

**THE IMPACT OF TRAINING AND DEVELOPMENT PRACTICES ON  
EMPLOYEE PERFORMANCE AT INYATSI CONSTRUCTION, SWAZILAND**

by

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## DECLARATION

I, Wendy S. Thomo, declare that I am the sole author of this thesis, that during the period of registered study I have not been registered for other academic awards or qualifications, nor has any of the material contained in this thesis been submitted wholly or partially for any other award. This thesis is a result of my own research work, and in cases when other people's research was consulted and used, they have been duly acknowledged.



8 September 2021

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Date: .....

CANDIDATE

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## ABSTRACT

The importance of employee training and development cannot be over emphasised in an organisation. Critical skills knowledge development is relevant for the establishment and sustainability of an organisation and becomes vital for continuous process improvement. Management must understand the requirements of employees at every stage of their job description because this process is part of critical performance evaluation. That said, the main aim of the study paper was to investigate the impact of training and development (T&D) practices on employee performance at Inyatsi Construction. A quantitative research approach adopted, employing survey to purposively collect data from (n=129) stratified sampled population. The survey was conducted from different branches of Inyatsi Construction located in three different countries, namely, Swaziland, Zambia and South Africa. T&D practices as independent variable and Employee performance as a dependant variable. Descriptive statistic tools SPSS were applied on the questionnaire to see the reliability all the constructs have Cronbach's Alpha value greater than 0.700 indicating the reliability of the instrument. The linear regression analysis revealed a significant relationship between the variables as indicated below: (i) the Pearson correlation coefficient between T&D practices and employee performance is .57 ( $p < 0.01$ ); (ii) there is a significant relationship between Organisational Intentions and Training and development practices ( $B=0.862$ ,  $t=8.740$ ,  $p\text{-value} < 0.001$ ); (iii) there is a significant relationship between Specific Employee Development Needs and Training and development practices ( $B=0.713$   $t=6.839$ ,  $p\text{-value} < 0.001$ ); (iv) there is significant relationship between employee key performance areas and Training and development practices ( $B=0.653$   $t=4.617$ ,  $p\text{-value} < 0.001$ ).

Despite this study's contribution to the body of knowledge, specifically within the discourse around this topical issue namely, investment in human capital development for strategic purposes, the study further impresses upon management of Inyatsi, especially HR executives and practitioners to draw lessons from the findings of this study to inform and help develop a culture of learning organisation. Every training and development interventions must be aligned with not only career path of employees, importantly aid the process of achieving strategic imperatives for sustainable competitive advantage.

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# CHAPTER ONE:

## BACKGROUND TO THE PROBLEM STATEMENT

### 1.1 Introduction

Both the value of staff training and its effectiveness can never be over-emphasised. Undoubtedly, the quality of an organization is to a large degree, determined by the quality of its employees. This fact is true because success for most organizations depends upon finding employees with the skills necessary to successfully perform the tasks required to attain the company's strategic goals (Robbins and Decenzo, 2001:184). Suitably tailored training and development practices must epitomize expected performance standards. Training is not only aimed at improving the employees' knowledge and skills with regard to their functional and administrative duties, but the acquisition of certain characteristics and attitudes such as diligence, willingness, integrity, loyalty and responsibility are also within its scope. The importance of human resource development (HRD) as a means of ensuring that organizations maintain their competitiveness in an ever-changing environment has never been so necessary as it is currently (Naong, 2010:1). For Inyatsi Construction to be able to compete with other construction companies globally it must access and maintain a competent workforce. McKinsey (2006:126) indicated that improved knowledge, capabilities and skills of the talented workforce proved to be a major source of competitive advantage in a global market. Employees are every company's most valuable asset because they can enhance or destroy a company's reputation and adversely affect profitability. Kagaari *et al.* (2010:73) state that organizational performance is a means of achieving better results from the whole organization, its teams or the individuals within it, by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. It is envisaged that the output from this study will contribute positively to Inyatsi Construction's (henceforth referred to as Inyatsi) vision by bringing about necessary changes to the status quo.

This process therefore, calls for Inyatsi's managers to ensure an adequate supply of staff who are technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran and Nasir, 2012). A company's successful training activities should help the organization achieve its business strategy. It is, therefore, every organization's responsibility to enhance employee performance by ensuring that all training and development initiatives are linked to performance (Afshan et al., 2012).

As much as this company encourages employee training and development, the researcher is concerned about the quality/effectiveness of Inyatsi's current training and development practices. Effective training programmes help in constructing a more conducive learning environment for the workforce that enable them to cope more easily and timeously with upcoming challenges (Wei-Tai, 2006). Improving employees' self-efficacy at work will assist in raising their performance to an improved and effective level and increasing their personal momentum (Jia-Fang, 2010).

This study is primarily concerned with scrutinizing the impact of training and development practices on employee performance at Inyatsi, a leading civils and infrastructure construction company based in Swaziland, with branches in other countries such as South Africa, Zambia and Mozambique. Inyatsi's vision is to become a leader in construction across Sub Saharan Africa. Whitehead and Whitehall (2007:18) define training as an initiative that gives employees added potential to fully exploit and take advantage of upcoming developmental opportunities. However, in order to maximize employee performance and organizational effectiveness, human resources and talents must be developed and managed effectively (Haslinda, 2009:79).

### **1.1.1 Training - Why do organizations have to offer training?**

Although the terms 'training' and 'development' are mostly used interchangeably, and sometimes synonymously, they have in fact different meanings and extent in the field of HRM. Comparing both terminologies shows that training is a short planned and systematic process involving employees aimed at assisting them to obtain technological and industrial knowledge and skills to perform specific tasks related to their job descriptions. Usually, the training initiative comes from the organisation's supervisor or manager to meet the present needs required for the job. Development,

however, is an initiative resulting from the employees' voluntarily desire to upgrade their competencies towards a particular career path.

The benefits of training that must be offered by an organisation should be two-fold. Firstly, employees are trained because both the individual and the business benefits (Naong, 2010). Individuals benefit from training in the following ways; (i) they can make better decisions and solve problems effectively; (ii) motivational variables of recognition, achievement, growth and responsibility are internalized and operationalized; (iii) they learn to handle stress, tension and conflict; (iv) knowledge, communication skills and attitudes are improved and, thus, job satisfaction is increased. Secondly, the business benefits from training its employees in the following ways: (i) improved job knowledge and skills of employees at all levels; (ii) training leads to better service and greater profitability; (iii) work quality and productivity is increased and business development is built; (iv) costs are controlled; (v) improved workforce morale; (vi) an enhanced corporate image; (vii) the relationship between superiors and subordinates as well as labour-management relations are improved; (viii) the business climate is improved; (ix) employees are helped to adjust to change; and (xi) a positive climate for growth and communication is created.

### **1.1.2 The importance of training**

Training is an imperative tool for the organization to revamp the performance of all its personnel for organizational growth and success. Training and development also:

1. Increases productivity, improve the quality of work and raise morale.
2. Develops new skills, knowledge, understanding, attitudes and correct use of new or modified tools, machines, processes and/or methods.
3. Reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs.
4. Implements new or changed policies or regulations.
5. Fights obsolescence in skills, technologies, methods, products, markets and capital management.
6. Brings incumbents to that level of performance, which consistently meets the standard of performance required for the job.
7. Develops replacements, prepares people for advancement, improves manpower deployment and ensures continuity of leadership.

## 8. Ensures the organization's growth and survival.

Training personnel physically, socially and intellectually is essential for facilitating not only an improved level of productivity but also the development of personnel. The effectiveness and success of an organization, therefore, lies with the people who work within the organization. Parthasarathy (2006:313) states that through training 'employees will acquire new skills, technical knowledge, problem solving abilities or attitudes'. According to Noe (2017:150), training is one of the best solutions to a performance problem, especially if employees lack the skills and knowledge required to perform assigned duties. Khan, Khan and Khan., (2011:63) state that if training incorporates organizational interests and its workforce, it could play a pivotal role in achieving the organization's goals.

### **1.1.3 Determinants of employee performance**

Thang and Drik (2008) argue that the success of an organization is determined by its investment in training and development in order to engender superior expertise, knowledge and features pertaining to employee performance. Muzaffar, Salamat and Ali (2012) indicate that to increase staff performance, it is crucial to inspire employees by encouraging them to eliminate the space existing between the necessary skills required and those they currently possess, through the delivery of applicable training. Farooq and Khan (2011) conclude that the most valuable role of training is to improve the quality of the task processes that produce improvement in employers' performance.

ALDamoe, Yazam, Ahmed and Aldamoe (2012) claims that organizational performance is measured through financial and non-financial measures such as sales, profit, market share and non-financial factors measures such as efficiency, quality of service, organizational productivity, employees' satisfaction and commitment – all factors that can be enhanced through training. Farooq and Aslam (2011) indicate in their study that there is a positive correlation between training and employee performance.

From the above research findings, it is obvious that training is the major means of initially identifying the unsatisfied needs of employees and then building their required competence level so that they may perform well and, in so doing, achieve organizational goals.

This study is also supported by the work of Olaniyan and Lucas (2008) who believe that training enhances employees' capacity to contribute to the optimal performance of the organization. Thus, it can be predicted from this finding that it is unlikely that an organization will gain higher returns without ensuring the best possible utilization of its human resources, and such a situation can happen only when a firm is able timeously to meet its employees' job-related needs.

## **1.2 Relationship between training and performance**

According to Nickels (2009), the effects of training on an employee's performance often can encourage growth within both the worker and the organization. Training of employees leads to a 'self-fulfilling prophecy' of enhanced output by employers, employee development equals and decrease in operational costs, leads to greater loyalty to the organisation and as well enhanced job satisfaction. Nickels (2009) further states that the effects of training on employee performance include meeting and exceeding expectations, cross training of staff, preparing employees for promotion, maintaining a safe environment and reducing errors. Training generates benefits for the employee such as knowledge, skills, ability, competencies and behaviour (Benedicta, 2010). It is obvious that training plays a significant role in the development of the organization, improving performance as well as increasing productivity and, eventually, putting companies in a better position for facing competition and staying at the top of their field.

Becker, Horstmann and Remington (2011) maintain that there is a significant difference between the performance of organizations that train their employees and those that do not. Therefore, organizations that are dedicated to generating profits for their owners/shareholders and providing quality service for their customers and beneficiaries, usually invest in the training of employees (Dowling, 2008). Most organizations have long recognized the importance of training for development. New technologies are constantly evolving, making certain skills and jobs redundant, thus, an increasing emphasis is being placed on the need for a skilled and highly trained workforce capable of providing excellent performances. Many of the jobs currently being replaced by machines have been of an unskilled nature and this fact emphasizes the need for improved level of education and skills for those people wishing to gain employment in the future (Armstrong, 2001).

## 1.3 Literature review

### 1.3.1 Theoretical framework - Maslow's motivation theory

This study is premised on the seminal work by Abraham Maslow (1908-1970), which propounded Maslow's Motivation Theory in 1943. Maslow proposed five levels of needs as indicated by Cheminias (2000) which include self-actualization, esteem needs, social needs, safety needs and physiological needs. Maslow (1943) argued that some people appear to be content with merely fulfilling their lower level needs, but only once these needs are satisfied, would they then strive to satisfy the next level of needs. The Maslow motivation theory is related to the study because work can be seen as a tool that employees can use to satisfy their needs. Conversely, employers can use motivation as a useful tool for heightening employee performance (Armstrong & Murlis, 2004). A person's job has a bearing on the choices he or she will have to make regarding aspects such as social status, the suburb he or she will live in, the schools his or her children will attend, his or her friends and self-development and personal learning options.

Performance according to Amos (2004) can only be enhanced with increased motivation and morale, thus, desire has to be facilitated and employee performance is the product of ability-multiplied motivation. However, Grobler, Warnich, Carrell, Elbert and Hatfield (2006) opined that employee performance is ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance – ability and motivation, consequently, highly motivated employees create a positive attitude towards learning and development. Armstrong (2001) concurred with Grobler *et al.*, (2006) that high commitment means employees will be motivated to hear, understand and respond to management's communication relating to the organisation of their work.

Therefore, Maslow's motivation theory is important because it assists the learner acquire the behaviour necessary for effective performance. People can learn if they accept the need for training and commit to it. However, if their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited (Bruce, 2003). As supported by Armstrong (2001) the more highly motivated the trainee, the quicker and more thoroughly a new skill or knowledge will be learned.

The above reasoning means that, in order to enhance performance, training should be based on an entity that the employee desires, such as job promotion and recognition. Maslow`s model has impacted considerable on the study of motivation in general and, in particular, with regard to the type of employee performance that relates to this research.

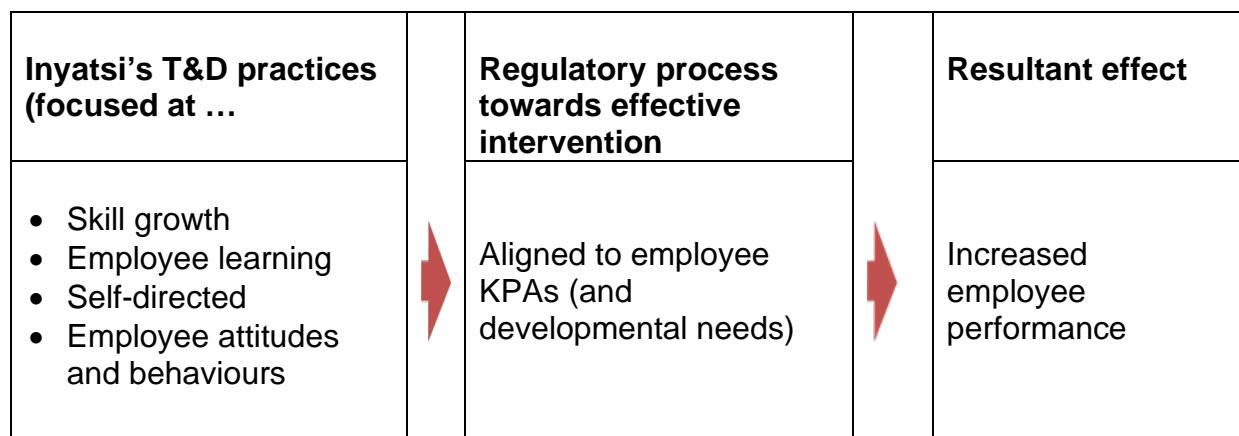
### 1.4 Conceptual framework

The purpose of the conceptual framework is to set the stage for the presentation of the research question that drives the investigation being reported upon (Leedy & Ormrod, 2010:103). Figure 1 depicts the conceptual framework for this proposed study.

The researcher`s conceptual framework adopts the model proposed by Hameed and Waheed (2011:227) and is premised on the review of relevant literature related to previous research conducted through various studies related to employee performance and employee development. This model explains the relationship between these two concepts. Employee performance is a dependent variable and Employee development is independent variable. The employee development variable is operationalized by the following sub-variables:

- Employee Learning
- Skill Growth
- Self-Directed
- Employee attitude and behaviour

**Figure 3.1: Impact of training on employee performance**



*Adapted from Hameed and Waheed (2011)*

The summative essence of the model proposed by Hameed and Waheed (2011:227) is that employee training/development and its effect on employee performance results in greater employee productivity and output as a result of employee development. Figure 1 above advocates that to attain organizational success, through increased employee performance, it is imperative that Inyatsi Group Holdings' HR division must always ensure that organizational training and development practices are aligned to employee key performance areas, as well as their developmental needs. A common comprehension is that these underlying employee-training imperatives have the potential to translate into improved performance. It is also a well-known fact that training enhances skills development and ultimately worker performance and productivity in organizations (Cole, 2009). Hameed and Waheed (2011:228) describe the sub-variables that operationalize the employee training/development variable as follows:

**Employee Learning** – the process of acquiring knowledge through the curiosity to learn and a mind-set that exhibits anxiety to acquire information. Employee learning will increase employees' abilities and competency (Dixon, 1999). These abilities and competencies are helpful in raising employee performance and productivity. Elkjaer (2004:422) states 'learning is about how organisational members acquire knowledge about phenomena outside themselves'. Employees' consistent learning and implementing of new ideas could help organizations improve and change overtime.

**Skills Growth** – this process involves an increase in the skills' inventory level of an employee. Skills growth is made possible through training and coaching. The skills level will affect employee performance which, in turn, will affect the company's organizational effectiveness. Masilela (2012:17) refers to skills development as the optimum personal and professional development of each employee.

**Self-directed Employee Development** – this process also depends upon the individual employee and the extent of their curiosity to learn.

- What is the extent of an individual employee's curiosity to learn?
- How do employees learn to develop themselves?

According to Gibbons (2002:2), self-directed learning is:

Any increase in knowledge, skill, accomplishment or personal development that an individual selects and brings about by his or her own efforts using any method, in any circumstances, at any time. When an individual employee desires to learn, he will learn more and more, he will participate in many other activities such as attending seminars, workshops and other training sessions, either 'on' or 'off' the job. This involvement will lead to employee development, and employee development indeed will lead to an increase in employee performance (Elena, 2000:493).

**Employee Attitude and Behaviour** – employee attitude and behaviour refers to the responsiveness of an employee. When an employee is nominated to participate in different workshops and training sessions, that employee's attitude and behaviour will determine the seriousness of his/her involvement in the training and development programmes. The responsive employee will learn different skills, which will increase the employee performance and in turn this employee performance will affect the organizational productivity.

**Employee Performance** – this process results in employee productivity and output as a result of employee development. If training is focused on the work performed by employees, and based on the key-performance indicators, it improves the performance of both individual employees and the organisational (Erasmus, Loedolff, Mda & Nel, 2010:2).

Today, the relationship between the organization and its employees has changed. The employee is viewed as a 'learning customer', bringing personal preferences and motivation to the workplace and, thereby, displaying innovation in his managerial skills. There are positive relationships between training and development strategies and organizational performances, and job satisfaction, competitive advantage and measured performances are the important levers to attain employee's optimal performance.

### **1.5 Problem statement**

This study stems from the realization of the need for optimally administering the effect of training and development practices on employee performance. A lack of retention and commitment of skilled and competent employees has created obstruction and hindrance in Inyatsi's normal daily operations, efficiency in the completion of tasks, lack of customer satisfaction and increased substitution, hiring and training costs. Both the willingness and the financial backup to actually organize training and development

programmes for the staff has proved an insufficient incentive for retaining employees but the organisation now realises that 'getting-it-right' is the answer. Zaki and Ochsner (2011) suggested that the positive influence of training and development programmes can contribute to improved workforce performance and enhanced organizational productivity.

This study will assist in the assessment of Inyatsi's current training and development practices and its impact on employee performance. The study will also help in determining whether training and development is directed at the core skills that departments need to deliver on their strategic objectives, whether appropriate monitoring mechanisms are in place to ensure that training and development plans are implemented accordingly and whether the impact of such training is assessed.

Some of the perceived major problems that have led to this study are as follows:

1. No link between training and development practices and employee Performance.
2. Training and development initiatives are not planned properly.
3. Ineffectual training management and administration systems.
4. Training effectiveness is not measured.
5. Training and development strategy is not linked to the overall company strategy.
6. Ineffective performance management system.

Champathes (2006) states that more employees are developed the more they are satisfied with their job, hence, they increase the firm's productivity and profitability. Millmore, Lewis, Saunders, Thornhill and Morrow (2007) state that investment in training is a waste if learning (a) is not evaluated as a result of inadequate information and (b) if the purpose of evaluation is not made clear to all concerned with this process.

## **1.6 The problem**

The most serious problem Inyatsi faces is a high employee turnover rate. On their exit interview records employees' have expressed concerns regarding their career development path and perceive no reason why they should stay with the company. Some employees indicated that skills gained from training programmes are not utilised because they are not related to their daily activities, hence, they become demotivated and antagonistic towards future training initiatives. Inyatsi, in common with other

construction companies, is dependent upon the quality, skills and performance of its employees, hence, the reason why an annual budget of R1000 000.00 is set aside to develop employees in all Inyatsi branches i.e. South Africa, Zambia, Mozambique, Botswana and Swaziland.

It is for this reason, therefore, that a strategy is developed to harmonize and find a remedy to the above challenge, because efficient and effective staff performance determines the optimal 'bottom-line' for every organization.

## **1.7 Research questions**

### **1.7.1 Main research question**

What are the possible implications of the current Inyatsi training and development practices on employee performance?

### **1.7.2 Sub-research questions**

1. What are the intended goals of Inyatsi's training and development practices for employees?
2. How can the developmental needs of staff be identified and factored into the training and development practices at Inyatsi?
3. What are the processes involved in measuring employee performance at Inyatsi?
4. Is there any alignment between Inyatsi's training practices and employees' key performance areas?
5. What are the possible T&D practices that can be implemented within Inyatsi to yield a better return on human capital investment?

## **1.8 Research aim and objectives**

### **1.8.1 Aim of the study**

The underlying aim of this study was to explore and recommend appropriate measures that could harmonize and align training and development practices with employees' key performance areas (KPA's) that have a direct bearing on their individual performance.

### **1.8.2 Main objective**

To determine the impact of the current training and development practices on employee performance at Inyatsi.

### **1.8.3 Subsidiary objectives**

The following are the subsidiary objectives of the study:

1. Determine the intended goals of Inyatsi's training and development practices for employees.
2. Identify and factor in developmental needs of staff within Inyatsi's training and development practices.
3. Highlight the processes involved towards measuring employee performance at Inyatsi.
4. Assess any alignment between Inyatsi's training practices and their employees' key performance areas.
5. Investigate and recommend possible T&D practices that can be implemented within Inyatsi to yield a better return on human capital investment.

## **1.9 Methodology and Research Design**

### **1.9.1 Methodology**

Kumar (2011) mentions that a methodology refers to the theory of obtaining knowledge relating to the best way, methods or procedures by which data provided the evidence basis for the construction of knowledge about whatever was being researched.

Generally, research philosophy (also called the research paradigm) is classified as positivist (i.e. quantitative approaches) or interpretivist (i.e. qualitative approaches). The guiding research paradigm for this study is positivism. According to the positivist research paradigm knowledge is gained from 'positive' verification of observable experience. Scientific methods or experimental testing and deductive reasoning are the best way of achieving this knowledge (Sherman and Cohen, 2006:1; Kumar, 2011:94). This research study employs both qualitative and quantitative methods, though leaning more towards the positivist approach. This approach is chosen because it provides a distinct kind of evidence and offers a powerful resource to inform and illuminate policy or practice (Kumar, 2011).

## 1.10 Qualitative research methods

Existing literature on the research topic was gathered and analysed to investigate the relationships between training and development practices and employee performance. Such information was collected from journals, books and case studies, performance appraisals and training reports was also scrutinized to collect the required data on different types of training offered, training policies, and effect of training on employees' performance and training and development best practices. Important information was collated and analysed accordingly.

Different existing literature gathered helped in obtaining a broader and more in-depth understanding of the study (Kripanont, 2010). The researcher used relevant literature reviewed by other researchers with the aim of determining their attitudes towards the research subject.

**Interviews:** Data collected through an extensive desktop literature review was used to focus the study on the chosen themes. An interview schedule was used as a guide with both structured and open-ended questions. This research method helped in acquiring useful information and knowledge about the subject area. Soffer and Hader (2007) argue that a qualitative research methodology can help researchers approach fieldwork without being constrained by any predetermined categories of analysis. During the interaction between the researcher and the research participants, the participants' world is discovered and interpreted by means of a qualitative method (Creswell, 2009).

## 1.11 Quantitative research methods

**Questionnaires:** A survey was used to collect information from employees in order to obtain a wide range of knowledge on opinions and views concerning the relationship between training and employee performance. This information helped in comparing data. Questionnaires were distributed to employees at all levels. The quantitative research assisted the researcher to find answers to the research questions through the analysis of quantitative data. Gay, Mills and Airasian (2009) explained that the strength of quantitative research is the opportunities that it provides researchers to interact and gather data directly from their research participants in order to understand better a phenomenon from their perspectives. The quantitative research approach was

used to collect numerical data that was analysed using mathematically based methods (SPSS software for statistical analysis).

### **1.12 Research design**

Gall, Gall and Borg (2007) define research design as a detailed guide on the implementation of a research study towards the realisation of its objectives. According to Coldwell and Herbst (2004:36) and McMillan (2008:11) the research design refers to the strategy or plan for conducting the study. It is a detailed plan outlining how observations will be made and through it the researcher describes how the participants will be involved with a view to reaching conclusions about the research problem.

Research design in short, specifies methods and procedures for the collection, measurement and analysis of data and always addresses certain key issues, such as who will be studied, how people will be selected, and what information will be gathered from or about them (Bless, Higson-Smith & Kagee, 2006:71; Sullivan, 2001:255).

There is the need for a planned arrangement of conditions for collection and analysis of data in any research. This outline of planned arrangement for accomplishing research objectives and answering research questions is known as the research design (Cooper & Schindler, 2006:716; Creswell, 2014:12). There are many ways to describe a research design and, thus, it is beyond the scope of this proposal to focus on each design type.

### **1.13 Population and sampling procedure**

Davies (2007:55) defines population in survey research as the category or group of elements from which the researcher wants to make inferences by using the sample statistics. The samples for the study are drawn from the population. Similarly, population is the aggregation of elements from which the sample is actually selected and involves the universe from which the sample will be selected (Burger and Silima, 2006:2). The target population (aggregated total of approximately  $n = 420$ ) of this study consisted of all top, middle and lower management level employees of the Inyatsi Construction Group, so as to ensure representativity and comprehensive views and attitudes of all managers regarding T&D practices at Inyatsi.

## 1.14 Sampling procedure

A sample involves representative individuals that are selected to provide insights into the entire population under study (Dale, 2006:27). If the sample is truly representative of the entire population, the researchers use the results to make generalizations about the population in general (Leedy and Ormrod, 2010:204). For this study, the researcher selected a sample consisting of (n = 200) purposively drawn from three countries of Inyatsi's operations, namely, Swaziland – Head Office, and two branches, i.e. Zambia and South Africa, due to time and financial constraints. The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Creswell, 2009).

To achieve the objectives of this study, a research assistant at each branch/site collated data from the following participants, namely, 50 training committee members and 50 middle level employees in Zambia, 50 employees from different levels, as well as 50 hourly-paid employees, from both Swaziland and South Africa. Structured questionnaire interviews and open-ended questions was used to gather data responses (Kvale and Brinkman, 2008). The above employees were selected based on the role they play within Inyatsi's training and development practices. The remaining research participants comprised lower-level employees selected through a simple random sampling technique due to their larger number.

## 1.15 Data Collection

In this study both probability and non-probability data collection techniques was employed. While the probability sampling techniques in the form of a questionnaire was used to collect data, interviews and observations were employed to collect qualitative data.

**Qualitative research data:** Research data was collected through formal and informal interviews, plus the review of previous training and development records for all categories of employees. The idea behind this method being to ensure (i) greater completion rates, (ii) control over order of questions, (iii) information from people who

cannot read or write, and finally, (iv) to guarantee confidentiality. In this study, the sequential design is deemed appropriate to adequately collect data from the respondents. The use of qualitative methods captured what the respondents said about Inyatsi's current training and development practices. Previous training and development records reflected a true picture of the current training and development trends. Emerging topics from both the literature study and the informal interviews through the interview schedule were tabulated and formed the basis for questionnaire items for quantitative data collection and analysis.

**Quantitative research data:** three research assistants were appropriately trained and dispatched to different sites of delivery to collect data from respondents.

### **1.16 Pilot Study**

Portrait (2010) states that the sample size for pilot or questionnaire tests should ideally be 10 to 20 subjects. Piloting the study involved giving the questionnaire to 20 senior managers to test the questions and responses before implementing the main research study. The pilot consisted of subjects drawn mainly from Zambia and Mozambique. These subjects did not participate in the main study. Subjects were required to complete a questionnaire at their convenience and on completion, the researcher met with them to discuss possible improvements to the questionnaire.

According to Dusick (2011:7), researchers must describe their procedure for collecting data and the reasons for a particular data collection procedure must be thoroughly and clearly stated. Survey research typically employs face-to-face interviews, or a written questionnaire (Leedy and Ormrod, 2010:188). Sullivan (2001:255) defines a survey as a data collection technique in which information is gathered from respondents by requesting them to respond to questions or statements in order to determine the current status of that population, with respect to one or more variables.

### **1.17 Data analysis**

According to McMillan (2008:99), data analysis is a process whereby researchers extract some form of explanation, understanding or interpretation from the data collected from the people and situations that they are investigating. Once the data has been gathered, it has to be analysed in order to answer the research questions. In this study, statistical techniques were used to analyse quantitative data, while qualitative data were coded and tabulated using Ms Word for easy analysis.

The collected data were analysed to give thought to the main research question, namely, 'to determine the impact of the current training and development practices on employee performance at Inyatsi Construction'. Each assessment were considered individually and descriptive statistics computed for each. Tables, charts and descriptive explanations were employed to illustrate data collected from the field to make the research findings more meaningful for readers/viewers.

Convergence of the analysis results from both positivist and interpretivist research approaches were completed sequentially, whereby quantitative enquiry facilitated an ensuing qualitative study. Quantitative research readily allows the researcher to establish relationships among variables but is often weak in terms of exploring the reasons for these relationships (McMillan, 2008).

### **1.18 Quantitative data**

Quantitative data were gathered through surveys and questionnaires that have been carefully developed and structured to provide the researcher with numerical data were statistically explored to yield results that can be generalized to a larger population. Statistical reports from interviews were analysed using Microsoft Excel 2007–integrated package on a personal computer and the SPSS software. Borrowing from Onwuegbuzie and Teddlie (2003) quantitating data included enumerating the frequency of themes within a sample, the percentage of themes associated with a given category of respondent, or the percentage of people selecting specific themes and presenting this information in tables, charts and graphs.

In all these cases, the quantified data can be statistically compared to the quantitative data collected separately. Previous training and development records were also used to aid the researcher in analysing compliance to both training policies and procedures

and training and development best practices. The unit of analysis is only at the individual levels. Sequential Design – the collection and analysis of structured survey and open-ended key informant interviews in an iterative analytic process can provide important information on emergent and unexpected themes (Creswell, 2009).

### **1.19 Qualitative data**

Qualitative data is non-numerical and comprises videos, texts and people's written or spoken words. Qualitative data were gathered through individual interviews and focus group discussions using semi-structured or unstructured topic guides. Qualitative data were analysed by looking for themes and patterns. This process involved reading, rereading and exploring the collected data. According to Creswell (2009), there are several strategies by which qualitative data collected via the described designs can be quantified to create a single comprehensive dataset. One of the more common strategies counts the number of times a qualitative code occurs. Some qualitative data analysis software programs (such as Atlas.ti or NVivo) can generate these reports. Such of these quantified frequencies can indicate particularly influential codes but can also be prone to confusion due to repetitive responses that are 'fixed' on a certain concept or theme.

### **1.20 Significance of the study**

This study was primarily concerned with studying the impact of training and development practices on employee performance at Inyatsi, a leading civils and infrastructure construction company based in Swaziland.

### **1.21 Ethical considerations**

In the context of research, *ethics* refers to the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of his/her work, or are affected by it (Kumar, 2011:282). Most ethical issues in research fall into one of four categories namely: protection from harm, informed consent, right to privacy and honesty with professional colleagues (Creswell, 2014:92; Leedy and Omrod, 2010:107). This research study was informed by these considerations from the conception stage to the point at which findings were disseminated. For example, a letter was attached to the self-administered questionnaires to inform participants of the

purpose of the research in order for them to make a decision as to whether they want to participate or not. The anonymity of respondents was preserved by using questionnaire identification numbers rather than respondents' details in the data capturing process. Material borrowed from other works was duly credited with citations and recorded in the reference list, while due process was followed to maintain the integrity of the findings of this research.

## 1.22 Limitations

Welman, Kruger and Mitchell (2005:129) said that 'limitation' identify weaknesses in the research, while 'de-limitations' explain how the scope of the study was focused on only one particular area or entity, as opposed to a wider or holistic approach. The limitation of this dissertation related to the fact that upon completion of the research, the research findings were to be generalised only to all branches of Inyatsi. However, the results also served as an important indicator for companies of the same size and structure.

## 1.23 Definition of key terms/concepts

This section defines the relevant and central concepts that were applied in this thesis.

- 1) **Training:** Grobler, Warnich, Carrel and Hatfield (2011:340) define training as the acquisition of knowledge and skills for present tasks – and a tool that makes individuals successful in executing the tasks required in their present jobs. According to Niazi (2011:43), training and development refers to the process of obtaining or transferring knowledge, as well as the skills and abilities that are needed to carry out specific organizational tasks.
- 2) **Development:** Aguinis and Kraiger (2009:452) define development as a 'systemic effort affecting individuals' knowledge or skills – for the purpose of personal growth or future jobs'. The offering of training and development opportunities to employees shows that the organisation cares about its employees (Amin, 2013:1277).
- 3) **Human Resource Development (HRD):** It is a process of improving organizational performance and individual learning through employee

development, organizational development and career development programmes Kingi, Mukulu and Oloko (2013:3).

- 4) **Human Capital:** This concept comprises the knowledge, skills and experience of an organization's people. It is a key driver of organizational performance (Panagiotakopoulos, 2011:3).
- 5) **Performance Management:** Afshan, Sobia, Kamran and Nasir (2012:12) define performance as follows: 'the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Performance management is also defined as (1) the result of organizational activities or an investment over a given period of time (Investorwords.com, 2008), and (ii) the accomplishment of a given task measured against present standards of accuracy, completeness, cost, and speed (Business Dictionary.com, 2008).
- 6) **Strategic Management:** Wheelen and Hungers' (2006:3) define strategic management as a set of managerial decisions and actions that determine the long-term performance of a corporation. It involves environmental scanning (both external and internal), strategy formulation (strategic or long-range planning), strategy implementation, and evaluation and control. The analyzing and evaluation of external opportunities and threats in terms of an organization's strengths and weaknesses are also emphasized by Wheelen and Hunger (2006:3).
- 7) **Succession planning:** An executive inventory report indicates which individuals are ready to move into higher positions within the organization (DeCenzo and Robbins, 2000). An indication of good corporate management is the management's proactive control of events, rather than waiting for events to occur (reactive).
- 8) **Competitive Advantage:** Competitive advantage refers to the ability of a firm to compete in the marketplace on the basis of quality, time, technological advantage, fast and timely introduction of new products and services (Krajewski and Ritzman, 2002). Armstrong and Baron (2004) maintain that people and their collective skills, abilities and experience, coupled with their ability to deploy these attributes in the interests of the employing organization, are now recognized as making a significant



contribution to organizational success and as constituting a major source of competitive advantage.

## **1.24 Summary and conclusion**

This chapter introduced and presented the background to the problem under investigation, i.e. the impact of training and development (T&D) practices on employee performance at Inyatsi Construction, Swaziland. This chapter also took into consideration the element of the employees' development from both the regional and global context. The problem statement, as well as the research objectives were also addressed in this chapter, which in turn, gave direction for both primary and secondary data collection and analysis.

The next chapter focused and reflected on the review of documented previous studies on this topical issue to further inform and guide the primary objective of this research project.

## **CHAPTER 2: THE LITERATURE REVIEW**

### **2.1 Introduction**

This chapter focused on the review of literature related to human resources management with specific attention to employee training and development. It captured and presented the conceptual and theoretical framework as well as the meaning and importance of training and development (T&D) of employees in an organisation. The chapter further emphasised on practices and processes involved in employee development within an organization.

### **2.2 Training Conceptualization**

In order for an organization to grow and survive in today's globally competitive and fast changing environment, especially in the field of technology, training should play a critical role in maintaining and developing employees' capabilities (Gomez and Cespedes, 2004:238). This research conducted in the garments industry in Bangladesh by Mamy, Shabbir and Hasan (2020) found that strong relationship exists between employee training and development (T&D) with employees' performance. The results revealed that the more the employee gets training, the more efficient their level of performance would be. This statement means that Inyatsi's training and development initiatives must support the implementation of its business strategy, especially investment in human capital development. Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono and Werner (2001:467) also advise that 'if training is directly linked to the specific skills needed in an organisation, it improves the performance of employees, as well as the performance of an organisation'. It is important, therefore, that T&D practice initiatives incorporate organizational interests and those of its workforce; this collaboration could play a pivotal role in the achievement of its T&D goals (Khan, Khan and Khan, 2011:63).

In a rapidly changing society, employee training is not only a desirable activity but also one to which an organisation must commit its resources if it is to maintain a knowledgeable and viable workforce. Struwig and Smith (2000:114) substantiate this statement by adding that training can be used to prepare employees to meet challenges or changes in the workplace and to upgrade and refine their skills. To prepare the current workforce to thrive in an environment of rapidly changing skills

demands and more frequent disruptions, companies must pursue a comprehensive job training, retraining and up- skilling of its human capital. Nel *et al.*, (2004:145) state that training is the major factor in the creation of employee human capital, which determines the long-term productivity of an employee's behaviour.

Given the important role that intangible assets and human capital play in a company's competitiveness, managers are beginning to envisage a more important role for training and development as a means of supporting a company's business strategy, that is, its plans for meeting broad goals such as quality, profitability and market share (Noe, Hollenbeck, Gerhart and Wright, 2010:36). Training and development should be aligned with the business strategy and must support business needs. As Nel *et al.*, (2001:467) assert:

If training is directly linked to the specific skills needed in an organisation, it improves the performance of employees, as well as the performance of an organisation.

Armstrong (2014:308) posits that training should be systematic in that it is specifically planned, designed and implemented to meet defined needs. This process means that training should be provided by experienced trainers and its impact carefully evaluated. Armstrong (2014:308) further mentions that the systematic training process includes:

1. Identify training needs. 2. Deciding what sort of training is required to satisfy these needs. 3. Using experienced trainers to implement training. 4. Following-up and evaluating training programmes to ensure that their effectiveness. This process is sequential, with the output of the previous phases providing the input for those that follow. Thus, each step should be carefully aligned, analysed and fully implemented. Reynolds (2004:45) points out that training has a complementary role to play in accelerating learning.

Effective training uses the systematic approach defined above with an emphasis on skills analysis. The purpose of the training should be clearly defined in terms of the behaviour required as a result of training. Training must also be aligned to the identified performance gap. According to Armstrong (2014:310) the focus of the training should be to develop transferable skills and that training should be evaluated on the basis of the extent to which it has achieved its specified purpose.

Armstrong (2014:310) adds that types of training programmes or events can be concerned with any of the following:

- manual skills, including apprenticeships;
- IT skills;
- team leader or supervisory training;
- management training;
- Interpersonal skills, e.g. leadership, team building, group dynamics, neurolinguistic programming;
- Personal skills, e.g. assertiveness, coaching, communicating, time management;
- Training in organizational procedures or practices, e.g. induction, health and safety.

Training presents a prime opportunity to expand the knowledge base of all employee. Aguinis and Kraiger (2009:451) stated that training fosters the individual performance, allows employees and management to update their knowledge and skills, it supports problem-solving within the organization, and it helps new employees to orient themselves into the organizational context.

### **2.2.1 Development conceptualization**

In an ever changing and fast paced corporate world, employee development is a must. Noe (2010:366) indicates that development refers to formal education, job experiences, relationships, assessments of personality and abilities that help employees perform effectively in their current or future positions. It is thus vital that development needs to reflect mission requirements of the organization, performance requirements of the job, and the individual's career goals. Growing employees internally requires development opportunities that will lead to career growth (Daniels, 2003:39). Employees want to work for an employer that will upgrade their skills in order to keep them competitive with peers from other companies.

In today's labour market, organization are investing in employee development to build the talent needed in the current workplace. Grobler, Warnich, Carrell, Elbert, and Hatfield (2006:300) point out that employee development is a key factor in meeting the employer's strategic, business and operational goals. To meet current and future

business demands, strategic positioning of training and development is vital. Lee and Bruvold (2003:981) point out that investments in human resource development present the image of high commitment strategy that influences employee commitment and motivation. Also, it helps to bridge the current gap between the knowledge and skills acquired from institutions. At Inyatsi Construction, some employees are employed straight from the University with no experience, hence development opportunities are imperative. Employees are major assets of any organization, they play an active role towards organisational success (Michael, 2006:3). Therefore, employee development cannot be disconnected from the business activities of the organizations. According to Ariely (2009), employees who are given an opportunities for development values the organisations they work for. Saari and Judge (2004) point out that if employees are not developed, organization will suffer in the future. Mullins (2007) also adds that employees aspire to progress steadily in organizations for which they work. Wang (2014:431) states that employees who perceive their organization to be interested in their career growth respond positively on behalf of their organization.

Taking the initiative to develop your employees helps retain them. Employee development is an advancement opportunity afforded to employees by the employer in an organisation (Weng, 2010:22). By offering effective development programmes, organizations can tap into employees' talents and strengths. Employee development gives an employer the chance to mould employees for future requirements. Daniels (2003:39) refers to employee development as means to growing employees with the organization so that they can be ready for available higher positions within their capacity. Thus, minimising the stress of looking for new talent. Prioritizing employees with development opportunities ensures that team members' skills continue to evolve in accordance with industry trends and best practices (Kraiger, 2009:452). Organizations that choose not to engage in employee development are often left in the dust by more innovative competitors.

Employee development is almost universally recognized as a strategic tool for an organization's continuing growth, productivity and ability to retain valuable employees. Masadeh (2012:64) points out that development focuses beyond the current context and it may focus over a period of three years or more. Therefore, employee development is a continuous process. Ko (2012) states that employee development includes career development, growing professional knowledge and independence to improve creativity, job performance, and innovation. Aguinis and Noe (2017:385) point

out that development focuses on formal education, job experiences, relationships and assessments of personality and skills that help employees prepare for future positions. Thus, employee development is vital to sustainable business growth and success.

It is vital that all employees receive the knowledge and experience needed to succeed in their current positions. Robbins, Odendaal and Roodt (2003:401) posits that if employee development is aligned with business goals, objectives, values, mission, vision, supported by both the employer and the employee, development programmes delivered the right way and at the right time will provide substantial returns for the employer in terms of increased knowledge, loyalty, productivity and profit.

Noe, Hollenbeck, Gerhart and Wright (2003:379) compiled a list of different approaches for employee development. These approaches comprise four categories: formal education, assessment, job experience and interpersonal relationships. According to research conducted by Esen and Collison (cited in Noe 2017:394) large companies are mostly using development methods to ensure their employees' future. Development programmes includes formal education programmes, short courses offered by consultants and internal experts, executive MBA programmes, and university courses. Job training programmes include job rotation, promotion, transfer, temporary assignments and downward moves (Noe *et al.*, 2003:391).

Meyer (2007:05) stresses that employee development occurs when ongoing learning opportunities are created so that employees can improve and maintain high levels of performance. It is therefore important that employees and management are committed to development programmes recommended. Unless employees are held accountable, no change will occur in their behaviour (Kleiman, 2003:49).

### **2.3 The relationship between training and development practices**

Competitiveness has become the 'magic word' all over the world. As a result, organizations must be proactive in identifying and developing employees in order to respond to change and challenges that arise from political, financial, societal and pioneering changes in the environment (Buckley & Capel, 2009). Investing in employees is the core pillar for creating the human capital needed to achieve business goals and objectives.

For organization to keep improving, it is important to have continuous training and development programmes for their employees. Owing to globalisation and fuelled by a competitive environment, the ability of organizations to effectively attract, develop and retain capacities that leverage competition across the business has become a priority (Chuang, 2013:23). As industries innovate so new technologies emerge, which has a profound impact on education and development. Falola, Osibanjo and Ojo (2014:162) asserted that training and development is a crucial strategic tools for the effective improvement of individual and organisational performance. Therefore, employees should understand how their jobs affect the bottom line.

Employee training and development are terms often used interchangeably, across sectors, and encompass various employee learning practices (Obisi, 2011:83). Armstrong (2009:664) states that training and development is concerned with the improvement and development of the skill base of an organisation by taking into consideration the knowledge, skills, capabilities, behaviours and attitudes of its workforce. The achievement of strategic business objectives is clearly related to the people who work in the business. Erasmus, Loedolff, Van Hoek, Mda and Nel (2015:124) state that any shortcoming or gap preventing employees from achieving their aims and objectives through their performance can be overcome, or at least be minimized through the practice of strategic training and development. Scott et al., (cited in Olubukunola, 2015:9) asserted that training and development refers to the increase of employee knowledge in the areas that leverage performance. By achieving the learning objectives, employees will be equipped to perform better in their roles. Noe et al., (2012:23) cite that training is used to address current training gaps while development focus on future development plans. Both training and development activities are aimed at improving employee and business performance. According to Dessler (2008), training and development must consist of five steps:

**1: Needs analysis** -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

**2: Instruction design** -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

**3: Validation** -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

**4: Implementation** -: This is where the training programme is actually put into action.

**5: Evaluation** -: Here management assesses success or failure of the programme. Finally: An important factor related to training is the use of modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning (Mishra and Smyth, 2015:986).

Erasmus *et al.*, (2015:124) state that any shortcoming or gap preventing employees from achieving their aims and objectives through their performance can be overcome, or at least be minimized through the practice of strategic training and development. Olubukunola (2015:9) asserted that training and development refers to the increase of employee knowledge in the areas that leverage performance. By achieving the learning objectives, employees will be equipped to perform better in their roles. Noe *et al.*, (2012:23) cite that training is used to address current training gaps while development focus on future development plans. Both training and development activities are aimed at improving employee and business performance.

## **2.4 Legal context of Training and Development (T&D)**

Unlike in other countries, Eswatini does not have legislation nor a framework that governs or directs learning and development processes in place. Most companies who invest in T&D programmes rely on developed policies and procedures. In order to improve employee performance, Inyatsi formulated a learning and development policy that governs how all learning and development related issues involving Inyatsi employees will be dealt with.

At Inyatsi a training committee was established to ensure that learning and development processes are governed by the training and development policy. The committee was established in terms of the South African Skills Development Act of 1998, which is aimed at increasing investment in education and training. Inyatsi is in the process of linking all training and development initiatives to South African development Acts and Laws. This action has been necessitated by the fact that the company has projects both in and outside South Africa.

According to Meyer (2007), the Skills Development Act puts a legal obligation on every South African employer to improve the competency levels of their labour force. Hence, the need for Inyatsi to ensure that its South African branch complies with all relevant national learning and development laws. The Skills Development Act has several main entities such as the National Skills Authority and the Sector Education and Training Authorities that focus on developing and approving workplace skills plans among other functions.

## 2.5 The difference between Training and Development

It is important to note that, as stated above, while training and development are similar, there are important differences between them. Noe (2010:347) highlights the differences as follows:

**Figure 4.1: The difference between training and development**

Comparison between Training and Development	Training	Development
Focus	Current	Future
Use of Work Experiences	Low	High
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

### 2.5.1 Other training and development differences

Grobler *et al.*, (2011:340) defines training as the acquisition of knowledge and skills for present tasks and a tool that makes individuals successful in executing the tasks in their present jobs. Training is used by organisations, in order to modify knowledge and skills, as well as the behaviour of their employees, so that they perform better (Erasmus *et al.*, 2010:2). Thus, employee development is future oriented and involves learning that is not necessarily related to the employees' current jobs.

Training focuses on the employees' present job; and it is a planned and systematic process (Masadeh, 2012:63). Development, however, focuses beyond the current

context and it may extend over a period of three years or more (Masadeh, 2012:64). Employee development is offered through continuous learning, professional growth opportunities including commitment to self-development, coaching, learning solutions and training, management training, a vibrant internal job market and performance management (Gilley, Gilley and Kouider, 2010:54).

Botha, Kiley and Truman (2007:48) define development as a long-term change effort intended to broaden individuals through experience and to give them new insights about themselves and their organisation. Training helps to bridge the gap between current knowledge, skills, abilities and the required skills in order for employees to perform effectively in their jobs. Khan, Khan and Khan (2011:63) posit that training should improve employees' performance. Development usually focuses on future jobs within the organisation so that when their career progresses, employees will possess the new skills and abilities necessary to perform such jobs (DeCenzo and Robbins, 2010:190).

Noe (2010:57) advise that training can be instructor-led, face-to-face instruction (classroom, on-the-job) combined with online instruction (game simulation, e-learning). The development programmes are usually delivered internally by subject matter experts. These programmes are in-house because they can be tied directly to business needs and can be easily evaluated using company metrics. Noel (2010:06) further points out that the goal of training is for employees to master the knowledge, skill and behaviours emphasized in training programmes and to apply these to their daily work activities. For a company to gain a competitive advantage, its training programmes have to involve more than just basic skill development.

Grobler *et al.*, (2006:301) adds that training is aimed at the acquisition of technically oriented knowledge and skills that employees are expected to apply in the workplace and to share with other employees. Also, development activities and career management are needed to prepare employees for managerial and leadership positions and to attract, motivate and retain talented employees in all jobs at all levels (Noe, 2020:1). After being recruited in an organization, employees are made to undergo training so as to be able to fulfill the requirements of their job more efficiently and effectively. On the other hand, growth and development stems from experience. Once employees have become experienced within the organization, they need to undergo further development so as to cope with different challenges in the future.

## **2.6 Employee training and development - alignment with business strategy**

As mentioned previously, training and development must be aligned with the business strategy and must support business needs. According to the perspective of the researcher, if aligned with the goals, mission and objective of the organisation, and supported by both the employer and the employee, training, development and education programmes delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit (Robbins and Judge, 2003:401).

Nel *et al.*, (2001:467) adds that if training is directly linked to the specific skills needed within an organisation, it improves the performance of employees, as well as the performance of an organisation. Training and development strategies should seek to support professional development and build capabilities across the organization in a systematic manner.

### **2.6.1 Attract and retain talent**

Continuous T&D in organizations ensures that employees are able to perform their assigned duties effectively and efficiently. Nel *et al.*, (2004:145), states that training is the major factor in the creation of employee human capital, which determines the long-term productivity of an employee's behaviour. Organisations that make investments in the next generation of leaders are seeing an impressive return. Growing employees internally requires challenging employees and providing opportunities for learning, development and career growth (Noe, 2010:53). Unfortunately, the lack of training and development opportunities has led to some employees exiting Inyatsi.

### **2.6.2 Develop people capabilities**

Increasingly, high performing organizations today are recognising the need to use best development practices to enhance their competitive advantage. Employee development is a key factor in meeting the employer's strategic, business and operational goals through its people (Grobler *et al.*, 2006:300). Relevant T&D initiatives create an overall knowledgeable staff who can take over from one another

as needed. Training employees at all levels within an organisation is a vital component in maintaining the competitiveness in the international arena (Maund, 2001:307). Learning is a key component of successful organizations' strategic plans because to be agile, employees need to learn.

### **2.6.3 Create a values-based culture**

As the workforce in many companies becomes increasingly virtual and globally dispersed, T&D can help to build a values-based culture and a sense of community. This training and development strategy must enhance the organisations culture.

### **2.6.4 Build an employer brand**

Ignoring the importance of adequate employee training and development can severely impact business performance, team morale, financial turnover and the organization's ability to attract and retain valuable employees. Niazi (2011:43) points out that training and development refers to the process of obtaining or transferring knowledge, as well as the skills and abilities that are needed to carry out specific organisational tasks.

### **2.6.5 Assessment of capability gaps and estimated value**

It is important that the company's training and development function supports the implementation of its business strategy. Employee training is commonly used as a means to increase performance. A gap between employee performance levels and the required standard for that performance are commonly addressed with training (Mejía, Balkin and Cardy, 2012:256). Well trained employees are key to a successful business. A training need arises due to the identified gap between the actual knowledge, skills and experience of the individual carrying out the work and those attributes that are required for a successful performance of the said task (Stredwick, 2005:377). Training is one of the best solutions to a performance problem if employees do not know how to perform their assigned duties or tasks (Noe, 2017:150).

According to Noe (2010:366) training and development refers to formal education, job experiences, relationships, assessments of personality and abilities that help

employees perform effectively in their current or future job within a company. Training and development should focus on helping employees build these necessary capabilities. Once an organization has identified its business priorities, it is important to verify that employees have the necessary knowledge, skills and capabilities to achieve their planned strategic goals.

### **2.6.6 Measurement of impact on business performance**

A learning strategy's execution and impact should be measured using key performance indicators (KPIs). The first indicator looks at business excellence: how closely aligned all L&D (learning and development) initiatives and investments are with business priorities. The second KPI looks at learning excellence: whether learning interventions change people's behaviour and performance. Lastly, an operational-excellence KPI measures how well investments and resources in the corporate academy are used. Noe (2017:248) found that companies that conduct training are likely to have more positive human resource outcomes and greater performance outcomes.

### **2.6.7 Integration of T&D interventions into HR processes**

All organizations are under an obligation to their stakeholders to perform well. To achieve this organizations depend on the quality, dedication, enthusiasm, expertise and skill of their employees (Grobler, 2014:54). While training and development goals must be aligned with the organizational goals, they should also be an integral part of the HR agenda. Organizations achieve sustained high performance through the work systems they adopt, but these systems are managed and operated by people. At Inyatsi Construction training and development initiatives fall under HR, hence proper alignment is vital. The department needs to play a strategic role in order for T&D goals to be aligned with business goals. Wright and McMahan (2011:102) warn that human capital should not be treated as a form of capital owned and controlled by the firm: 'To do so would miss the complexity of the construct and continue to ignore the "human" in strategic HRM.' Although it is obvious that people acquire useful skills and knowledge through training and development, T&D policies, procedure and processes should be defined. Storey, Ulrich and Wright (2009:4) observe that:

The premise is that, in some shape or form, HR policies have an effect on HR practices and these in turn influence staff attitudes and behaviours which will, in turn again, impact on service offerings and customer perceptions of value.

Training and development plays an important role in recruitment, onboarding, performance management, promotion, workforce and succession planning. Thus, poor alignment of HR policies will disadvantage the organization. The T&D function may also lose connections to annual performance reviews due to a lack of a structured approach to management practices. Giangreco and Sebastiano (2009:207) state that training is a management practice that must be taken seriously in terms of training investment. Thus, clear training and development goals must be identified, communicated and evaluated.

### **2.6.8 Enabling of the 70:20:10 learning framework**

Today, training and development specialists must design and implement interventions that support informal learning, including coaching and mentoring, on-the-job instruction, apprenticeships, leadership shadowing, action-based learning, on-demand access to digital learning, and lunch-and-learn sessions. Social technologies play a growing role in connecting experts to employees thus enabling the creation and sharing of knowledge.

### **2.6.9 Systems and learning technology applications**

In this era of development where technology is continuously changing, training becomes the prerequisite for every organization to remain in the global market. Training and development can ensure that the workforce adapt seamlessly to new technology increasing the efficiency and productivity of individuals and organizations (Khan, Abbasi, Waseem, Ayaz and Ijaz, 2016:29). Thus, training is required to prepare employees to use new technologies, function in new work systems, such as virtual teams, and communicate and cooperate with peers or customers who may be from different cultural backgrounds.

Technology has changed business processes in nearly every industry and has become an imperative strategy for those wanting to maintain a competitive edge. Thus, it is also important for the Human Resources Department to take into consideration the current and future requirements when designing, planning and implementing employee training programmes (Beardwell & Holden, 2001).

## 2.7 Organizational benefits

Training and development is a vital activity for any organisation aiming to improve the productivity and competitiveness of its operations. Tai (2006) points out that in a dynamic world of business and economic uncertainty, organizations should invest in training programs to ensure that their employees are capable and competent to face uncertainties and take timely and effective decision, to maintain a competitive edge in the market. Stredwick (2005:376) confirms that the fundamental aim of training is to help an organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Armstrong (2010:238) highlights the following T&D objectives:

- **High morale** – employees who receive training have increased confidence and motivation.
- **Lower cost of production** – training eliminates risks because trained personnel are able to make better and more economic use of material and equipment, thereby reducing waste.
- **Lower turnover** – training brings a sense of security to the workplace which, in turn, reduces labour turnover and absenteeism.
- **Change management** – training helps to manage change by increasing employees' understanding of and involvement in the change process and provides them with the skills and abilities needed to adjust to new situations.

Companies are in business to make money, and every business function is under pressure to ensure that employees have the necessary skills required to deliver effectively and cope with changes. Giving employees opportunities to learn and develop creates a positive work environment, which supports the business strategy by attracting talented employees as well as motivating and retaining valuable current employees (Noe, 2010:73). Thus, it is important for organizations to determine and even bench mark the training practices which could benefit the overall success of the company. Scanning the external environment for comparing industry practices is also vital for the success of organisations so that internal process can be continuously updated and aligned.

### 2.7.1 Employee benefits

Employee training programmes help improve the knowledge and skills of employees to match the various changes in the industry. Increased globalization of the product markets compels companies to help their employees understand cultures and customs that affect business practice (Noe, 2020:348). Well-trained employees are key to business success. DeCenzo and Robbins (2000) explain training as a learning experience that seeks a relatively permanent change in an individual that will improve his/her ability to perform on the job. Employee training has the following benefits:

- **Improves skills and knowledge**

Bashir (2012:60) states that employees will be more productive if organizations provide them with relevant skills and knowledge. Providing educational opportunities for all employees is crucial. These educational opportunities may include training programmes, but they also include support for taking courses offered outside the company, self-study, and learning through job rotation. Companies such as Inyatsi sponsor senior staff members to study executive programmes with the partnership of universities. This ensures that management skills and knowledge are constantly updated. It is important, therefore, that training is carefully prepared in response to staff and organisational needs, and that its effectiveness is continually monitored (Prytherch, 2000:733).

- **Improve employee performance**

Training identifies and addresses performance related problems. The success of an organization depends on finding employees with the skills to successfully perform the tasks required to attain the company's strategic goals (Robbins and Decenzo, 2001:184). During performance appraisals, when a performance gap is identified, an individual training plan must be in place in order to improve the employee's performance.

- **Prepares employees for greater responsibilities**

Training programmes can also help prepare employees who are moving into higher level roles and taking on more responsibilities in an organization. Rothwell (2001:29) states that succession planning is a process for identifying and developing new leaders who can replace old leaders when they leave, retire or die. Succession

planning increases the availability of experienced and capable employees who are prepared to assume higher level roles as they become available.

- **Reduced wastage**

When employees are trained, they learn to make effect, safe and economical use of the company's materials, tools and equipment. The reduction in accidents will contribute to increased cost related savings and overall economy of the operations of the organization (Sharma and Kurukshetra, 2013:12). Accidents and equipment damage will be minimized which will keep waste levels low.

- **Boosted morale**

Employees of organizations who complete training programmes will feel that they are a part of a supportive work environment. Champathes (2006:17) states that when employees receive training and development support, they become more satisfied with their jobs, more committed and their performance improves which leads to greater overall organizational effectiveness. Therefore, training and development helps employees to further develop their talents/skills and realizing their true potential for the betterment of the company. They also feel appreciated which boosts their morale and makes them approach their job related duties with greater self-confidence.

- **Improved customer service**

The quality of customer experience is the key to the survival of businesses. Training is the methodical gaining and improvement of knowledge, skills, and behaviours imperative for employees to complete the job responsibilities or to perform better in their work environment (Tharenou, Saks and Moore, 2007:251). Thus, training employees on customer service is imperative for a business.

- **Improved and updated technology**

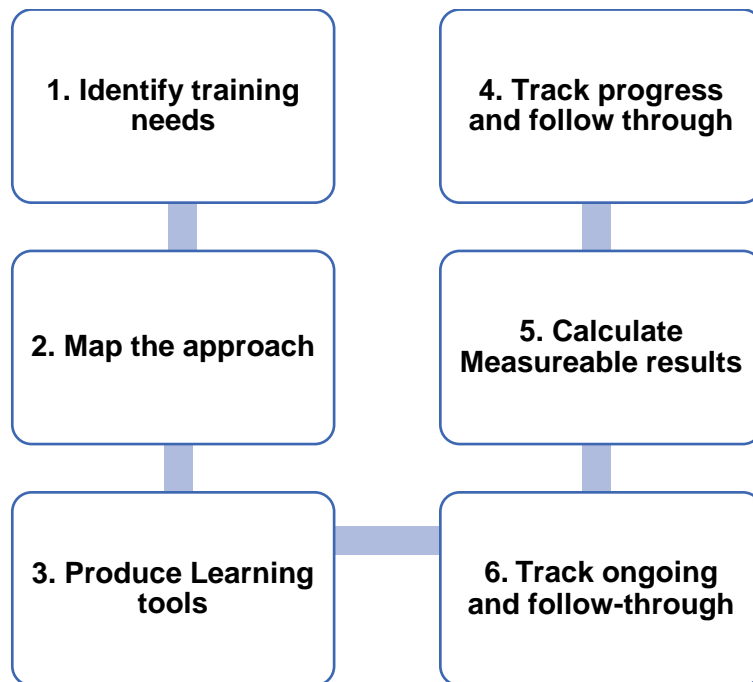
New and emerging technologies in the construction industry will transform our lives in so many different ways. The impact of digital transformation is more than just technological. It brings about visible and invisible changes in the economic, social and political systems (Hinton, 2018). Hence, employees must be trained in order to catch up with new technology and continuous development is a must. Technology skills are essential in this fast- changing business.

## 2.7.2 Training and Development models

T&D models provide insight, structure and relevance for specific initiatives that align with business strategies. Depending on organizational objectives, the T&D models may vary, thus, the researcher has added a few models for the benefit of the research.

### 2.7.2.1 High-Impact Training Model

**Figure 2.2: Training and Development model**



**Source:** Erasmus, Leodolff, Mda and Nel (2015:16)

By implementing high-impact safety training, a company experiences benefits that are felt company-wide. According to Erasmus *et al.*, (2015:16), the high impact-training model is a process that focuses on providing effective training through a systematic process. The result of each phase of this model is the input for the next phase. The high-impact training model follows a systematic process. The above diagram shows that it is important to identify training needs before designing training programmes, this identification is also part of the training cycle. The model emphasises the need for continuous monitoring throughout the training process, from the needs assessment stage through to the implementation of the intervention.

**Figure 2.3: Systems approach training model**



Source: Armstrong, (2006)

The system model consists of five phases. The training programmes should achieve the purpose of helping the employees to perform their work to the required standards. Armstrong (2003:37) defines the systems approach to training as:

The process of identifying inputs, outputs, components and subsystems, and then seeking to identify the contribution that training can make to improve the operation by enhancing contribution of the human components (people) as opposed to machinery and operational procedures.

This method means that with the systematic approach to training, individual units within organizations ensure that important topics and skills are identified, proper learning/training methods are used, training material is useful to students and that students can perform work as expected when they are assigned to work.

### **2.7.2.2 Matrix model**

In the matrix model, trainers report to both a manager in the training department and to managers in departments. Currently at Inyatsi construction, the training and development function is under the human resources department. Training and development reports are submitted to the training committee monthly. According to Noe (2010:105), the matrix model helps to coordinate trainers, expand the expertise of training for different functions in the organization, and motivates participation between parties operating in different functions of the organization. Therefore, the matrix model allows different business departments to work closely and to maintain their coordination through frequent communications to solve issues immediately. This process creates a chance for creativity to develop and flourish. The main challenge is that an employee will have to receive commands from all of his supervisors, often resulting in complex state of affairs because each supervisor will observe a situation from his own point of view, so there is a great possibility that each supervisor will command the employee according to his thoughts and perception of the situation. A huge disadvantage of the matrix model is the tremendous expense it engenders, which impacts negatively on the company's training budget. It is actually the need to involve dual management in this training initiative that raises the overhead costs for the business.

### **2.7.2.3 Business-embedded model**

The Business Embedded Model is characterized by five competencies: Strategic Direction, Product Design, Structural Versatility, Product Delivery and Accountability for results. According to Noe (2010:05), training must be linked to strategic business goals and objectives, an instructional design process must be used to ensure that training is effective. Therefore, alignment of goal strengthens the leadership of an organisation by allowing its managers to clearly focus their employees towards the most pertinent goals of the organisation. Without the clarity of what is needed to be done, training efforts are at finest randomly useful and at worst, useless. By working from a point of view of the intended strategic initiative an individual gradually learns new skills, thereby contributing to business strategic goals (Lovas and Ghoshal, 2000:875). Strategic arrangement of training and development directly encourages organizational business goals and objectives. Thus, a strategic direction of a company should clearly communicates its objectives of training and ultimately provide solutions that could cater the real needs of the customer. Veskaisri, Chan and Pollard (2007) posited that without a clearly defined strategy, a business will have no sustainable basis for creating and maintaining a competitive advantage in the industry where it operates. Therefore, the more clearer the future state can be defined and envisioned, the easier it will able to create a viable training plan to achieve business goals.

Technological, economic, and social changes are causing organizations to depend more and more on training to accomplish their objectives. According Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Thus, while designing or developing a training program that can effectively motivate employees, the companies must create a value adding training content/material and should organize the training program in such a way that it can accommodate the changes that could occur during the training course, thereby keeping it flexible to the needs for the company. SaÃ´nchez, Arago and Sanz-Valle, (2003) state that when managing any training process, it is very important that company leaders work closely with functional departmental heads and Human Resources personnel in a systematic approach to training. When strategically applied, continuous learning fosters knowledge and skills acquisition to help the organization achieve its goals.

Business Embedded Training allows companies to gain the benefits of centralized training but at the same time ensures that the training can provide programs, content and the delivery methods that meet the needs of the specific businesses. The direction of the training must always be to convey the usage of the right method for the development of skills/knowledge/experience/ expertise, which can be job-oriented, for business development or for building culture in a right mix, suitable to the audience (Rajan, 2004). Thus, the human resources department must have the ability to align human capital resources with the business strategy and to improve workforce skills through strategic training and development.

Rothwell and Kazanas (2006:212) categorize training benefits into two sets: 1) to fill a 'performance gap' as identified during the performance management process; and 2) to fill a 'growth gap', that is, to be promoted or to be able to fill another open position in the organisation. Effective training and development programmes keep employees motivated and further enhance employee's skill for the betterment and the success of the organization (Sylvie & Sire, 2001). The Business Embedded Training Model has a more positive impact on employee's motivation, It takes more responsibility for learning and evaluating the training effectiveness, providing customized solutions of training according to the customers' needs and determining when, where and how to deliver training (Abuzar, 2016). Training and development also provide valuable information to the trainee, thus motivating him to further improve his performance to achieve his individual goals which ultimately contributes to the overall success of the company (Miller, 2008).

Best training practices help organizations to create working conditions that encourage continuous learning. In order to put in place best training and development practices, a clear strategy is the best formula, it highlights policies, procedures and processes that will be required to deliver strategic goals and objectives (Kazmi, 2008). Business objectives are accomplished when training practices, procedures, and systems are developed and implemented based on organizational needs, that is, when a strategic perspective to training and development is adopted.

## 2.8 Training and development process

The T&D process comprises a series of steps that need to be followed systematically to achieve an efficient training programme. The T&D programme is a systematic activity performed to modify the skills, attitudes and behaviour of an employee to perform a particular job.

**Figure 2.4: Training and development process**

1. Conducting Needs Assessment	<ul style="list-style-type: none"> <li>- Organizational Analysis</li> <li>- Personal Analysis</li> <li>- Task Analysis</li> </ul>
2. Ensuring Employees' Readiness for Training	<ul style="list-style-type: none"> <li>- Attitudes and Motivation Basic Skills</li> </ul>
3. Creating a Learning Environment	<ul style="list-style-type: none"> <li>- Learning Objectives</li> <li>- Meaningful Material</li> <li>- Practice Feedback Community of Learning</li> <li>- Modelling Programme Administration</li> </ul>
4. Developing an Evaluation Plan	<ul style="list-style-type: none"> <li>- Identify Learning Outcomes</li> <li>- Choose Evaluation Design</li> <li>- Plan Cost-Benefit Analysis</li> </ul>
5. Ensuring Transfer of Training	<ul style="list-style-type: none"> <li>- Self-Management Peer and Manager Support</li> </ul>
6. Selecting Training Method	<ul style="list-style-type: none"> <li>- Traditional E-learning</li> </ul>
7. Monitoring and Evaluating the Programme	<ul style="list-style-type: none"> <li>- Conduct Evaluation Make Changes to Improve the Programme</li> </ul>

**Source: (Noe, 2010:08)**

The researcher will use the above model for this research study. The researcher chose this model because it covers all the details that must be explored for better results.

## 2.8.1 Conducting needs assessment

To identify problem areas within the organization, management should first be aware of the problems facing employees, so that a relevant training programme can be developed. Grobler *et al.*, (2006:305) asserts that needs assessment can be conducted at three levels: organizational analysis, operational analysis and personal analysis. The purpose of a training-needs assessment is to identify the performance requirements needed within an organization, in order to help direct the resources to the areas of greatest need (Amin, 2013:1274). According to Khan, Khan and Khan (2011:63), if training incorporates organizational interests as well as those of its workforce, this duality could play a pivotal role in the achievement of its goals.

### 2.8.1.1 Organizational assessment

Training needs analysis at the organizational level will help identify training programmes that will help achieve the strategic business objectives of the organization. This type of analysis provides a better understanding of the organization's characteristics, including its strengths and weaknesses, as well as helping to discover areas in which employee T&D interventions are needed and under what circumstances these will be conducted (Schuck, 2015:40).

Noe (2010:59) highlights three factors that influence the company's business strategy, namely the company's mission, vision, values and goals that help to determine the T&D strategy. Therefore, achievement of strategic business objectives is clearly related to the people who work within the business, hence the proper analyses of the three factors is vital. Grobler *et al.*, (2011:253) is of the view that employee training and development is a key factor in meeting the organization's strategic and operational goals hence, the alignment of training with aims is crucial. According to Meyer, Srinivas, Lal and Topolnytsky (2007:174) the purpose of organizational assessment is to gather information about the organizations resources, constraints and culture so that training will be designed in a way that is appropriate to the work environment.

Meyer, Srinivas, Lal and Topolnytsky (2007:174) further suggests a systematic examination of the three environments or settings which can be carried out at the beginning of the instructional design process, namely the development environment, the delivery environment and the application environment. According to Noe, (2000:130), the training programme should also be evaluated to identify its strengths and weaknesses. This assessment includes determining if the programme is meeting the learning objectives, the quality of learning environment, and if transfer of the training knowledge and skills to the job is occurring. Walker, Harremoës, Rotmans, van der Sluijs, van Asselt, Janssen and Krayter (2003:5) say that uncertainty is an inherent factor to take into consideration while establishing a business strategy.

Meyer et al., (2007:174) recommends the following work setting analysis as part of organizational assessment:

- **The development environment**

The characteristics that should be examined could include the apparent nature of the required change, the organization's mission, philosophy, values, structures, goals, plans and the results of a needs analysis (Meyer *et al.*, 2007:174). According to Werner and DeSimone (2011:111), this assessment requires a holistic view of the organizational system and what it aims to accomplish. Training is expected to contribute to the achievement of business strategies and goals, thus the amount of money allocated to well-structured and frequent training is likely to be higher than in companies in which training is implemented haphazardly with no strategic intent in mind (Noe, 2010:111). Robbins, Odendaal and Roodt (2003:401) states that aligning business goals with the organization's vision, mission, values, T&D and educational programmes will provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit.

- **The delivery environment**

The characteristics of a delivery setting are then assessed to determine how they might influence the delivery of the intervention. According to Meyer *et al.*, (2007:174), the delivery instruction may take many forms, for example on-the-job, computer based, self-study or group lectures in a classroom setting. The characteristics to be considered could include learner motivation, instructor expertise, physical comfort and facilities. According to Bohlander and Snell (2004), the trainers' teaching skills and personal characteristics play a very important role in making a training programme successful. Shen-Miller, Schwartz-Mette, Sickle, Jacobs, Grus, Hunter and Forrest (2014) state that trainer competency is the primary contributor to training effectiveness. Driskell (2011:05) also adds that the successful delivery of a training programme depends on the way the training was conducted by the trainer and its content.

It is also worth noting that the effectiveness of training depends on the method of delivery of the training, and on the skill or the task being trained for (Aguinis and Kraiger, 2009:453). Hence a proper analysis is important for successful training delivery. Driskell (2011:05) points out that training content should enable students to achieve the training objectives. Training content can be in a variety of forms, including text, static visual and video, audio and interactive elements. The program modules should encourage transfer of training for the participants (Diamantidis & Chatzoglou, 2014:141). Effective training programmes should be designed to close the identified gaps. Thus, it is important to ensure that training content is both relevant and aligned with trainees' needs.

- **The application environment**

The application environment's characteristics could have a greater effect on the success or failure of the intervention and whether is it properly transferred to the workplace (Meyer *et al.*, 2007:175). Thus, it is crucial that some characteristics are examined, namely employee involvement and autonomy, supervisor or manager support, work problems and job stress. At this stage active collaboration is crucial for successful training delivery. Choi and Sun (2011:13) argue that despite the employee's attendance and participation in training programmes, the training objectives may not be realised if there is no alignment with trainees' needs and if the interests of the employees were not discussed previously.

Stredwick (2005:380) supports this notion by adding that it is important to ensure that the employees concerned are fully aware of the training objectives. McCracken and Wallace (2000a:429) confirm the importance of a partnership between line managers and employees. Kleiman (2003:389) adds that for the skills learned to be employed on-the-job, employees must be held accountable for the implementation of the contents of their course in the workplace. Newstom (1992:21) in Meyer et al., (2007:175) identified the following factors as barriers to the transfer of training knowledge and skills in the workplace:

### **2.8.1.2 Operational analysis**

This level of analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills and abilities (KSAs) that are required to perform these tasks. Goldstein and Ford (2002) point out that operations analysis attempts to identify the content of training on what an employee must do in order to perform competently, based on job analysis, task analysis and knowledge and skills-gap analysis. Thus, examining job descriptions and specifications provides necessary information on expected performance and the skills employees need to accomplish their work. This analysis is also referred to as task analysis. Meyer et al., (2007:176) state that a task is a series of subtasks, steps, actions or behaviours that result in a meaningful outcome. Meyer et al., (2007:176) further suggested that the following must also be considered during the analyses.

**Skills and competency analysis** – skills and knowledge required for employees to perform must be identified so that a T&D gap can be identified easily. A training need arises due to the identified gap between the required knowledge, skills and experience for the individual carrying out the work and those that are actually possessed by the employee concerned (Stredwick, 2005:377). This deficiency can be overcome by identifying what the learner still needs to know in order to deliver on performance expectations.

### **Attitude Analysis**

Robbins (2003) defined attitudes as evaluative statements and they can be either favourable or unfavourable concerning objects, people, or events. One of the largest factors that most strongly affects an employee's performance is his or her individual

attitude, both about the person's particular job and about the organization as a whole. Thus, training aimed at improving bad attitude is recommended for organizations. Truitt<sup>1</sup> (2011) confirms out that training is essential in forming positive attitudes. Thus, failure to provide stuffiest and relevant training to employees may contribute to employee's bad attitude and reduced capability. According to Cheng and Ho, (2001:20), positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers. Robins (2003) state that a person with a high level of job satisfaction holds positive attitudes toward the job; a person who is dissatisfied with his or her job holds negative attitudes about the job. A bad attitude is like a flat tire, you can't get very far until you change it."

### **2.8.1.3 Person analysis**

According to Noe (2010:113), person analysis helps determine employees' readiness for training. Readiness for training refers to whether (1) employees have the personal characteristics (ability, attitudes, beliefs and motivation) necessary to learn certain programme content and apply it on-the-job and (2) the work environment will facilitate learning and not interfere with performance. Grobler *et al.*, (2006:306) refers to personal analysis as individual analysis. Therefore, conducting a person analysis is impetrate before a training programme is recommended and designed.

## **2.8.2 Ensuring employees' readiness for training**

### **2.8.2.1 Involve supervisors and trainees in the programme development**

It is crucial that trainers involve managers and trainees in needs assessment and course design. According to Huang, Xu, Chiu, Lam and Farh (2015:180), management's responsibility is to ensure that employees understand training objectives before they attend a training programme and that they are motivated to employ skills and or knowledge gained on the job during the learning process. Thus, both supervisors and trainees can help determine training methods and materials or even pilot preliminary course designs to measure effectiveness and provide feedback. Research shows that supervisor and peer support determine the extent to which newly acquired knowledge and skills are applied in the workplace (Bell, Tannenbaum, Ford, Noe and Kraiger, 2017:305).

### **2.8.2.2 Encourage trainees' responsibility**

The key “nuts and bolts” measure of the effectiveness of any training program is the extent to which there is successful transfer of learning back in the workplace. Thompson, Brooks and Lizarraga (2003:539) believes that the transfer of learning is the most significant issue for employees' practice. The achievement of strategic business objectives is clearly related to the people who work in the business. Thus, training transfer enables employees to apply the skills learned in training on the job. Employees' training and development is imperative for the survival of organizations in the current business environment (Parbudyal, 2007). Hence, it is vital for businesses to assess training transfer activities before, during, and after a training session that enable employees to more effectively and quickly apply the skills learned in training back on the job.

### **2.8.2.3 Employee motivation**

A committed employee base backs every successful organization, and the commitment is the outcome of motivation and job satisfaction. Lindner (2004:1) sees motivation as a psychological process that gives behaviour purpose and direction. Leaders should identify and evaluate the internal motivation which an employee derives from job satisfaction. According to Herzberg (2003) work motivation is mostly categorized into two types. Intrinsic motivation is concerned with rewards related to the activity itself, while the sources of extrinsic motivation are external controlling variables that result in explicit rewards such as money or challenges. Leadership is the ability to influence and motivate others to achieve an effective result from the group in which they are involved as members (Schaffer, 2008). It is understandable that without the ability to motivate their followers, the role of leadership in an organization will not be successful.

### **2.8.3 Creating a learning environment**

Training courses that have been designed using effective tools and frameworks will support the achievement of training and development objectives. Without meaningful and logically designed training modules, even the most experienced and skilled trainer will struggle to deliver on objectives. Dessler (2012) highlights that training design means planning the overall training programme including training aims, delivery methods and programme evaluation. A training design is a blueprint for a training event or experience. It is a detailed plan of what trainers must do during the course. Ascher (2013:36) believes that effective training programme design must be consistent with the goals of both the course and the organization, an ineffective training programme is one that cannot be applied subsequently by trainees in the workplace. Grobler *et al.*, (2006:310) posits that effective T&D design considers the following processes:

- Identifying and analysing training needs,
- Setting up T&D objectives,
- Selecting and designing programmes.
- Selecting and developing training methods and techniques.
- Implementing T&D programmes.
- Evaluating T&D programmes.
- Acquiring feedback leading to identification of further training needs.

Denby (2010:147) amplifies that training needs analysis is an important activity in designing training programmes.

#### **2.8.3.1 Training content development**

During the development phase, the instructional designer uses outputs from the design phase to create storyboards, develop course content, and work with graphic artists and programmers to bring the course material to life. This task includes designing graphics, animations and interactive exercises. Establishing training content means focussing on the identified performance gap. Nel, Werner, Haasbroek, Poisat, Sono, and Schultz (2001: 467) recommended that training should be directly linked to the specific skills employees need to improve their performance. Holton, Bates and Ruona (2000) points out that when the training content is relevant to the employees' training needs, the effectiveness of training increases. Training can be expensive

therefore, it is critical that it is tailored to meet the specialized needs of the organization and the individual trainees (Brown, 2002).

### **2.8.3.2 The role of a trainer in T&D implementation**

Trainers are responsible for T&D interventions. According to Ghosh, Satyawadi, Prasad Joshi, Ranjan and Singh (2012:194) opined that the commissioning authorities should scrutinize the trainer's curriculum vitae to ensure that their knowledge, skills and competencies match the needs of the organization. According to Bohlander and Snell (2004), the trainers' teaching skills and personal characteristics play a significant role in making a training programme successful. The trainer's role is to help trainees change their behaviour through the learning process (Maimunah, 2001). Also, the trainer's characteristics such as their professional expertise have also been shown to impact directly on levels of learning and retention (Burke and Hutchins, 2007:263).

### **2.8.3.3 Developing an evaluation plan**

Effective training evaluation requires preparation. Creating an evaluation plan will enable the trainer to identify the necessary resources required and any potential barriers to the evaluation process. According to Grobler *et al.*, (2006: 333), the purpose of training evaluation is to determine whether trainees have actually learned new knowledge, skills and attitudes as a result of the training programme. Meyer *et al.*, (2007:455) state that evaluation is concerned with making value judgements. Thus, organizations should have proper training evaluation strategies and processes so that all training and development interventions contribute positively to business goals.

#### **2.8.3.4 Assessing focus on inputs**

Due to the increase in global competition, organizations must find ways to reduce their expenses, while improving quality, delivery speed, and adaptability. According to Guest cited in Elnaga and Imran (2013:141), training and development programmes are considered as one of the most important human resource management practices and accounts for the quality of employees' knowledge, expertise and competence in organisations. Robbins, Odendaal and Roodt (2003:401) points out that aligned with the goals, mission and objective of the organization, and supported by both the employer and the employee, training, development and education programmes delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit.

Thus, aligning training needs and resources to meet the organization's business goals is a critical for the achievement of business goals. Rothwell, Hohne and King (2007) state that in order to increase the value of Human Resources, there is a need to offer training that is aligned to organization's key business strategies.

#### **2.8.3.5 Assessing focus output**

Rahman (2013:566) state that employee training and development has a dual purpose of serving both the organization and the employee in achieving mutual goal. Therefore, training and develop is a core aspect of organizational sustainability and its training effectiveness should be measured. The tasks of assessing focus output focused purpose, as identified by (Phillip, 1997:29 in Meyer 2009:460) are to:

- determine the cost benefit analysis of an HRD intervention.
- assist in marketing the HRD programmes in the future.
- establish a database which can assist in making decisions about T&D programmes.
- demonstrate the value of the HRD efforts to managers and other stakeholders outside the HRD department.
- judge the economic impact of the HRD efforts on the organization and on increasing the value or human 'capital' or inventory.

According to Kenneth and Megan (2002), training and development evaluation should include procedures that ensure alignment of a training activity with the organizations strategy. Thus, training evaluation helps with the identification of training gaps and opportunities so that business goals can be achieved through improved employee performance.

### **2.8.3.6 Assessing focus on managing what is measured**

Aspect that are measured are likewise managed. Due to the high level of organizational investment in staff T&D programmes, training evaluation has emerged as the key measure of its organizational contribution (Salas and Bowers, 2008:125). According to Meyer *et al.*, (2007:459), developing an evaluation plan should cover the following aspects:

- Verifying that human resources development efforts are the best means of addressing performance improvement opportunities or solving human performance problems.
- Determining whether the training programme was designed for the correct target audience.
- Identifying strengths and weaknesses in the HR development process.
- Determining whether the training programme is an appropriate solution for a specific need.
- Determining whether the programme is accomplishing its objectives. Verifying that achieving the learning objectives will enable the participants to perform as desired during the HRD efforts.
- Testing the clarity and validity of assessments, case studies and exercises
- Improving the content and method of an instructional package before its widespread use.
- Ensuring, when HRD efforts are carried out, that the instruction or facilitation methods are used effectively
- Assessing how well pre-established learning objectives are achieved by participants.

### **2.8.3.7 Assessing focus on strategy**

It is imperative to understand the link between organizational strategy and evaluation. According to Topno (2012:20), this affiliation is essentially concerned with the process of weighing information and evidence to determine the most appropriate intervention strategy to achieve the stated organizational goals. Assessment includes the speed of deployment, availability of resources; potential return on investment, all of which may affect the choice of solution (Topno, 2012:20). Proper strategies can help to ensure that Inyatsi's T&D programmes and the results of their evaluation enhance the organizational goals. Effectiveness and value must be judged within the context of these organizational objectives.

### **2.8.3.8 Assessing application**

Training objectives must be determined so that training interventions contribute to stated performance goals (Topno, 2012:16). Managers and trainers should have the expertise for conducting evaluation and must be willing to devote the time and effort necessary to collect training outcomes.

### **2.8.3.9 Ensuring Transfer of Training**

Training transfer means that learners are able to “transfer” their knowledge and skills learned in a training session back to their jobs. The importance of training transfer cannot be overemphasized. Noe (2010:187) states that transfer of training refers to trainees' effectively and continually applying what they learned in training (knowledge, skills, behaviours, cognitive strategies) to their jobs. Thus, the essential part of a learning journey is to help employees develop the required new expertise in the most effective and efficient way and to support the transfer of learning to the job. Systems should be put in place to monitor the success of the transfer and job aids should be available for further support.

### **2.8.3.10 Manager Support**

The constant interaction between managers and employees can be leveraged to improve training by consciously fostering a learning culture within the organization. Falola, Osibanjo and Ojo (2014:162) points out that training and development is crucial strategic tools for the effective improvement of individual and organisational performance. Therefore, a manager's role in employee training and development is essential. According to Armstrong (2009:23), training and development should be an integral part of the management process, which in turn requires managers to regularly review with their teams and the individuals reporting to them. This means that an effective learning culture should starts from the top and cascaded throughout all levels. Egan, Yang, and Bartlett (2004) state that an organization where trainings are frequent and regular, commitment of employees increases while there is a decrease in turnover behavior. This statement is also supported by Jehanzeb and Beshir (2013:34).

To remain competitive, employees skills must be constantly updated (Banerji, 2013:435). In order for organizations to achieve set training and development goals, McConnell (2004:159) recommends a partnership approach between the employees and their companies in determining training needs, as well as the involvement of the employees in setting up training goals.

## **2.9 Self-Management**

Self-management is the process by which we manage ourselves successfully. According to Houghton and Neck (2002:672), self-management systems comprise of self-perception, self-objective setting, self-cueing, self-reward, and self-discipline. Thus, in order to be truly productive, successful and happy, you need to develop the art of self-management. Self-management allows managers to focus on supportive management rather than instrumental management. Renn, Allen and Huning (2011:25) state that self-management at workplace is about "planning, organizing and controlling own work activities. Therefore, self-management can be used to improve work behaviours, task performance among others. Self-management in a broader definition accommodates employees to facilitate "behaviours that are not naturally motivating and that meet externally anchored standards" (Chen and Chung, 2014:642).

Thus, introducing self-management practices in the workplaces can resolve many issues that organizations face nowadays. Gerhardt (2007:11) state that self-management strategies in organizations are very helpful for decreasing the need of managers to supervise their employees, giving employees autonomy and challenge, and also provides possibilities for telecommuting.

## **2.10 Monitoring and evaluating the programme**

The purpose of training programme evaluation is to ensure that employees acquire the necessary knowledge, skills and abilities after attending a training programme (Dale and Iles, 2003:223). This process helps organizations to ascertain if the delivered training programme was indeed effective. A training evaluation measures specific outcomes or criteria to determine the benefits of the programme. Homklin (2014:2) defines training effectiveness as the extent to which the training objectives are achieved. Consistent training evaluation is the best way to effectively determine the value of specific training programmes. Training evaluation provides a way to understand the investments that training produces and provides information needed to improve future training.

## **2.11 Training evaluation design**

Choosing an evaluation design and methods is a very important part of evaluation planning. Implementing a strong design and method allows evaluators to collect high quality relevant data to determine the effectiveness of a training programme. Without good data, it is impossible to infer a link between training and outcomes. Training evaluation involves both formative and summative evaluation.

### **2.11.1 Formative evaluations**

According to Hale and Astolfi (2016:6), formative evaluation guides the design based on the result. Formative evaluation is a diagnostic process that provides the information necessary to drive improvement and, therefore, encompasses, performance analysis, cause analysis and the selection or design of improvement interventions. Formative evaluations provide an opportunity to examine how corporate systems operate within the organizational context, identifying the sources of dysfunction throughout the organization (Hale and Astolfi, 2016:6).

Formative evaluators ask customers, employees, managers, and subject-matter experts their opinions on the description of the training content and objectives and the programme design (Noe, 2010:218). The information gained from this preview would be used by programme developers to improve the programme before it is made available to all employees.

### **2.11.2 Summative evaluation**

Summative assessment is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria (Mathison, 2004: 334). Thus, Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. According to Stake (2004:04), evaluation is the comparison of the condition or performance of something to one or more standards. Thus, it is designed to determine whether or not a module's learning objectives have been achieved. Therefore, it is important that evidence of student learning be in relation to clear learning targets, be of high quality and free of bias (Stiggins, 2007). In order to measure a learning objective, it is imperative that sufficient evidence is available to measure the achievement of the intended learning. Program evaluation examines programs to determine their worth and to make recommendations for programmatic refinement and success (Spaulding, 2008:05). Summative assessments are usually applied at the end of a period of instruction to measure the outcome of student learning. Noe (2010:219) listed the following benefits of summative and formative evaluation:

- Identifies the programme's strengths and weaknesses.
- Determines if the programme is meeting the learning objectives, if the quality of the learning environment is satisfactory, and if transfer of training to the job is occurring.
- Assesses the validity of the programmes' content, organization and administration.
- Assesses if the schedule, accommodation, trainers and materials contribute to learning and also evaluates the use of training content on-the-job.
- Identifies which trainees benefitted most or least from the programme.
- Assists in marketing programmes through the collection of information from participants concerning why they attended the programme, their level of satisfaction with the programme and whether they would recommend it to others.
- Determines the financial benefits and costs of the programme.
- Compares the costs and benefits of training versus no training investments (such as work redesign or a better employee selection system).
- Compares the costs and benefits of different training programmes in order to choose the best programme.

## **2.12 Training evaluation models**

### **2.12.1 Kirkpatrick's model**

Kirkpatrick's model achieved global recognition and its use became widespread among organizations in the 1970s and 1980s. Kirkpatrick continued to refine his model, leading to the publication of evaluating training programmes in 1993. Kirkpatrick's model assumes there is a correlation between the four training outcomes; reaction, learning, behaviour and results (Santos & Stuart, 2003:27).

#### **a) Level one: Reaction**

- The main purpose of reaction evaluation is to enhance the quality of training programmes which, in turn, leads to improved performance by measuring the participant's reactions to the training programme (Werner & DeSimone, 2011:206).

#### **b) Level two: Learning**

- The learning of a new skill should engender a positive behavioural change in the employee (Grobler, Warnich, Carrel, Elbert and Hatfield, 2002:333).

#### **c) Level three: Behaviour**

- This level focuses on the link between learning and workplace performance. Evaluating the effectiveness of training is defined as the determination of the level of acquired practical skills and behavioural changes because of the training programme (Armstrong, 2001:543).

#### **d) Level four: Results**

- Training is supposed to result in a more effective organization (Grobler *et al.*, 2002:333). Homklin, Takahashi and Kriengkrai (2013:1) report that behaviour and results are considered as higher levels of Kirkpatrick's model, which makes them difficult to measure. As outlined above, evaluation needs to start with Level one, after which as time and resources will allow, should proceed sequentially through Levels two, three, and four. According to Meyer (2007:465), this model was first published in 1959 and is the most recognized and widely used model of evaluation within the HRD environment. However, Bates (2004) points out that the Kirkpatrick's model has been criticized for its incompleteness, the assumption of both causality and the increasing importance of information as the levels of the outcomes ascend.

### **2.12.2 CIPRO model**

This model provides a generalised approach to measuring the effectiveness of management training programmes and was pioneered in Europe in the late 1960s by Warr, Bird and Rackham.

**Context evaluation** – this approach deals with evaluation of the process of identification and analysis of educational needs (Sadler-Smith, 2006). According to Vodák and Kucharčíková (2007), context evaluation is interconnected with the so-called preparatory phase of learning and development, which precedes the implementation phase.

- a) **Input evaluation** – according to Topno (2012:20), this assessment is essentially concerned with the process of weighing information and evidence to determine the most appropriate intervention strategy to achieve the stated goals. This practice includes the analysis of speed of deployment, availability of resources; potential return on investment, all of which may all affect the choice of solution.

- b) **Reaction evaluation** – reaction evaluation focuses on the reaction of participants towards the training session so that appropriate changes can be implemented. The purpose of this appraisal is to gather essentially subjective data directly from training participants in order to improve the training process.
- c) **Outcome evaluation** – this assessment is a four-stage process, namely: defining trend objectives, selecting or constructing measures for those objectives, making the measures at the appropriate time, assessing the results and using them to improve later training programmes

The CIRO model suggests that prior to assessing reaction and outcomes there is a need to analyse the context and possible inputs. A thorough post-project evaluation is conducted to determine the actual success in achieving the prescribed objectives. As such, CIRO is a significant step towards a more holistic and business focused model, even though some practitioners feel that it is more suited to management focused training programmes than to those designed for people working at lower levels in the organization because of the behaviour aspect that is missing from this approach.

### 2.12.3 The Phillips evaluation model

When Jack Phillips published his work on training evaluation in 1980, the Kirkpatrick taxonomy was already well established as the dominant training evaluation model. Phillips suggests that evaluation be implemented by compiling the Level 4 data, converting it to monetary values and then, comparing those values with the cost of creating the programme itself.

**Figure 2.5: The Phillips evaluation model**

Level	Brief Description
Reaction & Planned Action	Measures participant’s reaction to the programme and outlines specific plans for implementation.
Learning	Measures knowledge, skills and/or attitude changes.
Application and Implementation	Measures changes in behaviour on-the-job and its specific application and implementation.
Business Impact	Measures the business impact of the programme.
Return on Investment	Compares the monetary value of the results with the costs for the programme, usually expressed as a percentage.

(ROI Institute, 2007)

Phillips and Phillips (2007) state that business trends are increasing accountability for HRD professionals to demonstrate the monetary value of their programmes. Return on investment measurement allows an organization to compare the monetary benefits from the programme with its costs. Phillips (2007) suggests that when a training programme is implemented, a chain of impact should occur as knowledge and skills (Level 2) are learned and applied on-the-job (Level 3) to produce business impact (Level 4), ultimately ending in ROI. Bersin and Associates (2006), believe that ROI should not be measured for every project. Phillips and Phillips (2001) suggest that ROI may be appropriate for training programmes which are aligned with future business goals and objectives. ROI measurement is  $(ROI \% = (Revenue - Total Costs) / Total Costs * 100)$ .

### **2.13 Training programme evaluation model analysis**

Inyatsi allots a training and development budget annually in order to make sure its employees are competent enough to deliver on expectation. In order for Inyatsi to achieve its vision of being a preferred construction company in Southern Africa, it must ensure that employees have the necessary knowledge, skills and attitudes to satisfy the organization's current and future business needs (Masadeh, 2012:63). This objective will not be achieved if training and development programmes are not evaluated. It is crucial to develop clear and measurable metrics to evaluate employees' skills before and after a training programme.

The researcher prefers Kirkpatrick's model for evaluating training and development programmes because it takes into account any style of training, both informal and formal, to determine aptitude based on four criteria levels. The model provides clear systematic processes to follow when evaluating a programme. It gives businesses valuable insight into their overall training programmes and their impact on business outcomes. Kirkpatrick's model makes it clear that training needs analysis should be determined before training delivery and training effectiveness are measured at the end of a training session. While the fourth level of Kirkpatrick's taxonomy focuses purely on results, the Phillips ROI model is much broader and looks at the impact of the training on the organization (James and Roffe, 2000).

The Phillips' approach not only extends that of Kirkpatrick, but also adds a level of process that is missing from Kirkpatrick's model, in this respect the Phillips ROI model is more prescriptive but, arguably, easier to implement than many of its predecessors. Phillip's model states that after determining a learning programme's business impact at Kirkpatrick's Level 4, the impact can be translated into monetary terms and compared to the total cost of the programme to calculate ROI. The Phillips' approach not only extends that of the Kirkpatrick Model but also adds a level of process that was missing from this method. In this respect the Phillips ROI model is more prescriptive but, arguably, easier to implement than many of its predecessors.

The reaction evaluation in the CIRO model is also quite similar to the Kirkpatrick model. It points out that the outcome evaluation is assessed at the three levels: immediate, intermediate and ultimate evaluation (Topno, 2012). CIRO's approach highlights each step an organization can follow in evaluating how productive the training programme is in terms of the individual's performance within the organization.

### **2.13 Selecting the training method**

1. **On-the-job training** – on-the-job training methods are those which are given to the employees within their everyday handling of a concern. It is a simple and cost-effective training method. The motto of such training is 'learning by doing'. Instances of such on-the-job training methods are job-rotation, coaching and temporary promotions.
2. **Off-the-job training** – off-the-job training methods are those in which training is provided away from the actual working condition. It is generally used for new employees. Instances of off-the-job training methods are workshops, seminars, and conferences. Such methods are costly and only effective if a large number of employees have to be trained within a short period.

### 2.13.1 On-the-job training

No matter how effective employees are, there are times when they will be confronted by some aspects of their job that they have not experienced before. On-the-job training (OJT) enables the individual to acquire new skills and behaviour via observation and guided practice while working (Meyer *et al.*, 2007:199). According to Noe, Hollenbeck, Gerhart and Wright (2010:263), OJT refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behaviour. Khan *et al.*, (2011: 64) state OJT 'helps employees to get knowledge of their job in a better way, because employees learn in a practical environment, as opposed to theoretical book knowledge'.

OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs. Noe (2010:265) emphasises that regardless of the specific type, effective OJT programmes include:

- A policy statement that describes the purpose of OJT and emphasizes the company's support for it.
- A clear specification of who is accountable for conducting OJT. If managers conduct OJT, this is mentioned in their job descriptions and is part of their performance evaluation.
- A thorough review of OJT practices (programme content and length, types of jobs and cost savings) presented by other companies in similar industries.
- Training of managers and peers in the principles of structured OJT.
- Availability of training plans, checklists, procedure manuals, training manuals, learning contracts and progress report forms for use by employees who conduct OJT.

## Types of On the Job Training

Grobler *et al.*, (2002:323) list the following types of on-the-job training activities:

### a) Apprenticeship

Apprenticeship is a work-study training method with both on-the-job and classroom training. Apprenticeships can be sponsored by individual companies or by groups of companies. Inyatsi sponsors this type of programme. The objective of the apprenticeship programme is to groom young Swazis who can be promoted to future positions in the plant department. OJT involves assisting a certified tradesperson (a journey worker) at the work site. He further explained that the OJT portion of the apprenticeship follows the guidelines for effective OJT by including modelling, practice, feedback and evaluation. This process means that for Inyatsi's apprenticeship programme to be successful, it must be properly designed. This scheme includes nominating certified trainers and ensuring that clear training programmes are available for each trade. A majority of apprenticeship programmes cover the skilled trades such as plumbing, carpentry, electrical work and pipe fitting.

In order for its apprenticeship programme to be successful, Inyatsi rotates apprentices every 3 to 6 months throughout the plant department so that apprentices are exposed to all the different functions. In order for the apprenticeship programme to be successful, the trainer (who is usually a more experienced, licensed employee) demonstrates each step of the process, emphasizing safety issues and key steps. Currently Inyatsi offers apprenticeship programmes for trades such as spray painters, light duty mechanics, heavy duty mechanics, electricians and welders. Upon completion, apprentices receive a grade 2 certificate from the Department of Industrial and Vocational Training (DIVT), a body that governs apprenticeship-training schemes in Swaziland. Apprentices who complete the training are placed in entry-level management positions. Neo (2010:266) highlighted the following advantages and disadvantages of the apprenticeship programmes:

## - **Advantages**

A major advantage of apprenticeship programmes is that learners can earn pay while they learn. This benefit is important for Inyatsi apprentices because the programme lasts for 5 years. Learners' wages usually increase automatically as their skills improve. Also, apprenticeships are usually effective learning experiences because they involve learning how and why and a task is performed through classroom instruction provided by local trade or community colleges. Apprenticeships usually result in full-time employment for trainees when the training programme is completed.

## - **Disadvantages**

Besides the development costs and time commitment that management and journey workers have to make to apprenticeship programmes, another disadvantage of many programmes is their limited access for minorities and women. Also, there is no guarantee that related jobs will be available when the programme is completed. Finally, apprenticeship programmes produce workers who are well trained in one craft or occupation. Due to the ever-changing nature of the workplace due to new technology and the use of cross-functional teams, many employers may be reluctant to employ workers from apprenticeship programmes.

### **b) Simulations**

Simulation is used in many contexts, such as simulation of technology for performance tuning or optimizing, safety engineering, testing, training, education, and video games. A simulation is a training method that represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on-the-job. It allows trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills. Simulations are expensive to develop and need constant updating whenever new information about the work environment is obtained.

### **c) Transfers**

According to McCourt and Eldridge (2003:356), job rotation and transfers are a way of developing employees' skills within organization, this process involves the movement of employees from one official responsibility to another, for example taking on a higher

ranked position within the organization and moving from one branch of the organization to another.

#### **d) Enlarged and enriched job responsibilities**

Some organizations give an employee more work but this also provides the employee more autonomy. By giving the employee more work, the organization is making it possible for the employee to learn more about the organization, which then leads to that employee growing in term of both the job and the organization.

#### **e) Job-instruction training**

The steps that need to be followed when training employees comprise preparation, presentation, performance try-out and follow-up. According to a research conducted by Noe (2017:297), 45% of training hours are delivered within instructor-led classrooms.

#### **f) Coaching**

A coach is a peer or manager who works with employees to motivate and help them develop skills, and to provide them with reinforcement and feedback. Gilley, McMillan, and Gilley (2010:54) maintains that coaching involves communicating with an employee for improving on the job performance or behaviour. This process involves having more experienced employees coach less experienced ones (Torrington, Hall and Stephen, 2005:394). Coaching may involve one-on-one sessions with an employee, providing feedback based on psychological tests, 360-degree assessment and interviews with bosses, peers and subordinates. It is important that there's be trust, co-operation and mutual respect between the employee and the coach in order for this form of leaning to be effective.

#### **g) Mentoring**

Employees can also develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organizational member. Tovey (cited in Freedman 2009:171) pointed out that mentoring is recognized as one way of facilitating learning in the workplace and is designed to make use of guided learning to develop the knowledge and skills required for high performance. Thus,

mentorship programmes can be planned efforts to bring together successful senior employees with less experienced ones through a formal mentoring programme.

Senior managers at Inyatsi are expected to increase employees' functional expertise, identify specific performance goals and developmental activities to address job-related weaknesses, and increase employees' understanding of the company's culture, vision and political structure. The Apprenticeship programme is one of the strategies implemented by Inyatsi Construction to grow young talent and future leaders.

#### **h) Job Rotation**

This practice is also referred to as cross-training through which employees are placed in different jobs for a period, depending on the level of the job. If an employee is at a lower level, the rotation may take hours; but high-level employees may be rotated for longer periods, such as a month. Moyo (2005:35) contends that the challenge with job rotation is because of individual differences, people are not equally suited for all jobs. Workers are then reluctant to rotate out of their 'preferred jobs' or comfort zones (Moyo, 2005:35). Thus, it is vital that a rotation plan is communicated with employees so that they understand the rotation objectives. Their performance should continuously be monitored and feedback given to employees on rotation.

#### **i) Employee Induction**

Employee training is extremely important for any business and delivering an effective induction-training programme should be an integral part of an organization. Kupias and Peltola (2009:18) define induction as the processes that guides organizations on how new employees should be integrated and supported in order to ensure their performance and behaviours are aligned with the organization's culture and values. A well-structured induction programme can increase employees' loyalty towards an organization. Dessler (2013:270) highlights four main objectives of employee induction or employee orientation programmes: 1. Make the new employees feel welcomed, 2. Provide them with basic information to function effectively, 3. Help them understand the organization in its broad sense and 4. Familiarize them with the organization's culture and values. Induction gives organizations an opportunity to welcome new employees when they join the business. Kjelin and Kuusisto (2003:20) state that a weak induction process affects the company's credibility both internally and externally.

## **j) Management development programmes**

In today's constantly changing world, capable managers are crucial for the organization's success. Pocztowski (2003:203) defines management as the ability to influence employee's behaviour intentionally in order to fulfil organizational goals. Hamel *et al.*, (2007:12) state that management must be committed to rationally solving the problem of inefficiency in an organization. Management development programmes usually refer to long-term off-the-job and on-the-job educational processes (Bass, 2007:1109). According to Armstrong (2006), management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs. Abraham (2001:842) points out that all organizations require a set of essential managerial, generic, technical and functional competencies in order to ensure the effective performance of all of its various operations.

### **2.13.2 Off-the-job training**

Grobler *et al.*, (2006:314) list the following types of off-the-job training methods:

#### **a) Presentation methods**

Presentations follow a similar pattern to training programmes but are more likely to happen outside formal education institutions, for example in the workplace. Presentation methods are procedures in which trainees are passive recipients of information. This information may include facts, processes, problem-solving methods, lectures and audio-visual techniques.

#### **b) Lectures**

During a lecture, trainers use spoken words to communicate what they want the trainees to learn. A lecture is one of the least expensive and time-consuming ways to present a large amount of information efficiently in an organized manner. Besides being the primary means to communicate substantial amounts of information, lectures are also used to support other training methods such as behaviour modelling and technology-based techniques. Lectures may be used to communicate information regarding the purpose of the training programme, conceptual models, or key behaviours to trainees prior to their receiving training that is more interactive and customized to their specific needs.

### **c) Audio-visual techniques**

Audio-visual instruction includes the use of overhead devices, slides and video. Video is a popular instructional method. It has been used frequently for improving communication, interviewing and customer-service skills as well as for illustrating how procedures (e.g. welding) should be followed. Video is, however, rarely used alone but usually in conjunction with lectures to show trainees real-life experiences and examples. Many companies use video in their training programmes. to augment lectures.

### **d) Case studies**

Grobler et al., (2006:315) describe a case study as a written description of an organizational problem. Trainees are required to analyse and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. According to Noe (2010:271), to use case studies effectively, the learning environment must give trainees the opportunity to prepare and discuss their case analyses and trainees must be willing and able to analyse the case and then communicate and defend their positions.

#### **- Advantages**

Case studies allow more detail to be collected than would be normally obtained by other research designs. The data collected is usually much richer and of greater depth than can be found through other experimental designs. Case studies can help experimenters adapt ideas and produce novel hypotheses which can be used for later testing.

#### **- Disadvantages**

One of the main criticisms is that the data collected cannot necessarily be generalised to the wider population. This deficiency leads to the data collected over longitudinal case studies not always being relevant or particularly useful. Case studies are generally related to one person, and there also tends to be only one experimenter collecting the data. This practice can lead to bias in data collection, which can influence results more than in other forms of training materials.

### **e) Business Games**

According to Grobler et al., (2006:316), properly designed games help to ingrain thinking habits, analytical and logical reasoning capabilities, stress the importance of teamwork and time management, assist participants to make decisions without complete information and build communication and leadership capabilities. Use of business or management games can encourage novel, innovative mechanisms for coping with stress. Games stimulate learning because participants are actively involved in scenarios that mimic the competitive nature of business.

#### **- Advantages**

Business games are effective for training the brain to act without too much consideration. They give people more time to think about what they will do without being pressurized to provide solutions to real problems. Other benefits include uniform team approaches, good knowledge retention and enhanced creativity. There are also cheap options of business games available for use in training programmes.

#### **- Disadvantages**

Taking part in business games can cause people to act more like a robot than a human, thus resulting in their not assessing risks thoroughly.

### **f) Role plays**

The primary purpose of role play is to analyse interpersonal problems and is commonly used to develop skills in interviewing, negotiation, job counselling, disciplinary hearings, performance appraisal, sales and other duties that involve interpersonal communication.

For role play to be effective, trainers need to engage in several activities before, during and after the role play. It is critical to explain its purpose to the trainees. This information increases the chance that they will find the activity meaningful and be motivated to learn from it. A short video may also be valuable for showing trainees how role play works. The trainer also needs to clearly explain the nature of the role play, the characters' roles and the time allotted for the activity. According to Noe (2010:274), the more meaningful the exercise is to the participants, the less trouble the trainer should have with focus and intensity of their engagement. At the conclusion of the role

play, debriefing is essential because it helps trainees understand what they have just experienced and to discuss their insights with each other.

#### - **Advantages**

Trainees are able to discuss their feelings regarding what happened in the exercise, what they learned, and how the experience, their actions and resulting outcomes relate to incidents in the workplace.

#### - **Disadvantages**

Role plays may provide limited information regarding the situation, whereas the information provided for simulation exercises is usually quite detailed

#### **g) Behaviour modelling**

Behaviour modelling presents trainees with a model who demonstrates key behaviours to replicate and provides trainees with the opportunity to practice the key behaviours. This activity is based on the principles of social learning theory. A well-prepared training programmes identify key behaviours, create the modelling display, provide opportunities for practice and facilitate transfer of training into the workplace. The first step in developing behaviour modelling training programmes is to determine (1) the tasks that are not being adequately performed due to a lack of skills or appropriate behaviour and (2) the key behaviours that are required to perform these tasks. A key behaviour is one of the set of behaviours that are necessary for completing a task and which are typically performed in a specific order.

#### - **Advantages**

The cost of behaviour modelling is relatively low compared to other training methods. Behaviour modelling focuses on physical behaviour rather than theory. Positive behaviour modelling can have an affirmative impact in workplace and improve individual success and achieve the desired organizational results. Constructive behaviour modelling can help employees to recognise appropriate actions in the workplace and engage in positive manners. This practice gives people more time to think about what they will do when faced with a certain situation which reduces the pressure.

## - **Disadvantages**

Behaviour modelling lacks adequate theory and often give participants the main idea of how something works, but places less emphasis on detail and, as a result, trainees often cannot understand the concepts and principals involved in the key behaviours they are supposed to emulate. Secondly, the nature of behaviour modelling necessitates many trainees repeating the same key behaviour which may result in a lack of concentration on the part of the observers.

### **h) Assessment centres**

Assessment centres require managers to participate in activities designed to identify their job-related strengths and weaknesses. They further explain that this technique was originally implemented as a device for selecting new managers but it has seen increasing use as a developmental tool for existing managers.

During the assessment centre a small group of six or seven participants, each from a different department, is observed and evaluated by trained assessors in terms of qualities considered important for effective management. This method involves multiple evaluation techniques, including various types of job-related simulations, interviews, psychological tests, group discussions, group problem solving exercises and role- plays.

### **i) Virtual reality methods**

Virtual reality is a computer-based technology that provides trainees with a three-dimensional learning experience, thus, allowing simulations to become more realistic. Using specialized equipment or viewing the virtual model on the computer screen, trainees move through the simulated environment and interact with its components. Technology is used to stimulate the trainees' multiple senses. These devices allow trainees to experience the reality of being present in the actual work environment simulated through virtual reality.

## - **Advantages**

One advantage of virtual reality is that it allows trainees to practice dangerous tasks without putting themselves or others at risk. Research suggests that virtual reality

training is likely to have the greatest impact on trainees' handling of complex tasks or those that involve extensive use of visual cues.

#### - **Disadvantages**

The experience of being present in the workplace is influenced by the amount of sensory information available to the trainees, their control over sensors in the virtual environment and ability to modify this milieu.

### **2.14 Other training methods**

**a) Blended learning** combines online learning, face to-face instruction and other methods for distributing learning content and instruction. According to Noe (2010:317), blended learning courses provide learners with the positive features of both face-to-face instruction, technology-based delivery and instructional methods (such as online learning, distance learning or mobile technologies (iPods and PDAs) while minimizing the negative features of each. In comparison to classroom delivery, blended learning provides increased learner control, allows self-directedness, requires learners to take more responsibility for learning all factors and is consistent with the recommendations of adult learning theory.

Blended learning uses the classroom to allow learners to learn together and to discuss and share insights, thus bringing learning to life and making it meaningful. Live feedback from peers is preferable to feedback received online to (Neo, 2010:317). Blended learning has been found to be more effective than face-to-face instruction for motivating trainees to learn and for teaching declarative knowledge or information about ideas or topics. Blended learning capitalises on the positive learning features inherent in both face-to-face and Web-based instruction, however, learners often react more favourably towards classroom instruction than blended learning.

#### **b) Self-directed learning**

Self-directed learning required employees take responsibility for all aspects of learning, including when it is conducted and who will be involved. Trainees master predetermined training content at their own pace without an instructor. This process means that self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs,

formulating learning goals, identifying human and material resources for learning and choosing and implementing appropriate learning opportunities. According to Gibbons (2002:2), self-directed learning is:

Any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time. Parasafar (2012:55) seconds this notion by explaining that self-directed learning has characteristics such as self-planned, self-initiated and independent learning. 'Self-directed learning can help employees expand their knowledge, gain new skills, and improve upon their liberal education' (Kevin Dickinson, 2018). Costa and Kallick (2004) describe self-directed learners as being:

- 1) Self-Managing – the willingness to be engaged in activities with awareness of the results for their learning and the academic load, and essential information they need, and use of prior experiences, looking forward to signs of achievement, and generating substitutes for accomplishment),
- 2) Self-Monitoring – having adequate self-awareness about what is effective, employing cognitive and metacognitive strategies to assess their learning),
- 3) Self-Modifying – thinking over, assessing and constructing meaning from experience and utilizing their knowledge for future activities and tasks.

- **Advantages include:** allows trainees to learn at their own pace and receive feedback about the learning performance, requires fewer trainers, reduces costs associated with travel and meeting rooms and makes multiple-site training more realistic, provides consistent training content that captures the knowledge of experts, and makes it easier for shift employees to gain access to training materials.
- **Disadvantages:** success depends upon the trainees willingness to learn on their own and feeling comfortable doing so.

Noe (2010:267) highlights the following steps necessary for developing effective self-directed learning:

- Conduct a job analysis to identify the tasks that must be covered.
- Write trainee-centered learning objectives that are directly related to the tasks. These objectives take the place of the instructor, hence they must indicate what information is important, what actions the trainee should take, and what knowledge and skills the trainee should master.
- Develop the content for the learning package. This task involves developing scripts (for video) or text screens (for computer-based training). The content should be based on the trainee-centred learning objectives. Another consideration in developing the content is the media (e.g. paper, video, computer, web site) that will be used to communicate the content.
- Break the content into smaller pieces ('chunks'). These chunks should always begin with the objectives that will be covered and include a method for trainees to evaluate their learning. Practice exercises should also appear in each chunk.
- Develop an evaluation package that includes assessment of the trainee and the self-directed learning package. Trainee evaluation should be based on the objectives (a process known as criterion referencing). Questions should be developed directly from the objectives that can be answered from the materials provided. Evaluation of the self-directed learning package should involve determining ease of use, how up-to-date the material is, whether the package is being used as intended, and whether trainees are mastering the objectives.

Self-directed learning is likely to become more common in the future because companies seek a flexible way of training staff, take advantage of technology, and encourage employees to be proactive in their learning, rather than driven by their employer (Noe, 2010:267). Self-directed learning plays a fundamental role in fostering learning organizations because it is an integral part of a learning organization's ability to adapt, reinvent itself and learn to cope with new challenges (Ellinger, 2004:158).

## 2.15 Introduction to employee performance management

Another concept that influences organizational development is employee performance. This section explores the effect of T&D sessions on the employee performance. Training generates benefits for the employee as well as the organization by positively influencing employees' performance through the development of their knowledge, skills, ability, competencies and behaviour (Benedicta, 2010:15). According to Khan *et al.*, (2011:63) state that T&D has a positive effect on organizational performance.

## 2.16 performance management conceptualization

The business situation as of today has changed drastically, with severe strain being placed on organizations to stay ahead of their competitors through enhanced organizational performance (Cauwenbergh & Cool, 2000). According to Grobler (2006:2620), performance management became popular in the 1980s when total quality management (TQM) programmes emphasised using all management tools, including performance appraisals, to achieve performance goals. It, therefore, has become a corporate management device that helps managers monitor and evaluate employees' work. Armstrong (2009:9) also states that performance management helps to upgrade an organization's performance through the development of employees and teams.

Habib, Zahra and Mushtaq (2015:329) also point out that the majority of employees find that T&D is beneficial to their performance because it positively and significantly impacts their job performance and productivity. To ensure the achievement of organisational objectives, Werner and DeSimone (2006:391) stresses that an effective performance management system must have the following in place:

- a) The organisation's culture and values,
- b) Senior management's commitment and participation,
- c) How performance will be measured,
- d) How employees' key performance indicators will be linked to pay,
- e) Equip managers to manage performance in a non-discriminatory manner that encourages development,

- f) Managers who are trained to evaluate, coach, set goals, give feedback and link performance to rewards,
- g) A performance management system that is linked to the organization's compensation and rewards system,
- h) Employees must be informed of their job expectations and how they will be developed,
- i) A web-site application that will be utilised to administer the performance and
- j) Regularly scheduled updates for the upgrading of the performance management system to ensure the system is effective.

### 2.17 Performance management objective

Managers should strive for better employee performance that will assist the organization to achieve its objectives. According to Grobler (2014:335), performance management is a means of achieving better results by providing the means for individuals to perform well within an agreed framework of planned goals, standards and competency requirements. It involves developing a shared understanding about what is to be achieved and how it is to be achieved. Grobler (2014:335) further explains that the aim of performance management is to develop the capacity of employees to meet and exceed expectations and to achieve their full potential for the benefit of themselves and the organization. A further aim is to clarify the means by which individuals are expected to contribute to their development. Shields (2007:24) explains that a performance management system has a fourfold purpose:

1. **Strategic communication** – to convey to employers what doing a good job entails. Business leaders determine the strategic priorities and overall key result areas of the organization, while objectives are identified for the priorities and assigned to the relevant people or departments.
2. **Relationship building** – to create stronger work relationships by bringing managers and those they manage together regularly to review performance achievements. Departments undertake the execution of activities and projects that lead to the achievement of integrated business plans.
3. **Employee development** – to provide performance feedback as a basis for the joint analysis of strengths, weaknesses and areas for improvement and an

agreement on a personal development plan and learning contract between management and employees.

4. **Employee evaluation** – to assess the performance of employees (performance appraisal) as a basis for making decisions on job reassignment, promotion and/or performance-related rewards.

Sono and Werner (2008:493) highlight the following performance management objectives:

- To clarify and communicate organizations' strategic goals,
- To align individual and group goals with organizational goals,
- To monitor, measure and coach individual and group performances,
- To identify and report changes at an early stage,
- To develop action plans to correct deviations,
- To reassess individual and group performances and
- To re-evaluate organisational processes.

## 2.18 The Relationship between a balance score card (BSC) and performance management

The success of organizations is measured through effectiveness and efficiency in meeting the needs of stakeholders which are realized through tangible goals. Pulakos (2009: 3) states that performance management is the key process through which work is conducted and completed. Thus, a balance score card (BSC) can be used to capture objectives for an organization. Ross (2001:37) mentions that the four categories of key performance indicators that make up the BSC are financial, customer, operational, and learning and growth paths and further defines the BSC as follows:

- **Financial (or Stewardship):** views an organization's financial performance and the use of its financial resources.
- **Customer/Stakeholder:** views organizational performance from the perspective of the customer or key stakeholders which the organization is designed to relate to and serve.
- **Internal Process:** views the quality and efficiency of an organization's performance related to the products, services, and/or other key business processes, governance, compliance and risk management.
- **Organizational Capacity (or Learning & Growth):** views human capital, infrastructure, technology, culture, and/or other capacities that are key to breakthrough performance.

Thus, the concept of the BSC is a means of communicating strategic perceptions within an organization in an easy-to-understand manner by various parties within the organization, especially those who will formulate organizational strategies. O'Callaghan (2005:4) points out that inappropriate goals, that do not contribute to long-term strategic achievements and stakeholder requirements, will sabotage the process.

According to Hansen and Mowen (in Imelda, 2004), a BSC is a strategic management system that translates the vision and strategy of an organization into operational objectives and measures. Therefore, it is vital to determine and align the key goals of the organization's vision and mission with the BSC. According to Kaplan and Norton (2000), operational objectives and measures are also expressed in four perspectives, namely Financial Perspectives, Customers, Internal Business Processes, and

Learning and Growth. Thus, for business objectives to be fully implemented, business goals must be properly articulated to these four perspectives and cascaded to all employees for successful performance delivery. The success of implementing the BSC is measured through performance management.

## **2.19 Indicators of performance management**

Organizations achieve a sustained high performance through the systems of work they adopt, but these systems are managed and operated by people. Cappelli (2008:196) writes that 'when employees fail in their jobs, part of the organization also fails'. Therefore, achieving a high-performance standard of working is about improving performance through people. This goal can be accomplished through the development and implementation of clear performance management indicators. Bean and Geraghty (2003:37) state that KPIs are the most effective when they are applied in a reliable and all-inclusive manner. Therefore, it is vital that the chosen KPIs are company goals that are aligned with individuals' goals and that these KPIs are effectively evaluated. Parmenter (2009) adds that it is important to implement the KPIs properly in the performance appraisal techniques because the wrong metrics can cause chaos in an organization and demoralize employees. Price (2000:302) states that management by objectives is a technique which is used to establish individual objectives. O'Callaghan (2005:5) adds that it is important for organizations to define and develop business KPIs, objectives and targets. Thus, clear indicators of performance management help organizations to ensure that both management and employees understand where the business is going and what set objectives are measured and achieved. This statement is supported by Swanson (2007:58) who states that unclear strategies often become ineffective and irrelevant. Robbins and Coulter (2003:136) also argue that employees' goals should be aligned to the company's vision.

## 2.20 Setting Performance Objectives

Goal setting plays a vital role in employees' performance. According to Armstrong and Baron (2004), objectives describe deliverables and accountabilities to be accomplished by individuals, departments and organizations over a period of time. Thus, setting relevant and realistic performance goals can benefit both employees and organisations. According to Robbins (2003:136) agreed individual and organizational objectives must be SMART. These authors defined SMART as follows:

- **Specific:** Goals that are clear and specific to employees' job descriptions. The more precise the objectives, the more likely they will be achieved.
- **Measurable:** The goals must be measurable so that the performance can be tracked. 'If you can't measure it, you can't do it.' Cost, quality, quantity and time should be measured.
- **Achievable:** The goals must be attainable and measurable such that they motivate employees to accomplish them. Also, placing goals in order of their importance allows for effective decision making regarding the allocation of resources.
- **Relevant:** Goals It must be worthwhile and related to the specific talents of the employees.
- **Time-based:** The attainment of goals must have an end-date or a target within which they must be achieved.

Employees' performance depends upon how the goals are set and also upon the drivers that motivate employees to accomplish the set goals. Robbins and Judge (2003:136) believe that SMART objectives clarify expectations for employees and make the performance review process more transparent and open. Setting goals is crucial to establish best performance practices in the organization. Once individual objectives have been agreed upon, they must be evaluated regularly, and feedback given on progress. This process is called performance appraisal. Millmore, Lewis, Saunders, Thornhill and Morrow (2007:528) define performance appraisal as a process that entails the evaluation of an employee's performance and progress based upon his/her standard of work. Bratton and Gold (2003:249) also define performance appraisal as 'a process that provides an analysis of a person's overall capabilities and potential, allowing informed decisions to be made for particular purposes.

## 2.21 Management of performance indicators

Individual objectives are derived or cascaded from an organisation's objectives. Thus, a proper performance-based measurement strategy, according to Gaes, Camp, Nelson and Saylor (2004:1) is often linked to a goal, objective or target. Thus, structured performance indicators can assist in gauging a company's overall long-term performance achievement. Therefore, an understanding of performance management at Inyatsi should originate with the goals and objectives cascading from the mission of the company. O'Callaghan (2005:5) maintains that performance planning should include key value drivers such as shareholders, customers and employees who are the stakeholders of the company. Martin (2009:61) notes that before business performance can be planned, the role and requirements of the job should be defined and aligned to business goals and objectives.

According to Lloyd (2009:49) management by objectives has the following benefits:

- This method helps to build relationships between managers and employees, as the process includes a great deal of contact and communication between managers and their employees, which engenders camaraderie, communication and trust – all key elements in strengthening teamwork.
- It fosters an atmosphere of respect and trust within a given department and beyond.
- It improves the quality of decision making and problem solving when problems occur.
  - It is ethical because employees are evaluated on the basis of their performance and attainment of goals, a process which is regarded as fair and energising.
  - The method is quick and simple to carry out.
  - The performance evaluation form is easy to complete, and spells out each objective, as established at the beginning of the cycle, and then provides a space for the manager to summarise the results.
  - Management by objectives' forms also include a scale that asks for a numerical assessment of the employees' success at meeting their goals.

## 2.22 Training & Development and employee performance

The purpose of training and management development programmes is to improve both employee' and organizational capabilities. A training need exists when there is a gap between the existing performance of an employee (or group of employees) and the desired performance. The assessment of whether such a gap exists requires a skill analysis. T&D helps employees gain the right set of skills and abilities to perform better and, thus, improve both their performance and their attitude towards their work, which is an important factor for improved performance. Human capital is one of the major assets of any organization; hence, the role employee's play towards a company's success cannot be underestimated. As a result, equipping this unique asset through effective T&D becomes imperative in order to maximize employees' job performance (Nassazi, 2013). The main objective of every organization is to improve its performance, but it can never be achieved without the efficient performance of employees (Imran & Tanveer, 2015). T&D can take many forms such as those listed below:

- **Orientation/Induction training** – This is given immediately after employment to introduce the new extension staff members to their position. It is mainly concerned with acquainting new employees with the organization and is aimed at familiarizing new entrants with the organization's goals, structure, culture, work standards and other conditions of employment.
- **Foundation training** – This is appropriate for newly recruited personnel because every staff member needs some professional knowledge about such matters as the various rules and regulations of the government, financial transactions, administrative capabilities, communication skills, report writing and leadership abilities.
- **Job instruction training** – This training is received directly on the job and is often called 'on-the job' training. It is used primarily to teach workers how to perform their current jobs. A trainer, supervisor or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra, Lauren, John, Carolyn, O'Brien and Demetra, 2008).
- **Career development training** – This process involves the ongoing acquisition or refinement of knowledge and skills, including job mastery and professional development, coupled with career planning activities. Job mastery skills are

necessary for successfully performing one's job. Professional development knowledge and skills exceed the scope of the employees' job descriptions, although they may indirectly improve their job performance.

- **Maintenance/refresher training** – This training keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to their current knowledge and skills.
- **Management and leadership development training** – This development process is flexible and continuous, linking an individual's development to the goals of the job and the organization. Management development programmes provide the opportunity for participants to develop a broad base of skills and knowledge that can be applied to many jobs. T&D's management development curriculum is changing and the overarching goal currently is a comprehensive curriculum for managers and supervisors to develop the necessary core competencies necessary for becoming excellent leaders

### **2.23 Employee training as a source of competency**

According to Wright and Geroy (2001) effective training programmes, positively change the competency level of employees. Mathis and Jackson (2008) argue that T&D is also a means for employers to address their employees' needs. Robert (2006) state that effective training programmes help employees to acquire new technology that helps them to gain full command of the competencies and skills required to perform a particular job with fewer errors. Jie and Roger (2005) posited that effective training helps organizations to build and maintain their employees' abilities and competencies that are needed in the workplace.

## **2.24 Employee training as a source of motivation**

One of the most important factors that motivate employees is training. Swart, Mann, Brown and Price (2005) affirms that employees normally perform better when they are provided with adequate and appropriate training programmes that motivate them to fulfil their workplace needs. Anonymous (1998) emphasizes that training is essential not only to increase productivity but also to inspire workers by alerting them to the importance of their jobs and providing all the information needed to perform those jobs. Myles (2000) confirms that a company that seeks to train and develop its employees and rewards them appropriately for effective performance improves their loyalty to the company.

## **2.25 Employee training as a source of productivity**

In recent years training has become one of the crucial elements necessary for increasing organizational productivity. Konings and Vanormelingen (2009) propose that training is an effective instrument for accomplishing the firm's objectives, resulting in higher productivity. Bartel (2004) confirms the correlation between effective training programmes and employees' high level of productivity.

## **2.26 Employee training as a source of commitment**

Ahmad and Bakar (2003) point out that if training is devised and implemented on both an individual and organizational level, then it results in a high level of commitment from employees. Serkan and Emir (2014) stress that training should be planned in such a way as to ensure the holistic commitment of the organization. Mthokozisi and Clifford (2015) also affirm that employees' commitment results from HR practices such as career development and training opportunities. Eisenberger, Huntington, Hutchison and Sowa Eisenberger *et al.* (1986:500) state that workers become more committed to the firm when they feel the organization's commitment towards them and, thus, perform better. Bartlett (2001) opines that companies can gain a competitive advantage over their opponents by investing in training that enhances employee commitment.

## **2.27 Employee training as a means of improving performance**

According to Harrison (2000) learning through training is a key factor in increasing employees' performance, achieving corporate goals and influencing the organization's performance. Swart, Mann, Brown and Price (2005) suggest that employees' performance gaps can be bridged by implementing a relevant training method that develops particular skills and abilities. Chiaburu and Tekleab (2005) comments that T&D is a planned intervention aimed at enhancing the elements of individual job performance. Nguku (2006) contends that T&D assists employees to acquire greater knowledge, skills and attitudes, thus, enhancing their performance.

## **2.28 Employee training as a means of increasing job satisfaction**

Amisano (2010) stresses that employee performance depends on many factors, such as knowledge, time management and job satisfaction. Rowden (2002) emphasizes that T&D is an effective tool for improving employees' job satisfaction, while. Champathes (2006) advocates job satisfaction results in increased organizational productivity and profitability. Tsai, Yen, Huang and Huang (2007) also affirm that employees who learn from training programme show a greater level of job satisfaction along with superior performance.

## **2.29 Employee training as a source of staff retention**

Noe (2001) narrates that organizations that embrace T&D practices are able to retain employees, stakeholders, customers, suppliers and shareholders in the long-term. Kauffman (2010), argues that to improve employee retention, it is imperative to use grass-roots employee involvement programmes such as training in the firm's business.

## 2.30 Conclusion

This chapter contained a detailed review of related literature on T&D practices and their impact on employee performance at Inyatsi. The reviewed literature advocates that it is not appropriate to plan and implement training programmes for employees without identifying the purpose of such initiatives and/or knowing what knowledge, skills and abilities employees would have learnt by the end of the training programme and whether they would be able to attain their performance targets on-the-job.

Research indicates that organizations must design training programmes with clear goals and objectives while keeping in mind the particular needs of both the individual and the firm. Van Dijk (2003:162) asserts that once a training opportunity has been identified, employees should be placed in a position to determine how their performance will improve if they receive that training. Rothwell and Kazanas (2006:234) are of the opinion that training not only influences the 'bottom line' but is also critical for cost saving.

In this chapter literature related to performance management systems, together with strategic processes and practices, was reviewed. It was also apparent that communication plays a vital role in planning T&D programmes and employee performance management processes. Mogalakwe (2004:67) states that a well-planned performance management process will ensure that employees are properly supervised and correctly placed, thus ensuring that their promotion and/or transfer will be to the best advantage of both the individual employees and the organization, and, most importantly, careers will be systematically and purposefully developed. Mpabanga (2003:39) reiterates that part of the performance management system is offering employees incentives to better their performance.

The next chapter will focus on the research methodology, design, sampling and data collection methods utilised for this study, as well as the analysis and interpretation of the collected data in order to achieve the study's objectives.



## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter aimed at reflecting and reporting on the primary purpose of the study, outlined the nature and procedure this research underwent. The chapter focused on the following key areas: research design, the study population, sampling framework, procedures of data collection and analysis, and finally, reliability and validity of the research study.

#### 3.2 Research Methodology

Research is the process of collecting, analyzing and interpreting data in order to understand a phenomenon (Leedy and Ormrod, 2010). A research methodology is defined by Creswell (2013:15) as the guideline that enables the researcher to adopt a given perspective regarding the study. Leedy and Ormrod (2010) define this aspect as “the general approach the researcher takes in carrying out the research project”. Williams (2007:65) mentions that the three common approaches to conducting research are quantitative, qualitative and mixed methods. The researcher anticipates the type of data needed to respond to the research question, for instance, is it numerical, textual, or both numerical and textual data needed.

Based on this assessment, the researcher selected one of the three aforementioned approaches to conduct the study. Researchers typically select the quantitative approach to respond to research questions requiring numerical data, the qualitative approach for research questions requiring textual data, and the mixed methods approach for research questions requiring both types of data. For the purpose of this study, the researcher chose to adopt the mixed method approach with the intention of drawing from the strengths of this approach and minimizing the weaknesses of using either quantitative or qualitative research only (Creswell, 2013).

### 3.2.1 Qualitative research method

Qualitative research is a holistic approach that involves discovery and is described as an unfolding model that occurs in a natural setting that enables the researcher to develop an in-depth level of detail from high involvement in the actual experiences being examined (Creswell, 2003; Given, 2008:45). Lincoln and Guba (1985:277) state that the key principle of qualitative research is the trustworthiness of the data collected which results in the neutrality of findings. Leedy and Ormrod (2010) allege that qualitative research is less structured in description than other research methods because it formulates and builds new theories.

It is generally understood that there are five types of qualitative research: case study, ethnography study, phenomenological study, grounded theory study and content analysis. These five areas are representative of research that is built upon inductive reasoning and associated methodologies.

For the purpose of this study, a detailed documentary/literature review was conducted. Existing literature on the research topic was gathered, explored and analysed to investigate the relationship between T&D practices and employee performance. Such information was gathered from journals, books, case studies and performance appraisals. Training reports were also scrutinized to collect the required data on the types of training offered, training policies, affect/effect of training on employees' performance and T&D best practices, from which relevant information was collated and analysed.

The reviewing of the existing literature helped the researcher obtain a holistic understanding of the study (Kripanont, 2010). The researcher also used the review of studies conducted by other researchers with the aim of determining attitudes towards the subject.

**Interviews:** These helped the researcher to focus attention on the study themes. An interview schedule was used as a guide employing both structured and open-ended questions. This research method helped to acquire relevant information and knowledge about the research subject. Soffer and Hader (2007) argue that qualitative research methodology can help researchers approach fieldwork without being constrained by any predetermined categories of analysis. During the interaction

between the researcher and the research participants, the participants' world is discovered and interpreted by means of a qualitative investigation (Creswell, 2009).

### 3.2.2 Quantitative research methods

Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute 'alternate knowledge claims' (Creswell, 2003:153). This approach also involves the collection of numerical data, thus, the researcher tends to use mathematical models as the mode of data analysis (Leedy and Ormrod, 2010). Additionally, the researcher used the inquiry methods to ensure alignment with statistical data collection methodology. There are three broad classifications of quantitative research, namely descriptive, experimental and causal comparative (Leedy and Ormrod, 2010). The descriptive research approach is a basic research method that examines the situation as it exists in its current state.

**Questionnaires:** For the purpose of this research study, a survey was used to collect information from employees in order to obtain a wide range of knowledge on opinions and views concerning training and employee performance. Questionnaires were distributed to employees at all levels and the responses obtained helped in the comparison of data. The quantitative method assisted the researcher to find answers to the research questions through the analysis of the quantitative data. Gay, Mills and Airasian (2009) explained that the strength of quantitative research is the opportunity that it provides researchers to interact with and gather data directly from their research participants to understand a phenomenon from their perspectives. The quantitative research approach was used to collect numerical data that was analysed using mathematically based methods and, in particular, SPSS.

However, a mixed research methodology was adopted because the study's aim was focused on the understanding that information would be obtained by using both inductive and deductive research methods. The researcher wished to obtain both the subjective reflections and the objective reasoning of the respondents, because, according to Creswell (2013:15-18), the combination of quantitative and qualitative approaches produce this type of data. In this study the following techniques were – for the qualitative study side, the researcher explored and probed findings based on the

research objectives by enabling the participants to reflect in-depth about the subject matter being investigated through the informal interviews and observations. The participants, thus, were able to contribute to the study findings based upon their level of experience and engagement with the research topic. Through the use of the quantitative approach, the researcher was able to quantify common themes emanating from the desktop searches and qualitative discussions with the respondents to generalize the outcomes of the study, which were then related to the research objectives.

### **3.3 Research Design**

Research design is a logical process of enquiry that involves a series of well-planned and carefully executed activities to find solutions to a research problem. Fouché and de Vos, (2005:132), defines research design as a plan or blueprint, in terms of which a study is conducted. Kumar (2011:41) argues that there are several forms of research designs which include experimental, descriptive or exploratory.

This study took the form of a descriptive research design which, according to Williams (2007:66) is one of the most effective ways that enables the researcher to examine and describe the situation as it exists in its current state. For the purpose of this study, the researcher was able to assess the current situation at Inyatsi in Swaziland. The participants were asked to partake in a natural setting, which enabled the researcher to collect reliable information at the appropriate time. The study was well represented across the various managerial functions of the organization to collect relevant data with regard to T&D practices and programmes conducted for Inyatsi's employees.

### **3.4 Population, sample and sampling procedure**

Tarsi and Tuff (2012) defines a population as the totality of elements that are of interest to the researcher as a source of data. The population for this study consists of all the workers in the management field at Inyatsi Group. The company has over 400 permanent employees operating at all three levels of administration namely; top, middle and lower management. With a sample drawn from only three countries in which they operate, namely, Swaziland, Zambia and South Africa. Swaziland being the primary unit of analysis as the Head Office and Zambia and SA being smaller in size only serving to augment and complement data collected from Swaziland.

### 3.4.1 Sampling

A sample is a selection of a small portion of the population, which represents the whole population (McBurney and White, 2010). Different sampling designs include non-probability sampling and probability sampling. The chosen sampling technique for this study is purposeful sampling. Purposive sampling is used when a researcher selects a sample based on knowledge about the population, its features and the nature of the research aims (Crossman, 2016:1). This study focuses on a specific case within Inyatsi, thus, the researcher conducted the study within a defined context of managerial staff who had extended experience of the subject matter under investigation. However, the size of the sample group was guided by Garry's (1987), rule of thumb on sample size as summarized in Table 3.1 below.

**Table 3.1: The rule of thumb on sample size**

<b>Size of the population</b>	<b>Sampling per cent</b>
0-100	100 %
101- 1,000	10%
1,001- 5,000	3%
10, 000+	1%

Source: Garry (1987).

Based on the above guide, the total number of participants for this study was 129 Inyatsi employees who had worked for the company for three (3) years or longer. The sample participants were fairly distributed among the three levels of company administration namely: top, middle and lower management, in order to ensure the well-balanced nature of the responses since the aim of the study was to generalize its findings so as to relate to the general literature review as given in Chapter Two of this study.

### **3.5 Pilot Study**

Portrait (2010) states that the sample size for pilot or questionnaire tests should ideally be 10 to 20 subjects. Twenty (20) senior managers took part in the pilot study at one branch of Inyatsi in Mozambique. The researcher met with subjects upon completion of these pilot questionnaires and improved shortfalls indicated from the instrument.

### **3.6 Data Collection**

Data collection is a process in which a researcher gathers information from the participants of a given study Greeff (2011:342). Similarly, Wild and Diggins (2013:77) opined that 'a database is a collection of interrelated data arranged and organized in a logical manner and stored in such a way that it can be utilized on more than one occasion'. Cohen, Manion and Morrison (2007:23) advises that semi-structured questionnaires are ideal because the researcher can use them to probe, follow up, clarify and elaborate data to achieve specific and accurate responses. Additionally, Greeff (2011:351) mentioned that semi-structured interviews give both the researcher and the participants a degree of flexibility and 'the interviewer encourages respondents to describe as precisely as possible what they experience and feel and how they act' (Kvale & Brinkmann, 2009:30).

The researcher compiled a measuring instrument for the purpose of addressing the main and subsidiary research objectives. Distributed it to the respective participants and requested them to complete it and return it to the researcher immediately after completion. The non-response error was determined by the fact the five respondents did not complete the questionnaire, but the researcher later made a follow-up and collected all questionnaires. Close-ended questions were used to collect quantitative data from respondents. The researcher used a structured questionnaire, the responses to which were collected by the research assistant due to the researcher changing her place of employment.

### 3.6.1 Qualitative research data

Qualitative data is non-numerical and comprises videos, texts and people's written or spoken words. Qualitative data will be gathered through individual interviews and focus group discussions using a semi-structured or unstructured interview schedule. Qualitative data will be analysed by looking for themes and patterns. This practice will involve reading, rereading and exploring the data. According to Creswell (2009), there are several strategies by which qualitative data collected through the described designs can be quantified to create a single comprehensive dataset. One of the more common strategies involves counting the number of times a qualitative code occurs.

Research data was collected through informal interviews, observation and desktop searches on documented T&D practices records. The purpose for using interviews was to ensure (i) greater completion rates, (ii) control over order of questions, (iii) information from people who might not feel happy responding to questions in writing, and finally, to guarantee confidentiality of responses. In this study, the sequential design was deemed appropriate for collecting data from the respondents. The use of qualitative methods ensured the capturing of respondents' comments regarding the current T&D practices at Inyatsi. Previous T&D records provided a true reflection of the T&D trends within this organization. Once information has been gathered and edited, it was coded using Ms Word for easy analysis.

Sequential designs was employed in this study to collect perceptions and attitudes regarding the current T&D practices at Inyatsi. Data were collected via these designs to provide additional information regarding results obtained from the earlier data collection and analysis phase, to select participants who can best provide the desired data and/or to generalize findings by verifying and augmenting the study results from members of the defined population (Creswell & Plano Clark, 2007). The study participants assume various roles and hold different views about T&D depending upon how these practices relate to their performance. For these reasons the researcher chose to employ a flexible and iterative data collection strategy consisting of two data collection phases. In the first phase, the researcher collected data through desktop searches, observations and informal discussions, and in the second phase, through an in-depth survey, which served as the basis for the final survey questionnaire.

### 3.6.2 Quantitative research methods

A survey research method in the form of ‘explanatory surveys – a form of causal-comparative research – had enabled the researcher to ‘explain the attitudes and behaviour of the respondents on the basis of data gathered at a particular point in time’ (Ary, 2002). The subsequent survey comprised of an in-depth, semi-structured interview, and open-ended questionnaires which consisted of individualized questions intended to explore particularly interesting or ambiguous survey responses, as well as standard questions that examine general perspectives on the impact of T&D practices on staff performance.

After making the necessary modifications, a questionnaire developed by Jared (2014) was employed to collect data from 129 conveniently sampled employees of Inyatsi. The research questions elicited responses on current T&D practices at this construction group relating to their contribution towards improving performance. Further, the questions were used to gather data on employees’ development needs and the role of all stakeholders. The final questions provided insight into the perception of employees regarding T&D policies and procedures, the importance they attach to them, together with their awareness of such policies.

Statistical reports from interviews were analysed using Microsoft Excel 2007-integrated package on a personal computer and the SPSS software. Based upon the ideas of Onwuegbuzie and Teddlie (2003) quantitative data, including the enumeration of the frequency of themes within a sample, the percentage of themes associated with a given category of respondent, or the percentage of people selecting specific themes, is presented in tables, charts and graphs.

In all the above cases, the quantified data was statistically compared to the qualitative data collected separately. Previous training and development records were also used to aid the researcher in analysing compliance to training policies and procedures and to T&D best practices. The unit of analysis was only at the individual levels. Sequential design – the collection and analysis of structured survey and open-ended key informant interviews through an iterative analytic process, can provide important information on emergent and unexpected themes (Creswell, 2009).

### **3.7 Data analysis**

According to McBurney and White (2010), data analysis is the process of moving from a set raw data to knowledge that will help the researcher to answer the research questions. The research process requires a specified method of analysis to ensure a valid exploration of collected data because, on its own, data is meaningless unless it has been systematically and logically interpreted (Mpofu, 2013:114). Data for this study was analyzed using the common themes emerging from the participants' responses. Nieuwenhuis (2007:99) argues that using thematic analysis is an effective way of achieving the desired outcome for either a qualitative or quantitative study. The data collected for this study underwent a process of inductive analyses in order to allow the required research findings to emerge from the frequently occurring dominant themes inherent in the raw data. These common themes were transcribed in a meaningful manner that allowed the researcher later to draw generalized findings from the study. The data was analysed giving thought to the main research question determining the impact of the current T&D practices on employees' performance at Inyatsi. Each assessment was considered separately and descriptive statistics was computed for each. Tables, charts and descriptive explanations was employed to illustrate data collected from the field to add meaning to the research findings.

Chaumba (2013:309) points out that some of the common techniques that a researcher could use to analyze data in both qualitative and quantitative research would include thematic coding, grounded theory coding and narrative analysis. However, for this study the researcher coded the common themes of the participants' responses and later quantified them to project figurative graphs, these figures were generated using Microsoft office excel format.

### **3.8 Validity and reliability**

The questionnaire set covered the full range of the research problem and research questions of this study, thus addressing both content and construct validity. Validity is defined as the extent to which a concept is accurately measured in a quantitative study (Brink, van der Walt & Rensberg, 2017). The types of validity assured in most studies consist of internal, external, concurrent, construct, and content. Content validity refers to how accurately a measurement tool measures a theoretical construct in question. Construct validity is concerned with the degree to which the instrument measures the

concept, behaviour, or theoretical construct that it purports to measure (Kaplan & Saccuzzo, 2017). Therefore, using the content and construct validity in this study ensured that all participants respond to the same set of predetermined questions. The instrument used to collect data in this study was evaluated by experts in the HR field before distributing it to Inyatsi employees. Each Departmental Administrator was requested to collect the completed survey questionnaires and to deliver them to the HR Department. Translation of questionnaire items into the vernacular in the pilot study ensured both content and construct validity for this study.

Reliability occurs when there is consistency in all the tools or instruments used (Brink et al., 2017). In this study, the questionnaire set ensured that all participants answered the same set of questions with a controlled set of categories to assure reliability. Cronbach Alpha has been used to test reliability of the measuring instrument, with most items recording a value of at least 0.700.

### **3.9 Ethical considerations/identifying ethical challenges**

Ethical behaviour is a prime consideration in this study because of its capacity to:

- a) Ensure that participation is voluntary, hence providing for subjects to meet the minimum selection criteria for qualification.
- b) Facilitate and enable a safe environment for respondents to respond freely to the questions in the questionnaires.
- c) Ensure respondents are aware of their right to furnish data voluntarily and to withdraw from the study if they so wish with no risk of victimization. Ensure that verbal consent is also obtained from respondents prior to their completing the questionnaire.
- d) Ensure that privacy remains one of the most important aspects with regard to ethical concerns. Researchers should never breach respondents' privacy and it is their responsibility to fully protect respondents' autonomy.

The ethical considerations for this study were guided by McMillan (2006:14) who argues that an ethical study would take into consideration the following common values and research norms: Avoidance of any material gains or rewards, ensure participants' anonymity is well maintained so that their identity is protected. Other

forms of ethical considerations for this study included the participants' right to withdraw and use of readily understood language and clear communication. The researcher informed participants that the study was academic in nature and the level of employee participation was based on the understanding that it would not interfere with their respective working arrangements in any way.

The researcher made sure that she obtained permission to conduct the research by informing the HR Manager and research participants about the purpose of the research study and the voluntary nature of participants' involvement. Hakim (in Strydom, 2011:117) states that informed consent becomes a necessary condition, rather than a luxury or an impediment. This view is also supported by David (2008) who states that the researcher must ensure that collected data does not disclose any information given by participants without their prior consent.

### **3.10 Conclusion**

This chapter took into consideration the research methodology for the study and stated the research design and methodology respectively. The research population and the respective sample size were also determined in this chapter to provide a holistic understanding of the entire research project. The limitations of the study were delineated, which arose from the fact that the research was conducted as a case study within the boundaries of the Inyatsi Construction Company within Swaziland.

### **3.11 Limitations**

The researcher anticipated that this study would face time, financial and geographical limitations. The researcher had to complete the study according to the time limits set by the Central University of Technology, Free State, South Africa. The study was also limited to the availability of financial resources. The researcher established all the relevant costs, taking into consideration all the resources that were necessary for the success of the study which was limited to the geographical boundaries of the Inyatsi Construction Company within Swaziland. These constraints to some extent restricted the generalization of the study findings, although the study makes recommendations for possible further areas of study.



## CHAPTER 4:

# DATA ANALYSIS, FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter took into consideration the data analysis, findings and discussion of these findings both from the perspective of the reviewed literature and primary data sources. The chapter is divided into two sections, namely the demographic and the technical sections. The demographic information presents a general description of the characteristics of the study population and the technical section considers the analysis of the findings according to the research objectives given in chapter One.

### 4.2 Main Research Question

The following is the main research question underpinning the study: “What is the impact of current Inyatsi’s training and development (T&D) practices on employee performance at Inyatsi?”

#### 4.2.1 Research subsidiary questions

The following are the subsidiary research questions giving effect to the main question:

1. What is the employees’ understanding of Inyatsi’s current training and development practices?
2. What is the relationship between Inyatsi’s training and development practices and the organizational intentions to increase its skills base?
3. What is the impact of Inyatsi’s training and development practices to specific employee developmental needs?
4. Do Inyatsi’s training and development practices foster a culture of self-directed performance amongst its employees?
5. What is the impact of Inyatsi’s training and development practices on employees’ attitude and behaviour towards their work?

6. Is there an alignment between Inyatsi's training and development practices and employees' key performance areas?
7. What are the possible T&D practices that can be implemented within Inyatsi to yield a better return on human capital investment?

## 4.3 RESEARCH RESULTS

### 4.3.1 Demographic data

The target population's demographic data for this study focused on the following variables: gender, areas of occupation, level of education, and work experience.

General demographic data presented in Table 4.1 shows that there were 58 males (44.8%) and 71 (55.4%) females which indicates a fairly balanced representation of both males and females. The majority of the research participants were Africans (93.1%) while the remaining 6.9% were whites.

*Table 2.1 Demographic data of the study sample.*

Demographic data (n=129)		Frequency	Percent
Gender	Male	58	44.8%
	Female	71	55.2%
Race	African	120	92.9%
	White	9	7.1%
Age	21-30 years	30	23.3%
	31-40 years	39	30.2%
	41-50 years	32	24.8%
	51+ years	27	21.7%
Home Language	SiSwati	35	26.9%
	Afrikaans	74	57.7%
	English	15	11.5%
	Xhosa	5	3.8%
Marital Status	Married	67	51.7%
	Single	58	44.8%
	Divorced/Separated	4	3.4%
Highest Qualification	Below Matric/Grade 12	26	20.0%
	Matric	4	3.3%
	College Diploma	47	36.7%
	University degree	52	40.0%

In terms of the age distribution of research participants, there were more young respondents than old ones, with the 21 to 30 year and the 31 to 40 year of age groups

being in the majority (23.3% and 30.2% respectively). Most of the respondents (57.7%) indicated that they spoke Afrikaans as a home language with 26.9% speaking SiSwati, while the English and Xhosa speakers were in the minority. There was a fair balance between married (51.7%) and single respondents (44.8%). As far as educational levels are concerned, 76.7% of the respondents had at least a college diploma or university degree.

Work related demographic data presented in Table 4.2 below shows a fairly balanced participation from all departments with the accounting department having the smallest number of research participants (8.5%). Site personnel had the highest number of participants in the study with 36% respondents, who were either site administrators, agents or engineers, representing the research sample. General administration and IT personnel represented 30.0% of the study sample and site workforce leaders, such as gang bosses, foremen, section leaders and project managers. Middle managers comprised the majority of the study sample (48.1%), with 33.3% being lower managers and 18.6% being senior managers.

*Table 4.2: Work-related demographic data of the study sample*

Work information		Frequency	Percent
Job Title	Accounting	11	8.5%
	Environmental/ quantity surveyor/ estimator/ contracts manager	22	17.0%
	General Admin/ Front Office/IT Admin	30	23.3%
	Gang Boss/foreman /Project Management/Section leader	30	23.3%
	Site Administrator/agent/engineer	36	27.9%
Management level	Senior Management	24	18.6%
	Middle Management	62	48.1%
	Lower management	43	33.3%
Work experience in the same job	1-5 years	31	24.0%
	6-10 years	37	28.7%
	11-20 years	38	29.5%
	21+ years	23	17.8%
Work experience in the same company	1-5 years	49	38.0%
	6-10 years	42	32.6%
	11-20 years	12	9.3%
	21+ years	26	20.1%

As far as work experience in the same job is concerned, there was a fair balance in the study sample representation of participants with minimal experience of 1 to 5 years

(24.0%) to those with greater experience of at least 21 years (17.8%). Participants with 6 to 10 years of work experience made up 28.7% of the study sample, while those with 11 to 20 years' experience made up 29.5%. However, most of the respondents had limited experience with the current company, with 38.0% having only 1 to 5 years' experience and 32.6% having 6 to 10 years' experience.

### 4.3.2 Reliability analysis

The results in Table 4.3 show reliability statistics for the constructs discussed in this study. The constructs are considered reliable measurements of the intended variables if there is internal consistency among the items under them, that is, if the Cronbach's Alpha statistic is at least equal to 0.700. Constructs with Cronbach's Alpha statistics less than 0.700 will need improvement in future studies.

*Table 4.3: Reliability analysis*

Construct	Number of items	Cronbach's Alpha	Comment
Training and development practices	6	0.932	High internal consistency
Organizational Intentions	6	0.893	High internal consistency
Employee Development Needs	6	0.884	High internal consistency
Culture of self-directed performance:			
-Innovation and collaboration	5	0.903	High internal consistency
-Communication and feedback	2	0.637	Moderate internal consistency
Measure of attitude and behaviour	5 (with AB5 omitted)	0.718	High internal consistency
Employee key performance areas	6	0.865	High internal consistency
<b>Overall questionnaire</b>			
All Likert Scaled Questions	37	0.959	High internal consistency

The results in Table 4.3 above shows that all the constructs have Cronbach's Alpha statistics greater than 0.700 except for 'Culture of self-directed performance: communication and feedback' which had a Cronbach's Alpha statistic of 0.637. The construct for measure of attitude and behaviour had a Cronbach's Alpha statistic equal to 0.718 after leaving out item AB5 (I'm happy that change management is a core

component of training and development at Inyatsi). The constructs in the study are thus deemed reliable in measuring the target variables of this study.

### 4.3.3 Analysis of research questions

Performance related issues comprise six constructs, namely: T&D practices, organizational intentions, employee development needs, self-directed performance culture, attitude and behaviour and employee KPAs. This study investigates the effects of T&D practices on the other 5 listed constructs, thus, it is imperative that an in-depth analysis of all the constructs is executed before a relational analysis and testing of hypotheses is conducted.

### 4.3.4 Research Question 1: Construct of T&D practices

The construct of T&D practices has six items as summarised in Table 4.4 below. The results depicted in this table address the first study objective and, hence, the research question that reads: ‘What is the employees’ understanding of current Inyatsi Construction’s training and development practices?’

*Table 4.4: Frequency distribution of T&D practice items*

<b>T&amp;D Practices</b>	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
TD1. I feel Inyatsi’s T&D goals are aligned with business goals.	16.7%	26.7%	<b>56.7%</b>	3.40	1.00	0.858
TD2. Inyatsi has clear T&D policies and procedures that are known and understood by employees.	26.7%	13.3%	<b>60.0%</b>	3.40	1.16	0.915
TD3. Inyatsi’s training sessions include identification of objectives, selection of appropriate content materials, training strategies and evaluation techniques.	26.7%	23.3%	<b>50.0%</b>	3.23	1.17	0.808
TD4. Inyatsi’s T&D processes involve systematic procedures for transferring technical and management skills to their employees.	24.1%	17.2%	<b>58.6%</b>	3.45	1.18	0.900
TD5. Planning of a training sessions includes information of prior knowledge of trainees, format of training, focus on behavioural aspects, contents of training, instructional procedures, and training aids etc.	36.7%	10.0%	<b>53.3%</b>	3.13	1.28	0.892
TD6. At Inyatsi employees are given an opportunity to employ/apply skills learned.	16.7%	16.7%	<b>66.7%</b>	3.70	1.18	0.822
Cronbach’s Alpha				0.932		

The results depicted in Table 4.4 above show that there are medium levels of appraisal of the T&D practices of Inyatsi. As far as the alignment of the T&D goals with business goals at Inyatsi, 56.7% of the respondents agreed, or strongly agreed with this

statement. In terms of the clarity of T&D policies and procedures, and whether these rules are known and understood by employees, 60.0% of respondents indicated their agreement. Half (50%) of the respondents agreed that Inyatsi's training sessions include identification of objectives, selection of appropriate content materials, training strategies and evaluation techniques, while 58.6% agreed or strongly agreed that Inyatsi's T&D processes involve systematic procedures for transferring technical and management skills to their employees. Slightly more than half of the respondents (53.3%) agreed that the planning of a training sessions included information of prior knowledge of trainees, format of training, focus on behavioural aspects, contents of training, instructional procedures and training aids. The highest level of agreement (66.7%) was consigned to the fact that employees were given an opportunity to employ/apply skills learned.

The six items of Inyatsi's T&D practices have a high internal consistency (Cronbach's Alpha=0.932) hence a latent variable (factor) will be created from these item.

#### 4.3.5 Research Question 2: Construct of organizational intentions

The construct of organizational intentions also has six items, which are summarized in Table 4.5 below. These six items have a high internal consistency (Cronbach's Alpha=0.893) hence a latent variable (factor) will be created from them.

*Table 4.5. Frequency distribution of Organizational Intentions items.*

<b>Organizational Intentions</b>	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
O11. I feel that business goals are known and understood by all employees.	33.3%	16.7%	<b>50.0%</b>	3.07	1.26	0.771
O12. Inyasi's current culture supports employee development.	26.7%	10.0%	<b>63.3%</b>	3.40	1.30	0.834
O13. My performance goals are aligned with department and business goals.	20.0%	20.0%	<b>60.0%</b>	3.47	1.20	0.679
O14. I feel that managers are trained on how to set clear goals and to manage employee performance.	30.0%	26.7%	<b>43.3%</b>	3.03	1.13	0.776
O15. There is a clear employee engagement strategy at Inyatsi.	40.0%	26.7%	<b>33.3%</b>	2.83	1.29	0.854
O16. Inyatsi's Values, and Mission and Vision statement are known and understood by employees.	36.7%	10.0%	<b>53.3%</b>	3.20	1.27	0.922
Cronbach's Alpha				0.893		

The items of organizational intentions with the highest levels of agreement amongst the research participants were that Inyatsi's current culture supports employees' development (63.3%) and that performance goals are aligned with department and business goals (60.0%). The items with the lowest level of consensus were that the participants felt that managers were trained on how to set clear goals and to manage employee performance (43.3%) and whether there was a clear employee engagement strategy (33.3%).

#### 4.3.6 Research Question 3: Construct of employee development needs

The construct of employee development needs has six items which are summarised in Table 4.6 below. These six items have a high internal consistency (Cronbach's Alpha=0.884) hence are reliable for the measurement of the intended latent variable.

In general, respondents gave a very low rating of the way Inyatsi deals with issues relating to employee development needs. Only 30% of the respondents agreed or strongly agreed that Inyatsi priorities employee development needs at all organizational levels while as few as 20% believed that employees receive equal training and development opportunities and as few as 20% were in agreement that managers understand employees' interests and career goals.

*Table 4.6. Frequency distribution of employee development needs' items.*

Employee Development Needs	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
ED1. Inyatsi priorities employee development needs at all organizational levels.	20.0%	50.0%	<b>30.0%</b>	3.13	1.11	0.785
ED2. Approved Inyatsi training programmes meet employees' T&D needs.	26.7%	33.3%	<b>40.0%</b>	3.10	1.09	0.872
ED3. I feel training needs are a result of the performance gap between the actual and expected staff performance level.	23.3%	16.7%	<b>60.0%</b>	3.60	1.28	0.772
ED4. Employees at Inyatsi receive equal T&D opportunities.	36.7%	43.3%	<b>20.0%</b>	2.67	1.18	0.760
ED5. Managers understand employees' interests and career goals	23.3%	46.7%	<b>30.0%</b>	3.10	1.03	0.796
ED6. I feel that T&D activities are linked to employees' development needs.	20.0%	36.7%	<b>43.3%</b>	3.27	1.05	0.807
Cronbach's Alpha				0.884		

The only item of employee development needs on which most respondents agreed was the feeling that training needs are a result of the performance gap between the actual and expected staff performance levels. In fact, the respondents suggested that there is need for training to cover such performance gaps.

#### 4.3.7 Research Question 4: Construct of culture of self-directed performance

The construct of culture of self-directed performance has seven items which can be subdivided into two sub-constructs using exploratory factor analysis. This process was followed by the researcher after observing that the Cronbach's alpha statistic for the seven items was low. The exploratory factor analysis resulted into two latent factors, one comprising the items SDP1, SDP2, SDP3, SDP4 and SDP5 which seem to address issues concerning employees' innovation and collaboration, and another comprising items SDP6 and SDP7, which appear to refer to employee-manager communication and feedback.

*Table 4.7: Exploratory factor analysis of culture of self-directed performance.*

Culture of self-directed performance	Latent factors	
	Factor 1	Factor 2
SDP1. Inyatsi creates a culture of collaboration	0.948	
SDP3. There are social platforms that enable employees to share both challenges and best practices	0.928	
SDP2. Inyatsi creates networking opportunities where employees learn from each other	0.878	
SDP4. Employee innovation is encouraged at Inyatsi.	0.723	
SDP5. The current culture encourages individual accountability	0.693	
SDP6. There's clear flow of communication on expectation from managers		0.858
SDP7. Employees are given regular feedback on their performance progress		0.800
<b>Suggested factor name</b>	Innovation and collaboration	Communication and feedback

The construct of culture of self-directed performance, thus, is subdivided into two sub-constructs of Innovation and collaboration and Communication and feedback, both of which are discussed below.

#### 4.3.7.1 Analysis of the construct of culture of self-directed performance: Innovation and collaboration

The 5 items comprising the above named sub-construct are presented in Table 4.8 below. The research participants' levels of agreement on these items are rather low as indicated by the fact that only 46.7% of them agreed or strongly agreed that Inyatsi creates a culture of collaboration, while only 40% indicated that Inyatsi creates networking opportunities whereby employees learn from each other.

*Table 4.8: Frequency distribution of culture of self-directed performance: Innovation and collaboration.*

<b>Culture of self-directed performance: Innovation and collaboration</b>	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
SDP1. Inyatsi creates a culture of collaboration.	30.0%	23.3%	<b>46.7%</b>	3.10	1.18	0.905
SDP2. Inyatsi creates networking opportunities whereby employees learn from each other.	36.7%	23.3%	<b>40.0%</b>	3.03	1.35	0.889
SDP3. There are social platforms that enable employees to share both challenges and best practices.	30.0%	43.3%	<b>26.7%</b>	2.87	1.22	0.865
SDP4. Employee innovation is encouraged at Inyatsi.	13.3%	40.0%	<b>46.7%</b>	3.30	1.02	0.800
SDP5. The current culture encourages individual accountability.	16.7%	33.3%	<b>50.0%</b>	3.27	1.11	0.791
Cronbach's Alpha				0.903		

The item with the lowest approval rate (26.7%) is the availability of social platforms that enable Inyatsi's employees to share both challenges and best practices. This result indicates that there is serious lack of social networking by employees to deal with work challenges. Only 50% of the respondents believe that there is a culture that encourages individual accountability.

The five items of culture of self-directed performance: Innovation and collaboration have a high internal consistency (Cronbach's Alpha=0.903) and, hence, are reliable for the measurement of the intended latent variable.

#### 4.3.7.2 Analysis of the sub-construct of culture of self-directed performance: Communication and feedback

The above named sub-construct has two items which are presented in Table 4.9 below. As was the position with innovation and collaboration, communication and feedback also has rather low approval ratings. Only 40% of the respondents indicated that there was a clear flow of communication on expectation from managers while only 44.4% agreed or strongly agreed that employees are given regular feedback on their performance progress.

*Table 4.9: Frequency distribution of culture of self-directed performance: Communication and feedback.*

<b>Culture of self-directed performance: Communication and feedback</b>	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
SDP6. There is a clear flow of communication on expectation from managers.	30.0%	30.0%	<b>40.0%</b>	3.10	1.16	0.856
SDP7. Employees are given regular feedback on their performance progress.	37.0%	18.5%	<b>44.4%</b>	3.07	1.24	0.856
Cronbach's Alpha				0.637		

The two items of culture of self-directed performance: Communication and feedback have moderate internal consistency (Cronbach's Alpha=0.637).

#### 4.3.8 Research Question 5: Construct of measured attitude and behaviour

The results for the construct that measures attitude and behaviour had 6 items with a Cronbach's Alpha statistic equal to 0.688 which can be improved to 0.718 if item AB5 is dropped. For the purpose of the computation of this overall measurement item AB5 will be left out in order to attain a reliable latent factor with a Cronbach's Alpha statistic greater than 0.700.

As is expected with most self-rating constructs (Paunonen & O'Neill, 2010), there are high rates of agreement for most items within this construct in which respondents are basically self-rating their attitudes and behaviour. This fact is evident because 80% of the respondents indicated that their work behaviour is aligned with business values and 86.7% felt that they have a high morale.

Table 4.10: Frequency distribution of measure of attitude and behaviour.

Measure of attitude and behaviour	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
AB1. My work behaviour is aligned with business values.	6.7%	6.7%	<b>80.0%</b>	4.21	0.99	0.834
AB2. I am happy with Inyatsi's current T&D practices.	20.0%	20.0%	<b>60.0%</b>	3.57	1.01	0.702
AB3. I am happy with the recommended training programmes.	10.0%	30.0%	<b>60.0%</b>	3.73	1.05	0.750
AB4. I feel I have a high morale.	13.3%	0.0%	<b>86.7%</b>	4.10	1.06	0.757
AB5. I am happy that change management is a core component of T&D at Inyatsi.	27.6%	17.2%	<b>55.2%</b>	3.28	1.36	-
AB6. Inyatsi employees are valued as the greatest assets in the business.	16.7%	30.0%	<b>53.3%</b>	3.50	1.14	0.356
Cronbach's Alpha				0.688		
Cronbach's Alpha when AB5 is omitted				0.718		

The lowest level of agreement was related to whether respondents were happy that change management is a core component of T&D at Inyatsi (55.2%) and whether Inyatsi employees are valued as the greatest assets in the business (53.3%).

#### 4.3.9 Research Question 6: Construct of employee key performance areas

Results in Table 4.11 show that the construct of employee key performance area had 6 items with a very high internal consistency (Cronbach's Alpha=0.865) and, hence, are reliable for the measurement of the intended latent variable. The majority of the respondents (76.7%) indicated that they understand how their performance contributes to the 'bigger picture' and that they have clear performance targets (65.5%). However, on the other key performance areas, the levels of agreement were medium with the view that managers have the required skills to effectively set individual goals that are properly aligned to employees' KPAs having the lowest approval rating of 44.8%.

Table 4.11: Frequency distribution of employees' key performance areas.

Employees' key performance areas	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly agree	Mean	Std Dev	Latent Factor Coefficient
EP1. I have a clear job profile that is properly aligned.	20.0%	23.3%	<b>56.7%</b>	3.47	1.14	0.830
EP2. I have clear performance targets.	20.7%	13.8%	<b>65.5%</b>	3.69	1.04	0.795
EP3. I understand how my performance contributes to the 'bigger picture'.	13.3%	10.0%	<b>76.7%</b>	3.87	1.14	0.793
EP4. Employee's goals are set and agreed by both the employee and the manager.	26.7%	23.3%	<b>50.0%</b>	3.27	1.36	0.855
EP5. Managers have the required skills to effectively set individual goals that are properly aligned to employees' KPAs.	27.6%	31.0%	<b>44.8%</b>	3.10	1.32	0.772
EP6. Key Performance Areas are linked to Key Performance Indicators.	26.7%	16.7%	<b>56.7%</b>	3.33	1.12	0.587
Cronbach's Alpha				0.865		

#### 4.4 Normality tests for response variables

The objectives and research questions of this study place T&D practices as the independent variable and the other variables (listed in Table 4.12 below) as dependent variables, which are affected by these T&D practices. Since the study makes use of regression analysis to quantify the relationships between the sole independent variable and the dependent variables, it is necessary for the researcher to first check for the normality of the response variables.

Table 4.12: Tests of normality of the response variables.

Tests of normality	Shapiro-Wilk		
	Statistic	df	p-value
Organizational Intentions	0.953	112	0.273
Employee Development Needs	0.976	112	0.768
Culture of self-directed performance: Innovation and collaboration	0.946	112	0.188
Culture of self-directed performance: Communication and feedback	0.927	112	0.065
Measure of attitude and behaviour	0.950	112	0.235
Employee key performance areas	0.912	112	0.029

For small sample sizes, the Shapiro-Wilk's test is appropriate for tests of normality. The results show that 5 of the 6 variables do not violate the normality assumption (p-

values  $> 0.05$ ), hence, regression analysis can be applied to test for relationships between variables. Only employee key performance areas showed a significant departure from normality, thus, regression analysis can be used but bearing in mind that the normality assumption was not met.

#### 4.4.1 Analysis of the relationship between T&D practices and organizational intentions to increase the skills base

In this section, the relationship between T&D practices and organizational intentions to increase the skills base is analysed. The research question being addressed reads:

**What is the relationship between Inyatsi Construction’s training and development practices and organizational intentions to increase the skills base?**

*Table 4.13: Regression of organizational intentions on training and development practices.*

Dependent Variable: Organizational Intentions	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	0.233	0.349		0.669	0.509
Training and development practices	0.862	0.099	0.860	8.740	<0.001
R-squared=0.739					

The results depicted in Table 4.13 above show that there is a significant relationship between organizational intentions and T&D practices ( $B=0.862$ ,  $t=8.740$ ,  $p\text{-value}<0.001$ ). This result means that organizational intentions are driven by T&D practices which account for 73.9% of the variation in organizational intentions ( $R\text{-squared}=0.739$ ).

#### 4.4.2 Analysis of the relationship between T&D practices and specific employee developmental needs

In this section, the relationship between T&D practices and specific employee developmental needs is analysed. The research question being addressed reads:

**What is the impact of Inyatsi’s T&D practices on specific employee developmental needs?**

*Table 4.14: Regression of specific employee developmental needs on T&D practices.*

Dependent Variable: Specific employee development needs	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	0.738	0.368		2.004	0.055
Training and development practices	0.713	0.104	0.796	6.839	<0.001
R-squared=0.634					

The results displayed in Table 4.14 above show that there is a significant relationship between specific employee development needs and T&D practices (B=0.713 t=6.839, p-value<0.001). This result means that specific employee development needs are driven by T&D practices. These practices account for 63.4% of the variation in specific employee development needs (R-squared=0.634).

#### 4.4.3 Analysis of the relationship between T&D practices and a culture of self-directed performance amongst employees

In this section, the relationship between T&D practices and a culture of self-directed performance amongst Inyatsi’s employees is analysed. The research question being addressed reads:

**Does Inyatsi’s T&D practices foster a culture of self-directed performance amongst its employees?**

The results delineated in Table 4.15 below show that there is a significant relationship between a culture of self-directed performance amongst Inyatsi’s employees as far as innovation and collaboration and T&D practices are is concerned (B=0.735 t=5.548, p-value<0.001). This result means that innovation and collaboration are driven by T&D practices. These practices account for 53.3% of the variation in innovation and collaboration (R-squared=0.533).

*Table 4.15. Regression of Culture of self-directed performance on Training and development practices.*

Innovation and collaboration	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	0.618	0.468		1.318	0.198
T&D practices	0.735	0.133	0.730	5.548	<0.001
R-squared=0.533					
Communication and feedback	B	Std. Error	Beta	t	p-value
(Constant)	2.285	0.706		3.237	0.004
T&D practices	0.235	0.200	0.233	1.172	0.253
R-squared=0.054					

The above results also show that there is no significant effect of T&D practices on the culture of self-directed performance amongst Inyatsi's employees as far as communication and feedback is concerned (B=0.235 t=1.172, p-value=0.253).

#### **4.4.4 Analysis of the relationship between T&D practices and employees' attitudes and behaviours towards their work**

In this section, the relationship between T&D practices and employees' attitudes and behaviours towards their work is analysed. The research question being addressed reads:

**What is the impact of Inyatsi's T&D practices on employees' attitudes and behaviours towards their work?**

*Table 4.16: Regression of employees' attitudes and behaviours towards their work on training and development practices.*

Dependent Variable: measurement of attitude and behaviour	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	3.216	0.514		6.255	<0.001
T&D practices	0.189	0.145	0.253	1.308	0.203
R-squared=0.064					

The results recorded in Table 4.16 above show that there is no significant relationship between employees' attitudes and behaviours towards their work and T&D practices ( $B=0.189$   $t=1.308$ ,  $p\text{-value}=0.203$ ). This finding rules out T&D practices as drivers of employees' attitudes and behaviours towards their work. This fact might be because remuneration and benefits play a greater role in motivating employees than T&D.

#### 4.4.5 Analysis of the relationship between T&D practices and employee's KPAs

In this section, the relationship between T&D practices and employee's KPAs is analysed. The research question being addressed reads:

#### Is there an alignment between Inyatsi's T&D practices and employees' KPAs?

The results depicted in Table 4.17 below reveal a significant relationship between employees' KPAs and T&D practices ( $B=0.653$   $t=4.617$ ,  $p\text{-value}<0.001$ ). T&D practices explain 45.1 % of employees' KPAs ( $R\text{-square}=0.451$ ).

*Table 4.17: Regression of employee key performance areas on training and development practices.*

Dependent Variable: Employee key performance areas	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	1.206	0.508		2.373	0.025
T&D practices	0.653	0.141	0.671	4.617	<0.001
R-squared=0.451					

#### 4.5 Conclusion

As mentioned previously, this study sought to investigate the impact of T&D practices on the performance of Inyatsi's employees. Findings show that Inyatsi needs to take action to correct its T&D practices and processes. It was noted from the research that identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. This means scanning the organization as a whole, as departments and as individuals. Conducting training needs analysis will help Inyatsi in identifying threats and weaknesses related to employee T&D. Inyatsi is expected to formulate company goals that will be communicated to all their employees. The HR department should change



from an administrative function into a strategic function. This change will ensure that in future all HR strategies will be linked to HR development strategies.

## CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

In the previous chapter, the results of the various statistical procedures were documented and a number of observations made. The results of the descriptive statistics, chi-squares, the analysis of variance (ANOVA) and correlation and regression modelling (CRM) were portrayed.

This final chapter demonstrates how both the theoretical and empirical objectives of the study were achieved. It begins with a brief overview of the sequence of the entire study as indicated in Figure 5.1 below.

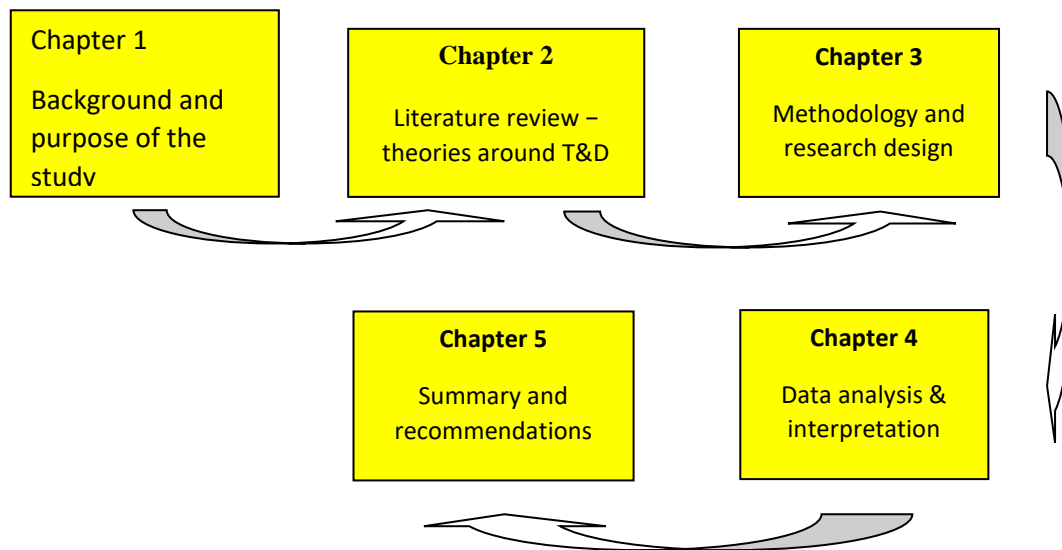


Figure 5.1: Summary of the sequence of the chapters of this study

The results provided in Chapter Four – Data Analysis, Findings and Discussion – as summarized and concluded in Chapter Five. This chapter further took into consideration the following elements: the summary of study's key findings, the conclusions based on these key findings, plus the researcher's recommendations and suggested areas for further research.

## **5.2 Summary of key findings**

The summary of the key findings of this study are informed with the key thematic areas of study as guided by the research objectives in Chapter one. These include forms of training done at work, period of Training, importance of training to your professional development, relevance of the training processes in the organization, as well as the factors influencing the need of training of employees.

## **5.3 Strategic HR development**

The lack of specific HR strategies for Inyatsi seems to be a disadvantage in the execution of HRD. In addition, the lack of a formal policy and guidelines for T&D practices hinders Inyatsi in terms of aligning their strategic goals and objectives with training goals and objectives. The lack of a comprehensive HR development strategy also severely undermines their ability to effectively plan, implement, monitor and evaluate HRD activities. The T&D practices should be linked to the organization's objectives, goals and strategies if these are to add value (Grobler, Warnich, Carrell, Elbert, and Hatfield, 2006:304). Garavan and Dooley (2012:4) regard T&D practices as the main mechanism of HR development and define it as the systematic acquisition and development of the knowledge, skills and attitudes required by employees to adequately perform a job-related task or to improve their performance within the job environment.

## **5.4 Training and development team**

At Inyatsi, the HR development function is positioned in the HR department. There are two people who service the function for the organization which has more than 2000 employees. The T&D specialists have degrees in HR management and although they have received training on T&D management they have not received recognition of this qualification from top management. Although they are specialists in the T&D field, they are still regarded as training administrators and, thus, not given an opportunity to implement what they believe to be T&D best practices. Frangos (2002) added that organizations need to acknowledge the important role HR contributes towards its business success.

## **5.5 Human Resources department**

The analysis showed that HR and its T&D function within Inyatsi is currently not performing well, because the department is not considered to be a strategic partner. The research findings indicate that the HR department is currently regarded as providing a service or administrative function and this could be the reason why this department does not play a strategic role in Inyatsi's T&D practices. Brockbank, (2009:5), added that in order for the HR function to be properly integrated, there must be a shift of focus towards its deliverables being clearly aligned with the organisations' business goals and objectives.

## **5.6 Training and development current practices**

During the research process it was discovered that there is poor alignment of T&D goals because since Inyatsi has not communicated its organizational goals to the HRD. It is possible that Inyatsi does have agreed organizational goals but since the HRD is not involved at a strategic level, the T&D function is ill informed in terms of these goals. The lack of understanding and support for HRD processes by Inyatsi's senior management inhibits the effective running of the HRD. Meyer (2004:49) points out that organizations are realizing that their competitive edge no longer lies in their product, but in their employees who comprise their human capital. T&D initiatives can contribute to the achievement of organizational objectives and, thus, it is every organizations' responsibility to enhance their employees' performance by ensuring that all T&D initiatives are properly aligned with these goals (Afshan, Sobia, kamran and Nasir., 2012).

## **5.7 Training and development policy**

The HR department is considered the custodian of the HRD policy, but often there are differences between the intended, the implemented and the perceived HRD practices. The findings of this research study indicated that Inyatsi's HRD policy is not known to some managers. This lack of knowledge is a problem because these managers are expected to communicate T&D practices to their team members and to guard against their non-adherence. Armstrong, (2006:2) opines that highlighting management policies and practices governs how people are managed and developed within organizations. Truss, (2001:1139,) mentions that line managers are expected to define, develop, implement and manage T&D policies and procedures to ensure

compliance with HRD practices. Organizational practices are likely to be strongly shaped by how their managers apply them (Purcell & Kinnie, 2008:545).

### **5.8 T&D roles and responsibilities**

The role of Inyatsi's training committee and the HRD is not clear. Managers believe that the T&D function rests entirely with the HRD. Sometimes they recommend T&D programmes that are irrelevant and not a priority. This practice is a problem because it is not easy to convince some of the managers of their error. They believe HR should co-ordinate their approved trainings without raising any questions. The effectiveness of an organization is dependent upon the richness of their knowledge, skills and abilities. Falola, Osibanjo and Ojo (2014:162) asserted that training and development is a crucial strategic tools for the effective improvement of individual and organisational performance. Thus, state that T&D plays an important role in ensuring that employees possess the quantity and quality of knowledge necessary for giving their organizations a competitive edge over their competitors.

### **5.9 Employee engagement**

The majority of Inyatsi's employees are not familiar with its T&D policy and so do not understand the current T&D practices. It was also noted that the current performance appraisal system is not linked to organizational nor individual goals. The current performance evaluation results do not benefit Inyatsi because it is difficult to measure their affect/effect on organizational goals.

The analysis of the research findings also shows that employees do not know the company's direction and the different roles played by its top management. Clearly, there is a need for improved communication. Not all employees who ae given an opportunity to attend T&D programmes, are given an opportunity to practice what they have learned in the workplace.

James and Matthew (2012:79) state that T&D is an important instrument for achieving organizational goals, improving the level of capability and performance crucial for an organization's survival. T&D initiatives should be prioritized and aligned with individual, department and organizational strategic goals in order to attain maximum operational efficiency (Wachira, 2010:7). Coetzee (2007:250) points out that:

'the aim of any training and development intervention is to sustain employee and organizational performance capability or to solve problems that occur in the organization'.

Blanchard and Thacker (2010:12) emphasise that training must be perceived as an integral component of the organization's performance improvement system.

### **5.10 Training programmes**

Inyatsi's current T&D approach is ineffective and outdated. T&D programmes should be aligned to organizational, departmental and individuals' needs. Barbazette (2006:6) states that conducting a needs assessment analysis protects the assets of an organization and also assists in determining whether training is an appropriate solution for performance delivery. This study established that evaluation seems to be the missing link within Inyatsi. The only way to ensure that T&D priorities are met is to ensure that training evaluation becomes part of the training course's design.

This study also revealed that, due to the lack of evaluation, Inyatsi's employees are sent on training courses that do not satisfy their individual or departmental training needs. However, if these employees do not understand the value of their current positions, they will not be able to align their individual needs with departmental needs and, thus, the training provided will not be reinforced and wisdom not created. The majority of the research participants mentioned that the lack of a return on investment analysis is problematic because without it they cannot measure the effectiveness of their training.

At Inyatsi line managers and individual employees are responsible for identifying their training needs. However, according to the BCMM (2015b:298) Inyatsi is facing a challenge regarding the alignment of its organizational capacity needs because, due to the lack of an effective performance management system, it is not possible to identify these formal capacity development needs. It was also discovered that training is unplanned and haphazard. Inyatsi has no clear framework for planning and managing training. Sun (2011:13) argues that despite the employees' attendance and participation in several T&D programmes, unless these are properly aligned to employees' interests and needs, the intended benefits may not be realised. According to Grobler *et al.*, (2006:310) active participation in the learning process through conferences and discussions enables trainees to become directly involved in the act

of learning. Similarly, job training is useless unless learning can be applied later at work. Minimising transfer of learning poses a challenge to trainees.

### **5.11 Employee Retention**

This research study shows that most employees are unhappy with the current T&D practices at Inyatsi. The researcher believes that this fact is the major contributor to the number of employees who are leaving the organization. Leadership is viewed as one of the key driving forces behind employee performance management (Zhu, Chew, and Spangler, 2005:39). It has become an essential component for successful organizations in today's fast-changing world of work. According to Mehra, Smith, Dixon and Robertson (2006:232) some organizations seek efficient ways to enable them to outperform competitors, thus, effective leadership styles should be considered because leadership is vital to employee performance and corporate excellence.

Dreher and Dougherty (2002) state that the way a company manages its workforce determines its ability to establish and maintain a competitive advantage over other companies. Motivated employees are a great asset to any organization. Employee motivation can play a vital role in meeting organizational objectives. Without increased employee motivation and morale, the organization risks losing valuable employees and will be unable to attract potential top talents (Dessler, 2003).

### **5.12 Conclusions**

The conclusion of this study is based on the understanding that employee training and capacity building is a continuous process that enables the development of both an organization and its entire workforce. This study also established that employee training is a process that demands consistent review and development of human capabilities. The fact that the organizational demands of Inyatsi were dynamic and diverse, despite all being related to construction, human skills needed to be kept up-to-date with the relevant standards of work. The notion that is being implied here points to the fact that human development needed to be a collective effort by both the organization and its employees for the holistic attainment of the organizational objectives. However, the general conclusion reached as a result of this study of Inyatsi are that some of the following key issues are not being met:

- The organizational culture of Inyatsi did not pay specific attention to the specific development of employees' skills and special capabilities;
- Both individual and organizational growth was challenged due to lack of clear short- and long-term training objectives;
- There were limited management skills in critical positions within Inyatsi's management structure which prevented the effective management of its organizational affairs;
- The other challenge that faced Inyatsi's management was its poor communication system which resulted in top management not being informed of the functionality of the line managers.

### **5.13 Recommendations**

The following are some of the recommendations that should be employed by management in order to ensure the improvement of the HRD's T&D practices at Inyatsi:

#### **5.13.1 The alignment HRD practices to strategic goals**

Between the grand strategy and the strategic orientation of the company, as well as its strategic HRD, Inyatsi should formulate and communicate the organization's strategic goals. Once this process is complete, the HRD should formulate its own strategic goals that then will be aligned to company goals.

The HR function should play a strategic role (McCracken & Wallace, 2000:439). This statement confirms that Inyatsi should develop strategic HRD training programmes that should be cyclical in nature and should have a positive effect on the traditional HR T&D practices.

### **5.13.2 Establishment of a general HRD culture**

The establishment of an HRD culture should bring about a much more focused and valid way of conducting T&D related activities within Inyatsi. All the objectives and the entire vision of the organization should be attained through the creation of an organizational culture which is an important factor that influences the organizational performance. Yuksel (2002: 66) states that there are a few assumptions regarding the basis of the relationship between a strong culture and performance outcomes. i. goal consensus, ii. Motivation and iii. Self-control. Tseng (2010:272) adds that organizational culture has a close bond with the competitive performance of an organization. Performance arises from interdependent behaviour such as cooperation, knowledge sharing and mutual assistance. Guclu (2003:150) states that the basic elements of organizational culture are values, norms and assumptions.

### **5.13.3 Establishment of clear a communication system**

A clear communication system should be established within Inyatsi that will inform both management and employees with regard to the level of employee development. A clear communication system should enable employees to express their respective views regarding their T&D needs to management and, subsequently, have a more target-oriented skills development programme attached to these. Meyer and Botha (2004:156) note that communicators together with senior management, should develop proactive and defined communication strategies that provide opportunities for alignment and engagement with the organization's strategic goals. In order to ensure that employees understand and contribute toward the success of the communication strategy (Puth, 2002:203) recommends the following actions:

- Communicate with the entire organization and educate them on the new strategy,
- Ensure that individual employees set personal objectives that are linked to the strategy,
- Link rewards and incentives to the desired outcomes of the strategy,
- Plan workshops and problem-solving sessions, comprising a mix of functions and levels, to predict and manage complex business issues, and
- Measure the effect of all communication efforts and make changes if and when necessary.

#### **5.13.4 Promotion of skills development at managerial level**

Bearing in mind that some managerial positions did not have the right managerial skills due to the construction orientated nature of Inyatsi, it would be advantageous for the organization to develop appropriate skills at managerial level for effective supervision and managerial functions. According to DiGeorgio (2003: 271) there are two primary objectives that management should achieve if they want their skills development strategy to become a reality, namely to; retain their best personnel and motivate them so they will work to their best potential when seeking to realise the organization's objectives. This objective can only be achieved if employees have the required skills.

#### **5.13.5 Promotion of skills audit**

A skills audit provides an organization with knowledge regard the level of employees' development. Through the establishment of a skills auditing activity, Inyatsi's management should be able to monitor the human development process and establish the best practices for effective human development and performance. A skills audit can be regarded as a process for determining the skills base of individuals or groups (Fletcher, 2000:33). According to Fletcher (2000:59) and Srivastava (2005:51), skills audits should ascertain the following aspects within an organization:

- competency standards to assure the appointment of adequately skilled staff;
- generic competencies for different occupational groups and positions;
- data pertaining to skill deficiencies;
- assessment of skills and competencies specified by professional bodies; and
- the organization's overall performance and capacity.

#### **5.13.6 Training needs analysis and planning**

Identifying training needs should be regarded as a crucial issue for Inyatsi. T&D needs should be undertaken at 3 levels – organizational level, team/departmental level and individual. Broad (2005:81), states that the major objective of T&D practices should be to address performance deficiencies at individual, team and organizational levels. Training needs analysis should start at organizational level and should involve the review of the organization's strategic and operational plans and the, subsequently, identification of the T&D weaknesses.

### **5.13.7 Management support**

Inyatsi's managers should be required to take their responsibility as front liners seriously because they are accountable for their T&D reports, being in immediate contact with employees. Managers together with the T&D committee should be required to play a strategic role in these practices.

The findings of this study indicated that Inyatsi's top management comprises mainly engineers, hence, management development programmes should be implemented. McCarthy, Darcy and Grady (2010:158) state that line manager's act as an intermediary between strategic and operational organizational activities. It also recommended that an induction for HR team members on core business functions should be implemented. This initiative will help HR members to draft relevant job profiles and to recommend the appropriate training courses and career paths for Inyatsi's employees.

### **5.13.8 Engagement and Retention strategies**

Inyatsi should introduce retention strategies so that it can retain its high performing employees. An ingrained culture of trust, collaboration and engagement can be enriched by a deliberate strategic human capital investment efforts. A clear talent development and succession plan is also recommended. In addition, Inyatsi should introduce an appropriate performance system that will lead to the delivery of company goals. Inyatsi also should execute an appropriate performance management system to manage organizational, management and employees 'expectations. This system should create a shared understanding of what is required to improve organizational performance and how this should be achieved, by clarifying and agreeing on the staff's KPAs and expected behaviours.

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# Appendix A : Questionnaire

## SECTION A: DEMOGRAPHIC DETAILS

1. Gender: 

Male	1	Female	2
------	---	--------	---

2. Race: 

African	1
Coloured	2
Indian	3
White	4
Other, please specify.....	5

3. Age: 

21-25	1	41-45	5
26-30	2	46-50	6
31-35	3	51-55	7
36-40	4	56 and above	8

4. Home Language 

South Sotho	1
English	2
Afrikaans	3
Xhosa	4
Zulu	5
Other, please specify.....	6

5. Marital Status: 

Married	1	Single	2	Divorce/ Separated	3
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6. Job title:

7. Highest Qualification: 

Below Matric/Grade 12	1
Only Matric/Grade 12	2
College Diploma	3
University Degree	4
Other, please specify.....	5

8. Work experience in the same job 

1 – 5 years	1
6 – 10 years	2
11 – 20 years	3
21 and above	4

9. Work experience within the same company 

1 – 5 years	1
6 – 10 years	2
11 – 20 years	3
21 and above	4

<b>SECTION B: PERFORMANCE RELATED ISSUES</b>						
<b>Please circle the number that best describes your opinion regarding of the following: “Training and Development”</b>		<b>1 Strongly Agree</b>	<b>2 Agree</b>	<b>3 Neither agree nor disagree</b>	<b>4 Disagree</b>	<b>5 Strong Disagree</b>
1.	I feel Inyatsi's T&D goals are aligned with business goals.	1	2	3	4	5
2.	Inyatsi has clear T&D policies and procedure that are known and understood by employee	1	2	3	4	5
3.	Inyatsi's training session includes identification of objectives, selection of appropriate content materials, training strategies and evaluation techniques.	1	2	3	4	5
4.	Inyatsi's T&D processes involve systematic procedures for transferring technical and management skills to the employees	1	2	3	4	5
5.	Planning of a training sessions include information of prior knowledge of trainees, format of training, focus on behavioural aspects, contents of training, instructional procedures, and training aids etc.	1	2	3	4	5
6.	At Inyatsi employees are given an opportunity to employ/apply skills learned	1	2	3	4	5
<b>Q2 Organizational intentions</b>						
1.	I feel that business goals are known and understood by all employees.	1	2	3	4	5
2.	Inyatsi's current culture supports employee development	1	2	3	4	5
3.	My performance goals are aligned with department and business goals	1	2	3	4	5
4.	I feel that managers are trained on how to set clear goals and to manage employee performance	1	2	3	4	5
5.	There's a clear employee engagement strategy at Inyatsi.	1	2	3	4	5
6.	Inyatsi's Values, Mission and Vision statement are known and understood by employees.	1	2	3	4	5
<b>Q3 Employee development needs</b>						
1.	Inyatsi priorities employee development needs at all organizational levels.	1	2	3	4	5
2.	Approved Inyatsi training programmes meet employee T&D needs.	1	2	3	4	5
3.	I feel training need is as a result of performance gap between the actual and expected staff performance level.	1	2	3	4	5
4.	Employees at Inyatsi receive equal training and development opportunities	1	2	3	4	5
5.	Managers understand employees interests and career goals	1	2	3	4	5
6.	I feel that T&D activities are linked to employee development needs.	1	2	3	4	5
<b>Q4 A culture of self-directed performance</b>						
1.	Inyatsi creates a culture of collaboration	1	2	3	4	5
2.	Inyatsi creates networking opportunities where employees learn from each other	1	2	3	4	5
3.	There are social platforms that enable employees to share both challenges and best practices	1	2	3	4	5
4.	Employee innovation is encouraged at Inyatsi.	1	2	3	4	5
5.	The current culture encourages individual accountability	1	2	3	4	5

6.	There's clear flow of communication on expectation from managers	1	2	3	4	5		
7.	Employees are given regular feedback on their performance progress							
<b>Q5</b>	<b>How do you measure attitude and behaviour</b>							
1.	My work behaviour is aligned with business values	1	2	3	4	5		
2.	I am happy with current Inyatsi's T&D practices	1	2	3	4	5		
3.	I am happy with training programmes recommended	1	2	3	4	5		
4.	I feel I have a high morale	1	2	3	4	5		
5.	I'm happy that change management is a core component of training and development at Inyatsi.	1	2	3	4	5		
6.	Inyatsi employees are valued as the greatest assets in the business.	1	2	3	4	5		
<b>Q6</b>	<b>Employee key performance areas</b>							
1.	I have a clear job profile that is properly aligned	1	2	3	4	5		
2.	I have clear performance targets.	1	2	3	4	5		
3.	I understand how my performance contribute to the bigger picture.	1	2	3	4	5		
4.	Employees goal are set and agreed by both the employee and the manager	1	2	3	4	5		
5.	Managers have the required skills to effectively set individual goals that are properly aligned.	1	2	3	4	5		
6.	Key Performance Areas are linked to Key Performance Indicators	1	2	3	4	5		

# Appendix B:



From : Wendy Thomo

To : All Employees

Date : May 20, 2019

Dear participants,

Please note that I am currently pursuing an M Tech in Human Resources Management with Central University of Technology, In South Africa. My research focuses on "The impact of training and development practices on employee Performance at Inyatsi Construction Limited ", supervised by Professor MN. Naong.

Through this research, I intend to assess the current practice, and effectiveness of training and development intervention on performance at Inyatsi Construction Limited. A group of employees has been nominated to participants on the research; a list of participants will be forwarded to your head of departments. Please note that you are not allowed to write your names on the answer sheet.

Your response to questions asked is truly important to the success of this study. I would like to assure you that your response will be `strictly confidential' and will only be used for academic purposes. May I therefore, request your honour to fill up the questionnaire and oblige thereby. Research findings will be given to management.

Thanking you in advance for your prompt response and support.

Kind Regards,

Ms. Wendy Thomo

# Appendix C: Permission Letter



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**INYATSI CONSTRUCTION GROUP HOLDINGS**

Tel: +268 2508 1000

Fax: +268 2508 1802

Email: Civils@Inyatsi.co.sz

22 January 2019

**Our Ref: SDT/17**

Attn: Wendy Thomo

Inyatsi Construction Limited

P O Box 4426

**MBABANE**

M200.

Dear Wendy,

**PERMISSION TO CONDUCT AN ACADEMIC PROJECT RESEARCH**

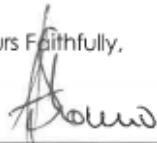
Reference is made to the above topic.

We are pleased to grant you permission to conduct a research on the *(Impact of Training and Development Practices on employee performance at Inyatsi)*.

Please share findings and recommendations with us so that we can improve our current performance and development practices. We will ensure that departments are informed about this project so that it is delivered smoothly and successfully.

We wish you all the best with your research project.

Yours Faithfully,



---

**SIPHO D.THOMO**

**HEAD OF HUMAN RESOURCES**



# **Appendix D:**

# **Ethical Clearance Letter**



**FACULTY RESEARCH AND INNOVATION COMMITTEE  
-FACULTY OF MANAGEMENT SCIENCES**

**RESEARCH ETHICS APPROVAL LETTER**

**Date: 2020-05-13**

This is to confirm that:

Applicant's Name	Wendy Thoma
Supervisor Name for Student Project	Prof NM Naong & Dr LW Dzansi
Level of Qualification for Student	Master of Management Sciences in Human Resource Management
Title of research project	The Impact of Training and Development Practices on Employee Performance at Inyatsi Construction

Ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[FMSEC10132017]**.

The following special conditions were set:

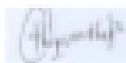
None

Specific conditions

The following specific conditions apply:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Wish you success with your research project.



\_\_\_\_\_  
(FRIC Chairperson)

# Appendix E

## DECLARATION OF ENGLISH LANGUAGE EDITING

A Dissertation in Fulfilment of the Requirements for the Degree Master of Management Sciences: Human Resources Management, in the Department of Business Management, Faculty of Management Sciences, at the Central University Of Technology, Free State.

entitled

**The Impact of Training and Development Practices on Employee Performance at Inyatsi Construction, Swaziland**

by Wendy Thomo,

Supervisor: Prof. Mn Naong

has been subjected to an English language edit by

Dr Barbara Basel

D.Litt. University of Pretoria,  
MA Potchefstroom University,  
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31 May 2021