work experience

Figure 4.1: Bar chart of work experience (n=130)

Figure 4.1 above illustrates the work experience of staff members at the PoN. The results show that 12.31% of respondents were employed for 0-2 years; 33.08% were employed for 3-5 years; 20% were employed for 6-8 years; 12.31% were employed for 9-11 years; and 22.31% were employed for 12 or more.

4.5.2 Section 2: Effectiveness of training and development

In assessing effectiveness of training and development at the PoN, the researcher posed questions and made statements to ascertain if the HR Code: SDT is implemented, as stated in the HR Code in order to identify weaknesses. A person could say that when policies are effectively implemented and monitored, it could lead to the achievement of set objectives.

4.5.2.1 How frequently were staff sent on training and development and were their performances assessed before and after training?

The rationale for this information was to measure if staff members were sent on training and development programmes and to assess whether their job performances were assessed before and after they returned from training. A reason for this statement was to establish whether staff members' job performance was assessed and whether training and development needs were identified, as stated in the HR Code: SDT.

Cross tabulation

Table 4.5: Frequency of staff training and development and assessment of their performance before and after training

| | | Performance assessment before and after training | | |
		Yes	No	Total
Number of times staff was sent on training	Never	4	29	33
	Some times	26	52	78
	Often	3	3	6
	Total	33	84	117
	Missing system	13	00	13

(n=117)

The cross tabulation shown above states that from the 130 respondents, 33 of the respondents had never been sent on training and development programmes, while 78 of the respondents were sometimes sent and 6 were often sent on training and development programmes. The statement that respondents had to reply to was: my job performance is assessed before and after I went on a training and development programme, and while 33 of the respondents replied yes, 84 replied no. This gave a total of 117 respondents, while other respondents chose not to answer the statement.

4.5.2.2 Institutional climate enables staff to apply new knowledge

The rationale for this information was to assess if the institution's climate stimulates an environment where staff can apply new knowledge and skills that are gained at training to their job.   The statement that respondents had to respond to related to the organisational climate of the institution in terms of whether it encouraged implementation of new ideas that were acquired during training.

Table 4.6: Institutional climate

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	11	8.5	8.8	8.8
	Agree	40	30.8	32.0	40.8
	Disagree	40	30.8	32.0	72.8
	Strongly disagree	34	26.2	27.2	100.0
	Total	125	96.2	100.0	
Missing	System	5	3.8		
	Total	130	100.0		

(n=130)

Table 4.6 illustrates that from the sample population, 8.5% strongly agreed, and 30.8% agreed, which gives a total of 39.3% (8.5% plus 30.8%), while 30.8 % of respondents disagreed and 26.2% strongly disagreed, which gives a total of 57% (30.8% plus 26.2%) who believe that institutional climate enables staff to apply their new knowledge, which was gained from training. A total of 3.8% of respondents chose not to respond to the statement.

4.5.2.3 Training and development section in the HR Code: SDT is well-designed

The rationale for this information was to determine whether the HR Code: SDT is well-designed in order to obtain a proper understanding of training and development objectives and to meet the needs of individuals and the institution.

Table 4.7: HR Code is well-designed

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	5	3.8	3.9	3.9
	Agree	32	24.6	25.2	29.1
	Disagree	51	39.2	40.2	69.3
	Strongly disagree	39	30.0	30.7	100.0
	Total	127	97.7	100.0	
Missing	System	3	2.3		
	Total	130	100.0		

(n=130)

Table 4.7 indicates that of the 130 respondents, 3.8% of them strongly agreed, and 24.6% agreed, which gives a total of 28.4% (3.8% plus 24.6%) who believe that training and development in the HR Code is well designed. The other 39.2% disagreed and 30% strongly disagreed, which give a total of 69.2% (39.2% plus 30%). A total of 2.3% of respondents chose not to respond to the statement.

4.5.2.4 Training and development needs are linked to needs of departments

The rationale for this information was to establish if there were any links between employees' training and development needs and those of the departments'. Departmental needs derive from strategic goals of the institution. If department needs are achieved, it would result in the achievement of organisational goals. Strategic goals are cascaded down to departments and it is up to the department to link staff needs with departments needs. It is against this background that this statement was made: my training and development needs are linked to the needs of the department.

Table 4.8: Training and development needs are linked to needs of departments

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	32	24.6	26.7	26.7
	Agree	39	30.0	32.5	59.2
	Disagree	42	32.3	35.0	94.2
	Strongly disagree	7	5.4	5.8	100.0
	Total	120	92.3	100.0	
Missing	System	10	7.7		
	Total	130	100.0		

(n=130)

Table 4.8 reveals that 24.6% of respondents strongly agreed, and 30% agreed, which gives a total of 54.6% (24.6% plus 30%) who believe that their training and development needs are linked to needs of the departments, while 32.3% of respondents disagreed and 5.4% strongly disagreed, which totals 37.7% (32.3% plus 3.4%). A total of 7.7% of respondents chose not to respond to the statement.

4.5.2.5 Reward systems

The rationale for this information was to measure if the institution has good reward systems to retain staff that they have sent on training and development programmes. The table below illustrated how respondents respond to this question.

Table 4.9: Reward system for retention

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	6	4.6	4.8	4.8
	Agree	17	13.1	13.6	18.4
	Disagree	48	36.9	38.4	56.8
	Strongly disagree	54	41.5	43.2	100.0
	Total	125	96.2	100.0	
Missing	System	5	3.8		
	Total	130	100.0		

(n=130)

Results in Table 4.9 reflect that 4.6% of respondents strongly agreed and 13.1% agreed, which totals 17.7% (4.6% plus 13.1%), however, 36.9% of respondents disagreed and 41.5% strongly disagreed, which totals 78.4% (36.9% plus 41.5%) who believe that the institution has good reward systems in place for staff retention.

4.5.2.6 Internal training providers

This issue was brought in because most of the training provided by the PoN is internal. By conducting the survey, it was important to assess the competency of training providers to deliver quality training.

Internal training providers

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly disagree ■ Missing
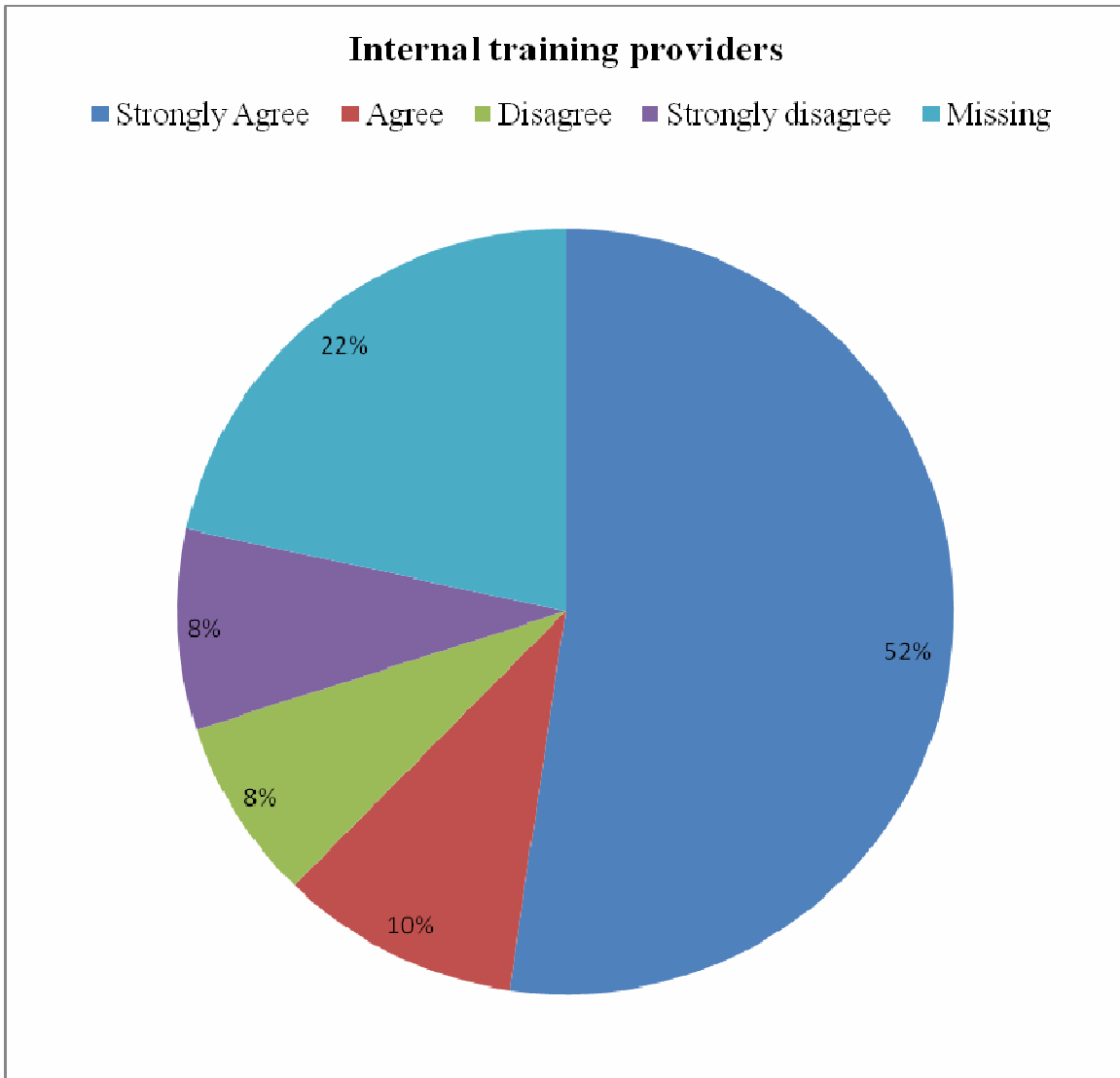
Figure 4.2: Pie chart of internal training providers (n=130)

Figure 4.2 illustrates that of the 130 respondents, 52% strongly agreed and 10% agreed that the training providers are competent in delivering quality training. This shows a positive response for internal training providers. However, 8% of respondents disagreed and 8% strongly disagreed, which totals 16% who believe that training providers are competent in delivering quality training. A total of 22% of respondents chose not to respond to the statement. This could be owing to the fact that they might not have attended any training programme.

4.5.2.7 Future vacancies

Polytechnic intends to employ at least 10% professors, 10% associate professors, 40% senior lecturers and 20% junior lecturers by 2012, according to their strategic plan of 2009-2013. These are operational business needs for PoN to operate successfully as a university. In order to meet their goals, they should close the divide between current staff qualification levels and desired levels for a university. It is within this context that the following statement was made: the institution trains and develops staff to occupy future vacancies. The table below reveals a different point of view.

Table 4.10: Training and development of staff for future vacancies

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	9	6.9	7.1	7.1
	Agree	31	23.8	24.6	31.7
	Disagree	48	36.9	38.1	69.8
	Strongly disagree	38	29.2	30.2	100.0
	Total	126	96.9	100.0	
Missing	System	4	3.1		
	Total	130	100.0		

(n=130)

Table 4.10 shows that 6.9% of respondents strongly agreed, 23.8% agreed, which totals 30.7%, (6.9% plus 23.8%) of respondents who agree with the statement, while 36.9% of respondents disagreed and 29.2% strongly disagreed, which totals 66.1% (36.9% plus 29.2%) who disagreed that the PoN trains and develops staff to occupy future vacancies. This reflects a negative response for training and development of staff for future vacancies. A total of 3.1% of respondents chose not to respond to the statement.

4.5.2.8 Mentoring programmes

The rationale for including this issue was to determine how many staff members welcome the introduction of mentoring programmes for new staff members.

Table 4.11 Mentoring programmes

		Frequency	%	Valid %	Cumulative %
Valid	Strongly agree	75	57.7	59.5	59.5
	Agree	38	29.2	30.2	89.7
	Disagree	10	7.7	7.9	97.6
	Strongly disagree	3	2.3	2.4	100.0
	Total	126	96.9	100.0	
Missing	System	4	3.1		
	Total	130	100.0		

(n=130)

Table 4.11 reveals that an overwhelming 57.7% of respondents strongly agreed, and 29.2% agreed, which totals 86.9% (57.7% plus 29.2%) who agree that mentoring programmes should be introduced, while 7.7% disagreed and 2.3% strongly disagreed, which totals 10% (7.7% plus 2.3%) who disagree that that mentoring programmes should not be introduced. A total of 3.1% of respondents chose not to respond to the statement.

4.6 Analysing interviews using content analysis

As stated earlier, 22 staff members and ex-staff members were interviewed to obtain different information, hence content analysis was employed to analyse notes that were made during the interviews. Content analysis is best utilised to answer research questions, which include "what", "why" and "how". Babbie and Mouton (2001:491) define content analysis as a research method that examines phrases and words within interviews. Content analysis examines data from different perspectives with an aim of

identifying key words in the text to help understand and interpret the raw material (Maree, 2008:101). Content analysis considers similarities and differences within text and makes assumptions. Once the interviews were completed, notes were taken and the content was used to make comparisons of the answers to the questions, whilst conclusions were then drawn. The same questions were posed to all informants, except where probing was necessary. This made the data analyses process easier. The most frequently cited answers of respondents were summarised. The following section outlines and describes the questions responses, which were received from ex-staff members, HoD's and sectional heads, as well as and top management.

For research questions 1-4, top management staff members were interviewed to shed light on reasons for formulating the human resource code: staff training and development, and to assess if objectives were achieved and how they are measured.

4.6.1 Top management

A total of three (3) top management staff members were invited and all responded to the interview request. Each member was interviewed individually. The following questions were posed (see Appendix B):

- **What was the purpose of drafting the HR Code: SDT?**

All three staff members noted that the HR Code: SDT was drafted in 1998. The aim was to improve qualifications levels of Namibian academic staff so that they can become experts in research, teaching and learning in order to ensure that they stay abreast of education institutional best practices.

- **Were any objectives set?**

When the policy was drafted, no measurable objectives had been set. One interviewee noted that it was up to the department to set their own objectives. All interviewees agreed that the policy was drafted as a guide for anything pertaining to staff training and development.

- **What methods are used to evaluate training and development programmes?**

All interviewees agreed that there are no formal methods in place to evaluate training programme effectiveness, however, one interviewee noted that staff members' work performance is assessed once they return from training programmes. He further noted that it was the sectional heads and HoDs' responsibility to measure staff performance to see to it that it has improved. Improvements in work performance, is used as a determining factor for training effectiveness.

- **What strategies are in place for retaining staff that attend on development programmes?**

One interviewee revealed that the PoN has good promotional opportunities for staff members that attend developmental programmes, while it is up to them to apply when an opportunity arises. Another interviewee noted that staff received notch increases when they obtained a vertical higher qualification. He further explained that there is also a staff development agreement that requires that staff work for the PoN for a number of years before the person can resign.

Another interviewee noted that Namibia has a skills shortage and staff members who have Masters and PhD qualifications, are more in demand, which makes it difficult for the PoN to retain members of staff who leave for better opportunities. The PoN may not be able to compete financially with the private sector and some public companies. He

further explained that when a member fulfils his or her contractual obligations, it is up to the individual to decide.

- **Why are there no succession plans for critical skill positions?**

Different views arose regarding the above-mentioned question. One interviewee maintained that there are no persons within the institution who have potential to be identified as successors, and that this is the reason why there are no succession plans. He further noted that staff members are not motivated to study. Another other interviewee stated that such a recommendation should be made from the Human Resource Department. However, another interviewee noted that such plans were in the pipeline, and two interviewees agreed that there is a need for a succession plan.

- **When do you review the HR Code: SDT?**

Two interviewees maintained that the HR Code is reviewed only when necessary. One interviewee explained that a condition that brings about a review is, for example, when there are changes in the Namibian Labour Act. He stated that during the review process, different faculty deans and sectional heads are invited to a meeting to discuss relevant changes before they are implemented.

- **Do you have the human resource capacity to be a university?**

All interviewees agreed that the PoN does have the human resource capacity, but that the subsidy that they received from the government, is insufficient. Therefore, they do not have enough money to spend on staff development and training. One interviewee strongly stated that staff development and training depends on the cash flow of the institution, while the other maintained that the HR Code: SDT would be more effectively implemented if someone was appointed to monitor training and development activities. Another interviewee explained that there is a need for a staff development plan because it is only when a plan is established, that a person can measure if objectives

have been achieved. He further noted that a staff development plan should be developed, which monitors, evaluates and measures objectives. He explained that there has been a drastic increase in qualification levels of staff compared to when the PoN was a technikon, which demonstrates a sign of change.

4.6.2 HoDs and sectional heads

As mentioned earlier, five (5) HoDs and five (5) sectional heads were interviewed. The HoDs and sectional heads are responsible for implementing the HR Code: SDT. The following questions were posed (see Appendix C):

- **How are training and development needs identified?**

All five (5) HoDs noted that they do discuss development needs with staff during their departmental meetings. Currently, there is a demand for qualifications. During those meetings staff members are encouraged to apply for development programmes. The interviewees noted that training needs are identified through peer reviews and student evaluations when new staff members are appointed. As soon as a shortcoming is identified, the affected staff member is sent to training to improve his or her job work performance. Most training takes place internally. Prior to the training needs identification, staff attend, regular weekly workshops, which are aimed at improving their teaching and learning at the Centre for Teaching and Learning (CTL)

All five (5) sectional heads noted that they do identify training needs. However, it is done on a reactive basis. There are no training plans in place because they do not receive an annual training budget and, hence, they do not plan. One interviewee noted that even if they identify training needs, members of staff do not often attend those training sessions because there is either no budget or no time for it. Another interviewee maintained that most of the training that staff members attend is generic training such as the Integrated Tertiary System (ITS). This is done on an annual basis as new versions are introduced. Another interviewee revealed that there is a particular culture within the

institution that requires recruited staff members to have the expertise and knowledge to do their job.

- **Is staff performance assessed after training?**

All five (5) HoDs' responded that they do assess performance after training. Two (2) interviewees noted that there are no formal performance assessments that are done, however, the same methods for identifying training needs are used to assess staffs work performance. Student evaluations and peer reviews are also used to assess whether performance has improved after training.

All five (5) sectional heads agreed that there are no formal methods in place, which assess work performance. However, an improvement in work performance is used as an indicator that the training programme has improved staff performance. One interview maintained that they do assess staff performance after training. Staff members will, for example, be given more *"responsibilities and accountability"* in order to assess their performance. They further noted that staff members are encouraged to apply new ideas that they gained during training to their job. Another interviewee stated that they do not pay much attention to performance assessment after training because it is not linked to any performance appraisal. One interviewee stated that when staff members attend training such as the ITS or introduction of new accounting standards, then they are given system problems to solve.

- **In your view, should mentoring programmes be introduced?**

Both the HoDs and sectional heads agreed that mentoring programmes should be introduced for new staff members. HoDs noted that they already have informal mentoring programmes, but that these are not rewarded and recognised by the institution, hence they are unstructured. Sectional heads noted that mentoring programmes would help staff to settle in their new work environment and give them a better understanding of how the department operates. One of the sectional heads noted

that they introduced informal mentoring programmes within their department. She further explained how they conduct their mentoring programme within her department. Experienced individuals within the department are identified to guide and assist new staff members, while new members would submit a report weekly about his or her work progress. HoDs felt that, as an academic tradition, it is common to have mentoring programmes for junior academic staff members.

- **Does the HR Code: SDT make provision for non-Namibians?**

The HoDs noted that provisions should be made for non-Namibian academics that are employed at the PoN for longer. They further noted that the HR Code: SDT and training only makes provision for non-Namibians who have permanent resident status. Provisions made to non-Namibians for staff development is not sufficient. One interviewee noted that knowledge and skills that staff gained through development programmes, would be transferred to the students, while if non-Namibians are not developed, then what new skills would the staff member transfer to the students? They noted that the non development of non-Namibians can have a negative impact on students which that particular person teaches.

- **What changes would you recommend for the HR Code: SDT?**

Interviewees maintained that the HR Code: SDT should be tailored to the needs of academics. The interviewees noted that the HR Code: SDT is not implemented as it should be because there is no commitment and support from top management. The interviewees stated that the HR Code: SDT will only be effectively implemented if management supports it because they are the ones who authorise how much money is spent on training and development. Sectional heads noted that differentiation should be made between signing contracts for short-term training and development programmes, since there is only one agreement that applies to all kinds of training and development programmes that staff members attend.

The current system expects all staff to sign the same contract regardless of how long the training is attended, and this discourages staff members. From the ten (10) interviewees, six (6) stated that a staff development policy should be drafted. Sectional heads noted that career plans should be developed for staff members who attend development programmes. Both HoDs and sectional heads noted that the PoN comprises academics, cost centres, as well as administrative and support staff. Therefore, the HR Code: SDT should be designed to attend to their respective training and development needs.

HoDs indicated that the HR Code: SDT should be made more flexible and encouraging. One interviewee described the HR Code as "rigid, narrow in focus and inflexible". It was drafted when it was a technikon and should now be aligned to the new vision and mission of the PoN.

As indicated earlier, an informal interview was conducted with the Director of Centre of Teaching and Learning (CTL).

- **How is the training and development budget allocated?**

The interviewee emphasised that the amount that the institution receives was too little for training and development of all staff members. He clearly stated that the PoN would not meet its needs with the small subsidy, which they received from the government.

- **Is the HR Code: SDT effective?**

The interviewee indicated that there was a need for comprehensive staff development and training policy and practice. He stated that the policy was outdated and that it has been overtaken by events. He further maintained that the HR Code: SDT has strict conditions, which does not encourage Namibian staff to apply for development programmes in spite of the fact that the HR Code: SDT was drafted to develop Namibians.

- **Does the institution develop non-Namibians?**

When the question was asked if the institution developed non-Namibians, the interviewee explained that the government made it clear that money that was given to the institution should be utilised for the training and development of Namibians only. The PoN had no choice but to obey instructions that were given and it was because of this that the institution does not send non-Namibians on development programmes. However, the HR Code: SDT made provision for staff development loans for the non-Namibians to develop themselves.

- **Should career paths be developed?**

The interviewee suggested that career paths should be developed for staff that attended developmental programmes because that will motivate staff members to return to work for the PoN for a longer period.

4.6.3 Ex-staff members

Open ended interview questions were posed to ex-staff members to find out what motivating factors influence their decisions to resign from the PoN after being sent on development programmes. The rationale for interviewing ex-staff members was to identify contributing factors that led to staff resigning from the institution. According to the available records from the 01 January 2001 to 31 March 2006, forty-six (46) staff members that had made use of the staff development programme, left the institution (Polytechnic Staff Development Report, 2006). Again during June 2006 to July 2008 (AA Report 2007/2008), ten (10) staff members resigned. It was difficult to locate all members, as most of them relocated from Windhoek where the study was based and or changed their mobile numbers. Eight (8) members could be reached, and they all agreed to be interviewed. Of the eight (8) interviewed, two (2) resigned after working for the institution for 4-5 years, while six (6) worked for the institution for only a year before

resigning. The following questions were posed to the ex-staff members (see Appendix D):

- **What was your reason for leaving the institution after obtaining a qualification?**

They all noted that the job content, financial rewards and lack of career opportunities motivated them to leave. Main emphasis was on job content, which they would as: *"it was not challenging"*. The notch increase, which is the financial reward that they received after obtaining their qualification, was not sufficient. Three (3) members stated that there were no career opportunities for them within the institution. Six (6) administrative members said that they were not given any opportunities to apply the skills and knowledge that they had gained on their jobs. One member obtained a qualification, which was not in line with her work, hence she was not eligible for a notch increase. This was de-motivating. However, two (2) academic members noted that they were given opportunities to teach higher level courses.

- **Will the structure of the HR Code: SDT produce a necessary talent pool?**

Five (5) interviewees stated that the policy should produce the necessary human capacity. However, the way that the policy is applied, is not encouraging. One interviewee stated that the *"conditions must be applied fairly without prejudices"* in order to produce the necessary talent pool. Another interviewee maintained that as a policy, it would benefit the institution in the long term. Three (3) interviewees disagreed and maintained that without a skills assessment, staff development plan and succession plan, the PoN would not deliver the expected results of a university in terms of human capacity if they continue to apply the policy the way that it is currently conducted. All interviewees described the HR Code: SDT as strict with rigid conditions that do not motivate staff to study.

- **What are your recommendations for the HR Code: SDT to ensure that desired results are achieved?**

Two interviewees described the policy as outdated and noted that it should be revised in order to align with the new vision and mission of the institution. Most interviewees had different views. One interviewee stated that the HR Code: SDT does not inspire people to recognised opportunities. Another interviewee recommended that staff members that have worked for the PoN for 5 years and longer, should be given full salary benefits to go on study leave, while another interviewee recommended that talent retention and succession planning, should be introduced.

- **Signing a staff development agreement**

One of the interviewees explained that during 2006, the PoN introduced a staff development agreement, which stated that staff members were required to work for the institution in a full-time capacity for a minimum period of one year for each academic year completed. This was used as a strategy to retain staff members that are sent to attend developmental programmes. During the interview members raised concerns about signing the contract as one of the discouraging factors. All interviewees agreed that signing of the contract will not motivate them to stay with the institution.

Two of the members had worked for the full period of the agreement, however, others breached the agreement and paid back the money. One member noted that other companies were willing to buy them out. Some members were of the opinion that they would rather *"pay out of their pockets"*. All interviewees agreed that the PoN should introduce better mechanisms to retain qualified staff if they intended to become a university.

As part of their closing statements, ex-members noted that there should be succession planning, career paths and a staff development plan for staff members that are sent on development programmes. Six (6) members had worked for the PoN after completing

their qualifications and they were not given opportunities to apply their skills and knowledge. They all noted that signing a contract does not guarantee that staff will remain with the institution.

Overall impressions from staff members are that they enjoyed working for the PoN. All members stated that they would recommend someone to work for the institution. They stated that the institution does not give sufficient attention to staff development, even though it is in the process of transforming into a university. Staff members are sent on development programmes without a plan in place in terms of what that person do except to boost the PoN profile.

4.7 Analyses of reviewed institutional documents

4.7.1 Staff development file

The rationale for reviewing the staff development file was to obtain minutes from the institution to draw conclusions from minutes taken when the HR Code: SDT was drafted. The staff development file has a list of names of staff that had applied for staff development scholarships and study leave. From the files that were reviewed, no records could be obtained to establish how many staff members were sent on short courses training. There were also no records of staff members that have and who currently make use of staff development aid to assess how much money the institution spent on training and development.

4.7.2 Training and development budget

The rationale for this was to determine how much money was spent on staff development and how it was allocated to departments. For 2008, N$611,148.88 was spent on staff development and training. No information could be obtained regarding the exact amount of how much the institution spent over the last five years on staff development and training. It was revealed that the PoN receives a lesser amount from

the government, compared to UNAM. Departments do not receive a budget for training because of insufficient funds.

4.7.3 Higher Education Quality Audit Report (HEQC)

The rationale for reviewing the HEQC audit report was that it was the first time that an audit had been carried out at the PoN. The audit report focuses on PoN, as a whole. This document was reviewed to establish what the findings of the audit were and what recommendations were made. During 2006 the Higher Education Quality Committee conducted an audit at the PoN. The report was published in 2007, and made the following recommendations (HEQC 2007):

- The Polytechnic must consider the development and implementation of a concerted strategy to change PoN's staff equity profile. This strategy could supplement the recruitment strategy with an innovative approach to staff development and retention and enable the institution to achieve better results in relation to staff equity.
- The PoN must develop and implement a Human Resource Plan that is aligned with the strategic plan of the institution.
- The PoN must take proactive steps to retain their staff.

4.7.4 Human Resource Code

The rationale for reviewing the HR Code: SDT was to establish if there were any changes made since it was drafted in 1998. The PoN offers staff members, staff development opportunities such as staff development aid, scholarships and loans (HR Code, 1998:16). The HR Code: SDT states that staff members are eligible for a notch increase when they obtain a vertical qualification. Staff members that obtain a Master's and Doctoral degree are granted two notch increases (HR Code, 1998:22).

4.8 Limitations

The missing numbers represents "no response" from respondents, which was not helpful in answering the specific statement. Some respondents chose not to comment although they replied to other statements. The missing number or percentage is not a meaningful variable and this did not limit analysis of those who directly answered the statement. The "missing" was not included in the percentage distribution.

4.9 Summary

This chapter analysed data that was collected by establishing staff views, opinions and experiences regarding issues pertaining to the effectiveness of the HR Code: SDT at the PoN. Data was processed and analysed in a way that assisted the researcher to answer the research questions. The collected data from questionnaires and reviewed institutional documents was used to support the data that was collected from interviews.

The self administered questionnaire consisted of two sections, namely section one (1), which covered demographic data of respondents such as type of staff members, gender, age range and work experience. Section two (2) consisted of closed-ended questions and statements using the Likert four scale (1-strongly agree to 4-stongly disagree). Section two collected more general data with regard to implementation of the HR Code: SDT. Results of the questionnaires were illustrated by using tables, pie charts and bar charts. Interviews were conducted with various senior staff members and ex-staff members to answer research questions 1-4. The following chapter discuses research **results**.

Chapter 5

Discussion of results

5.1 Introduction

This chapter interprets and discuss information obtained from the self-administered questionnaires, semi-structured interviews and reviewed institutional documents in order to clarify the research problem that was identified. The discussion of results is organised according to the research objectives. The following conclusions were drawn from the empirical data analysis.

5.1.1 Motivating factors for drafting the HR Code: SDT

Emanating from the interviews, it was evident that the HR Code: SDT was drafted to improve qualification levels of Namibian academics. However, there were no measurable objectives to evaluate and monitor the HR Code: SDT to ensure that it delivers the purpose.

It is clear from the interviews and institutional documents that there has been a substantial change in the qualifications profile of the PoN since implementation of the HR Code in 1998. A total of 86 staff members were sent on staff development programmes from 1999 to 2007, and they all obtained their qualifications, which indicates that there has been a change.

It was also observed from institutional documents, that the HR Code: SDT offers staff various opportunities to develop themselves. Emanating from the interviews, a conclusion drawn reveals that employees should develop themselves by making use of opportunities that are offered.

5.2.2 Retention strategies for those sent on development programmes

From institutional documents it was interesting to note that, according to the data available from 01 January 2001 to 31 March 2006, forty-six (46) staff members that had made use of the staff development programme had left the institution. And from 2006 to July 2008, ten (10) staff members resigned. No current data could be obtained because there were no records and no exit interviews conducted with staff members who left the PoN.

Conclusions drawn from ex-staff members who were interviewed indicated that there are no retention strategies in place to retain staff members that attend development programmes. Results shown in Table 4.9 indicate that 78.4% (36.9% plus 41.5%) of respondents disagreed that the institution has good reward systems to retain staff members that attend staff development programmes, while 17.7% (4.6% plus 13.1%) agreed. However, conclusions drawn from the interviews conducted with top management maintained that although there are no retention strategies, staff members who obtain a vertical higher qualification, are eligible for a notch increase and this has been clearly stated in the HR Code under the section that deals with staff training and development. During the interviews conducted with ex-staff members, they noted that the notch increase offered by the PoN for obtaining a vertical higher qualification, was not sufficient.

Findings from the interviews with ex-staff members revealed that the staff development agreement is used as a retention strategy, since it binds staff to work for the PoN for the number of years that they studied or trained. It is clear from the interview findings with ex-staff members that signing an agreement would not make them stay with the institution.

Assessing skills and creating a career path for staff before sending them on development programmes, was noted as important by ex-staff members. Job content and financial rewards were cited as major reasons for resigning from the PoN. Administrative staff

felt that they were not given opportunities to apply their knowledge and skills, which they gained at development programmes, to the job. The results shown in Table 4.6 indicate that 57% (30.8% plus 26.2) of respondents disagreed that the institutional climate enables staff to apply their new knowledge. It was interesting to note that the results illustrated in Table 4.1 revealed that 52.3% of respondents, who completed the questionnaire, were administrative staff.

Findings from the interviews conducted with ex-staff members revealed that only one academic was promoted after obtaining her qualification and she worked for the PoN for 4 years and six months before resigning, while, the other six remained in their old jobs, however, the two academic staff members were given an opportunity to lecture higher level courses. One academic ex-staff member explained that he had to apply for a promotion, but resigned because the process took too long.

From interviews conducted with top management staff, it was deduced that the PoN receives less funding from the government and that they cannot compete with the private and public sectors when staff members leave owing to better salary offers.

5.2.3 Establishing weaknesses of the HR Code: SDT

Emanating from the interviews conducted with top management, and as stated in the HR Code (1998:18), HoDs and sectional heads are responsible for assessing staff performance once they return from training and development programmes. Findings from the interviews conducted with sectional heads and HoDs also confirmed that staff members' work performance is assessed after training. Sectional heads further noted that more responsibility and work assignments are used as indicators to assess job performance after training.

However, the cross tabulation shown in Table 4.5 revealed a different point of view from the 84 staff members that had attended training and development, since none of their performance was assessed before and or after the training and development

programme. This shows that there is a contradiction between what happens in practise and what sectional heads and HoDs revealed. Literature that was reviewed states that performance improvement will result in the achievement of organisational objectives only if performance is assessed (Goldstein and Ford, 2002:130). If performance is not assessed, then transfer of training might not take place. It was also found that there are no formal assessment, evaluation and monitoring mechanisms, which assess performance.

When questionnaires were hand collected, most respondents indicated that the training they attend is mainly generic training when new versions of systems are introduced. As illustrated in Figure 4.2, a good response rate of 62% (52% plus 10%) indicated that internal training providers are competent in delivering qualitative training.

As indicated in the HR Code (1998:19) it is the responsibility of sectional heads and HoDs to identify training needs. Results shown in Table 4.5 illustrate that 84 staff members attended training programmes. Findings from the interviews conducted with HoDs indicate that training needs are identified through peer reviews and student evaluations. Staff members are also encouraged during staff meetings to apply for development programmes. However, there were 33 staff members who were never sent on any training programmes. It was observed from the interviews conducted with sectional heads that the PoN does not have sufficient money to send all staff members on training programmes, therefore, it is not always viable to identify training needs if staff cannot attend the training programmes.

Results which are illustrated in Table 4.7 indicate that 69.2% (39.2% plus 30%) of respondents disagreed that the section of training and development in the human resource code is well-designed. Top management noted that the objectives of the HR Code: SDT was to develop Namibian academics, but that this is not clearly shown in the HR Code as an objective.

Findings from the review of the HR Code: SDT show that it focuses more on how training and development should be done. There are no specific guidelines regarding what should be done and there are no other procedures for training and development. The literature review states that a staff development policy should have a plan of what should be achieved once training and development has been offered (University of Free State: staff development policy, 2005:3). This would facilitate that monitoring is conducted to ensure that intended results are accomplished.

It is clear from findings of the institutional documents that were reviewed and the interviews that the staff development agreement does not differentiate between short-term and long term, as well as training and development activities.

The HR Code (1998:18) states that the "*Human resource development framework shall be made up of career development*", however, when the institutional documents were reviewed, it was discovered that there are no establish plans for career development for staff that are sent on development programmes. Outcomes of the interviews with top management revealed that there are also no succession plans in place. One interesting comment made in the interviews, was that succession plans are in the pipeline.

It was found from the interviews that the HR Code: SDT is only reviewed when there are changes in legislation. A person can deduce from the interviews that the review of strategic plans and staff development and training needs has no bearing on conditions that bring about reviews of the HR Code.

During the review of the HR Code (1998:19), it was observed that the PoN provides different developmental opportunities to staff such as staff development scholarships, while staff members who have worked for the institution for 5 years, are eligible to apply. There is also staff development aid, where staff members who are employed on a full-time basis, are eligible, however, they should only enrol at the PoN or at UNAM to study for free.

Findings from the interviews with top management revealed that much emphasis is placed on academic development. However, from the review of the HR Code: SDT and the interviews conducted, there seems to be no sufficient development opportunities that are available for non-Namibians, even though 65% of the senior academic positions are occupied by them (AA report of 2007/2008).

Findings from interviews strongly emphasise that the government does not permit the PoN to developed Non-Namibians. It was against that background that the HR Code: staff training and development made provision for staff development loans for non-Namibians, should they wish to study. However, one interviewee noted that the idea of not developing non-Namibians can negatively affect students.

Results shown in Table 4.6 illustrate a negative response rate of 57% (30.8% plus 26.2) of respondents who disagreed that the institutions' climate enables staff to apply new knowledge gained on training to their job. Outcome of interviews described the HR Code: SDT as rigid, not flexible and outdated. It further stated that the HR Code is merely a guiding policy.

5.2.4 Mentoring programmes

The institutional documents and interviews conducted that the PoN finds it challenging to attract qualified Namibians and have appointed 65% non-Namibian academics. Non-Namibians are only granted two (2) or three (3) years' work permit, which allows them to work in Namibia.

It was found that the PoN has (58%) Namibian academic's, of which thirty-nine (23%) are entry level positions, which are filled by those who meet the minimum requirements (Polytechnic's ITS Staff Report as at February 2009). It was against this background that the question of mentoring was posed, although the HR Code: SDT does not make provision for mentoring programmes.

Results shown in Table 4.11 indicate a good response rate of 86.9% (57.7% plus 29.2%) of respondents who agree that mentoring programmes should be introduced. Findings from the interviews conducted with HoDs and sectional heads revealed that most academic departments have already implemented informal mentoring programmes for junior staff members, describing it as an academic tradition. The results and findings from interviews show a high tendency in favour of mentoring programmes.

In terms of section 19(3) of the Employment Equity Act 29 of 1998, a registered employer is required to train a Namibian citizen as an understudy for every non-Namibian that is employed. Findings from the interviews indicated that there are no succession plans in place to ensure that Namibians occupy vacancies that are filled by non-Namibians. During the review of the HEQC audit report (2007) it was recommended that the PoN should implement a concerted strategy to change its staff equity profile. The reviewed AA report of 2007/2008 reflected that no changes were made to the equity profile of the institution after HEQC recommendations were made.

Results in Table 4.3 show that 89.25% (51.5% plus 37.7%) of respondents were between the ages range of 26-49, which reveals that PoN has employed a fairly young workforce. PoN's workforce is made up of Gen X and Gen Ys. Gen X believes in the phrase of "what is it in for me" and would want organisations to offer them training and development opportunities (De Vos *et al*., 2008).

5.2.5 Linking training and development to strategic goals of the institution

As indicated in the PSP (2009-2013:13), the PoN would like to appoint at least 10% professors, 10% associate professors, 40% senior lecturers and 20% junior lecturers by 2012. These are all operational needs so that the PoN can operate as a university. As observed from Table 4.8, a total of 54.6% (24.6% plus 30%) of respondents agreed that their training and development needs are linked to the needs of the department, while 37.7% (32.3% plus 5.4%) disagreed. A total of 37.7% revealed that there are no links between training programmes that are offered and the needs of the department.

Results reflected in Table 4.10 indicate that 66.1% (36.9% plus 29.2%) of the respondents disagree that the institution trains and develops staff for future vacancies. This shows that there is no correlation between developmental programmes and strategic goals of the institution.

Findings from the interviews and documents show that the PoN does not have a staff development plan, which is aligned to strategic goals of the institution. An interesting comment was also made in the interviews, which stated that the strategic goals will not be achieved without a staff development plan.

During the review of the HEQC (2007) audit report it was recommended that a human resource plan should be developed that is aligned to the strategic goals of the institution, however, at the time that the study was conducted, this had not yet been implemented. From observations at the interviews with sectional heads, it was learned that training takes place on a reactive basis. Sectional heads and HoDs noted that they do not receive a training budget and, therefore, do not plan their training activities.

5.2.6 Funding for staff development and training

The interviews revealed that the PoN receives less funding from the government, therefore, they do not allocate sufficient money for staff development and training programmes. The government also informed PoN to only developed Namibians with the money that they received for staff development. Findings from interviews argued that staff development and training would not be effectively implemented if the PoN continues to receive a small subsidy.

5.2.7 Institutional documents

No current information could be obtained from the PoN because there were no records of staff members that resigned after training and those who made use of staff

development aids. There were also no records of exit interviews, which would have indicated reasons why they resigned.

Since the HR Code, which was drafted in 1998, and the release of the HEQC audit report, only one new rule was introduced: "*staff should not study simultaneously at two or more universities*". There were no other changes made to make the HR Code: SDT more innovative, as stated in the HEQC audit report, which was published in 2007. The PoN requested for the audit to be conducted, but when the report was revealed, none of the recommendations concerning staff development and training, were implemented.

When the HR Code: SDT was reviewed, it did not mention anything about staff signing agreements when attending training or developmental programmes. However, an agreement was introduced in 2007.

No records were obtained regarding staff members that attended short-course training and for those that studied through the institutions staff development aid, hence, it was difficult to determine how many staff members have been sent on staff development programmes.

5.2.8 Other issues that affect effectiveness of training and development activities

It can be deduced from the interviews that management is not supportive of staff training and development and, therefore, some staff members are not motivated to apply for staff developmental programmes. Some interviewees revealed that a comprehensive staff development policy should be developed, which would address the training and development needs of academics, administrative and support staff, respectively.

5.3 Significance of the research results

Overall, the empirical study assessed effectiveness of the HR Code: SDT and it highlighted some of the areas that is lacking in the HR Code in order to make recommendations for improvement. Lack of a staff development plan, failure to assess performance and monitor and evaluate the training and development objectives, have been identified as major areas that affect effectiveness of the HR Code: SDT. Attention should be paid to staff development and training, while management should show their support. The research revealed that PoN should review the HR Code: SDT and make it more comprehensive. If the HR Code: SDT is not reviewed, staff will not be motivated and objectives of the HR Code will also not be achieved. Potential staff will only be attracted to the PoN to obtain training and development and then resign once they have received certain qualifications. For PoN to be viewed as an employer of choice, it should train, develop and retain its staff. However, the small subsidy that the PoN receives from government may be a constraint to effective staff development and training.

5.4 Summary

This chapter discussed the research findings. Findings from the questionnaire and interviews were combined as it addressed the same issues. It emerged from the reviewed HR Code: SDT that more attention is paid to academic staff development and not to administrative and support staff. The HR Code: SDT is a guiding document that guides and protects against all issues pertaining to human resources. In the absence of no clear training and development objective, it is less likely that departments will achieve these objectives, as noted by top management. No one is responsible for overseeing that training and development objectives are met and that the HR Code: SDT is effectively implemented by all departments. Strategic goals are reviewed after every five years, however, the HR Code is only reviewed when changes in legislation occur.

There are no procedures that state how training needs should be identified, while those who identify training needs, have not received any training on how it should be conducted. The HR Code: SDT has been described as inflexible, outdated and un-encouraging for staff to recognise development opportunities. There is an overall impression that top management is not supportive of staff training and development, hence insufficient funding is allocated to training and development. Oldroyd (1995 cited in Ramalibana, 2005:73) notes that the success of training and staff development within an organisation is based on the commitment of senior management, positive perceptions amongst staff and assurance that training and development supports departmental and institutional goals.

The following and final chapter provides an overview of **recommendations and conclusions**, which should allow for future growth and success at the PoN.

Chapter 6

Recommendations and conclusions

6.1 Introduction

In order for the PoN to become a leading tertiary educational institution in Namibia, which could deliver effective services to students, it should establish a proper policy that will cater for the needs of staff members, as well as the institution. Tertiary educational institutions' primary goal is to generate and disseminate knowledge, therefore, they should implement policies such as the HR Code: SDT in order to enhance the skills and knowledge of staff members to ensure that they achieved that goal. Realisation of the vision set by the PoN in their strategic plan reports is wholly dependent on staff members that are employed. Therefore, the institution should be able to train, develop and retain staff who have the appropriate calibre. However, as commented earlier in the problem statement, the current structure of the HR Code: SDT may not yield desired results, which necessitate an enquiry to ascertain effectiveness of the HR Code: SDT of the PoN in order to identify the best way to retain staff who have been trained via development programmes. The researcher also made an earnest effort to analyse weaknesses in the current HR Code: SDT in order to trace whether the staff development plan is linked to strategic goals of the institution.

As was portrayed in Chapters 4 and 5, in order to answer the research questions, the responses obtained from respondents show that the focus point of the HR Code: SDT was to improve qualification levels of Namibian staff members in order to improve their work performance. However, there were no measurable objectives set to evaluate and monitor that the objectives of the exercise were achieved. In fact, no performance assessments are done after training, as confirmed by staff members. Moreover, the HR Code: SDT: was also not well designed to meet the intended goals. Indeed, a staff development policy, which addresses the needs of each faculty and department,

respectively, is required. Furthermore, the HR Code: SDT was described as inflexible and not encouraging. The HR Code: SDT does not make provision for mentoring programmes, although when research was conducted, it was discovered that there were informal mentoring programmes. It was further confirmed that the HR Code: SDT was not implemented as it should be; in addition to this fact, no one was appointed to oversee its successful implementation.

Moreover, the HR Code: SDT does not provide sufficient opportunities for development of non-Namibians. Training needs identification was conducted on an ad hoc basis, which mainly focused on job performance needs. Staff members are sent on development programmes on their own requests, provided that they meet stipulated requirements to be eligible for a scholarship, loan and study aid. As a matter of fact, there are no staff development plans linked to the strategic goals of the institution. In other words, training takes place on a reactive basis. Furthermore, there are no strategies to retain staff once they have been trained and developed. Staff members resign from the institution as a result of high salaries, better career opportunities and challenging tasks, which are offered at other organisations. Administrative members of staff felt that there were no challenging tasks, nor were they given any opportunities to apply their newly gained skills and knowledge to their jobs. In addition, it is argued that the PoN receives a lesser subsidy from the government, compared to other tertiary higher educational institutions.

Based on the above issues, the current researcher has made some relevant recommendations that would enable the PoN to create an organisational culture that encourages collaboration, effective development and training of staff so that the institutional vision can be realised. The recommendations are outlined below in the following text.

6.2 Recommendations

1. Effective communication of staff development and training objectives to staff members

There is a need to effectively communicate the objectives of the HR Code: SDT to staff members, so that everyone is aware of the objectives. Employees will not know and understand the impact that the objectives will have on the institution unless it is communicated to them. Therefore, management is encouraged to communicate objective to new staff members in a lucid language, especially during induction and opening of the academic season. Management should explain to new staff members how important it is for objectives to be achieved. They should also inform them how achievement of the objective will be beneficial both to them as individuals, and to the nation, as a whole. They should ensure that employees fully understand the rationale of objectives in order for them to be committed to it, rather than having it only written down in the HR Code: SDT for employees to read. The objectives should also be effectively communicated to HoDs and sectional heads who are responsible for identifying training and development needs, since they work closely with employees and they can identify subordinates who have potential to be developed. Furthermore, there should be targets, which are set to measure whether progress is made towards achievement of objectives on an annual basis. Without targets it will be difficult to see whether progress is made. The objectives should be communicated on an on-going basis in order to ensure that everyone understands these objectives.

2 The institution should develop a proper innovative retention strategy

Qualified people are scarce assets in Namibia and PoN finds it challenging to attract qualified individuals. Therefore, they should make an effort in terms of developing a proper innovative retention strategy. The retention strategy should specifically focus on people who have potential and those who have obtained their Master's and Doctoral degrees through the institution's development programmes. Staff members are not as

easily replaceable as was the case in the past. Institutions should, therefore, be prepared to make financial provisions in order to retain staff members. A distinct difference should be made between administrative, support and academic staff when developing a retention strategy.

More than that, the strategy should offer administrative members of staff who have obtained a higher qualification an opportunity to apply their skills and knowledge. For academic staff members, the retention strategy should include: personal and professional development; flexible working hours (for academic staff members); and extra time for research activities. For administrative staff members the retention strategy should include: career development; challenging tasks; autonomy; and more responsibilities. Implementing an innovative retention strategy will motivate staff members and commit them towards improving their qualifications, whilst encouraging them to share their newly gained knowledge with other staff members. Furthermore, retaining qualified staff will also lead to effective succession planning, which will attract potential employees. This recommendation might reduce the feeling that the institution does not have good retention strategies, and will also minimise staff turnover levels. There is an urgent need to make an effort for brain gain, rather than brain drain.

3 There is a need for a proper performance appraisal system after training

There is a need to introduce a formal performance appraisal system after training. This will ensure that staff members' performance is assessed once they return from training and development programmes. Assessment refers to a process of finding out from the individual how the training or development process has enabled them to improve their job performance, and how it has benefited the employer and employee. This will ascertain whether the training and development programmes have been effective. The HR department, in consultation with HoDs and sectional heads, should conduct a performance appraisal system in order to ensure that staff members transfer their new skills to their jobs.

This can be done in the form of submission of reports for administrative and support staff members two or three months after staff have returned from training to the HR department. Students would have to complete performance appraisal forms for academics, which should also be submitted to the HR department three or four months after training. The performance appraisal forms should be place in their files for record purposes, which will ensure that both the employee and employer are committed to improving the job performance of the staff member. A performance appraisal system should be a final step in the training needs process. Training cannot only be identified and attended without it being appraised in the work environment. If no performance appraisals are conducted, one can conclude that the training was a waste. It is only through performance appraisal that HoDs and sectional heads can view the bottom results of training and development programmes. It is only when performance appraisals are conducted, that better feedback and improvement of training programmes can be conveyed to those who provide the training.

4 Training and development needs should be clearly identified on time

There is a need to differentiate between organisational needs, individual needs and departmental needs when training needs are identified. In the absence of a performance appraisal system, which would provide insight on employees' performance, there should be an updated job description that can be used as a guide when training and development needs are identified. This will help supervisors to identify, which training needs should be met to improve job performance. It is important not only to identify training needs that are job related, but also individual needs. Gen X and Gen Y are motivated to acquire new skills beyond the scope of their work. PoN should consider identifying personal development needs owing to the fact that they have a workforce, which mainly comprises Gen X and Gen Y. This would also encourage staff to come up with new and creative ideas. Sectional heads and HoDs should also adopt a proactive approach when conducting TNA and should not be reactive, as noted in the research.

It is further suggested that the HoDs and sectional heads should conduct a detailed TNA before approving training needs. They should determine the KSAs that are required to achieve the goals of the job, and then assess existing levels of current staff members in terms of KSAs in order to find out, which shortcoming require attention. They should further make an effort to ascertain when training needs identified will be provided and who will benefit from it. The HoDs and sectional heads should also not only focus on training and development needs of the institution, but should also develop the personal needs of staff in order to avoid staff feeling that the institution does not have their interests at heart. It is through effective TNA that desired HR Code: SDT objectives can be achieved. Those identifying training needs should also be trained in the needs identification process and the TNA should be done in consultation with the Human Resources Department to validate the needs that are identified.

5 There is a need for a comprehensive and complimentary staff development policy

There is a need to draft and implement a comprehensive staff development policy with guidelines of what should be done and procedures of how it should be done (See Appendix E for a proposed training and development procedure). The policy should be linked to the institutions' corporate vision. There is a need for a comprehensive staff development policy that would have clear objectives, roles and responsibilities because the current HR Code: SDT is merely a guiding policy. The policy should be followed by a staff development plan.

More than that, the policy should take into consideration different development and training needs of staff. Hence, before the policy is implemented, those in charge of developing the policy, should identify the problem that should be addressed and then determine the necessity for the policy. This should be done in consultation with appropriate sectional heads, HoD and Deans in order to determine who should assist in development of the proposed policy. Other institutions that have a similar policy should be consulted so that ideas can be compared. After assessing all views, the policy should be drafted and distributed to staff members to receive their comments, suggestions and

opinions. In case changes are necessary, the policy should be revised and submitted to the HR Manager for a final review, before communicating, distributing and implementing the policy. This will hopefully address all questions that arise and staff will feel committed to the policy, since they were involved in the formulation of the policy. Training and development is a key function in any institution. Hence, there is a need for a detailed staff development policy, which will lessen the perception that staff members view the HR Code as only a guiding document.

6 An effective formal mentoring programme

There is an urgent need to introduce effective formal mentoring programmes for junior academic staff members. This is needed for the benefit of the employees, as revealed by respondents in the questionnaires. HoDs and sectional heads are also in need of a formal mentoring programme. Mentoring refers to a process whereby a senior staff member assists a junior member to understand the codes of behaviour within academia and further support and encourage them in developing a career as academics. The presence of formal mentoring programmes would motivate junior staff members. Mentoring programmes should also be used as a platform at which junior staff members would ask questions, express their concerns to senior staff members and deal with fears and anxieties as they arise in order to improve their work performance.

Furthermore, with the introduction of formal mentoring programmes, staff members would have fair access to mentoring. Moreover, senior staff who are identified as mentors should attend mentor training courses and should also be willing to be mentors. Those identified as mentors should be open, honest and approachable. Mentoring should be incorporated into the administrative workload of staff members and each department should nominate someone annually who can become a mentor. Mentoring should not only be limited to junior academic staff members, but should also include senior staff who have no former lecturing experience. Formal mentoring will increase retention and knowledge creation and sharing amongst staff members. Those identified as mentors will also benefit from mentoring through gaining mentoring experience,

although it will require time and effort. The objectives roles and responsibilities of a mentoring programme should be made clear to the mentor and mentee, and they should both agree to it. Effective formal mentoring programmes should be used to help staff members to settle in, and to offer them with work performance improvement feedback. The mentoring process can span over three to six months, with two visits per week between the mentee to mentor. Introducing a formal mentoring programme will be beneficial to the institution. Developed formal mentoring programmes can also be used to address inequalities by identifying staff members who have potential to fill future positions that are occupied by non-Namibians, thus reducing the number of expatriates appointed and lowering recruitment costs. It will also encourage young people to join the academic environment and become researchers.

7 Staff development plan should be effectively linked to the strategic objectives of the institution

In order to achieve the strategic goals of the institution and to improve qualification levels of staff members, there is a need to develop a staff development plan as part of the human resource strategy. Currently, for PoN to become a recognised international university of science and technology, as stated in their vision statement, there is a need for them to train and develop staff members to meet human resource demands of the university. A staff development plan, in terms of this study, refers to a written document (action plan), which has set time frames that enable members of staff to improve their qualifications for the benefit of the institution. The staff development plan should serve as a guide when decisions regarding staff development programmes should be made by HoDs and sectional heads. The main objective of the staff development plan should be to meet the goals of the institution. The staff development plan should have measurable, realistic and achievable objectives that should be evaluated after every five years as part of the strategic plan. This will establish a framework to review the plan on an annual basis. The plan should indicate the name of the staff member, the name of the intended course programme, year, staff member's current position, how it should be measured, the targets and the amount to be budgeted for in the programme. The staff development

plan should also be used as a record of proof for the AA report and as a means of requesting more funding from the government. This will motivate staff members, and those who have potential, will be encouraged to take up a career in academia. It is only when a staff development plan is in place that a person can assess, evaluate and measure progress towards the achievement of objectives for training and development. Therefore, PoN should develop a staff development plan that is linked to the strategic goals of the institution. Policies provide specific guidance, however, a plan is a set of actions, which ensures that the policy is implemented.

Furthermore, the researcher suggests the model below for effective implementation of training and development activities and programmes. The model links strategic goals with training and development needs of the institution and the individual. The desired goals should also be measured in terms of outcomes to the institution and the individual.
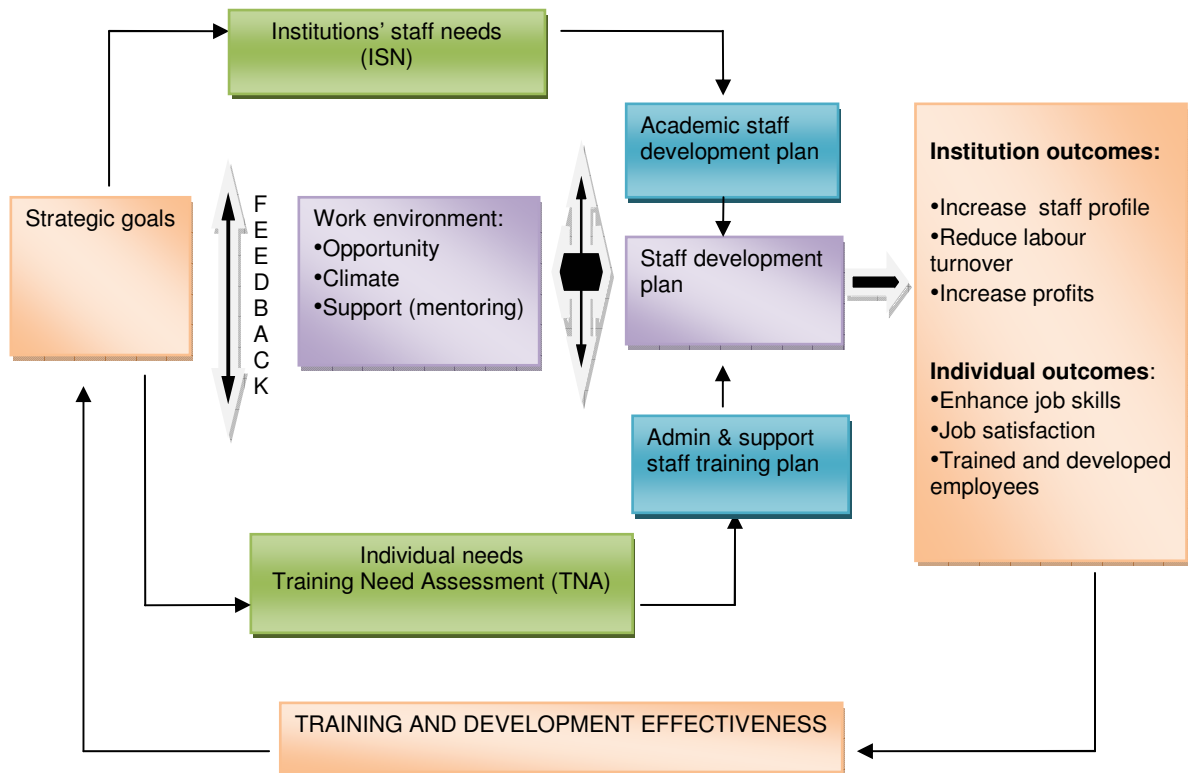
Figure 6.1 Model of training and development effectiveness

The above mentioned model, Figure 6.2 illustrates a diagrammatic view of how training and development effectiveness can lead to positive institutional outcomes. This may be a best solution for training and development effectiveness at the PoN. During the strategic plan, institutional objectives are set. These objectives indicate the millstones that the institution wants to achieve. In terms of human resources, the staff development plan, activities and programmes should revolve around achieving those milestones. The institution should then assess the current workforce by examining, the current versus the future strategic needs of the institution, which is known as the institution's staff needs. In order to establish how the institution can facilitate in providing staff with necessary training and development in order to achieve the strategic goals. Once a plan is set for execution, staff should receive necessary support and feedback regarding their work performance after the training. This will result in positive outcomes such as increased profits owing to increased student enrolment numbers, motivated staff members and reduced staff turnover. In addition, a staff development officer should be appointed to monitor whether progress is being made towards achievement of training and development objectives and strategic goals of the institution, and report feedback to management.

8 Development of a culture that supports staff development and training

In addition to developing a staff development plan, management should pay attention to staff training and development, as it is an important function for future growth of the institution. There should be visible commitment from top management. Rather than expect staff to apply for staff development opportunities, management should provide a supportive environment in which staff can improve their performance. The culture of the institution also has a role to play, for example, if the culture is not supportive of staff development and training, there will be no improvement in job performance, and staff members might also decide not to transfer their skills. Management should create a culture where teamwork is fostered, and open and honest communication is promoted. In addition, the work environment and organisational climate should also support staff development and training. Management should provide a supportive work environment,

which continuously enhances the skills and knowledge of their staff members, and should not view it as something that only benefits the employee. Furthermore, management should provide continuous support, facilitate a culture of learning and invest more money in training and development activities. This will enhance the institutions reputation in the long term and attract more potential employees.

Moreover, there is a need to offer support to both academic, administrative and support staff because they all serve the needs of the institution. By training and developing staff members, the institution creates a workforce that is dedicated to generating and imparting new knowledge to students. These will also benefit the entire Namibian nation by narrowing the skills shortage. More than that, management should also take ownership of staff development and training and make it their responsibility to identify staff with potential. It is a fact that PoN needs qualified staff and qualified people are also aware that they are in demand. Therefore, PoN should offer staff members necessary support in order for them to welcome staff development activities. The culture of an institution could also be a contributing factor for not achieving the HR Code: SDT's objectives. It is a waste of resources if the culture of the organisation is not supportive of training and development activities and programmes. This could lead to an increased staff turnover. PoN should create a supportive environment that encourages and motivates staff development and training and this might persuade staff members to be committed to the institution. They should also create a supportive environment in which staff should take ownership of their own careers.

9 Additional funding for staff development at PoN

It is a fact that the PoN receives little funding from the government. With the current recession, there is little doubt that funding might increase. Therefore, there is a need for management not to merely rely on government funds, but to solicit additional funding from other developed countries to increase their staff development and training budget so that the institution can also offer development opportunities to non-Namibians. Staff members should also find a way to contribute to a fund for staff development and

training in order to raise money. This effort will holistically benefit everyone who is employed at the institution. The institution should consider increasing its annual budget in order to allocate more money to staff development and training budget. This will give an indication that management also supports development of all staff and will boost the image and reputation of the institution.

While, the institution will continue to recruit non-Namibians, it will be in the interests of the institution to develop its current staff in order to meet future needs of the institution. It will be to the benefit of the country and PoN to train and develop internal staff members, rather than hire qualified staff from outside the institution. Each academic staff member should be given an equal chance of being developed because the skills and knowledge that staff members gain will be transferred to students and, in turn, benefit the entire nation.

10 Need to appoint a staff development officer

In order to ensure that staff training and development is effective, there is a need to appoint a staff development officer. The staff development officer's duties should include: general administration of training and development activities of staff; evaluation of training programmes; development of a staff development plan; giving orientation to new staff members; communicating information regarding staff development and training and to liaise with the CTL. It is also important that the staff development officer explains to staff members why training and development is important to them personally. The staff development officer should also have an overall responsibility to maintain and implement the staff development policy. Later on an additional person should be appointed who should be responsible for administrative and support staff members, while the other should be in charge of academic staff members. Staff members should consult the staff development officer for advice on issues relating to staff development. The staff development officer should also be used as a second person to validate the training needs identified. He or she should monitor the training budget and see to it that each department annually identifies training and development

needs. In future, a staff development unit should be established to monitor staff development policies.

11 Government should extend additional funding to institutions on an equity basis

Finally, there is a need for the government to equally extend funding to the two tertiary educational institutions in Namibia. Currently, as stated earlier, UNAM receives more funding from the government then the PoN does even though they both offer higher educational qualifications. Additional funding will enable PoN to allocate more money to staff development and training programmes and activities. The PoN will then be able to send staff members with their families on development programmes with full salary benefits. Staff members that are employed at UNAM only have to work for a short period of time before qualifying for full salary benefits when sent on development programmes. However, PoN members of staff are required to work for 5 years to qualify for such benefits. This might prompt staff members to resign from the PoN and to work for UNAM or other private companies that could offer them such benefits.

Furthermore, with more money for staff development programmes, the PoN can also identify their own students who have the potential and good academic records to send them on development programmes to take up careers in academia. Funding should also be used to increase salaries that are offered by the PoN. Currently, most staff members resign because of low salaries that are offered by the institution. For the national growth of the country, the government is, therefore, urged to equally distribute their funding. This will also promote a reduction in labour turnover rates, whilst attract more qualified employees.

The researcher believes that when the above recommendations are considered and implemented, the HR Code might yield desired results and the PoN will have better trained and developed staff who will deliver effective services. This will also increase student enrolment numbers and attract more qualified staff members to the institution.

6.3 CONCLUSIONS

Every beginning has an end, therefore, before finalising this thesis, it is worthwhile to provide an overview of the previous chapters. The PoN is one of the two public higher tertiary educational institutions in Namibia, which focuses on delivering quality tertiary, career oriented technical and technological education and training. It has made significant progress in structure and offers technology oriented programmes. The quality of education that is offered, depends on the skills and knowledge of their employees. Employees should be continuously trained and developed to deliver quality education and training. The researcher conducted an empirical study to assess effectiveness of the HR Code: SDT.

As mentioned earlier, the statement of the research problem was that the current structure of the HR Code: SDT may not yield desired results. Based on that assumption, the research objectives were set to investigate the effectiveness of the HR Code: SDT in order to establish its weaknesses and to make recommendations that would enable the PoN to improve its current HR Code.

In order to achieve the set objectives, an investigation was conducted at the PoN via interviews, questionnaires and other institutional documents, which were reviewed. Extensive interviews were held with top management, HoDs, sectional heads and ex-staff members to discover motivating factors for drafting the HR Code: SDT and reasons why staff members resign from the institution after obtaining their qualifications. Questionnaires were distributed to staff members who are employed at the PoN to obtain their views on issues that affect them regarding the HR Code: SDT. Relevant literature on the topic was also explored by using various search engines such as EbscoHost, Science Direct, Emerald and various textbooks.

Chapter 1 of the thesis dealt with an introduction and background of the problem; the statement of the research problem; the research questions; the objectives of the research; significance of the research; and the research methodology and design. In chapter 2, the

researcher embarked on an extensive review of various literature to obtain substantial background of staff development and training, which includes education, training and development in Namibia; staff development in higher educational institutions; evaluation and effectiveness of training and development; TNA; mentoring; career development; and retention strategies. All topics that were reviewed were relevant to issues that affect the effectiveness of the HR Code: SDT at the PoN.

Chapter 3 dealt with the manner in which data was collected to answer the research questions, as stated in Chapter 1. This was the main focus of the thesis. The chapter explored various research methodologies and adopted a combination of qualitative and quantitative research methods, which is known as triangulation in order to gain an in-depth understanding of the research problem. Triangulation enabled the researcher to obtained trustworthy and valid results. Institutional documents were reviewed to complement the semi-structured interviews, while closed-ended questionnaires were distributed. The study was based on a case study and the population under investigation comprised staff members of the PoN. A sample size of 230 staff members was selected, however, only 130 respondents replied.

Chapter 4 dealt with an analysis of data, which was collected through interviews, questionnaires and other relevant documents. SPSS was utilised to analyse quantitative data (questionnaires) by using tables, bar charts and pie charts to illustrate the percentage of responses to the different questions and statements. Content analysis was used to analyse qualitative data (interviews), which focussed on key words in the text from respondents.

Chapter 5 dealt with a discussion of results, which was the core aspect of the research as it answered the research problem that was identified in Chapter 1. A critical analysis of this chapter points positively to the fact that the desired results of the HR Code: SDT would not be achieved if there are no staff development plans with target objectives that are linked to the strategic goals of the PoN. The findings of the research were in harmony with the research problem. A total of 69.2% of respondents who completed the

questionnaire also stated that the HR Code: SDT is not well-designed. Chapter 6 made recommendations, which were based on the findings of the research in order for the HR Code: SDT to achieve its desired goals. The chapter concluded by noting that it is only through people that the vision of becoming Namibia's university of science and technology, can become a reality.

However, for the benefit of the PoN, the researcher further proposes future research, which evolves from the limitations of the study that can benefit the PoN in the long term. A study should be conducted concerning effectiveness of academic staff development programmes that are offered by the CTL because tertiary educational institutions rely on quality of staff to deliver effective services to students. An investigation into the perceptions of non-Namibians regarding staff development and training at the PoN, should also be studied. In future when formal mentoring programmes are introduced, a study should be conducted regarding effects of mentoring programmes on junior staff members' job performance.

Therefore, the PoN is urged to consider the postulated recommendations, since it will improve training and development initiatives and enhance staff members' work performance and qualification levels, which will enable PoN to realise its goal of becoming one of the most powerful institutions to be reckoned with within Namibia and the African continent, in general.

Bibliography

Abraham, S. 2007. Employee retention requires people-centered plan. *Cement Americas*. July/August 2007
http://cementamericas.com [25 March 2009]

Angula, N. 2003. Engendering the contribution of human capital development and knowledge management: where lies the challenge. *The National Forum on Human Capital Development and Knowledge Management for Economic Growth,* Windhoek, 29-31 January 2003.

Aragon-Sanchez, A., Barba-Aragon, I & Sanz-Valle, R. 2003. Effect of training on business results. *International Journal of Human Resource Management,* 14(6):956-980.

Babbie, E. 2004. *The practice of social research*. 10th ed. Belmont, CA: Wadsworth.

Babbie, E. & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.

Barker, F. 2007. *The South African labour market*: *theory and practice.* 5th ed. Pretoria: Van Schaik.

Barnes, J. 1994. *Higher education staff development: direction for the 21st century.* Paris: Unesco.

Baruch, Y. 2006. Career development in organizations and beyond: balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 16(2):125-138.

Berge, Z.L. 2008. Why is it so hard to evaluate training in the workplace? *Industrial and Commercial Training,* 40(7):390-395.

Blackmore, P. & Blackwell, R. 2003. *Towards strategic staff development in higher education*. Maidenhead: Open University Press.

Brinkerhoff, R.O. 2005. The success case method: a strategic evaluation approach to increasing the value and effect of training. *Advances in Developing Human Resources,* 7(1):86-101.

Bryant, S.E. & Terborg, J.R. 2008. Impact of peer mentoring training on creation and sharing organizational knowledge. *Journal of Managerial Issues*, XX(1):11-29.

Clements, P. E. & Jones, J. 2006. *The diversity training handbook: a practical guide to understanding and changing attitudes*. 2nd ed. London: Kogan Page.

Darwin, A. & Palmer, E. 2009. Mentoring circles in higher education. *Higher Education Research & Development,* 28(2):125-136.

Deery, M. 2008. Talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management,* 20(7):792-806.

De Vos, A. & Meganck, A. 2009. What HR managers do versus what employees value: exploring both parties' views on retention and management from a psychological contract perspective. *Personnel Review,* 38(1):45-60.

De Vos, A., Dewettinck, K. & Buyens, D. 2008. To move or not to move? The relationship between career management and preferred career moves. *Employee Relations,* 30(2):156-175.

Dierdorff, E.C. & Surface, E.A. 2008. Assessing training needs: do work experience and capability matter? *Human Performance,* 21(1):28-48.

D'Netto, B., Bakas, F. & Bordia, P. 2008. Predictors of management development effectiveness: an Australian perspective. *International Journal of Training and Development,* 12(1):2-23.

Erasmus, B.J. & Van Dyk, P.S. 2003. *Training management in South Africa*. 3rd ed. Cape Town: Oxford University Press.

Fielden, J. 1998. Higher education staff development: a continuing mission. Paper delivered at the World Conference on Higher Education, Paris, 5 – 9 October 1998.

Fisher, J.G. 2005. *How to run successful incentives schemes*. 3rd ed. London: Kogan Page.

Gaffney, S. 2005: Career development as a retention and succession planning tool. *The Journal for Quality and Participation,* 28(3):3-10.

Gerson, R.F. & Gerson, R.G. 2006. *Positive performance improvement: a new paradigm for optimizing your workforce*. Mountain View, CA: Davis-Black.

Gilley, J.W. & Maycunich, A. 2000. *Organizational learning performance and change: an introduction to strategic human resource development.* Cambridge, MA: Perseus.

Goldstein, I.L. & Ford, K.J. 2002. *Training in organizations: needs assessment, development, and evaluation.* 4th ed. Belmont, CA: Wadsworth.

Grugulis, I. 2007. S*kills, training and human resource development: a critical text.* New York: Palgrave Macmillan.

Grundy, T. 1997. Human resource management – a strategic approach. *Long Range Planning,* 30(4):474-519.

Gupta, K., Sleezer, M. & Russ-Eft D.F. 2007. *A practical guide to needs assessment.* San Francisco, CA: Pfeiffer/Willey: ASTD.

Hargreaves, P. & Jarvis, P. 1998. *The human resource development handbook*. London: Kogan Page.

Harris, M.S. 2007. From policy design to campus: implementation of a tuition decentralization policy. *Education Policy Analysis Archives,* 15(16):1-18, July.

Hedge, J.W., Borman, W.C. & Bourne, M.J. 2006. Designing a system for career development and advancement in the U.S. Navy. *Human Resource Management Review,* 16(3):340-355, September.

Heita, D. 2008. Namibia skills shortage bites big companies. *New Era,* 25 July, http://www.newera.com.na/ [18 March 2009].

Henning, E., Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik.

Holland, P.J., Sheehan, C. & De Cieri, H. 2007. Attracting and retaining talent: exploring human resource development trends in Australia. *Human Resource Development International,* 10(3):247-262.

Kalamas, D.J. & Kalamas, J.B. 2004. *Developing employee capital: setting the stage for life-long learning*. Amherst, MA: HRD Press.

Kaplan, R.S. & Norton, D.P. 2004. Measuring the strategic readiness of intangible assets. *Harvard Business Review*, 82(2):52-63, February.

Klasen, N. & Clutterbuck, D. 2002. *Implementing mentoring schemes: a practical guide to successful programs.* Oxford: Butterworth-Heinemann.

Kumar, R. 2005. *Research methodology: step-by-step guide for beginners*. 2nd ed. London: Sage.

Leslie, K., Lingard, L. & Whyte, S. 2005. Junior faculty experiences with informal mentoring. *Medical Teacher,* 27(8):693-698, December.

Lien, B.Y.H., Hung, R.U.U. & McLean, E.N. 2007. Training evaluation based on cases of Taiwanese benchmarked high-tech companies. *Human Resource Development Quarterly*, 18(2):211-228, Summer.

Mackey, D. & Livsey, S. 2006. *Transforming training: guide to creating a flexible learning environment: the rise of the learning architect.* Philadelphia, PA: Kogan Page.

Mathews, P. 2003. Academic mentoring enhancing the use of scarce resources. *Education Management and Administration,* 31(3):313-334.

Martin, J. 2005. Synergising the balance scorecard and the value chain to reduce wastage within the Western Cape Education Department. Unpublished DTech thesis, Cape Peninsula University of Technology, Cape Town.

Maree, K. (ed). 2007. *First steps in research*. Pretoria: Van Schaik.

Mayer, D. 2006. The changing face of the Australian teaching profession: new generations and new ways of working and learning. *Asia-Pacific Journal of Teacher Education,* 34(1):57-71, March.

McDonald, K.S. & Hite, L.M. 2005. Reviving the relevance of career development in human resource development. *Human Resource Development Review,* 4(4):418-439.

McNaught, C.E. & Kennedy, P. 2000. Staff development at RMIT: bottom-up work serviced by top-down investment and policy. *Association for learning Technology Journal,* 13(14):95-109.

Metcalf, H., Rolfe, H., Stevens, P. & Weale, M. 2005. *Recruitment and retention of academic staff in higher education.* London: National Institute of Economic and Social Research. Research Report. RR.658.

Meyer, M., Mabaso, J. & Lancaster, K. (eds). 2003. *ETD practices in South Africa.* Durban: LexisNexis Butterworths.

Millmore, M., Lewis, P., Saunders, M., Thornhill, A. & Morrow, T. 2007. *Strategic human resource management: contemporary issues*. Harlow: Financial Times Prentice Hall.

Myers, M.D. 1997. Qualitative research in information systems. *MIS Quarterly*, 21(2):241-242.

Noe, R.A., Hollenbeck, J.R., Gerhard, B. & Wright P.M. 2006. *Human resource management: gaining a competitive advantage*. 5th ed. Boston, MA: McGraw-Hill Irwin.

Nyiira, Z.M. 2005. New directions for Namibia's science and technology sector towards a science and technology plan. 1-32.
http://www.unesco.org/science/psd/thm_innov/namibia.pdf [26 March 2009].

Opperman, C. & Meyer, M. 2008. *Integrating training needs analysis, assessment and evaluation: aligning learning with business results.* Randburg: Knowledge Resources.

Partington, P. & Stainton, C. 2003. *Managing staff development.* Buckingham: Open University Press.

Pepper, A.D. 1984. *Managing the training and development function.* Aldershot: Gower.

Performance management. 2006. Berkishire: Kaplan.

Phillips, J. 2003. *Return on investment in training and performance improvement programs.* 2nd ed. Boston, MA: Butterworth-Heinemann.

Polytechnic of Namibia. 1998. *Human Resource Code*.

Polytechnic of Namibia. 2007a. *Affirmative action report 2005/2006*.

Polytechnic of Namibia. 2007b. *Affirmative action report 2006/2007*.

Polytechnic of Namibia. 2007c. *Affirmative action report 2007/2008*.

Polytechnic of Namibia. 2007d. *Higher Education Quality Committee (HEQC) Audit Report on the Polytechnic of Namibia.*

Polytechnic of Namibia. n.d. *Polytechnic strategic plan (PSP) 2-2004-2008*.

Polytechnic of Namibia. n.d. *Polytechnic strategic plan (PSP) 3-2009-2013*.

Polytechnic of Namibia. 2009. Polytechnic's ITS Staff Report as at February 2009.

Pritchard, C.W. 2007. *101 Strategies for recruiting success*: *where, when, and how to find the right people every time.* New York: AMACOM.

Rae, L. 1997. *How to measure training effectiveness* .3rd ed. Aldershot: Gower.

Ramalibana, K.2005. An investigation into the effectiveness of the staff development policies and programmes of the Unisa Library. Unpublished MA thesis, University of South Africa, Pretoria.

Republic of Namibia. 1998a. Ministry of Home Affairs and Immigration. The Employment Equity, Act 29 of 1998. Windhoek: Government.

Republic of Namibia. 2003b. Government Budget Report, 2007/2008. http://www.pwc.com/na/eng/pdf/pwc_Albe2007_08slides.pdf [28 February 2009].

Republic of Namibia. 2003c. Higher Education Act, No. 26 of 2003. Windhoek: Government. http://www.parliament.gov.na/acts_documents/57_act_no._262003.pdf [18 January 2009].

Republic of Namibia. 2007d. Education and Training Sector Improvement Programme (ETSIP) Phase 1. 2007. Programme document (2006-2011).

http://planipolis.iiep.unesco.org/upload/Namibia/Namibia%20ETSIP%202007.pdf   [22 May 2009].

Republic of Namibia. 2008e. Third National Development Plan (NDP3) 2007/2008–2011/2012. Vol.1. Executive Summary. Windhoek. http://www.npc.gov.na/docs/NDP3_Executive_Summary.pdf [17 April 2009].

Robbins, S.P., Odendaal, A. & Roodt, G. 2007. *Organisational behaviour*: *global and southern African perspective.* 9th ed. Cape Town: Pearson Education.

Rose, G.E.L.2003. Enhancement of mentor selection using ideal mentor scale. *Research in Higher Education,* 44(4):473-494, August.

Rowold, J. 2008. Multiple effects of human resource development interventions. *Journal of European Industrial training,* 32(1):32-44.

Sapsford, R. & Jupp, V. (eds). 2006. *Data collection and analysis*. 2nd ed. London: Sage: Open University.

Scaduto, A., Lindsay, D. & Chiaburu, D.S. 2008. Leader influence on training effectiveness: motivation and outcome expectation processes. *International Journal of Training and Development*, 12(3):158-170, September.

Schollaert B., Schollaert, R.E., Bright, B. 2000. (eds) *Effective staff development: an evaluation manual.* Leuven: Grant. http://books.google.co.za/books?id=p5G5jyxkZJoC&pg=PP1&dq=An+effective+staff+development.+An+evaluation+mannual+Schollaert [22 April 2009].

Sels, L.2002. "More is not necessarily better": the relationship between the quantity and quality of training efforts. *International Journal of Human Resource Management*, 13(8):1279-1298.

Singleton, R.A. & Straits, B.C. 2005. *Approaches to social research.* 4th ed. New York: Oxford University Press.

Swanson, R.A. & Holton, E.F. 2001. *Foundations of human resource development.* San Francisco, CA: Berrett Koehler.

Thackwray, B.1997. *Effective evaluation of training and development in higher education,* London: Kogan Page. http://books.google.co.za/books?id=k8XeWV6ODbYC&pg=PP3&dq=.Effective+evaluation+of+training+and+development+in+higher+education [24 May 2009].

Tucker, K. 2007. *Establishing a mentoring and coaching programme.* Randburg: Knowres.

Ukpere, W. 2009. Distinctiveness of globalisation and its implications for labour markets: an analysis of economic history from 1990 – 2007. *The Indian Economic Journal,56*(4):1-20.

University of Free State. 2005. *Guidelines for policy formulation, development and review*: Bloemfontein: University of Free State.
http://kea.uovs.ac.za/faculties/documents/H1/HD1/guidelines/2005-06-guidelines_policy_formulationdevelopmentandreview.pdf [19 January 2009].

Velada, R., Caetano, A., Michel, J.W., Lyons, B.D. & Kavanagh, M.J. 2007. The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development,* 11(4):282-294, December.

Walton, J. 1999. *Strategic human resource development*. Harlow: Prentice Hall.

Webb, S.P. 1996. *Creating an information service.* 3rd ed. London: Aslib.

Welman, J.C., Kruger, S.J. & Mitchell, B. 2006. *Research methodology.* 3rd ed. Cape Town: Oxford University Press.

Wickramasinghe, V.M. 2006. Training objectives, transfer, validation and evaluation: a Sri Lankan study. *International Journal of Training and Development,* 10(3):227-247, September.

Wing, K.T.2009. "Ready to move forward? Give mentoring a try". *Strategic Finance,* 90(8):18-19.

World Bank. 2005a. *Namibia human capital and knowledge development for economic growth with equity: Africa region human development working paper* Series-No. 84. Washington, DC: World Bank.

World Bank. 2005b. *World development report: higher education and economic development in Africa.* Washington, DC: World Bank.

Yin, R.K. 2003. *Case study research: design and methods*. 3rd ed. Thousand Oaks, CA: Sage.

Appendix A: Questionnaire

Cape Peninsula
University of Technology

Research Questionnaire for Academic ☐ ***Administrative*** ☐ ***Support Staff*** ☐

The purpose of this questionnaire is to assess effectiveness of the HR Code: staff development and training at the Polytechnic. The information given will help us create an effective code that will bear positive results for the institution as it prepares itself to become a University. I would like to emphasize that your responses will be completely anonymous and will not be used for any other purposes.

Section 1: Demographic data

The information in this section will be used for profiling purposes only. Only tick appropriate box

1.1 Gender:

Female ☐   Male ☐

1.2 Age range:

18-25 ☐   26-35 ☐   36-49 ☐   50 and above ☐

1.3 Work experience in years at the PoN:

0-2 ☐   3-5 ☐   6-8 ☐   9-11 ☐   12 or more ☐

Section 2: Training & development effectiveness

The following questions and statements are intended to assess effectiveness of the training and development programmes, activities and the HR Code. Only tick one answer for each question.

2.1 How often are you sent on training and development programmes?

Never ☐   sometimes ☐   often ☐

2.2 Are you familiar with the training and development section in the HR Code?

Yes ☐   No ☐

Instructions: Please read each statement clearly before answering

Tick appropriate box and give only one response for each statement

Statements	Represent the following: 1-Strongly agree 2-Agree 3-Disagree 4-Strongly disagree			
Training & development				
2.3 In-house training providers are competent in delivering quality training	1	2	3	4
2.4 Training & development programmes improved my job performance	1	2	3	4
2.5 My training & development needs are linked to the needs of the department	1	2	3	4
Support				
2.6 Training & development is given adequate importance in my department	1	2	3	4
2.7 My job performance was assessed before and after I went on training & development programmes	1	2	3	4
2.8 Organisational climate of my institution encourages implementation of new ideas acquired during training	1	2	3	4
Communication				
2.9 Training & development objectives have been well communicated to me	1	2	3	4
2.10 I want to be informed before changes are made to the HR Code: Training & Development	1	2	3	4
2.11 My department annually discusses training & development plans	1	2	3	4
Employee development				
2.12 Mentoring programmes should be introduced for new staff	1	2	3	4
2.13 The institution's HR Code section on training & development provides me with an opportunity to improve my academic qualifications	1	2	3	4
2.14 The institution trains & develops staff to fill future vacancies	1	2	3	4
2.15 There is a career path for me within the institution	1	2	3	4
Retention				
2.16 There is a good reward system to retain staff members that are sent on training & developmental programmes	1	2	3	4
2.17 Top management does their best to retain staff	1	2	3	4
2.18 The section on training & development in the HR Code is well-designed	1	2	3	4

Thank you for your time and patience in responding to the questionnaire. Your contribution is highly appreciated.

Appendix B: Interview Questions for Top management

Name & Surname: _____ **Date:** _____

Job title: _____ **Contact details:** _____

The purpose of the study is to assess effectiveness of the HR Code staff development and training at the Polytechnic. Policies play a key role in determining the future of the institution when they are applied and monitored well, as they can bear positive results for the institution. I would like you to answer the following questions; your responses are extremely valuable for the success of this research. You are at liberty to refer me to someone that will be in a better position to answer questions that you cannot.

1 Establishing the reasons for drafting the HR: Code training & development

1.1. When was the policy drafted?

_____
_____

1.2 What was the purpose of drafting the HR Code staff development & training?

_____
_____

1.3 Were there any objectives set when drafting? If yes, what were they? If no, why have there been no objectives?

_____
_____

1.4 Are the objectives stated in the HR Code: Training & Development?

_____
_____

1.5 In your opinion, will the objectives provide the institution with the necessary human capacity to be a university?

_____

_____

Assessing effectiveness of HR Code: staff development and training

1.6 What methods are used to evaluate training and development programmes?

_____

_____

Retention

1.7 What strategies are in place for retaining staff that addend development programmes?

_____

_____

Link between strategic goals and HR Code: Training & Development objectives

1.8 Why are there no succession plans for critical skilled positions?

_____

_____

Communication

1.9 When do you review the HR code: Staff Development & Training?

_____

_____

1.10 What conditions bring about the review?

_____

_____

1.11 Since reviewing the strategic goals, was the HR code reviewed to be aligned with the goals?

_____

_____

1.12 In conclusion, do you have the necessary human resource capacity to be a university?

_____

_____

Thank you for your time and patience in answering the questions. Your contribution is highly appreciated.

Appendix C: Interview Questions for HoDs & Sectional Heads

Cape Peninsula
University of Technology

Name & Surname: _____   Date: _____

Job Title: _____   Contact details_____

The purpose of the study is to assess effectiveness of the HR Code staff development and training at the Polytechnic. Policies play a key role in determining the future of the institution when they are applied and monitored well, as they can bear positive results for the institution. I would like you to answer the following questions; your responses are extremely valuable for the success of this research. You are at liberty to refer me to someone that will be in a better position to answer questions that you cannot.

Training needs

1.1 Explain how you identify training needs?

_____
_____

1.2 How often do you meet with individuals to discuss training & development needs?

_____
_____

Support for knowledge and skills transfer

1.3 Is staff performance assessed after training?

_____
_____

1.4 How often do you monitor the performance?

_____
_____

1.5 In your opinion, has there been an improvement in job performance since training? If yes, how did you measure improvements?

_____
_____

1.6 Are your employees given adequate support to apply new knowledge and skills to their job?

_____

_____

Link between organisation's needs and training needs

1.7 How do you discuss departmental needs with your staff members?

_____

_____

1.8 How do you plan training & development activities within the department?

_____

_____

1.9 In your view, should mentoring programmes be introduced? If yes, explain why?

_____

_____

1.10 Does the HR Code: Staff Training and Development make provision for the development of non-Namibians?

_____

_____

1.11 In conclusion, what changes would you recommend for the HR Code: Staff Development and Training?

_____

_____

Thank you for your time and patience in answering the questions. Your contribution is highly appreciated.

Appendix D: Interview Questions for ex-staff members

Cape Peninsula
University of Technology

Topic: Effectiveness of the HR Code: staff Development and Training at the Polytechnic of Namibia

The aim is to address **reasons and to make recommendations** to assist the institution in retaining their qualified staff. Be assured your responses will be kept anonymous and will only be used for research purposes.

1. How long did you work for the institution after obtaining your qualification?

_____
_____

2. Were you given an opportunity to apply your new knowledge & skills? If yes, explain.

_____
_____

3. What was your reason for leaving the institution after obtaining a qualification?

_____
_____

4. Did you receive any reward after completing your qualification?

_____
_____

5. In your opinion, would signing a staff development contract have made you stay with the institution?

_____
_____

6. Based on your previous experience will the structure of the HR Code: staff Training and Development produces a necessary talent pool?

_____

_____

7. What are your recommendations for the HR Code: staff Development and Training to ensure that desired results are achieved?

_____

_____

8. Would you recommend someone who has obtained a higher qualification to work for the Polytechnic? Explain.

_____

_____

Thank you for your time and patience in answering the questions. Your contribution is highly appreciated.

APPENDIX E: FLOW PROCEDURE FOR TRAINING AND DEVELOPMENT

```
                                                                          ROI

┌─────────────┐     Skill gap identified:   ┌─────────────┐      ┌─────────────┐
│ Strategic   │ ⇨   Due to:              ⇨  │ HoD or      │ ⇨    │ Assess the  │
│ plan        │     •Position               │ Sectional   │      │ skill       │
│ (PSP-3      │     •Institution need       │ Head        │      │ Identified  │
│ 2009-2013   │     •Individual need        │             │      │             │
└─────────────┘                             └─────────────┘      └─────────────┘
                                                                                NO

Planning
                                          ┌──────────────────────┐
                    ┌─────────┐           │ Skills no longer     │      ⬡
                    │ Inform  │ ⇦         │ needed due:          │   Train &
                    │ staff   │           │ •Limited budget      │   Develop
                    └─────────┘           │ •Job does not        │
                                          │ require such skills  │
                                          └──────────────────────┘
                                                                    │
                                                                    ▼
                                                                   YES
┌──────────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Training Provider│   │ Service      │   │ HR advices on│   │ Training and │
│ •Assess staff    │ ⇦ │ provider     │ ⇦ │ Appropriate  │ ⇦ │ Development  │
│ skill level      │   │ •Agrees to   │   │ internal     │   │ approved     │
│ •Train and       │   │ train &      │   │ External     │   │              │
│ develop          │   │ develop,     │   │ training     │   │              │
│ •Assess if staff │   │ • course is  │   │ provider     │   │              │
│ acquired the     │   │ booked       │   │              │   │              │
│ relevant skill   │   │              │   │              │   │              │
└──────────────────┘   └──────────────┘   └──────────────┘   └──────────────┘

Implementation
        │
        ▼
                        NO  ⇨  ┌──────────────┐  ⇨  ┌──────────┐  ⇨  ┌──────────────┐
┌──────────────────┐          │ Counselling  │     │ Evaluate │     │ Disciplinary │
│ HoD or sectional │          │ and          │     │ Perform- │     │ action       │
│ Heads            │          │ mentoring    │     │ ance     │     │              │
│ Monitor and      │ ⇨  ⬡     └──────────────┘     └──────────┘     └──────────────┘
│ evaluate         │  Competent
│ employee job     │
│ performance      │
└──────────────────┘
Evaluation
                  │
                  ▼
            YES ⇨ ┌──────────────┐ ⇨  ┌──────────────────┐
                  │ Skill gap    │    │ Customers        │
                  │ filled       │    │ satisfied        │
                  └──────────────┘    │ Trained or       │
                                      │ developed        │
                                      │ employee         │
                                      │ Profit increases │
                                      └──────────────────┘
```