# AN EVALUATION OF THE IMPLEMENTATION OF EDUCATION TRAINING AND DEVELOPMENT POLICY IN THE EASTERN CAPE: THE CASE OF CACADU HEALTH DISTRICT.

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**2014**

# AN EVALUATION OF THE IMPLEMENTATION OF EDUCATION TRAINING AND DEVELOPMENT POLICY IN THE EASTERN CAPE: THE CASE OF CACADU HEALTH DISTRICT

BY

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SUBMITTED TO THE

DEPARTMENT OF POLITICAL AND GOVERNMENTAL STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PUBLIC ADMINISTRATION

IN THE

NELSON MANDELA METROPOLITAN UNIVERSITY

DECEMBER 2014

PROMOTER/SUPERVISOR: Dr. SINDISILE. MACLEAN

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**DECLARATION:**

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation /thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

**SIGNATURE: _____**


**DATE: _____**

## DEDICATION

I dedicate this study to my late parents, Mrs. Mildred Feni and Mr. Lungile Feni who would have been so proud, for crafting me to be the person I am today, also my grandmother, Mrs. Jane Nkosinkulu and aunt, Ms. Xoliswa Nkosinkulu. If it were not for their teachings and raising me to know and love our Heavenly Father and respect for all, I would not have achieved the lot I have today. The seed they planted in me many years ago, in a son they prayed for everyday is bearing this kind of fruits and tomorrow will be a Garden of Eden.

A special word of gratitude to all of them, especially my grandmother, Mrs. Jane Nkosinkulu and my wife, Mrs. Zusakhe Thozama Feni who made me to always trust in prayer, who taught me that prayer is the best guidance in all things and that everything we ask honestly in prayer in the name of the Father, the Son and the Holy Ghost shall come as we ask especially if we are humbled and surrounded by love.

May my father's and mother's souls rest in peace knowing that I am and will be forever a shining star and my children will also be taught to walk in the same path they have crafted for me and generations to come. Love you all.

# ACKNOWLEDGEMENTS

**ABSTRACT**

The purpose of this study was to evaluate the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health: A Case Study of Cacadu District. The Cacadu Health District as with all Districts is the Eastern Cape Department of Health experiences a few challenges with the implementation of the Education, Training and Development Policy. Through observation these problems seem to be stalling progress in the implementation of this policy. The study seeks to investigate whether there can be an improvement in the implementation of the Education, Training and Development Policy. The focus of the study will be the Cacadu Health District. Provision of Education, Training and Development is key to any organisation especially if performance of employees needs to be of high standard. If the performance of employees is of high standard service delivery will improve.

Chapter one provided an introduction which gave a brief overview of the study, problem statement, research objectives and questions, preliminary literature review and research methodology to be employed by the study. Chapter two provided a literature review of education, training and development framework and legislative framework for guiding the development and provision of education, training and development in an organisation. The chapter also looked into mentoring and mentoring strategies. Chapter three looked into detail on the training evaluation strategies and what training evaluation entails. It looked at the different approaches that can be used in evaluating training in an organisation.

Chapter four provides proposals for the approaches and strategies to improve the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health in the Cacadu District. The chapter will also provide an analysis of participants' responses from the questionnaire. Chapter five will give a summary with concluding remarks and recommendations. This chapter came up with conclusions about the study and gave recommendations and way forward on how best to improve the implementation of the education, training and development policy in the Eastern Cape Department of Health: Cacadu District.

# LIST OF ABBREVIATIONS USED

HRD   Human Resource Development

ETD   Education, Training and Development

HSC   Human Sciences Council

SAQA   South African Qualifications Framework

NQF   National Qualifications Framework

SDF   Skills Development Facilitator

SDC   Skills Development Committee

PFMA   Public Finance Management Act

POE   Portfolio of Evidence

WSP   Workplace Skills Plan

DoH   Department of Health

ROI   Return on Investment

HR   Human Resources

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**CONCLUSIONS AND RECOMMENDATIONS**

# CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

## 1.1.    INTRODUCTION AND BACKGROUND OF THE STUDY

The focus of this study is to highlight the challenges facing the implementation of the Education, Training and Development (ETD) Policy in the Eastern Cape Department of Health with specific reference to Cacadu District.   The aim of the study is to identify the challenges interfering with ETD policy implementation. Cacadu District is one of the seven Districts of the Eastern Cape Department of Health and it has three Sub-Districts, five District Hospitals, four TB Hospitals, five Provincialised Hospitals and one Psychiatric Hospital, as well as three Community Health Care Centres. A study conducted by the Human Sciences Council (HSC) (1999: 1-2) suggested that there is a severe shortage of skills in the South African labour market. The study by HSC therefore suggests that something needs to be done about improving skills in the labour market in South Africa (HSC Study 1999: 1-2).

The study came out with the following worrying findings:

- 76 percent of the 273 organisations involved reported that they did not have adequate skilled human resources;
- 54 percent of 113 organisations involved reported that they had difficulties in recruiting professional engineers;
- 25 percent of 65 organisations could not find engineering technicians;
- 50 percent of organisations employing IT professionals reported a need for more of them;
- Accounting and related professional skills were confirmed by 17 percent of organisations researched;
- About 10 percent of organisations referred to the difficulties of recruiting black managers, professionals and artisans.

If, therefore, there are challenges or problems in the implementation of policy in Education, Training and Development in the Eastern Cape Department of Health: Cacadu District, it means that the skills shortages in the health labour market in South Africa will exist forever. The Eastern Cape Department of Health's Education, Training and Development Policy, like all other policies, seeks to give a clear direction on how employees in the Eastern Cape Department of Health should get education, training and development. The policy was developed to help achieve the

objectives of the Skills Development Act (Act 108 of 1998), which clearly stated its objective of making sure that all citizens of the country are well skilled and empowered to be able to contribute to the country socially, politically and economically. On the other hand, the Education, Training and Development Policy must also strive to achieve the objectives of the Employment Equity Act. The Employment Equity Act aims to make sure that designated employees get the opportunity to be promoted in the workplace to bridge the gap caused by apartheid. The Education, Training and Development policy of the Eastern Cape Department of Health should therefore play a meaningful role in the development and empowerment of employees to produce well-skilled employees who can rightfully contribute to the department and society as a whole and also benefit themselves.

However, employees in the Eastern Cape Department of Health have many concerns about issues in the implementation of the Education, Training and Development Policy as there are not enough funds to implement the Workplace Skills Plan, there is no mentoring and coaching strategy and there is no evaluation of training and the calculation of return on investment. There is also a lack of resources for full and successful implementation of the Education, Training and Development Policy. The new democratic dispensation in South Africa called on the country to up-skill its citizens, specifically employees, as it has been realised that South Africa is one of the countries with the highest rates of illiteracy and lack of skills. Government and organisations at large had to look deeper at how they can help employees to be better equipped with skills and knowledge.

To ensure that the government departments and organisations perform optimally, South Africa has developed a number of skills development legislation of the highest level in the world and therefore the country has to deliver on those legislative frameworks. The most relevant of these legislations are the Employment Equity Act, the Skills Development Act and the Skills Development Levies Act. The above legislations were developed to make sure that all citizens of South Africa are afforded an opportunity to develop and be capacitated.

## 1.2 DELINEATION OF THE STUDY/ DELIMITATIONS/ SCOPE OF THE STUDY

According to the Municipal Demarcation Board, Cacadu is the District Municipality comprising the Kouga Municipality with its main offices in Humansdorp and Jeffrey's Bay, and the Makana Municipality with its offices in Grahamstown and Camdeboo Municipality with its offices in Graaff-Reinet. The Cacadu Health District offers health

services to the citizens of these municipalities. The Cacadu Health District is composed of Kouga Health Sub-District, which has one District Hospital, two Provincialised Hospitals, one Tuberculosis (TB) Hospital and two Community Health Centres and Clinics, Makana Health Sub-District which has two District Hospitals, two TB Hospitals, one Community Health Centre and one Psychiatric Hospital, and the Camdeboo Health Sub-District which has two District Hospitals, three Provincialised Hospitals, one TB Hospital, one Community Health Centre and Clinics. Each sub-district has Hospitals, Community Health Centres and Clinics. In the whole district there are 61 Clinics. This study was conducted within the Cacadu Health District which is composed of nine local municipalities.

## 1.3 MOTIVATION FOR THE STUDY /RATIONALE FOR THE STUDY

The study was worth undertaking in view of the fact that there is dissatisfaction on the side of the employees, especially those like Training Coordinators and Skills Development Facilitators about the implementation of the Education, Training and Development Policy in the Cacadu Health District. As mentioned before, the aim of the study was to evaluate and assess objectively the challenges facing the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health and find possible solutions and recommendations, so that the challenges can be dealt with. This would allow the policy to be implemented smoothly, allowing the employees of the Eastern Cape Department of Health to benefit meaningfully and successfully from the implementation of the Education, Training and Development Policy. Achieving this aim, would make the study a worthy undertaking. If the Cacadu District can deal with the challenges mentioned above, then Cacadu District can benchmark the solutions and eventually the whole Eastern Cape Department of Health can eliminate the challenges and have a policy that can be implemented smoothly.

This study could also achieve the following:

- Assist the Department of Health to review its Education, Training and Development Policy and bridge the gaps where they exist;
- Assist the Department of Health to put within the policy a proper Monitoring and Evaluation Tool to avoid waste of resources by sending employees to courses and training without being fully monitored and evaluated;

- Change the mind-set of the management of the Department of Health in the Eastern Cape to encourage and support the Education, Training and Development of its employees;

- Set-up a mentoring and coaching programme for the Cacadu Health District;

- Bring to the attention of management that without proper monitoring and evaluation of employees who come from training, it will forever be a waste of resources;

- Sensitise management that without employing Skills Development Facilitators in the institutions to implement the policy, the policy will be irrelevant.

## 1. 4   PROBLEM STATEMENT / DESCRIPTION OF THE PROBLEM

The problem statement for this study was: the Cacadu District cannot successfully implement the Workplace Skills Plan, which requires a clear mentoring strategy, a well-defined training evaluation system and an adequate budget. This statement leads to three questions:

- Does the Cacadu District have a mentoring strategy in place?
- Has the Cacadu District developed a meaningful evaluation system?
- Does the Cacadu District have a big enough budget to successfully implement the Workplace Skills Plan (WSP)?

## 1. 5 RESEARCH OBJECTIVES/ OBJECTIVES OF THE STUDY

Brink (2006:79) defines research objectives as clear, concise, declarative statements that are written in the present tense. The researcher will use the following research objectives to answer the question under study:

The primary objective of the study was to assess and evaluate if the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health is successfully implemented according to the aims and objectives that were set for it, and if it is effective in ensuring that the employees of the Eastern Cape Department of Health are properly skilled.

The specific objectives of the research are as follows:

- To evaluate and assess what challenges are facing the full and proper implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health: Cacadu District;

- To explore and describe the experiences of the Eastern Cape Department of Health: Cacadu District employees, as well as their frustrations with regard to the Education, Training and Development Policy Implementation;

- To identify the challenges affecting the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health;

- To investigate the importance of implementing the Education, Training and Development Policy of the Eastern Cape Department of Health without challenges or problems standing in the way;

- To propose recommendations to top management of the Eastern Cape Department of Health on how to improve the implementation of the Education, Training and Development Policy in the Eastern Cape Department of Health.

- To ensure successful implementation of the Workplace Skills Plan, via a clear mentoring strategy as well as a well-defined evaluation system.

## 1.6 RESEARCH QUESTIONS

In line with the problem statement and subsequent questions, the following questions will also have to be answered during the study if clear and realistic recommendations have to be made to improve the implementation of the Education, Training and Development Policy:

- Is the training budget sufficient to implement the Workplace Skills Plan and allocate bursaries to employees?

- Are there enough Skills Development Facilitators to implement the Education, Training and Development Policy directives?

- Are there monitoring and evaluation strategies or systems in place for training and development?

- Is there financing for longer training courses exceeding 12 months in the absence of bursaries?

- Is there a mentoring and coaching programme in the Cacadu Health District?

## 1.7 PRELIMINARY LITERATURE REVIEW

As suggested by Gill and Johnson (2002:24), any research project will necessitate reading what has been written on the subject and gathering it in a critical review, which will demonstrate some awareness of the current state of knowledge on the subject, its limitations and how the proposed research aims to add to what is known. In the study a literature review was used to learn more about education, training and

development policies and their implementation. The literature review was also used in the study to read more on in-service training for employees and the development of the skills of the employees. The literature study was conducted to find out what other sources say about education, training and development and also assess how other policies strive to be in line with the implementation of education, training and development. It also helped to establish other key elements of importance in implementing education, training and development policies in an organisation. The literature study was also conducted to find out how other education, training and development policies strive to skill and capacitate employees in an organisation and how they are in line with the broader education, training and development legislation in South Africa and in the international arena.

Leedy and Ormrod (2005:64) suggest the following benefits of a literature review:

- A literature review reflects on research that has already been conducted on the topic and its impact on the study to be undertaken. This study therefore concentrates on the legislation impacting on education, training and development.

- A literature review gives an indication about what current information regarding the particular topic or field of study is available. This provides the researcher with an idea how to structure and approach the current research. The chapter on the literature review deals with the very issues regarding a literature review. It paves the way and opens avenues for planning and literature searches. It makes a clear distinction between primary sources and secondary sources and highlights which is more important and reliable.

- A literature review is the reflection of the current state of knowledge regarding a particular topic. This provides the researcher with the basis to formulate the research hypothesis and research question. This chapter deals with conducting the literature search and makes a distinction between primary and secondary sources and indicates which is considered reliable between the two.
- It reflects on research that has already been conducted on the topic and its bearing on the study. (Leedy and Ormrod, 2005:64).

Textbooks, journals, other policies, internet materials and existing theses were consulted. This was done to identify some of the best practices that need to be taken into consideration when implementing an Education, Training and Development

Policy in an organisation. Hanekom and Thornhill (1986:23) suggest that public policy cannot be static, because society's needs are not static. Therefore policy aims should be continuously adapted to changing circumstances. In this way, dysfunctional situations will be prevented and it will be possible to keep pace with developments. This will be done to identify some of the best practices that need to be taken into consideration when implementing an Education, Training and Development Policy in an organisation. A more comprehensive literature study was conducted to establish other key elements of importance in implementing an Education, Training and Development Policy in an organisation. The Education, Training and Development Policy of the Eastern Cape Department of Health seems to be failing in its implementation and one of the main reasons for its failure is its ambiguous nature, in that it is not clear and some important principles are missing in the policy. The following was studied to find out what elements are missing from the policy under study.

**1.7.1. Framework for Education, Training and Development**

**Education, training and development**

Brookes (1995: 12-13), explains that, traditionally, training and development have focused on 'courses'; however with the growth of outcome- or competence-based development, many changes are taking place. The focus is shifting to competence and 'competences', referred to in the USA as 'competencies'. The concern in the UK has therefore shifted from the process of training and development to the assessment of the outcomes of such development.

**1.7.2. Legislative Framework for Education, Training and Development**

There are a number of pieces of legislation governing the training of the workforce in both the public sector and private sector. In implementing education, training and development in any organisation, management has to consider and adhere to the South African Legislative Framework governing education, training and development. The South African Government has fully played its role of putting in place legal prescripts to set a platform conducive for organisations to use in skilling its human capital. These pieces of legislation can make a difference in people's lives if implemented corrected and integrated in every training policy in every organisation. Public servants can perform optimally and service delivery can be of the highest standard and all citizens will be satisfied and happy with the service they receive.

### 1.7.2.1. Employment Equity Act (Act 55 of 1998)

To fully address the Employment Equity Act (Act 55 of 1998), good training and development initiatives have to be implemented, because the Employment Equity Act (Act 55 of 1998) seeks to address the imbalances of diversity and inequality in the employment of a workforce. The act encourages the appointment of women, people from previously disadvantaged groups, and disabled people. In order to achieve this, training and development have to be at the forefront of every activity in any organisation. The only way that previously disadvantaged groups can equally gain from the purpose of the act is through effective and efficient provision of training and development in every organisation in South Africa both in the public and private sector.

### 1.7.2.2. Skills Development Act (Act 97 of 1998)

The Skills Development Act (Act 97 of 1998) was promulgated to encourage the development of the workforce in South Africa. The Skills Development Act is the platform set and used by the South African government to develop and improve the skills of the South African workforce to improve the performance of the human capital. The Skills Development Act also facilitates to make sure that the imbalances and gaps caused by past inequality in society is addressed by bridging the gap and equalizing societies through training and development in South Africa.

### 1.7.2.3. Skills Development Levies Act (Act 9 of 1999)

The Skills Development Levies Act ensures that funds are collected in order to facilitate a growth in investment by organisations in human capital. Organisations pay a percentage of their payrolls to the South African Revenue Services, and a portion may be claimed back if training has been approved by the Sector Education and Training Authority (SETA) to which the organisation belongs.

### 1.7.2.4. South African Qualifications Authority (SAQA) Act (Act 58 of 1995)

The SAQA Act ensures integration of training and education and the provision of high level quality education and training to address the shortage of skills. The NQF and Quality Assurance Framework (RSA 2000) puts a burden on companies to have quality assurance systems in place to ensure quality provision of education and training and to ensure high standards in all ETD processes. SAQA Act ensures that qualifications are globally recognised and credits received.

### 1.7.2.5. Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa puts a responsibility and obligation on all accountable persons in the government circle to skill and to educate every single citizen. The Bill of Rights clearly stipulates that one has a right to education. Every single citizen of the country has to be empowered to live a better life and contribute to the economy, social and political livelihood of the country.

### 1.7.2.6. National Skills Development Strategy III of 2013

This strategy started with the Skills Development Strategy of 2005. It aims at sustainable development of skills growth as well as development and equity of skills by aligning work and resources to the skills needed for effective service delivery. The mission of NSDS III is to increase access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience to enable effective participation in the economy and society by all South Africans and reduce inequalities. The purpose of NSDS III is improving the effectiveness and efficiency of the skills development system in South Africa.

**The NSDS III has the following gaols to achieve in order to win its fight in eradicating low levels of trained and developed cadre in South Africa:**

- Establishing a credible institutional mechanism for skills planning

- Increasing access to occupationally-directed programmes

- Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities

- Addressing the low level of youth and adult language and numeracy skills to enable additional training

- Encourage better use of workplace-based skills development

- Encouraging and supporting cooperatives, small enterprises, worker-initiated , NGO and community training initiatives

- Increasing public sector capacity for improved service delivery and supporting the building of a developmental state

- Building career and vocational guidance

### 1.7.2.7. White Paper on Human Resource Management (HRM) in the Public Service, 1997

The White Paper on HRM puts down a framework that will facilitate the development of Human Resource practices, which support an effective and efficient public service in South Africa. The vision and mission of the White Paper is the development of a dedicated, productive and people centred public service manned by highly skilled public servants, whose performance is maximised and whose potential is fully developed through comprehensive provision of appropriate and adequate training and education at all levels in the workforce of the public service (WPPSTE, 1998:14)

### 1.7.2.8. Public Service Sector Education and Training Authority, 2000

The aims and vision of the authority is the development of an integrated and coordinated framework for ensuring the provision of relevant, adequate and up-to-date public service education and training, which will be sufficient and effective to meet current and future skills demands of the public service which is supposed to function optimally and at its best all times to make sure that citizens are satisfied with service delivery and receive the best service from public servants at all times.

### 1.7.2.9. National Human Resource Development Strategy for South Africa

The vision of the strategy is to train, develop and equip public servants with knowledge, and skills that will improve their lives. The National Human Resource Development Strategy has a very clear vision for South Africa and its citizens. The vision is as follows: A Nation at Work for a Better Life for All. The purpose is to ensure that people are equipped to participate fully in society, to be able to find or create work and to benefit from it. The Government has tried to bring about these legislative frameworks to open a platform for skilling the public servants, who are supposed to be giving effective and efficient services that will improve the lives of all South African citizens.

### 1.7.2.10. Public Policy

### (a) Public Policy making

**Public policy making:** Hanekom and Thornhill (1983:63) view policy making as the activity preceding the publication of a goal, whereas a policy statement or a policy is the result of that activity, the formal articulation, statement or publication of a goal that the government intends to pursue with the community. Public policy is decided

by the legislator and is, as such, the output of the political process. According to Hanekom and Thornhill (1983:66), public policy is analysed for scientific, professional, or political reasons. The scientific analysis of public policy is aimed at an understanding of the causes and effects of public policy on either society or the political system, whereas the professional analysis of public policy is aimed at the determination of those policies most suitable to resolve societal problems. The political reason for public policy analysis is to ensure that the government follows appropriate polices to realise appropriate aims. Hanekom and Thornhill (1986:21) further suggest that since the political office-bearers do not have expert knowledge of all aspects of the departments' activities, and since officials – especially top officials – may make certain decisions, it may come about that the political office-bearer is 'delivered to the hands of his subordinates'. For this reason, it should be possible for officials to change policy (if they disagree with the policy) on the grounds that the envisaged aims are not being fully realised, or are not being realised at all.

### (b) Training policy implementation and analysis

Brookes (1995: 126-128) asserts that all forward-thinking organisations have a training policy of some kind, as it is essential for the planning and implementation of training, and development. Training polices are developed for a number of reasons and these include:

- To identify the relationship between the organisation's objectives and the training function;
- To establish and define the organisation's commitment to the training function in the light of its objectives;
- To provide operational guidelines for managers for both the planning and implementing of training and the allocation of resources;
- To raise the awareness of employees by informing them of the commitment of the organisation to their training and development and by clearly stating the opportunities available to the employees. As argued by Robinson (1981:31), every organisation should have a declared training policy which is understood and supported by employees at all levels. It is not enough for the statement simply to say that it is the policy of the organisation to ensure that everyone is developed to the limit to his or her ability, in the interests of corporate excellence. Everyone should be clear as to how this will be carried out. It has been said that the training policy should be supported by all employees. This

is important since training can be abortive if there is no commitment on the part of being trained.

### 1.7.3. Clarification of terms and concepts

Education, training and development are key concepts in this study. Various definitions were evaluated.

### 1.7.3.1. Education defined

According to Armstrong (2003: 526) education is the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to a particular area of activity. Mayo (2004:16), on the other hand, states that education involves reframing, refining or developing the mind and also can affect people's attitudes and values. Buckley and Caple (1992:18) define education as a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but allow a broad range of problems to be identified, analysed and solved. Wilson (2005:389) defines education as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skills relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves the study of their own cultures and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication  (Manpower Services Commission, 1981:17). Secondly it is a programme of learning over an extended period with general objectives relating to the personal development of the pupil/student and/or his/her acquisition of knowledge. In addition, education refers to the area of public policy concerned with programmes of learning in a particular jurisdiction taken altogether; for example, in the context of education expenditure.

Education should include activities aimed at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skills relating to only a limited field of activity. Education is considerably broader in scope than training and this is perhaps illustrated by the considerably longer definitions above. It also has a less immediate and less specific application than

training and is often perceived as being delivered in educational institutions. Nadler and Wiggs (1986) see education as learning that leads to improved skills, knowledge or attitudes applicable to a future job or assignment likely to be required within the next two years. Perceived as 'short-term investments in the future', education sponsored by the Human Resource Development (HRD) function could include distance learning leading to a diploma or degree. This kind of initiative holds greater risk for an organisation, as the learner may not take up the offered opportunity and may well use the new skill or qualification to seek employment elsewhere.

### 1.7.3.2 **Training defined**

According to Buckley and Caple (2000:1), training is a systematic effort to modify or develop knowledge, skills, and abilities through the learning experience, to achieve effective performance in an activity or range of activities. Meanwhile, Goldstein and Ford (2001:1) argue that training is the systematic acquisition of skills, rules, concepts or attitudes that result in an improved performance. Armstrong (2003:527) supports the ideas and further emphasises that training is a planned and systematic modification of behaviour through the learning event, programme and instruction which enables individuals to achieve the levels of knowledge, skills and competencies needed to carry out their work effectively. Sims (1993:2) supports all the above definitions and further defines training as a systematic, planned approach to teaching knowledge, skills, abilities, and attitudes with certain features. Furthermore training is a process of changing behaviour and motivation to improve the match between employee characteristics and the demands of the job. As Laird (1978:9) points out, training is the acquisition of the technology which permits employees to perform to standard. Thus training may be defined as an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours. Whenever employees need new (the accent is on the word "new" behaviours, then a training department is needed. King (1964: 125) argues that to understand the function of training in a company we must enquire a little more deeply into the question of what training is. The verb 'to train' is derived from the old French word *trainer,* meaning 'to drag'. Hence such English definitions may be found, inter alia, as: to draw along; to allure; to cause to grow in the desired manner; to prepare for performance by instruction, practice, exercise. According to Bramley (1991: xiv), training is a process of training employees according to others.

The process of training employees within an organisational context is defined in different ways by different authors. Two typical ones are given here to emphasise that clarity of definition is necessary because this controls the questions which can legitimately be raised. A typical British definition is offered by the Department of Employment Glossary of Training Terms (1971): the systematic development of the attitude/knowledge /skill/behaviour pattern required by an individual to perform adequately a given task or job. Buckley and Caple (1992:17) define training as a planned and systematic effort to modify or develop knowledge/skills/attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job. Nadler and Wiggs (1986) argue that training produces measurable improvements in skills, knowledge or attitudes that can be used in the individual's current job, such as a course on computer spreadsheets.

The term development needs further examination in the context of education and training

1.7.3.3 **Development defined**

Armstrong (2003:526), and Marchington & Wikilson (2000: 158), define development as the growth or realisation of a person's ability and potential through the provision of learning and educational experiences. The authors view development as a broader term than learning, in terms of the complexity and elaboration, as well as its continuity, but nevertheless others see it as rooted in the individual. According to Laird (1978: 10-11), development activity often takes the form of university enrolments for top executives. They can thus acquire new horizons, new techniques, and new viewpoints. They can lead the entire organisation to newly developed goals, postures, and environments. Development is the growth or realisation of a person's ability, through conscious or unconscious learning. Development programmes usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility (Manpower Services Commission, (MSC) 1981:15). The definition was subsequently broadened from a 'person's ability' to 'an individual's or a group's ability' (MSC, 1985: 9) thus reflecting the growing concept of organisational learning. Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its

context (Bolton, 1995:15). According to Buckley and Caple (1992:18) development is the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning. Nadler and Wiggs (1986) define development as a broader, long-term learning that is not job-related. Developmental learning is aimed at preparing employees for the unforeseen future. It also links to an organisation's retention strategy by involving workers in their own career planning, and matching learning opportunities to their career preferences. This is a high risk investment for employers.

The connection between training and development needs evaluating:

### 1.7.3.4 Training and Development defined

Pepper (1984: 9 – 11) defines training as 'that organised process concerned with the acquisition of capability, or the maintenance of capability'. He goes on to distinguish the meaning of development: as ,where the objective is to acquire a set of capabilities which will equip a  person to do a job sometime in the predictable future, which is not within his [sic] present ability, that person is often said to undergo a process of development.' Of course, straightforward job instruction, or rather job learning, is by this definition a development , but the term has become associated with long-term and more complex arrangements for learning , often with job moves included in the plan. It is acknowledge that HRD comprises an intricate web of issues and activities as demonstrated by a wealth of writers such as French and Bazalgette (1996), Graven, Cosine and Heralty (1995), Harrison (1997), Steward and McGoldrick (1996) and Weinberger (1998). One HRD activity is the training and development of people in a work organisation. Whilst recognising that the individual activities of 'training ' and 'development' may hold separate and differing connotations for the overall philosophy and practice of HRD – as advanced by Buckley and Caple (1990) and Harrison (1997), for example, 'training and development' (T&D) is applied here in its aggregate form, in keeping with composite definitions of T&D such as that offered by IIP UK (1996:27), as: any activity that develops skills and/or knowledge, and/or behaviour. Activities may range from formal training courses run internationally or externally, to informal on the job training by a supervisor. This definition also includes other activities such as shadowing, coaching and mentoring.

Next, the term 'skill' will be unpacked.

1.7.3.5 '**Skill' defined**

King (1964: 111-112) says the word 'skill' has several connotations. Dictionaries usually give a circular definition. For instance, skill is 'expertise'. Then expertise, is defined as 'skill'. In industry, the term is commonly used to classify workers into categories of 'skilled', 'semi-skilled', and unskilled. But these terms do not necessarily relate to the degree of skill required by a particular job. They are more traditional than descriptive. An operational definition of 'skill' is therefore necessary. The term 'skill' is used here as 'the ability to perform a task to required standards, with a minimum of unnecessary energy' (King, 1964:123). Skill is characterised operationally by the ability to perceive slight changes in the task, and to respond appropriately from moment to moment.

The term learning needs to be distinguished from the term skill.

1.7.3.6 **Learning defined**

Buckley and Caple define learning as a process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction. According to Hardy (1990:63) learning is considered as being a natural response to coping with change and he stated that, 'I am sure that those who are in love with learning are in love with life. For them change is never a problem, never a threat, just another exciting opportunity.' Learning can occur in formal settings such as university or organisational training centres but it can also occur less formally. Nadler and Nadler (1990:233) distinguished between what they called 'incidental' learning and 'intentional learning'. Incidental learning is considered to be learning which occurs during the course of doing other things such as reading, talking with others, travelling, and so on. Learning and possessing knowledge of something is one thing but applying the learning is yet another, thus, learning has limited value unless it is put into practice. The Victorian philosopher and naturalist, John Ruskin, remarked that, 'What we know, or what we believe, or what we think, is in the end of little consequence. The only consequence is what we do.' Drawing from the discussion, learning may be defined as a relatively permanent change of knowledge, attitude or behaviour occurring as a result of formal education or training, or as a result of informal experiences. Nadler and Nadler (1990: 1-18), identified that one common theme that can be found in many of the definitions of training, education and development is that they contain the word 'learning'. They gathered these terms together and stated that:

***Training*** is learning related to the present job;

***Education*** is learning to prepare the individual but not related to a specific present or future job;

***Development*** is learning for growth of the individual but not related to a specific present or future job.

Garavan (1997: 42) also investigated the nature of training, education and development and came to the similar conclusion that they all involved learning. He went on to state that, 'It is therefore logical to suggest that all four (education, training, development, and learning) are seen as complementary components of the same process, that is the enhancement of human potential or talent.'

### 1.7.3.7 Mentoring defined

Mentoring is a complex, interactive process occurring between individuals of different levels of experience and expertise which incorporates interpersonal or psychological development, career and/ or educational development, and socialisation functions into the relationship. The one-to-one relationship is itself developmental and proceeds through a series of stages which help determine both the conditions affecting and the outcomes of the process. Mentoring has been defined recently as 'a relationship between two people with learning and development as its purpose' (Megginson and Garvey, 2004:2). In addition, Megginson and Garvey state that mentoring is primarily for the mentee, as 'the mentee's dream' (Caruso, 1996) is central to mentoring. According to McGoldick, Steward and Watson (2002: 255-256), the concept of mentoring is one which has played an important role in learning and development both within and without the world of work. As it relates to work organisations, it has been defined as 'a process in which one person (mentor) is responsible for overseeing the career and development of another person (protégé) outside the normal manager subordinate relationship' (European Mentoring Conference, 1994). Coaching and mentoring offer an active learning approach to individual workplace learning. Typically, mentors are 'established managers who can provide support, help and advice to junior members of staff' (Price, 2004:582). Walton (1999: 193) argues that one of the key support roles for implementing a comprehensive HRD strategy is that of mentoring.

Some key concepts in this context are:

- **Mentor** – According to Caldwell and Carter (1993:3), the concept of mentor conveys an image of antiquity, wisdom and learning, reflecting its origins in Greek mythology; it prevails in the educational and legal settings. Phillips-Jones (1982: 132) defines modern mentors as follows, 'In modern-day terms, mentors are influential people who significantly help you reach your major life goals.'

## 1.7.3.8 Training Evaluation defined

Various definitions of evaluation can be found in the literature, many of them stipulative, and the inconsistencies in the use of the terminology cause confusion in training evaluation, affecting the success of evaluation efforts. According to Berry (1995:54), having knowledge and understanding of learning principles, designing and conducting training sessions is important so that trainees are able to transfer the learnt material to their job situation. Brown and Seidner (1998: 57) define evaluation as a disciplined inquiry to gather facts and other evidence that will allow an evaluator to make assertions about the quality, effectiveness, or value of a programme, a set of materials or some other object of evaluation in order to support decision making. Holli and Calabrese (1998:60) define evaluation as a comparison of an observed value or quality with a standard or criterion of comparison. Evaluation is the process of forming value judgements about the quality of programmes, products or goals. Wilson (2005: 409) defines evaluation as a structured analysis of learning, training and development by stakeholders. The evaluation could be of an event, process or outcome. The stakeholders could include learners, employers, designers, trainers, managers, owners, consultants or researchers.

Combs and Falletta (2000:143) define evaluation as the systematic process of gathering and analysing data and other objective human performance-improvement processes and outcomes within the context of a business or organisational setting to determine the quality, value and effectiveness of the intervention. Swart, Mann, Brown and Price (2005:329) argue that the social comparison vantage point measuring our relative success indicates that evaluation is also a core part of what makes us compete, or be competitive. This generalised statement shows that evaluation is important from three different perspectives. The first viewpoint of the evaluation process is that of gauging, whilst the second relates to a judgement as to whether a financial and time investment paid off. A third viewpoint would be an evaluation of the particular development design, which answers the 'did that work?' question. According to Robinson (1981:153), another viewpoint is that since training is an investment, it should be possible to measure the results directly in financial

terms. In other words, a certain percentage return on the investment is to be expected. If improving overall performance can be seen to reduce costs and/or increase income directly, then this argument is sustained and a value can be put on the return.

### 1.7.3.9 Human Resource Development defined

Erasmus, Loedolff, Mda and Nel (2006:451) describe Human Resource Development as a learning activity in a specific time period, normally initiated by the organisation to improve the person's skills, knowledge and attitude in a work-related environment to have the incumbent perform certain tasks according to set standards. Human resources development as a technical term was coined by the American writer Leonard Nadler in the late 1960s and defined originally as 'a series of organised activities conducted within a specified time and designed to produce behavioural change' of organisational members (Nadler, 1970). The term was conceived as a universal expression, specifically incorporating three types of vocational learning activities that would contribute to making individuals more effective at work:

- training, focusing on immediate changes in job performance;
- education, geared towards intermediate changes in individual capabilities;
- development, concerned with long-term improvement in the individual worker (Nadler, 1979).

### 1.7.3.10 Eastern Cape Department of Health defined

Eastern Cape Department of Health is the Provincial Office for the Eastern Cape Province which oversees health in the province.

### 1.7.3.11 Cacadu Health District defined

Cacadu District is one of the seven Health Districts of the Eastern Cape Department of Health and its offices are in Port Elizabeth, North End in the Golden Mile Building.

## 1. 8 RESEARCH METHODOLOGY

Mouton (2001:55-56), suggests that research methodology focuses on the research process and the kinds of tools and procedures to be used. This section gives a brief overview of the methodology that influenced the data collection and analysis process. It is critical that such a section be included in order to assist in guiding the

reader's understanding of the chosen research processes. According to Leedy (1997: 9) methodology is the core main concept underlying all research processes. The methodology chapter will ensure that the data collection and analyses add value to the research findings. The findings of the implementation of the education, training and development policy in the Eastern Cape Department of Health of the Cacadu Health District will be analysed using the responses received from the respondents and reported. The data collection process will be conducted from the first week of October until the end of October 2014. Firstly the research process started when the researcher secured appointments with the District Stream Leaders and employees in the streams, Sub-District Training Coordinators and Hospital Managers groupings to complete questionnaires and do personal interviews. The questionnaires were distributed to all the respondents, who were given at least 30 minutes to an hour before the questionnaires were collected from the respondents. Each questionnaire was provided with a pen to complete, to cater for respondents who did not have a pen and to fast track the process. The respondents were asked to complete the questionnaire in the presence of the researcher to avoid delays and non-responses.

## 1. 8.1 Research Design

The study, to a large degree, employed a qualitative approach, but also has some elements of the quantitative research approach. In this respect, the study could be referred to as adopting a triangulation approach. A triangulation approach was used to get a mixed interpretation of facts, in order not to be biased.  Bless and Higson-Smith (2006:150) identified two types of research approaches, which are qualitative and quantitative research approaches. Qualitative research is described as the research conducted, using a range of methods, which uses qualifying words and descriptions to record and investigate aspects of social reality. Quantitative research uses a range of quantitative and numerical methods that measure, record and investigate aspects of social reality. In the research both methods will be used. This ensured and strengthened validity as suggested by Gill and Johnson (2002: 229).

All secondary research (internal and external, published and unpublished material) sources were used.  A qualitative approach was further deemed suitable for the study as the researcher was interested in getting perceptions of respondents in the Cacadu District about the challenges stalling proper implementation of the Education, Training and Development Policy. This approach will assist to get insight into the respondent's understanding and perceptions. The  interviews  allowed  the

researcher to dig deep by probing the participants to find a deeper understanding of the participant's view of the challenges in the implementation of the Education, Training and Development Policy. The qualitative approach highlighted the perceptions of respondents in the Cacadu District about what challenges are in the way of implementation of the Education, Training and Development (ETD) Policy of the Eastern Cape Department of Health, while the quantitative approach gave measurable input of perceptions regarding the implementation of the ETD policies. The approach was found to be suitable as it gave insight into the respondents' understanding and perceptions. According to Brink (2006:13) the qualitative research method focuses on the qualitative aspect of meaning, experience and understanding, and it studies human experience from the viewpoint of the participants in the context in which it takes place. A qualitative research method is a systematic, interactive, subjective approach used to describe life experiences and give them meaning (Marshall & Rossman 2006 in Burns and Grooves 2009:22).

The quantitative approach allowed the study, through a questionnaire, to identify how many employees are affected by the poor implementation of the education, training and development policy. The researcher first conducted a pilot questionnaire with a few employees to test if the questions were clear and not ambiguous. The estimated time to complete the questionnaire was 30 minutes in order not to take too much time of the respondents, since taking part in the study was a voluntary process. In a quantitative methodology approach, the data was analysed with the assistance of a statistician which enabled the researcher to compile statistical charts. The approach for this study focused on the analysis of information to generate quantifiable results. Gotu and Mwanje (2001:1- 2) state that statistical techniques are used to generate and analyse quantitative data.

According to Brink (2006:13) the qualitative research method focuses on the qualitative aspect of meaning, experience and understanding, and it studies human experience from the viewpoint of the participants in the context in which it takes place. A qualitative research method is a systematic, interactive, subjective approach used to describe life experiences and give them meaning (Marshall & Rossman (2006) in Burns and Grooves 2009:22). In a quantitative methodology approach, the data was analysed with the assistance of a statistician which enabled the researcher to compile statistical charts. The questionnaire alone was not enough to capture data for this study or let the respondents air their views fully. The researcher also used individual interviews for some respondents to say whatever was not captured in the

questionnaire. Interview questions were analysed by developing common themes and categorising the information. As mentioned before, the qualitative approach was suitable for the study as the researcher wanted to get perceptions of respondents in the Cacadu Health District about what is not done right in the implementation of the education, training and development policy. The approach was also found suitable for the study in order to get a deeper understanding of the participants, and allow the researcher to probe in depth their reasons for being unhappy.

## 1.8.2 Sample Population

Non-probability sampling was used to conduct the study because the researcher was unable to forecast, estimate or guarantee that each element in the population would be represented in the sample. The researcher collected primary data from a maximum of 32 respondents of Cacadu Health District. The respondents were Stream Leaders of Finance, Supply Chain Management, Integrated Human Resource Management and General Administration, Hospital Managers, Training Coordinators and support staff. Babbie and Mouton (2001: 166) define purposive sampling as the sampling appropriate when the researcher knows the population, its elements and the nature of the research aims. It is based on the researcher's judgement and the purpose of the study. Joubert and Ehrlich (1997: 101) suggest that, "purpose sampling is acceptable if the researcher wishes to form a focus group for discussion or do in-depth interviews on a topic". Joubert and Ehrlich (1997: 101) further point out that "purposive sampling allows for a selection of key or typical individuals from the spectrum, of interviewees and in which the researcher is interested." The Cacadu Health District is comprised of Kouga Health Sub-District, which has one District Hospital, two Provincialized Hospitals, one TB Hospital, one Community Health Centre and 26 Clinics. Makana Health Sub-District which has two District Hospitals, two TB Hospitals, one Psychiatric Hospital, one Community Health Centre and 18 clinics. Camdeboo Health Sub-District has two District Hospitals, three Provincialised Hospitals, one Community Health Centre and 17 Clinics. It can be difficult to get opinions from all the respondents of Cacadu District, therefore sampling was done on some of the hospitals, Sub-District offices and District office. The study looked at the population of the Cacadu Health District and found a representative sample. It can be difficult to get opinions from all the employees of the Cacadu Health District, therefore sampling was done from the chosen employees, which are three Sub-District Managers, three Sub-District Training Coordinators, four Stream Leaders and four employees from the streams, one from Human Resource

Management, one from Finance, one from Supply Chain Management and one from General Administration.

### 1.8.3 Data Collection Method/Methods

Data collection tools are instruments used to collect data about a problem that is being investigated. The data for this study was collected by use of a questionnaire and personal interviews. The structured interview questions were tape recorded after seeking permission from the interviewees. Interviews may also be used to get a wider understanding and responses, which will leave no questions unanswered. The information collected was transcribed by the researcher in order to conduct a content analysis of the transcriptions. For respondents who were not willing to have their interviews tape recorded, the researcher took extensive notes and did a content analysis.

### 1.8.4 Questionnaire

A self-administered questionnaire was employed for the collection of data as the respondents were adequately literate and able to complete the questionnaire themselves. The questionnaire was divided into four sections: Section A; Section B, Section C and Section D.

**Section A** contains the personal data of the respondents which were as follows:

- Gender
- Age
- Racial Group
- Home Language
- Education Qualifications
- Employments Type
- Number of Years in the Area

**Section B** contains questions about understanding of processes and systems necessary to fully support South African Legislation on implementing Education, Training and Development.

**Section C** contains questions about opportunities and resources made available for mentoring used as a strategy in the implementation of the Education, Training and Development Policy. The researcher wanted to get a percentage of respondents who believed this strategy was in place.

**Section D** contains questions on training evaluation. Training and Development is aimed at improving performance through changing an individual's behaviour to contribute to team and organisational effectiveness. It is therefore of great importance to do post-training evaluation to determine if there was an improvement in performance or a return on investment. The researcher needed to get a percentage of respondents' understanding on provision of education, training and development supported by legislation or achieving objectives of legislation.

Babbie and Mouton (2001: 153-154) state that a Likert-based scale questionnaire can be used in the collection of data because of its format, which has an unambiguous ordinality of response categories. The researcher delivered the questionnaire in person by hand and collected it immediately after completion. The questionnaire was then checked for completion and any problems arising from the misunderstanding of the questions were discussed with the respondent. Babbie and Mouton (2001: 259) argue that this method of hand delivery and collection of questionnaire seems to have a higher completion rate than that of a mail survey, and it reduces costs. The advantage of using a self-administered questionnaire is that it is cheaper and quicker. This is important for a student without funding. However, Babbie and Mouton point out a disadvantage of self-administered questionnaires in that respondents may skip questions. Furthermore, the items are preset and respondents cannot fully express their opinions.

The questionnaire for this study has been compiled according to guidelines identified in the literature study on research methodology. The Likert-scale was used in the completion of the questionnaire. Babbie and Mouton (2001:153-154) state that a Likert-based scale questionnaire was used in the collection of data because of its format, which has an unambiguous ordinality of response categories. The ordinal scale format that asked respondents to indicate the extent to which they agree or disagree with statements on a particular subject. Another reason that a self-administered questionnaire has been used is it allows anonymity and bias. Because the study is about a policy of the employer it would be better that respondents say whatever they want to say anonymously and respondents will feel at ease to complete the questionnaire in their own time and anonymously. The questionnaire is also appropriate in the study because it will avoid bias, something which will be somehow impossible with interviews. Thus, the researcher will use both primary (for the empirical study) and secondary (from the literature survey) data. Questionnaires will be analysed using descriptive statistics and Microsoft Excel. Kruger, De Vos,

Fouche and Venter (2005:218) indicate that the purpose of data analysis is to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied and conclusions drawn.

## 1.8.5 Individual Interviews as Data Collection Tool

According to Babbie and Mouton (2001: 289-293), the basic individual interview is one of the most frequently used methods of data collection within qualitative research, where the researcher is provided with greater flexibility, iteration and continuity to elicit more information from the interviewee. The study has chosen this method to expand on the information that will be researched to focus on other factors that guide the conversation on education, training and development policy implementation. The flexibility of the process enables the researcher to probe in-depth into the subject matter. The process guides and improves the direction of data collection and analysis of the study. All the interviews of the study were conducted in an area where the interviewee felt safe and comfortable. For example, the interviews with stream leaders; training coordinators; labour union members and employees were conducted in their offices in private. The interviews were conducted in the language the interviewee felt most comfortable with and were recorded with the permission of the interviewee in order to manage the data. Recording also helped to get rid of irrelevant information during data analysis.

## 1.8.6 Data Analysis

The researcher used both primary and secondary data. The services of a qualified statistician from Nelson Mandela Metropolitan University (NMMU) were used to analyse data received from the respondents, using a Statistical Package for Social Sciences (SPSS). The advantage is that the SPSS is a codebook for organising data and its template supplies a preliminary visual picture of the researcher's overall investigation. The questionnaire was analysed using descriptive statistics and Microsoft Excel. Kruger et al. (2005:218) indicate that the purpose of data analysis is to reduce it to the intelligible and interpretable form so that the relations of research problems could be studied and conclusions drawn. A statistician was consulted to do an analysis of the data collected. The statistician provided the most appropriate, concise and reliable analysed results.

## 1.9 ETHICAL CONSIDERATIONS

Several ethical issues have been considered. Questions to be asked should not offend the candidate. Participants were courteously informed on the nature of the research to be conducted and were given the choice of whether to participate or not. Respondents were informed about the recording device that was used as a tool to capture accurate information from interviewees. Lastly, the personal rights and privacy of the respondents were protected by anonymity and confidential coding of the information. The research was designed so that participants would not suffer physical harm, discomfort, pain, embarrassment, or loss of privacy. All ethical issues were considered to make the study free of unethical connotations attached to it.

All participants were first asked to give informed consent before they could take part in the study. According to De Vos, Strydom, Fouche and Delport (2005:59) obtaining informed consent implies that all possible or adequate information on the goal of the investigation, possible advantages, disadvantages and dangers to which respondents may be exposed, as well as the credibility of the researcher, will be rendered to potential subjects or their legal representative. The researcher also obtained permission for conducting the research from the Research Unit in the Eastern Cape Department of Health and the Cacadu District Manager Cacadu District Manager. All participants in the study were assured that their rights and privacy would always be protected and respected during the study. Participants participated with the guarantee that they would be protected by anonymity and confidential coding of any information they provide for the study. All participants/respondents participating in the study were treated with care and respect. Data collected from the participants and use of that data collected was treated confidentially at all times during the study and on the release of the results of the study.

## 1.10 CHAPTER LAYOUT/CHAPTER OVERVIEW

This study consisted of five chapters. A brief outline of each chapter is presented below:

**CHAPTER ONE: BACKGROUND OF THE STUDY**

This chapter provided an introduction which gave a brief overview of the study, problem statement, aims, research objectives and questions, motivation for the study, preliminary literature review and research methodology that was employed by

the study. This chapter provided an introduction and background of the study, problem statement and research question. It was followed by the objectives and motivation of the study, relevant literature, ethical considerations and delimitation of the study, research methodology and clarification of terms and concepts.

## CHAPTER TWO: LITERATURE REVIEW - MENTORING AS A METHOD OF TRANSERRING EDUCATION, TRAINING AND DEVELOPMENT

Chapter 2 presented the literature surveyed to find appropriate background information on education, training and development issues. The chapter gave a brief background into provisioning of education, training and development in an organisation for employees. The chapter also presented mentoring as a method of training that plays many roles in the provision of education, training and development. Mentoring was also considered as a strategy or method to transfer education, training and development in an organisation.

## CHAPTER THREE: METHODOLOGY - EVALUATION OF EDUCATION. TRAINING AND DEVELOPMENT

This chapter provided an explanation, background and strategies utilised in evaluating the impact of training. It looked in detail at the evaluation of training in an organisation and the return on investment. The chapter also looked at the different evaluation of training methods that are used in an organisation to make sure that evaluation of training is done in an effective manner.

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

The data was collected and captured on an Excel spreadsheet and analysed. The results from the questionnaire and interview were compared or rather weighed against the literature study in Chapter 2 and Chapter 3, to find out differences and commonalities in the different approaches. The analysed data was carefully interpreted and was put forward as conclusions. Results highlighting factors that were of concern or needing attention were dealt with and handled. The chapter gave a clear analysis and interpretation of the data that was received from the questionnaires and interviews.

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 was a summary with concluding remarks and recommendations, as proposals to improve the implementation of the Education, Training and

Development Policy. This chapter concluded the study, draw appropriate conclusions and provided recommendations on how the Eastern Cape Department of Health: Cacadu Health District could improve its Education, Training and Development Policy and its implementation to provide all the necessary skills and competencies for the employees of Cacadu District and of South Africa.

**CONCLUSION**

This chapter introduced the research topic with its problems and gave appropriate background. Previous research studies and definitions of key concepts were highlighted. The importance of the research methodology and design of the research study was highlighted. The outline of the study was also illustrated. The following chapter explained, through a literature review, the challenges that are faced in giving good service to citizens because of lack of employee advanced skills to perform fully in their jobs in the Cacadu District: Eastern Cape Department of Health.

## 1.11 Work schedule for the research

| Activity: | Date: |
|---|---|
| 1. Develop Research Proposal | 28 February 2014 – 10April 2014 |
| 2. Present and submit a Draft Proposal | 13 April 2014 |
| 3. Request permission from Department of Health to do research. | 16 April 2014 – 20 April 2014 |
| 4. Request permission from Department of Health to do distribute questionnaire. | 16 April 2014 – 20 April 2014 |
| 5. Present Research Proposal to Seminar | 31 May 2014 – 01 June 2014 |
| 6. Completion of Research Methodology | 03 June 2014 – 30 July 2014 |
| 7. Collect data: distribute questionnaires and conduct interviews. | 15 October – 24 October 2014 |
| 8. Compile findings and Recommendations | 28 October – 08 November 2014 |
| 9. Editing and final crafting of the document. | 11November–25November 2014 |
| 10. Submission of final treatise document for examination. | 03 December 2014 |

## 1.12 DISSEMINATION OF RESEARCH RESULTS

Research results were published and disseminated to all relevant stakeholders so that they become a source for future generations. The researcher also published the

results of the research in a journal article, made the results available to the Nelson Mandela Metropolitan University Library and also sent each participant a letter explaining findings of the study. The Department of Health was also informed about the research and its results including the recommendations put forward as a result of the study for implementation to improve the status quo. The results of the study were presented in full to the management of Cacadu District and the Eastern Cape Department of Health (Human Resource Development). The purpose of the presentation was to share with management the findings of the study and present management with recommendations to improve the Education, Training and Development Policy of the Eastern Cape Department of Health.

## 1.13   CONCLUSION

In this chapter, the problem statement was highlighted as well as the questions that the study has to give answers to. The questions that were highlighted are there foundation for the study. Chapter two will unpack mentoring as a strategy to transfer education, training and development in an organisation. History of mentoring, phases of mentoring and mentoring approaches will be discussed. Characteristics of a successful mentoring programme, the role of mentors and mentees and the advantages and disadvantages of mentoring will also form part of the discussion. The benefits of mentoring and the different mentoring relationships will for part of the discussion in the following chapter.

# CHAPTER TWO: LITERATURE REVIEW

## MENTORING AS A METHOD OF TRANSFERING EDUCATION, TRAINING AND DEVELOPMENT

## 2.1 INTRODUCTION

There are inescapable realities that for performance to be of a high standard, the skills of employees have to be developed on a constant basis, also considering the improvement in technology and the changing world of work. Mentoring is one of the best methods used all over the world to transfer skills on the job. Mentoring enjoys a lot of attention today in advancing individuals in the work situation. In achieving the objectives of the Employment Equity Act, for example mentoring has to be used to allow employees from designated groups to advance to management levels. That should not only be used to advance them to management positions, but to equally be distributed amongst all sections of employment.

## 2.2. HISTORY OF MENTORING

Mentoring as a topic enjoys much attention today as it did in the past as organisations rely on this strategy as a platform to teach and share experiences to advance growth of individuals. Individuals who are keen to climb the career ladder can benefit a lot from mentoring. Stone (1999:159) argues that these individuals are searching for managers and executives who will encourage them with "pep talks", instruct about the power and political framework of the organisation, facilitate projects that are being worked on by making both resources and contacts inside and outside the organisation available, and influence the powers that be to promote them when a vacancy occurs. It is important, before considering mentoring as a strategy to transfer education, training and development, to understand the history of mentoring. From research and following-up mentoring one can understand that mentoring is not a new phenomenon, its origins dates back to Greek mythology. According to Fisher (1994:1), Mentor was an ancient Greek, chosen by the god, Odysseus (Olysseus) to look after his son, the young Telemachus, while he was away on his epic voyage of discovery. For Mentor there was more to the instructions than just keeping a parental eye on young Telemachus. Grooming him for his eventual position as head of state was a priority. To achieve this Mentor acted as an advisor, encourager and teacher by promoting counselling, acting as a role model and by passing on the experience which he possessed as the older man to the younger man.

It is important to look at the history of mentoring, before we can look at the role it plays in the development of the career of the jobholder. Mentoring is a process of transmitting knowledge, skills and abilities to perform certain tasks, and can be conducted formally or informally. Ivancevich and Matteson (1996: 85) state that in work organisations, a mentor can provide coaching, friendship, sponsorship, and role modelling. Mentoring is an option of on the job training, where skills and knowledge are transferred to a designated person while performing the task. Multinational companies pass on world class skills by using foreign managers in developed countries to undergo mentorship programmes in less developed countries, which fast track the passing on of world class skills. Ivancevich and Matteson (1996:97) state that the increasing diversity in the workforce adds a new dimension to the mentor-mentee matching process. People are generally attracted to mentors who talk, look, and act and communicate in a manner similar to them. Gender, race, and ethnicity all play a role in matching. If mentoring-mentee matching is left to occur naturally, women, blacks, Hispanics and Asians may be left out. The under representation of these groups at management level needs to be evaluated in each firm that considers using mentor-mentee matching. An organisation must ensure that if an affirmative action manager is to be placed on merit, he or she needs to be formally introduced into the organisation, and that his or her role be clearly defined to avoid conflict and confusion and to speed up his or her development, if need be. The relationship with a mentor is of critical importance in doing this.

Domeyer (1999:21) believes that the advantage of mentoring as an option of obtaining skills is advantageous for the following reasons:

- Mentoring facilitates growth by honing technical and interpersonal skills, and developing leadership abilities, which results over time in a pool of qualified employees for management roles;
- Mentoring boosts consistency and excellence. Mentors promote the company's best practices and corporate culture enabling mentees to be fast-tracked in becoming productive;
- Mentoring promotes information sharing. With today's rapid technological advances, some companies use various forms of peer mentoring. Through peer mentoring, two employees with equal experience in different areas share effective strategies for increasing productivity and managing staff.

One of the most convincing comments was tabled by Lau (1996:14), who claimed that it was essential that continuous training and skills development should accompany the changes needed to remain at the forefront of competition.

The South African Government has encouraged investment in human capital in many ways and has strengthened it further by introducing legislation in this regard. Some of the legislation the government has brought about is the Skills Development Act, the Skills Development Levies Act and the Employment Equity Act. The Skills Development Levies Act, for example forces companies to pay for the development of its employees who need training and development; that is, it provides an incentive to claim back half of the amount the companies paid if they train employees. The Employment Equity Act on the other side encourages or rather forces companies to have equity in their employment ranks to be representative of the South African demographics. Mentoring affirmative action managers and employees, shorten the time it takes for them to be productive and climb the ranks to balance the play ground, ridding South Africa of imbalances caused by apartheid.

## 2.3 MENTORING TO DEAL WITH NEW DEVELOPMENTS

Every day the world of work is changing, new technologies come into play and new strategies are developed. The world of work therefore needs to use good strategies to capacitate its human capital in order for them to be always be on top in terms of performance. Peters (1996:382) quotes Shoshana Zuboff who stated that "learning is the new form of labour. It's no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings. Learning is in the heart of productivity." In the management of today's progressive, successful organisations, the emphasis is on being a 'learning organisation and embracing the concept of life learning', meaning that the organisation has growth, learning, improvement, and everlasting experimentation woven into the fabric of its culture. The organisation also values creativity over control. Over the past few years there has been change from the old model of the leader as authority figure and corporate parent to one of supporter, enabler and even partner. Because employees demonstrate that they are able to operate in a responsible and mature way with delegated authority and limited supervision, empowerment has become a demand. Those managers who are unable to allow their subordinates to function independently without excessive controls, are fast being replaced by the leader whose relationship with associates is that of liberator, barrier remover, facilitator and mentor (Bell, 2000: xii).

## 2.4 PHASES OF MENTORING PROGRAMME

Kram (1997) as cited by Kreitner, Kinicki and Buelens (2002: 70-72) identified four phases of the mentoring process, namely: (**a**) **Initiation, (b) Cultivation, (c) Separation and (d) Redefinition**.

The phases are as outline in Table 2.1: Kram's Four-Phase Mentoring Process: Kreitner, Kinicki and Buelens (2002: 79)

| PHASE | DEFINITION | TURNING POINTS |
|---|---|---|
| **INITIATION** | A period of six months to a year during which time the relationship gets started and begins to have importance for both managers. | Fantasies become concrete expectations. Expectations are met, senior manager provides coaching, challenging work, visibility, junior manager provides technical assistance, respect and desire to be coached. There are opportunities for interaction around work tasks. |
| **CULTIVATION** | A period of two to five years during which time the range of career and psycho-social functions provided expand to a maximum | Both individuals continue to benefit from the relationship. Opportunities for meaningful and more frequent interaction increase. Emotional bonds deepen and intimacy increases. |
| **SEPARATION** | A period of six months to two years after a significant change in the structural role relationship and/or the emotional experience of the relationship. | Junior manager no longer wants guidance but rather the opportunity to work more autonomously. Senior manager faces midlife crisis and is less available to |

| | | provide mentoring functions. |
| --- | --- | --- |
| | | Job rotation or promotion limits opportunities for continued interaction; career and psycho-social functions can no longer be provided. |
| | | Blocked opportunity creates resentment and hostility that disrupts positive interaction. |
| **REDEFINITION** | An indefinite phase after the separation phase, during which time the relationship is ended or takes on significantly different characteristics, making it a more peer-like relationship. | Stresses of separation diminish and new relationships are formed. |
| | | The mentor relationship is no longer needed in its previous form. |
| | | Resentment and anger diminish, gratitude and appreciation increase. Peer status is achieved. |

By understanding the four phases of the mentoring process together with the tell-tale turning points in the phases identified by Kram ((1997), in Kreitner et al. (2002: 70-72)), mentors and mentees can be sensitive to the need for possibly altering the way in which their mentoring relationship is functioning in order to accommodate changes and developments occurring with both the mentor and the mentee.

## 2.5 MENTORING RELATIONSHIP

Kreitner et al. (2002: 78-80) identified two findings from research that has investigated the dynamics associated with the establishment of mentoring. Firstly, mentoring relationships were more likely to form when the mentor and mentee possessed similar attitudes, philosophies, personalities, interests, backgrounds and

education. Secondly, the most common cross-gender relationship involved a male mentor and female mentee. Their belief is that this trend occurred for three reasons:

- There is an under-representation of women in executive-level positions.
- Women perceive more negative drawbacks to becoming mentors than did men.
- There are a number of individual, group and organisational barriers that inhibit mentoring relationships for diverse employees.

The male mentor and female mentee relationship has always been the most popular, but in the modern era women have entered and dominated the world of work in management and that led to female mentor and male mentee relationships to come into existence.

Tsukudu (1996:13-18) strongly argues for making use of mentoring programmes to establish developmental relationships to provide much needed support for the enhancement of individual career development and organisational experience particularly for blacks and women managers who are currently faced with a lack of upward mobility in South African organisations.

Furthermore, Tsukudu (1996:14) strongly believes that mentoring relationships can serve a number of functions. For example, mentors can act as advisors and sounding boards for mentees and assist mentees to navigate the politics and culture of the organisation by serving as a conduit between the organisation and the mentee through providing special access to information, contacts and resources. Mentors can also exploit their established power base and use this power on behalf of the mentees to facilitate the expansion of the mentees' spheres of influence within the organisation. In addition, mentors can serve as friend, role model, counsellor and coach and act as a buffer between the mentee and the organisation by protecting the mentee against 'corporate political' attack.

Hendricks (2001: 11) suggests the following checklist that can be used by organisations to ensure that mentoring relationships have the best chance of succeeding:

- Participation is voluntary – the relationship can be terminated at any time without fear of punishment.
- The person being mentored can choose from a variety of qualified mentors.

- Mentors are selected on the basis of their track records in developing people, willingness to serve as a mentor, and evidence of positive mentoring, communication and listening skills.
- The purpose of the mentoring relationship is clearly understood by all involved.
- A minimum level of contact between the mentor and the person being mentored is specified.
- People being mentored are encouraged to make contact with one another and network to discuss problems and share successes.
- The mentoring relationship is evaluated – through interviews, questionnaires etcetera; information is gathered, analysed and interpreted and the results shared so that the appropriate corrective action can be taken.
- Staff/employee development is rewarded which sends a signal that mentoring (as well as other developmental activities) is worth the time and effort.

## 2.6 MENTORING APPROACHES

Organisations can use different approaches in a mentoring programme. Organisations must therefore be informed of the different kinds besides the traditional one-on-one, face-to-face mentoring approach that is popular or rather used mostly by organisations. The different approaches will be discussed below.

### 2.6.1 Group mentoring

Kay and Jacobson (1995: 23-27) strongly argue that, "Despite the fact that organisational mentoring programs have gained widespread acclaim for the past two decades as a way to grow high-potential employees and to offer women and minorities advantages from programs which were generally reserved for the 'old boys' network, that acclaim was soon replaced by doubt and dismay."

The reasons that they give for this doubt and dismay are the following:

- Many formal one-on-one mentoring programmes have trouble tapping into the subtle but essential personal chemistry found in successful, informal mentor relationships.
- Few organisational reward systems support the process.

- One-on-one relationships can actually narrow the opportunities for employees whose development requires diverse networks – including peer support.
- In many organisations there is a lack of potential mentors – particularly for women in need of mentoring. Same-gender mentoring support is simply not available from the higher levels of many organisations.

Kay and Jacobson (1995:24) argue that there is a great need for some form of mentoring to accelerate the development process for individuals. Organisations need to consider developing mentoring strategies that build on the traditional organisational models, while curbing the disadvantages. An alternative approach to traditional mentoring, which normally functions with isolated twosomes, is interactive mentoring groups. The way that an interactive mentoring group would function is as follows:

A group of four to six less-experienced mentees are assigned to successful organisational veteran. These individuals exchange ideas, analyse their development issues and receive feedback and guidance as a group. Through these group activities those individuals bond as a group and build team-development skills and interpersonal-interaction skills that have important applications on the job. The mentoring group becomes a 'learning group' with the members interacting with peers as well as gaining exposure to the mentor or learning leader. These groups show several advantages over traditional one-on-one mentoring system.

Firstly, as the learning leader meets with a group of individuals, there is less chance of falling into dependency relationships that might become problematic; for example, when circumstances break up a twosome or when a mentor falls from grace in the organisation. The learning group can also diffuse issues of personal-chemistry mismatch. The mentor/mentee bond becomes a group bond, emphasising interrelationships among all group members. The learning group approach spreads responsibility for learning and leading among many peers as well as the learning leader. The richness of experience is multiplied by the number in the group. Kay and Jacobson (1995:26) also believe that the selected groups should have a diverse racial and gender representation to foster different ways of thinking about careers and success.

With the learning group approach the learning leaders act as partners rather than 'patriarchs'. Their experience and knowledge facilitates learning and group growth. They accomplish that task in many ways by:
- helping the group build agendas;
- offering suggestions for discussion topics and learning projects;

- asking questions to keep the dialogue thought-provoking and meaningful ;
- offering advice from experience when asked;
- offering active support through connecting mentees with others in the organisation;
- providing candid feedback to individual group members.

## 2.6.2 Peer mentoring

As much as formal mentoring is functioning well despite the limitations, informal mentoring is receiving increasing recognition. Peer mentoring is a good example of informal mentoring that is use for professional development. McDougall and Beatlie (1998:56), Peters (1996:39) and Siegel (2000:243-253) highly support the value of peer mentoring under certain circumstances. Their research findings and opinions related to peer mentoring can be summarised as follows:

Whereas traditional mentoring takes place between a more senior and experienced individual (the mentor) and a less experienced, more junior employee (the mentee), peer mentoring relationships involve individuals at the same career or professional level. These individuals meet on a regular basis and share experiences, ideas and concerns and engage honestly in reflective practices. The focus of their mentoring is on coaching and career and personal life. Siegel (2000:243) states that the attrition that generally accompanies corporate restructuring reduces the number of available mentors, which in turn reduces the amount of verbal communication. Peer mentors thus help fill this void by providing both critical horizontal communication and traditional functions. McDougall and Beatlie (1998:56) found that numerous learning and personal benefits accrue for individuals through peer mentoring relationships.

These benefits include having a sounding board and confidante, giving support and a different perspective, confidence building, mutual learning, increased motivation, networking, friendship and help with managing stress. Peters (1996: 39) strongly argues that executives should seek out peers to coach and mentor them. The mentor can assist the executive to examine his or her strengths and less admirable qualities. Peer mentors can help executives to identify the changes that they need to make and help them to formulate approaches for growth and improvement. Using coaching, the peer mentor can:

- Assist executives to identify meaningful and appropriate goals based on effective feedback.

- Provide feedback on the executive's performance with regard to his or her goals.

- Help executives to interpret organisational issues surrounding their job functions.

- Act as a sounding board for new ideas that can assist the executives in accomplishing their goals

- Set up exercises for enabling executives to practice new behaviours in low-risk situations.

Siegel (2000) found that peer interactions could be compared to mentoring relationships. He also found that individuals are likely to have more peer than mentor relationships in the rapidly developing hierarchical, corporate culture resulting from mergers. Further findings from Siegel's (2000) indicate that peer relationships:

- Provide many developmental benefits , several of which are similar to those observed in conventional  mentoring relationships;

- Satisfy psycho-social needs and can support individual's notions of competence and confidence in their professional careers;

- Often offer emotional support by mutual counselling during periods of rapid transition and stress;

- Often offer peers the opportunity to provide personal feedback to one another to assist in understanding  management style , learning how to influence other individuals  in the organisation, and finding out how they manage their work:

- Unlike mentoring, afford a degree of mutual relationship to help managers to be both receivers and givers of information during their careers, thus developing continuing sense of competence and identity.

Siegel (2000:249-251) describes the following three categories of relationships that were identified from his studies:

- **Information peer**

  This relationship is characterised by low levels of trust and commitment. In this category, individuals benefit most from exchanging information about their work and the organisation and receive only occasional confirmation and emotional support. The relationship offers a limited social function by providing some degree of familiarity or friendship. However, it offers almost no

career or psycho-social support, which is dependent on the quality and quantity of information, relevance, reliability and other factors.

- **Collegial peer**

  This relationship is characterised by moderate amounts of trust and self-disclosure, which couples information-sharing with increased amounts of emotional support, feedback and confirmation. In this relationship individuals often participate in more intimate conversations about work and personal concerns, providing greater opportunity for confirmation and validation of self-worth. Aid is also provided in terms of career strategies, feedback and collegiality, as well as emotional support and confirmation.

- **Special peer**

  This relationship is characterised by a form of intimacy which uses self-expression and self-disclosure to provide the widest range of career-enhancing and psycho-social support. In this relationship individuals are able to talk through their frustration, share successes and assist one another with major decisions and problems.

  Table 2.2 below outlines the dominant themes of peer relationships:

Table 2.2: Dominant themes of peer relationships at successive career stages: (Siegel 2000: 251) adapted from Kram, 1985.

| STAGES | SPECIAL PEER | INFORMATION PEER | COLLEGIAL PEER |
|---|---|---|---|
| **LATE CAREER** | Maintaining knowledge | Assuming consultative role; seeking others as experts | Preparing for retirement; reviewing the past; assessing one career and life |
| **MIDDLE CAREER** | Networking | Developing subordinates ; passing on wisdom | Threats of obsolescence; reassessment and redirection; work/family conflicts. |

| | | | |
|---|---|---|---|
| **ADVANCEMENT** | Preparing for advancement, gaining visibility | Gaining recognition; identifying advancement opportunities | Sense of competence and potential commitment ; conformity vs. Individuality; work/family conflicts |
| **ESTABLISHMENT** | Learning the ropes; getting the job done | Demonstrating performance ; defining a professional role | Sense of accomplishment and commitment; work/family conflicts. |

Siegel (2000:251-252) identifies the dominant themes for each type of peer relationship at successive career stages of an individual's career, which are particularly relevant in the case of a merger.

## 2.7 FORMAL VERSUS INFORMAL MENTORING

Every organisation needs to first establish which mentoring programme will best suit its structure before embarking on either formal or informal mentoring. Clutterbuck (2001:27-31) strongly argues the various ups and downs of formal versus informal mentoring. His research has had confusing outcomes. Clutterbuck believes that because there is a contradiction in experience, and emerging best practice in dealing with selection and matching of mentors and mentees, the decision centres around, 'guided choice'. The 'guided choice approach' involves providing the mentee with strong guidance on how to find and use a mentor, or it can involve providing a limited number of options selected by the mentoring programme coordinator against criteria which the mentee has provided or at least been involved in. The second of these approaches requires an existing pool of individuals who have volunteered and ideally been trained to be mentors. On the other hand Chesterman (2001: 55), put up a clear diagram, which sets out the characteristics of informal and formal relationships. The characteristics are outlined as follows:

Chesterman (2001:55) diagrammatically sets out the characteristics of informal and formal mentoring relationship. These characteristics are clearly outlined in Table 4.3 below.

Table 2.3:  Informal and formal mentoring relationships: Chesterman, (2001:55)

| Informal Mentoring Relationship | Formal Mentoring Relationship |
|---|---|
| Has no (for limited) organisational structure | Reflects a decision to implement mentoring on behalf of organisation. |
| Occurs between individuals | Has formal recognition within the organisation. |
| Self-selection whether by the mentor or mentee. | Has executive commitment and champions |
| Other party needs to be conscious of the mentoring demands. | Has a clear purpose, measurable goals, mechanisms for assessment |
| Purpose and goals may not be clearly articulated | Monitors results |
| Lasts for as long as situation demands. | Has a coordinator |

Clutterbuck (2001:27-31) strongly supports the specific arguments for informal mentoring and outlines it as follows:

- Provides some control over a process which, if left alone, may not always work to the advantage of the organisation or the majority of the individuals in the organisation. Specific formal programmes aimed at the designated groups such as previously disadvantaged groups can be instituted for breaking the glass ceiling in gender, race and disability.
- Ensures that the mentoring relationship has clear purpose. The formal scheme provides an umbrella purpose for the organisation, which helps the mentor and mentee establish more specific goals for their own relationship.
- Ensures that there is a practical framework of support for mentor and mentee, including initial training and, in best practice environments, some form of

continuing review where mentors can address any further needed skills they identify. As a result of the training both parties understand what is expected of them, including who manages the relationship and what the boundaries are.

- Assists in weeding out 'toxic' mentors or individuals who have manipulated goals or values that the organisation is trying to move away from, or who have so many problems of their own that they end up transferring these to the mentee.

- Because informal relationships tend to take longer to develop and last longer overall, there is more opportunity to create strong trust and to achieve medium-term goals.

- As informal mentors assume their roles out of choice rather than from organisational pressure to become mentors as a way to 'demonstrate their commitment to people development', they are there because they want to be and are likely to be more committed to their relationship.

- Informal mentors tend to have better communication and coaching skills than formal mentors.  Whereas in formal programmes that may create a high demand for mentors, competence criteria may be relaxed. In informal mentoring those individuals most likely to volunteer for the role (toxic mentors excluded) are those who have confidence in their own competence to perform the role.

Chesterman (2001:56) provides a useful summary of the benefits and disadvantages of informal and formal mentoring relationships. These are set out in Table 2.4.

Table 2.4      Benefits and disadvantages of informal and formal mentoring relationships: Chesterman (2001:56)

| INFORMAL MENTORING RELATIONSHIPS | FORMAL MENTORING RELATIONSHIPS |
|---|---|
| Benefits | Benefits |
| • Dynamic, flexible<br>• Can change in response to emerging events<br>• 'Off-the-record<br>• Mentee/mentor chooses someone with whom she/he is comfortable | • Extends the mentoring experience to those who may not readily find informal mentors<br>• Gives mentees contact with people outside area<br>• Can be assessed, monitored and |

| | linked with performance management |
|---|---|
| • Merges with friendship | • Provides support and assistance for participants |
| • Can ensure mentor is sympathetic to mentee's point of view | |
| • More control for mentee | • Has recourse for those with problems/difficulties |
| • Lasts as long as the situation demands | • Institution recognises commitment |
| • Not an obligation | • Dedicated time. |
| **Disadvantages** | **Disadvantages** |
| • May not happen especially for those excluded from informal networks of power who would most benefit | • May be perceived as threatening in socialising and inducting new staff |
| • May be hard to timetable | • Confidentiality needs to be secured |
| • Has no clear and explicit quality standards in place | • Can impose time demands |
| • Over-familiarity may not stretch mentee | • Can be rigid |
| • Participants have no resource if problem emerge | |

If an organisation wants to get or implement the best practice of mentoring it needs to build on the best aspects of both formal and informal approaches. As can be seen from the arguments of both Clutterbuck (2000: 27-31) and Chesterman (2001:55), a formal structure is essential as it can provide meaning, direction and support for the relationships.

## 2.8 CHARACTERISTICS OF SUCCESSFUL FORMAL MENTORING PROGRAMME

The previous section considered various aspects of the mentoring programme. In order to ensure the success of formal mentoring programmes, programmes co-ordinators must bear in mind specific characteristics of successful formal mentoring programmes. Noe (2000:239) outlines the following useful guidelines for ensuring the success of formal mentoring programmes:

- Participation of the mentor and the mentee in the programme is voluntary; the relationship can be ended at any time without fear of punishment.

- The mentor-mentee matching process does not limit the ability to develop informal relationships. For example, a mentor pool can be established to allow mentees to choose from a variety of qualified mentors.

- Mentors are chosen on the basis of their past record in developing employees, willingness to serve as a mentor and evidence of positive coaching, communication and listening skills.

- The purpose of the programme is clearly understood. Projects and activities that the mentor and mentee are expected to complete are specified.

- The duration of the programme is specified. The mentor and mentee are encouraged to pursue the relationship beyond the formal time period.

- A minimal level of contact between the mentor and mentee is specified

- Mentees are encouraged to contact one another to discuss problems and share successes.

- The mentorship programme is evaluated. Interviews should be conducted with mentors and mentees in order to obtain immediate feedback regarding specific areas of feedback of success and dissatisfaction. Surveys should be used to gather more detailed information regarding benefits received from participating in the programmes.

- Employee development is rewarded, which signals to managers that mentoring and other development activities are worth their time and effort.

## 2.9 MENTORS

To understand the mentoring programme and how it functions, it is of great importance to understand the characteristics of mentors and the different roles that they are expected to fulfil for mentoring to be successfully conducted.

### 2.9.1 Competencies of mentors

A number of written material have in some way explained the competencies of mentors. In this section a summary of the skills, qualities and attributes required of mentors is given (Bell 2000:133-134; Clutterbuck 2001:51-67; Lewis 1996:38-39; Pegg 1999: 136139; Stone 1999: 172-173; Taylor. 1998:98-103). Mentors earn credibility generally by being older than their mentees, having a track record of success, being viewed as street-wise and knowing their way around the system,

through their expertise. Mentors need good communication, interpersonal skills and the ability to tune into other's ideas, views and feelings. In addition, mentors must be individuals who have management experience and competencies, or alternatively who have developed an understanding of management practices and pressures through their experience of working with managers in the organisation. Mentors must be able to create a climate conducive for mentees to feel confident to experiment with different approaches to doing things, to contribute more fully and have a greater share in what is going on in their organisation. Mentors should be available to mentees as and when required. Besides being accessible, mentors need to be willing to commit time and emotion to the mentoring relationship. In support of this argument, Bell (2000:133) argues that, "Great mentors are not always rational beings, they are often flame seekers – they give passionate birth in the face of threatening circumstances." There are occasions when the mentor needs to stir the mentee with fire rather than motivate with reasoning. Mentors require a high degree of self-awareness in order to recognise and manage their own behaviours within the helping relationship and to use empathy appropriately.  Clutterbuck (2001:53) believes that good humour and laughter when used appropriately by the mentor are invaluable in developing rapport, in helping mentees to see matters from a different perspective and to release emotional tension. This quality or competency is most useful in assisting the mentor and mentee to enjoy the time that they spend interacting with one another. By having clear personal goals, mentors are able to assist mentees in setting and achieving their goals. In addition, mentors need to have a genuine interest in achieving through others and helping others recognise and attain their potential. Mentors can assist mentees to manage their relationships by having reasonably good insight into behaviour patterns between individuals and groups of people. Mentors must also be able to be trusted and focused on the needs of mentees, practice empathy and acknowledge and accept mentee's goals. Mentors should also aim at empowering mentees by helping them to stand on their own feet as soon as possible.

Berry (1998:7-8) in addition, also identifies important criteria for mentors. He suggests that for the mentoring relationship to achieve its goal, the mentor needs to be in a position of authority and to have achieved a degree of success in the organisation.  Berry (1998:7) strongly argues that mentors must be authorities in their fields as mentoring aims partly at transferring knowledge and experience from a seasoned organisational member to an inexperienced one. However, the knowledge

and experience that are transferred must be relevant, accurate and worthwhile. The mentor also needs to be in a position of influence. By having a recognised 'voice' in the organisation and by being close to lines of authority and power, mentors can impact on the success or failure of the mentee's personal development programme. Berry (1998:7) strongly argues that mentors should have a genuine interest in the growth of the mentee. The mentor must develop insight into the mentee's goals and ensure congruence of these goals with the organisation's goals.

### 2.9.2 The roles of mentors

The environment in which the mentor operates would to a large extent dictate the roles that the mentors would be expected to play. The roles and duties of mentors as defined from the research findings of Ganser (1997:1-11) and the guidelines for mentors developed by the South African Institute of Measurement and Control (1998) are summarised as follows:

- **Support and encouragement**

The primary and basic role of the mentor is to help mentees to 'find their own style' of operating by encouraging them to indulge in some experimentation. Mentors can greatly assist mentees by willingly sharing their work experiences. Many of the individuals who participated in Ganser's research project consistently highlighted the role of the mentor as being "someone who is always there and to whom the mentee can turn for support, encouragement and advice – someone to listen to them when they are frustrated, upset or discouraged" (Ganser, 1997:8).

- **Guidance and advice on career planning, professional development and training opportunities.**

Mentors should provide advice on specific opportunities and knowledge bases that are available for the mentee's future. The mentor should encourage mentees to participate in continuing academic education by attending specialist programmes related to their career plans.

- **Guidance on networking within the organisation and their professions**

Over the many years that mentors, work they gain valuable information, experience and strong network of contacts. These contacts, information and experience should be shared with the mentee all the time. The mentor might have valuable information

on contacts for career pathing for the mentee, when the mentee want to climb up the ladder in the corporate world.

- **Advice on new challenges and new technologies**

Mentors can use their knowledge and experience to guide the mentee to known experts or to reference books. Because of their track record the mentor could have information or knowledge of people with valuable and resources information for the mentee.

- **Support for achieving aspirations**

By developing a friendly, supportive relationship with the mentee, the mentor develops a climate in which the mentee feels free to consult him/her as necessary without fear of an inappropriate response. It is of critical importance that there are clear boundaries for the line manager and the mentor about their responsibility towards the mentee to avoid conflict and clashes. While considering the roles of the mentors, it is necessary to point out that a natural tendency by mentors after they have been matched, may well be to rush into a process of setting personal short and long term developmental objectives for the mentee without the line manager (mentee's supervisor) being involved in the process. Parsloe and Wray (2000:84) emphasise the important point that the final responsibility for the mentee's personal development does not lie with the mentor but with the mentee and his or her supervisor.

Based on their studies of the structured mentoring programme introduced at Douglas Aircraft Company, Geige-Dumond and Boyle (1995:51) are of the view that prior to mentees and mentors getting together to formulate developmental plans, mentees should firstly meet their immediate supervisors for a personal-development discussion. The discussion should cover the mentee's strengths and limitations, his or her development interests, specific skills that they will want to develop for the future and a development plan. The involvement of the mentee's immediate supervisor at this stage of the programme will ensure that the supervisor understands the goals of the programme and the roles of the mentor and mentee. Before the mentoring relationship commences between the mentor and mentee, it is necessary that the mentor makes direct contact with the mentee's superior to discuss the mentee's development objectives. During the meeting between the mentor and the mentee's superior, they can use the opportunity to clarify where the

boundaries can assist in preventing a deliberate manipulation of the two of them by the mentee. Once the mentee and his or her immediate superior have met to discuss the mentee's personal development programme and the mentor and the mentee's superior have met to clarify the mentee's personal development programme, the mentor and the mentee can commence their mentoring relationship.

Geige-Dumond and Boyle (1995:51) argue that the objectives set by the supervisor and the mentee serve as the starting point for the first few discussions between the mentor and the mentee.  These discussions can assist in confirming the mentor and the mentee's expectations of the mentoring relationship. The discussion can also, in many cases, serve as an icebreaker, which can be particularly important if the mentor and mentee do not already know each other. Together, the mentor and mentee can develop simple and straightforward goals for the mentoring relationship, based on the objectives set by the supervisor and the mentee.

Clutterbuck (2001:88-89) argues  that typical starting objectives might include introducing mentees to other parallel functions or departments whose work they will need to understand to progress. This exposure may open the mentee's eyes to potential sideways moves in the organisation.  Other aspects where mentors can contribute are:

- Helping mentees to break down seemingly impossible or far-fetched goals into a series of more tangible tasks that they can begin to address.
- Having a planned route-map of the experience, skills and competencies they need to gather, mentees can enter onto a self-development or career management path with greater confidence and commitment.
- Helping mentees think through how to raise their personal profile where it matters in the organisation.
- Gaining a real understanding of the career choices that face mentees and the implications of each career choice.

As the relationship develops and as the mentee's needs change, the objectives will be defined and adapted. There also needs to be a commitment to the ground rules that are established for the relationship. Parsloe and Wray (2000:84) stresses  that although the mentor may be involved at any stage during the preparation of the mentee's development programme, the mentor has no direct responsibility or accountability for the mentee's performance. The role of the mentor should be to confirm the personal development programme by providing guidance, access to

information and acting as a sounding board for the mentee. Mentees will now be discussed in the following section and understand who needs mentoring and why, and the competencies of the mentees and procedures for selecting mentees will also be discussed.

## 2.10 The Mentee

When selecting individuals to be mentored, it is wise to consider who would want to be mentored and why, together with the competencies identified for mentees and finally what will make mentees successful in the process.

### 2.10.1 Who needs mentoring and why?

Hamilton (1994:12) asks the question as to when does an individual not need a mentor? He answer that "it is not unreasonable to assume that unless the employee is over the age of thirty-five, there is never the situation where a mentor is not useful." He does acknowledge though, that if individuals are content in their jobs and do not want to move up the hierarchy since they feel that they are receiving sufficient reward in their jobs, then they do not need a mentor. However, it is possible that under such circumstances, being exposed to a mentor can lead to greater satisfaction and perhaps new developments. Hamilton (1994) adds that another situation in which mentoring may not be necessary is when the organisational chart is firmly in place and everyone is in position. However, he notes that this is very infrequently the situation in any organisation and it may thus be wise for individuals to prepare themselves for any eventuality. Laferla (1998: 26-35) found that most managers do not fail because they lack financial acumen, marketing knowledge or management skills, but rather that the most common reason for their failure is an excessive ego drive characterised by misplaced ambition that is narcissistic and self-serving. Laferla's (1998) findings also present an argument for effective mentoring at all levels of the organisation.

Bennet (2000:1) strongly argues for providing coaching and mentoring for individuals at the top of the organisational ladder. Personal development does not stop when people reach the top. She further motivates that it is often assumed that there is not much left to learn when an individual reaches the lonely pinnacle of his or her organisation and that asking for advice or guidance can indicate weakness or vulnerability. Bennet (2000:2) believes that these assumptions can be very wrong as this is the time when an individual possibly "most needs a helping hand to weather

the stresses and expectations of the top job, especially in the early days and in the context of today's fast changing business environment." Ironically, this is the time when individuals are least likely to receive coaching and mentoring. Bennet (2000:3) suggests that coaching and mentoring programmes should not be 'just another fad.' If these programmes are used grandly and randomly or are not really clear or focused on the specific programme objectives, individuals will pay lip service to them. Coaching and mentoring programmes have an important role to play in the search for talent as they continue to develop individuals who are already successful so as to retain them particularly at a time when organisations are constantly poaching previously disadvantaged individuals to fill senior management positions.

### 2.10.2 Competencies of mentees

In the previous section about mentors, the skills, qualities and attributes of an effective mentor were considered. It is now necessary to ask the question: What competencies are necessary for mentees? Clutterbuck (2001:66-67) and Stone (1999:171) suggest that mentors should possess sound interpersonal skills while mentees must:

- Be able to make new alliances for the mentor and retain those that the mentor has already established;
- Have a track record of success;
- Be able to take risks and be keen to take on new challenges;
- Have demonstrated their intelligence and initiative in previous jobs;
- Have the ability to identify and rapidly solve business problems;
- Be loyal to the organisation and committed to its values;
- Share with their managers/mentors a desire to achieve results;
- Be ambitious and driven to channel their abilities into career advancement;
- Enjoy challenges and willingly accept greater responsibility;
- Realise the importance of an internal locus of control and their responsibility for their own career advancement and growth;
- Develop action steps that will lead to the achievement of personal career goals;
- Be open, honest and receptive to feedback and coaching;
- Have the potential to perform at one or more levels above their current position.

### 2.10.3 Selecting mentees

Tyler (1998: 98-103) argues for a valuable point that can serve as a useful guide to South African organisations when embarking on mentoring programmes, particularly with the objective of fast tracking individuals from designated groups to meet employment equity objectives. She suggests that mentee candidates should be chosen on the basis of potential, not simply on race or gender. She argues that although mentoring programmes can be a useful and effective tool for increasing minority representation, limiting enrolment to one ethnic and gender group can cause resentment among employees and may result in some qualified candidates being overlooked. Tyler (1998) recommends that if organisations are planning to embark on mentoring programmes, they should start with a diverse pilot group; for example, a group of graduate trainees or all new recruits. Once the programme has been completed and proved to be successful, the organisation can move on to other specific work or task-related groups.

### 2.11 MATCHING MENTEES WITH MENTORS

In considering mentoring programmes and the factors that determine success or failure, it can be argued with reasonable confidence that the key determinant of success is that of finding a good match between mentor and mentee. Tabbron, Macaulay and Cook (1997:9) support this argument by stating that matching of mentors with mentees is one of the key factors in successful mentoring programmes. In this regard two important questions that need to be asked are firstly: what is the definition of a good match in terms of whether or not the relationship from 'the match' supports and leads to learning on the part of mentor and mentee, and secondly, what approaches should be used by the organisation for matching mentors and mentees? The literature suggests a range of approaches for matching mentors and mentees. Tabbron et al. (1997:9) encourage mentees to self-select a mentor from a list of mentors or to use a mentoring support team to assist in matching mentees with mentors based on registration forms. Hale (2000:223-224), on the other hand, notes that "some organisations will use a largely laissez-faire approach and allow mentor/mentee relationships to simply evolve and then offer support to allow relationships to hopefully flourish. Other organisations will take a very interventionist approach, using certain criteria to match the mentor with the mentee and the decision regarding pairing is actually taken by the third party, in many cases the Human Resource Department". Hale (2000) suggests that somewhere in between

these extremes lies a middle ground where the third party facilitates the pairing of mentor and mentee by providing support and guidance but allowing the actual decision to be taken by the mentor and mentee.

Cox (2000:202-210) outlines an approach used to recruit and select mentors for community based mentoring schemes. The approach could serve as a useful guide to organisations operating in the business arena. The following steps were used:

- Individuals were invited to apply for the mentoring programme by means of a leaflet, which was sent to them. The wording on the leaflet was deliberately designed to appeal to the applicants' sense of altruism with phrases such as:
  - "A chance to help someone develop and move forward";
  - "Satisfaction from helping someone";
  - "Commitment to offer support and encouragement to others".
  - A mentor was defined on the leaflet as "someone who is open and accepting, supports and encourages, uses their own experiences in a positive way, empowers people to do things for themselves and helps people through an important decision."
- On receipt of the application forms, potential mentors were interviewed and assessed using an interview schedule.

Individuals in the first group who were not ready to be mentors, were often carrying a lot of emotional baggage and were in need of help and support themselves. They were described as "squares" and were seen as having a 'chip on their shoulders' or needing the comers knocked off before they would be ready for development as mentors. On the other hand the second group, described as the "oval" people already had a sufficient degree of personal integrity, self-control, self-confidence and ability to influence others. These individuals were considered to be ready for the type of training provided by the project, which would equip them to become fully functioning mentors. The third grouping was seen as having all the qualities necessary to effectively perform as mentors. Cox (2000) maintains that the model suggested that for applicants to be ready to participate in the training, they needed to be operating at a level of what is called 'emotional competence'; that is, having an understanding of self which could be equated with being comfortable 'in your own skin'. Cox adds that individuals not yet ready to be trained as mentors are likely to need to work through the deficiencies of three forms of early learning which limit or undermine development: omitted learning, distorted learning and distressed learning.

Megginsen (2000:256) supports Cox's intuition concerning emotional competence by arguing that mentors, even more than instructors and coaches, need a high level of emotional intelligence in order to use their own experience wisely in the service of the mentee.

Tabbron et al. (1997:9) found that where the organisation matched a mentor with a mentee based on the assessment of the profile of the mentee, considerable dissatisfaction resulted. A revision to the selection process resulted in the mentees selecting mentors and justifying their choices. An approach used by another organisation in assigning a mentor to a mentee, was to wait several months to get to know new employees before assigning them mentors. Thomas and Robertshaw (1999:96) believe that ideally mentors should be selected by the mentees themselves. Mentors should be individuals whom the mentees judge to be good role models of skills and competence, and ones who will support them in both career development and in the utilisation of unique skills, styles and insights that they bring to the organisation in the achievement of corporate objectives. Thomas and Robertshaw stress that where mentoring is used for development in order to achieve Employment Equity objectives, the relationship should be based on mutual respect, not paternalism. Because the process of matching mentees with mentors is considered the key determinant of the success or failure of the mentoring programme, careful consideration needs to be given to the strategies that the organisation will use in the process.

## 2.12 THE MENTORING RELATIONSHIP

Kreitner et al. (2002: 78-80) have uncovered two key findings from research that has investigated the dynamics associated with the establishment of mentoring: firstly, mentoring relationships were more likely to form when the mentor and mentee possessed similar attitudes, philosophies, personalities, interests, backgrounds and education. Secondly, the most common cross-gender relationship involved a male mentor and female mentee. Their belief is that this trend occurred for three reasons:

There is under-representation of women in executive-level positions;

Women perceive more negative drawbacks to becoming mentors than did men;

There are a number of individual, group and organisational barriers that inhibit mentoring relationships for diverse employees.

Tsukudu (1996: 13-18) strongly believes that mentoring programmes to establish developmental relationships, provide much needed support for the enhancement of individual career development and organisational experience, particularly for blacks and women managers who are currently faced with a lack of upward mobility in South African organisations. Tsukudu (1996) examined the influence of race and gender in forming developmental relationships. He makes the following four suggestions for forming developmental relationships in the South African context:

- White male mentors need to make a paradigm shift if mentoring is to be effective in assisting women and black managers in their development and organisational upward mobility.
- Training programmes need to be developed for mentors.
- Women and black managers need to exert themselves in the mentoring relationship for it to be of mutual benefit.
- Women and black managers need to understand that mentors are at one end of a continuum of advisory or supportive relationships that facilitate access to powerful management positions.

Tsukudu (1996:14) believes that mentoring relationships can serve a number of functions. For example, mentors can act as advisors and sounding boards for mentees and assist mentees to navigate the politics and culture of the organisation by serving as a conduit between the organisation and the mentee through providing special access to information, contacts and resources. Mentors can also exploit their established power base and use this power on behalf of the mentees to facilitate the expansion of the mentees' spheres of influence within the organisation. In addition, mentors can serve as friend, role model, counsellor and coach and act as a buffer between the mentee and the organisation by protecting the mentee against 'corporate political' attack.

Hendricks (2001:11) provides the following checklist that can be used by organisations to ensure that mentoring relationships have the best chance of succeeding:

- Participation is voluntary – the relationship can be terminated at any time without fear of punishment.
- The person being mentored can choose from a variety of qualified mentors.

- Mentors are selected on the basis of their track records in developing people, willingness to serve as a mentor, and evidence of positive mentoring, communication and listening skills.

- The purpose of the mentoring relationship is clearly understood by all involved.

- A minimum level of contact between the mentor and the person being mentored is specified

- People being mentored are encouraged to make contact with one another and network to discuss problems and share successes.

- The mentoring relationship is evaluated – through interviews, questionnaires etcetera; information is gathered, analysed and interpreted and the results shared so that the appropriate corrective action can be taken.

- Staff/employee development is rewarded which sends a signal that mentoring (as well as other developmental activities) is worth the time and effort.

## 2.13 BENEFITS OF MENTORING

According to Lewis (1996:11), all the research and information available on mentoring demonstrate strongly that everyone concerned gains from the mentoring relationship. However, it is necessary to consider specific interest groups to understand what mentoring can offer them in terms of potential pay-offs. The various benefits of mentoring to the mentee, the mentor (manager) and the organisation are discussed in the paragraphs to follow. The following discussion is a summary of the findings of Clutterbuck (2001:32-48), Kreitner, Kinicki and Buelens (1999:69-70), Lewis (1996: 11-15) and Stone (1999:162-165).

### 2.13.1 Benefits to the mentee

The overwhelming benefit for mentees is that they receive support, encouragement and knowledge throughout the learning process. In order to define specific benefits for the mentee, it is necessary to consider the context of the mentoring relationship. For example, if the mentoring takes place in an informal/casual manner the benefits derived may differ from those arising in a systematic and structured programme.

The generic benefits that any learner gains from mentoring, include the following:

- **Personal benefits**

A healthy mentee-mentor relationship, can ensure that mentees are able to satisfy their social needs such as affection, a sense of belonging and friendship. This healthy relationship can also assist mentees in satisfying self-respect and esteem needs and in building self-confidence and self-respect, as skills and capabilities increase.

- **Developing 'learning to learn' skills**

The more mentees acquire greater knowledge and skills, they become more confident and competent as learners and increasingly are able to achieve and focus on their own learning processes, approaches and styles.

- **Greater understanding of the total organisational perspective**

As a result of participating in the programme mentees are able to gain knowledge of the organisation outside of their own functional or business areas. If the mentor is more senior, mentees may pick up knowledge and understanding of how businesses work in general and they may also gain access to information, resources or other support structures within the organisation. Mentoring can also greatly assist the mentee to 'read' and understand the culture and the 'politicking' that occurs within the organisation.

- **Strengths and weaknesses**

Through regular feedback, counselling and coaching sessions with the mentor, mentees are able to see gaps in their learning and gain insight into their strengths and weaknesses.

- **Problem-solving and problem-solving approaches**

Mentees gain problem solving skills and can confidently handle and solve complex problems on their own as a result of their engagement in problem solving activities with their mentors and approach problem situations with an open mind.

- **Career benefits**

Through the intervention of the mentor, the mentee gains in their career advancement due to the encouragement and support of the mentor and may see the mentee climbing the career ladder faster.

**2.13.2 Benefits to the mentor**

Many senior and experienced managers accept the responsibility of mentoring willingly and they embrace that responsibility because they receive satisfaction and the personal benefits they may derive such as enhancing their own roles, skills and contributions. As with the benefits gained by the mentees, the benefits gained by the mentors or managers will also deepen on the particular context of the mentoring relationship. Lewis (19996:13) believes that if the mentor is the mentee's line manager, there ought to be specific pay-offs in terms of performance, efficiency or productivity.

However, there are also substantial generic benefits:

- **Increased loyalty**

Through mentoring efforts, mentees become aware that the mentor/manager cares for them beyond their ability to contribute to achieving work objectives. They come to realise that the mentor/manager is as concerned as they are about their future. The realisation often results in feelings of increased loyalty towards the mentor/manager and the organisation.

- **Role enhancement and the expansion of skills repertoire**

Through the mentoring relationship the mentors can, if they are open enough to experience, learn from the mentees such things as different functional or technical skills. Mentees may also have different approaches or styles and may be strong where the mentors are weak.

- **Improved one-to-one communication and a sense of belonging to a team**

As the mentors/managers spend time with their mentees discussing plans for their futures, mentees gain confidence and feeling of uncertainty, doubt and fear are reduced. Mentees freely communicate group concerns to mentors/managers, placing them in a better position to focus on group problems and concerns in team problem-solving sessions, or other departmental meetings.

- **Sense of competence and self-worth**

Clutterbuck (2001:44-45) observes from all the surveys and reviews that he has conducted in recent years to evaluate the outcomes of mentoring programmes, that the most frequent and powerful benefits for mentors can be summarised as follows:

Mentors learn from the mentoring experience, and tend to have a different perspective on how they approach problems with their own subordinates. Mentoring allows mentors the opportunity to look back have the satisfaction of knowing that they have made a difference to someone else. They also benefit from the challenge of working on issues which they do not have to engage their personal responsibility and that may lead them into unpopular and unfamiliar grounds.

### 2.13.3 Benefits to the organisation

According to Lewis (19996:15) the benefits of mentoring for the organisation "depend[s] to some extent on whether the mentoring is a systematic approach within the organisation to deliver specific outcomes – if it is, then the delivery of those outcomes will be to its own benefit." He further stresses that either way, there are some accrued and accumulative benefits within the organisation where there are individuals receiving mentoring support. The generic benefits that are likely to accrue to the organisation from mentoring programmes include the following:

- **Reduced turnover at a time when quality recruits are hard to find**

Organisations that have managed to recruit talented, competent individuals, want them to stay with the organisation for a reasonable period of time. It is for that reason organisations provide mentees with advisers who are in senior positions in the organisation, they can be given the reassurance that they will not be abandoned when the formal mentoring programme is completed. The mentees will therefore not feel ignored and begin seeking alternative employment shortly after joining the organisation.

- **More effective management development**

As organisations train and develop managers to participate in mentorship programmes it is not only the mentees who will benefit. The managers may well become more effective managers and adopt improved managerial development approaches with all their staff. By mentoring, mangers start to also see their shortfalls and put interventions in place to improve in areas where there they have gaps.

- **Empowered employees**

Mentees will feel important and cared for and their commitment will be increased. Equipping mentees with self-development skills and setting them on the track of learning increases their capabilities and their willingness to take responsibility.

- **Enhanced communication**

Mentor and mentees will be able to share their frustrations, concerns and career ambitions. Mentoring therefore increases the amount of vertical communication in an organisation and provides a mechanism to modify or reinforce organisational culture.

## 2.14 DISADVANTAGES FOR MENTOR AND MENTEE

As much as there are benefits in the mentoring relationship there are also disadvantages that go with it for both the mentor and the mentee.

### 2.14.1 Disadvantages to mentor

Clutterbuck (2001:47) proposes some of the disadvantages that mentors, who try to build a relationship and perform their roles effectively, may experience. Mentees may break confidentiality and mentors may resent the fact that similar time and effort is not being invested in their development as they are investing in the development of their mentees. Mentors may experience a loss of face when a succession of mentoring relationships fails (usually a sign of poor mentoring, but occasionally the result of a series of circumstances beyond the control of the mentor). Over-demanding mentees (for example, young graduates who visit their mentors several times a day for reassurance) may cause tension in the mentoring relationship. Because of the above-listed possible disadvantages, Clutterbuck (2001:47) advises new mentors to think very carefully before committing to multiple-mentee relationships, as these relationships may not do them justice.

### 2.14.2 Disadvantages to mentee

Mentees may become frustrated by mentors who are over-protective about allowing them to make mistakes and to learn from these mistakes. There is evidence that an overbearing mentor is often the cause of young graduates changing organisations. Tensions and conflicts between mentors and line managers may spill over into the mentee's relationship with either or both. On the other hand, having a line manager and mentor who enjoy a close relationship may also result in the mentee feeling exposed and hesitant to be frank in mentoring discussions.

## 2.15   CONCLUSION

This chapter covered a lot of mentoring issues. The chapter started out by looking the history of mentoring. The chapter further looked at how mentoring deals with new

developments in the work environment. It also looked at the phases of mentoring, the mentoring relationship, mentoring approached. The chapter further unpacked more on mentoring as it looked at formal versus informal mentoring relationships, the characteristics of successful formal mentoring programmes. There was more on the competencies of mentors and mentees and the each other's roles and the matching of mentees with mentor, and finally the benefits of mentoring to the mentee, mentor and the organisation and the disadvantages to the mentee and mentor. The next chapter will unpack issues surrounding ETD evaluation in an organisation. It will give a full definition of evaluation, the purpose of evaluating training and development and the strategies for evaluating training and development. This chapter will further discuss stakeholders who require training evaluation information. The system's approach to training and development will be unpacked as well as Kirkpatrick's four levels of evaluation and the chapter will conclude by looking at the types of evaluation and the techniques for evaluating training and development.

# CHAPTER THREE:  METHODOLOGY

## EVALUATING EDUCATION, TRAINING AND DEVELOPMENT

## 3.1 INTRODUCTION

This chapter will give a detailed background and discussion on the evaluation of training and development to try and establish and understand best practices and approaches to effectively evaluate training and development. Evaluation is an integral part of most instructional design models. Evaluation tools and methodologies help determine the effectiveness of instructional interventions. Eseryl (2002:1) argued that despite its importance, there is evidence that evaluation of training and development initiatives are often inconsistent or missing with the training and development processes. In Eseryl's view possible explanations for inadequate training and development evaluations include: insufficient budget allocated; insufficient time allocated; lack of expertise; blind trust in training solutions; or lack of methods and tools. Eseryl (2002: 3) further explains that part of the explanation may be that the task of evaluation is complex in itself. Evaluating training initiatives with regard to their learning, transfer, and organisational impact involves a number of complex factors. These complex factors are associated with the dynamic and on-going interactions of the various dimensions and attributes of an organisations and training goals, trainees, training institutions, and instructional technologies. According to Carrel, Grobler and Norbert (1988), employee training, development and education programmes is seen as a key factor in meeting the employer's strategic, business and operational goals. HR professionals are no longer  faced with a question of whether there should be training or not , but are instead faced with a responsibility to respond to the Skills Development Act 97 of 1998, which forces all organisations to skill their employees in order to improve service delivery.

## 3.2 DEFINITION OF EVALUATION

There are many definitions of evaluation that are found in literature. This causes confusion and there are a lot of inconsistencies in the use of the terminology, affecting the success of evaluation efforts and implementation. According to Berry (1995:54), having knowledge and understanding of learning principles, designing and conducting training sessions is important so that trainees are able to transfer the learnt material to their job situation.  He further notes that after training has been

conducted, it is worthwhile for the organisation to determine how effective the training goals were. Brown and Seidner (1998:57) define evaluation as a disciplined inquiry to gather facts and other evidence that will allow an evaluator to make assertions about the quality, effectiveness, or value of a programme, a set of materials or some other object of evaluation in order to support decision making. Holli and Calabrese (1998:60) define evaluation as a comparison of an observed value or quality with a standard or criterion of comparison. Evaluation is the process of forming value judgements about the quality of programmes, products, and goals. Wilson (2005: 409) on the other hand, defines evaluation as a structured analysis of learning, training and development by stakeholders. The evaluation could be of an event, process or outcome. The stakeholders could include learners, employers, designers, trainers, managers, owners, consultants or researchers. Combs and Falleta (2000:143), give a further definition by saying it is a systematic process of gathering and analysing data and other objective human performance-improvement processes and outcomes within the context of a business or organisational setting to determine the quality, value and effectiveness of the intervention. If all the definitions are clustered together, it can therefore be concluded that evaluation is the application of systematic methods to periodically and objectively assess the effectiveness of programmes in achieving expected results , as well as their impacts, both intended and unintended, and also continued relevant and alternative or more cost-effective ways of achieving the expected results. Since the definitions of evaluation have been discussed, it is therefore appropriate to define the purpose for evaluating training and development initiatives. It is important from the word go to understand the purpose of evaluation.

## 3.3 PURPOSE FOR EVALUATING TRAINING AND DEVELOPMENT

Training and evaluation cannot exist in isolation. Fischer, as quoted by Erasmus and Van Dyk (1996), describes training evaluation as the determination of the extent to which the training activities have met their goals. These authors support Bramley's systems point of view that evaluation is the process by which the suitability of each critical aspect in the design of training is tested. Carrel, Grobler and Norbert (1988) further emphasise the fact that the purpose of training evaluation is to determine whether trainees actually learned new skills and attitudes or only a body of knowledge as a result of the training and development programme. Some scholars maintain it is not possible to manage what cannot be measured. Therefore, a clear argument exists that in a quality driven, continuous improvement training

environment, the following are some of the reasons why training has to be measured (Oakland, 2000):

- To measure that customer requirements are met.
- To set sensible objectives and to comply with them.
- To highlight quality problems and determine which areas require priority attention.
- To justify use of resources.
- To provide feedback for driving the improvement effort.

Newby, as quoted by Clementz (2005), confirms that training is not about maintaining a training budget nor is its purpose to lay blame; it is a well-planned continuous process with clear objectives, not an ad hoc activity. This source also identified five benefits of training evaluation as:

- Better quality control;
- Greater efficiency in training;
- Improved integration of training in organisations;
- Enhanced ability to negotiate for training resources; and
- Enhanced professional stature of the training function,

The purpose of training and development is rather broad and complex, depending on the training initiative in progress. Foxon and Lybrand (2005:4), concur that there is lack of agreed-on definitions of evaluation and therefore there are equally broad ranges of opinions on the purpose of evaluation.

Foxon and Lybrand (2005:4) observe that more than 20 per cent of the writers neither describe nor imply a purpose for evaluation. Where purposed are outlined, they provide some telling insights. For example, 15 per cent see the purpose for evaluation as justifying the training department's existence and providing evidence of any cost benefit to the organisation. The majority of these articles surfaced in the period 1980-83, and clearly reflects the preoccupation of many practitioners with keeping their jobs during the economic downturn and resulted in human resources development  budgets being cut (Foxon and Lybrand 2005:4). While a mere 2 per cent consider assessing trainees' reactions to be the purpose of evaluation, and 50 per cent see the purpose of judging the quality and worth of the training and development programme in order to effect improvements and/or identify the benefit of training. It should be remembered that studies already referred to provide

evidence that many trainers are not evaluating beyond the level of the trainee reaction. What trainers believe should be done and what they do in reality differ remarkably. Despite regular reference in the literature to Kirkpatrick's four-stage model which highlights the stages of reaction, learning, behaviour and results, only a small percentage consider the purpose of evaluation specifically in these terms (Foxon and Lybrand 2005:5). Evaluation goals involve multiple purposes at different levels. These purposes include student learning, instructional material, and transfer of training, return on investment. Attaining these multiple purposes may require the collaboration of different people in different parts of the organisation.

### 3.3.1 Feedback

Bramley (1991:87) brings a totally different view to the purpose for evaluating training. He further adds that the common view of evaluation is that it completes the training cycle. The purpose for evaluation is therefore integral to the cycle and has a key role in the quality control of the cycle by providing feedback on:

- Effectiveness of the methods being used;
- The achievement of the objectives set by both trainers and trainees; and
- Whether the needs originally identified, both at organisational and individual levels, have been met.

Bramley (1991:88) identifies five purposes for evaluating training and development, namely: feedback, control, research, and intervention and power games.

Feedback provides quality control over the design and delivery of training and development activities. Feedback to trainees is critical for imparting a learning process during training and development. Timely feedback to participants on the effectiveness of particular methods and on the achievements of objectives set for the programme will help in the development of the programme currently being run and those planned for future occasions. 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 levels of knowledge, concepts used, skills, attitudes and behaviour;
- Sufficient detail about content to be able to estimate the effectiveness of each topic;
- Evidence of transfer of learning back to the workplace; and

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

Bramley (1991:88) concludes by noting that the main purpose of feedback evaluation is the development of learning situations and training programmes to improve what is being offered. The secondary aspect in identifying is what is good and what is not so good in improving the professional ability of members of a training department. Reports based on feedback evaluation tend to have conclusions in them which the training department can consider and act upon (or not act on) as appropriate. Evaluation cannot be conducted without guidelines and procedures to help the trainers confine themselves within the context of the process without interference.

### 3.3.2 Control

Control measures for training evaluation are crucial and organisations must ensure that policies on the evaluation of training and development are in place before they begin the evaluation. Control evaluation relates training policy and practice to organisational goals. There could also be concern for the value added to the organisation of the contribution and costs of the training function. Control evaluation may be there answer to such questions as: Will the main focus on training give a better solution to the problem than re-structuring the department or re-designing some of the jobs? The information required for control evaluation is therefore:

- That which is required for feedback;
- Some measures of the worth of the output of the training to the organisation;
- Some measures of costs; and
- Some attempts at a comparative study with different combinations of methods for tackling the problem (Bramley 1991:88)

It can therefore be concluded, that control evaluation is vital for an organisation and its training unit.

### 3.3.3 Research

This evaluation adds to the knowledge of training principles and practices in a way which will have more general application than feedback evaluation. Research evaluation can also serve to improve the techniques available for other purposes like feedback control and intervention. Bramley (1991:89) states that research evaluation is particularly concerned with two types of validity, internal and external validity.

Internal validity may be described as the extent to which particular conclusions may be drawn from the data. The data should be derived from a carefully controlled situation with good experimental design so that alternative explanations cannot be ruled out. External validity is defined as the extent to which the conclusions that are drawn from the experimental situation may be generally applicable to other situations. Research evaluation into training and development within organisations is particularly difficult due to few opportunities to set up well-designed projects with true control groups and adequate time for a series of observations.

### 3.3.4 Interventions

Bramley (1991:89: strongly believes that it is an illusion to believe that the process of evaluation is able to provide some objective measuring instrument that is independent of the programme being evaluated. The evaluation will almost inevitably affect 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 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; and
- Cause the training department to rethink the deployment of trainers to the functions within the organisation and to strengthen the liaison role (Bramley 1991:89).

### 3.3.5 Power games

Bramley (1991:90) further argues that all information is powerful but certainly evaluative information about training and development events can be used within the organisation in a political way. It does, however, place responsibility on the evaluator to make sure that the evidence which is being used is based on a sound study. It can be concluded that the purpose of training evaluation differs according to the type of training delivered and organisational politics.

## 3.4 STRATEGIES FOR EVALUATING TRAINING AND DEVELOPMENT

It is evident that evaluation of training is experiencing problems or facing challenges. This section will cover strategies for evaluating training and development, as well as various approaches to the evaluation of training and development. The need for evaluating training and development will be discussed as well as evaluating changes due to training and development, and lastly, evaluating training and development through the implementation of a performance management system. Wigley (1988:13) describes a "production approach" to training in which evaluation activities are seen as being isolated from the training itself. In this approach evaluation is focused on statistics that describe the number of training days per year, the number of courses per year and the number of trainees attending each course, among other things. Whilst these statistics are useful in providing data about how popular the programmes offered by the training department are, they have little effect in showing whether the training department is fulfilling any useful purpose for the organisation. Having knowledge and understanding of learning principles and designing and conducting training sessions is only relevant when trainees learn material that they can subsequently transfer to their actual jobs. After training has been conducted, it would seem only natural that organisations would devote significant effort in determining how effective training has been; that is, have training goals been met? (Berry 1995:54).

### 3.4.1 Why evaluate training and development?

Besides determining the effectiveness of the training and development initiative, one needs to ask, why is there a need for evaluating training and development? Most importantly, before answering the question of why evaluate training and development, it would be appropriate to consider possible reasons why systematic evaluation of training and development is not carried out in organisations. There is a strong belief among trainers and those involved with training that most of the training they conduct are once-off programmes and therefore why bother to evaluate such programmes. Berry (1995:56) argues that one of the reasons why training evaluation is neglected by the trainers is because many academic analysts have been strong on telling trainers that evaluation should be conducted but they have offered trainers limited practical guidance and few examples which show trainers how the evaluation ought to be conducted. He further states that academic researchers create the impression that evaluation must be conducted in laboratory-like conditions of

experimental control and that such rigour is unattainable and practitioners tend therefore to conclude that evaluation is impossible.

It is possible that training evaluations are not concluded because of the fear amongst trainers who, like most job incumbents, tend to avoid performance appraisal unless a positive outcome is guaranteed, hence the popularity amongst trainers of end-of-course reaction forms. Evaluation also makes it possible to question training programmes that have been allowed to continue for many years (and often at great cost) unchecked (Berry 1995:56).

Simmonds (2003:168) identifies some of the reasons given by trainers for not evaluating their training efforts:

- Training efforts cannot be measured;
- What information can be collected?
- When calculating return on investment, is it valuable to evaluate the training programme?
- Measurement is only effective in the production and financial departments;
- Chief Officer (CEO) does not require evaluation, so why should I do it?
- There are too many variables affecting any behaviour change to evaluate the impact;
- Evaluation will lead to criticism;
- Measuring progress toward achievement of objectives is an adequate evaluation strategy; and
- Evaluation will be costly.

Berry (1995:57) is of the view that although the reasons for and theory of evaluation are convincing and sound, there is enough evidence in the literature that in practice, the actual evaluation of training is not normally done. Berry (1995:58) further states that there are few arguments against the fact that training and development of whatever nature needs to be evaluated. Training and development without evaluation is like manufacturing goods without keeping production figures.

Somolekae (2005:123) further argues that if management invests in training and development for employees, it unconditionally expects to see results from the initiative. When a training director approaches top management for approval for a new training and development activity, the question can reasonably be posed as to

what good the course will bring and why the company should invest such a sum of money in it. Somolekae (2005:124), argues that there is a direct connection between failure to evaluate training, the low standing of the training function in many organisations, and the inadequate support training is given in many organisations. She further stresses that the credibility of training and development is influenced when it can be demonstrated that the organisation has benefited immensely (tangibly). Mangori (2001:45) is of the view that the idea of a training department as a passive provider of a menu of course has become obsolete. A new approach is needed which the concept of training as a management function that contributes to the growth and development of the organisation and its training departments is required in order to give evidence of their effectiveness. This evidence has usually been established by the reputation of the trainers, the training manager, or repeat business and not by the indices of changed participant's behaviour or increases in organisational effectiveness. Mangori (2001:51) further argues that to demonstrate the importance of training and development, trainers must not only conduct excellent programmes, but must also prove the programmes by their results, improved performance, more efficient use of resources and satisfactory returns on the training rands invested.

Zara (2005:411) believes that the main objective for evaluating training and development in any organisation should be to measure the extent to which training and development programmes and processes achieve the purpose for which they were intended; that is, the organisation learns, whether learning is personal and impressionistic or systematic and comparatively objective. In other words, the purpose of training and development is to ensure that the organisation workforce has the skills and knowledge which are necessary to achieve its strategic business objectives. Marsden (2005:16) strongly believes that evaluation is given a low priority in the instructional process, a content that is supported by the small number of articles in the literature that deal with it. However, in the current economic environment and in the light of the Training Guarantee, training personnel are going to be faced with hard economic decisions about the viability and value of the programme they offer.

 Marsden (2005:16) supports that training personnel are going to need evidence of the quality of their programmes in order to make such decisions and to influence the decisions of organisational management. He believes that this evidence can only come about through evaluation. Thus, evaluation must be given a high priority and

must be fully incorporated into the instructional development process. Marsden (2005:17) is of the view that in order for this to happen the meaning of evaluation must be clarified and its purpose(s) must be clearly identified. Training and development must be evaluated to determine whether the main objective has been achieved. Only then will training and development initiatives in organisations become justifiable and the training function become a genuine part of the organisation. Operating divisions take extra miles to measure their actual results against the agreed objectives. The question that comes to mind is why training should be treated differently from other departments when dealing with the issue of evaluation (Marsden: 2005:21). Mangori (2001:52) points out that there could be arguments for the opposite of the above statement in that some of the trainers may argue that training is more difficult to evaluate taking into consideration the many non-tangibles involved, as well as on-the-job training that can skew the results. However, this does not mean that training and development cannot be evaluated.

In order to determine which method should be used for evaluating the training and development effort, the trainer needs to obtain answers to the following questions:

- Who wants evaluation information?
- What measures should be used to determine training effectiveness?
- How should a training evaluation study be designed?

### 3.4.2 Stakeholders who require training evaluation information.

Berry (1995: 60) suggests several people or groups of people that need the evaluation information for different purposes and reasons whenever training occurs in the organisation. They include the following:

### 3.4.2.1 Trainees

Trainees need information on what and how much they have learned and benefited from the training and how they will improve in their work as a result. They also want to know how their perceptions and reactions to the training compare with those of their peers. They may be eager to pick up on the group's norms, which will influence whether they accept or reject what they were taught (Berry 1995:61).

### 3.4.2.2 Trainers

Berry (1995: 61) states that those who want evaluation information are the trainers. The information is important because it is through this information that they can

improve their own performance. The feedback is required specifically to determine what they did or failed to do that trainees liked or disliked, and enjoyed or did not enjoy, as well as the extent they stimulated their trainees' enthusiasm and their learning of material presented. They would want to know which aspects of the training programme the trainees found difficult to grasp and which aspects were easy. Lastly trainers want to know which training method, examples and exercises were most stimulating and productive in causing learning to take place.

### 3.4.2.3 Training directors

Training directors or programme co-ordinators require evaluation information in an organisation the same way training managers need it. They need the evaluation information for an advisory role and as future programme presenters, what will or will not be effective. They also need the information to evaluate trainers' performances and also to know which aspects of the training proved to benefit the trainees and which were of little or no value (Berry 1995:62). Phillips (1991:19) states that a new and persistent trend is that, though measurement is the requirement from chief executives, human resources development should show some evidence of impact.

### 3.4.2.4 Training managers

Berry (1995:62) is of the view that as the managers have supported the training programme by giving the trainee's time off to attend the course and providing funds for the course, they obviously want to know the extent to which their subordinates have developed and in what ways their departments will be more effective as a result of the training. There will be fewer resources and support from management to pursue training programmes without evaluation. The training and development function must be able to justify, with concrete evidence, that programmes are actually effective and carry value for money. The most preferred evaluation method is a multi-evaluation method that provides accurate measures of programme effectiveness that will assist in the cost justification of training efforts (Berry 1995:62). Top management will want to know to what extent the training function is making a contribution to the overall effectiveness of the organisation. Chief executives will also want to know to what extent individuals have become enriched by the training experience and whether they have become more committed to the organisation and their personal development.  It has become clear that not only those directly involved with training require evaluation information, but the rest of management as well.

## 3.5 SYSTEMS APPROACH TO TRAINING AND EVALUATION

According to Mbana (2000), training must be systematically developed if it is to be effective and contribute to the attainment of the department's overall objectives. The systems approach to training evaluation has been recommended over the last three decades (Bramley, 1991; Edney, 1972; Goldstein, 1996). The approach requires evaluation to take place at each stage of the training process, starting from needs analysis to design as well as development and implementation (Parry, 1997; Rosenberg, 1989). Buckley and Caple (1992) also hold the view that the systems approach describes how trainers apply themselves to the training function. SAQA requires that South African companies put a quality assurance system in place to monitor quality of Education, Training and Development (ETD) practice in their organisations. Parry, in Clementz (2005), defines a system as a group of interrelated components working together to produce a predetermined goal. According to Carrel, Grobler and Norbert (1988), successful training and development involves considerable effort both before and after the trainer and trainees are brought together. In other words, training is best thought of as a complex system that involves a number of distinct, but highly interrelated phases. He points out three major phases of training: (a) assessment; (b) training and development; and (c) evaluation. Each major stage in the training evaluation cycle – analysis of needs; design, development and implementation, cascades into subsystems supported by feedback, control loops. Rosenberg, as quoted by Clementz (2005), clearly shows how evaluation is carried out throughout the entire training process. Therefore, most scholars confirm that training has to be systematically developed if it is to be effective and contribute to the attainment of the department's overall objectives.

Training, as a response to organisational underperformance, has to be systematic in approach, because, amongst other things, not only will it assist in the identification and explanation of the most important elements of the system, but also in highlighting each element's interdependence and how weaknesses of each variable can affect the entire organisation. Buckley and Caple (1995) interpret the systems approach as a logical relationship between the sequential stages in the process of investigating training needs, designing, delivering and validating training. Fourteen 14 stages and functions to be conducted for each stage are highlighted as follows. These are:

**Stage 1**: Establish terms of reference: specification and agreement with the trainer as to what needs to be done exactly and commitment to and ownership of the project.

**Stage 2**: Further investigation: the trainer may conduct further investigation to confirm previous findings or to undertake a further study on the training requirements.

**Stage 3**: knowledge, skills and attitudes (KSA). Analysis of job tasks skills, attitudes and knowledge needed for the job, is essential for the trainer to make appropriate decisions.

**Stage 4**: analysis of the target population. There is a need to analyse not only the job needs, but also the capabilities of and other features of the target population.

**Stage 5**: training needs and content analysis. This stage is regarded by Buckley and Caple (1995) as an important reporting point and many lead to the trainer and client negotiating to ensure that the best possible training content is agreed.

**Stage 6**: develop criterion measures. The standard or level of performance expected of a competent jobholder has to be clarified to ensure that training can be designed to achieve that level.

**Stage 7**: prepare training objectives. Training objectives must be written to provide an unambiguous statement, which describe precisely what trainees are expected to be able to do as a result of their learning experience. Objectives are the key to the design of good training and are essential to assessing its effectiveness.

**Stage 8**: consider principles of learning and motivation. Having identified the knowledge, the skills and attitudes, which trainees need, the trainer should then be concerned with creation of a suitable environment for the achievement of training objectives.

**Stage 9**: select training methods. Close attention must be given to constraints, target population, objectives and sometimes political implications when deciding about such things as internal and external courses, various forms of learning as well as on- and off-the-job training.

**Stage 10**: design and pilot. Buckley and Caple (1995) suggest that every aspect of a training programme, including the administration thereof, be planned in detail and be executed with an eye for minutiae.

**Stage 11**: deliver the training. The selection of, or the systematic design and development of the training content is no guarantee of success; training has to be properly delivered.

**Stage 12**: internal validation: This is a process where trainees' performance is measured to see if they have achieved the objectives of training. A series of tests, exercises, and assessment instruments must be designed and used to examine objectively the progress of the trainees.

**Stages 13 and 14**: application and monitoring of training. Once the training has been delivered and learning has taken place, the trainees should be able to apply their knowledge and skills on the job. Assessment of the total value of training could be conducted. At this stage measurement of cost benefits, social and individual benefits as well as the operational effectiveness of training is done.

Depending on the nature of the project the trainer could start at any point in the model, once terms of reference have been established. The way in which the trainer enters the systematic approach, will depend largely on why and how the training department has become involved. According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998) the actual process of training people is only a small part of the training process that involves considerable effort, both before and after the trainer and trainees are brought together.

Training is a complex system that involves a number of distinct and interrelated phases. Swanepoel, B.J., Erasmus, B.J., Van Wyk, M.W and Schenk, H.W (2000) concur with the other scholars that a systematic approach to the development of training is essential. In addition these authors also agree that there are three phases that constitute systematic training as illustrated in the table below:

Table 3.1: basic model of systematic approach to training

| PHASE ONE: Needs assessment | PHASE TWO: Training | PHASE THREE: Evaluation |
|---|---|---|
| Assess instructional needs | | Evaluation levels |

| Organisational and job task analysis | Learning principle and training media and methods | Evaluation designs |
|---|---|---|
| Individual analysis | Conduct training | Value of training |
| Derive, training | | Feedback objectives |

The training process includes three distinct, but related phases mentioned in the table above. Each phase is important for successful training and development and none can be absent. In training and development, administration should make every effort to evaluate training. It is only through evaluation that trainers will receive support from managers and show how training can improve results. Carrel <u>et al</u>. (1995) indicate that training and development efforts should improve organisational effectiveness. Major training and development efforts should include the following levels of evaluation: reaction, learning, behaviour change and results. These levels will be further discussed as Kirkpatrick's four-level training evaluation model.

## 3.6 KIRKPATRICK'S FOUR LEVELS OF EVALUATION

The Kirkpatrick framework was first introduced in 1960 and is entrenched in the field of training evaluation. It is outlined in four levels (Kirkpatrick, 1979).

- **Level 1** is concerned with how the learners perceive and experience the course. It is how they react to the facilitation, the content and the facilitator.
- **Level 2** measures learning as a result of a training programme, to see what the candidate has learnt during the facilitation of the course.
- **Level 3** looks at individual on the job demonstration of behavioural change, it looks if there is a change to positive behaviour on the job.
- **Level 4** determines the impact the training programme has on the organisation (Clementz, 2005).

Two major features of the model are its simplicity and flexibility, and from the introduction of Kirkpatrick's framework (1979), it has encouraged those attempting evaluation, to borrow from the experiences of others that have used the framework.

### 3.6.1 Criticism of Kirkpatrick's Framework

Although generally accepted in industry, Kirkpatrick's framework has been the subject of considerable academic research over the last two decades. It has drawn a

range of criticisms and suggestions from various authors. An analysis by Alliger and Janak (1987), Brinkerhoff (1987) as quoted in Clementz, 2005; Kaufman and Keller (1994); Phillips (1988) as well as Warr and Bunce (1995) criticize the framework for limited definitions at each level and offer expanded definitions. Kirkpatrick's Level 4 only quantifies outputs in non-monetary terms. Philips states (1998) states that few cases exist on which training is the only output variable that has an influence on output within the training framework. This source suggests ways of isolating training. Kirkpatrick's model largely ignores the effects of external influence.

### 3.6.2 Modifications to Kirkpatrick's Framework

Researchers have presented a number of modifications to Kirkpatrick's evaluation model, each offering new insights and broader definitions within the model. Philips, as quoted in Clementz (2005), also argues for a fifth level ROI, which focuses on whether monetary benefits of the training exceeded the cost. Moreover Kaufman and Keller (1994) suggest adding a sub level to Level 1, to account for quality and efficient use of resources. This pair also proposes a fifth level, examining the impact of training on external clients and society as a whole. Measuring the contribution to the nation also fits in with the objective of SAQA, (1995).

### 3.6.3 Alternative models and frameworks

Other alternative training evaluation models, apart from the most widely used Kirkpatrick model, are mentioned in literature and here are some of those discussed briefly:

- McLinden and Trochim's (1988) contribution is a tool for measuring return on expectations of training. This duo's framework integrates the diverse expectations of multiple stakeholders into a consensual view about the expected levels of achievement. Training outcomes are "corresponded" to baseline expectations to determine a return on expectations.
- Warr, Bird and Rackham (1979), developed the CIRO model, where each letter represents an evaluation category.
  - **Context** – includes current conditions in the operational context needs identification, performance problems, and ultimate objectives;
  - **Input** – evaluation of the actual training event;
  - **Reactions** – during and after the event;

- **Outcome** – focusing on defining training objectives, the construction of evaluation instruments, the use of instruments, reviewing of results.

Holton (1996) criticised Kirkpatrick for ignoring the impact that primary and secondary variables may have on training. He extended the Kirkpatrick framework to include the influence of four intervening variables,

- **Enabling elements** – transfer design and link to organisation goals;
- **Environmental elements** – reaction and transfer climate;
- **Motivational elements** – and
- **Secondary influences** – personality and job attitudes.

Holton (1996) expected that this model would help practitioners correctly diagnose possible barriers to the success of training. Kaplan and Norton (1992) worked on the assumption that what is measured in an organisation, strongly affects behaviour. Kaplan and Norton (1996) also identify and encourage the nurturing of three elements for learning in the balanced scorecard performance management system they proposed. These are:

- **Communication and clear results**;
- **A feedback system** focusing on casual relationships between performance drivers and objectives; and
- **Continual review.**

According to Clementz (2005) **training, development and evaluation** should concentrate on supporting key indicators of an organisation's strategy.

**Kirkpatrick's framework of four levels of evaluation:**

1. Reaction : measures learners' reaction to the programme, the facilitator and the environment;
2. Learning: measures the learners have gained in terms of knowledge during the training;
3. Behaviour: measures the extent change has taken place in the candidates' behaviour due to the training;
4. Results: measures the changes or impact training had on the functioning of the organisation.

Salisbury (1995), in Kirkpatrick (1994), argues that the measure of performance and desired results should be identified at the needs analysis stage and should

be decided upon in consultation with relevant stakeholders. Evaluation results should be fed back to those involved in policymaking or development of training programmes (Salisbury: 1995). Kirkpatrick's model is very old and has been around for decades, but still remains valid and relevant. The only reason for that is because of its simplicity, comprehensiveness and applicability to a variety of training situations. It is only recently that many organisation have taken a serious stance in making sure that training evaluation takes place. Due to that fact, Kirkpatrick's evaluation model has received popularity. Management of organisations are now more concerned about the value that training brings to the organisation, like all other operations in their environment. Training has therefore a need to show that it makes a financial contribution through improvement of performance in any organisation. Philips (1991) takes the Kirkpatrick's four levels further by adding a fifth level, the RIO. This fifth level is concerned with monetary benefits/output on the input of the training programme, to show that the training programme caries value for money. Homgrens, Anthony and Reece, as quoted by Philips (2002), state, "……. the most common measure for value added benefits in other operational functions is return on investment." Thus this additional measure takes into account the steps of the cost benefit analysis process and the calculation of the ROI factor.

These are some of the benefits from measuring the ROI:

- It raises the credibility of human resource development in the organisation.

- It helps justify and expand the training budget.

- It allows training courses to be offered on a financial basis.

- It anticipates better commitment from both trainees and line management. Management is also responsible for the follow up (Alliger, Tannenebaum Bennet, Traver and Shotland., 1997).

ROI should only take place when courses are expensive, repeated regularly, presented to many participants and/or when these courses cover jobs with well-defined and quantified expectations. Philips (1996) is of the view that it is not appropriate where no prior training of a similar nature exists, where programme benefits cannot be clearly defined or substantiated and in cases where no measurable expectation exists. Philips (1996) suggests that ROI follow a six-step process:

- First, Level 4 evaluation data is collected;
- Second, the effects of training are isolated from other factors that may have contributed to the result;
- Third, data is collected using a variety of sources;
- Fourth, the results are changed into monetary benefits; which provides
- Ultimate Value.

While most Level 5 evaluations centre on ROI, Hamblin (1974), as well as Kaufman and Keller (1994), propose that level 5 use other measures. Hamblin (1994) strongly advocates for a fifth level that would explore the impact that training has on individual career goals. Kaufman and Keller (1994) look beyond an organisation and propose finding answers to questions like "Are clients satisfied?" and "What contribution did we make to society?" Facilitating individual career paths and determining contributions to the development of the nation's skills are two major objectives of the National Qualifications Framework (NQF).

## 3.7 TYPES OF EVALUATION

Training involves both formative and summative evaluation:

- **Formative evaluation** is when evaluation is conducted to improve the training process. It provides information about how to improve the training programme.
- **Summative evaluation** is when evaluation is conducted to determine the extent to which trainees have changed as a result of participating in the training programme. That is, whether they have acquired knowledge, skills, attitude or other outcomes identified in the training objectives. It can include measuring the monetary benefits that the company receives out of the training programme (Neo, 2000).

Erasmus, Loedolff, Mda and Nel (2006:221) identify two main distinguishable types of training evaluation, namely: process and outcome evaluation. Process evaluation deals with what occurred during the development and implementation phase of training. Outcome evaluation focuses on the effects of the training of trainees and their performance as well as the effects of training on the organisation (Berry 1995:63).

### 3.7.1 Process evaluation

Process evaluation involves the assessment of what occurred during the development and implementation of training. Berry (1995:63) argues that the value of conducting process evaluation is that it allows the outcomes of training to be interpreted in the light of what took place during training. Process evaluation enables trainers to establish what accounted for the effects that training has on various levels of the organisation. By using the evaluation method, the trainer can analyse what took place in the training process if, for example, the trainee did not display appropriate behaviour after training. The trainer can therefore, based on the evaluation, make the necessary changes to the programme. Even though the results may be acceptable by the trainer's standard, through the use of the process evaluation, a greater insight can be provided which may ultimately lead to even more desirable outcomes.

The basic methodology process of process evaluation involves the recording of what occurred during development and training through the use of training staff logs, films, video tapes, direct observations or any other method of recording what has occurred. After obtaining the recorded activities and procedures that took place, the trainer can thereafter compare what took place with the ideal model of what activities and procedures should have taken place. Erasmus et al. (2006:221) advises that trainers should use formative evaluation to determine if the programme is operating as originally planned or if any improvements are necessary before the programme is implemented. The trainer would make use of dry and dummy runs prior to the training and revision processes, primarily using process criteria. It is important for trainers to be clear on the purpose and objectives they want to achieve using the formative evaluation. In addition to focusing on the quality of learning materials or methods, they suggest that the following should be established:

- How the learner enjoyed the instructional materials, content or methods;
- How much the participants will learn;
- How much impact the learning material will have on the participants' job performance; and
- How much impact the planned learning experiences will have on the enterprise (Erasmus et al. 2006:222).

Berry (1995:64) puts forward a set of questions that might be answered or considered in the process of evaluation:

- Were needs diagnosed correctly?

- What data sources were utilised?

- Was there a knowledge or skill deficiency?

- Was the need organisationally important?

- Were the needs transferred into objectives?

- Was the organisational need translated into an organisational objective?

- Was the overall training objective derived from the organisational objective?

- Were trainees assessed to determine the number of prerequisite learning objectives they were deficient in?

- Was the evaluation system designed to measure achievement of the objectives?

- Was the training programme designed to meet the specific learning, training and organisational objectives?

- Was there any previous learning that might support or inhibit the current learning objective identified?

- Were individual differences determined and taken into consideration?

- Was trainee motivation to learn assessed?

- Were steps taken to increase trainee motivation in the learning environment?

- Were steps taken to call attention to key learning events?

- Were steps taken to aid trainees with symbolic coding and cognitive organisation?

- Was opportunity made for symbolic practice?

- Was opportunity made for behavioural practice?

- Was feedback available after practice?

- What steps were taken to facilitate positive transfer of learning back to the job?

- Was there a match between the trainer characteristics, training techniques, and learning objectives?

- Were trainer characteristics assessed?

- Were training techniques likely to achieve the learning objectives?

- What alternative training techniques were examined and why were they rejected?

- Were the trainer's lessons designed to capitalise on his or her strengths and weaknesses?

- Was the trainer able to follow his or her lesson plan?

The above questions can be used to evaluate the training process during the development and implementation stages of training and development. Erasmus et al. (2006:222) note that the important aspect about process evaluation is to control learning performance and to remedy learning errors. Process evaluation should be meaningful to the learner and must be continually applied

### 3.7.2 Outcome evaluation

Goldstein (1991) as cited by Berry (1995:66) argues that trainers use summative evaluation to evaluate the final product with more emphasis being on programme appraisal using the outcome criteria. From the literature the Kirkpatrick four-level evaluation model is the most well-known framework for classifying areas of evaluation. Various authors recommend the model when evaluating training and development outcomes. According to Kirkpatrick (1998:42), the first level is reaction, and it is defined as how well the trainees liked the training programme. The second measurement level, learning, is designated as the determination of what knowledge, attitudes, and skills were learned in the training. The third measurement is defined as behaviour. Behaviour outlines the relationship of learning (the previous measurement level) to the actualisation of doing. Kirkpatrick recognised a big difference between knowing principles and techniques and using those principles and techniques on the job. Different types of evaluation were looked into, and the next step is to now look into the different techniques used to effectively evaluate training and development with a view to their impact on the employees and the organisation.

### 3.8 TECHNIQUES FOR EVALUATING TRAINING AND DEVELOPMENT

Goldstein and Ford (1998:178) and Wynne and Clutterbuck (1994:231) argue that managers and trainers must be introduced to different types of evaluation techniques which they can use to assess the effectiveness of training and development initiatives in the organisation. It is important to see evaluation as an integral part of the training cycle. Evaluation may appear to be the final phase/stage of the training cycle, but consideration should be given to each stage. It is also important to build it in as a phase on its own in order to evaluate the total process. The following evaluation techniques will be discussed; these are interviews, pre-test/post-test, questionnaires, and surveys, observation, documents, simulations, action plans, tracking charts and gap analysis.

### 3.8.1 Interviews

Holcomb (1994:40) argues that interviews can be formal and structured, or very informal, a "how did it go?" kind of a discussion. The main objective of the interview as the evaluation techniques is to ask people about the specific training programme. Buckley and Caple (2000:243) advise that in a structured interview, both the trainer and the trainee get involved in a face-to-face conversation structured around the checklist of prepared questions (usually a mixture of open-ended, problem-solving and closed questions like Yes/No or related answer questions) that can be conducted with any individual or a small group who may have relevant information. These might include job holders, supervisors, higher management or, in some cases, the customer may be involved as well. The main purpose of the interviews, both formal and informal, is to investigate reasons why certain units or individuals in the organisation have benefited from training or to gather information about the training programme. The great benefit of interview-based evaluation however, is that the trainer can gain a great deal of information through the use of both open and closed questions designed to probe the trainee's views on the programme and other training-related issues. If the approach is linked to a more quantitative approach, it can provide the trainer with a good feel for the effectiveness of the programme delivered (Wynne and Clutterbuck 1994:239). The interview evaluation technique is the most cost effective and reliable technique that can be used to evaluate training and development initiatives.

### 3.8.2 Pre-test/.post-test

Wynne and Clutterbuck (1994:236) further argue that an ideal way of measuring learning is to measure it at the start of the programme, and then measure the same set of knowledge when the training programme is completed. It is often helpful in deciding what needs to be built on, particularly when teaching is targeted at a specific skill. Holcomb (1994:44) argues that the pre-test and post-test are the most common and reliable ways to evaluate training and development initiatives in an organisation. In its basic form, the evaluator simply finds out what the trainees know or can do before training. When they finish training, trainees are expected to know more and be able to perform better. A pre-test/post-test is generally a set of written questions to determine knowledge. A manager could test behaviour before training commences by observing performance on the job. Counting mistakes, complaints, widgets produced before training and counting change afterwards is a

pre-test/post-test method. The same method used before training could be used afterwards. Training is aimed at improving performance and a post-test is used to evaluate the improvement. The pre-test/post-test evaluation technique is reliable and most effective and has very few disadvantages.

### 3.8.3 Questionnaires and surveys

Wynne and Clutterbuck (1994:237) argue that a systematic approach to training and development evaluation often requires the training department to follow up with people who have attended specific programmes. They believe that, if the objective of evaluation is to assess retention and application, the questionnaire should be designed primarily to assess the levels of skill or knowledge that the trainer has retained during the periods following the training, after six months, or twelve months, whichever period the trainee believes is right. It is important for trainees to answer the questions as honestly and openly as possible without referring to their notes or hand-outs. Wynne and Clutterbuck (1994:237) are of the view that questionnaires and surveys can be used to identify how and how well learning has been applied. It must be noted that considerable benefit can also be obtained from negative responses. The trainer would be keen to know what learning has not been applied and why. On the basis of such responses, the trainer can then assess the relevance of the delivered training programme and its applicability (Wynne and Clutterbuck 1994:237). It must be noted that these evaluation techniques are common and thus people are comfortable in completing them. The next evaluation technique investigated is observation.

### 3.8.4 Observations

Observation takes place at the job site while employees are working. It is aimed at determining how well employees are able to perform a particular task or skill. Only behaviour can be observed, not feelings or attitudes. It is therefore for the evaluator to determine what kind of behaviour he or she is looking for before conducting this type of evaluation. Like interviews, observation can be formal or informal. The trainer can observe how behaviour has changed as a result of learning and feedback, and can reinforce this with additional feedback from trainees after a particular exercise or experience. It must be noted that the trainer cannot expect sound behaviours they observe to be repeated unless trainers provide some kind of positive reinforcement (Wynne and Clutterbuck 1994:240-241). Observation has its own advantages and disadvantages like the other techniques. Every company keeps some form of written

records or documentation for future reference or as a way of evaluating training and development.

### 3.8.5 Documents/records

Marshal and Wallace (1994:243) suggest that there is a need for training documents or records to be kept for various reasons. According to Holcomb (1994:59) there are companies that do an excellent job when it comes to documenting training information. But even poorly kept records can give the evaluator information about training needs and how to evaluate them. There are a number of documents that lead to training efforts and these include performance appraisal, profit and loss, employee grievances, and accident reports. Marshall and Wallace (1994:243) are of a strong view that performance appraisal may indicate areas where employees need improvement.

Profit and loss documentation often leads to training. Companies are always trying to find better ways to produce goods or services of higher quality and lower cost. This often requires technical or skills training to improve speed or to reduce errors and waste. Evaluating training is directly related to improvement in the bottom line, resulting in higher profit margins, lower costs or both (Marshal and Wallace 1994:243).

Marshal and Wallace (1994:243) also strongly believe that employee grievances, especially in an environment where a labour movement is militant, can cost the company time and money. Supervisory and management training is normally provided as a response to complaints about how supervisors and managers are treating employees. If grievances decrease after training, then those documents can be used to evaluate the results of training. Marshal and Wallace (1994:244) further suggest that customer complaints or response cards guide much of the training done in hotels and other service-based businesses. Customers' responses tell management how the organisation is doing and if training is needed. Marshal and Wallace (1994:244) argue that accidents reports and occupational health and safety inspections lead to required employee safety training. Evaluation of these programmes varies according to the significance of the accidents. In the case of a hazardous job with the possibility of serious accidents, then safety training is required and the evaluation of results is critical.

### 3.8.6 Simulations

Simulations are exercises that trainees participate in to demonstrate the real job situation. The simulations are planned to mimic the problems or tasks that are faced on the job. Simulations probably present the greatest diversity and variety for evaluating training and development initiatives. Many organisations have introduced different games to equip their employees to deal with certain situations.

### 3.8.7 Action plans

Action plans, commonly known as learning contracts, are developed by the participants at the end of a training programme. They are some of the commonest forms of evaluation because they follow the adult learning theory that stipulates that adults learn what they are ready to learn. Holcomb (1994:70) strongly argues that this technique allows the participants to decide exactly what changes they will make based on the things they learned during the training. When adults are learning in a situation, a wide variety of maturity, experience and interests are brought into the session. People can learn valuable but different things, or they can learn the same things but apply them differently. Action plans are designed to allow participants flexibility. Tracking charts will now be discussed as another training evaluation technique.

### 3.8.8 Tracking charts

Holcomb (1994:70) argues that tracking charts can be used on an individual basis to keep track of one's scores. Tracking charts can also be used for teams to keep score on each other. Keeping score is highly motivating. Tracking charts can also be used to motivate employees. Employees are individually asked what they perceive as a fair day's work and what pay should be given for such work. The supervisor keeps track of an individual employee's day performance and gives feedback to the employee on how he or she has performed over a specific period of time and reward him or her for their performance (achievement).

### 3.8.9 Gap analysis checklist

A gap analysis checklist is developed by determining "what is" and "what needs to be done". It is based on individual competencies and helps trainees become competent in identified skills. Its purpose is to help trainees improve by finding out what they can do, checking if they are alright, and then training for what still needs to be

improved. A gap analysis checklist is useful, especially when one needs to be certified or competent in several areas before being allowed face the public. It is a developmental process where 100 per cent efficiency is the goal, but not immediately attainable after training. Holcomb (1994:71) mentions the fact that the checklist allows trainees to develop at their own pace, realising that some trainees enter a programme with more skills than others. Some checklists are sequenced and follow a precise progression, others simply check off "can they or can't they?" do something. The checklist's goal is to have employees competent in all items on the list and then be checked off. The gap analysis checklist appeals to managers who view training as a developmental process with small steps leading to competence. Ideally, rewards are given when trainees have successfully demonstrated their competence and completed all the items on the checklist.

It can be concluded that different training and development techniques discussed provide the evaluator with different approaches to determine the value of changes that occurred during and after training and the impact that these had on the performance of the employee. This covered all that evaluators need to know on evaluating training and development initiatives in the organisational context.

## 3.9 CONCLUSION

This chapter discussed in detail evaluation of training and development. The chapter started out by giving a detailed definition of evaluation. The chapter further looked at the purpose for evaluating training and development and the strategies for evaluating training and development. Stakeholders who require training evaluation information were discussed. The chapter further looked at the systems approach to training and development and Kirkpatrick's four levels of evaluation. Lastly the chapter discussed types of evaluation and the techniques for evaluating training and development. The next chapter will analyse and discuss the quantitative and qualitative data and sum up by presenting the findings of the study from the data collected.

# CHAPTER FOUR: ANALYSIS OF DATA AND DISCUSSIONS OF EVALUATING THE IMPLEMENTATION OF THE EDUCATION, TRAINING AND DEVELOPMENT POLICY

## 4.1 INTRODUCTION

This chapter presents the research findings. The findings are presented both in graphic form and frequency tables for the test items in the questionnaire. The chapter is categorised into two sections; namely, the responses from the questionnaire and the individual interviews. Each test item was interpreted and the findings will be analysed and discussed for each test item. It is important that the researcher justifies, supports and contradicts the findings, when necessary, by linking the primary findings to the secondary findings. Illustrations and discussions of research findings are arranged under the relevant graphs. Data was collected using several tools and it is both quantitative and qualitative. Quantitative data is presented and interpreted in the form of tables and graphs, indicating the responses from the observations and experiences of respondents

## 4.2 QUANTITATIVE ANALYSIS

The next five sections outline the biographical findings.

### 4.2.1 Biographical Findings

Table 4.1 and Chart 4.1 indicate the respondent's work station. It is that most respondents are in the District Office, at 59.4 per cent, followed by those in the hospital at 25.0 per cent and the minority (15.6%) of respondents work in the Sub-District Office.

**Table 4.1: Institution where respondents work**

|       |                     | Frequency | Percent |
|-------|---------------------|-----------|---------|
| Valid | District Office     | 19        | 59.4    |
|       | Sub-District Office | 5         | 15.6    |
|       | Hospital            | 8         | 25.0    |
|       | Total               | 32        | 100.0   |

Chart 4.1
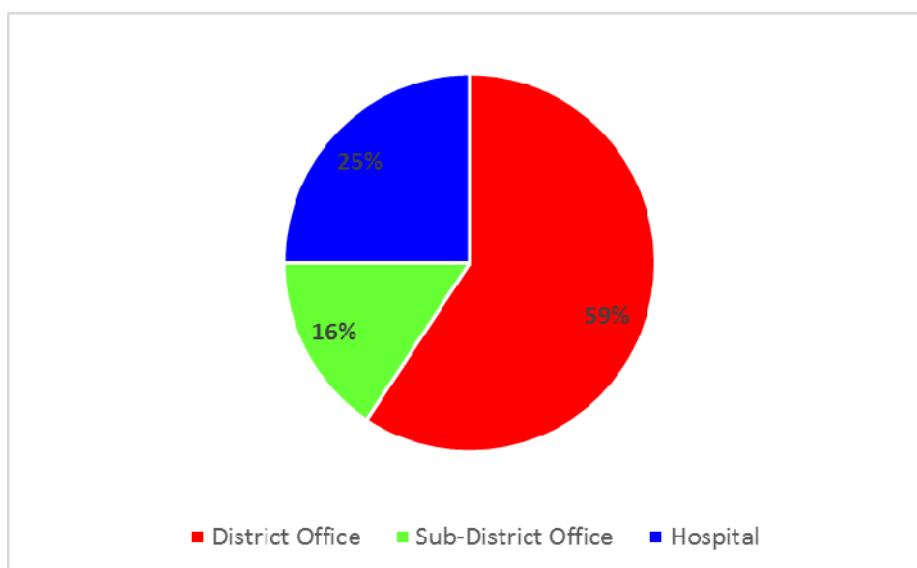


**4.2.2 Highest education qualification**

In question A2 respondents had to say what qualifications they hold. Table 4.2.2 and Chart 4.2.2 present those statistics of the different qualifications that the respondents possess. It is evident from the presentation in Table 4.2.2 and Chart 4.2.2 that the majority (43.8%) of respondents possess postgraduate qualifications, followed by those with diplomas at 34.4 per cent, then those who hold a national certificate, at 9.4 per cent. A minority (6.3%) hold a degree qualification while a small group hold matric or less than matric (3.1%). With this picture presented here it can be deduced that the majority of respondents are well educated and it is not surprising as the Department of Health is a department that has many professionals like doctors and other clinical professionals.

**Table 4.2: Qualifications of respondents**

|       |                             | Frequency | Percent |
|-------|-----------------------------|-----------|---------|
| Valid | Less than matric            | 1         | 3.1     |
|       | Matric                      | 1         | 3.1     |
|       | National Certificate        | 3         | 9.4     |
|       | Diploma                     | 11        | 34.4    |
|       | Degree                      | 2         | 6.3     |
|       | Postgraduate Diploma/Degree | 14        | 43.8    |
|       | Total                       | 32        | 100.0   |

Chart 4.2.2
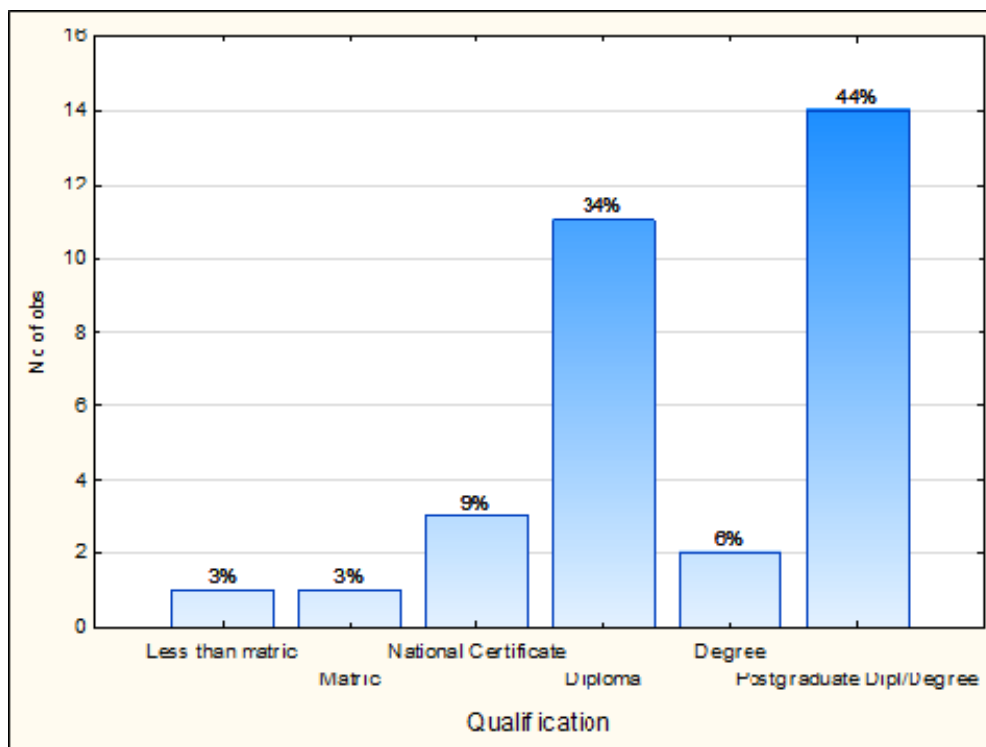


**4.2.3 What position do you hold in the institution where you work?**

 In question A3 respondents had to say what position they hold in the department. Table 4.2.3 and Chart 4.2.3 present those statistics of the different positions that the respondents hold in the department. It is evident from these that the majority of respondents fall in the category of 'other' (28.1%), and this could be an Operational Manager, Primary Health Care Practitioners, Nurses, Doctors or other professional staff. They are followed by respondents in the Finance section, at 12.5 per cent, Hospital Managers and Skills Development Facilitators at 9.4 per cent, Sub-District Managers, Training Coordinator, Programme Manager and HR Administration Officer at 6.3 per cent and the minority are the HR Manager, General Administration Manager, Supply Chain Manager, Finance Manager and the Supply Chain Management Officer at 3.1 per cent. This indicates that the respondents have the necessary experience to make a meaningful contribution to the study.

**Table 4.2.3: Position of respondents**

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Sub-District Manager | 2 | 6.3 |
|  | Hospital Manager | 3 | 9.4 |
|  | HR Manager | 1 | 3.1 |
|  | General Administration Manager | 1 | 3.1 |
|  | Supply Chain Manager | 1 | 3.1 |
|  | Finance Manager | 1 | 3.1 |
|  | Training Coordinator | 2 | 6.3 |
|  | Skills Development Facilitator | 3 | 9.4 |
|  | Program Manager (Clinical) | 2 | 6.3 |
|  | HR Admin Officer | 2 | 6.3 |
|  | Finance Officer | 4 | 12.5 |
|  | Supply Chain Management Officer | 1 | 3.1 |
|  | Other | 9 | 28.1 |
|  | Total | 32 | 100.0 |

Chart 4.2.3 depicts the above numbers graphically below.

Chart 4.2.3
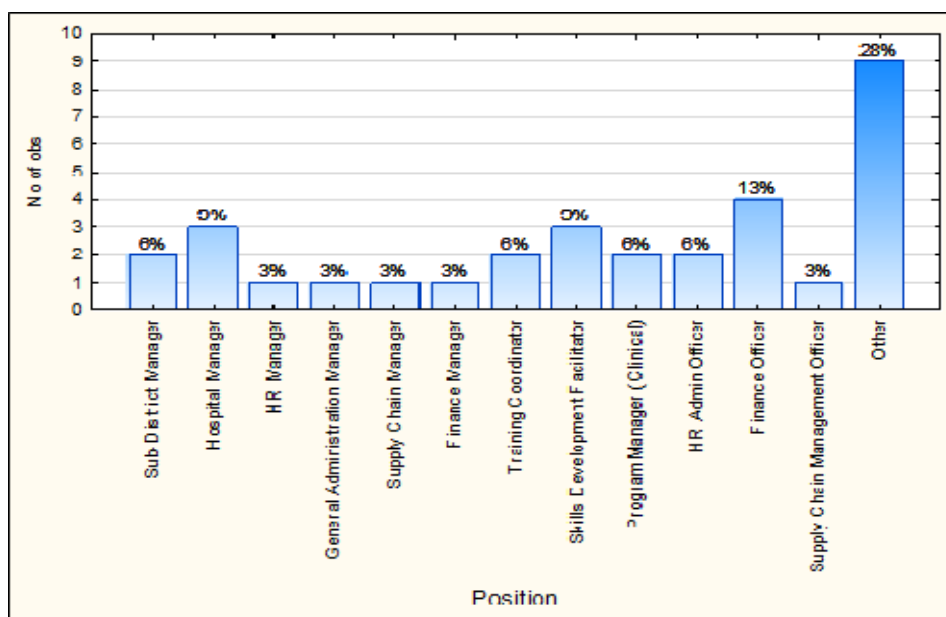
**4.2.4 What salary/post level do you hold in the institution?**

Respondents had to answer question A4, which requested to know their salary level in the department. Table 4.2.4 presents the different salary levels of the respondents that they hold in the department.

The majority of respondents are at Salary Levels 9-12 (50%), followed by those on Salary Level 7 – 8 at 31.1 per cent, and the minority at 9.4 per cent at Salary Level 13 and above and Salary Level 4 – 6 respectively.

**Table 4.2.4: Salary Level of respondents**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | Level 4 – 6 | 3 | 9.4 |
| | Level 7 – 8 | 10 | 31.3 |
| | Level 9 – 12 | 16 | 50.0 |
| | Level 13 and above | 3 | 9.4 |
| | Total | 32 | 100.0 |

Chart 4.2.4
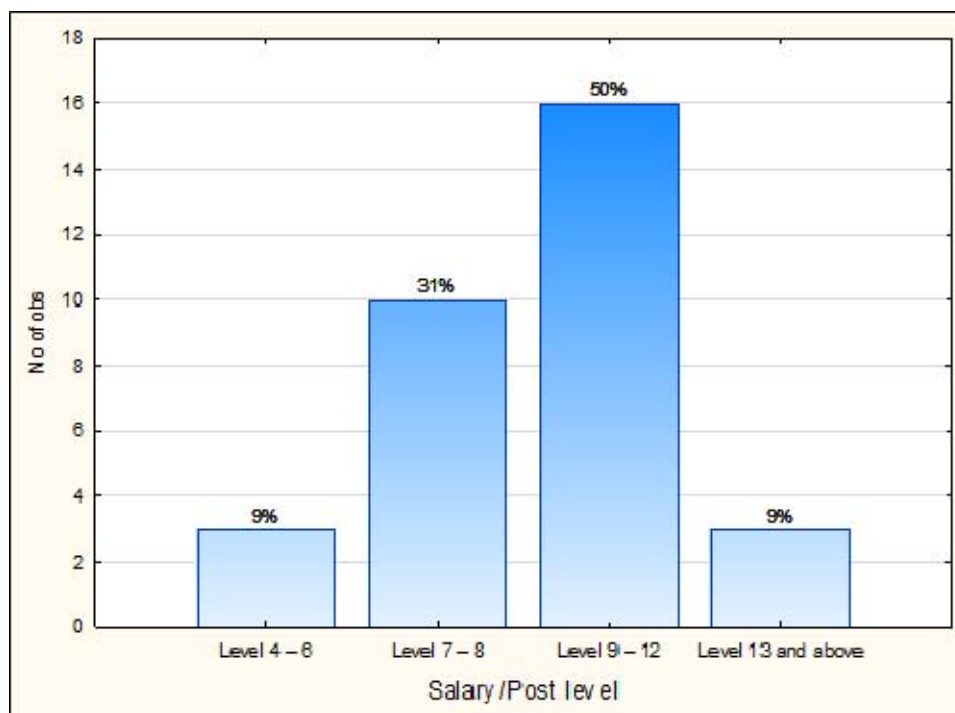
### 4.2.5 In which age group do you fall?

Question A5 requested that respondents give their ages. Table 4.2.5 and Chart 4.2.5 presents those results. The majority of respondents are of the ages between 36 – 55 years (68.8%), followed by those of the ages 56 years and older (18.8%). The minority are respondents in the age group of 24 – 35 years at 12.5 per cent.

**Table 4.2.5: Ages of respondents**

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | 24 – 35 years | 4 | 12.5 |
|  | 36 – 55 years | 22 | 68.8 |
|  | 56 years and older | 6 | 18.8 |
|  | Total | 32 | 100.0 |

Chart 4.2.5
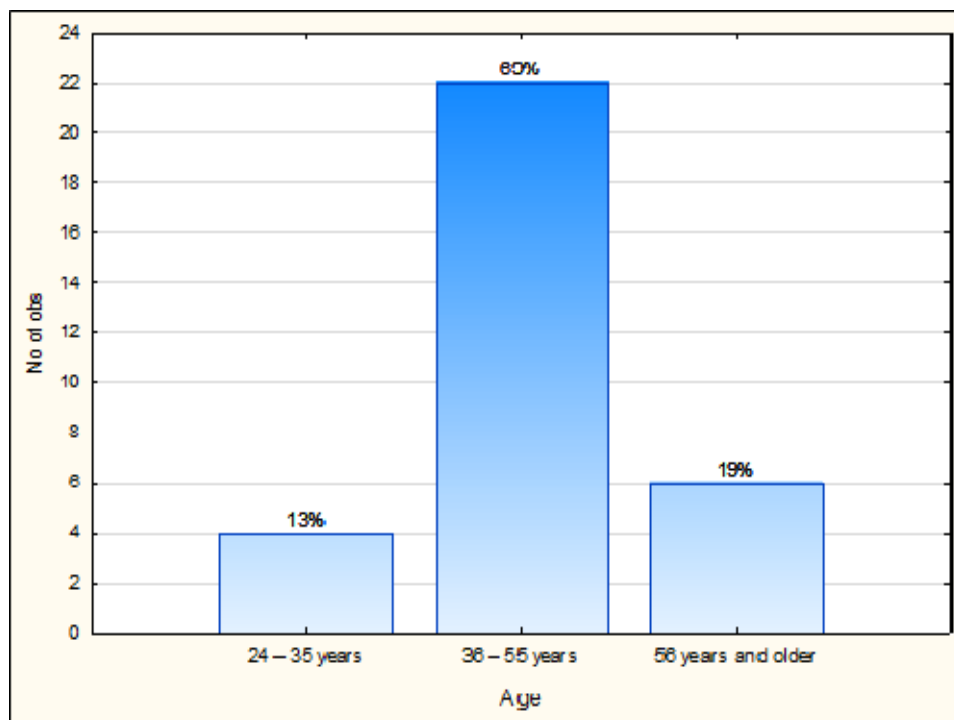


### 4.2.6 Are you a male or female?

Table 4.2.6 and Chart 4.2.6 below gives the gender distribution of respondents. Both indicate that there was equal gender representatively (50%) amongst the respondents.

**Table 4.2.6: Gender representation of respondents**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | Female | 16 | 50.0 |
| | Male | 16 | 50.0 |
| | Total | 32 | 100.0 |

Chart 4.2.6
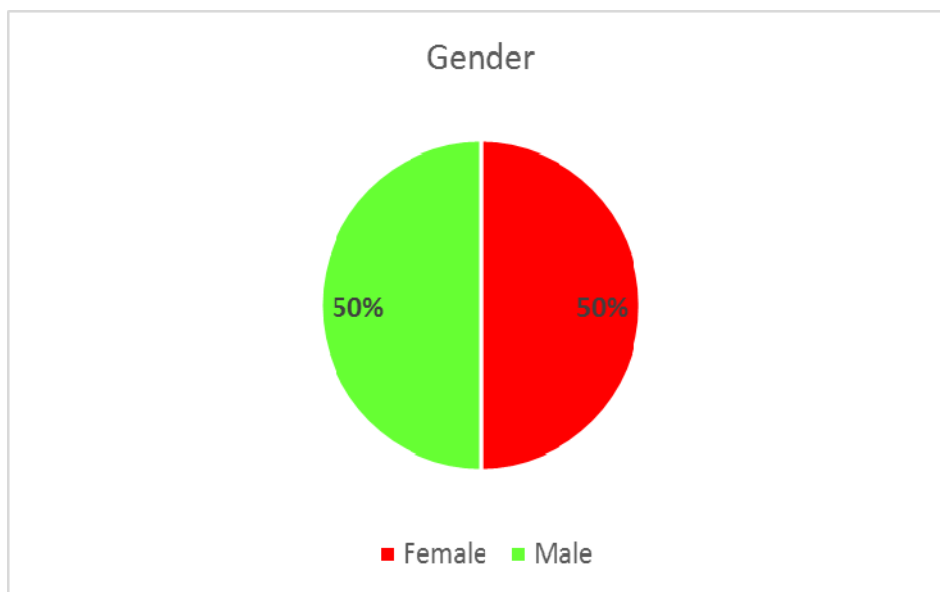


This representation will assist to make an informed analysis to ascertain how both males and females are affected by poor implementation of the education, training and development policy.

**4.2.7 Race Group**

Table 4.2.7 and Chart 4.2.7 below gives a breakdown of the employees in terms of race. It is evident from the breakdown below that Africans are in the majority as they are at 62.5%, followed by Whites at 21.9%, and the minority group, coloureds at 15.6%. This already shows that the majority are the previously disadvantaged and they are the ones who need more training than anyone else.

**Table 4.2.7: Race Group Representation**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | African | 20 | 62.5 |
| | Coloured | 5 | 15.6 |
| | White | 7 | 21.9 |
| | Total | 32 | 100.0 |

Chart 4.2.7



Race

African 62%
Coloured 16%
White 22%
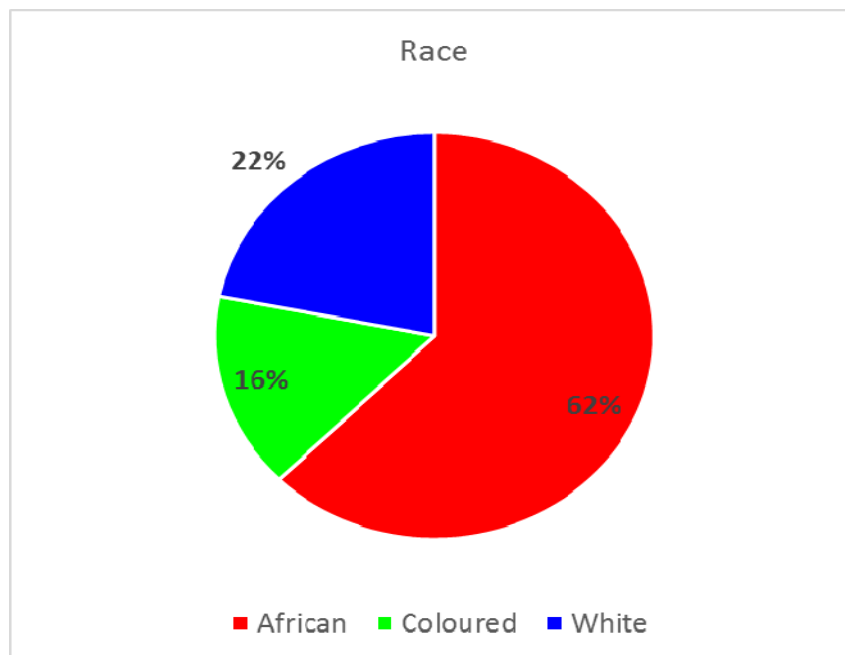
## 4.2.8 Period working for Department

Figure 4.2.8 and Chart 4.2.8 indicate the number of responses according to the respondent's period in service in the department of health.  Table 4.2.8 indicates that the majority of respondents (31.3%) represent those respondents with 11-20 years' service, 21.9 per cent have 21-30 years' service, 25.0 per cent have 5 years and less service and the minority of respondents (9.4 %) with 31 years and more in service. The majority of respondents have a considerable number of years working for the department and are therefore in a position to have a lot of background information about the department.

**Table 4.2.8: Work experience**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 5 years or less | 8 | 25.0 |
| | 6 – 10 years | 4 | 12.5 |
| | 11 – 20 years | 10 | 31.3 |
| | 21 – 30 years | 7 | 21.9 |
| | 31 years and more | 3 | 9.4 |
| | Total | 32 | 100.0 |

Chart 4.2.8
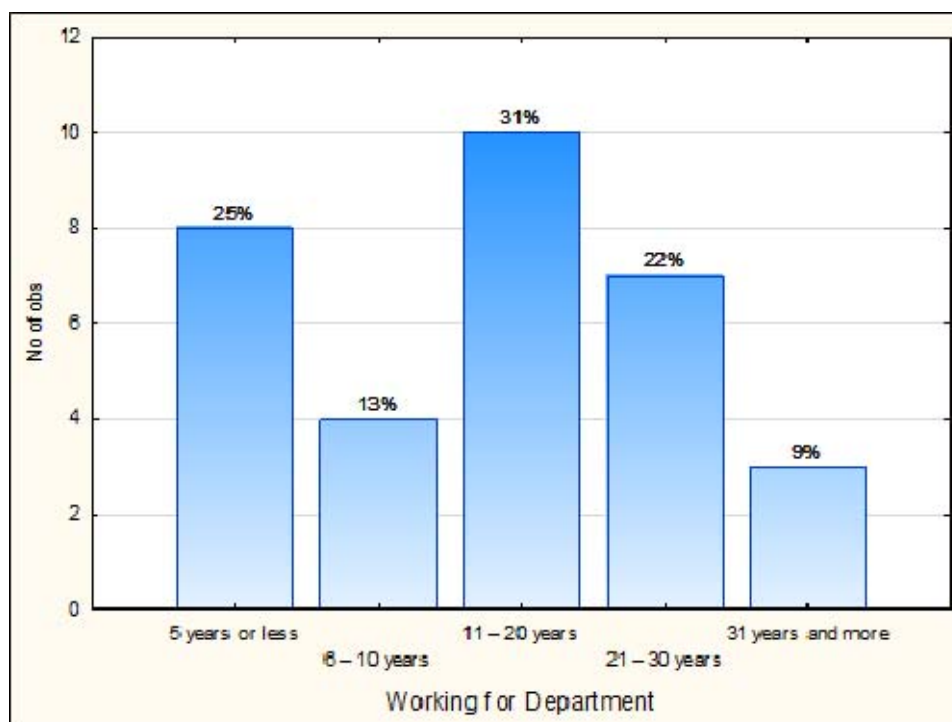


## 4.3 MEANS AND STANDARD DEVIATIONS OF SCORES

Descriptive statistics were used to analyse the raw data obtained from the questionnaire. Sections B, C and D of the questionnaire were developed according to a Likert-type scale and for each item, the respondents had to indicate whether they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with each statement. Numerical values, ranging from one (strongly agree) to five (strongly disagree) were used to evaluate the quantitative analysis of the results. The quantitative analysis of the results from Sections B, C and D is presented below.

A total of 13 constructs were measured.  The constructs were calculated as follows:

| Construct | Questions used to measure construct |
|---|---|
| Construct 1 | Question = mean( B2, B3, B4) |
| Construct 2 | Questions = mean (B5, B6, B7, B10, B11, B12) |
| Construct 3 | Questions = mean (B8, B9, B13), B1 omitted (does not correlate with the other questions) |
| Construct 4 | Questions = mean ( C11, C12) |
| Construct 5 | Questions = mean (C1, C2) |
| Construct 6 | Questions = mean (C7, C8, C9, C10, C13, C14, C15) |
| Construct 7 | Questions = mean (C3, C4) |
| Construct 8 | Questions = mean (C5, C6) |
| Construct 9 | Questions = mean (D3, D4) |
| Construct 10 | Questions =  mean (D1, D2, D5, D6, D7) |
| Construct 11 | Questions = mean (D13, D14) |
| Construct 12 | Questions = mean (D8, D9, D12) |
| Construct 13 | Questions = mean (D10, D11, D15, D16) |

**Table 4.3.1**

### 4.3.1 Construct 1: Mean and standard deviation of scores for evaluating legislation adopted to transfer education, training and development (ETD) policy

| B | Skills Development Legislation adopted for transfer of education, training and development | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 1.1 | The Cacadu Health District has an Employment Equity Plan in place that is supported by education and training. | 12.5 | 37.5 | 21.9 | 18.8 | 9.4 | 2.75 | 1.19 |
| 1.2 | Cacadu Health District strongly believes that training and development of employees can achieve the objectives of the Employment Equity Act. | 6.3 | 6.3 | 37.5 | 40.6 | 9.4 | 3.41 | 0.98 |
| 1.3 | Cacadu District seeks to achieve the objectives of the Skills Development Act by encouraging all employees to be trained and developed. | 3.1 | 3.1 | 21.9 | 53.1 | 18.8 | 3.81 | 0.90 |

**Table 4.3.2          Construct 1 – B1: Cronbach Alpha: 0.75**

Analysis of the mean scores and standard deviations for this construct revealed an aggregate mean of 3.32. This suggests a tendency towards agreement on all the statements. The standard deviation indicated that the spread ranged between 0.90 and 1.19, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.2 Construct 2: Mean and standard deviation of scores for assessing resources, systems and processes to implement ETD policy

| B | Resources, Systems and Processes to fully implement education, training and development policies. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 2.1 | Cacadu District uses the advantage offered by the Skills Development Levies Act by providing all employees with financial assistance to empower themselves through training interventions. | 9.4 | 25.0 | 31.3 | 28.1 | 6.3 | 2.97 | 1.09 |
| 2.2 | Cacadu District always strives to make opportunities available for training and development of its employees. | 0.0 | 25.0 | 28.1 | 40.6 | 6.3 | 3.28 | 0.92 |

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 2.3 | Cacadu District management highly supports training and development for its employees. | 0.0 | 12.5 | 28.1 | 46.9 | 12.5 | 3.59 | 0.87 |
| 2.4 | There are appointed Training Coordinators in all 3 Sub-Districts (Camdeboo, Kouga and Makana) and Cacadu Health District Office | 6.3 | 21.9 | 12.5 | 43.8 | 15.6 | 3.41 | 1.19 |
| 2.5 | Bursaries are available for internal employees to empower themselves, (pursue diplomas/degrees) in their chosen field. | 12.5 | 37.5 | 6.3 | 37,5 | 6.3 | 2.88 | 1.24 |
| 2.6 | There are Skills Development Facilitators appointed to implement the education, training and development policy in all Cacadu institutions. | 25.0 | 15.6 | 21.9 | 21.9 | 25.0 | 2.84 | 1.39 |

**Table 4.3.3:** **Construct 2 – B2: Cronbach Alpha: 0.67**

Analysis of the mean scores and standard deviations for **Construct 2** revealed an aggregate mean of 3.16. This suggests a tendency towards agreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 0.87 and 1.39, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.3 Construct 3: Mean and standard deviation of scores for systems and consultation to achieve ETD policy

| B | Systems and consultation to fully achieve Education Training and Development Policy | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 3.1 | The Skills Development Committee's roles and responsibilities are clear to be understood and followed by members of the Skills Development Committee. | 3.1 | 15.6 | 21.9 | 40.6 | 18.8 | 3.56 | 1.08 |
| 3.2 | The Skills Development Committee reports regularly to employees on education, training and development. | 12.5 | 31.3 | 28.1 | 21.9 | 6.3 | 2.78 | 1.13 |
| 3.3 | All stakeholders(e.g. Employees, Management and Labour Unions) are consulted for the development of the Workplace Skills Plan | 12.5 | 21.9 | 28.1 | 37.5 | 0.0 | 2.91 | 1.06 |
| 3.4 | Skills Audits are done/conducted effectively on an annual basis. | 6.3 | 21.9 | 21.9 | 40.6 | 9.4 | 3.25 | 1.11 |

**Table 4.3.4          Construct 3 – B3: Cronbach Alpha: 0.57**

Analysis of the means scores and standard deviations for **Systems and consultation to fully achieve Education Training and Development Policy** revealed an aggregate mean of 2.98. This suggests a tendency towards agreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 1.08 and 1.13, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.4 Construct 4: Mean and standard deviation of scores for evaluating systems and environment conducive to implementing mentoring

| C | Evaluate if there are systems and an environment conducive to implementing mentoring | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 4.1 | The work environment is conducive in Cacadu for a mentoring programme to take place. | 9.4 | 31.3 | 25.0 | 34.4 | 0.0 | 2.84 | 1.02 |
| 4.2 | There are systems in place in Cacadu to support a mentoring programme | 12.5 | 37.5 | 37.5 | 12.5 | 0.0 | 2.50 | 0.88 |

**Table 4.3.5          Construct 4 – C1: Cronbach Alpha: 0.82**

Analysis of the mean scores and standard deviations for **Construct 4** revealed an aggregate mean of 2.67. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively spread out, ranging between 0.88 and 1.02, indicating that the respondents were relatively inconsistent in the way they responded to the items in this section.

### 4.3.5 Construct 5: Mean and standard deviation of scores for assessing if implementation of mentoring can achieve objectives of ETD legislation

| C | Assess if implementation of mentoring can achieve objectives of education, training and development legislation | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 5.1 | Cacadu District believes that mentoring is an excellent training method to achieve the objectives of Employment Equity | 6.3 | 15.6 | 28.1 | 50.0 | 0.0 | 3.22 | 0.94 |
| 5.2 | Cacadu District believes that mentoring is an | 6.3 | 12.5 | 31.3 | 46.9 | 3.1 | 3.28 | 0.96 |

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
|---|---|---|---|---|---|---|---|---|
| | excellent training method to achieve the objectives of the Skills Development Act. | | | | | | | |

**Table 4.3.6          Construct 5 – C 2: Cronbach Alpha: 0.96**

Analysis of the mean scores and standard deviations for **Assessing if implementation of mentoring can achieve objectives of education, training and development legislation** revealed an aggregate mean of 3.25. This suggests a tendency towards agreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 0.94 and 0.96, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.6 Construct 6: Mean and standard deviation of scores for assessing if there are mentor-mentee relationships

| C | Assessing if there are mentor-mentee relationships | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 6.1 | More experienced employees are willing to serve as mentors to less experienced employees | 6.3 | 15.6 | 40.6 | 37.5 | 0.0 | 3.09 | 0.89 |
| 6.2 | There are mentee-mentor relationships in Cacadu District | 15.6 | 34.4 | 43.8 | 6.3 | 0.0 | 2.41 | 0.84 |
| 6.3 | Mentorship is supported by all levels of employees | 15.6 | 34.4 | 31.3 | 18.8 | 0.0 | 2.53 | 0.98 |
| 6.4 | Mentors assist mentees towards additional sources of learning about their job | 9.4 | 25.0 | 21.9 | 40.6 | 3.1 | 3.03 | 1.09 |
| 6.5 | There is a mentor appointed for every employee that serves community service period to ensure that best practices are transferred. | 25.0 | 43.8 | 21.9 | 9.4 | 0.0 | 2.16 | 0.92 |
| 6.6 | Community service period is the best time for employees to be attached to mentors to learn their job. | 6.3 | 9.4 | 21.9 | 53.1 | 9.4 | 3.50 | 1.02 |
| 6.7 | A mentoring programme establishes confidence and sense of belonging to the mentee. | 6.3 | 9.4 | 9.4 | 50.0 | 25.0 | 3.78 | 1.13 |

**Table 4.3.7          Construct 6 – C3: Cronbach Alpha: 0.82**

Analysis of the mean scores and standard deviations for **Assessing if there are mentor-mentee relationships** revealed an aggregate mean of 2.93. This suggests

a tendency towards neutral on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 0.84 and 1.13, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.7 Construct 7: Mean and standard deviation of scores for assessing if formal and informal mentoring strategies are used to assist inexperienced employees to gain knowledge and skills

| C | Assess if formal and informal mentoring strategies are used to assist inexperience employees gain knowledge and skills | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 7.1 | Cacadu District uses formal /structured mentoring programme to transfer knowledge and skills to mentees/ inexperienced employees | 15.6 | 25.0 | 31.3 | 28.1 | 0.0 | 2.72 | 1.05 |
| 7.2 | Cacadu Health District strongly makes use of an informal mentoring programme to transfer knowledge and skills to mentees/ inexperienced employees. | 18.8 | 18.8 | 18.8 | 43.6 | 0.0 | 2.88 | 1.18 |

**Table 4.3.8          Construct 7 – C4: Cronbach Alpha: 0.65**

Analysis of the means scores and standard deviations for **this construct** revealed an aggregate mean of 2.80. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 1.05 and 1.18, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.8 Construct 8: Mean and standard deviation of scores for assessing if experienced employees are encouraged and capacitated to serve as mentors

| C | Assessing if experienced employees are encouraged and capacitated to serve as mentors | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 8.1 | Cacadu District makes sure that the managers and supervisors are skilled in mentoring. | 18.8 | 34.4 | 18.8 | 28.1 | 0.0 | 2.56 | 1.11 |
| 8.2 | Cacadu District makes sure that the managers and supervisors are skilled in coaching. | 15.6 | 40.6 | 18.8 | 25.0 | 0.0 | 2.53 | 1.05 |

**Table 4.3.9          Construct 8 – C5: Cronbach Alpha: 0.96**

Analysis of the mean scores and standard deviations for **Assessing if experienced employees are encouraged and capacitated to serve as mentors** revealed an aggregate mean of 2.55. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 1.05 and 1.11, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.9 Construct 9: Mean and standard deviation of scores for evaluating change in behaviour to positively influence and impact on job performance

| D | Evaluate change in behaviour to positively influence and impact on job performance | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 9.1 | The supervisor assesses whether there has been any change in employee's behaviour due to training attended. | 18.8 | 37.5 | 12.5 | 31.3 | 0.0 | 2.56 | 1.13 |
| 9.2 | The Training Coordinator/Skills Development Facilitator assesses whether there has been any change in employee's behaviour due to training attended. | 25.0 | 43.8 | 12.5 | 18.8 | 0.0 | 2.25 | 1.05 |

**Table 4.3.10        Construct 9 – D1: Cronbach Alpha: 0.84**

Analysis of the mean scores and standard deviations for **Evaluate change in behaviour to positively influence and impact on job performance** revealed an aggregate mean of 2.41. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 1.05 and 1.13, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.10 Construct 10: Mean and standard deviation of scores for evaluating improvement in job performance due to training attended

| D | Evaluate improvement in job performance due to training attended. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 10.1 | The supervisor evaluates any change in employee's performance after the employee attended training. | 21.9 | 37.5 | 9.4 | 31.3 | 0.0 | 2.50 | 1.16 |

| | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 10.2 | The Training Coordinators/Skills Development Facilitator evaluate any change in employee's performance after the employee attended training. | 25.0 | 43.8 | 15.6 | 15.6 | 0.0 | 2.22 | 1.01 |
| 10.3 | The supervisor determines any positive change in employee's performance during the performance appraisal process to see if the training yielded any positive results in terms of performance. | 6.3 | 28.1 | 28.1 | 34.4 | 3.1 | 3.00 | 1.02 |
| 10.4 | The supervisor assesses if there was any change in teams performance as a result of employees attending training. | 12.5 | 28.1 | 34.4 | 25.0 | 0.0 | 2.72 | 0.99 |
| 10.5 | The head of the institution determines any change in the organisational efficiency and effectiveness that can be attributed to any training attended. | 6.3 | 25.0 | 28.1 | 40.6 | 0.0 | 3.03 | 0.97 |

**Table 4.3.11          Construct 10 – D2: Cronbach Alpha: 0.89**

Analysis of the mean scores and standard deviations for **Evaluate improvement in job performance due to training attended** revealed an aggregate mean of 2.69. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 0.97 and 1.16, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

**4.3.11 Construct 11: Mean and standard deviation of scores for assessing implementation of skills and knowledge gained during training that was attended.**

| D | Assess implementation of skills and knowledge gained during training that was attended | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 11.1 | Supervisors monitor trainee's performance after training as a way of ensuring that trainees apply what they have learnt during the training intervention. | 12.5 | 40.6 | 21,9 | 25.0 | 0.0 | 2.59 | 1.01 |
| 11.2 | Trainees give honest feedback of their performance after every training intervention. | 21.9 | 25.0 | 31.3 | 21.9 | 0.0 | 2.53 | 1.08 |

**Table 4.3.12        Construct 11 – D3: Cronbach Alpha: 0.69**

Analysis of the mean scores and standard deviations for **Assess implementation of skills and knowledge gained during training that was attended** revealed an aggregate mean of 2.56. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 1.01 and 1.08, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.12 Construct 12: Mean and standard deviation of scores for assessing calculation/measuring of return on investment/impact of assessment.

| D | Calculate/Measure Return on Investment/Impact of Assessment | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|
| 12.1 | The supervisor determines the Return on Investment on any training intervention undertaken. | 9.4 | 28.1 | 31.3 | 31.3 | 0.0 | 2.84 | 0.99 |
| 12.2 | The Training Coordinator/Skills Development Facilitator calculates Return on Investment on any training intervention undertaken. | 12.5 | 37.5 | 34.4 | 15.6 | 0.0 | 2.53 | 0.92 |
| 12.3 | Training Coordinator ensures that every training undertaken is evaluated to assess the impact of that training on every employees' performance. | 21.9 | 46.9 | 21.9 | 6.3 | 3.1 | 2.22 | 0.97 |

**Table 4.3.13        Construct 12 – D4: Cronbach Alpha: 0.0.79**

Analysis of the mean scores and standard deviations for **Calculate/Measure Return on Investment/Impact of Assessment** revealed an aggregate mean of 2.53. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively narrow, ranging between 0.92 and 0.99, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

### 4.3.13 Construct 13: Mean and standard deviation of scores for evaluating training intervention.

| D | Evaluate training intervention | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|

| 13.1 | After every training that takes place there is an evaluation done to evaluate how much each trainee have learnt from the training | 18.8 | 43.8 | 25.0 | 12.5 | 0.0 | 2.31 | 0.93 |
|------|------------------------------------------------------------------|------|------|------|------|-----|------|------|
| 13.2 | After each training undertaken evaluation is done by the Human Resource Development Unit to check how much knowledge have been gained by attending the training. | 31.3 | 43.8 | 15.6 | 6.3 | 3.1 | 2.06 | 1.01 |
| 13.3 | Cacadu has a clear system used to evaluate training after the training programme has been undertaken. | 18.8 | 53.0 | 18.8 | 9.4 | 0.0 | 2.19 | 0.86 |
| 13.4 | Cacadu makes sure that every training intervention undertaken is evaluated. | 18.8 | 50.5 | 21.9 | 9.4 | 0.0 | 2.22 | 0.87 |

**Table 4.3.14      Construct 13 – D5: Cronbach Alpha: 0.92**

Analysis of the mean scores and standard deviations for **Evaluate training intervention** revealed an aggregate mean of 2.20. This suggests a tendency towards disagreement on all the statements. The standard deviation indicated that the spread was relatively, ranging between 0.86 and 1.01, indicating that the respondents were relatively consistent in the way they responded to the items in this section.

**Table 4.3.15:** Below gives the descriptive statistics of all the constructs:

| Descriptive Statistics | | | | | | | | |
|------------------------|---------|------|--------|---------|---------|-------------------|-------------------|----------|
| | Valid N | Mean | Median | Minimum | Maximum | Lower Quartile | Upper Quartile | Std.Dev. |
| Construct_B1 | 32 | 3.32 | 3.33 | 1.00 | 5.00 | 3.00 | 4.00 | 0.84 |
| Construct_B2 | 32 | 3.16 | 3.17 | 1.67 | 4.33 | 2.67 | 3.83 | 0.70 |
| Construct_B3 | 32 | 2.98 | 3.17 | 1.33 | 4.33 | 2.17 | 3.67 | 0.86 |
| Construct_C1 | 32 | 2.67 | 2.75 | 1.00 | 4.00 | 2.00 | 3.50 | 0.88 |
| Construct_C2 | 32 | 3.25 | 3.50 | 1.00 | 4.50 | 3.00 | 4.00 | 0.93 |
| Construct_C3 | 32 | 2.93 | 3.00 | 1.00 | 4.00 | 2.71 | 3.29 | 0.69 |
| Construct_C4 | 32 | 2.80 | 3.00 | 1.00 | 4.00 | 2.00 | 3.50 | 0.97 |
| Construct_C5 | 32 | 2.55 | 2.00 | 1.00 | 4.00 | 2.00 | 3.50 | 1.06 |
| Consrruct_D1 | 32 | 2.41 | 2.00 | 1.00 | 4.00 | 2.00 | 3.25 | 1.01 |
| Construct_D2 | 32 | 2.69 | 2.80 | 1.00 | 4.00 | 2.20 | 3.40 | 0.87 |
| Construct_D3 | 32 | 2.56 | 2.50 | 1.00 | 4.00 | 2.00 | 3.25 | 0.91 |
| Construct_D4 | 32 | 2.53 | 2.33 | 1.00 | 4.33 | 2.00 | 3.00 | 0.80 |
| Construct_D5 | 32 | 2.20 | 2.00 | 1.00 | 4.25 | 1.75 | 2.63 | 0.82 |

**Table 4.3.16: Explanation on how to analyse the mean scores:**

| The means can be interpreted using: | |
| --- | --- |
| **Interval** | **Label** |
| 1.00 - 1.79 | Very low |
| 1.80 - 2.59 | Low |
| 2.60 - 3.40 | Average |
| 3.41 - 4.20 | High |
| 4.21 - 5.00 | Very high |

**Table: 4.3.17: Relationships: Outlines the relationships among the constructs:**

Relationships among the constructs:

Correlations

| | C -B1 | C - B2 | C - B3 | C - C1 | C - C2 | C - C3 | C - C4 | C - C5 | C - D1 | C - D2 | C- D3 | C - D4 | C - D5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Construct B1** | 1.00 | | | | | | | | | | | | |
| **Construct B2** | 0.36 | 1.00 | | | | | | | | | | | |
| **Construct B3** | 0.32 | 0.37 | 1.00 | | | | | | | | | | |
| **Construct C1** | 0.65 | 0.08 | 0.50 | 1.00 | | | | | | | | | |
| **Construct C2** | 0.55 | 0.38 | 0.44 | 0.67 | 1.00 | | | | | | | | |
| **Construct C3** | 0.61 | 0.26 | 0.54 | 0.60 | 0.57 | 1.00 | | | | | | | |
| **Construct rC4** | 0.52 | 0.54 | 0.41 | 0.44 | 0.42 | 0.64 | 1.00 | | | | | | |
| **Construct C5** | 0.45 | 0.47 | 0.51 | 0.51 | 0.48 | 0.59 | 0.77 | 1.00 | | | | | |
| **Construct D1** | 0.48 | 0.50 | 0.37 | 0.30 | 0.33 | 0.54 | 0.71 | 0.76 | 1.00 | | | | |
| **Construct D2** | 0.45 | 0.45 | 0.41 | 0.40 | 0.41 | 0.49 | 0.70 | 0.76 | 0.83 | 1.00 | | | |
| **Construct D3** | 0.48 | 0.44 | 0.46 | 0.52 | 0.53 | 0.53 | 0.48 | 0.61 | 0.57 | 0.75 | 1.00 | | |
| **Construct D4** | 0.47 | 0.59 | 0.47 | 0.45 | 0.43 | 0.46 | 0.68 | 0.69 | 0.75 | 0.84 | 0.73 | 1.00 | |
| **Construct D5** | 0.50 | 0.56 | 0.53 | 0.47 | 0.45 | 0.67 | 0.72 | 0.67 | 0.77 | 0.67 | 0.68 | 0.84 | 1.00 |

**Red indicates statistically significant correlations**

**Table 4.3.18:** Explanation of correlation coefficients

| The correlation coefficients can be interpreted using: | | | | |
| --- | --- | --- | --- | --- |
| < 0.30 : Weak | | | | |
| 0.30 - 0.49 : Moderate | | | | |
| 0.50 + : Strong | | | | |

**Table 4.3.19: Gender differences:** Table below gives statistical differences of the genders and it shows that there is not much difference on how they responded.

| T-tests; Grouping: Gender | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Construct** | **Mean** | **Mean** | **t-value** | **df** | **p** | **Valid N** | **Valid N** | **Std.Dev.** | **Std.Dev.** |
| **Gender** | **Female** | **Male** | | | | **Female** | **Male** | **Female** | **Male** |
| Construct_B1 | 3.54 | 3.10 | 1.50 | 30 | 0.1435 | 16 | 16 | 0.76 | 0.88 |
| Construct_B2 | 3.29 | 3.03 | 1.06 | 30 | 0.2976 | 16 | 16 | 0.79 | 0.58 |
| Construct_B3 | 3.15 | 2.81 | 1.10 | 30 | 0.2819 | 16 | 16 | 0.68 | 1.01 |
| Construct_C1 | 2.78 | 2.56 | 0.70 | 30 | 0.4892 | 16 | 16 | 0.84 | 0.93 |
| Consturct_C2 | 3.53 | 2.97 | 1.76 | 30 | 0.0883 | 16 | 16 | 0.62 | 1.12 |
| Construct_C3 | 3.16 | 2.70 | 2.00 | 30 | 0.0542 | 16 | 16 | 0.35 | 0.86 |
| Construct_C4 | 2.84 | 2.75 | 0.27 | 30 | 0.7887 | 16 | 16 | 0.87 | 1.08 |
| Construct_C5 | 2.69 | 2.41 | 0.75 | 30 | 0.4610 | 16 | 16 | 1.08 | 1.05 |
| Construct_D1 | 2.56 | 2.25 | 0.87 | 30 | 0.3910 | 16 | 16 | 0.96 | 1.06 |
| Construct_D2 | 2.86 | 2.53 | 1.11 | 30 | 0.2769 | 16 | 16 | 0.76 | 0.95 |
| Construct_D3 | 2.81 | 2.31 | 1.59 | 30 | 0.1234 | 16 | 16 | 0.81 | 0.96 |
| Construct_D4 | 2.65 | 2.42 | 0.80 | 30 | 0.4283 | 16 | 16 | 0.79 | 0.82 |
| Construct_D5 | 2.33 | 2.06 | 0.91 | 30 | 0.3695 | 16 | 16 | 0.81 | 0.84 |
| (No statistically significant differences between the two genders (all p-values > 0.05)) | | | | | | | | | |

**TABLE 4.3.20:** The table below look at significant differences among the three institutions tested in the study:

| Anova to test for significant differences among the 3 institutions: District Office, Sub-District Office and Hospitals | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Breakdown Table of Descriptive Statistics** | | | | | | | | | |
| **Institution** | **C - B1** | **C - B1** | **C - B1** | **C - B2** | **C - B2** | **C - B2** | **C - B3** | **C - B3** | **C - B3** |
| | **Means** | **N** | **Std.Dev.** | **Means** | **N** | **Std.Dev.** | **Means** | **N** | **Std.Dev.** |
| **District Office** | 3.28 | 19 | 0.94 | 3.14 | 19 | 0.67 | 2.68 | 19 | 0.77 |
| **Sub-District Office** | 3.13 | 5 | 0.51 | 2.87 | 5 | 1.10 | 2.93 | 5 | 1.16 |
| **Hospital** | 3.54 | 8 | 0.80 | 3.40 | 8 | 0.44 | 3.71 | 8 | 0.42 |
| **All Grps** | **3.32** | **32** | **0.84** | **3.16** | **32** | **0.70** | **2.98** | **32** | **0.86** |

| C- C1 | C-C1 | C -C1 | C -C2 | C - C2 | C - C2 | C - C3 | C C3 | C-C3 | C-C4 | C - C4 | C -C4 | C-C5 | C-C5 | C-C5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. |
| 2.53 | 19 | 0.92 | 3.08 | 19 | 1.04 | 2.71 | 19 | 0.74 | 2.66 | 19 | 0.94 | 2.39 | 19 | 1.05 |
| 2.90 | 5 | 0.89 | 3.90 | 5 | 0.55 | 3.23 | 5 | 0.37 | 2.50 | 5 | 1.27 | 2.20 | 5 | 1.25 |
| 2.88 | 8 | 0.79 | 3.25 | 8 | 0.71 | 3.27 | 8 | 0.53 | 3.31 | 8 | 0.70 | 3.13 | 8 | 0.83 |
| **2.67** | **32** | **0.88** | **3.25** | **32** | **0.93** | **2.93** | **32** | **0.69** | **2.80** | **32** | **0.97** | **2.55** | **32** | **1.06** |
| | | | | | | | | | | | | | | |

| C-D1 | C-D1 | C-D1 | C- D2 | C-D2 | C-D2 | Con | C-_D3 | C -D3 | C- D4 | C-D4 | C-D4 | C-D5 | C-_D5 | ConstructD5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. | Means | N | Std.Dev. |
| 2.21 | 19 | 0.87 | 2.47 | 19 | 0.79 | 2.26 | 19 | 0.73 | 2.44 | 19 | 0.60 | 2.08 | 19 | 0.60 |
| 2.30 | 5 | 1.40 | 2.76 | 5 | 1.00 | 2.50 | 5 | 1.22 | 2.13 | 5 | 1.15 | 1.90 | 5 | 1.21 |
| 2.94 | 8 | 1.02 | 3.18 | 8 | 0.85 | 3.31 | 8 | 0.75 | 3.00 | 8 | 0.89 | 2.66 | 8 | 0.94 |
| 2.41 | 32 | 1.01 | 2.69 | 32 | 0.87 | 2.56 | 32 | 0.91 | 2.53 | 32 | 0.80 | 2.20 | 32 | 0.82 |

**C: Stands for Construct**

## 4.4 QUALITATIVE ANALYSIS

### 4.4.1 Individual interview questions (Section B)

The questions for individual interviews were more detailed in comparison to the questionnaire, as the researcher wanted the respondents to express themselves fully in their responses. The questions were to ascertain individual employees' responses concerning the problem statement; that is, the challenges faced in implementing the ETD Policy. The interviewer interviewed 31 employees of the Cacadu Health District. The aim was to identify themes, if any, that are common, among the answers of the respondents. Suggestions and recommendations were also presented during the interviews.

The following were the responses that were presented by respondents.

### 4.4.1.1 Question one: do you think that the Eastern Cape Department of Health provides all the resources needed to implement the Education, Training and Development Policy? E.g. Enough Budget.

This question was to ascertain from employees whether there were enough resources provided to implement the ETD Policy in Cacadu District.

Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

- About 86% of the respondents responded by saying there is limited resource to implement ETD Policy,

- A minority of about 19% agreed that resources were provided.

- Some of the mostly mentioned limited resource were:

  - 'Budget allocation' was the leading resource which was always regarded as inadequate, employees cannot study towards formal qualifications.

- About 63% felt the training function cannot be led by someone junior, a Deputy Director or Director should lead this function so that whatever leadership the person gives can be followed and not be undermined. Cacadu district has a large number of employees in the institutions and Sub-Districts, so seniority would enforce decisions.

- Staff Shortages: HRD unit not staffed with SDFs to implement the policy and staff to support the training function.

- Bursaries not made available for employees to pursue studies in their chosen fields relevant to the department.

- Lack of transport to be transported to where training was taking place.

- Training centres and resource centres to cater for the complex environment of Department of Health (DoH).

**4.4.1.2 Question 2 (a): do you think Evaluation of Training is done after a training intervention?**

**2 (b): if you answered 'No' to the above question, please elaborate why you think evaluation of training is not done.**

**2 (c): who do you think should form part of a team to do evaluation of training/impact assessment? Suggest at least four people in the employment circle.**

**2(d): please support why you think each of the four persons you suggested above is important in the evaluation of training process.**

**2(e): when do you think impact assessment should be done after a training intervention is undertaken?**

These questions wanted to know from employees if evaluation of training was done and if not, what were the reasons for not doing it. Employee had to suggest at least four people they think should for part of the training evaluation process and give reasons for suggesting that person. Question 2 had five sub-questions and required answers for each. Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

2(a) A striking majority of 98% cited that training evaluation is not done at Cacadu.

The second part of the question which required of the respondents to cite the reasons they think stop training evaluation to be done.

2(b) These are some of the reasons the respondents cited:

- unavailability of training evaluation system,

- lack of commitment and courage from managers and employees,

- unavailability of appointed skills development facilitators with the capacity to facilitate evaluation of training,

-  senior manager in the unit at District Office and Training Coordinators in some Sub-Districts and that causes that there be no clear leadership,

- Lack of clear District HRD Strategy in Cacadu that has a clear training evaluation element,

- No focus  on quality of training, but quantity is given priority,

- Supervisors not playing their role of demanding feedback after training attended,

-  Professional jealousy,

- Absence of a formal training evaluation system in place due to non-availability of SDFs.

- Employees attending irrelevant training, resulting in it not being able to be measured if it benefited them,

- Due to staff shortages. It was also difficult to calculate return on investment.

The third part of the question required of the respondents to suggest people they feel should form part of the training evaluation process, and these were the answers:

2(c) The Head of Institution, Stream Leaders, Clinical Personnel and HR/HRD Personnel

The fourth part of the question required that the respondents say why the suggested person is best suited to do training evaluation. These were the responses of the different respondents: Numerous comments were recorded in response to the question.

2(d) The most often mentioned responses were recorded as follows:

- **HRD/HR (Human Resources) Personnel:**

- To evaluate the quality of training that was offered and if it has an impact on service delivery**.**

- HRD and HR issues are their responsibility and can assess organisational personnel.

- The trainer will note where the shortcomings or gaps of the training were. To assist the employee and employer to effectively prioritise training needs.

- SDF and Training Coordinator custodian of training within the District and has to report to the District Manager and the Skills Development Committee.

- The SDF will be able to arrange other necessary training as a refresher to assist the employee**.**

- They can see that the person they sent to training has been properly exposed and developed to ensure Return on Investment.

- HRA has each employee's qualifications; they can assist in pointing out where there is a lack.

- Play a very important role in identifying the training needs of employees and the institution and therefore need to know what the outcome of training attended was,

- Will advise the training committee on the process,

- The one who organises the evaluation process and must give guidance in the process of training evaluation.

- **Supervisors:**

- To monitor your progress achieved after training. To achieve the overall gaol of the Department,

- They should be able to report on practical improvement if any of their subordinates was trained.

- Supervisors work closely with, and have insight into their staff and know their skill shortages.

- Will be able to support and mentor the person. Supervisor can help to fill gaps and clarify uncertainties. Supervisors may provide inputs based on operational expertise.

- **Clinical Personnel:**

- Clinical managers are responsible for clinical strategy, assists in monitoring impact of training (nurses) in service delivery.

- **Institution Managers:**

- Is the officer held accountable and should establish if training was cost effective.

- Overall evaluation of impact of training in the whole institution, so should be present to give input and observations on evaluation of training.

- S/he is the best person to gauge the impact to see if a difference was made.

- Gives direction and leadership as the strategic manager of the district and how training should be aligned to the vision of the district.

- The District Manager will know what should be the outcome of training so that it can contribute in the right direction. Will be able to acknowledge competent, hardworking, knowledgeable and committed staff.

- **Section Managers, Stream Leaders:**

- measures performance in the stream and compare previous against current, monitor and maintain competent staff.

- **Labour Unions:**

- To check for fairness in the process, to see to it that all employees are treated fairly. Observe and assess if all that was in the skills plan is implemented.

- **Finance:**

- Evaluates if training attended had value for money and was not a wasteful expenditure, make sure training budget is utilised correctly.

- **SDC (Skills Development Committee) Member:**

- Because of the nature of their objective as a committee and legal requirement.

- **Supervisee/Trainee:**

To give feedback as the person being evaluated.

2 (e) The fifth and last part wanted respondents to say when they think training evaluation should be done.

- The following were suggested: Impact assessment should be done on a quarterly basis so that it is in line with PMDS Quarterly Reviews, the budget reviews and institution reporting. Quarterly assessments are the best time, the information is still fresh and have also time to internalise it.

## 4.4.1.3 Do you think that Return on Investment (RIO) is calculated after each and every extensive training done in Cacadu?

This question was asked to determine if Cacadu as an organisation measures or calculates what they invest to see if the return on their investment is of value or just wasted. Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

- ROI not calculated, there is no guideline or system in place Never been done, responsible officials do not know the formula.

- HRD unit does not require feedback after training to assess RIO, pre and post training assessment and assistance not done

- No some people leave the province as soon as they finish their studies, some are not even known where they are e.g. Cuban Doctors.

- The value for money is never tested and never weighed against the training.

- No contract is signed by the employees as a means for them to account for training attended, to ensure return on investment is measured.

## 4.4.1.4 Why do you think evaluation of training is important for every employee who attended training?

This question was asked to ascertain from employees if they see importance in attending training. Numerous comments were recorded in response to the question. The most often mentioned, significant responses were recorded as follows:

- Yes, it could be for course improvement, and development

- To assess if skill shortages of section has been addressed or not. To see that each employee understood the training content. Ensure employees apply new skills they learnt from training and brush up possible gaps and uncertainties.

- To evaluate if course was cost –effective, HRD and SDC to assess if money spent on training was worth it and not wasteful expenditure and if the training made a difference in achieving the overall goals of the Department in terms of sustainable service delivery.

- Also for the incumbent, it will assist us to see if he got the right training for the right person. For employees to take training seriously.

**4.4.1.5 Who do you think should be represented on the Skills Development Committee to ensure that education, training and development policy is properly implemented?**

The researcher asked this question to get views and suggestions from employees on who they think can be on the SDC (Skills Development Committee) to best implement the ETD Policy. Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

- HRD Personnel, Management, Supervisors, Stream Leaders, Union Representatives, representatives from junior staff, all section heads.

**4.4.1.6 How often do you think should the SDC report to employees on training?**

The researcher asked this question to get a view and suggestion from employees themselves because they usually complain that the SDC never reports to them on training. Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

- Quarterly reporting was supported by all. For the reason that management reports, budgetary monitoring framework and PMDS Quarterly Reviews are on a quarterly basis, reporting will therefore be in line with the SDC reporting

to uphold the program not to lose momentum and for the sake of transparency as required by Batho Pele.

**4.4.1.7 Do you think performance of employees can be affected by poor implementation of the ETD Policy?**

| | |
|-----|------|
| Yes | 100% |
| No | 0% |

This question was asked to assess if poor performance can be attributed to training and development of employees, which is if there is poor implementation of training interventions or no training at all.

Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as below. Respondents gave the following reasons how lack of training or non-training of employees can impact on employee performance:

- With no training or little training, official's skills will not be developed, which will have a negative impact in the working environment negatively affect service delivery.

- Employees will not be exposed to new developments in their work environment to deal with new procedures or policies or change of equipment.

- The employees will have a low self-esteem, feel demotivated and stagnate resulting in poor performance, high absenteeism and careless mistakes and job-hopping.

- Employees take ETD Policy implementation as their right and if not properly implemented will result in conflict.

- Identified training gaps at Performance Management and Development System (PMDS) Quarterly Reviews will never be addressed.

- Employees cannot be held accountable for poor performance.

**4.4.1.8 Do you think mentoring is important for inexperienced employees?**

| YES | 100% |
|-----|------|
| NO  | 0%   |

Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

**The responses to the above question are:** All the respondents answered yes to the answer. Reasons given were:

- On-the-job training is more effective than theoretical training.

- Majority of jobs in DoH, require employees not to make mistakes.

- Changes in technology and new equipment require that employees be always under the wing of an experienced and seasoned employee to avoid mistakes.

- For recruitment purposes that junior staff can fit easily into the shoes of experienced employees who go on retirement or die. This will encourage lower levels to buy into the idea of mentoring.

- Mentoring brings confidence and awareness that someone is watching.

- A safe learning environment, not threatening, not scared to ask questions or learn new skills and al can be done in mentees own space.

- Assist the mentee with resources in the form of knowledge, information and best practices, avoiding them learning their own ways and end up making costly mistakes.

- Implementation of skills learnt during training, are not taken away from the work station resulting in less expense for organisation.

**4.4.1.9 If you answered 'Yes' to the above question, please elaborate why you think mentoring is important for an organisation.**

Numerous comments were recorded in response to the question. The most often mentioned responses were recorded as follows:

- Will have knowledgeable, skilled, disciplined and competent staff and knowledge will stay within the institution as it will be shared with in.

- It is not expensive for the organisation and may not require budget which is something that is always a challenge. Minimize loss of time and resources.

- Opens up team experience and inculcation of good values in the work environment.  Management can quickly identify gaps in performance.

- Senior employees can transfer the general organisational culture, by guiding employees on how things are done.

- Overall higher morale, people feel valued, organisation's performance will improve and good relationships will be built.

**4.4.1.10 During what stages of an officials 'employment /appointment should formal or informal mentoring take place?**

Numerous comments were recorded in response to the question.  The most often mentioned responses were recorded as follows:

**Respondents indicated the following:**

- Respondents at 99% agreed that mentoring should start the first day employee starts a new job and must be compulsory for interns.

**4.4.1.11 Which category of employees would best benefit from a mentoring programme?**

Numerous comments were recorded in response to the question.  The most often mentioned responses were recorded as follows:

- Respondents cited that all categories of staff would benefit from mentoring.

**4.4.1.12 Do you think the community service undertaken by professional staff entering the public service could benefit from mentoring? If yes, how?**

Numerous comments were recorded in response to the question.  The most often mentioned responses were recorded as follows:

- Will learn and understand the environment, know what is expected from them, and settle much quicker and have sense of belonging for all new employees

- Build confidence and give exposure and experience than theory teaching at university especially for community service workers.

- Organisation to scan potential employees that will suit the organisation.

- Helps experienced employees refresh  memory as mentees will engage them

- To better understand policies of the department and improve performance to minimise litigation.

**4.4.1.13 Do you think management in the institutions give their full support to employees to attend training?**

Numerous comments were recorded in response to the question.  The most often mentioned responses were recorded as follows:

Responses to this question were mixed some agreeing and others not.

These are some of the reasons why management not to support employees not to go to training:

- Work will come to a standstill

- Managers regard work more important than allowing staff to go on training.

- Management perceive staff who are well trained as threats to their positions.

- Manager do not follow-up training after employees attended training.

- Some trainees do not attend training or fail and managers will not even be aware of the problem, not understand policies governing training of staff.

- Some managers do not take skills development seriously and are not well informed about it, do not even consult with HRD to check what is available for their subordinates.

- Lastly, when they do not see how training benefited staff, where there is no improvement in performance.

## 4.5 FINDINGS OF THE STUDY

This section elaborates on the findings of the study:

### 4.5.1 Finding 1

- **Skills Development Legislation adopted for transfer of education, training and development:** Construct one was to get from employees issues around the adopted legislation for ETD:

- A total of 37.5% of respondents said there is no employment equity plan in Cacadu supporting education, training and development.

- 40.6% confirmed that Cacadu District believes that objectives of employment equity can be achieved through the objectives of SDA (Skills Development Act).

- 53.1% of employees confirmed that Cacadu encourages employees to be trained and developed.

This raises a challenge because there are a certain percentage who do not agree on this issue of adopted legislation. Cacadu has therefore a lot of work to do. If legislation is passed and made available by the ruling party, which runs the affairs of the country, then that legislation has to be implemented fully. It would, therefore, have been an ideal situation if there was a 100% agreement on this construct.

### 4.5.2 Finding 2

- **Resources, Systems and Processes to fully implement education, training and development policies.**

  - 31.3 % of employees were neutral in their responses on whether Cacadu provides financial assistance to its employees to further their studies.

  - 40.6% differed about whether Cacadu makes opportunities available

  - 46.9% felt that management supports education, training and development of its employees.

  - 43.8 % confirmed that training coordinators are appointed to implement training in Cacadu.

- 37.5% agreed that bursaries were made available, and

- 37.5% disagreed on the availability of bursaries

- 25% agreed that SDFs were available to implement ETD policy, and

- 25% disagreed on the availability of SDFs to implement ETD Policy.

- There is a challenge if there are mixed responses. If Cacadu expect to be at a global level in terms of performance, then allocations of bursaries to employees for them to capacitate themselves should be at a 100% rate. The appointment of Skills Development Facilitators should also be made a priority if the ETD policy has to have a meaningful implementation.

### 4.5.3 Finding 3

- **Systems and consultation to fully achieve Education Training and Development Policy**

  - 40.6% of employees were in agreement that the SDC roles and responsibilities are clear and understood.

  - 31.3% of employees disagreed that SDC reported on employee training.

  - 32.5% agreed that stakeholders in the training of employees are consulted on all training issues.

  - 40.6 % of employees were in agreement that Skills Audits are effectively done.

  - If the Skills Development Committees do not report to employees on their training and the status quo of all education, training and development issues, then the Skills Development Committee is not accountable.  The Skills Development Act requires that there is a SDC in every institution so that all stakeholders are represented and consulted on all training issues. If the percentage of employees in agreement that stakeholders are consulted is 32.5%, then there is a challenge and Cacadu needs to ensure that all training issues are communicated to all stakeholders, because training is about the interest of the stakeholders. Only 40.6% of employees agreed that the Skills Audit is conducted effectively, which means there is a problems, because Skills Audits should be done as effectively as

possible so as to get the exact training needs of employees. It is for that reason that Cacadu will end up with a shopping list as a training list and employees attending training irrelevant to their jobs.

### 4.5.4 Finding 4

- **Evaluate if there are systems and an environment conducive to implementing mentoring**

- 34.4% percent agreed that there are systems and an environment conducive to mentoring in Cacadu.

- 37.5% disagreed that there are systems and an environment conducive to mentoring in Cacadu.

- Cacadu needs to do something about this as an organisation that does not have mentoring is planning failure for its employees.

### 4.5.5 Finding 5

- **Assess if implementation of mentoring can achieve objectives of education, training and development legislation**

- 50% agreed that mentoring is an excellent training method to achieve the objectives of the Employment Equity Act.

- 46.9% agreed that mentoring is an excellent training method to achieve the objectives of the Skills Development Act.

### 4.5.6 Finding 6

- **Assessing if there are mentor-mentee relationships.**

- 40.6% of employees were neutral on whether experienced employees are willing to serve as mentors. This is worrying, as Cacadu needs to put in place a system to encourage their experienced employees to transfer the skills that they have accumulated over years to younger and less experienced employees so that the high level of performance doesnot drop as experienced employees leave the department, either through pension, death or moving to other departments. If experienced employees do not transfer the experience, the department has also invested in vain as that skill leaves with those that are knowledgeable and competent.

- 43.8 responded neutrally on whether there are mentor-mentee relationships. This is also a worrying factor as these relationships can have a lot of benefit to Cacadu.

- 34.4% agreed that mentoring is supported by all employees.

- 40.6% of employees agreed that mentors assist mentees towards additional resources for learning in their jobs.

- 43.8% of employees disagreed that there is a mentor appointed for every community service employee. This is a very disturbing fact. The Department of Health is receiving litigation, complaints and are investigated every day for patients that die or are not treated correctly. The programme of community service for all professional employees that enter the department as new entrants, can benefit from mentoring tremendously as these new entrants are fresh from university and still lacking the practical know-how of dealing with patients. Dealing with a patient is not like dealing with a machine that will cause no major loss if there is a mistake. The department must do something about making sure that mentors are appointed for community service employees if the department wants to be eradicate problems. It is surprising that the department does not have mentors for its community service employees.

- 53.1% of employees agreed that at all stages of an employee's employment employees should have a mentor,

- 50% of employees are also in agreement that mentoring establishes confidence and a sense of belonging for mentees. This is also something positive for the department that can add value. If the department trains its professionals correctly first time, they will have very competent professionals that have best practices globally and open to less mistakes and poor service delivery.

### 4.5.7 Finding 7

- **Assess if formal and informal mentoring strategies are used to assist inexperience employees gain knowledge and skills**

- 31.3% employees responded neutrally on whether Cacadu uses formal mentoring.

- 43.6% agreed that Cacadu uses informal mentoring. The previous questions which investigated if there are systems in place for mentoring is are supported by the fact that no mentor-mentee relationships and no formal mentoring seems to be taking place.

### 4.5.8 Finding 8

- **Assessing if experienced employees are encouraged and capacitated to serve as mentors**

- 34.4% of employees disagreed and felt that Cacadu does not encourage and capacitate its managers and supervisors in mentoring.

- 40.6% of employees disagreed, as they fetl that Cacadu is not skilling its manager and supervisors in coaching. The big question is, how does Cacadu ensure that the best practices they are developing every day and that they have developed over years will stay with them and even be improved by the same managers and supervisors? Cacadu cannot continue like this, they need to skill all managers and supervisors in coaching and mentoring if they want excellence in practice and continuation of their best practices. In an ideal situation every manager and supervisor should be a mentor. It is a fact that none one can argue that people learn best by doing than by learning something from a book. This fact is best practiced or proved in children, where whatever you do they will copy and it will stay with them forever. Research has also proved that knowledge that stays with someone for a long time, is that knowledge they learnt through doing.

### 4.5.9 Finding 9

- **Evaluate change in behaviour to positively influence and impact on job performance**

- 37.5% disagreed with this construct. They mention that supervisors do not assess employees' behaviour after attending training, to see if there is a change in employee's behaviour.

- 43.8% also disagreed that the SDF or Training Coordinator assesses employees' behaviour after attending training to see if there is change in their behaviour. Cacadu needs to do something about this if they understand the purpose of sending employees to training. The reason why employees are

sent to training is to make sure that their skills improve and that there is behavioural change towards their job so that they can function optimally.

## 4.5.10 Finding 10

- **Evaluate improvement in job performance due to training attended.**

This construct had five questions to test it.

- 37.5% disagreed, as they stated that supervisors do not evaluate change in employees' performance after attending training.

- 43.8% also disagreed that the SDF and Training Coordinator evaluate change in employees' performance after attending training.

- 34.4% agreed that supervisors determine any positive change in employees' performance during performance appraisals.

- 34.4% were neutral on whether supervisors assesses if there was any change in team performance as a result of attending training.

- 40% agreed that the Head of the institution determines any change in organisational efficiency and effectiveness due to training attended.

From the above, it can be seen that a high percentage of employees disagreed on the five statements, though some agreed and were neutral. Cacadu cannot waste so many resources on education, training and development if they do not measure how much the trainees have gained from the training or what positive change it brings to Cacadu. The comment that has been cited by some respondents during the interviews, that employees go to training to run away from the office, can be supported if nothing is done to make sure that training evaluation on employees' performance is done. Other managers and supervisors do not want to send employees to training because they come back the same people that they were before training. One cannot blame these managers and supervisors because there is no system in place to measure what employees bring back from training. Cacadu should make sure that every employee that goes to training comes back and account.

## 4.5.11 Finding 11

- **Assess implementation of skills and knowledge gained during training that was attended**

- 40.6% employees disagreed. They said that supervisors do not monitor trainees' performance after training as a way of ensuring that trainees apply what they have learnt during the training intervention.

- 31.3% were neutral in their responses whether trainees give honest feedback of their performance after every training intervention.

If Cacadu does not have a system in place to ensure that employees implement what they have learnt from the training, then Cacadu needs to urgently set up such systems if training that is attended by employees must have meaning.

### 4.5.12 Finding 12

- **Calculate/Measure Return on Investment/Impact of Assessment**

- 31.3 % agreed that supervisors determine return on investment on any training intervention undertaken

- 31.3% were neutral on the same question.

- 37.5% disagreed that SDFs and Training Coordinators calculate ROI on any training undertaken to see the return on that training.

- 40% thought that the training coordinator ensures that all training undertaken is evaluated to assess the impact of that training on employee's performance. If Cacadu does not calculate Return on Investment, someone is not following the guidelines of the Public Finance Management Act (PFMA), which has a clear instruction on making sure that no official misuses public money. It therefore says that if ROI is not calculated there is breach of Section 45 of the PFMA and Treasury Regulation, which instructs officials to avoid irregular, wasteful and unauthorised expenditure. Someone needs to be accountable if ROI is not calculated for wasteful expenditure because.

### 4.5.13 Finding 13

- **Evaluate training intervention**

- 43.8% disagreed on the question of intervention, as they thought that there is no evaluation done after every training initiative that takes place to see how much each trainee has learnt from the training.

- 43.8% of employees disagreed that the HRD Unit does evaluation after every training intervention that takes place to check how much knowledge has been gained by attending the training.

- 53.0% employees disagreed on whether Cacadu has a clear system in place to evaluate training after the training programme has been undertaken.

- 50.5% of employees disagreed that Cacadu makes sure that every training intervention undertaken is evaluated. If evaluation of training is not calculated, why are employees then sent to training, because you will not see if there was a positive change in their performance and behaviour or not? Cacadu cannot manage to invest a lot of resource into training if employees come back from training and some of them manage to ignore doing assignments given by the trainer or fail to do Portfolio of Evidence (POE). What will one say an employee learnt from the training if they ignore to do their POEs and assignments?

It is evident from the above analysis of both the questionnaire and the interview that there are challenges in Cacadu Health District with regard to training and development of staff. The first part of the questionnaire investigated issues around Skills Development Legislation that is adopted for transfer of education, training and development and whether these are supported and implemented correctly. This is the legislation that was put in place by the ruling party to speed up and strengthen the transfer of knowledge and skills to the citizens, the employees. The Skills Development Act of 1998 has an objective of making sure that previously disadvantaged citizens are capacitated to be able to contribute to the country.

## 4.6 CONCLUSION

The purpose of this chapter was to analyse and interpret the data obtained through the research questionnaire and interview questions. The analysis and interpretation of the data were undertaken in terms of the objectives of the research stated in chapter one. An evaluation of the results of the research questionnaire and interviews indicated that there are no systems in place in Cacadu for mentoring, evaluation of training is not done, and the return on investment is not calculated. The

chapter came up with a number of findings. Chapter will cover various recommendations, based on the above-mentioned findings. The problems and limitations encountered during the research study as well as the opportunities for future research are highlighted. The discussion thus far as cited by the respondents has confirmed that there are indeed challenges in the implementation of the ETD Policy in the Cacadu District. The discussion thus far has shown that the issues cited by the respondents really affect the proper implementation of the education, training and development policy in the Cacadu District.

# CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

## 5.1 INTRODUCTION

The purpose of this chapter is to draw conclusions and recommendations from all the preceding chapters, including the literature study and the data analyses. The conclusions are followed by recommendations to improve the implementation of the education, training and development in the Cacadu Health District.

The aim of the study was to evaluate the implementation of education, training and development. The assumptions that supported the study were that the poor implementation of the ETD Policy in Cacadu can be improved by improving and reviewing the policy and putting up systems in place for implementing proper mentoring strategy, making resources available and putting up a system of evaluation of training and calculating return on investment.

According to the respondents, poor implementation of the ETD policy emanates from lack of resources to support the ETD Policy and lack of systems to calculate return on investment, absence of mentoring system and non-evaluation of training. The following are conclusions and recommendations from the findings of the study regarding poor implementation of the education, training and development policy.

## 5.2 PROBLEMS AND LIMITATIONS

No major problems presented themselves during the study. The only minor problems that came into play were: the distances involved in getting to the participants for distribution of the questionnaire and conducting the interview and participants not fully answering the interview questions as some felt they did not want to be too critical of their department.

## 5.3 RECOMMENDATIONS

This section offers recommendations for overcoming the challenges and problems identified above for the implementation of the education, training and development policy. The recommendations are based on the empirical findings. The empirical findings of the study were collected via a questionnaire and individual interviews. According to Vos, Strydom, Fouche and Delport (2002:50), the goal of research is to solve problems and develop scientific knowledge.

The following recommendations emerged from the research undertaken:

### 5.3.1 Allocation of resources for ETD policy implementation

Resources should be a priority in any organisation, especially if one wants to implement a policy. The education, training and development policy will never reap good fruits if there are no resources in place for its implementation. Critical resources that were raised by every single respondent are:

(i) Allocation of enough budget for education, training and development purposes as they feel that the budget is limited, causing some employee not to get an opportunity to go for training.

(ii) Appointment of Skills Development Facilitators in the institutions. One respondent noted that you cannot gather a congregation and put a bible in front of them without a preacher. Without SDFs, the implementation of the ETD Policy will never see the light of day. The Department of Health, especially in Cacadu District should take the appointment of SDFs seriously if capacitation and upliftment of its employees is to reach high standards of performance to improved service delivery.

### 5.3.2 Calculation of return on investment

Return on Investment should be calculated. The Department of Health cannot invest in training interventions blindly. If ROI is not calculated it is like throwing the money in the sea. For many years the DOH has invested millions on education, training and development interventions. No one knows how the department is benefiting from those investments. Some employees do not finish courses or training they are sent to, as they drop out along the way. The department should therefore put a policy in place to point out that if staff are sent for a course or training and they do not finish, because they are lazy to do the given assignment or Portfolio of Evidence (POE), they should pay back the invested funds. It is therefore advised that this whole process of ROI starts with an employee signing a contract to say they will finish whatever training they are sent to, failing which they have to pay back the equivalent amount paid for that particular training.

The Department of Health: Cacadu District should therefore have a system to calculate ROI and the whole process should start with employees signing contracts holding them accountable. If ROI is not calculated a lot of officials in the department could be charged with wasteful expenditure, as stipulated in the Public Finance Management Act of 1998 and Treasury Regulations. The Batho Pele principles also

expect every official in the department to observe the principle of value for money in whatever they do when dealing with public money.

The Skills Development Committee/Training Committee should be functional. The Cacadu District cannot manage to facilitate education, training and development of employee without a functional training committee. The Batho Pele principles require that everything done in the name of the public service must be transparent and communicated. Some of the employees felt that the SDC never report to them on training issues. This culture of not reporting to constituencies must be discontinued. The SDC should therefore report at least monthly to employees they are dealing with regarding employee training and therefore should not keep employees in the dark.

Cacadu will not benefit from the benefits of RIO if return on investment is not calculated.

The benefits that Cacadu will lose are:

Employees and other units will never respect the HRD unit and there will be no credibility in the unit,

The training budget will never be justified and expanded,

Training courses will never be offered on a financial basis,

There will be no commitment from trainees and management,


### 5.3.3  Putting in place and implementing a  mentoring strategy

Mentoring is one strategy that has become relevant globally for the transfer of education, training and development. Cacadu District does not want to lose out on the benefits that come with mentoring, both for the mentor and mentee. The Department of Health is the only public service department that has professionals that must do one year of community service before permanent employment for the professionals, like doctors and nurses. Mentoring is the only strategy that can achieve the objectives of the community service programme. The programme is meant to transfer best practices, knowledge and skills to newly qualified professionals. The department cannot manage the litigations that are served every day, because of the mistakes done by its professionals on patients. Mentoring is the answer to all the problems and challenges that the department is facing of doctors and nurses that handle patient with limited practical know how. If an experienced professional passes best practises, knowledge and skills to the new professionals, there will be less loss of human life. Cacadu has a number of interns in the district

who are not gaining the necessary skills they are supposed to be getting because there is no mentoring system in place.

### 5.3.4  Ensuring that there is a system  for evaluation of training

Evaluation of training is a challenge globally and the lack of its implementation causes education, training and development efforts to suffer significantly. Education, training and development initiatives should be implemented in an integrated fashion to make the efforts worthwhile. All of the ETD strategies should be part of the ETD policy and have clear guidelines on how they should be implemented and how they can be quality assured. Education, training and development implementation goes together with training evaluation. If training evaluation is not conducted for every training intervention that took place, it means the process is incomplete. Cacadu should therefore have a meaningful training policy, which has all the aspects of education, training and development. An analogy is a three legged pot, which can never stand with two or one leg, as all or half of the contents in the pot will go to waste. Training interventions that take place and do not get evaluated, are as good as not having been done.

Cacadu should therefore constantly implement training evaluation strategies and this should be clearly stipulated in the education, training and development policy. Training evaluation results should talk to the performance management and development system though the quarterly reviews which in totality work towards efficiency and effectiveness. The Department of Health has invested a few millions on the Internship Programme, but because there is no mentoring, by the time the interns finish their internships contract, they would not have learnt anything. That whole process of getting the interns into the programme goes to waste and a lot of money has had no return of any kind. If evaluation of training is not conducted, Cacadu will not enjoy the benefits quoted by Newby in Clementz (2005), the benefits are:

Better quality control,

Greater efficiency in training,

Improved integration of training in the organisation,

Enhanced ability to negotiate for training resources,

Enhanced professional stature of the training function.

### 5.3.5 Have functional skills development committees/training committees

Cacadu District should ensure that there are functional committees in all its institutions. In terms of the Skills Development Act of 1998 it is a requirement that all institutions that meet the requirements for a skills levy fund, must have functional

SDCs. Without the SDC, Cacadu will not know what the training needs of the employees are and what to implement in terms of education, training and development.

The Skills Development Committee/Training Committee should be functional. The Batho Pele principles require that everything done in the name of the public service is transparent and communicated. Some of the employees felt that the SDC never reports to them on training issues. This culture of not reporting to constituencies must cease. The SDC should therefore report at least monthly to employees they are dealing with to keep employees informed. If there is no SDC the communication and development of the WSP becomes the Training Coordinator or Skills Development Facilitators, a one man show.

If that is the case then the WSP is not realistic. The SDC should be fully representative for it to plan for the training of Cacadu's employees. Compiling the Work Place Skills Plan is not as easy as many approach it. It should have training set out and planned for every strategic objective of the Department of Health and it should be realistic training that can meaningfully bear realistic fruits. The skills development committee must also be run by individuals who have passion for training and who are dedicated to uplift and ensure that Cacadu has all the skills needed by its employees to be able to perform at the highest possible level and be able to compete with global competitors and stand out as the best in servicing its customers and give the best service.

Employees felt a Skills Development Committee/Training Committee should be composed of:

**Institution/Hospital**

| Representative | Portfolio | Responsibility |
|---|---|---|
| **Institution Manager** | Chairperson | Lead the committee activities |
| **Clinical Manger** | Member | Represent Clinical Staff |
| **Skills Development Facilitator** | Specialist | Advise on HRD Issues |
| **HR Representative** | HR Specialist | Advise on issues like job |

| | | description, job requirements and present and needed qualifications |
|---|---|---|
| **Supply Chain Management Representative** | SCM Specialist | Advise on training procurement processes and needs. |
| **Finance Representative** | Finance Specialist | Advise on budget issues needs and utilisation of the budget. |
| **Section Heads** | Section Leadership | Present and articulates training needs of section. |
| **Junior Staff Representative** | Representing Junior Staff Needs | Present and articulates training needs of junior staff. |
| **Labour Union Representative** | Representing employees | Ensure that there is equity and fair distribution of training resources and ensuring that all employees are treated the same. |

## Sub-District Office

| Representative | Portfolio | Responsibility |
|---|---|---|
| **Sub-District Manager** | Chairperson | Lead the committee activities |
| **Program Managers** | Committee Members | Input in the committee |
| **Training Coordinator** | Secretariat | Capture all the proceeding of the SDC |
| **HR Representative** | HR Specialist | Advise on issues like job description, job requirements and present and needed |

| | | qualifications |
|---|---|---|
| **Supply Chain Management Representative** | SCM Specialist | Advise on training procurement processes and needs. |
| **Finance Representative** | Finance Specialist | Advise on budget issues needs and utilisation of the budget. |
| **Junior Staff Representative** | Representing Junior Staff Needs | Present and articulates training needs of junior staff. |
| **Labour Union Representative** | Representing employees | Ensure that there is equity and fair distribution of training resources and ensuring that all employees are treated the same. |

## Sub-District

| Representative | Portfolio | Responsibility |
|---|---|---|
| **Sub-District Manager** | Chairperson | Lead the committee activities |
| **Institutions Managers** | Committee Members | Input in the committee |
| **Clinical Manager** | Committee Member | Represent clinical staff issues |
| **Training Coordinator** | Secretariat | Capture all the proceeding of the SDC |
| **HR Representative** | HR Specialist | Advise on issues like job description, job requirements and present and needed qualifications |
| **Supply Chain Management** | SCM Specialist | Advise on training procurement processes and |

| Representative | | needs. |
|---|---|---|
| **Finance Representative** | Finance Specialist | Advise on budget issues needs and utilisation of the budget. |
| **Junior Staff Representative** | Representing Junior Staff Needs | Present and articulates training needs of junior staff. |
| **Labour Union Representative** | Representing employees | Ensure that there is equity and fair distribution of training resources and ensuring that all employees are treated the same. |

## District Office

| Representative | Portfolio | Responsibility |
|---|---|---|
| **District Manager** | Chairperson | Lead the committee activities |
| **Stream Leaders** | Represent Stream | Present stream training needs |
| **Junior Staff Representative** | Representing Junior Staff Needs | Present and articulates training needs of junior staff. |
| **Training Coordinator** | Secretariat | Capture all the proceeding of the SDC |
| **Supply Chain Management Representative** | SCM Specialist | Advise on training procurement processes and needs. |
| **Finance Representative** | Finance Specialist | Advise on budget issues needs and utilisation of the budget. |
| **HR Representative** | HR Specialist | Advise on issues like job description, job requirements |

| Labour Union Representative | Representing employees | Ensure that there is equity and fair distribution of training resources and ensuring that all employees are treated the same. |
|---|---|---|

**District**

| Representative | Portfolio | Responsibility |
|---|---|---|
| **District Manager** | Chairperson | Lead the committee activities |
| **Sub-District Manager** | Represents Sub-District | Present Sub-District training needs |
| **Training Coordinator** | Secretariat | Capture all the proceeding of the SDC |
| **Junior Staff Representative** | Representing Junior Staff Needs | Present and articulates training needs of junior staff. |
| **Supply Chain Management Representative** | SCM Specialist | Advise on training procurement processes and needs. |
| **Finance Representative** | Finance Specialist | Advise on budget issues needs and utilisation of the budget. |
| **HR Representative** | HR Specialist | Advise on issues like job description, job requirements and present and needed qualifications |
| **Labour Union Representative** | Representing employees | Ensure that there is equity and fair distribution of training |

| | | resources and ensuring that all employees are treated the same. |
|---|---|---|

### 5.3.6 Implementing a proper Skills Audit processes

Skills Audit processes should be as refined as possible and should be meaningful and realistic.  Most of the time skills audits are just a pen and paper exercise, by filling in the skills audit questionnaire. It should not be like that. When an employee has filled in the skills audit form it should be discussed with their supervisor in detail. Supervisors should stop just signing the skills audit forms without discussing with the subordinate because most of the time they just approve irrelevant and incorrect information with their signatures. There are supervisors who approve Finance for Non-Finance Managers Course for a junior clerk or approve Supply Chain Management Courses for a person in Human Resources. This process is done blindly and it loses its meaning. With a skills audit you want to identify the most relevant courses for employees in your unit as a manager so that their performance can be improved or taught new skills in their job for career pathing purposes. The HRD Unit should then compile all the skills audits submissions and make an analysis for each unit. This should be done with the section or stream head. This is to assess and evaluate if the final skills audit will provide realistic training needs of employees and not just a wish list of nice to haves. When the HRD unit incorporates the skills audit into the Workplace Skills Plan it must talk to the strategic objectives of the Department of Health. We will not know where we are going, unless we first know where we come from or where we are at. If we do not know the proper and realistic training needs of employees we will not know how to best deal with the development of employees.

### 5.4 FINAL CONCLUSIONS

Poor service delivery in the Department of Health has for a long time been a concern to the citizens who are supposed to get the best basic service possible.  The media reports on the issues every day. The only solution to these problems is implementing a proper mentoring strategy and an effective training and development evaluation strategy. Without proper calculation of ROI, evaluating training and development to measure individual and organisational efficiency and effectiveness, service delivery

will forever not improve and Cacadu will forever have problems and challenges. There is a lot of money invested in ETD interventions, and Cacadu must use it wisely if change has to be realised.

The recommendations are based on the empirical findings of the research. From the empirical findings the researcher discovered that most of the challenges facing Cacadu District's implementation of the education, training and development was due to absent or inadequate resources and the absence of some very important strategies of implementing education, training and development like mentoring.

The study indicates that inadequate resources and absence of education, training and development will forever affect proper and effective implementation of the education, training and development in Cacadu District.

Finally the study indicated that due to the fact that Eastern Cape: Cacadu Health District do not appoint Skills Development Facilitators, the is no one to champion education, training and development of employee and that causes weaknesses in the proper implementation of the education, training and development policy.The Department of Health does not appoint SDFs to ensure that all what is in the ETD policy is implemented fully.

The other factor is that programmes like the Community Service and Internship can never totally achieve their set objectives if there is no mentoring strategy. These employees are fresh from university and still have the theoretical knowledge. If they do not have someone to accompany them into the new journey of practical functioning then they will be lost on the way, because they will learn things on their own wrong ways and end up making lots of mistakes.

There is no evaluation of training done to assess what the trainees gained from the training and what benefits the training has for    Cacadu.   Return on Investment is not calculated, making it difficult for Cacadu to measure the benefits of training interventions undertaken against how it benefited or it will benefit from that training intervention.  There is also no reporting by the SDC causing communications channels for new developments to be forever closed.

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The District Manager
Eastern Cape Department of Health
Cacadu District
Private Bag X27667
Greenacres
Port Elizabeth
6057

12 September 2014

Dear Mrs. De Vos

## SUBJECT: PERMISSION TO CONDUCT RESEARCH

I MONDE FENI an employee of the Department of Health attached to Cacadu District, I am registered for the Degree: Masters of Public Administration (MPA) in the Department of Governmental and Political Studies with the Nelson Mandela Metropolitan University. As a requirement towards completing the degree, I must conduct a Research Project. The title of the Research Project is: "An Evaluation of the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health: A Case Study of Cacadu District."

Your approval is requested for conducting research. The purpose of the study is to identify challenges affecting the implementation of the Education, Training and Development Policy of the Eastern Cape Department of Health. The findings of the research will be brought forward and shared with all the relevant stakeholders of the Eastern Cape Department of Health as recommendations to improve the ETD Policy by eliminating these challenges.

Yours faithfully


_____                                _____
MONDE FENI (Mr.)                                          DISTRICT MANAGER
RESEACHER                                                Mrs. D De Vos
                                                         APPROVED/NOT APPROVED

## Eastern Cape Department of Health

| | | | |
|---|---|---|---|
| Enquiries: | Zonwabele Merile | Tel No: | 040 608 0830 |
| Date: | 23rd September 2014 | Fax No: | 043 642 1409 |
| e-mail address: | zonwabele.merile@impilo.ecprov.gov.za | | |

Dear Mr M. Feni

**Re: An evaluation of the implementation of the education, training and development policy in the Eastern Cape Department of Health: A case study of Cacadu District**

The Department of Health would like to inform you that your application for conducting a research on the abovementioned topic has been approved based on the following conditions:

1. During your study, you will follow the submitted protocol with ethical approval and can only deviate from it after having a written approval from the Department of Health in writing.

2. You are advised to ensure, observe and respect the rights and culture of your research participants and maintain confidentiality of their identities and shall remove or not collect any information which can be used to link the participants.

3. The Department of Health expects you to provide a progress on your study every 3 months (from date you received this letter) in writing.

4. At the end of your study, you will be expected to send a full written report with your findings and implementable recommendations to the Epidemiological Research & Surveillance Management. You may be invited to the department to come and present your research findings with your implementable recommendations.

5. Your results on the Eastern Cape will not be presented anywhere unless you have shared them with the Department of Health as indicated above.

Your compliance in this regard will be highly appreciated.

**DEPUTY DIRECTOR: EPIDEMIOLOGICAL RESEARCH & SURVEILLANCE MANAGEMENT**

PGDP
EASTERN CAPE
2004 - 2014

*Ikamva eliqaqambileyo!*

Dear Sir/Madam

SURVEY OF THE EVALUATION OF THE IMPLEMENTATION OF THE EDUCATION, TRAINING AND DEVELOPMENT POLICY IN THE EASTERN CAPE DEPARTMENT OF HEALTH: A CASE STUDY OF CACADU DISTRICT.

You are hereby requested to assist in filling and returning the attached questionnaire. Your assistance will be highly valued and appreciated.

The questionnaire is an important part of research I am conducting in order to obtain a Masters Degree in Public Administration.

**SECTION A** of the questionnaire contains biographical questions.

**SECTION B** – This section is about the knowledge and understanding of processes and systems necessary to fully support South African Legislation on implementing Education, Training and Development.

**SECTION C** of the questionnaire is about opportunities and resources made available for mentoring. Using mentoring as a strategy in the implementation of the Education, Training and Development Policy.

**SECTION D** – Training and Development is aimed at improving performance through changing individual's behaviour to contribute to team and organisational effectiveness. It is therefore of great importance to do post-training evaluation to determine if there was an improvement/impact in performance and/ or Return on Investment.

The survey is completely anonymous and confidential.

Yours sincerely

Monde Ludick Feni (Mr): ...................................................

Email Address: mondefeni@gmail.com

Telephone Number: 041 – 4088524

Cell Number: 0834394229

**ANNEXURE**

**QUETIONNAIRE**

**QUESTIONNARE - EVALUATION OF THE IMPLEMENTATION OF THE EDUCATION, TRAINING AND DEVELOPMENT POLICY IN THE EASTERN CAPE DEPARTMENT OF HEALTH: A CASE STUDY OF CACADU DISTRICT.**

**SECTION A: BIOGRAPHICAL INFORMATION/**

**INFORMATION ABOUT RESPONDENT**

This section of the questionnaire is purely for statistical purposes.

Please place an X in the appropriate box

A1. In which institution are you employed?

| | |
|---|---|
| a. District Office | |
| b. Sub-District Office | |
| c. Hospital | |

A2. What is your highest school/academic qualification?

| | |
|---|---|
| a. Less than matric | |
| b. Matric | |
| c. National Certificate | |
| d. Diploma | |
| e. Degree | |
| f. Postgraduate Diploma/Degree | |
| g. Other | |

A3. What position do you hold in the institution where you work?

| | |
|---|---|
| a. District Manager | |
| b. Senior Manager: Integrated Human Resource & General Administration | |
| c. Sub-District Manager | |
| d. Hospital Manager | |
| e. HR Manager | |
| f. General Administration Manager | |
| g. Supply Chain Manager | |
| h. Finance Manager | |
| i. Training Coordinator | |
| j. Skills Development Facilitator | |
| k. Program Manager (Clinical) | |
| l. HR Admin Officer | |
| m. Finance Officer | |
| n. Supply Chain Management Officer | |
| l. Other | |

A4. What salary/post level do you hold in the institution?

| | |
|---|---|
| a. Level 2 – 3 | |
| b. Level 4 – 6 | |
| c. Level 7 – 8 | |
| d. Level 9 – 12 | |
| e. Level 13 and above | |
| f. OSD Level | |

A5. In which age group do you fall in?

| | |
|---|---|
| a. 23 years and younger | |
| b. 24 – 35 years | |
| c. 36 – 55 years | |
| d. 56 years and older | |

A6. Please indicate your gender.

| a. Female | |
|---|---|
| b. Male | |

A7. Please indicate your race group.

| a. African | |
|---|---|
| b. Coloured | |
| c. White | |
| d. Indian | |
| e. Other (specify) | |

A8. Please indicate your appointment type.

| a. Permanent appointment. | |
|---|---|
| b. Contract appointment | |

A9. If on contract, what is the duration of your contract?

| a. Three to six months | |
|---|---|
| b. One year | |
| c. Three years | |
| d. Five years | |
| e. Other (specify) | |

A10. If permanent, how long have you been working for the department?

| a. 5 years or less | |
|---|---|
| b. 6 – 10 years | |
| c. 11 – 20 years | |
| d. 21 – 30 years | |
| e. 31 years and more | |

**Section B – Knowledge of processes and systems necessary to fully support South African Legislation on implementing Education, Training and Development.**

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE**

**B1. LEGISLATION**

**The Employment Equity Act, Skills Development Act, and Skills Development Levies Act all impact on the implementation of the education, training and development policy in providing and facilitating training and development of employees.**

**Construct 1 – Skills Development Legislation adopted for transfer of education, training and development.**

**There must be support and implementation of the objectives of relevant legislation to achieve training and development of employees**

Please indicate the degree to which you agree/disagree with the following statements.

| B | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1.1 | The Cacadu Health District has an Employment Equity Plan in place that is supported by education and training. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Cacadu Health District strongly believes that training and development of employees can achieve the objectives of the Employment Equity Act. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | Cacadu District seeks to achieve the objectives of the Skills Development Act by encouraging all employees to be trained and developed. | 1 | 2 | 3 | 4 | 5 |

**Construct 2 – Resources, systems and processes to fully implement education, training and development policies.**

Please indicate the extent to which you agree/disagree with the following statements regarding the availability of resources, systems and processes in achieving education, training and development of employees.

| B | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 2.1 | Cacadu District uses the advantage offered by the Skills Development Levies Act by providing all employees with financial assistance to empower themselves through training interventions. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Cacadu District always strives to make opportunities available for training and development of its employees. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | Cacadu District management highly supports training and development for its employees. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | There are appointed Training Coordinators in all 3 Sub-Districts (Camdeboo, Kouga and Makana)  and Cacadu Health District Office | 1 | 2 | 3 | 4 | 5 |
| 2.5 | Bursaries are available for internal employees to empower themselves, (pursue diplomas/degrees) in their chosen field. | 1 | 2 | 3 | 4 | 5 |
| 2.6 | There are Skills Development Facilitators appointed to implement the education, training and development policy in all Cacadu institutions. | 1 | 2 | 3 | 4 | 5 |

**Construct 3 – There must be systems and consultation as required by the Batho Pele to fully achieve the education, training and development policy.**

Please indicate the extent to which you agree/disagree with the following statements regarding the availability of systems and consultation in achieving education, training and development of employees.

| B | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|

| 3.1 | The Skills Development Committee's roles and responsibilities are clear to be understood and followed by members of the Skills Development Committee. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 3.2 | The Skills Development Committee reports regularly to employees on education, training and development. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | All stakeholders(e.g. Employees, Management and Labour Unions) are consulted for the development of the Workplace Skills Plan | 1 | 2 | 3 | 4 | 5 |
| 3.4 | Skills Audits are done/conducted effectively on an annual basis. | 1 | 2 | 3 | 4 | 5 |

**SECTION C. MENTORING AS A STRATEGY TO TRANSFER SKILLS AND KNOWLEGE**

**The process of transmitting skills and knowledge by a knowledgeable and experienced supervisor and manager to his/her mentee is used worldwide in the modern day, especially, but not only, in achieving employment equity cases and uplifting the performance of employees.**

**Construct 4 – Evaluate if there are systems and conducive environment to implement mentoring.**

Please indicate the extent to which you agree/disagree with the following statements regarding the evaluation of availability of systems and conducive environment to implement mentoring.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

Please indicate the degree to which you agree or disagree with the following statements.

| C | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.1 | The work environment is conducive in Cacadu for a mentoring programme to take place. | 1 | 2 | 3 | 4 | 5 |
| 4.2 | There are systems in place in Cacadu to support a mentoring programme | 1 | 2 | 3 | 4 | 5 |

**Construct 5 – Assess if implementation of mentoring can assist in achieving the objectives of education, training and development legislation.**

Please indicate the extent to which you agree/disagree with the following statements regarding the assessment of mentoring implementation in assisting achieving the objectives of education, training and development legislation.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

Please indicate the degree to which you agree or disagree with the following statements.

| C | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 5.1 | Cacadu District believes that mentoring is an excellent training method to achieve the objectives of Employment Equity | 1 | 2 | 3 | 4 | 5 |
| 5.2 | Cacadu District believes that mentoring is an excellent training method to achieve the objectives of the Skills Development Act. | 1 | 2 | 3 | 4 | 5 |

**Construct 6 – Assess if there are mentor-mentee relationships**

Please indicate the extent to which you agree/disagree with the following statements regarding the assessment of availability of mentor-mentee relationships.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

Please indicate the degree to which you agree or disagree with the following statements.

| C | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 6.1 | More experienced employees are willing to serve as mentors to less experienced employees | 1 | 2 | 3 | 4 | 5 |
| 6.2 | There are mentee-mentor relationships in Cacadu District | 1 | 2 | 3 | 4 | 5 |

| 6.3 | Mentorship is supported by all levels of employees | 1 | 2 | 3 | 4 | 5 |
|-----|---------------------------------------------------|---|---|---|---|---|
| 6.4 | Mentors assist mentees towards additional sources of learning about their job | 1 | 2 | 3 | 4 | 5 |
| 6.5 | There is a mentor appointed for every employee that serves community service period to ensure that best practices are transferred. | 1 | 2 | 3 | 4 | 5 |
| 6.6 | Community service period is the best time for employees to be attached to mentors to learn their job. | 1 | 2 | 3 | 4 | 5 |
| 6.7 | A mentoring programme establishes confidence and sense of belonging to the mentee. | 1 | 2 | 3 | 4 | 5 |

**Construct 7 – Assess if formal and informal mentoring strategies are used to assist inexperienced employees gain knowledge and skills.**

Please indicate the extent to which you agree/disagree with the following statements regarding the assessment of informal and formal mentoring strategies that can be used in assisting inexperienced employees gain knowledge and skills.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

Please indicate the degree to which you agree or disagree with the following statements.

| C | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-----|--------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 7.1 | Cacadu District uses formal /structured mentoring programme to transfer knowledge and skills to mentees/ inexperienced employees | 1 | 2 | 3 | 4 | 5 |
| 7.2 | Cacadu Health District strongly makes use of an informal mentoring programme to transfer knowledge and skills to mentees/ inexperienced employees. | 1 | 2 | 3 | 4 | 5 |

**Construct 8 – Assess if experienced employees are encouraged and capacitated to serve as mentors**

Please indicate the extent to which you agree/disagree with the following statements regarding the assessment to determine if experienced employee are capacitated to serve as mentors.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

Please indicate the degree to which you agree or disagree with the following statements.

| C | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 8.1 | Cacadu District makes sure that the managers and supervisors are skilled in mentoring. | 1 | 2 | 3 | 4 | 5 |
| 8.2 | Cacadu District makes sure that the managers and supervisors are skilled in coaching. | 1 | 2 | 3 | 4 | 5 |

**Section D – Training and Development is aimed at improving performance through changing individual employee's behaviour to contribute to team and organisational effectiveness. It is therefore of great importance to do post-training evaluation to determine if there was an improvement/impact in performance and/or Return on Investment.**

**Construct 9 – Evaluate change in behaviour to positively influence and impact on job performance.**

Please indicate the extent to which you agree/disagree with the following statements regarding the evaluating of behaviour to positively impact on job performance.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE,     2 = DISAGREE,     3 = NEUTRAL,   4 = AGREE,  5 = STRONGLY AGREE**

| D | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|

| 9.1 | The supervisor assesses whether there has been any change in employee's behaviour due to training attended. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 9.2 | The Training Coordinator/Skills Development Facilitator assesses whether there has been any change in employee's behaviour due to training attended. | 1 | 2 | 3 | 4 | 5 |

**Construct 10 – Evaluate improvement in job performance due to training attended.**

Please indicate the extent to which you agree/disagree with the following statements regarding the evaluating of improvement in job performance due to training.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE**

| D | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 10.1 | The supervisor evaluates any change in employee's performance after the employee attended training. | 1 | 2 | 3 | 4 | 5 |
| 10.2 | The Training Coordinators/Skills Development Facilitator evaluate any change in employee's performance after the employee attended training. | 1 | 2 | 3 | 4 | 5 |
| 10.3 | The supervisor determines any positive change in employee's performance during the performance appraisal process to see if the training yielded any positive results in terms of performance. | 1 | 2 | 3 | 4 | 5 |
| 10.4 | The supervisor assesses if there was any change in teams performance as a result of employees attending training. | 1 | 2 | 3 | 4 | 5 |
| 10.5 | The head of the institution determines any change in the organisational efficiency and effectiveness that can be attributed to any training attended. | 1 | 2 | 3 | 4 | 5 |

**Construct 11 – Assess implementation of skills and knowledge gained during training that was attended.**

Please indicate the extent to which you agree/disagree with the following statements regarding the implementation of skills and knowledge gained during training attended.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE**

| D | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 11.1 | Supervisors monitor trainee's performance after training as a way of ensuring that trainees apply what they have learnt during the training intervention. | 1 | 2 | 3 | 4 | 5 |
| 11.2 | Trainees give honest feedback of their performance after every training intervention. | 1 | 2 | 3 | 4 | 5 |

**Construct 12 – Calculate/measure Return on Investment/Impact Assessment of every training attended.**

Please indicate the extent to which you agree/disagree with the following statements regarding the calculation/measuring of return on investment/impact assessment of training.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE**

| D | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 12.1 | The supervisor determines the Return on Investment on any training intervention undertaken. | 1 | 2 | 3 | 4 | 5 |
| 12.2 | The Training Coordinator/Skills Development Facilitator calculates | 1 | 2 | 3 | 4 | 5 |

| | Return on Investment on any training intervention undertaken. | | | | | |
|---|---|---|---|---|---|---|
| 12.3 | Training Coordinator ensures that every training undertaken is evaluated to assess the impact of that training on every employees' performance. | 1 | 2 | 3 | 4 | 5 |

## Construct 13 – Evaluate training intervention

Evaluating a training intervention entails reviewing how training has been conducted and if it was relevant and of assistance in improving the skills knowledge and competencies of trainees.

Please indicate the extent to which you agree/disagree with the following statements regarding the evaluating of a training intervention.

On a scale of 1 – 5, please respond by placing an X in the appropriate box.

**1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE**

| D | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 13.1 | After every training that takes place there is an evaluation done to evaluate how much each trainee have learnt from the training | 1 | 2 | 3 | 4 | 5 |
| 13.2 | After each training undertaken evaluation is done by the Human Resource Development Unit to check how much knowledge have been gained by attending the training. | 1 | 2 | 3 | 4 | 5 |
| 13.3 | Cacadu has a clear system used to evaluate training after the training programme has been undertaken. | 1 | 2 | 3 | 4 | 5 |
| 13.4 | Cacadu makes sure that every training intervention undertaken is evaluated. | 1 | 2 | 3 | 4 | 5 |

END!  END!  END!

THANK YOU FOR YOUR TIME AND PARTICIPATION.

**AN EVALUATION OF THE IMPLEMENTATION OF THE EDUCATION, TRAINING AND DEVELOPMENT POLICY IN THE EASTERN CAPE DEPARTMENT OF HEALTH: A CASE STUDY OF CACADU DISTRICT.**

**INTERVIEW QUESTIONS: EMPLOYEES OF THE CACADU HEALTH DISTRICT**

**1. HOW TO RESPOND TO THE QUESTIONS**

**1.1 Your view/opinion will also be asked to be expressed. In such cases please write the required information in the space provided below each question.**

**SECTION E          QUALITATIVE SECTION/ INTERVIEW QUESTIONS**

1. Do you think that the Eastern Cape Department of Health provides all the resources needed to implement the Education, Training and Development Policy, e.g. Enough Budget?

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2 (a). Do you think Evaluation of Training is done after a training intervention?

| Yes | |
|-----|---|
| No | |

2(b). If you answered 'No' to the above question, please elaborate why you think evaluation of training is not done.

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2. (c) Who do you think should form part of a team to do evaluation of training/impact assessment?  Suggest at least four people in the employment circle.

(i) …………………………………………………………………………………………………

(ii) …………………………………………………………………………………………………

(iii) ………………………………………………………………………………………………...

(iv)……………………………………………………………………………………………….....

2. (d) Please support why you think each of the four persons you suggested above is important in the evaluation of training process.

(i) …………………………………………………………………………………………………

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(ii) …………………………………………………………………………………………………

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(iii) ………………………………………………………………………………………………...

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(iv) ………………………………………………………………………………………………...

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2 (e). When do you think impact assessment should be done after a training intervention is undertaken?

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3. Do you think that Return on Investment (RIO) is calculated after each and every extensive training done in Cacadu?

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4. Why do you think evaluation of training is important for every employee who attended training?

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