AN EVALUATION OF THE EFFICIENCY AND EFFECTIVENESS OF COMPETENCY BASED TRAINING PROGRAMMES: THE CASE OF THE DEPARTMENT OF SOCIAL WELFARE AND POPULATION DEVELOPMENT.

BY

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DECLARATION

I declare that the thesis, which I hereby submit for the degree of Master of Administration in the discipline of Public Administration in the Faculty of Commerce and Administration at the University of Zululand, is my own work and has not previously been submitted by me for a degree at another University.

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31 October 2005
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I would like to express my heartfelt and sincere gratitude to the following people, organizations and institutions for their various contributions towards the success of this study:

- My heavenly father for heeding to my prayers and giving me endurance and strength to complete this research.

- My supervisor, Dr S. Vyas-Doorgapersad of the University of Zululand for her expert guidance and constructive criticism she offered throughout this research.

- The Dean of the Faculty of Commerce and Administration, Professor T. R Sabela, and the Head of the Department of Public Administration, Mrs Marlene Muller at the University of Zululand for their support in many ways through this research.

- Prof. J Lutabingwa, Prof. K C. Simmonds and Prof. Queeley of the University of Florida (USA), for their assistance.

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DEDICATION

These theses is dedicated to my father, Mr Isaac and my late mother Mrs Maria Kunene who have always been and are still my source of inspiration.

The statement of the problem therefore provided a foundation within which the purpose and the objectives of the study as well as the hypothesis were explained. Therefore the purpose of the study cannot be overemphasized against the concerns raised by the top-management of the department on the lack of the return on investment.

The study also outlined the research methods and techniques used. The nature of the study warranted the use of questionnaires which were distributed to the sample population of employees in social security. Face to face interviews were conducted as well to elicit information from the unit of analysis.

The five-point lickert scale was used to measure the relationship between the transference of skills from the learning environment into a real working environment. The nature of the study enabled the use of tables and exposed itself to the probability sampling frames. When analyzing data, the researcher took the responsibility of going through all the information presented in a form of questionnaires by the recipients of training. Frequencies and percentages accompanied by a chi-square were used to analyze data. The researcher then presented analyzed and discussed research findings.

In drawing conclusions, the study highlighted a number of weaknesses and strengths associated with training, pre-training procedures as well as the formative and summative evaluation processes. To eradicate these problems, recommendations were made, for example, trainees should be involved from the word go when the determination of training needs takes place.

There should be a direct involvement of supervisors and managers in all training cycles for example in training needs determination up to the level of training evaluation where the impact of training is determined. BATHO PELE should be in the center of all training processes. The presenters of training need to be scrutinized to determine their alignment with the South African Qualification Authority Act of 1995.

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CHAPTER I

INTRODUCTION

1.1 Statement of the problem

The *primary core functions*, as stipulated in the strategic plan of the department of Social Welfare and Population Development for 2003/04 to 2005/06 are Social Assistance Grants and Social Welfare Services. These functions focus on:

- People with disabilities,
- The elderly and
- The unsupported parents and children who are unable to provide for their own minimum needs.

In South Africa, social assistance has taken the form of social grants, care and support of the vulnerable. Care and Support services to the poor and vulnerable include:

- Measures and projects to help people deal with the effects of poverty;
- Counseling services to the victims of crime and violence, home community based care for people infected and affected by Human Immune Varius / Acquired Immune Deficiency Syndrome HIV/AIDS
- Protection of children;
- Services to women, elderly and people with disabilities.

It is important to illustrate that the main objectives of the said core functions are to provide quality administration and payment of social grants to all qualifying customers. The administration of these functions is the main concern of the Minister, and customers share the same sentiment.

The department adhered to the strategy and the following training programmes were provided: social security, office practice, social pensions (Socpen) training, registry, code of conduct and Batho Pele principles.

It would be appreciated if officials of the department implement the principles of "Batho Pele" which aim at rendering quality services to customers by means of putting them first before thinking of yourself.

In what ever interactions the officials of the department make with customers it is imperative to put forward their needs, interests, concerns and problems first. Problems in the field of Social Security are escalating.

Corruption is rife, morale to some employees is low, and the ethical way of behavior is worse (Prince GL Zulu, former Member of Executive Council (MEC) of the Department of Social Welfare and Population Development in KwaZulu- Natal, Speech presented to employees of the Department, 19 December 2003, Ulundi).

Computers are part and parcel of our everyday lives and are there to enhance production through training. Computer knowledge has become the basic requirement of every job and the inability to use computers serves as a disadvantage. The department felt that without upgrading knowledge in computers, this would lead to a decline in production.

The Human Resource Development of the department spent almost R2m in the past two financial years i.e. 2002/2003 and 2003/2004 to provide computer training with an intention of eradicating computer illiteracy among employees.

Social Security grants are processed through computers and illiteracy will unable employees to render services to customers as expected by the former Member of Executive Council Prince GL Zulu, top management and the customers themselves (Mr ES Mhlongo, Former Superintendent General: Department of Social Welfare, KwaZulu-Natal, Address to the Top Management, 18/06/2003).

Employees in Social Security were trained on excellent customer care. The overall aim of this program was to teach employees on how to satisfactorily fulfil the needs of customers. This means that the customer must be the one to indicate or provide the sense of needs being really fulfilled, through their voiced satisfaction, which is a true reflection of performing to the norm. This has spurred everyone who wants to succeed in customer care to talk about excellent customer service.

The Public Finance Management Act stipulates that employees should be empowered with skills on how to manage public finances. The department has invested huge amount of money to provide this skill as required by the Act.

While there has been a significant amount of resources invested in training public employees in South Africa, the country has yet to see the return on investment. The production of reports which are produced through the use of computers lacks quality. Computers can only work in synergy with humans. The majority of our employees are doing little when communicating with computers, there seems to be problems in transferring skills and knowledge from training to the workplace (Mr ES Mhlongo, former Superintendent General : Department of Social Welfare, KwaZulu-Natal, Address to the Top Management; 18 June 2003, Durban).

In a period of economic stringency, availability of teaching resources, aids and having access to modern equipment are major inhibitors in maintaining professional subjects.

The training for teachers for teaching such subjects are made much more difficult activities when governments implement new administrative structures affecting skills learning and recognition which have not been carefully and extensively tried before wide implementation. This could also affect the impact of training and changes in behaviour could not be clearly visible (Cornford, 1997:2).These are key questions that will guide the present research.

In many organisations there appears to be a blind faith that training is a good thing to do and must produce results, therefore, it is not seen as necessary to evaluate and quantify the effects of training. Phillips (1997:5) relates that IBM which some years ago was spending $2 billion on education and training was not able to measure the value of these activities and consequently downsizing the education division with budget reductions.

Such international examples provide the researcher with a set of questions related to the very dynamics of training and development as an integral part of human resources growth, sustainability and efficiency. The problem aroused the following questions:-

- What is the content of training and its delivery?
- How are trainees involved in the customization of training,
- The duration of the training program, and
- The identification of training topics.

- How are trainees and supervisors involved in the identification of training needs?

- How supportive is the work environment of the trainees after attending training programs?

These are key questions that demand empirical answers and verification and need to be accompanied by a solid conceptual framework that will guide the practical component of the thesis.

1.2 Purpose of the study

The study will explore the expectations and experiences of the recipients of competency based training programmes offered by the Human Resource Development Sub- Directorate. It will make inferences about the effectiveness and efficiency of these programs with respect to their ability to transfer the required skills to the target population.

The results of the study can be used to help formulate methods and systems on how to assist employees meet the expectations of the department after training programs have been attended.

The specific objectives of this study are to investigate factors which:

(a) Impede transference of skills from the learning environment to a real working environment in order to produce quality results.

(b) Hinder performance improvement of employees within the department and how they can be assisted to conform to the expectations of the department.

For these factors to be thoroughly investigated a number of working hypotheses were created.

1.3 Hypotheses

The following relationships are all stated from the perspective of the null hypothesis and will be tested in order to ascertain the relationship between service delivery and competency based programs.

(a) There is no relationship between the content of training and the transference of skills and knowledge to the job.

(b) There is no relationship between the involvement of trainees' supervisors in training needs identification and the transference of skills and knowledge to the job.

(c) There is no relationship between the involvement of trainees in training needs identification and the transference of skills and knowledge to the job.

(d) There is no relationship between the supportive working environment and the transference of skills and knowledge to the job.

(e) There is no relationship between lectures and the transference of skills and knowledge to the job.

It is expected that customized Social Security training based on the real working environment would enable employees to produce expected quality results. When these are achieved the levels of service excellence and delivery will be enhanced.

1.4 The context of the thesis

There could be no proper understanding of the significance of training within the Department of Social Development outside the context of its historical development and growth as an organisation destined to play a key role in addressing the imbalances created by apartheid.

The National Department of Welfare (as was named then) was established in July 1994, and this was followed by the creation of nine (9) provincial departments throughout the country.

The disparities in social welfare programmes, a major legacy of apartheid, were the first priority of the newly created department, and legislation was drafted and promulgated in order to deal with it at all levels of society (Interview with Mr Mhlongo, Retired Head of Department, KwaZulu Natal Province).

The White Paper for Social welfare was approved and gazetted in 1997, and the White Paper on Population Policy was accepted in 1998 (population policy and development was the other key responsibility of the Ministry).

The Department since its inception investigated various ways and means in order to achieve the transformation agendas underlying the priorities of a new society in terms of welfare and development. In this process a number of pilot projects were undertaken, especially in the KwaZulu-Natal Province (KwaZulu- Natal Legislature, Budget Votes 1996-1997, pp 123-146).

The transformation agendas of the Department were based on the restructuring and re-orientation of its human resources.

As large numbers of its previous employees retired or took voluntary monetary packages, a new creed of civil servants joined the department at all levels, especially in the lower and middle ranks (KwaZulu- Natal Legislature, Budget Votes 1996-1997: 128-129).

The urgent prerogatives and initiatives related to accelerated affirmative action and equity, were in need of been reinforced by training initiatives in order for existing and new staff to be able to successfully implement the restructuring of social security, an entity that comprised even in the early 1990's of 14 different systems, that were in urgent need of being amalgamated into a new data base.

Together with these human resources initiatives key elements of the core functions of the department were in need of revisiting and re-inventing:

- Welfare services for children.
- Disabilities and realities.
- Care for the elderly.
- Upgrading of existing infrastructure.
- HIV/AIDS.
- National Plans for Action for the Department's clients.
- New progressive legislation.
- The creation of national and provincial consultative forums.

- The relations of government sections and agencies with Non Governmental Organisations and Community based organisations.

- Consultation and communication mechanisms and channels amongst a wide array of stakeholders and role players.

(KwaZulu-Natal Budget Votes, 1999-2000; 2000-201).

As the HIV/AIDS epidemic became a burning reality , as early as 1997 , a policy was designed in such a way as establish the blueprint for a sustainable welfare programme and policy towards the victims of the pandemic. It was during the same year that a capacity building programme consisting of a comprehensive syllabus covering a wide range of topics and issues unfolded, in order to address existing lack of capacity amongst middle and lower ranks of management in the Department (Social Welfare and Development Budget Vote, National Parliament, 1998-1999).

The Social Welfare and development Human Resources Development Summit, that took place in 1998, equipped the leadership of the Department with new policy frameworks planned in such a way as to address the training needs of large sections of the service in an effort to re-orientate the existing service delivery patterns in a holistic and integrated manner.

Training across all sections of the Department was one of the key ingredients of the strategy and planning emanating from the summit which was attended by a large number of stakeholders and role players in the welfare arena.

Additionally as the strategy and responsibility of the Department shifted considerably, thousands of developmental community programmes were funded in order to achieve poverty alleviation, sustainable job creation and financial growth amongst poor communities in the Province (www.welfare.gov.za)

The training , education and re-orientation of what has been described as "a new category of workers" has been a key priority of the Strategic Plan of the Social Development Department , which includes amongst other the following priorities:

- Rebuilding of the family and social relations.
- Programmes for HIV/AIDS victims.
- The creation and sustainability of an integrated poverty eradication strategy that will be implemented by the Department in cooperation and participation of affected communities.
- The building and sustainability of a comprehensive social security system.
- Youth development at all levels and amongst all communities throughout the country.
- Accessibility of all to social welfare services.
- Emphasis on the differently able ("disabled") people.
- Commitment to cooperative government.

(Departrment of Social Development 2000 "The Ten Point Plan", Cape Town and Pretoria).

It becomes obvious then that the leadership of the Department has been aware all along that the noble aims and objectives of the department cannot be achieved without high levels of excellence in service delivery, which in turn is directly related to the continuous acquisition of knowledge and skills of all sections, and divisions of the Department.

Such processes would be planned in such a way as to re-educate, re-deploy and re-orientate a new creed of civil servants who would be able to meet the challenges of the new country that was founded in 1994, and immediately attracted the admiration of the world.

In this process , the shift to social developmental goals as encapsulated in the renaming of the Department in 2000 (it was re-named "Department of Social Development"), pinpointed the key issues that needed to be tackled in a society ravaged by high levels of unemployment and poverty, HIV/AIDS, child and women abuse and the like:

- The issue of social transformation in South Africa was non negotiable as it was the cornerstone upon all laws of the country were based.

- The reduction of poverty amongst all communities was to be based on a concerted effort of all stakeholders and role players, guided by solid and implementable policies.

- All work, plans and implementation undertaken should be based on consultation and collaboration.

- The BATHO PELE principles "People First" was to be the cornerstone of the policies adopted and implemented.

- Self-reliance and solidarity with all communities was based on the common humanity.

(Department of Social development 2000 "Why Social development?" Pretoria and Cape Town).

The main functions of the Department underpin the importance and necessity of human resources development at all levels and categories as the support of the National and Provincial Ministers is based on an array of issues and priorities that set the developmental agenda and the realization of BATHO PELE:

- Strategies need to be developed that will effectively implement existing policies and laws.
- Norms and standards
- The relationship between the department with NGOs and CBOs.
- The monitoring and evaluation of existing programmes.
- The fight against corruption in the Department.
- Innovative research on developmental and human resources issues.
- The realization and sustainability of poverty relief programmes.
- The maintenance of home-care HIV/AIDS projects.

(Social Development 2001 Main Functions of the Department, Department of Social Development, Pretoria).

The President of the Republic of South Africa, Thabo Mbeki, in his STATE OF THE NATION ADDRESS in 2005 announced to the country that over nine (9) million South Africans were recipients of a variety of social grants, which helps them to social security and protection from poverty, malnutrition and hunger. These financial measures are a very serious relief to many more millions of South Africans.

These grants and their distribution are the sole responsibility of the Department of Social Development and its agencies, as well as an array of other role players such as NGOs and private companies. Social delivery of such services, as well as services that have been described earlier is the main responsibility of the department and its staff.

In the process of the realization of the objectives and aims of the Department, the continuous effort to enhance the capacity of those responsible for effective service delivery is directly related to training and development. This reality was articulated by the present National Minister as follows:

"All our efforts are geared towards ensuring that we care for all our people and restore dignity to them. That is why in 2000, we presented to this House the norms and standards for social assistance service delivery. At the time we had an unacceptably low ratio of staff to beneficiaries. We continue to enhance our capacity in areas where there have been substantial inadequacies.

These include: administrative and institutional reform, human resources development, and fraud prevention and detection" (Social Development Budget Vote 2005 -2006, in www.olity.org.za : 2).

Inevitably, most of the key ingredients presented in this quotation are based on the dynamics and realities of training and development within the Department of Social Welfare and Population Development that would ultimately lead to more effective service delivery.

1.5 Conceptual framework

The conceptual framework for this study is built around public goods theory that entails the ability of government to transfer public goods and services to its citizens.

Based on this theory, the implementation of training and development of services provide a transformation process within the department.

In this process the transformation process is related at a number of levels with the following:

- Solidity and effectiveness in service delivery.

- Cooperation between all stakeholders and role players within the Department and the community.

- Higher levels of equity at all levels of human resources and service delivery.

- Capacity building at all levels of the Department and civil services.

Capacity building is enhanced through transformatory training growth and development at all layers of civil service. Employees through training are transformed into capable workers and present workers may be trained and developed to assume new responsibilities.

To verify a program's success, the Human Resource Development of the department evaluates training programs presented in Social Security which is the main branch (core function) of the department. The lack of evaluation may be the most serious flaw. The ultimate objective of the Human Resource Development of the department is to increase effectiveness within the organization. To serve this purpose the department invests vast amounts of money in training and development.

The inability of the transference of skills from the training environment to a practical work environment could result from the delayed evaluation of performance and the lack of support from immediate supervisors within the department.

This is the key relationship that starts with the careful and scientific planning of the training programme and is completed with the process of its assessment and evaluation.

Evaluation should take place immediately after the training, to measure differences in the performance of employees, three months after the training to evaluate behavioural change in particular, and approximately a year after training to determine whether the profits of the organization have in fact increased, whether employee turnover has decreased or whether the morale of the employees is better. These changes may be due to other factors, such as recession, but they should nevertheless be related to the training done.

Other issues that could negatively affect the results of the training and development are jobs that change rapidly, new equipment, new techniques and changed environmental influences on the organization.

The mission statement of the National Human Resource Development Strategy 2001-2005, sets a number of noble objectives:

- To maximize the potential of the people of South Africa, through the acquisition of knowledge and skills,

- To work productively and competitively in order to achieve a raising quality of life for all, and

- To set in place an operational plan, together with the necessary institutional arrangements, to achieve these goals.

The diplomatic approach used in the strategy conveys a message that employees in the government sector are not productive as expected or should be; hence words like "maximized were used to present the harsh and unpalatable approach.

Lack of productivity remains a problem in the government sector. There are several tangible reasons for such a gloomy reality. Managers are having the phlegmatic behaviour in training because employees are not responding to the organizational needs.

On the other hand middle and lower rank personnel feel that senior management do not have the best intentions for them, in terms of training, developing their skills etc.

Such realities create serious problems of cooperation, synergy and collegiality amongst different layers in the public service, and this has detrimental effects in the efforts to improve service delivery to communities.

It is hoped that such divergence of opinions and outlook could be seriously and thoroughly addressed by scientifically based and well diversified training and development.

This means that those who need training should be able to participate in decision making mechanisms whereby they themselves can identify their needs and weaknesses that constitute a barrier to their efforts to be instrumental in effective service delivery.

For example there could be a middle manager of a key section who has been thoroughly trained in computer skills but has serious weaknesses in writing skills , which means that in many ways his/her commendable computer skills could be considered almost useless.

Thus the initiators of training programmes and the decision makers about them need to be strategic and flexible in their approaches and decisions regarding the dynamics and choices that would enhance the human resources capacity of their departments.

This is precisely why assessment and evaluation of present programmes are so crucial for decisions of the future.

One of the biggest problems which cause training to fail both in private and public sector are ineffective methods. Government departments rely on a number of training methods:

- Videos
- Discussion groups and
- Simulation exercisers.

Each of these have advantages and disadvantages , which need to be assessed and evaluated as well as those that include electronic presentation by experts, researchers, academics , motivational speakers and the like. Inevitably those who can assess and evaluate the presentation are the trainees themselves; they are those who participated in the training sessions.

Transfer of training can be considered to occur when the relevant aspects of behaviour altered under one condition or in one setting carry over in some form to non-training conditions or settings. Transfer occurs then, when trainees do what you trained them to do, where and when you hoped they would do it (Interview with Prof. Mantzaris, 27 September 2003, University of KwaZulu-Natal, Durban).

Inevitably the Department that has paid for the training sessions has expectations that the new capacity building levels of the participants will be enhanced through the acquisition of new knowledge and skills that are applicable to all levels of operations within the Department itself and the community at large.

1.6 Significance of the study

This study will enable the department to assists its employees in transferring skills acquired in training into a real working environment. It will provide another building block to the construction of theory in the area of Human Resource Development.

The results will be forwarded to the Superintendent General for his consideration and a copy to the attention of the Human Resource Development Sub-Directorate to effect improvements required by the outcome of the research where necessary, with an intention of enhancing service delivery within the Department of Social Welfare and Population Development in KwaZulu-Natal Provincial Government.

1.7 Conclusion

The chapter lays out the foundation and the importance of this research. The problem statement and the purpose of the study which are the primary reasons for this study to be conducted have been highlighted. The hypotheses which state the relationship between the dependant and independent variables, conceptual framework and the significance of the study have been addressed.

This was done in a manner that understands both the dynamics of training and the variety of historical and present circumstances that shape them.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

It is clear that if training is not evaluated, there will be no record to determine whether the financial investment made by the Department in its human resources has been successfully utilised, and whether the overall competency skills of employees have increased. The evaluation process of this study focuses on two aspects: the effectiveness of Competency Based Training, which determines whether the correct type of training is presented, and the efficiency of Competency Based Training which determines whether the correct methods and techniques are used to impart the course content to students. It is necessary to evaluate training in the Department of Social Welfare, not only to determine whether the investment in training made by the Department is money well spent, but also to determine whether the individual has benefited from training. Evaluation is required in the Department as it represents a significant investment of funds. Traditionally evaluation of the effectiveness and efficiency of training has not been so significant in the Department, but it is becoming increasingly important as senior managers discuss the need and evaluation of training and development to contribute to the organisation's performance.

Now, it is essential to describe evaluation within the context of this study. Evaluation is the determination of the extent to which the training activities have met their goals. Unfortunately, the evaluation is often done poorly or ignored altogether. One reason for this is that managers simply tend to assume that training will work. Another is that a manager who champions a training program may feel threatened by the prospect of an objective evaluation of the program's effectiveness.

The basic approach to evaluation should be to determine the extent to which the training program has met the objectives identified prior to training. Planning for the evaluation should begin at the same time that planning for the training program begins.

If the goals of the program are clearly stated as specific objectives, the appropriate evaluation method can be implemented at the same time (Fisher, Schoenfeldt & Shaw, 1990: 344). It is crucially important to evaluate each phase of training to determine its relevancy towards the achievement of the desired goals within the department. Therefore in relation to this study, it is important to define the concept of training evaluation. Evaluation is the systematic collection of descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.

The objectives of instructional programs reflect numerous goals ranging from trainee progress to organizational goals. From this perspective, evaluation is an information-gathering technique that cannot possibly result in decisions that categorize programs as good or bad. Rather, evaluation should capture the dynamic flavour of the training program. Then the necessary information will be available to revise instructional programs to achieve multiple instructional objectives.

There have been many innovations in the development of instructional methodologies in past decades, including techniques like computer-assisted instruction. However, the development of such a system does not guarantee that the appropriate knowledge, skills and abilities necessary for job performance are being learned and used by trainees on the job. It is possible that the required skills have not been included in the training program or that the required skills taught in the program are not accepted by the supervisor on the job.

It is also obvious that the actual designing of training program is an art. This is true even for instructional programs that are based on careful needs assessment procedures. Evaluation thus permits the systematic collection of information to permit decisions about the selection, adoption, value, and modification of the training program. This philosophy is particularly well stated by Stake (1967:12).

2.2 Definition of terms and purpose of evaluation

Meyer (1999:398) defines competence *as the integration of knowledge, skill and value orientation, demonstrated to a defined standard in a specific context. Meyer further* states that a competency is only useful if it can be demonstrated or measured and this by definition requires standards of performance and statements of the parameters or context in which performance is required.

Evaluation is the process of ascertaining or appraising the value of something and, as such, requires that a judgement be made. In staff development, evaluation is aimed at determining the value of specific learning offerings, and the effectiveness of the overall effort.

Bramley (1991:87) defines evaluation as: *The systematic collection of descriptive and judgmental information necessary to make effective decisions related to the selection, adoption, value and modification of various instructional activities.*

Dr William Martin, in his second edition of Quality Customer Service (1989:23), defines *"excellent customer service as primarily being composed of two characteristics, namely, the procedural and the personal. The procedural side refers to doing things following a given pattern". The personal side refers to the involvement of humanness in doing things.*

Erusmus & van Dyk (1996:24) define *the evaluation of training as a continuous process, and not something that occurs only at the end of the training period.*

Fisher *et al* (1993:403) define the concept as follows: *Evaluation is the determination of the extent to which the training activities have met their goals.* Nadler (1982:42) states that the *evaluation of training is the process by which the suitability of each critical aspect in the design of training is tested.* This process also forms part of the design process and is not only a specified output at the end of the training period.

Rogers and Badham (1992:3) define *evaluation as the process of systematically collecting and analyzing information in order to form value judgments based on firm evidence. These judgments are concerned with the extent to which particular targets are being achieved. The term evaluation is sometimes used to refer specifically to the judgmental part.*

Measurements include a variety of testing procedures that describe output in quantitative terms. For example, it may be desirable to give a written test on the content covered in a particular course. The test results whether percentage scores or letter grades, indicate how well given individuals "measured" against a predetermined standard of performance.

Evaluation may include such test results as well as other quantitative and qualitative considerations. For example, it may be decided that the learners must (1) achieve certain test scores, (2) demonstrate their new knowledge in the clinical area, and (3) express the desirability for using the new knowledge in predetermined ways. Thus, in evaluation consideration must be given to the type of data being analysed. In some situations it may be important to weigh one aspect more heavily than another in arriving at a value judgement; for example, using the knowledge may be more significant than identifying it.

Once the documentation is made with facts, the judgement should be recorded and the learner must be informed of the evaluation results. In some situations, however, the learner is involved in the development of the evaluation.

In situations in which adult learning concepts have been fully utilized, the learner will be involved in the development of evaluation since the learner contributed to the development of objectives by identifying his or her own learning needs. Another aspect of adult learning would imply that adults should be involved in the development of the evaluation as an expression of their perception of what should have occurred in a learning situation.

Evaluation has various phases and is interrelated and may be changed at any point in the process, evaluation must always be carried out if worthwhile changes are to be made in the staff development offerings and program. In other words, if one of the input factors is changed, evaluation must occur in order to determine the potential impact of the change on the other stages.

If, for an example, the agency redefined role expectations for nurse assistants, the proposed expected outcomes would have to be evaluated in relation to the present input and process to determine what types of changes need to be made. Perhaps the new expectations would only require the addition of a small segment of content.

On the other hand, they may alter the entire offering. Similarly, altering the design of the program has the potential to affect the total output. Without evaluation at this step, potential problem areas may be overlooked.

By definition, evaluation is a systematic approach to establishing worth in terms of predetermined standards. The systematic approach requires that the collecting, organising, analysing and reporting of information be accomplished before action is taken. The data are then compared with predetermined standards of accomplishment. These standards may emanate from the profession, an accrediting body, role expectations, goals, objectives and policies.

The standards in staff development include those for individual accomplishment as well as those for learning offerings and the total staff development effort. Individuals may be evaluated in terms of test results and performance, while the total staff development effort or specific components may be evaluated in terms of the total changes they affect. Because it is ongoing, evaluation of the learners occurs over a period of time not at one specific point. Thus we may expect to note performance at the end of a particular offering as well as at some designated interval afterwards.

The purpose of evaluation is to acquire information to determine the effectiveness of the staff development process in achieving better nursing care. The information collected should either reaffirm the current situation or point to a need for redirection of efforts and activities.

Within the content of this dissertation, evaluation serves the purpose of:

- Making decisions regarding the performance of individual employees.
- Making decisions on performance improvement at the workplace.
- Making administrative decisions on the effectiveness and efficiency of the offered training programs whether they address the needs of the organization.

- Determining, during the course of the development process, whether set objectives are achieved, to ensure that it addresses the requirements of the organization.

Different authors have proposed various purposes. Fisher et al (1993: 403) offer three general purposes for evaluation:

- proving
- improving
- learning

Proving wants to demonstrate conclusively that something has happened as a result of training or developmental activities."

Improving implies "an emphasis on trying to ensure that both the current or future programmes and activities become better than they are at present."

Learning recognises that "evaluation cannot be divorced from the processes on which it concentrates and is an integral part of learning and the development process itself.

Rogers & Badham (1992: 3) categorise the purpose of evaluation of performance into two main streams viz: -

Accountability to improve quality, for example, to demonstrate that funding is being properly deployed to maintain and improve standards;

Development to improve quality, for example, to assist in the process of improving curriculum development and delivery

The most common view of evaluation is that it completes the cycle of training. The view would be that it is integral to the cycle and has the key role of quality control of the cycle by providing feedback on:

- the effectiveness of the methods being used
- the achievement of the objectives set by both trainers and trainees
- whether the needs originally identifies, both at organizational and individual level, have been met.

Goldstein (1986:39) defines evaluation as: 'The systematic collection of descriptive and judgemental information necessary to make effective decisions related to the selection, adoption, value and modification of various instructional activities. This definition particularly is valuable as it implies that evaluation is a set of information-gathering techniques. And further, that the selection of a particular strategy or technique, or of the particular aspect of the learning process which is examined, will vary with the purpose for which the evaluation is intended.

It is important to distinguish between the purposes of the evaluation of training and the benefits, which may flow, from such evaluation. Often an important outcome of the evaluation of a training program is the development of new methodologies or procedures uncovered within the training environment, which will be carried over to the job.

This study is not that much interested in training methodologies, but its interest is how well the skills acquired are implemented to improve productivity in a workplace.

2.3 Evaluation and feedback

Evaluation contains and involves feedback - feedback to administrators, training managers, instructors and trainees. Evaluation is a judgemental process in which an assessment is made about how successful the organisation is in getting from point "A" to point "B" within a learning activity.

Managers of the department are interested in discovering how well training programs are operating within the department. Training costs money, and unlike other personnel processes (such as recruitment, where one can visibly count the number of people being hired and determine the cost of hiring each), training tends to be viewed as a more elusive activity.

They are occasionally uncertain as to whether training is "effective" and is doing what they would like to have done. This may be because, rightly or wrongly, managers look to training as a way of getting at problems, which are not readily disposed of, through traditional personnel management approaches. However, when a manager have been provided with evidence that personnel under his control have been taught how to act in a given situation and do not do so, he is then free to use this knowledge in applying appropriate administrative remedies. Training managers need feedback about the competence of their programs for many obvious reasons.

They are concerned about the effectiveness of their instructors, their facilities, the training design, the selection of the participants, and the organisations or units where they work and in which they will use their new skills. Finally the trainees usually want to know how they are progressing. Trainees in a civil service environment are usually adults, and adults are more likely to appreciate specific feedback on accomplishments rather than letter grades or marks.

For some, formal grading and marking systems hold a bit of terror, harking back to unfortunate school experiences in childhood. Nevertheless trainees want to understand the relationship between what they have been taught and what they may be performing on the job. Almost all are anxious for feedback, which reveals whether or not they are improving.

The Head of the Department is highly emphatically on feedback in any activity undertaken. Even after training has been conducted, the return on investment is a course for concern. Feedback evaluation provides quality control over the design and delivery of training activities. Feedback to the participants during training will be an essential part of the learning process.

Timely feedback to the trainers about the effectiveness of particular methods and about the achievement of the objectives set for the programme helps in the development of the programme currently being run and those planned for future occasions. The information, which needs to be collected for feedback evaluation, is:

- the extent to which the objectives are being or have been met.

- before and after measures of level of knowledge, concepts used skills, attitudes and behavior.

- sufficient details about content to be able to estimate the effectiveness of each topic covered during the learning event and each learning situation.

- evidence of transfer of learning back to the workplace.

- some identification of those for whom the programme was of most and of least benefit so that the target population can be more closely defined

The main purpose of feedback evaluation is the development of learning situation and training programmes to improve what is being offered. There is a secondary aspect, for *identifying what is good and what is not so good* improves the professional ability of members of the training department.

Reports based on feedback evaluation tend to have conclusions in them, which the training department can consider and act on (or not act on) as appropriate.

2.4 Intervention

It is an illusion to believe that the process of evaluation is able to apply some objective measuring instrument external to and independent of the programme being evaluated. The evaluation inevitably affects the way in which the programme is viewed and can be used to redefine the sharing of responsibility for the learning between the trainers, trainees and employing managers. Planned intervention through evaluation can:

- involve the line manager in the pre-and post-measurement.

- involve the line manager in the extension of training after the event by debriefing and helping with the implementation of the action plan.

- change the way in which the employing managers select and brief people before the learning event.

- cause the training department to rethink the deployment of trainers to functions within the organization and strengthen the liaison role.

It can thus be a powerful method of intervening into the human resource procedures within an organization.

2.5 General principles in evaluation

In this study, it is important to discuss the general principles as well as examples of their application within staff development. As can be seen, it is vital to plan for evaluation, whether of an individual or an offering or the total program.

First, the budget must be able to support the evaluation activity since time, materials, and sometime additional people are involved. In addition to budget considerations, planning for evaluation alerts all persons involved to expected activities and responsibilities. Many of us have been in situations in which we have been handed an evaluation form to complete.

Without advance preparation, we probably did not have the necessary facts or an understanding of the criteria. In other words, we were not able to make a fair, objective evaluation in the allotted time. Without some predetermination of what to expect from an offering or an individual, there are no criteria on which to base an evaluation.

2.6 Evaluation

Evaluation should take place throughout the staff development process. It is generally agreed that learning brings change. It is important to state that performance is the end result of the staff development process.

Through the educative process, performance is either reinforced or altered. The ultimate goal of the staff development process is performance directed towards maintenance of or improvement in the quality. In the past, evaluation was not properly used to determine if change in behaviour had occurred and, if so, to what degree the change was a result of staff development efforts. Without evaluation as an essential part of the process, it may never be known whether or why a particular offering is effective.

In addition to professional standards that cite evaluation as an integral part of the overall staff development effort, concern with cost effectiveness, containment, and benefit and the need to justify expenditures necessitates evaluation. Consumers want their money used in appropriate and beneficial ways, whether paid through taxes or health care dollars.

Evaluation also gives direction to planned changes by providing a base of facts rather than experiential or authoritative opinion for making changes. Finally, evaluation benefits the employees not only in terms of their output from a designated learning offering but also in terms of personal and professional development.

Although many people view evaluation in a negative light, the placement of value on some behaviour or goal frequently encourages the individual to adhere to an acceptable standard. If reinforcement or reinforcement or redirection through evaluation is not made, the learners may behave inappropriately simply because they do not perceive their behaviour as being unacceptable.

2.7 Necessity of evaluation

It is clear that the context in which Human Resource Development takes place has changed dramatically in the recent past.

The economic climate has created an atmosphere of intense competition where mergers and acquisitions are becoming the norm and where companies are under intense pressure to maintain their competitive advantage and remain profitable. This environment has some serious implications for all parts of an organization including Human Resource Development.

Added to these internationally applicable pressures are some that are specific to the South African context. These include the need to show the value that Human Resource Development brings in addressing the skills deficit in this country and in increasing our ability to compete in the global arena. For Human Resource Development to have a future in this environment, it is essential for evaluation to take place.

(a) Rationale for evaluation of training in organisations

One of the key roles of measurement and evaluation is, according to Phillips (1997: 1-2), to make Human Resource Development into a true business partner with the organisation. He stresses the need for Human Resource Development to become more accountable and to measure its contribution. For this to take place, it must:

- Be integrated into the overall strategic and operational framework of the organization. It cannot be an isolated, event-based activity unrelated to the mainstream functions of the business.

- Ensure that partnerships are developed with key operating managers.

- Implement a comprehensive measurement and evaluation process to capture the contribution of Human Resource Development. This must become "routine" in the organization

While it is clear that organisations are recognising the importance of points one and two above, an analysis of current trends show that there has been little emphasis on evaluation and measurement.

Evaluation has an important role to play in helping Human Resource Development to be able to meet the organisation's strategic needs in conjunction with key line management partners. This in turn, helps it to adapt to and pre-empt the changes taking place in the environment in which an organisation functions.

The answer to the question, why evaluate, depend on a number of factors, these include:

- the way that the organization views Human Resource Development.
- the strategic link between Human Resource Development and achieving organizational goals and objectives.
- line management's involvement in and commitment to the training process.
- how accountable the Human Resource Development department is for the costs of training.
- the company's culture with regards to training.
- how results are used within the organization.

(b) Why people should evaluate?

Avoiding the negative consequences of neglecting evaluation is not the only reason for measuring. Some of the applications and benefits associated with evaluation are detailed below. In summary these include:

- assessing inputs,
- assessing outputs,
- use of measurement for management of people,
- aligning Human Resource Development efforts with strategic objectives, and
- development of partnership between Human Resource Development and line management in the training exercise.

(c) Focus on inputs

For Rothwell and Sredl (1992:415) and Phillips (1997:26), evaluation has the following uses. It helps to:

- verify that Human Resource Development efforts are the best ways to meet a need to address performance improvement opportunities or solve human resource performance problems,

- determine if the programme was designed for the right target audience;

- identify strengths and weaknesses in the Human Resource Development process;

- determine if the programme is the appropriate solution for a specific need;

- determine if the programme is accomplishing its objective - verify that achieving the learning objectives will enable the participants in Human Resource Development efforts to perform as desired;

- test the clarity and validity of tests cases and exercises;

- improve the content and methods of an instructional package before wide spread use;

- ensure, as Human Resource Development efforts are carried out, that the instruction or facilitation methods are used effectively;

- assess how well pre-established learning objectives are achieved by participants, and

- determine how much learners enjoyed planned learning experiences in which they participated;

One would agree with the said points raised by Rothwell and Sredl. The evaluation of the Human Resource Development efforts will enable the department to meet some challenges.

(d) Focus on outputs

Output focused purposes, identified by Philips (1997:26) are to:

- determine the cost or benefit analysis of an Human Resource Development intervention;

- assist in marketing the Human Resource Development programme(s) in the future;
- establish a database which can assist in making decisions about programmes

Demonstrate the value of the Human Resource Development efforts on the organisation and on increasing the value of the human capital or inventory

What exactly is this phenomenon called "the learning organisation" Senge (1990:13) defines learning organisations as "organisations where people continually expand their capacity to create the results they truly desire, where new and expensive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together".

From the definition it is evident that learning is no longer restricted to an individual experience. Learning becomes a team and organisational process, which requires new and innovative ways of learning and managing performance improvement. Learning becomes part of a continuous process of sharing information, exchange and dissemination with people and the environment. To be of value to organisations, organisational learning must be encouraged, nurtured and managed for the improvement of performance.

It is also important to realise that although the notion of the learning organisation originates from overseas, it is also very compatible with the principles and philosophy of the NQF. As is the case with the NQF, the learning organisation also embodies the principle of lifelong learning. Learning is indeed a continuous never-ending process. While the NQF provides the structures and mechanisms for lifelong learning, the learning organisation provides a culture in which learning can be optimised.

(e) Why people do not evaluate?

It is not a friendly and harmonious task to evaluate services rendered and the impact of Human Resource Development in an organization. Negative results on evaluation might kick out the Human Resource manager from the organization.

Therefore Human Resource Managers are hesitant to evaluate Human Resource Management components because of some myths related to evaluation
Phillips (1997: 2-5) outlines the following myths related to evaluation as follows:

Human Resource Managers cannot measure the results of my training efforts: This myth is being challenged by the new organizational focus on quality efforts (also a SAQA requirement). The primary decision is now not whether results should be measured, but how to identify an appropriate method

Human Resource Managers do not know what information to collect: If the programme is properly designed and has precise and measurable objectives, there should be some idea about what type of information to collect to ascertain if the programme worked. The possibility of gathering data improves if the programme intends to improve performance.

If Human Resource Managers cannot calculate the return on investment, then it is useless to evaluate the programme: Determining the return on investment (ROI) should be the priority of every Human Resource Development programme.

However, the ROI of a training effort is usually based on a few subjective premises and consequently, its calculation may not be as specific as the ROI of a capital expenditure.

In addition, there may be reasons that are noteworthy that in some instances, it is not economically viable to measure the programme and a brief, subjective programme is more appropriate.

Measurement is only effective in the production and financial arenas: Accountability focuses on all functional areas of the business. This includes Human Resource Development.

Human Resource Managers might say, the Chief Executive Officer not does require evaluation so why should it be done? This is an easy trap with many Human Resource Managers. These include: -

- the CEO suddenly asking the Human Resource Management to justify its existence,

- the company getting a new CEO who does require measurable,

- most important, without realistic evaluation data, the CEO may draw erroneous conclusions about the Human Resource Development department,

There are too many variables affecting the behaviour change in the workplace: The reality is that there will always be intervening variables impacting on behaviour and learning.

These include:

- the participant's self-motivation,
- work environment,
- commitment and reinforcement (or lack thereof) from line management,
- peer pressure,

While these factors are beyond the control of the Human Resource Development department, this does not mean that evaluation cannot take place. Studies have shown that it is possible for Human Resource Development staff to isolate those variables over which they have primary control, namely those related to the learning process. This is particularly true when other variables remain constant. Although measurement of change may not precise, it is better than no measurement.

Evaluation will lead to criticism: It is a reality that not all comments and feedback will be positive, particularly when reations or observations are requested. The organization must accept such criticism if it is to evaluate.

Human Resource Development might do not need to justify its existence because of a proven track record: While individuals may be performing excellently and may not need to justify their existence, there is an ongoing need for Human Resource Development department to be accountable and responsible for ensuring that their activities add value to the company

Measuring progress towards learning objectives in an adequate evaluation strategy: This is considered inadequate in today's competitive environment. Evaluation strategies must include the impact of the programme measured in terms of organizational change, ultimate outcomes or business results. In addition, measurements of on-the-job impact are an important part of the evaluation process.

(f) Consequences of not evaluating

A neglect of evaluation can bring about the following common problems (Rae 1997:6):

- Failure of the training managers to judge effectively the performance of their training staff,

- Failure to the trainers to judge effectively their performance level,

- The efficiency and effectiveness of the training event cannot be assessed accurately,

- The views of the participants cannot be recorded,

- Learners have no mechanism to help them assess their own progress in an objective manner,

- There is no way that any change in knowledge, skill or attitude can be attributed to the training,

- The trainers, line managers or organization cannot assess how far learning is implemented,

- The value of learning cannot be approximated in cost terms,

2.8 The role of evaluation in South Africa

Evaluation is not simply important for ensuring that Human Resource Development shows value in an organisation. Nor is it exclusively focused on reinforcing results - based Human Resource Development philosophy. It is also essential to facilitating the philosophy and practices of the National Qualification Framework (NQF).

The new education and training system reinforce the evaluation of input (that is the training event), outputs (which includes learning behaviour change and On the Job (OJT) applications) particularly those related to learning and behaviour change. Using the new system learners are assessed according to defined specifications. Only those training programmes that can produce outputs that are in accordance with defined unit standard are accredited.

Quality assurance is provided by sector education and training quality assurance bodies (ETQAs) whose functions would include accrediting providers in terms of quality management and the registration of trained assessors within industries. This introduces a new dimension to the evaluation process, which should serve to bring consistency across interventions and ensure that learning programmes bring about the required development of human resources.

2.9 Role of management in human resource development

Bassi and Cheney (1997:60) stress the importance of measuring the effect of training. They emphasise that, "*what gets measured gets managed.* If workplace learning initiatives are not measured sufficiently, it is unlikely that they will be well managed. It has too often been ignored that measurement is a component of good management and essential for continuous improvement."

(a) Needs of the decision-makers

Bakken and Bernstein (1982:44) state that, 'as companies devote more resources to training and development, the need for valid information about the "**return on investment**" increases'.

The first step in this approach is to identify the decision-makers who are, or who will be, looking for information about the effectiveness of a training programme. Correct decisions based on this information maybe divided into two categories: training function decisions and management decisions.

Most trainers are primarily concerned with ***training function decisions.*** *They want to* know whether instructors are efficient, what the quality of the materials in use, whether the facilities are adequate, and so forth. The training department has to decide on the allocation of time to the various activities, promotion of staff, and curriculum development and revision.

Trainers therefore have a need for specific information with regards to the evaluation of training. An evaluation will be useful to them only if it contains information relevant to the need that requires a decision. This correlates with trainer's faith in the results of learners' reactions during evaluation.

Bakken and Bernstein (1982:44) believe that learner reactions to training programmes are immediate and, obviously, relevant to trainers' decision-making needs. On the other hand, the results of learners' reactions to training programmes do not play a very prominent role in the deliberations of the other decision-making group.

Management decisions about training differ fundamentally from the decisions made by the training department. The most obvious difference is that management decisions affect the entire organisation or large sections of it, whereas the decisions of the training department affect that department only. Bakken and Bernstein (1982:44-45) provide the following example:

A management edict, for example, ordering all customer engineers to take a customer relations course affects not only the training department, but also all those departments or divisions which employ customer engineers as well. Moreover, management decision makers are not concerned with course development of the merits of various instructional techniques.

2.10 Organisational strategy and evaluation

It is imperative to understand the link between organizational strategy and evaluation. There are two important questions for managers and trainers to ask related to training. These are about effectiveness and value. Effectiveness and value must be judged within the context of the organisation with its goals and objectives.

To understand the effectiveness and value of a learning programme, it therefore needs to be judged within the parameters of the organisation in which it operates. Proper strategising can help to ensure that Human Resource Development programmes and the results of evaluation help to enhance the goals and objectives of the organisation.

If Human Resource Development is most valuable when it is linked to the goals and objectives of an organisation, then it is vital for training providers to pinpoint the underlying values and objectives of the organisation when creating training strategies and when evaluating. It is also important to determine what the actual drivers of the company are, since these are sometimes different from the stated focal points.

Finally, the Human Resource Development practitioner needs to determine how these strategic objectives differ through the layers of the organisation. For example, there is often a difference between the focus of the board of directors and that of line management. All of these factors need to be taken into account.

(a) Applications

The goal for Human Resource Development of the Department is therefore to ensure that their training strategies match the overall departmental objectives (be these overt or not). For Newby (1992:10), if these are lacking, training becomes a luxurious overhead which can reasonable be presumed unnecessary"

It is therefore essential for evaluation programmes to determine if training is meeting the organisation's objectives. An emphasis on strategy ensures that the design and delivery of learning activities matches real business needs. Evaluation is concerned with judgements about the correctness of the strategy (including the means adopted) and particularly upon the outcomes that the strategy delivers.

Effective training is grounded in a market-driven diagnostic process that responds to strategic imperatives and which allows the evaluation process simply to certify the quality of training outputs.

These are the fundamental values that should be inherent in strategically defined and implemented evaluation.

(b) Key role-players in evaluation

The department has key players in the needs analysis process in ensuring that the interventions implemented within the organisation are reflective of the needs of both internal and external role-players.

For evaluation and assessment to be effective, these players are included in almost all training cycles i.e. from the determination of needs till the implementation process of skills acquired in a workplace.

Kirkpatrick (1994:20) illustrates that evaluation is essential for a number of reasons:

- For evaluation and assessment to be legitimate, it must be promoted and endorsed by these role-players. In short, their "buy-in" must be achieved.

- Evaluations and assessment can be a fundamental tool for the targeted development of staff and to enhance the performance management process of the organization. To achieve the maximum benefit from these tools, the commitment of key role-players must be sought

- Line managers are increasingly being required to account for the cost and time associated with learning programmes. It is therefore essential for them to participate in return on investment evaluation to ensure that maximum benefit is achieved

2.11 Evaluation of training and development

The implementation of training and development serves as a transformation process. Untrained employees are transformed into capable workers, and present workers may be developed to assume new responsibilities. To verify a program's success, personnel managers increasingly demand that training and development activities be evaluated systematically.

The lack of evaluation may be the most serious flaw in most training and development efforts. Simply stated, personnel professional too seldom ask, "Did the program achieve the objectives established for it? They often assume it had value because the content seemed important.

Trainers may rely on the evaluations of the trainees, who reported how enjoyable the experience was for them, rather than evaluate the content themselves.

The criteria used to evaluate training effectiveness focuses on outcomes. Trainers are concerned about training effects that relate to:

- The reactions by trainees to the training content and process,
- The knowledge or learning acquired through the training experience,
- Changes in behavior that result from the training,
- Measurable improvements in the individuals or organization, such as lower turnover, accidents, or absenteeism,

The final step in the training process is evaluation. Once the need for training has been carefully assessed and training has been designed and implemented, there is only one way to demonstrate the effectiveness of this entire process. Evidence of the training's impact must be gathered.

To determine what evidence is needed, let's return to the original definition of training: a planned effort by an organisation to facilitate the learning of job-related knowledge and skills by employees to improve employee performance and further organisational goals. Therefore, evidence of learning that improves employee performance and furthers organisational goals is necessary to evaluate the training.

Demonstrating that training has led to changes in employee performance and furthered organisational goals is difficult. Line managers who give brief instruction and coaching to their employees hardly need formal procedures to evaluate training effectiveness. They see the changes in employee performance almost immediately.

There are four basic kinds of evidence that demonstrate training effectiveness: *reaction, learning, behaviour, and results*. Each contributes some information about the impact of training. Comprehensive evaluation, however, includes as many kinds of evidence as possible.

(a) Reaction

Many training departments use questionnaires to collect reactions to training. Participants record their responses to the quality and relevance of the content, the method of training, quality of training aids (e.g. handouts, cases, role-playing scenarios, videotaped presentations), and effectiveness of the trainer.

In on-the-job training, reactions often are given orally as the trainee responds to the supervisor. Evaluation forms are typically filled out after the training has been completed.

Reactions to training provide little information about how effective training has been, but they do suggest whether the training achieved minimal requirements for success, or if it failed. Trainee motivation is the key factor. If trainees evaluate a training program as irrelevant or rate the trainer a poor communicator or acknowledgeable, their motivation will be low and learning will be poor.

On the other hand, glowing comments about content and presentation do not necessarily indicate learning. Training content can be fascinating and contribute little to *job performance, and trainers can be entertaining but ineffective.*

In spite of their limitations, trainee reactions can help to revise a training program. They provide detail about what was taught, how, and by whom and can suggest making content and presentation changes before the training is repeated.

Evaluation forms are most often completed immediately after training, but follow-up evaluations several months after can add information that may be more indicative of learning and actual changes in performance.

(b) Learning

The second kind of evidence of training effectiveness is learning. Evidence of learning can be collected in a relatively objective way by measuring knowledge and skill before and after training and noting the increase.

In many cases, pre-training information can be routinely collected during the diagnostic person analysis, which identifies the level of knowledge and skill of employees eligible for the training and aids in the election of those to be trained. Testing employees' knowledge and skill after training provides a measure of learning.

Learning can be measured with tests or with actual demonstrations of knowledge and skill. A line manager training employees on the job often tests learning by asking specific questions or reviewing work assignments. Training programs designed to *build skills frequently include several exercises during the training.*

(c) Behaviour

Learning is of little use to the organisation if it is not applied. Changes in job behaviour, the third kind of evidence of training effectiveness, are too often overlooked. While organisations rarely overhaul machinery without checking its subsequent performance, they often invest hundreds of thousands of dollars to train employees without checking their subsequent performance.

The expected changes in job behaviour should be linked with changes in effectiveness of the organization. Translating learning into performance is a major challenge for the trainee. It is easier to pass a test or incorporate new skills into a role-playing case than it is to apply new knowledge and skill on the job. Several conditions can facilitate changes in behaviour after training:

Employee motivation. Motivation during training is necessary for learning. But after the challenge and excitement of training have passed, the motivation to try new knowledge and skill back on the job is essential for behavioral changes.

To change job performance, employees must want to improve by applying what they learned in training.

Recognition of weaknesses. Employees need to know how to change their behavior. They must know what they are doing right and wrong on the job before they can make appropriate changes.

Opportunity to experiment. Employees must have an opportunity to try out new knowledge and skills in the work situation. First, the job must provide opportunities to apply what has been learned. Obviously, a training program on accounting procedures will have no immediate impact on the job performance of employees whose jobs do not involve accounting.

Similarly, the behavioral changes stimulated by training must be consistent with the goals and climate of the trainee's department and organization. Newly learned behaviors that conflict with the behavioral norms of the organization will be quickly unlearned. As a result, there will be no evidence of changes in job performance.

Supportive feedback. Employees must have feedback from supportive and knowledgeable supervisors and colleagues in order to change job performance. Feedback and coaching enhances the likelihood that new knowledge and skills be put into practice.

If these four conditions are met, the likelihood that training will lead to changes in behaviour is high. But measuring job performance before and after training provides the only convincing evidence that training has changed behaviour. The measurement of changes in on-the-job behaviour is usually done through observation.

Employees can use self-reports to record changes in their job performance. For example, supervisors trained in how to delegate work might keep track of assignments given to their employees and the amount of detailed technical work they still take on themselves. Superiors, peers, and subordinates may also observe and record changes in trainees' job performance.

(d) Results

Results are the ultimate evidence of training effectiveness. Did training affect sales, dollar volume, absenteeism, turnover, or productivity? Did training in selection interviewing result in higher acceptance rates and lower failure rates for new employees? Did technical training lead to reductions in waste and failures in quality control? Did training in employee motivation decrease employee turnover? To measure the impact of training on results, it is necessary to record results before and after the training has occurred.

To summarise, most organisations have no formal procedures to evaluate training effectiveness, and those that do frequently rely on questionnaire measure of employee reactions. To document the impact of training more conclusively, organisations must gather additional evidence of learning, behaviour, or results.

The final decision in planning for training evaluation is to determine when to measure the evidence. If learning, behaviour, or results are used, trainers must decide whom to measure, and when. There are three major guidelines to follow.

Evidence of change in learning, behaviour, or results requires that measure be taken before and after the training. Similarly, lower employee turnover after training would indicate positive results. What is needed is a plan for training evaluation.

Secondly, changes in the training group should be compared with changes in the same measure for a group that did not receive the training. The use of a control group is not difficult, but it does require planning. For example, in the person analysis, many employees could be tested at the same time as those who completed the training and could be used as a control group.

The third guideline is to control for learning how to take the test. If trainees are tested for knowledge and skill before and after training, two factors can cause a rise in the second test score. Test scores may rise because trainees learned new knowledge and skill during the training. But test scores may also rise because trainees who took the test before training became familiar with certain material in the training that they may focus on to score better on the test after training.

For example, suppose a group of crusty, authoritarian supervisors answered a questionnaire on participative management style before training. Questions about delegation to employees and participation in decision-making in the test might alert them to similar material in the training program.

Hence, they might answer all the questions in the questionnaire differently after the training, primarily because they learned how to take the test. But they might also have no intention of changing their supervisory style.

These three guidelines for training evaluation require some planning but little extra work. Measures of knowledge or skill, behaviour, and results should be taken during the analysis of training needs; training evaluation requires that they be taken after training, as well. In addition, we strongly recommended the use of a control group in training evaluation. Relatively little time is required to measure employees who are not trained.

Evaluation of training effectiveness needs more attention in nearly all organisations. Employee reactions to training are useful, but more evidence is needed. Evidence of learning, behaviour, and results is the ultimate measure of training effectiveness. This evidence can be gathered practically and efficiently.

2.12 Measuring the impact of training on job performance

Bakken and Benstein (1982: 48) maintain that the impact of training on the organisation is frequently one of the goals of a training programme; in other words, individuals and organisations are expected to change after a training programme has been presented.

Two questions arise when the impact assessment of training on individuals and the organisation:

- Have there been any changes?
- If changes have occurred, can they be attributed to the training programme?

The first question can be answered by means of a pre-test/post-test comparison. Bakken and Benstein (1982: 48) provide the following example. As an example, one might look at the productivity of a particular department before and after the manager had completed a management training course or one can measure a particular employee's customer relations skills before and after customer relations training.

The pre-test/post-test method is very valuable in establishing whether changes have occurred, but less appropriate for establishing whether training has been the cause of the changes, since something may have happened between the pre-test and the post-test to cause the change Bakken and Bernstein (1982: 48)

Let us assume that, at about the same time that the manager underwent training, all the salaries in his or department were substantially upgraded. It is very difficult to say whether the increase in productivity was the result of the manager's acquisition of new skills or the result of the salary increase.

There are two methods by which to solve the problem of pre-tests and post-tests.

- The first requires a control group of employees who have not been exposed to the training. If the results of this group are compared with the result of the pre-test/post-tests of the trainees, one can establish whether or not the observed changes can be attributed to the training programme.

- The second method is known as the time-series analysis. A typical pre-test/post-test includes one measurement before training and another after training. A time-series analysis contains several pre-tests and post-tests at regular intervals and may be spread over a number of weeks or even months before and after training. A time-series analysis is especially useful for determining training outcomes such as productivity changes.

  Since productivity data is normally collected at regular intervals, and since productivity is subject to numerous influences apart from training, this method is very appropriate.

In assessing the impact of training, one has to realise that there is a difference between immediate and long-term changes resulting from training. Whereas the acquisition of knowledge and skill is usually immediate, changes in productivity, turnover, and workers' attitudes are usually a long-term reaction. The latter outcomes are furthermore influenced by many other factors.

Bakken and Bernstein (1982: 49) point out that: any changes due to training may be less dramatic than the changes we see in the individuals who are trained. An extended time-series analysis with a corruption group would be extremely useful for measuring long-term effects.

Reay (1995: 49) explains that, one might expect all the key questions relating to the value of training should be asked at the workplace, but real life isn't as simple as that. Of course, it is when the trainees are back at the workplace after training that they begin to make their maximum contribution to the organisation, so there are questions which need to be asked there.

But, there are also questions, which are better asked in a controlled environment, say in or immediately after the training event. The way the training is designed also impacts on job performance. Well-designed training has a much more marked and positive impact than anything poorly-designed.

One would expect training to have a positive effect on the way people do their jobs. So from the organisational perspective, it is imperative to ask the following questions actually at the workplace: -

- are people performing better as a result of the training?
- were learners able to apply what they learnt to their normal work?
- did the training prepare them adequately for work?

The working conditions and relations at work could hamper performance toward service delivery; there it is essential to root out the causes and symptoms, which impede service delivery.

The working conditions and any other related factors can conspire to impact on job performance, and it can be construed that training has failed, without conducting an investigation, which caused absurd performance at work.

2.13 Assessing the effectiveness of training and development in an organization

Human Resource Development (HRD) requires commitment of management time, effort, and resources, which are invariably in, demand and heavingly committed. Managers at every level who have made the commitment will want to know what return they are getting on their investment.

McBeath (1994: 345) states that effectiveness is a measure of how well the total activity has achieved its overall purpose, as defined by each company. This purpose will generally be concerned with ensuring that the organisation is properly researched to achieve its business objectives in the changing environment and to gain a competitive edge and to prepare for management continuity in the longer term.

McBeath (1994: 346 - 355) uses the following organisational elements to monitor the effectiveness of Human Resource Development efforts.

(a) Competitive advantage

Does the company have any advantages over its competitors, and is the present position in line with what was planned? There are many variants of this question; depending on the starting point and objectives, all of which come down to "Did you achieve what you set out to do?"

(b) Culture (The culture of the organization)

The most significant influence on achieving a really effective departmental operation, and the effectiveness needed from employees' development, is an appropriate corporate culture.

If, within broad vision of the corporation's future, it is important to identify business opportunities, and match them with organisation and with managers who provide leadership, intellect, breadth of vision and appropriate flair, who are excited rather than frightened by high abilities in their supporting staff, and who have freedom to reach out to those above, then virtually anything is achievable. For a team of high ability in a supportive corporate culture, nothing will ever remain a limitation.

Culture must be supportive, which means the attitudes to the business and the staff must be wholly suited to the business and the needs of the customers. But culture is complex and difficult to change.

Because corporate culture grows out of a consensus of what the people in the corporation believe and the way they behave, as people mature and as the mix of people changes, so corporate culture changes - obviously influenced strongly by senior management, which may be dominated by a small clique.

(c) Improving capability

The foundation for the improved performance at a workplace must be the organisation and its resources and how they are being managed. This is the starting point, but there may be a number of actions, which can be taken quickly to provide a swift and dramatic boost to capability.

Perhaps the department /organization still needs a grand vision and a less cautious business plan to become productive, and be more adventitious in its human resource strategies.

2.14 Types of evaluation

It is imperative to discuss the types of evaluation because of their relevancy in this study. According to Rothwell and Kazanas (1994: 480), a distinction can be made between two main types of evaluation, i.e. formative and summative.

(a) Formative and Summative evaluation

Basically, there are two approaches to evaluation - formative and summative. Formative evaluation refers to the ongoing, day-to-day efforts that occur while the event itself is occurring. Formative evaluation means that student's learning performance must be evaluated to:

- Determine the extent to which the course content was mastered,
- Provide feedback to students,
- Assist students in correcting errors and improving learning performance,

The main aspect is to control learning performance and to remedy learning errors. Formative evaluation should be meaningful to the learner and must be continuously applied. Summative, on the other hand, is the final statement occurring at the end. If the evaluation process is planned adequately, the formative evaluations can be used in developing the summative process. Both approaches are useful in staff development. Formative evaluation supplies some frequent feedback about the program as it unfolds.

This approach gives direction for change, if necessary, or reinforces what is occurring. Summative evaluation provides the end analysis and can be used in the budgetary process to substantiate or refute projections of benefits derived from staff development.

2.15 Problems with training programmes

If many large companies have well-staffed training departments, why a learning organisation is needed? Surely if the training department delivers training courses, are they not responsible for organisational learning? Perhaps the department should look at the track record of the training function. Training programmes face many problems in the corporate environment, which limit the impact of learning and performance. Wick and Leon (1993: 30) identify the following six reasons why traditional company training does not produce the desired results.

(a) Training does not meet business needs

Training does not always tie with the strategic business needs of a company. A multitude of training programmes are used on a continuous basis, but these programs do not relate directly to strategic business needs. These programmes come and go, there is no continuity and there is a lack of follow-through which means that the application of knowledge gained is not taken seriously. The impact of the training is therefore very limited.

(b) In training, one size does not fit all

Many training programmes are not flexible enough to meet the unique needs of each individual. Vast amounts of money, time and effort are spent and wasted in training people what they do not need to know. Too much generic training is given, whether everyone needs it or not.

(c) Managers do not support training

Employees are often "sent" on courses or "nominated" to attend courses because it is a job or promotion requirement. Their supervisors see training as an expensive waste of those results in work backing up. Not having management support and reinforcement can completely negate the potentially positive effect of learning.

(d) Employee workload

When employees have been on a training course, they return to mountains of mail, reports, meetings and the crisis of the moment. The implementation of knowledge and skills that were learnt gets put aside in order to deal with immediate priorities. Although the intentions may be good, follow-through does not always take place.

(e) A lack of measurement

The weakest link in the training process is the implementation phase of training. People go back to work, but they do not implement what they have learnt. The reason for this is twofold. Firstly, there is no accountability for what was learnt. Secondly, there is no measurement system to measure the impact of the training. There is seldom a follow-up measurement at three months or six months, or even after a year to ascertain the business impact of the training.

(f) Incorrect time allocation

According to Wick and Leon (1993: 32) a lack of time often means training is done in a pressed fashion that precludes real learning. Due to time constraints, a three-day training course will often be compressed into a day or two. Its content finally becomes a mini-lecture with handouts. The end-results are that very little learning takes place.

On the other hand, it also happens that a course that could have been conducted in two days takes four days. A lot of unnecessary information is given to future training efforts.

(g) Avoiding Adverse Impact

Two major policies associated with training may lead to discrimination. The first concerns how employees are chosen to participate in a training program. In practice, many organisations select trainees in highly subjective or arbitrary ways (e.g., through supervisory recommendations or according to which employees volunteer for the training) and may therefore discriminate on the basis of race, colour, age, sex, etc.

The second policy concerns the use of successful completion of training as a prerequisite for a specific job (e.g. typists must successfully complete a training course in word processing and shorthand before they can be promoted to the job of secretary). This policy establishes the training program as a selection tool.

Since training enhances employees' knowledge and skills, it often qualifies them for promotions. But if the most successful employees in training program, and therefore the most likely to be promoted, are predominantly white males, the training has an adverse impact on women and minorities. One way employers can reduce the occurrence of these forms of discrimination is to prepare training programs according to the principles presented earlier.

The key is to make the policies and decisions mentioned above clearly job-related. The choice of trainees should be based on a complete analysis of training needs, especially the summary person analysis and diagnostic person analysis. These analyses identify the employees whose current levels of job performance, knowledge, and skill indicate they need the training most or are most likely to benefit from it.

Using the successful completion of training as a selection tool should be based on a thorough job analysis, and accurate job descriptions and job specifications. The training can then be designed to teach the specific knowledge and skills to perform the job successfully. The concept of the learning organisation constitutes a new approach to learning and workplace performance that requires a new way of managing organisations.

Not only does it necessitate changes to education, training and development interventions, it also encompasses a totally new way of managing people, processes and systems in the modern organisations. A change in organisation culture is, therefore, needed in order to effect the change from a traditional organisation to a learning organisation.

(h) Diagnosing training failures

The final goal in the evaluation of training is to establish what went wrong if a programme has failed to achieve the predetermined objectives and goals or to effect the anticipated changes in the organisation. Bakken and Bernstein (1982: 50) identify five general sources of failure in accordance with the evaluation strategy of their approach and are outlined as follows:

In the *first instance,* training may fail because the objectives and goals of the training programme have not been successful if its goal is vague or unspecific.

The *second source of failure* is that the content of the training programme is not directly relevant to its goals.

The *third source of failure* is when the content of the programme is not based on the appropriate models for adult learning. Bakken and Bernstein (1982, 51) use the following example:

Possible source of failure:

- Training objectives were not clearly defined.
- Course content was not relevant to training objectives.
- Content was not based on appropriate assumptions or theories about how adult learn.
- Training was not delivered as designed.
- Instructors lack the required skill or expertise.
- Other factors (such as attendance) interfered with delivery.
- Organization factors prevented transfer of training to the job.

Possible solution:

- Redefine objectives
- Redesign content to reflect objectives
- Redesign content using more appropriate models of learning
- Training instructors
- Identify other factors. Alter those that are under the control of training department
- Conduct a performance analysis to determine which factors hinder transfer.

The *fourth source of failure*, which usually relates to decision-making in the training function, is the actual presentation of the programme. Unless the training is presented exactly as it has been designed, clear-cut objectives, relevant content, and appropriate learning principles will not guarantee effective training.

Problem areas include the behaviour of instructors, environmental obstacles, and the behaviour of participants.

The *final source of failure* lies in the aftermath of training. This relates to organisational factors, which impede the transfer of training to the work situation (*Bakken and Bernstein 1982: 50*).

This problem applies specifically to changes in attitude and behaviour and to instances where the work environment is not conducive to the implementation of newly acquired interpersonal skills. These are organisational factors and not training problems and can therefore not be solved by more training. Bakken & Bernstein sources of failures could be the attributing factors to the failure of the application of training skills acquired. The content of a training program presented to the departmental employees by various training providers could course a problem if it does not address the unique events of the department.

2.16 Using the evaluation to improve training

Modifying the training based on reaction measures is fairly straight forward. A boring speaker can be replaced, a film rated as irrelevant dropped, or a caterer changed, depending on the feedback received. If a sound evaluation design was used, scores on the learning, behaviour, or results measures might suggest additional modifications to the training. If insufficient learning occurred, the training presentation itself may have been at fault. Information may have been presented unclear or inadequate time and practice may have been allowed for trainees to absorb the material. Alternatively, trainees readiness or motivation may have been deficient, so that an otherwise well-designed training experience had no real impact on the trainees.

If behaviour on the job did not improve, despite gains in learning, the fault could lie in the needs assessment, the training programme itself, or in the work environment. If the initial needs assessment was not performed correctly, trainees might have been taught material that was not relevant to the demands of their jobs. Thus, while they might have learned something from the training, what they learned is not something that they can use. Another possibility is that the training content might have been appropriate, but there was insufficient emphasis either on transfer of training to the job or on relapse prevention.

Finally, the fault could lie in the work environment if supervisors and others have not accepted and reinforced the new behaviours. When learning and behaviour change but results do not improve, the appropriateness of the training or validity of the results measure should be scrutinised. If people are behaving differently but that behaviour has no impact on the bottom line, then the training may be teaching the wrong things.

2.17 The views of Bakken and Bernstein

Bakken and Bernstein (1982:57) endeavour to determine what should be measured and then to answer the question: 'Has the training been effective?' In their approach they take account of the needs of the decision-makers (management) and the objectives of the training programme.

These two elements direct the evaluator to appropriate and observable results. In order to apply this approach as effectively as possible, it should be implemented before training starts; in other words, the evaluation strategy must be developed in conjunction with the training programme. Bakken and Bernstein (1982:51) maintain that by adopting this approach one can be fairly sure that the relevant needs of evaluation have been met.

They outline their approach in the following manner: A straightforward, systematic approach to designing evaluation for training is designed. By identifying the decision makers who need or desire information about the effectiveness of training, and by clarifying the goals of training, the trainer or designer who employs this approach can easily determine which observable outcomes will meet the needs of decision makers and show whether the objectives of training were achieved.

2.18 Presenting an evaluation report

The final stage of most evaluation will be the presentation of the report. The extent to which this will be accepted and acted upon will depend to a large extent on what took place at the beginning of the study. It is crucial to identify the major stakeholders and to try to discover what agendas they have. Many of those who have a long-term interest in this programme will have strong views on the desired outcomes of the study. It is essential to keep such people informed during the evaluation and to involve them in key decisions if they are to 'own' and therefore act on the results.

This is not to imply that the evaluator must produce the findings, which the stakeholders are expecting; rather that their views must be incorporated and they must be kept informed. It is, of course, also essential to establish that the people receiving the report have the power to implement the changes being suggested.

2.19 The Dick and Carey systems approach model for designing instruction

It is imperative to discuss the instructional design in this study as they have influence on the change of behaviour in a workplace. Dick and Carey (1996:2) have developed a model for instructional design that comprises the following eight main components:

Assess needs to identify goals. This entails the process of analyzing the needs of the enterprise as well as the assessment of the training requirement. In this step one would also determine what one wants the learners to be able to do when they have completed their training or instruction.

Conduct instructional analysis. In this step one need to determine what people are doing when they perform these goals, as well as what knowledge and skills are required from the learners as entry behavior for beginning the programme of instruction.

Analyse learners and contexts. Parallel to the conducting of the instructional analysis the designer needs to determine the context in which the learners will learn the required knowledge and skills and the context in which they will use them.

Write performance objectives. The next step is to formulate specific statements of what it is the learner will be able to do at the end of instruction.

Develop instructional strategies. The designer must then determine the method or strategy that will be used to achieve the objectives or outcomes.

Design and conduct formative evaluation. Before the instruction is implemented it is necessary to develop and conduct evaluation on a one-to-one basis, and as a field evaluation. This step would enable the designer to trouble-shoot shortcomings in the design before it is tried out formally.

Revise instruction. On the basis of formative evaluation the curriculum, the instruction, the instructional analysis, and any other previous step in the process is re-examined, revised, and modified.

Conduct summative evaluation. This step is not only aimed at determining the success of the learners and of the programme but also at establishing the relative value or worth of the training for the enterprise.

2.20 Competency Based Training (CBT)

For the benefit of this study, it is significant to discuss Competency Based Training (CBT) in-depth. The aim of a competency-based training programme is to provide students (employees) with the skills and knowledge they require for the successful completion of their daily or future tasks (Erusmus & van Dyk, 1996: 119).

Competency Based Training is relevant in this study as it looks to the structure of the course content, how it is conveyed to individual students with an ultimate aim of improving performances at the work place.

(a) Requirements for a competency-based training programme

The content of a competency-based training programme may be based only on the job content of jobs held by employees. The training content must emphasise only those skills and tasks that enable the student to do his/her job successfully. During the learning process, a student must be exposed to well-planned, high quality, carefully designed, and student based learning activities. The course content must be structured in such a way that the student can terminate his/her studies at any point.

The student/employee must also be able to work faster or slower and to repeat material, and must receive feedback on a regular basis. None of these aspects must be allowed to impede other students' progress and must not require large-scale restructuring of the course content.

Students/employees must be given sufficient time to master one task before proceeding with the next. A task is completed only once the student is able to perform it at a high standard in an actual or stimulated work environment. Performance must be linked to predetermined standards (Erusmus & van Dyk 1996: 124).

Competency-Based Training programmes like Criterion-Referenced Instruction (CRI) programmes are based on the systems approach to training and education. In the case of competency-based training each component of the programme "is designed, monitored, and adjusted to the level and pace of instruction as needed.

Each learning outcome is established up front and each trainee can then turn on or turn off instruction as needed to reach the desired outcome (Blank 1982: 6). For the benefit of this study, Criterion-Referenced Instruction (CRI) is defined as instruction designed in such a way that the learner actually attains the level of performance (the criterion) specified in the performance objectives. CRI is a systematic approach to effective instruction with the focus on the individual student (Mager & Pipe, 1976: 11 & 17).

(b) Characteristics of Competency-Based Training (CBT)

According to Erusmus & van Dyk (1996:120), the following are characteristics of competency-based training approach:

The training system is individualised. The emphasis shifts from the group to the individual. The individual becomes the focal point and no longer competes with a group; he/she is responsible for his/her own performance. The course layout for a specific type of job is introduced beforehand. The worker is informed of the nature and extent of the various modules immediately after registering for a course.

The worker therefore knows what is expected of him/her. This allows continuous feedback to the student, causing the student to be more motivated. Developing a competency-based training programme requires a great deal of time and research. Successful implementation of the training programme requires thorough research and good planning.

A competency-based training programme is a systematic approach to training that is directed at individual performance and evaluated according to specific criteria. Blank (1982: 5) has identified the following characteristics of competency-based training programmes: -

- They are based on specific, precisely stated outcomes of learning (called competencies or tasks) which are made available to all concerned and which describe exactly what will be required of the student on completion of the programme.

- The programmes offer the students "high quality, carefully designed, student-centered learning activities, media and materials designed to help them master each task". Provision is made for each student to stop, slow down, speed up or repeat any part of the programme if so desired. In addition, periodic feedback on progress is provided throughout the learning process.

- Each student is provided with enough time to fully master one competency before proceeding to the next.

- Competency-based training requires each individual student to perform each task to a high level of proficiency in a job-related situation before he or she receives credit for the mastery of that particular task.

2.21 Competency based evaluation

After a customised training programme has been attended, learners are expected to implement all the competencies acquired while the learning was in progress. A portfolio of evidence should be compiled which serves as an evidence that learners have mastered the skills and knowledge presented to them in a learning environment. This will help the employee to improve performance in a work workplace and add value to quality service delivery.

For example if the training program was concentrating on presentation and training, project management, selection and recruitment strategy, financial management, determination of training needs, training needs analysis, employees are expected to display the understanding of the said skills by compiling the portfolio of evidence which will leads to improved service delivery.

2.22 Cost-Benefit Analysis and Return on Investment (ROI)

Training is often seen as a cost to the organisation, because Human Resource Development does not show how they can add value to the business (Unger et al, 1999:79). When doing a cost benefit analysis, the Human Resource Development practitioner must compare costs to benefits. To determine costs, it will be ideal to which type of funding is in operation in the department. There are two common types of funding, named by (Newby, 1992:217):

- Overhead system where the training budget is an indirect cost for the whole organization. This approach has a long-term view of organizational training needs and lessens the tendency towards "fire -fighting" activities.

- But, these systems tend to create inertia in the training activities and there is a strong temptation for the Human Resource Development department to run a menu of courses instead of being responsive to real organizational needs.

- Recharging system where the training department operates as a separate, self-contained business, a profit centre. The training unit sells its services to the organization and its success in doing this determines its survival. This system increases line management interest in the process of training.

- In addition, there is an opportunity for managers to be educated in the process of determining needs, designing programmes, evaluating and reinforcing learning in the workplace.

The method of analysis chosen must be compatible with the type of funding used in the organisation. The Human Resource Development of the Department should determine the costs of inputs and the monetary value of anticipated outcomes related to training.

Inputs include fixed capital, working capital, administrative and personal costs, costs of providing training instructors or tutors, costs of training and development (T&D), costs of giving instruction and costs arising from learners' attendance of the course. In the case of on-the-job (OTJ) inputs or coaching, these inputs may be more difficult to quantify.

Outputs, or benefits include reduced training time to master tasks skills (reduced training costs, reduced wastage and higher output), improved time usage, improved quality of output (reduced quality control costs and less wastage), sales volume increases, increased output of products and services, lower accident rates, reduced turnover of employees (improved output, reduced recruitment and selection costs increased public and customer confidence leading to more sales), reduced absenteeism and industrial conflict, greater resource utilisation, and improvements in organisational culture and climate

Admittedly, many of the benefits are difficult to quantify in monetary terms and comparison of results with any control group will help to make the evaluation more realistic. If a control group is used, it is important to be aware of contamination.

Should a control group of sales staff be concerned with the same product industry as the group being trained, it is possible that during assessment, to control group's product may have improved and thus become more saleable. This would be an intervening variable and would thus contaminate the results of the evaluation.

It is true what Newby raises; the department is confronted with a problem on how to quantify the on-the-job (OTJ) coaching or training. The return on investment is an issue within the department. Training is not seen as an instrument which adds value towards the attainment of the strategic vision of the organization.

Aberrathy (1999:19) in his article titled *thinking outside the evaluation box, states that managers are not always receptive to training talks and are even more reluctant when no firm return on investment figure is in the discussion.*

It is very difficult to prove training value as there are many managerial expectations to prove, such as employee retention, employee development job performance, performance improvement, customer satisfaction, and bottom line results (van Dyk, Nel, Loedolff & Haasbroek, and 1992:314).

Evaluation is the final phase in the instructional design process and in the training cycle. It is the determination of the extent to which the activities have met their goals. The learner's performance should be evaluated to determine how effective and efficient the training program was in addressing the institutional needs (Fisher, Schoenfeldt and Shaw 1993:403).

2.24 Conclusion

This chapter explains the concepts of training evaluation and Competency Based Training (CBT) which provides employees with the skills and knowledge required for successful completion of their duties. The concept also evaluates behavioral change in the real working environment and business results are assessed. The learner reaction and learning by the learner have been addressed as well.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This study will investigate a relationship between effective competency based training (CBT) (independent variable) and efficient service delivery (dependent variable). The survey instruments will include questionnaires that were objectively designed to gather data that can test this relationship.

It needs to be said from the outset that there is a general axiom in research methods throughout the social sciences: that each research endeavor demands its specific method of inquiry. This axiom applies equally to the present project (Bailey 1987:21; Frankfort, Nachmias and Nachmias 1992:19). Thus the methodological tools employed in the present project need to elicit original useful and useable data that will lead to analysis, interpretation, conclusions and recommendations for the future.

The first step undertaken in the present study was the literature review.

(a) Literature Review

The first step undertaken was a literature review associated with the study. This has been described as a very vital component of any solid scientific inquiry in methodological literature (Ferreira 1988:42; Babbie 1989:22; Patton 1990:15). The literature review guides the researcher in shaping up his/her knowledge on the subject in a comparative perspective, both theoretically and empirically.

In the context of the present study this consisted of a thorough study and analysis of the following sources:

- Books.
- Journal articles.
- Existing research and other reports.
- The Internet.

The literature review helped the researcher assimilate knowledge on the topic in terms of conceptual clarification and empirical realities associated with the topic and its finer details.

(b) Method of Data Collection

The method of data collection for this thesis was primarily the face-to-face interview as well as the analysis of documents in their historical and present contexts. Social science and social public administration literature abound with serious debates regarding the correct selection of an appropriate tool for gathering information, as it is a very crucial issue in terms of ensuring a streamlined and comprehensive interpretation and analysis (Ackroyd and Hughes 1981:33; Mitchell and Jolly 1988:21; Babbie 1989:32).

The face-to-face interviews conducted lasted between fourty five minutes and one hour to complete. There were differences in attitude amongst respondents when approached to answer the questions. The researcher used various persuasive ways in order to convince the prospective respondents to answer. He explained the purpose of the research project and the potential benefits emanating for the Department and those involved in the exercise.

This particular method of data collection was selected as international research literature has shown that it possesses a number of advantages over other or similar instruments utilized in empirical endeavors:

- It is **flexible,** as there are opportunities and time for the researcher to probe the respondent to elaborate on various issues, especially when or if he/she is dissatisfied with an incomplete answer. This reality is very evident in a wide variety of research projects.

- Further clarity can be sought on possible **vague answers**. The appropriate nature of the question can be adjusted according to the existing particularities of the situation. This is particularly true as there is always the possibility that some interviewees are more knowledgeable than others in the field of the research and the particular topic under investigation.

- There is **control** of the researcher over the environment within which the interview takes place. Obviously this rests on the credentials and on the job experience of the researcher. To illustrate this point, it needs to be stressed that most interviews in this study took place in the privacy of the respondent's office. It was felt that this was the best environment in which the respondent would feel at ease to articulate his/her attitudes, views and experiences.

- There were always high, if not absolute response rate on the part of the interviewees as the researcher ensured that the interview was set up with the total consensus of the potential interviewee and at pre-arranged times. Thus the interview yielded a very high response rate, especially when it was ensured that the process was thoroughly interactive in nature.

- The researcher was able to observe **non-verbal behavior**, a fact that cannot be said in the case of other questionnaires.

- The interviewer could very easily **control the sequence of the questions**, unlike other questionnaires where the order is different. Thus an experienced interviewer can switch questions around to suit his purpose and response agenda accordingly. This was done in this particular case as the interviewer was very well versed with the questionnaire at hand.

- The interviewer could easily **ensure that all questions were answered**, a fact that cannot be guaranteed in another type of questionnaire or when the interviewer is not present and the respondent is asked to answer on his/her own without the researcher. *Additionally, the interviewer could entice the respondent to complete the required* questions when the need arises.

- There is always an element of **spontaneity** in this form of responses, as the whole process is less rigid and normative when compared with a structured, semi-structured or mailed questionnaire.

- The researcher had the opportunity to **phrase and rephrase at least some of the questions**, depending on the level of knowledge and expertise of the interviewee. This cannot occur with a structured or mailed questionnaire (Mitchell and Jolley 1988; Babbie 1989:62; Frankfort Nachmias and Nachmias 1992:37).

(c) The Questions

The foundation of an effective and functional interview schedule is the structuring of the questions. The content of the question and the format are important criteria that play a key role in the success or failure of the interpretation, analysis and the final outcome as well as the prepositions, conclusions and recommendations that follow.

In the context of this study the vast majority of the questions asked were factual, which were designed to elicit objective information from the respondents , as well as their attitudes, feelings and assessments on the topic and the subject of this inquiry.

Of course such an approach can in theory encounter several problems, which are not of course based on lack of information on the part of the interviewee, ass they were all integral parts and participants in the training initiatives of the department. The problem could easily stem from some possible reluctance on his/her part to answer a particular question.

However this was hardly evident in the context of this study as the interviewees were very knowledgeable on the topic and the questions were not controversial or double-barreled. Additionally several steps were undertaken by the researcher to guarantee the accuracy of the answer.

In the final analysis, the researcher felt sufficiently satisfied that the interviewees understood all the questions and the vast majority of them answered them sincerely and an open heart and mind.

Close (or structured) questions are easy to ask and in most cases elicit quick answers. However as practical research experience has shown they could introduce bias and incomplete answers on the part of the respondents (Babbie 1989:42; Frankfort Nachmias and Nachmias 1992:34).

However, it is widely accepted that because of their nature and structure, structured and semi-structured require complete answers on the part of the interviewee; he/she has no choice but to answer concretely and without preconceived answers. (Mitchell and Jolley 1988:31; Babbie 1989:27).

The questionnaires were used to explore the expectations and experiences of the recipients of competency based training programs offered by the Human Resource Development Sub-Directorate through private consulting training providers. Questionnaires were assembled in a structured way and physically distributed to the identified employees.

The dependant variable "effective and efficient service delivery" were measured by a five-point Likert scale, and therefore an interval measurement is involved: point 5 (agree fully) is more positive than, for example, point 4 (agree) or point 1 does not agree at all.

Respondents were urged to make a tick (✓) or cross (✗) mark within a box on a Likert scale.

3.2 Sampling

Empirically based research such as the present seeks information from potential interviewees in order to study, analyze and interpret information that ultimately leads to several conclusions. Sources are sought that will provide factual and other information that will be analyzed in the process.

In the context of the present research, it became evident from the outset that the thorough study and analysis of documents relating to the subject were in need of supplementary information based on the knowledge, and experience of participants in the training sessions.

Under these circumstances it became inevitable that a **sampling** frame was required as it was impossible to interview all those staff members who participated in the processes.

3.2.1 Core relation design

To measure the impact of Competency Based Training, each individual will be assessed in relation to more than one variables.

3.2.2 The Target Population: Accessible Population

Every district office was used as a sampling cluster. Within these clusters i.e. district offices, a systematic sampling of officials was selected. Thus a combination of two **probability sampling frames** was utilized. This combination of probability sampling frames guarantees that the findings of the survey will have inference to similar populations.

The target population of this study shall be employees who are responsible for social grants and the following numbers of respondents were interviewed:

(a) Durban Region : 69

(b) Ulundi Region : 46

(c) Pietermaritzburg Region : 29

(d) Midlands Region : 27

Sample size (n) = 171

The study focused on employees who received social security training between 2001 and 2004. The study expresses itself into a cluster sampling. The choice of the sampling frame is based on a thorough understanding and knowledge of the organizational structures, social security and culture of the department.

3.3 Measurements

The relationship between the transference of skills from the learning environment into a real working environment and a behavior change at work to produce quality results i.e. improved performance will be measured with a five-point Likert scale i.e. point 5 (agree fully) is more positive than, for example, point 4 (agree) or point 1 do not agree at all.

The gap between training needs determination, nomination of employees to attend relevant training programs and the improved behavior or performance involves an internal measurement. The likert-scale and the subsequent qualitative analysis of the results emanating from it will be the basis of subsequent analysis, conclusions and recommendations.

3.4 Data analysis

Once data have been collected, the researcher will take the responsibility of going through all the information supplied on questionnaires and code them on a computer. Additionally frequencies and percentages will be presented accompanying a chi-square as a means of significance.

These will provide the reader with a meaningful and relevant measure of the existing relationships. It will also give respondents a more meaningful and accurate measure of their innermost feelings.

3.5 The Ethics of the Research

Research ethics are closely related to the human issues inherent in the social and administrative sciences. There have been major issues associated with the rights and welfare of the participants in many scientific projects and these need to be protected.

This is also the reality of a series of progressive laws promulgated by the democratic government after 1994.

Reliable and substantial data is collected because of the experience, expertise and efficiency of the researcher, and the cooperation of the potential employees. It is of importance, however, that this process needs to be planned in such a way as not to violate the rights of the respondents associated with the study.

Thus, **consent** must always be sought from the interviewees and no co-option methods must take place in the process before, during or after the interview. These principles were always adhered to, without deviation, by the researcher in the process of the study.

Additionally the following principles were followed:

- The **sensitivity of information** provided by the interviewees was respected especially when respondents mentioned something "off the record". There were cases where several respondents pointed out problems which had a bearing on the training and its outcomes, but they did not want it recorded .

  In such an instance the researcher attempted to corroborate such information with the help of other primary or secondary sources including interviews with other participants.

- **Anonymity** was guaranteed to interviewees who requested it. This was inevitable, as respondents in the departmental administration or state departments tend to be reluctant to provide information if their name is revealed.

In the same vain **confidentiality** was guaranteed to officials who were interviewed.

It was the overall intention of the researcher not to **injure** or **harm** respondents being invited in a study. Thus:

- Participants were not be asked to reveal information that would embarrass them or endanger their lives at work.

- Participants were asked questions which were basically helpful for the researcher to examine and measure their experiences and expectations regarding the training received.

- When analyzing the results and outcomes emanating from the study, the researcher did not intend to **harm** participants in relation to t their innermost feelings and views, including the way training programs were presented to them during the period of study. For example, trainees might not be satisfied about social security training which is pitched at National Qualification Framework (NQF 4) presented by the Rand Afrikaans University (RAU).

- **Deception** was avoided at all costs. Deception involves misleading participants about the purpose of the study, for example a covering letter for survey, might indicate that the study's objective is to examine general belief about the health when, in fact, researchers are interested in participant's knowledge of and belief about the relationship between smoking and lung cancer.

3.6 Definitions of terms and concepts

The Department of Social Welfare and Population Development is the organisation which is established in terms of section 106 of the Constitution Act no. 108 of 1996 and is mandated to render social welfare services to the society.

Training: Andrew (1996:133) mentioned that, *training is systematic process of altering the behaviour, knowledge and or motivation of employees in a direction to increase organizational goal achievement.*

Erasmus and van Dyk (1999:2) define training *as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved. Training is task-orientated in that it focuses on the work performed in an enterprise.*

Reay (1995:8) stated that the training function has an important role to play in an organisation, and the strategy as a trainer must aim to maximise the benefits. *Training can be seen as the systematic process of changing the behaviour and or attitude of people in a certain direction to increase goal achievements within the organisation* (van Dyk, Nel and Loedolff, 1998:148).

In view of the aforementioned, training can be seen as a sustained, organised attempt to change or improve people's knowledge, skills, attitudes, judgement, feelings and productivity. Employers through human resource development, provide training for their employees so that they will have the necessary knowledge and skills to do a particular kind of work.

Human Resource Development: *Human Resource Development is defined as a body aimed at providing a professional and effective training and development services which will support managers in the management and development of their staff* (Premier's Office, 1999:132).

Mc Lagan (1999:10) defines human resource development *as the process of increasing the capacity of the human resource through development.* It is thus a process of adding value to individuals, teams, or an organisation as a human system.

Human Resource Development can therefore be defined as an engine in an organisation which aims at improving the current skills of employees to enable the organisation to render quality services to the clients.

Evaluation: Bramley (1991:87) defines *evaluation as the systematic collection of descriptive and judgmental information necessary to make effective decisions related to the selection, adoption and modification of various instrumental activities.*

Marsden (1991:6) states that *evaluation is an analytical process involving the collection and reduction of data at all (or some) phases of the instructional process and culminating in the synthesis of a report containing recommendations about the instructional programme being evaluated.*

Evaluation can also be defined as "the systematic collection and interpretation of evidence, leading to a judgement of value with the view to take action.

Nadler (1982:42) sees *evaluation as a process of testing the appropriateness of each critical event in the design of a training system. He also sees evaluation as part of the process of designing a training programme and not just a specified happening at the end.*

Van Dyk, Nel and Loedolff (1998:213), *define evaluation as the process of determining to what extent the educational objectives are actually being realised.* Evaluation can be defined as a continuous exercise which aims at eliminating problems which may hinder the achievement of the desired goal. Evaluation begins in the design phase not after the programme has been implemented. It often involves identifying baselines, operating indices that reflect the *status quo* and the future levels that must be achieved to prove that the problem has been eliminated.

It can also be defined as a continuous exercise which aims at checking whether the activities are still in a right track as planned and eliminate some barriers which may be existing towards the achievement of desired goal.

Wills (1998:231) defines evaluation as *series of tests, assessments and investigations designed to ascertain whether training has had the desired effect at individual, departmental and organisational levels.*

Evaluating behaviour change: It refers *to assessing a change of behaviour in the job situation and not only a behaviour change in the learning situation. There is no proof that the learner will apply the knowledge, skills ad attitudes when they return to the workplace* (van Dyk, Nel, Loedolff and Haasbroek, 2001: 34).

Development: *Development is a continuation of education and training for the purpose of acquiring sufficient experience, skills and the right attitude to be appointed to the highest managerial positions* (Andrew 1998:140).

Nel, Gerber and van Dyk (2001:49) *refer to development as the possibility within a job or position for a specific employee, with reference to the employee's potential growth and personal goals.* Development is aimed at employees serving in a managerial capacity or preparing for managerial posts within the organisation.

It can be seen as a process by which managers obtain the necessary experience, skills and attitudes to become or remain successful leaders in their organisation (van Dyk, Nel, van Z Loedolff and Haasbroek 2001:148).

The concept of development refers to employee development rather than the development of an individual in general.

Employee development is directed mainly at creating learning opportunities and making learning possible within an enterprise (Erasmus and van Dyk 1999:3).

In-service training: In-service training refers to competency-based training presented by the Human Resource Development Sub-Directorate of the Department of Social Welfare and Population Development to improve skills of the workforce.

It also refers to a process whereby departments send their employees to various accredited training providers to acquire skills and knowledge relevant to their fields of work.

In-service training ranges from one day to a maximum period of five years. One percent of the total payroll as required by the Skills Development Levies Act is set aside for the promotion of skills and knowledge within Public Service through in-service training and other kinds of training.

Competency Based Training (CBT): Competency Based Training (CBT) is the identification of what trainees must know and do to successfully perform the job (Competency Based Training Tutorial; 2001:3). It also refers to training based in Social Security and Social Services, Quality Customer Care (QCC) and Computer.

Competency Based Training (CBT) is the customised training which is organisation specific for the improvement of performances at the workplace after skills and knowledge have been acquired in a learning environment.

3.7 Conclusion

The chapter examined the fundamental elements of the methods to be used in the empirical component of the theses. Thus sampling dynamics, data collection techniques, validity and statistical issues were outlined.

CHAPTER 4

INTERPRETATION AND ANALYSIS OF DATA

4.1 Introduction

The presentation and analysis of data and the discussion of the results were the next step of the research process. These were as follows:

In terms of demographic details the following were evident:

- **In terms of gender:**
- 69 of the respondents (40.8%) were males
- 100 of the respondents (59.2%) were females.
- **In terms of racial groups:**
- 138 (82.1%) were African.
- 01 (0.6%) was Coloured.
- 29 (17.3%) were Indian.
- **In terms of age:**
- 20 (13.1%) of those who responded) were between 18 and 25 years of age.
- 69 (45.1%) were between 26-33 years of age.
- 40 (26.1%) were between 34-41 years of age.
- 20 (13.1%) were 41-49 years of age.
- 04 (2.6%) were over 50 years of age.
- Sixteen interviewees (9.5%) refused to give their names.

- **In terms of public service experience:**
- 101 (60.5%) of those who responded were in the service less than five years.
- 22 (13.2%) served between 5-10 years.
- 15 (9%) between 10-15 years.
- 19 (11.4%) between 15-20 years.
- 10 (6%) served for more than 20 years.

The following information was received in relation to the interviewee's **period in his/her current rank /position within the service.**

Table 4.1: Period in current rank/position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 5 years	116	68.6	69.5	69.5
	5-10 years	29	17.2	17.4	86.8
	10-15 years	11	6.5	6.6	93.4
	15-20 years	10	5.9	6.0	99.4
	More than 20 year	01	0.6	0.6	100.0
	Total	167	98.8	100.0	
Missing	System	0.2	1.2		
Total		169	100.0		

It can be seen from Table 4.1 that the majority of respondents are relatively new in their ranks /positions. Thus 116 of them (69.5%) are in their rank /position for less than five, ten (6%) are in the position between 15-20 years and 11 (6.5%) between 10-15 years. Only one respondent is serving since in his position since over 20 years.

It can be gauged then that the position of the vast majority of respondents justify the training initiatives undertaken by the Department , as the new political dispensation that has arisen after 1994 has signified the development of a more transformative , efficient and African-led public service . Knowledge, acquisition, training and development are essential ingredients for the public service to be efficient, transformed, equitable, and decisive in the quest for proper service delivery. The next question was related to the extent of implementation of social security skills.

4.2 EXTENT OF IMPLEMENTATION OF SOCIAL SECURITY SKILLS

Table 4.2 Extent of implementation of Social Security skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.4	2.4	2.4	2.4
	Only to a limited extent	28	16.6	16.9	19.3
	Do not know/ can't tell	0.9	5.3	5.4	24.7
	To a large extent	79	46.7	47.6	72.3
	To a very large extent	46	27.2	27.7	100.0
	Total	166	98.2	100.0	
Missing	System	0.3	1.8		
Total		169	100.0		

The attitudes found in Table 4.2 indicate that the majority of respondents were positive regarding the implementation of social security skills acquired. Thus, 79(47.6%) responded "to a large extent" while 46 (27.2%) responded "to a very large extent".

On the other hand only four respondents (2.4%) had a completely negative attitude ("to no extent at all"), while 28 (16.6%) responded "only to a limited extent".

Such attitudes indicate that the expectations of the leadership of the department should be higher after the training sessions as the interpretation of the above results pinpoint that following the training processes, the acquisition of knowledge was put into practical utilization that inevitably would be beneficial to implementation according to the principles of BATHO PELE.

On the other hand, however, such attitudes and responses could be seen as unavoidable, as it would be expected for the majority of interviewees to react more positively than negatively to such a question. This means that a different (more negative attitude) would be based on the acceptance on the part of the interviewees that the training initiative was a failure.

The next question was related to whether the climate was conducive to behavioral change on the part of the respondents.

4.3 BEHAVIOURAL CHANGE

Table 4.3: Climate conducive to behavioral change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	9	5.3	5.6	5.6
	Only to a limited extent	50	29.6	31.1	36.6
	Do not know/ can't tell	38	22.5	23.6	60.2
	To a large extent	53	31.4	32.9	93.2
	To a very large extent	11	6.5	6.8	100.0
	Total	161	95.3	100.0	
Missing	System	8	4.7		
Total		169	100.0		

It can be seen that there are different shades of opinion in regard to this question. Thus 50 respondents (29.6%) indicated that the climate was conducive to behavioral change "only to a limited extent", while 53 (31.4%) responded "to a large extent".

The difference between those who held very negative attitudes "to no extent at all" and those with very positive attitudes is minimal (5.3% and 6.5% respectively). It needs to be surmised, however, that these highly negative and positive responses are limited, as indicated in the table.

Unlike other questions and responses, Table 4.3 pinpoints the existence of a large number of "DON'T KNOW" and "CANNOT TELL". This indicates a high degree of uncertainty on the part of the respondents in regard to the processes and outcomes of the exercise.

Such attitudes at all levels of responses pinpoint to questions regarding the relationship between the training sessions and their consequent effect on behavioral change, which are evident in the above table. This reality is more or less reinforced by the wide predominance of "DON'T KNOWS" and "CANNOT TELL".

One needs to accept, however, that even the best run and efficient training initiatives cannot automatically lead to behavioral change, as the latter is primarily, but not exclusively, an individual trait. This means that the acquisition of solid and wide ranging knowledge on the part of the trainee is not a prerequisite for fundamental change in behavioral attitude. A committed and dedicated public servant is more efficient after receiving scientific and efficient training, but it is important to note that such training will not necessarily lead to a changing and more efficient public servant.

The next question examined the extent to which the working environment supports the implementation of Social Security.

4.4. WORKING ENVIRONMENT AND IMPLEMENTATION OF SOCIAL SECURITY

Table 4.4: Extent to which the working environment supports the implementation of social security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	10	5.9	6.0	6.0
	Only to a limited extent	43	25.4	25.9	31.9
	Do not know/ can't tell	23	13.6	13.9	45.8
	To a large extent	66	39.1	39.8	85.5
	To a very large extent	24	14.2	14.5	100.0
	Total	166	98.2	100.0	
Missing	System	3	1.8		
Total		169	100.0		

The majority of respondents indicated that the working environment supports the implementation of Social Security "to a large extent" (66 respondents or 39.1% of the sample). Additionally, 24 respondents (14.2%) responded "to a very large extent".

On the other hand the negative attitudes were less evident, but not insignificant. Thus 43 respondents (25.9%) responded "only to a limited extent", while ten (6%) responded "to no extent at all"

There was also a fairly significant number of respondents with "DON'T KNOW/CAN'T TELL" attitude (23 respondents or 13.6% of the sample). However such a pattern was not as strong as the one evident in Table 4.3.

The prevailing attitudes indicate a certain degree of dissatisfaction with the working environment. Although this attitude does not predominate the mere fact that a significant number of respondents held negative attitudes and recorded "DON'T KNOW" answers poses a challenge to the leadership of the department in their quest for ensuring and developing a conducive working environment for staff to operate within.

Inevitably, the efforts undertaken must be based on a solid knowledge of the needs and realities of the present prevailing working environment through possibly a needs assessment analysis of the staff, especially the sections that work under unsatisfactory conditions either real or perceived. This process is important as the results emanating from the above question leads the researcher to the conclusion that there are a significant number of interviewees who feel negatively about the prevailing conditions within departments. Such an attitude could inevitably lead to lower standards of delivery.

The next question was associated to the respondent's belief of the extent to which they can make a contribution towards the productivity of the organization.

4.5 CONTRIBUTION TO ORGANISATIONAL PRODUCTIVITY

Table 4.5: Extent of belief of contribution towards productivity in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	3	1.8	1.8	1.8
	Only to a limited extent	14	8.3	8.3	10.1
	Do not know/ can't tell	15	8.9	8.9	19.0
	To a large extent	74	43.8	44.0	63.1
	To a very large extent	62	36.7	36.9	100.0
	Total	168	99.4	100.0	
Missing	System	0.1	0.6		
Total		169	100.0		

The vast majority of respondents held positive attitudes regarding the extent to the contribution they could make towards the productivity of the organization. Thus 74 of them (or 44%) responded "to a large extent", while 62 (36.9%) responded "to a very large extent".

On the contrary only three of the respondents said "to no extent at all" and 14 (8.3%) responded "only to a limited extent".

Fifteen respondents (8.9% of the sample) did not know or did not tell.

The predominance of positive attitudes regarding the above question indicates the willingness and strong belief of the majority of interviewees to contribute to the productivity of the organization, an attitude that the leadership of Social Security can build on, so that potential weaknesses can be rectified in the near future.

Such positive attitudes, however, could be expected, as it would be difficult for an interviewee to state openly that she/he would not be prepared to contribute positively to the rise of the department's productivity.

The next question was associated with the feelings of the respondents regarding positive changes of behavior at work after training.

4.6 CHANGES OF BEHAVIOUR AT WORK

Table 4.6: Any positive changes of behavior at work after training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	15	8.9	9.1	9.1
	Only to a limited extent	33	19.5	20.0	29.1
	Do not know/ can't tell	32	18.9	19.4	48.5
	To a large extent	53	31.4	32.1	80.6
	To a very large extent	32	18.9	19.4	100.0
	Total	165	97.6	100.0	
Missing	System	0.4	2.4		
Total		169	100.0		

The majority of respondents indicated positive changes of behavior at work after training. Thus 53 (32.1%) replied that there were positive changes of behavior at work after training "to a large extent", while 32 (19.4%) observed positive changes "to a very large extent".

On the other hand 15 (9.1%) commented that there were no changes of behavior at work after training, while 33 (20%) responded that there were changes "only to a limited extent".

Thirty two respondents (19.4%) of the sample did not know or did not want to commit themselves in answering the question.

Although the positive attitudes predominate in relation to the above question, it can be surmised that the prevailing negative attitudes could be interpreted as associated with the structure and functions of the department itself. This means that despite the fact that training might have had a positive effect on the individual, structural and functional realities within the department itself are an impediment to behavioral change.

Thus it would be difficult perhaps for a well trained and efficient staff member to be productive and/or to have a behavioral change in his /her attitude and performance if there are visible or hidden structural or functional impediments in his/her job.

These impediments are real, both in the private and the public sector and take different forms, and there are also related to professional and /or personal circumstances associated with the hierarchical structures and functions of a department or a section.

Thus if a middle manager in a particular section whose responsibilities are determined by the organogram of the department is forced or co-opted by his/her line manager to become responsible for menial tasks such as photocopying , inevitably his/her attitude and behavior generally would be negatively affected and the performance will suffer in the process.

Such realities not only create real problems within the organization, but also divide staff at different levels and create inter-personal rivalry and bitterness that negatively affect the effectiveness of the organization.

The next question was set in order to examine the respondent's understanding of the implementation of the Performance Management and Development System.

4.7 PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

Table 4.7: Extent of understanding of the implementation of performance management and development system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	13	7.7	7.8	7.8
	Only to a limited extent	28	16.6	16.9	24.7
	Do not know/ can't tell	43	25.4	25.9	50.6
	To a large extent	63	37.3	38.0	88.6
	To a very large extent	19	11.2	11.4	100.0
	Total	166	98.2	100.0	
Missing	System	3	1.8		
Total		169	100.0		

The majority of respondents (63 or 37.3%) indicated that they understood the implementation of Performance Management and Development System "to a large extent" while a much smaller percentage (19 or 11.2%) replied that they understood it "to a very large extent".

On the other hand 28 of them (16.6%) understood it "only to a limited extent" while 13 (7.7%) did not understand it "at all".

It is interesting to note that there was a large number of interviewees who did not know or could not tell (43 or 25.4%). This is indeed a quarter of respondents that produced such a pattern of responses that can definitely be classified as a negative trend.

These are indeed mixed signals emanating from the prevailing responses. This is because a thorough understanding of the implementation of Performance Management and Development Systems is a very important prerequisite for the smooth running and success of the Department as a whole.

In fact such a system is a **sine qua non** of the functionality and success of the department in its totality and in its various sections. Without a proper and solid understanding of this system there cannot be a proper and smooth functioning of the department.

Thus the findings related to this question are a sign of "warning bells", as the recorded ignorance and/or lack of knowledge of such systems will inevitably lead to high levels of disfunctionality at various operational and even strategic imperatives of the department.

This could be rectified through a careful and continuous needs and knowledge assessment within the various structures and sections of the department and the required corrective measures that need to be undertaken in order to rectify the weaknesses evident in the prevailing responses amongst the interviewees themselves.

The next question was associated with the understanding of the departmental strategic plan and its relation to work.

4.8 DEPARTMENTAL STRATEGIC PLAN AND ITS RELATION TO WORK

Table 4.8: Extent of understanding of the Department Strategic plan and its relation to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.6	3.6	3.6	3.6
	Only to a limited extent	27	16.0	16.4	20.0
	Do not know/ can't tell	36	21.3	21.8	41.8
	To a large extent	66	39.1	40.0	81.8
	To a very large extent	30	17.8	18.2	100.0
	Total	165	97.6	100.0	
Missing	System	0.4	2.4		
Total		169	100.0		

The majority of respondents indicated a positive attitude towards the understanding of the Department Strategic Plan and its relation to work.
Sixty six of them (40%) replied that they understand it "to a large extent" and 30 (18.2%) responded "to a very large extent".

Smaller numbers reacted negatively to the question: Thus six respondents (3.6%) commented, they did not understand the plan "at all", while 27 (16.4%) understood it only to a limited extent.

A good number of respondents (36 or 21.8%) did not know or did not want to commit themselves to an answer.

These are very interesting responses that pinpoint the differences in the existing knowledge gap amongst employees in the Department.

Thus while there is a majority of those who indicated that they understand the Departmental Strategic Plan , such knowledge is not so much evident in relation to the implementation of performance management and development systems.
It is evident, then, that the recorded knowledge of the Departmental Strategic Plan does not concur with the knowledge of the Performance Management and Development System.

The Strategic Plan of the Department is the "theoretical" foundation so to say, while the Performance Management and Development Systems can be described as the "engine" through which the Strategic Plan will be implemented in reality.

Thus the knowledge of the "theoretical" component is not really matched by the knowledge of the "practical". Inevitably this gap has a negative effect on the whole function of the department at different levels. This needs to be remedied, so that there is a "marriage" between the theoretical and practical elements of the process.

The next question was related to the interviewee's involvement during the skills audit exercise within the department.

4.9 INVOLVEMENT DURING THE SKILLS AUDIT

Table 4.9: Involvement during the skills audit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	24	14.2	14.6	14.6
	Only to a limited extent	42	24.9	25.6	40.2
	Do not know/ can't tell	39	23.1	23.8	64.0
	To a large extent	47	27.8	28.7	92.7
	To a very large extent	12	7.1	7.3	100.0
	Total	164	97.0	100.0	
Missing	System	0.5	3.0		
Total		169	100.0		

The question elicited divided responses and opinions. Thus it was revealed that 42 respondents (25.6%) were involved "only to a limited extent", while 24 (14.6%) "to no extent at all".

On the other hand 47 respondents (28.7%) felt they were involved "to a large extent", while 12 (7.3%) were involved to "a very large extent.

Thirty nine respondents (23.8% of the sample) did not know or could not tell a large number by any standards, especially regarding such a vital function in the department.

The divided opinions and attitudes of the participants regarding such a vital function of the department signify a problem area that needs to be tackled by the leadership of the organization at all levels.

This because the skills audit is a fundamental function within the department that measures and assesses the functionality and efficiency of existing staff Thus its ultimate success can only bear positive fruit for the future re-shaping or restructuring of the department. Bearing this in mind , it can be said that such an audit can only be completed successfully if all , or the larger part of personnel in a particular department or section are inextricably involved in it. This does not necessarily mean that the audit must be "democratic" in nature or a "bottom up exercise".

Management has the prerogative to develop and shape such an exercise according to the needs and objectives of the department, following the existing and prescribed rules and procedures of the department.

However, the direct and active involvement of all staff needs to be seen as a prerequisite of the successful completion of such an exercise because the audit is generally planned and structured in order to assess the success or failure of staff structures and function both at individual and structural levels.

The next question dealt with the outcome of the internal audit in the department.

4.10 EXTENT OF INFORMATION REGARDING OUTCOMES

Table 4.10: Extent of information regarding outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	28	16.6	17.4	17.4
	Only to a limited extent	39	23.1	24.2	41.6
	Do not know/ can't tell	43	25.4	26.7	68.3
	To a large extent	40	23.7	24.8	93.2
	To a very large extent	11	6.5	6.8	100.0
	Total	161	95.3	100.0	
Missing	System	0.8	4.7		
Total		169	100.0		

There were divided opinions and responses regarding the question relating the information and outcomes.

Thirty nine respondents (24.2% of the sample) felt that they were informed of the outcome "only to a limited extent", while 28 (17.4%) responded that there were "not informed at all".

On the other hand, 40 respondents (24.8% of the sample) said they were informed of the outcome "to a large extent" and 11 (6.8%) "to a very large extent".

More than a quarter of the respondents (43 or 26.7%) said that they did not know or could not tell whether they were informed of the outcome.

It is obvious that there are serious problems in terms of the communication of the outcomes to sections of the department and it could be surmised that there is possible lack of transparency, in some sections.

The above conclusion is reached because of the fact that the empirical evidence has shown that there is a wide diversity in the opinions of the respondents regarding the outcomes and information emanating from them and about them.

This is a problematic area; as such outcomes are of vital importance for the department regarding its smooth and professional team building and efficiency. Hence the effective communication ought to be a priority

This can be deduced from the responses received by the interviewees that pinpoint to a certain extent a lack of information dissemination regarding the resulted outcomes.

Such information can be deemed important in the sense that training is inextricably linked not only to performance and competence levels , but also the professional and job future expectation of trainees at different operational and administrative levels.

The next question dealt with the adequate training in relation to individual and departmental needs.

4.11 TRAINING ADEQUACY ADDRESSING INDIVIDUAL AND DEPARTMENTAL NEEDS

Table 4.11: Training adequacy addressing individual and department needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	25	14.8	15.2	15.2
	Only to a limited extent	56	33.1	34.1	49.4
	Do not know/ can't tell	37	21.9	22.6	72.0
	To a large extent	32	18.9	19.5	91.5
	To a very large extent	14	8.3	8.5	100.0
	Total	164	97.0	100.0	
Missing	System	0.5	3.0		
Total		169	100.0		

The majority of respondents reacted to the question negatively. Thus 56 interviewees (34.1%) indicated that they receive adequate training which addresses their needs and the department needs "only to a limited extent" , while 25 (15.2%) responded "to no extent at all".

On the other hand only 14 respondents (8.5%) responded that they receive adequate training "to a very large extent", while 32 (19.5%) responded "to a large extent".

A large number of respondents (37 or 22.6%) did not know or did not want to tell.

It can be surmised that such attitudes pinpoint another problematic area regarding both individual and departmental needs in their relationship to training at both levels.

It can be said that training adequacy on the part of the assigned service providers needs to have one main aim and objective, i.e. the addressing of both individual and departmental needs. A fulfillment of such an objective is inextricably linked to the future success of the department through management effectiveness in the spirit of the principles and implementation of BATHO PELE.

The largely negative attitudes and responses recorded in relation to this question indicate that such prerequisites were not fulfilled.

Such attitudes and responses indicate a high level of dissatisfaction amongst trainees that would ultimately have possible negative effects on their professional behavior and performance within the departmental structures.

The next question dealt with the clarity of instructions by management

4.12 CLARITY OF INSTRUCTIONS

4.12: Clarity of instructions by Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	22	13.0	13.7	13.7
	Only to a limited extent	54	32.0	33.5	47.2
	Do not know/ can't tell	43	25.4	26.7	73.9
	To a large extent	33	19.5	20.5	94.4
	To a very large extent	0.9	5.3	5.6	100.0
	Total	161	95.3	100.0	
Missing	System	0.8	4.7		
Total		169	100.0		

The above table indicates that it is generally felt that the instructions received by management are mostly clear. In fact the relevant question was structured as follows: "Perhaps, in some instances, instructions received from the Management of the Department are not clear at all".

Fifty four respondents (33.5%) responded "only to a limited extent", while 22 (13.7%) responded "to no extent at all".

On the contrary nine interviewees (5.6%) responded "to a very large extent", while 33 (20.5%) responded "to a large extent"

A large number of interviewees (43 respondents or 26.7%) did not know or did not want to commit themselves to an answer.

There are several mixed signals emanating from the responses to this question. Thus although the majority of respondents felt that the instructions received by management were mostly clear, there was also a number of DON'T KNOWS or there were respondents who did not wish to comment on the question.

It is inevitable that for a department to function effectively and in the spirit of the implementation of BATHO PELE, there must be a clear understanding between the different administrative and operational levels.

Thus the management manages and disseminates the instructions to the different departments, levels and sections, and the latter are obligated by the rules and procedures to carry out the instructions, associated with functional and structural requisites.

If these instructions are not clear, there will be problems at the various levels of the operational and implementation cycle, which will ultimately be a barrier to effective service delivery.

Such lack of knowledge and understanding of operational and directive prerequisites could only be solved through team building exercises, workshops and inter-departmental forums amongst employees at all levels, with the active and energetic participation of senior and middle management.

The next question was related to the extent that Competency Based Training (CBT) programmes meet the objectives of the organization.

4.13 COMPETENCE BASED TRAINING AND ORGANISATIONAL OBJECTIVES

4.13: Does Competence Based Training meet the objectives of the organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.8	4.7	5.1	5.1
	Only to a limited extent	27	16.0	17.3	22.4
	Do not know/ can't tell	59	34.9	37.8	60.3
	To a large extent	47	27.8	30.1	90.4
	To a very large extent	14	8.3	9.0	99.4
	Total	156	92.3	100.0	
Missing	System	13	7.7		
Total		169	100.0		

Fourty seven interviewees (30.1%) believed that Competency Based Training programmes meet the objectives of the organization "to a large extent", while 14 (9%) to a "very large extent".

Twenty seven interviewees (17.3%) commented "only to a limited extent", while 8 (5.1%) replied "to no extent at all".

A large number of interviewees (59 or 37.8%) did not know or did not want to comment. The largely negative responses to the question, which in some ways negate previously expressed attitudes, will definitely pose a serious problem to the departmental management in the future.

This is because the key aim and objective of Competence based Training is to meet the objectives of the organization. Thus it is true, for example, that despite the knowledge of management that a good number of employees have financial problems, which definitely affect their day to day performance, only a small number seek the advice of the Employee Assistance Programmes (EAP) available in the Department. As a result the job performance of such employees is negatively affected.

The mere fact that a large number of employees did not know or did not want to comment pinpoints to a serious lack of knowledge of fundamental operational tenets of the department.

The next question was associated with the presentation of work related case studies to learners during the training sessions.

4.14 EXTENT OF PRESENTATION OF WORK RELATED CASE STUDIES TO LEARNERS

4.14: Extent of presentation of work related case studies to learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	10	5.9	6.5	6.5
	Only to a limited extent	34	20.1	21.9	28.4
	Do not know/ can't tell	31	18.3	20.0	48.4
	To a large extent	54	32.0	34.8	83.2
	To a very large extent	26	15.4	16.8	100.0
	Total	155	91.7	100.0	
Missing	System	14	8.3		
Total		169	100.0		

There was a majority of positive attitudes regarding the presentation of work related case studies to learners on the part of the trainers.

Thus 54 respondents (32%) responded that these were used "to a large extent" and 26 (15.4%) "to a very large extent"

Almost a quarter of the respondents reacted negatively to the question. Thus ten (6.5%) responded that trainers present work related case studies to learners "to no extent at all" and 34(21.9%) "only to a limited extent.

Thirty one respondents (20%) did not know or could not tell.

The mixed attitudes recorded in relation to the above question indicate that the learners were divided in their assessment as to whether the presentation of work related case studies to learners. This is despite the fact that a slight majority of the respondents reacted positively.

As presented in the literature review earlier, one of the most important ingredients of successful training is the direct link between the theoretical and practical components of the work presented. In this equation, the presentation of case studies on the part of the trainers will help the trainees to absorb and understand the tangible realities of each department and section.

This is of crucial importance as every department and section is inevitably *interrelated administratively and operationally, and the competent presentation* of these linkages will help trainees to realize the interdependence of these different, diversified, but inextricably related entities.

It is incumbent then, on the leadership of the department, and the relevant and responsible human resources practitioners within the department to be instrumental in ensuring that the appointed service providers are well equipped in their understanding and knowledge of the department, its sections, rules and regulations and structural and functional priorities.

The next question was related to the simple methods, techniques and language used in the training sessions.

4.15 METHODS, TECHNIQUE AND LANGUAGE TO TRAINEES

4.15: Usage of simple methods, technique and language to trainees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.6	3.6	3.8	3.8
	Only to a limited extent	18	10.7	11.4	15.2
	Do not know/ can't tell	30	17.8	19.0	34.2
	To a large extent	65	38.5	41.1	75.3
	To a very large extent	39	23.1	24.7	100.0
	Total	158	93.5	100.0	
Missing	System	11	6.5		
Total		169	100.0		

The majority of opinions regarding the question were positive.

Thus 65 respondents (41.1%) felt that lecturers used simple methods, techniques and language in the training sessions "to a large extent" and 39 (24.7%) "to a very large extent".

On the contrary only six respondents (3.8%) said that lecturers use simple methods, techniques and language in the training sessions "to no extent at all" and 18 (11.4%) said "to a limited extent".

However 30 respondents (19%) did not know or could not tell.

The positive responses to this question regarding the use of simple methods, technique and language to trainees can be seen as an encouraging sign, which, however, cannot compensate for the lack of case studies, as recorded in a previous question.

Thus while it is of importance for the service provider to use simple methods, technique and language to trainees, it is also of significance to present such within the context of specific case studies. Such a combination can go a long way in addressing the serious gaps of knowledge amongst employees and have a positive effect on their future performance.

In short the training presentation in order to be effective it needs to be of a holistic nature, covering a wide variety of ingredients, instrumental in disseminating effective knowledge to the trainees.

The next question was associated with the manner in which information was presented in the training sessions and whether it was suitable to the level of the learners.

4.16 MANNER AND SUITABILITY OF INFORMATION IN RELATION TO LEARNERS

Table 4.16: Manner and suitability of information in relation to the level of learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.7	4.1	4.4	4.4
	Only to a limited extent	23	13.6	14.5	18.9
	Do not know/ can't tell	31	18.3	19.5	38.4
	To a large extent	70	41.4	44.0	82.4
	To a very large extent	28	16.6	17.6	100.0
	Total	159	94.1	100.0	
Missing	System	10	5.9		
Total		169	100.0		

The majority of respondents reacted positively to the question. Thus 70 interviewees (44%) indicated that the manner in which information was presented was suited to the levels of learners "to a large extent" and 28 (17.6%) "to a very large extent".

Only seven respondents (4.4%) felt that the manner in which information was presented was suited to the levels of the learners "to no extent at all", while 23 (14.5%) responded "only to a limited extent".

Thirty one respondents (19.5%) did not know or refused to answer the question.

This positive attitude on the part of respondents is directly related to the previous questions and answers provided by the trainees. It pinpoints the relationship between a holistically structured, planned and delivered training programme with one that it is well structured and implemented only on a number of its component parts.

It is important that the majority of respondents in terms of this question were satisfied with the manner and suitability of information in relation to their levels, but it became evident earlier that few felt that the programme was solid on case studies. Thus it was not holistically planned, structured and implemented.

The next question was related to post training assessment on the part of the trainers.

4.17 POST TRAINING ASSESSMENT

Table 4.17: Extent of post training assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	17	10.1	11.0	11.0
	Only to a limited extent	27	16.0	17.4	28.4
	Do not know/ can't tell	58	34.3	37.4	65.8
	To a large extent	45	26.6	29.0	94.8
	To a very large extent	8	4.7	5.2	100.0
	Total	155	91.7	100.0	
Missing	System	14	8.3		
Total		169	100.0		

It is very interesting to note that the simple largest number / group of respondents belong to the "DON'T KNOW/CAN'T TELL" category (58 respondents or 37.4%).

The other groups were as follows:

- Fourty five respondents (29%) indicated that trainers conduct post training assessment "to a large extent, while eight (5.2%) said this occurs to "a very large extent".

- Seventeen respondents (11%) indicated that trainers conduct post training assessment "to no extent at all", while 27 917.4%) said this happened "only to a limited extent".

Post training assessment is inevitably and strategically a very important component within the administrative structure of the department as it is inextricably linked to both individual and professional imperatives and expectations.

It is thus expected of the management of the department is obligated to keep a close and critical look at the outcomes. On the other hand, it is important for the service provider to perform post training assessments as a part of the service cycle. In fact it would be of extreme importance for the provider to initiate and complete such a function, because not only the participant's assessment will become a reality, but also his/her performance will be assessed.

The next question was related to pre-training information.

4.18 PRE-TRAINING INFORMATION WHICH CAN BE COLLECTED DURING DIAGNOSTIC PERSON ANALYSIS

Table 4.18: Do trainers conduct the pre-training information which can be collected during diagnostic person analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	20	11.8	12.9	12.9
	Only to a limited extent	30	17.8	19.4	32.3
	Do not know/ can't tell	64	37.9	41.3	73.5
	To a large extent	33	19.5	21.3	94.8
	To a very large extent	0.8	4.7	5.2	100.0
	Total	155	91.7	100.0	
Missing	System	14	8.3		
Total		169	100.0		

It was established that 30 respondents (19.4%) felt that the trainers conducted the pre-training information which could be collected during diagnostic person analysis "only to a limited extent". Additionally, 20 respondents (12.9%) felt that this occurred "to no extent at all".

On the other hand 33 interviewees (21.3%) indicated that the trainers conducted the pre-training information which could be collected during diagnostic person analysis to a "large extent", while 8 (5.2%) to a very large extent. A very large number of respondents (64 or 41.3%) did not know or did not tell a significant proportion of the sample.

Such attitudes pose serious questions regarding the pre-training information which can be collected during diagnostic person analysis.

The mere fact that the largest number of respondents did not know or did not comment on the question is a serious negative indictment on the professionalism of the service provider/s.

The next question was related to the level of preparation of the training facilitator

4.19 FACILITATOR'S PREPARATION

Table 4.19: Facilitator's preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.7	4.1	4.5	4.5
	Only to a limited extent	16	9.5	10.2	14.6
	Do not know/ can't tell	31	18.3	19.7	34.4
	To a large extent	64	37.9	40.8	75.2
	To a very large extent	39	23.1	24.8	100.0
	Total	157	92.9	100.0	
Missing	System	12	7.1		
Total		169	100.0		

There were mostly positive responses to the question regarding the preparation of the facilitator of the training sessions. Thus, 64 interviewees (40.8%) felt that facilitators were well prepared "to a large extent", while 39 (24.8%) responded that they were well prepared "to a very large extent".

On the contrary, 16 interviewees (10.2%) indicated that facilitators were well prepared "only to a limited extent" , while only six of them (3.8%) indicated that facilitators were well prepared "to no extent at all".

Thirty one respondents (19.7%) did not know or were not prepared to comment on the preparation of trainers.

The positive responses regarding this question need to be seen in relation and within the context of previous ones.

This means that the good preparation of the service provider is of significance, but needs to be linked with all ingredients and components of a holistic programme.

The next question was associated with the manner in which material was presented in the training sessions.

4.20 MANNER IN WHICH MATERIAL WAS PRESENTED

Table 4.20: Manner in which material was presented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.6	3.6	3.8	3.8
	Only to a limited extent	22	13.0	13.9	17.7
	Do not know/ can't tell	31	18.3	19.6	37.3
	To a large extent	63	37.3	39.9	77.2
	To a very large extent	36	21.3	22.8	100.0
	Total	158	93.5	100.0	
Missing	System	11	6.5		
Total		169	100.0		

The majority of interviewees indicated that the material in the training sessions was presented in an interesting manner "to a large extent" (63 or 39.9%) and to a "very large extent". In other words there was a positive attitude emanating from the majority of respondents regarding the presentation of the material in the training sessions.

On the other hand, there was a minority of respondents, who indicated that the material presented in the training sessions was in an interesting manner "only to a limited extent" (22 or 13.9%) and to "no extent at all" (six respondents or 3.8%).

Thirty one percent of respondents who commented "DON'T KNOW/CAN'T TELL".

The presentation of material is always a key element of success or failure of the training exercise as it is the result of intimate and wide knowledge of the subject, thorough and scientific preparation, innovation and a number of other attributes on the part of the service provider.

It is evident from the findings that the majority of interviewees held positive views on the presentation of the material.

The next question dealt with the extent to which the content of the training received addressed the departmental needs.

4.21 CONTENT OF TRAINING IN ADDRESSING THE DEPARTMENTAL NEEDS

Table 4.21: Extent to which the content of training addresses the departmental needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	0.6	3.6	3.8	3.8
	Only to a limited extent	21	12.4	13.5	17.3
	Do not know/ can't tell	35	20.7	22.4	39.7
	To a large extent	62	36.7	39.7	79.5
	To a very large extent	32	18.9	20.5	100.0
	Total	156	92.3	100.0	
Missing	System	13	7.7		
Total		169	100.0		

It can be gauged that the majority of respondents have reacted positively to the question.

Thus 62 of the interviewees (39.7%) responded that the content of the training addressed the departmental needs "to a large extent", and 32 respondents (20.5%) commented that this was achieved "to a very large extent".

Twenty two interviewees (13.9%) felt that the material presented in the training sessions addressed the departmental needs "only to a limited extent" while 6(3.8%) answered that the material addressed the needs "to no extent at all".

Thirty one respondents did not know or did not wish to comment (19.6%).

These findings indicate satisfaction on the part of the respondents regarding the extent to which the content of the training sessions addressed the existing departmental needs.

Inevitably departmental needs is the **sine qua non** of any training initiative and any such session needs to be judged primarily, but not exclusively , on the success of the fulfillment of such needs.

One needs to surmise, however, that departmental needs are not of a unitary nature; they are diversified, yet holistic. In this sense, although the aims and objectives, as well as the strategic imperatives of the department are a unifying and common factor, it is important to mention that there are always diversified demands and needs in the different regions, offices and sections. All these, however, converge into a whole, underlying the strategic objectives and aims of the department.

The next question revolved around the involvement of interviewees in the identification of the training needs of the department.

4.22 INVOLVEMENT WITH DEPARTMENTAL NEEDS IDENTIFICATION

4.22: Staff involvement in the identification of training needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To no extent at all	21	12.4	13.5	13.5
	Only to a limited extent	32	18.9	20.6	34.2
	Do not know/ can't tell	32	18.9	20.6	54.8
	To a large extent	50	29.6	32.3	87.1
	To a very large extent	20	11.8	12.9	100.0
	Total	155	91.7	100.0	
Missing	System	14	8.3		
Total		169	100.0		

There was a large number of interviewees (but not the majority) who indicated that they were involved in the identification of the training needs.

Thus 50 (32.3%) indicated that they were involved "to a large extent", while 20 (12.9%) were involved "to a very large extent".

On the other hand, there were 32 respondents (or 20.6%) who said they were involved "only to a limited extent", while 21 (13.5%) were not involved at all. Additionally 32 interviewees (20.6%) did not know or did not want to tell.

It is obvious that in such a situation there have been departments and sections that have communicated the issues to a much greater extent with the initiators of the training sessions, while other divisions, sections, groups and individuals did not have the opportunity to indulge in such details.

Bearing in mind that the identification of training needs is the foundation of a successful training initiative, it is evident that the participants in this research were divided in their opinions, almost half of them holding negative attitudes.

The question arising here is directly related to the relationship between employees and management, as identification of training needs must be shaped and determined by a consultative and open process , where stakeholders, role players and potential participants must be a part of the decision making process.

Obviously such processes were absent in the identification of training needs according to a substantial number of the participants.

4.23 SUMMARY AND CONCLUSIONS

The chapter concentrated on the analysis and interpretations of results emanating from the empirical component of the thesis.

It can be surmised that there was a wide diversity of attitudes and opinions expressed in this chapter. Although in general it can be concluded that the majority of opinions expressed were of a positive nature, there were instances where there were structural, functional and professional problems faced by substantial numbers of the interviewees.

These can be solved through the proper identification of a number of weaknesses in the various sections, better communication patterns and the existence of a more inclusive, consultative and democratic decision-making process.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This was a thesis that attempted to empirically explore the experiences and expectations of the recipients of competency based training programmes offered by the human Resources Development Sub Directorate of the Department of Social welfare and Population Development in the Province of KwaZulu Natal. One of the main aims of the present project was to assess the effectiveness and efficiency of the offered programmes and their success in transferring the required skills to their target populations, in short the Departmental staff that was trained.

5.2 Specific objectives

Several specific objectives were set in order to investigate factors which

(a) Impede transfer of skills from the learning environment to a real public service working environment, thus leading to a process of service excellence, or

(b) Hinder performance improvement of employees within the department, or

(c) Help staffers excel in their duties and thus become flag-bearers of the principles of "BATHO PELE" (PEOPLE FIRST).

5.3 The methodology used

The methodology of the thesis was based on internationally accepted scientific bases.

It investigated the relationship between effective competency based training and efficient service delivery. For this relationship to be articulated in empirical terms a number of interrelated steps were undertaken such as the selection of a scientific sample and the structuring of an appropriate questionnaire. Proportionality of sample was utilized in the various district offices.

5.4 Hypotheses testing

After the collection of data, the empirical analysis revealed the confirmation or rejection of the various hypotheses set as follows:

(a) There is no relationship between the content of training and the transference of skills and knowledge to the job.

The hypothesis was partly confirmed as the majority of respondents in fact indicated that their training and its content did not address adequately their individual and departmental needs.

(b) There is no relationship between the involvement of trainees' supervisors in training needs identification and the transference of skills and knowledge to the job.

The hypothesis was rejected as a large number of interviewees/trainees indicated that they were involved in training needs identification.

(c) There is no relationship between the involvement of trainees in training needs identification and the transference of skills and knowledge to the job.

The hypothesis was rejected as a large number of interviewees/trainees indicated that they were involved in training needs identification.

(d) There is no relationship between the supportive working environment and the transference of skills and knowledge to the job.

The hypothesis was rejected as it was discovered that that there is a strong relationship between working environment and the transference of skills and knowledge to the job.

(e) *There is no relation* between lectures and the *transference of skills and* knowledge to the job.

The hypothesis was rejected as the majority of respondents felt that the methods, techniques used by lecturers were sufficient and effective in transferring skills and knowledge to trainees.

5.5 Recommendations

The empirical research undertaken in the context of this thesis has pinpointed a number of weaknesses and strengths associated with training, pre-training procedures as well the evaluation processes that follow the training sessions, so that the tangible outcomes can be assessed thoroughly and comprehensively.

Within this environment, when training takes place the principles of BATHO PELE need to be in the center of the process and the guiding light of the preparation, consultation and implementation stage. It is in this context that several key recommendations are made:

(a). The involvement of trainees in training needs identification is of paramount importance. It is themselves as public servants who are aware of their strengths and weaknesses of their performance and its direct and indirect effects on efficient service delivery.

(b). The direct intervention of supervisors and managers at all levels of the service is imperatives, as they are the leaders of departments and sections who are aware of the weaknesses of staff as well as their training needs.

(c). The BATHO PELE Forums that are legally constituted in every Ministry and Department need to be activated and operate as significant vehicles for the preparation, planning and implementation of training for staff members as well as the subsequent evaluation of such exercise.

(d). There needs to be an Inter-Departmental BATHO PELE Forum, where middle and senior managers of all departments meet formally, exchange ideas and experiences of training, share knowledge and expertise on this key ingredient of the process of service delivery.

(e). There needs to be a thorough and scientific scrutiny of all presenters/consultants/ lecturers associated with the transference of skills and knowledge, most preferably by a departmental panel of experts. The later will be in continuous consultation with both potential trainees and the departmental leadership so there is direct linkage between the offered training with the job at hand. This process will ensure that the training processes and material are directly related to the assigned duties and responsibilities of the potential trainees.

(f). A small team of departmental managers, especially in the Human Resources Department must ensure the scientific, empirical and practical validity of the proposed written material associated with the training. In this sense the team will be able to assess the potential benefits of the trainees and the applicability of these materials to be presented to the subject matter and the work at hand.

(g). Such an initiative is deemed crucial as the last few years have witnessed a proliferation of consultants, training companies and "experts" who have taken advantage of the laws of the country and the departmental needs throughout the provinces. They are appointed service providers without a sound knowledge of the particularities and intricacies of a large number of training subjects in which they claim wide expertise and experience.

(h). The assessment and evaluation of such training programmes need to be both external and internal in order to be both comprehensive and well balanced.

(i). The internal assessment and evaluation processes need to be led by the line managers and supervisors of the trained staff. They personify the "oversight mechanism" of the department who has participated at different stages in:

(j). The strategic pre-planning and planning of the goals and objectives of the department.

(k). The consultation that led to the selection of the prospective trainees.

(l). The examination of the credentials of the consultants involved as well as the material to be presented.

(m). Hence their participation in the assessment and evaluation process is vital.

(n). The external assessment and evaluation will be driven by experts who are knowledgeable in both the theoretical and empirical realities of the specific training programme as well as the structures, duties and responsibilities of the trainees.

(o). This means that the training patterns and delivery need to be planned and implemented in such a way as to achieve the integration of skills, knowledge, value orientation and competence in a thoroughly defined standard and in a specific context.

(p). Training also needs to be related tangibly to a career path of the trainees as well with well-defined future performance appraisals.

(q). Training needs to be planned and implemented in conjunction with the employee's work-load.

(r). This means that it is of crucial importance that the trainees need to attend all designated training sessions without fear of victimization on the part of senior managers within their section or within senior or middle management in the department.

(s). The question of rewards and incentives within the public service, and especially within departments and sections needs to be possibly put to a test for the future.

(t). Such initiatives could be decided upon through the measurement of a number of staff characteristics:

- Commitment.
- Dedication.
- Punctuality.
- Determination.

(u). Initiatives might have a direct or indirect effect on the very culture of the organisation as a whole or sections of it.

(v). The score-board adopted for individual and section performances both in the public and private sectors by the United Kingdom Citizen's Charter Survey (www.citizens'charter.uk), could be a possible example to follow within the KwaZulu Natal public service. The experiences and historical development of such performance evaluation and assessment could prove very fruitful for the future of service delivery in the province.

(w). The adoption of a Citizen's Charter for KwaZulu Natal as announced by the Premier of the Province in his 2005 STATE OF THE PROVINCE ADDRESS in 2005 add new value and impetus to the uplifting of professional standards of public service, that will inevitably lead to more efficient and sustainable service delivery.

(x). The streamlining and continuous strengthening of the Human Resources Section of the Department is a key element in the strategic re-orientation of service delivery and excellence. Without solid strategic direction as well as the tactical, organizational and administrative structures in place, most of these recommendations will end up a dead letter and an exercise in futility.

(y). Only a solidly organized and re-orientated department where the individuals and sections are intertwined in a strategic manner that will re-shape the development of inputs and outputs in the developmental arena can lead to performance excellence and efficiency.

It has been said that the legacy of apartheid in all spheres of state and society will upon us for many years to come. However, pessimism should not stop public administration leaders in guiding the new public service into transformation and excellence. For this to be achieved we do not need commitment and dedication alone. Assessment and evaluation of all services, especially training is of paramount importance.

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Annexure "A"

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI

Welfare and Population Development

Internal Communication

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02 December 2004

To: Mr ES Mhlongo
Head of Department

From: Mr C M Kunene
Manager: Human Resource Development

SUBJECT: REQUEST TO CONDUCT A STUDY ON IMPACT ASSESSMENT ON TRAINING PROGRAMS PRESENTED TO SOCIAL SECURITY EMPLOYEES

1. Purpose

To request an authority from the Head of Department to conduct a study on impact assessment in all Social Security training programs presented.

2. Background

The department in partnership with Rand Afrikaans University (RAU) orchestrated an excellent Social Security Training which intends to equip employees in Social Security with key knowledge and skills to effect meaningful service delivery. Since 2002 to date four hundred (400) employees of the department have been enrolled in this program and an amount of R2 072 825 00 has been spent.

Several concerns have been raised by line function managers that trained employees do not plough back skills attained in learning environments. The Human Resource Management shared the same sentiment.

The Human Resource Development component promised to conduct an impact assessment survey. To expedite the exercise, the Human Resource Development will focus in program two (2) which is social Security and the target group will be supervisors and junior staff members.

3. Recommendations

The Human Resource Development requests that a permission be granted to conduct this study. The outcome of the study will be forwarded to the Head of Department for his consideration.

....

Mr ES Mhlongo
HEAD OF DEPARTMENT : SOCIAL WELFARE AND POPULATION DEVELOPMENT

Annexure "B"

QUESTIONNAIRE TO BE COMPLETED BY MANAGERS, PRODUCTION STAFF MEMBERS AND REGULAR EMPLOYEES IN SOCIAL SECURITY

Introduction

Social security employees of the department of Social Welfare and Population Development in KwaZulu-Natal have received extensive training programs in a variety of skills, knowledge and behaviour. It is assumed that the new acquired knowledge would lead to proper implementation of their duties. However managers of the Department have raised concerns that there seems to be problems in transferring skills and knowledge from training to the workplace.

In view of the aforementioned, you are kindly requested to answer the following questions honestly.

Your name will not appear in the questionnaire.

SECTION A	:	*GENERAL AND BIOGRAPHICAL DETAILS*
SECTION B	:	*PUBLIC SERVICE*
SECTION C	:	*WORK ENVIRONMENT*
SECTION D	:	*LEARNING ENVIRONMENT*

<u>Mr C M Kunene</u>

QUESTIONNAIRE TO BE COMPLETED BY MANAGERS, PRODUCTION STAFF MEMBERS AND REGULAR EMPLOYEES IN SOCIAL SECURITY

SECTION A : GENERAL AND BIOGRAPHICAL DETAILS

1. Personal Details

1.1 Which of the following categories best describe your age range?

a. 18 - 25

b. 26 – 33

c. 34 - 41

d. 41 - 49

e. > 50

1.2 Gender: Tick one box only

☐ Male ☐ Female

2. Educational Qualifications

With regards to your school education, please indicate the highest school standard that you have passed. Tick the appropriate box.

A ☐ Passed Standard 8

B ☐ Passed Standard 10

C ☐ 3 year Technikon / Technical / University Diploma

D ☐ 4 year Technikon higher Diploma

E ☐ University / Technikon Degree

F ☐ University / Technikon Honours Degree

G ☐ Masters Degree

H ☐ Doctorate Degree

I ☐ Other: Please specify

3. Racial Group

A ☐ White

B ☐ African

C ☐ Coloured

D ☐ Indian

SECTION B : PUBLIC SERVICE

1. Public Service Experience

1.1 With regards to employment, how long have you worked in the public service?

A ☐ Less than 5 years

B ☐ 5 – 10 years

C ☐ 10 -15 years

D ☐ 15 - 20 years

E ☐ More than 20 years

1.2 Departmental Particulars

A. ☐ Head Office

B. ☐ Ulundi Region

C. ☐ Durban Region

D. ☐ Ladysmith Region

E. ☐ Pietermaritzburg Region

F. ☐ Name of District Office: ....

1.3. Period in your current rank/ position

A. ☐ Less than 5 years

B. ☐ 5 – 10 years

C. ☐ 10-15 years

D. ☐ 15-20 years

E. ☐ More than 20 years

SECTION C : WORKING ENVIRONMENT

Use the following options to answer Sections C and D

5= To a very large extent
4= To a large extent
3= Do not know/can't tell
2=Only to a limited extent
1=To no extent at all

Please evaluate/assess as honestly as possible to what extent you meet the following statement. Tick the appropriate box.

1. To what extent do you implement Social Security skills acquired to a real working environment?	1	2	3	4	5
2. Is the climate in the job conducive enough to the behaviour change in Social Security and does it permit the application of newly acquired knowledge and skills?	1	2	3	4	5
3. To what extent does the working environment support the implementation of Social Security skills acquired?	1	2	3	4	5
4. To what extent do you believe you make a contribution towards the productivity of the organization?	1	2	3	4	5
5. Have there been positive changes of behave at work after training has been attended? If yes to what extent?	1	2	3	4	5

6. To what extent do you understand and implement performance management and development system (PMDS)?	1	2	3	4	5
7. Do you understand the department strategic plan and its relation to your work, if so to what extent?	1	2	3	4	5
8.(a)How far are you involved when the skills audit is conducted?	1	2	3	4	5
(b) To what extent are you informed of the outcome?	1	2	3	4	5
9. When needs assessment have been conducted, do you receive adequate training which addresses your needs and department needs?	1	2	3	4	5
10. In some instances instructions received from the management department are not very clear	1	2	3	4	5

SECTION D:LEARNING ENVIRONMENT

1. To what extent does Competency Based Training "CBT" programs meet the objectives of the organization?	1	2	3	4	5
2. To what extent do trainers present work related case studies to the learners?	1	2	3	4	5
3. Do lecturers use simply and understood methods, techniques and language to trainees?	1	2	3	4	5
4. Does the manner in which information is presented suit the level of the learners?	1	2	3	4	5
5. To measurer the extent of training, do trainers conduct post training assessment?	1	2	3	4	5
6. To identify the eligibility of trainees for the training program, do trainers conduct the pre-training information which can be routinely collected during the diagnostic person analysis?	1	2	3	4	5
7. Was the facilitator well prepared to present lectures?	1	2	3	4	5
8. Was the material present in an interesting manner?	1	2	3	4	5
9. To what extent is the content of training address the departmental needs?	1	2	3	4	5

10. How far are you involved in the identification of training needs?

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ $\boxed{4}$ $\boxed{5}$

Thank you