

UNIVERSITY OF KWAZULU-NATAL

**Aligning Learning and development to Business Strategy in Nedbank
Integrated Channels**

by

Jacqueline Edgar

Student no: 199905068

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Dedication

To my Heavenly Father who has opened the doors to this opportunity and who has given me the ability and has brought people into my life that have supported and enabled me along the way.

“And we know that in all things God works for the good of those who love him, who have been called according to His purpose”

Romans 8:28(NIV)

Then to my earthly parents, Theo and Elise Pelsers whose love, support and sacrifice has enabled me to achieve what I have to date.

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Abstract

In a tough economic climate with unrelenting pressure on training budgets, L&D professionals are constantly challenged to demonstrate the value, ROI and business impact of training initiatives. The way to increase the value and return of training is to design it in a way that is clearly aligned with corporate strategy – i.e. to increase the relevance of training to the business need. By leveraging the business strategy as the framework for people development – in terms of program objectives, solution design and content – organizations will deliver powerful and practical development of their leaders and key talent that is directly aligned with key business goals and imperatives.

A strategy-based program design delivered via engaging experiential learning methodologies, such as live, interactive leadership simulations and action learning business projects involving real business issues, enables participants to readily connect the dots between ‘training’ and their real lives at work.

This approach produces a double win – the L&D win and the business impact win, as participants continue to apply new skills and behaviors in their work for improved alignment, collaboration and execution.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The introductory chapter highlights the rationale for the study. The background sheds light on the history which gives rise to the research problem being investigated. The aims, objectives and research questions define the research while the significance of the study outlines the importance of conducting the study and the parties that would benefit from it. The conclusion closes the chapter by combining all information presented

1.2 Background

We define 'learning' to cover both individual and organisational learning, including team learning. It includes

- the learning gained from formal training courses and programmes
- e-learning
- personal forms of learning support such as mentoring and coaching
- experiential learning - through projects, action learning and job experiences, for example.

'Strategy' in the area of learning may be formal and explicit, but may also be implicit and part of wider strategies for the organisation, its culture and people management approach. Strategy is taken to be about direction and approach, not a detailed plan of activity.

This uses the 'learning function' as a shorthand term for whatever structure or function - normally within or close to HR - is responsible for supporting the business with employee training and development (T&D) activities, learning resources and interventions designed to facilitate individual or organisational learning. The terms 'learning activities' or 'learning interventions' are used to describe this rather wide range of activities now used to support learning.

1.3 Research problem

Today's increasingly competitive service-led and knowledge-driven environment in which organisations operate has encouraged two important developments affecting learning and training professionals: the move from training to learning, and the requirement for a strategic approach to learning, training and development.

Organisations are increasingly accepting the importance of learning rather than training to underpin organisational performance. Aligning Learning and development to Business Strategy in Nedbank Integrated Channels has always been an issue because of the perceived value or non-value that Learning and Development contributes to the business. Hence it was crucial that Learning and development is aligned to business strategy.

1.4 Aim of the study

The aim of the research is to identify any opportunities to align learning and development to that of business strategy. Primary data will be obtained by administering questionnaires to Nedbank personnel. The findings of the research will identify gaps that may be exploited in order to increase ROI by aligning learning and development to strategy.

1.5 Research objectives

- To determine the impact that learning and development will have in strategy implementation.
- To determine the impact the competence and skills required from the Learning and development employees in strategy implementation.
- Creating a greater learning culture where staff takes responsibility for their own development.
- To determine the impact of learning and development on Return on Investment (ROI) in Nedbank.

1.6 Research questions

- What is the impact that learning and development will have in strategy implementation?
- What will be the competence and skills that will be required in strategy implementation?
- What are the learner preferences for different learning units within Nedbank Intergrated Channels so that staff can take care of their own development?
- What will be the impact be on Return on Investment (ROI) once there is an alignment.

1.7 Assumptions of the study

The findings of the study would serve as a point of reference for aligning learning and development with that of business strategy.

1.8 Scope and limitations of the study

The study has a limited scope as it only covers Kwa-Zulu Natal. Since the researcher is a senior member of staff the questionnaires handed out and collected could be completed only because she has some influence within this environment.

1.9 Significance of the study

In these challenging times, there are many competing objectives for resources. The overriding context for personal development is the requirement to meet business objectives. Build organisational capability to meet the organisations requirements. In doing so executing their strategy. Address capacity deficits relevant to Departments core business needs including HR, Information and Communication Technology (ICT), Finance and Procurement.

Learning and development can become a Strategic Business Partner by doing the following:

- Knowledge Requirements
- Staying focused on issues that matter to the business
- Delivering capabilities that make a real difference

- Ensure value for money training initiatives so that business can lift productivity and be competent.
- Account for expenditure and business outcomes.
- Retain corporate memory through systematic knowledge management.
- Provide Quality Customer Service through continuous improvement.
- Achieve efficiencies through business process improvement (BPI) initiatives, innovation and ensuring that the necessary skills are in place to advance those activities.
- Implement mobility/re-deployment.
- Achieve higher levels of performance by ensuring change management and planning for change is incorporated into prioritising business needs within each department.
- Align Business, HR and Learning Strategies
- Best practice recognises that Learning, HR and wider business strategies should be aligned.
- Departments will demonstrate their commitment to the implementation of best practice by creating a learning agenda that is linked to the HR and Business Strategy. Departments need to ensure that the development of people is focused on the overall strategy.

1.10 Format of the study

The dissertation is organized into the following chapters:

Chapter one: Introduction

Chapter one introduces the research topic by outlining the contents of the study. The background provides an indication of the previous and existing competitive nature of Learning and development. The research problem highlights the main challenges faced by learning and development divisions. The aim and significance of the research provides an understanding of the purpose of the research and what it intends to provide.

Chapter two: Literature Review

This chapter provides a comprehensive analysis of the literature. The literature gathered and presented forms the basis of the conceptual framework. It includes definition of key concepts as well as the learning and development strategies that are being utilized to gain a competitive advantage over rivals.

Chapter three: Research Methodology

This chapter confirms the research methods used in the study. It makes specification to data collection techniques, research design, methodology, data collection instruments and data analysis. Specific techniques and collection instruments have been chosen and the reasons explained for such.

Chapter four: Presentation, Analysis and Discussion of Results

The questionnaire will be used to collect data. The findings are analyzed and presented via graphs and tables. The results are examined and discussed and compared to the literature review simultaneously.

Chapter Five: Conclusions and Recommendations

This chapter summarizes and concludes the results. Recommendations are made to expedite progression within the learning and development arena.

1.11 Conclusion

Chapter one introduced the study by elaborating on the background, research problem, aim of the study, research objectives, research questions, limitations and significance of the study. The next chapter focuses on literature gathered that will form the conceptual framework for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The objectivity of training and development and its continued learning process has always been leverage with the financial services industry and now it has become rather an overarching trend of social needs, emphasizing that organizations must inculcate learning culture as a social responsibility. It has been also proved by many studies in the past that there are sound connections between various Learning and development practices and different measures of organizational performance (Delery and Doty 1996; Becker and Huselid 1998).

Learning and development, has its strategic positioning and it directly contributes towards organizational business goals and objectives. Imparting training through use of new technologies and adapting to innovative training methods, like PI (programmed instructions), computer/simulated games, role playing and audio/visual tools are more effective and therefore same are being extensively used in current training curriculums. These newer techniques combined with conventional methods i.e. lectures, conferences, movie/films and case studies provide effective means used for training and education conducted in particular situations.

2.1.1 Training and development definitions

Ongori and Nzonzo (2011) define training and development as the updating and upgrading of employee knowledge and skills in order to achieve targeted performance levels in an organisation. Training and development has also been defined as a systematic approach to alter employee attitudes and behaviours towards achieving organisational performance goals.

Saeed and Asghar (2012) define training and development as organised or planned interventions where necessary knowledge or information is shared or imparted to employees in order to impact organisational performance positively.

From these definitions it is clear that training and development is a process that:

- 1) Is systematic, organised and planned
- 2) Ensures the sharing or imparting of necessary knowledge or information
- 3) Positively alters attitudes and behaviours of employees
- 4) Results in the achievement of organisational goals and performance targets

2.1.2 Approaches to learning

Advances in technology, increased mobility and globalisation have placed workplace learning and development at the centre of economic transformation. Imaginative terms such as „the knowledge wave“, „skills revolution“ and „learning organisation“ are aimed at reinforcing the strategic imperative of survival in the 21st century. In this context, learning has become linked inextricably with change management, especially understanding and learning how to respond to new, unpredictable and rapid challenges in the workplace (Easley, McMaster et al. 2002). In some ways, the presupposition of this thesis is that organisational leaders, through the promotion of alignment initiatives, equip their employees with a range of learning opportunities that accommodate change, prevent strategic drift and ensure long-term success.

2.2 Training and development

As we know that training and development refers to the process to obtain or transfer KSA (knowledge, skills and abilities) needed to carry out a specific activity or task; therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of the business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer's service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness.

A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage.

In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous 2004).

2.2.1 Purpose of training and development

Recent studies have shown that training and development has positively impacted on organisational performance (Khan et al., 2011). Sultana et al. (2012), found that employee's knowledge and skills is vital to an organisations competitiveness, performance and innovativeness. It is evident from these studies that training and development is indeed important and required in order to boost organisational performance and innovation.

Globalisation has resulted in fast paced innovation and technological advances that have resulted in the world experiencing different products, services and occupations that did not exist a year ago. In order to be competitive and remain current, organisations are constantly required to update and upgrade knowledge, skills and competencies to ensure efficiencies in processes and services. (International Labour Office Report, 2010).

Organisations are experiencing shifts in the nature of work itself and is needing a different skills and experience level amongst its more diverse workforce. (CIPD Report, 2012).

These reports allude to the importance of continuous training and development in order to remain competitive and prepared for the ever changing internal and external environmental factors of an organisation.

Research suggests that a well trained workforce will show more commitment to an organisation. The organisation will not only experience improved performance levels, but also a higher employee retention rate. Brum (2007) suggests that there are two schools of thought with regards to training and development within an organisation and its impact on employee retention and turnover rates.

One school of thought is that training and development improves retention, especially if the training is relevant and meets the expectations of the employee.

The second school of thought is that training and development investment costs are high, and when turnover rates are expected to be high, smaller investments should be made.

Owoyemi et al. (2011) concur that training and development improves commitment and performance, since committed employees are likely to be more productive. By making training and development programmes worthwhile for employees the organisation also makes the most of training and development expenditure.

South Africa has a booming economy; however its labour market efficiency performance indicates that South Africa has not fully realized its “human resources potential” (The WEF Africa Competitiveness Report, 2013). In order to be competitive, South African organisations need to implement better training and development initiatives in order to improve its human resources potential in order to fully benefit from its booming economy.

Figure 2.1: The Purpose of training and development



Source: Training and Development Improvement Grobler 2006.

Solve Organisational Problems: Organisational problems and challenges present in many forms. Training programmes can be helpful in providing employees and managers with the necessary skills to address these problems (Grobler et al, 2006: 303).

Orientate New Employees: Orientation programmes are implemented to socialize newly recruited employees into the organization.

Orientation training focuses on assisting the employee to understand the culture and integrate into the organisation. This in turn enables newly recruited employees to start performing in their jobs, and facilitates their retention.

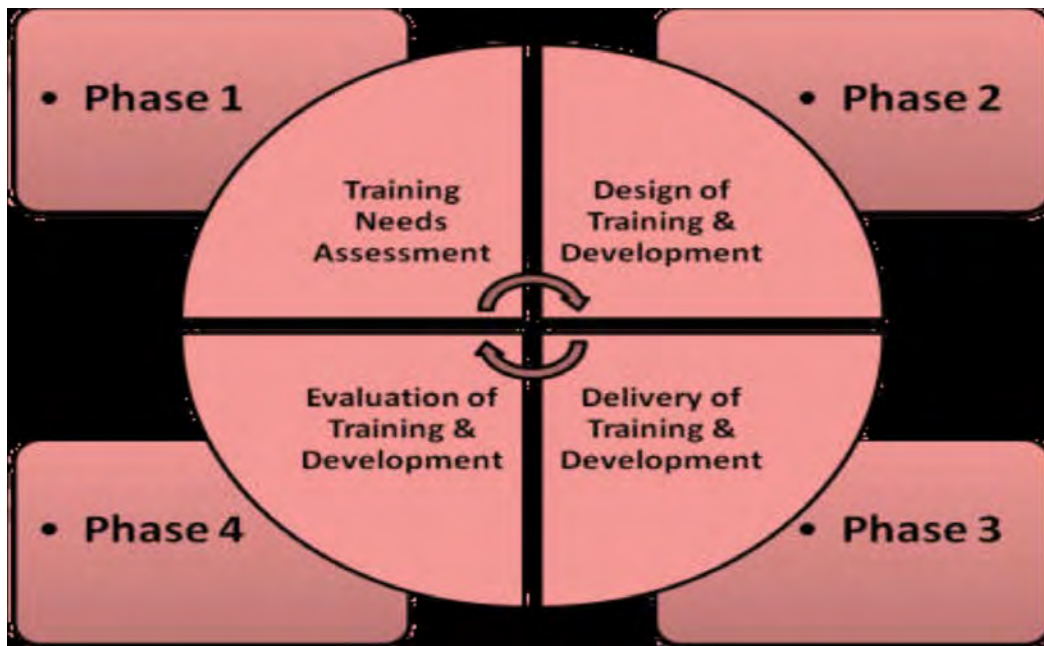
Prepare for Promotion & Managerial Succession: Training and development are key for the implementation of organisational succession plans, which are in turn important for retention (WEP 2013 journal of contemporary management).

Satisfy Personal Growth Needs: Many managers and professional employees have a need for achievement, which may be satisfied through challenging training and development interventions (Grobler et al, 2006: 303). This in turn promotes employee satisfaction and retention.

A Strategic & Systems Approach to the Training & Development Process. To ensure that training and development interventions are impactful, it is imperative that:

- Interventions are linked to the organisation's objectives, goals and business strategies
- Interventions focus on the development of critical and core competencies, and encourage employees' adaptability to change.
- A culture of lifelong learning is nurtured within the organisation.
- Training and development is approached in a systematic way, involving the implementation of four interrelated phases.

Figure 2.2 Systems Approach to the training and development process



(Snell & Bohlander, 2007: 284)

2.3 Training and development and its process

In order to ensure that employees are equipped with the right kind of skills, knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of business. By choosing the right type of training, it can ensure that employees possess the right skills for the business, and the same need to be continuously updated in the follow up of the best and new HR practices.

To meet current and future business demands, training and development process has assumed its strategic role and in this regard few studies by Stavrou et al.'s (2004) and Apospori, Nikandrou, Brewster and Papalexandris's (2008), have attained much importance as these highlight the T&D practices in cross-national contexts. Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance.

Differently from these studies, Cunha, Morgado and Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed.

2.4 Need of developing the employees

Jackson (2002) opined that some cultural assumptions underlie human resource management with regards to developing employees: he deliberated through an example which highlighted the distinction between the hard and soft approaches on developmental aspects, appearing in the strategic HRM literature. The hard approach assumed the employees in the organizations as mere resources to achieve the objectives of the organization, whereas the soft approach viewed the employees more as valued assets capable of development (Tyson and Fell 1986; Hendry and Pettigrew 1990). The need for developing employees is compelling because a sound Training and Development plan has its contributions to increase productivity and quality of work. The training and development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees. In order to stay ahead of competition, training and development plan must incorporate innovation and reinvention and this is only possible when training encompasses a wide range of learning actions. Therefore, an ideal training shall become part of a company-wide strategy and it must be linked to business goals and organizational performance.

2.5 Approaches to training and development

2.5.1 Reactive approach

The traditional approaches to training can be generally termed as reactionary, driven by tactical delivery of technical skills in bricks and mortar, classrooms trainings and where training is seen as an event oriented activity.

2.5.2 Proactive approach

In the learning organization this approach aligns all learning activities with the corporate business strategy, and its focus is on developing competencies.

2.5.3 Active learning approach

In this approach, trainees play a leading role in learning by exploring issues and situational problems under the guidance of their facilitator. The trainees learn by asking thought provoking questions, searching for answers, and interpreting various observations made during the process. The active learning approach has its lasting impact on learning since it helps in long-term retention and finding better solutions in the challenging situations.

In today's fast paced world, continuous learning is essential to success. Individuals need to learn to succeed in life and at work. Companies need to ensure their employees continue to learn, so they can keep up with increased job demands and so the company can gain or maintain competitive advantage. (SAPP, 2010)

2.6 Changes in technology and line manager's involvement

Frequent changes in technology and job design along with the increasing importance of learning and knowledge-based organizations, transform training and development process into an increasingly important facet of human resource development. In this, both the line managers and trainees are made to learn and identify the training and development needs through needs assessments and further, jobs/tasks are analyzed to determine and fix the training and development objectives. Thereafter, training and development programs are designed while using innovation in different techniques or methods. Implementation is most important activity followed by evaluation of training and development programs.

2.6.1 Company's strategic direction

It is important that an organisation's training and development initiatives facilitate the achievement of the organisation's strategy. Strategic training and development initiatives are "learning related actions that a company takes to achieve its business strategy" (Noe et al, 2008: 272). Decisions as to which training and development initiatives would facilitate the achievement of business strategy are influenced by:

- The prevailing business environment;
- A thorough understanding of the organisation's strategic goals and objectives;
- Knowledge of the organisation's resources Insight into available training and development options

There are various strategies which an organisation may adopt in order to attain and maintain competitive advantage as mentioned by Saklani 2010.

These include:

- Concentration strategy
- Internal growth strategy
- External growth strategy

- Mergers and acquisitions
- Downsizing
- Employee readiness for learning

In designing the training intervention, it is important that consideration is given to the targeted employees' readiness and motivation to learn. Readiness for learning refers to whether:

Employees have the personal characteristics (e.g. ability, attitudes, beliefs and motivation) necessary to learn through participating in the training intervention, and to apply what they learn to their jobs.

The work environment will support employees' learning and will not impede their attempts to apply what they have learnt to their jobs.

While managers are not usually trainers, they are key in influencing employees' Motivation for learning. Motivation is the desire of the employee to participate in and learn from the training intervention.

Research has shown that employee motivation to learn is to a large degree dependent on the extent to which the learning intervention is going to provide for knowledge gain, behaviour change and skill acquisition. It is important that managers and HR practitioners ensure that employees' motivation to learn is as high as possible through ensuring employees' beliefs of self-efficacy, creating an understanding of the benefits of the training, linking training interventions to employee training needs and career interests, ensuring a supportive work environment and ensuring that employees have basic skills necessary to perform effectively on the programme.

Figure 2.3: Enhancing Employees' readiness for learning



Source : Training and development , Noe 2008.

2.6.2. Understanding the benefits of training

Brum (2007:280) points out that “employees’ motivation to learn can be enhanced by communicating to them the potential job-related, personal and career benefits they may receive as a result of attending the training programme.” Examples of benefits include networking with other employees within the organisation and learning a more efficient approach to performing a procedure.

It is important that managers are realistic in the information which they provide employees on the benefits of training – if unrealistic expectations are created employees’ motivation to learn will ultimately be negatively affected.

2.6.3. Awareness of training needs and career goals

Showing an employee the link between his / her training needs and career goals and the training programme for which he / she is enrolled is important in enhancing motivation to learn (Nedbank Journal Vol.17 , 2013)

This may be achieved through performance appraisals, discussing career goals, and / or asking employees to complete a self-evaluation on their perceived strengths and weaknesses and career goals.

Interestingly, recent research has shown that giving employees “a choice regarding which programs to attend and then honouring these choices maximizes motivation to learn and giving employees choices but not necessarily honouring them can reduce motivation to learn.

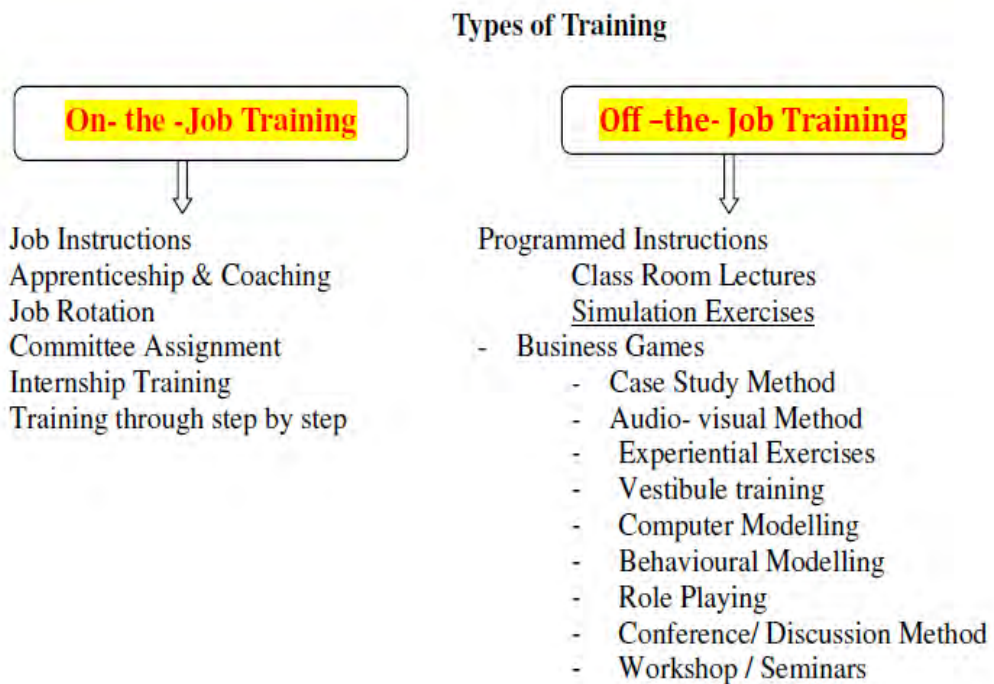
2.7 Delivery of training and development

Delivery of Training and Development” which forms part of the training cycle. The approaches to training delivery which will be explored in this section include:

- On-The-Job Training & Development
- Away-From-The-Job Training & Development
- Selecting Training & Development Methods Appropriate for the Training Need
- On-The-Job Training (OJT) & Development
- On-the-job training (OJT) refers to “new and inexperienced employees learning through observing peers or managers performing the job and trying to imitate their Behaviour” (WEF, Competitiveness report 2010).

Different practices are followed in different industries and in different organizations too. So, the need of training and development programs is depending up on the requirements of the job profile. Therefore there are various types of programs shared by different authors. The types of training and development programs are as follows:

Figure 2.4: Types of training



Source : Journal of arts and development 2013

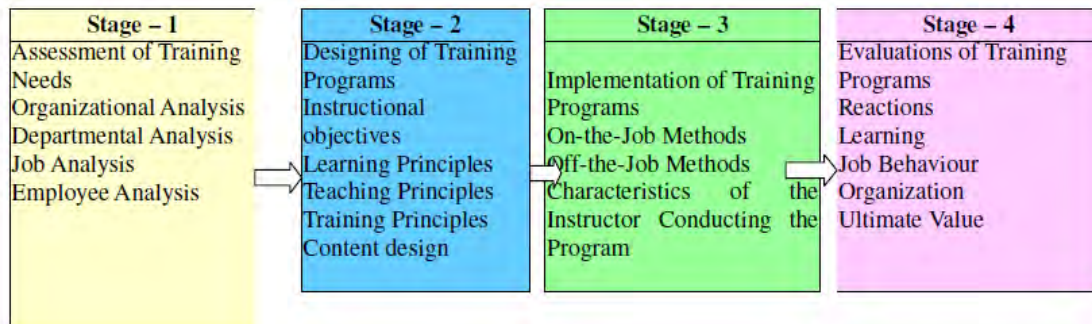
2.8 Stages of training and development programs

Training should be conducted in a systematic order so as to derive expected benefits from it.

The training system involves four stages, namely:

- a. Assessment of training and development programs needs.
- b. Designing the training and development programs.
- c. Implementation of the training program
- d. Evaluation of the training program

Figure 2.5: Stages in training and development programs



(Source: P. Subba Rao, “Essentials of Human Resource management and Industrial Relations” Himalaya Publication House, 3rd Revised & Enlarged Edition 2009, Pg-199-203)

On Job Training proves to be very useful in:

- Training newly hired employees;
- Up skilling existing employees in new technologies;
- Cross-training employees within a work unit;
- Orienting promoted employees or transferred employees to their new jobs Aswathappa, K. (2010)

There are various forms of OJT which range from job rotation to internships to coaching and mentoring. It is a form of training and development which is relevant to all levels of employees, from operators and administrative staff to all levels of management.

OJT is especially beneficial for upper levels of management whose first choice of learning intervention is often executive coaching.

Methods for On-The-Job Training and Development

An overview of frequently used OJT Methods is provided in Figure 2.6. below

Figure 2.6 On-The-Job training and development methods



Source: Nedbank Internal Report Vol.23. p.2

2.9 Job rotation

Job rotation provides the learner with a variety of work experience and in so doing broadens the learner's knowledge and skills base (Snell & Bohlander, 2007: 306).

It involves the systematic transfer of the learner from job to job with the learner remaining in one particular job for two weeks to six months (Kleynhans et al, 2006:125). Job rotation is a very useful method for inducting a newly graduated learner into an organisation.

While this OJT method ensures that learners gain practical experience quickly, it needs to be continuously guided and monitored in order for it to succeed.

2.9.1 Job enlargement and enrichment

Enlarging and enriching job responsibilities is a very useful OJT method for existing employees, particularly those in front-line and management positions. Grobler et al (2006: 313) points out that "by giving an employee added job duties and increasing the autonomy and responsibilities associated with the job, the firm allows an employee to learn a lot about the job, department and organisation."

Internships, Apprenticeships and Learnerships Internships, apprenticeships and learnerships take place both on-the-job and off-the-job where the learner is exposed to workplace experience after and/or during a period of formal, institution based learning:

An internship often takes the form of ‘vacation work’ during a learner’s studies towards a formal qualification, or ‘graduate workplace experience’ on completion of a learner’s studies.

The purpose of the internship is to expose the learner to the dynamics of the workplace. An apprenticeship is a “work-study training method with both on-the-job training and classroom training” SAPP 2013. The majority of apprenticeships are in the skilled trades such as bricklaying, electrical work, plumbing and carpentry. The apprenticeship clearly defines the period of time on-the-job which must be devoted to the development of a specific skill. The training that is provided to the apprentice at the worksite involves modelling, practice, feedback and evaluation.

A learnership is specific to the South African context. It is similar to an apprenticeship but is not restricted to trades (as the apprenticeship is) and encompasses most occupations, including those at a professional level. The learnership requires that a tripartite learnership agreement between employer, learner and training institution be signed (Kleynhans et al, 2006:126).

- **Coaching**

Coaching may be described as “planned one-to-one instruction” where the coach “sets a good example of what is to be done, answers questions, and generally offers counsel to the trainee” (Nel et al, 2008:465). Coaches assist employees with setting development goals, achieving these goals and providing constructive feedback.

- **Mentoring**

A mentor is usually “an experienced manager who provides guidance to a junior manager or professional and facilitates his or her personal development” (Nel et al, 2008:314). While informal mentoring arrangements always emerge within organizations, formal mentoring interventions may be set up by organizations as part of their orientation and affirmative action strategy.

- **Committee assignments**

Managers tend to spend a lot of their time on committees which are set up to “solve problems, plan for the future and discuss and act on issues critical to the organisation” (Grobler et al, 2006: 314). These committees provide learning opportunities, especially for newly appointed managers and junior managers.

2.10 Methods for away-from-the-job training and development

An overview of methods utilised in away-from-the-job training and development is provided in the Figure 2.7. The methods range from lectures to simulations to wilderness training and behaviour modelling.

Figure 2.7: Away-from-the-job Training and Development Methods



Criteria for the Evaluating Training (Nedbank Internal Training Material 2014)

There are four key criteria, or levels, for the evaluation of training. These are shown in Figure 2.8 below

Figure 2.8: Criteria for the Evaluation of Training



Criterion / Level 1: Reaction

Assessing learners' reactions is one of the simplest ways of assessing the impact of a training intervention. Reactions provide an indication of the effectiveness of the training in that a satisfied learner is more likely to apply the principles learnt in the workplace than a dissatisfied learner (Snell & Bohlander, 2007: 312). The evaluation of learner reactions, which is also known as a 'Level 1 Evaluation' usually, takes the form of a one-page questionnaire which learners complete immediately following the completion of the training programme.

Criterion / Level 2: Learning

While Level 1 (Reactions) focuses on evaluating what learners think about the training, it is also important that a Level 2 evaluation is conducted. A Level 2 evaluation seeks to determine the degree to which the learners acquired the "intended knowledge, skills and attitude based on their participation in the learning event" (Kirkpatrick & Kirkpatrick, 2009:21).

Criterion / Level 3: Behaviour

Research shows that "much of what is learned in a training programme never gets used back on the job" (Snell & Bohlander, 2007: 312). Evaluations of learner reactions and learning may well be high, but for various reasons, learners may experience challenges in applying what they have learnt in the workplace.

Criterion / Level 4: Results or Return on Investment

Training is ultimately meant to contribute to the implementation of an organisation's strategy and the achievement of sustainable competitive advantage. Therefore, it is important that HR practitioners and trainers are able to prove the extent to which investment in training positively impacts on the organisation's bottom line, and this can be achieved through a Return on Investment (ROI) evaluation.

A company's ROI refers to the "benefits derived from training relative to the costs incurred...the benefits can include higher revenues generated, increased productivity, improved quality, lower costs and more satisfied customers, higher job satisfaction and lower employee turnover." (Snell & Bohlander, 2007: 313).

2.11 Learning strategies in organisations

The history of developing 'strategies' for training and development, linked to business needs goes back a long way. Casner-Lotto (1988) devoted an entire book to over twenty examples of training strategies of US organisations. Although the language is older, virtually all currently popular ideas underpin this book – the ideas of:

- business process improvement via training
- continuous learning processes
- the application of technology through learning
- linking training to wider HR practices

Mayo (2004) gives a very clear approach to the process of 'creating a training and development strategy.' This links with both strategic and more immediate business drivers.

It advocates a 'focused approach' to learning in which T&D activities are clearly focused on business success. It also covers the various options for resourcing the learning function. Recent work by CIPD has been exploring the shift 'from training to learning' as the basis for a new generation of organisational strategies for learning and development.

2.12 Linking training and development with organisational performance

Training emerges as one of the bundle of so called 'high performance work practices' which are associated with superior organisational performance (Huselid, 1995; Pfeffer, 2008), but such studies show correlation not causation.

A few studies are starting to show cause and effect in the relationship between training and business performance (Thompson, 2009; Mabey and Ramirez, 2009). It seems likely that it is the alignment of training with the business rather than training spends which is the critical factor. Very useful UK studies of the relationship between HR practices and organisational performance have been conducted by Guest et al (2000) and Purcell et al (2003).

Guest makes a most useful distinction between individuals possessing skills or knowledge and their willingness and ability to deploy these skills in the interests of the organisation. Guest, Purcell, Mabey and others also emphasise the importance of the quality of implementation of HR practices (including training), rather than their mere presence.

An exhaustive literature review on this subject by Burgoyne et al (2003), scanning thousands of articles and examining hundreds in detail, found remarkably little hard evidence of business impact. Many studies show that individuals feel that management development improves their skills, but very few studies show how this translates into improved individual performance on the job. And this is still one step away from showing improved organisational performance.

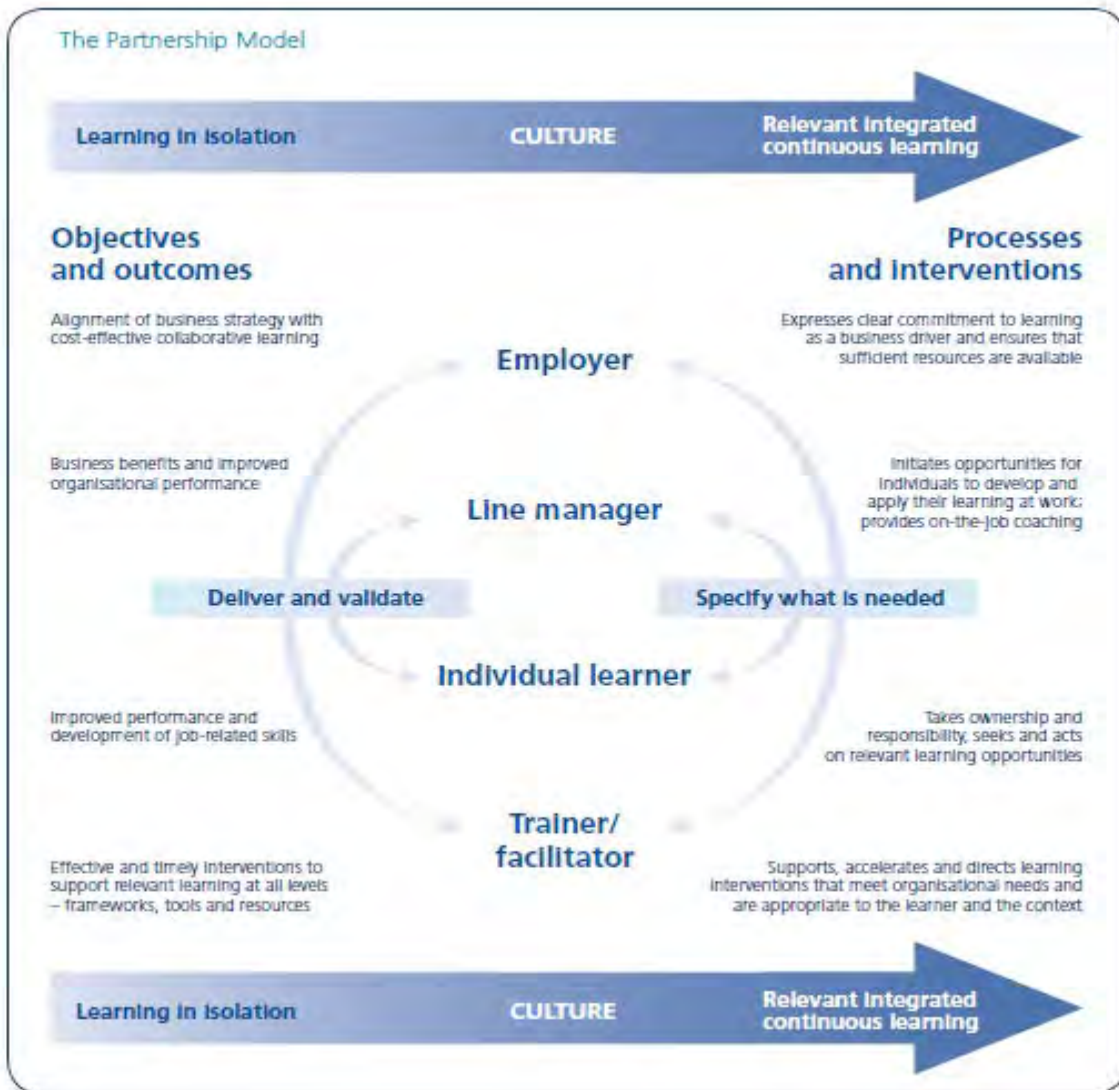
2.12.1. Alignment and the business partner role

Recent CIPD research into the Changing HR function has shown the development of the function away from a 'service provider' to a 'business partner' role. Within the learning function, as elsewhere in HR, the increasing popularity of the business partner role does not, of itself, translate directly to strategic involvement.

However, the business partner role is closely associated with the aspiration to achieve alignment of learning to organisational priorities, be they operational or strategic.

These developments are reflected in the CIPD partnership model that was launched at the HRD conference in April 2010.

Figure 2.9: The partnership model



Source :CIPD 2010 Conference Johannesburg.

The term business partner implies a relationship with line managers in the organisation that is co-operative and involves shared responsibility for the achievement of goals. It can be said to involve a relationship of good faith, mutual respect, and understanding and shared decision-making. These are generalised sentiments, however, and the Value of Learning project highlighted that a range of skills are needed, by LTD and senior managers, if business partnerships are to operate in an effective way. A range of formal and informal opportunities for dialogue are vital. In particular, alignment is easier to achieve if LTD practitioners have the skills and the opportunities to engage effectively in business planning processes.

This point is further confirmed by CIPD survey evidence, which indicates that organisations with regular and formalised processes to deliver and review learning and development activities are also more likely to have business-driven learning and development strategies.

2.12.2 The concept of intellectual capital--methods of its measurement and the role of training

While analyzing the literature of the subject matter, especially the works of K.E. Sveiby (2001), three stages in the development of the intellectual capital concept can be observed. The first stage was in the 1980's, when the term intellectual capital was limited only to human resources management. The second stage in the development of research on issues concerning the intellectual capital occurred 1991-1997. It was the time of tele-information network development, including the Internet, which became a global network in the full sense of the word; a network universally available all around the world (almost!). At present we are at the third stage of intellectual capital science development. Such postulates can be found in numerous studies, not only of the above mentioned K.E. Sveiby (2001), but also G. Probst (Probst, Raub & Romhardt, 2012), P. Lambe (2007) or B. Levitt and J. March (1988). Today, managing corporate knowledge is not only a duty of a particular department of a company (Human Resources or IT), but it is incorporated as an integral element of management of the whole enterprise strategy. An economy based on knowledge management is possible only if the organization has the intellectual capital at its disposal and is able to acquire, create and, use it in an effective way at the same time.

- **Tangible vs. Intangible Assets of the Company**

Managing the company is a process comprised of several factors. Authors such as K.E. Sveiby (2001), C. Lee and J. Yang (2000) or B. Levitt and J. March (1988) more often see the organization as a value network, which is understood as "interaction between people playing different roles and connected by different relations, creating both non-material values (knowledge, ideas) as well as material value (money)" (Sveiby, 1997). Inside the organization, knowledge gained in different ways influences the system of assets of the company, which then influence one another (Figure 1a). None of the influences can be examined separately since the picture of organization is then distorted. Knowledge management encompasses all spheres of assets (not only the intangible ones). By introducing training to the company's policy as an element of the knowledge management process, a cycle is created in which there constant resources are influencing one another (Figure 1b).

In that way a closed circle of relations is formed in which the following processes that occur one after another can be singled out:

1. Tangible assets (including financial assets) of the company are engaged in the process of employee training.
 2. By employee training, intangible assets of the enterprise are increased.
 3. Intangible assets, that is, the so called intellectual capital of the company, are used in order to enlarge the tangible assets of the company.
- The Culture of Training in relation to Strategy

Introducing the culture of training is the condition of gaining numerous profits by the company, such as, among others, the increase in the value of products and services, and as a result, greater client satisfaction and market share. The continued ability to adapt to the turbulent conditions of the environment is impossible for organizations that do not learn. The ability to make changes requires engagement in the process of learning since it is impossible to develop oneself without broadening knowledge. In a word, in today's conditions the ability of learning is one of the features that must be developed in the process of enterprises' evolution. The companies that do not tend to gain new knowledge are bound to act according to the known, common schemes, which will turn out to be outdated and ineffective. Such organizations will be forced to withdraw from the market and, at best, their activity will be significantly limited.

Other authors, aside from those already mentioned, who deal with the subject of building the conditions for effective learning for the organization are D. Garvin (2006), R. Stata (1989) and G. Huber (1991). The beginning of this relationship chain stressed by several authors, including G. Probst (Probst et al., 2002), is the introduction to the enterprise of the custom of conducting training for employees and creating an atmosphere that supports broadening knowledge and motivating said employees to making such efforts.

The authors listed by us dealt mainly with traditional training.

Probst (2002) emphasizes that employee training directly influence:

1. Better use of the available technologies (which, thanks to the training, cease to be strange and unfamiliar to the employee) and the ability of easier use of conclusions from the previous projects and experiences (also one of the remarks in C. S. Nam and T. L. Smith Jackson's (2007) reflections
2. Reduction of the mistakes made at the operational level, which is directly connected to the reduction of costs
3. The ability of making fast decisions by the employees, more efficient orders delivery, and shortening the time between the project phase and setting about realization of the project
4. Strengthening the employees' motivation to use the knowledge, situation in which the employees have the access to, and, significantly, are willing to use the additional, often useful knowledge

These factors are the source of effects that consist of a better recognition of client needs. They also influence better adjustment of the product or service to the final needs of recipients and improvement of the client service and the client's order delivery. That way the author proves the direct relationship between employee training and the company's profitability.

- Putting the learning into workplace learning

Learning is generally understood as resulting in a permanent capacity change in people (Illeris, 2013). Guy Claxton's pioneering work argues that brain science shows that learning is hard wired in all of us and has little to do with conventional ideas about intelligence or educational success.

He advocates educational approaches that foster young people's "learnacy", "learning muscles" and "learning stamina" (2010), and "learning power" (2009). In other words, in order to produce the kinds of people needed for a knowledge society with a melding of people's individual aspirations, societal values, and (sustainable) economic development, we need to teach people how to be lifelong learners.

Claxton (2010) claims there are three different understandings of the “learning”: raising standards, through better study skills; creating ideal learning environments; and helping students become better learners. He argues that only the third aim can help prepare young people for a lifetime of change (in the 21st century, in a knowledge society, or in a fast capitalist or de-industrialising society). Once students think of themselves as learners, they will track their own development and create their own learning targets, and teachers can cultivate learning capabilities by teaching content as well as expanding learning dispositions. Claxton argues that we are now at a fourth stage—recognising the importance of dispositions—following on from learning as achievement (raising standards), learning as process (skill, technique, organising, and retaining knowledge), and “learning styles” (teaching adjusted to suit students’ “styles”).

When it comes to workplace learning specifically, there is potential to go in two different directions. There can be a focus on the articulation between education and work in order to recognise and provide credentials for all forms of learning, drawing on cognitive theories of learning which tend to be individualistic and atomistic. There can also or instead be a focus on the workplace as a learning environment where learning is a process embedded in production and organisational structures and is therefore about participation in communities of practice. This draws on contextual theories about learning or situated learning (Cullen et al., 2012). Put another way, the broad trends in workplace learning can focus on the individual (ideally transcending their existing limits) and/or on social and situated learning and building communities of practice (Illeris, 2013). An ideal approach might be to combine the two directions through an ongoing refinement and extension of theories concerning adult learning (including suitable pedagogies for adults), action learning, and learning organisations (Mitchell, Henry, & Young, 2011).

For this to work, we would need to make and understand several shifts:

1. from processes focused on individual and personal development as a worker to instrumental focus where learning at individual, group, and organisational level is harnessed to a goal of enterprise competitiveness
2. from learning as the responsibility of trainers and human resource developers to incorporation in wider strategies for human resource management and more inclusive view of learning as embedded in all facets of business strategy, culture, and structures; learning as continuous improvement

3. from learning as declarative knowledge (abstract and theorised) to an emphasis on practical knowledge or know-how and on tacit or implicit knowledge that is not knowable in sense of being communicated to others
4. from learning outcomes as competencies and skills that are observable and transferable from one context to another to learning processes whose outcomes are more intangible and expressed as images, metaphors, conceptual maps, shared understandings or disposition such as commitment and loyalty (see Cullen et al., 2012).

These shifts offer a view of workplace learning that builds on, and becomes distinct from, training. Another way of seeing this distinction is that it focuses on the idea of a learning organisation, with its focus on processes of learning, individual learning styles, creating the right environment for learning to occur, and organisational learning, with its focus on formalised, prescriptive development and training needs, generic competencies, and universalistic assessment.

Knowledge does not necessarily accrue to individual workers but is distributed across networks, making good communication critical in making the learning useful to the organisation or business.

- Co-operative learning is useful to business because workers at remote sites can use local knowledge to solve local problems without reference to centre, while simultaneously ensuring that centre retains control of core values of business by unobtrusively controlling values of people working within it. However, co-operative learning is not always embraced—it challenges established notions of expertise and working identities and working relationships based on traditional hierarchies of knowledge (Cullen et al., 2012).

- The Strategic Role of the Training and Development System

The first element in the Training and Development: Best Practices Framework concerns around the issues of how organizations integrate training and development strategically into their overall short- and long-term strategic plans. According to Rothwell and Kazanas (2010), “The purpose of strategically oriented training is to anticipate performance problems before they occur and build individual competencies required to implement organizational strategy” (p. 308). Carr (1992) contends that strategic training is “smart” training that helps the organization, “. . .develop and maintain its core competence, in every field, at every level” (p. 137).

Carr also argues that the primary job of the training manager is making sure that the training and development system is aligned with the organization's long-term strategy, by analyzing future needs and assuring that the training function can meet those needs.

The linkage between the training and development system and organizational strategy requires a system that:

Equips key managers to plan strategically, to think strategically, and to understand important strategic issues; Involves the training and development function in the strategic planning process; and Identifies and implements training and development programs that explicitly support strategic plans (Catalanello and Redding, 1989).

Increasingly, training and development experts are advocating this approach to training that links training outcomes to business strategy (Brinkerhoff and Gill, 1994; Cosgrove and Speed, 1995). Organizations are increasingly realizing that strategically-linked training and development is essential to their success, as they are challenged by increasingly complex missions, scarcer resources, accelerating technological change, and shifting workforce demographics. In fact, several leading organizations, including Motorola, General Electric, and Hewlett-Packard, have credited business success to training and development (Catalanello and Redding, 1989). At Motorola and Corning, according to Carr (1992), training and development are part of the business strategy, publicly recognized and supported from the top.

In a majority of the exemplary organizations surveyed for the training and development Framework: Best Practices model, the goals of training and development system are clearly linked to the strategic plans of the organization (Human Technology, 1993). Some of the indicators of the link between the training and development system and the organizations' strategic plans and long-term goals include the following:

- Training objectives that are established annually with input from top management.
- A formal process to integrate training and development managers into strategic planning.

In organizations with effective training and development systems, training and development executives also provide input into information about the availability of the necessary talent to meet organizational goals (Casner-Lotto, 1988).

A view of the training and development system as a resource in helping to create and maintain an organizational culture. This view is often made manifest through the creation of a “university.” Approximately 1,200 corporations have universities, which vary widely in concept, from Motorola’s complete offerings to internal training departments that call themselves universities (Human Technology, 1993).

Cascio (1994) reports the following similar indicators of training and development effectiveness: top management commitment to training and development; a demonstrated connection between training content and organizational strategy, objectives, and results; a systematic approach to training and development; and commitment to investing resources for training and development. Based on the American Society for Training and Development study of best practices organizations, Kimmerling (1993) reported other indicators of the importance of training and development to the organization. Among these are the number of levels between the top executive officer and the training officer and training and development’s place in the organizational hierarchy (e.g., is it under the human resources umbrella?), whether or not training is mentioned in strategic plans, the presence of a training and development mission statement and strategic plans for training and development, and whether individual training and development requirements or individual development plans for employees exist.

- The value of learning and development for organisations

The most basic reason for providing learning and development is to ensure that an organisation’s employees are able to carry out their current role. Some training may be mandatory in relation to specific industry but much of it will be discretionary where organisations appreciate the added value that they will gain from having highly skilled and knowledgeable employees.

Organisations which are keen to improve their productivity, efficiency and profitability will look to move beyond mandatory training and look at more diverse learning and development activities which will enable the employees to maximise their potential and provide a valuable resource for the organisation. Learning and development can be a source of competitive advantage where employees gain appropriate new knowledge and skills (Towler and Dipboye, 2009) which provides a strong argument for organisations to invest in their employees so that they can reap the benefits and differentiate themselves from their competitors.

However, provision of learning and development opportunities alone do not mean that an organisation will be more productive and effective, there are many more steps needed. Firstly the opportunities need to be appropriate in terms of content and the way that it is delivered so that they will add value to the employees and the overall organisation. As well as looking at appropriateness from an organisational perspective it is also necessary to consider the fit with teams in the organisation and individual employees to ensure that their needs can adequately be met. In addition the learning and development activities need to be delivered in such a way that practical benefits to the workplace can be observed and to enable the employees to be able to transfer their new knowledge and skills to the benefit of all of the key stakeholders.

In addition many organisations recognise the value of providing suitable learning and development provision where it supports accreditations such as Investors in People which may be highly desirable. With heightened awareness of corporate and social responsibility, different stakeholders may have an interest in the learning and development opportunities offered to employees. Prospective employees may also be enticed through the provision of a good range of learning and development opportunities as a way of differentiating employers who offer similar salaries. As well as the sometimes tangible benefits of the training this commitment to employees sends out a message that employees are valued and supported within the organisation.

It is increasingly recognised that employees need to be actively aware of an organisation's strategies and objectives and the provision of learning and development opportunities can help to cement this where clear links are drawn between the learning intervention and how it is aligned with the overall strategy. Felstead et al (1997:v) also emphasise "moulding attitudes and generating enthusiasm for corporate objectives"

2.13 Summary

This section focused on Phase 4 of the training process, the Evaluation of Training and Development.

The reasons for evaluating training were explored, as were the four levels of training evaluation. While many companies focus only on the evaluation of learner reaction (level 1) and learning (level 2), it is important that behaviour (level 3) and results / ROI (level 4) are given equal attention if the overall impact of a training programme is to be accurately understood.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three introduces the concept of research and focuses on manner in which the research was collected. The research design and methodology is explained and the rationale for the choice of each. The administration and collection of the research instrument is discussed in relation to the reliability and validity. The researcher elaborates on the data analysis and the types of statistical methods used.

3.2 Research design

Business research according to Sekaran (2003:5) is an “organized, systematic, data-based, critical, objective, scientific inquiry or investigation into a specific problem, undertaken with the purpose of finding answers or solutions to it.”

Welman and Kruger (2005:46) define research design as a plan obtaining research participants and collecting information from them. Ultimately it reaches conclusions about the research problem.

3.3 Research methodology

Murthy and Bhojanna (2008:32) state that research methodology involves gathering data, using statistical methods, interpreting and forming conclusions about the research data being studied. It forms a blueprint of the study as it outlines the manner in which the research will be conducted. Krishnaswami and Ranganatham (2007:31) point out that research may be classified according to its intent or method. Focusing on the intent, research can be classified as:

- Pure research
- Applied research
- Exploratory research
- Descriptive study

- Diagnostic study
- Evaluation studies; and
- Action research

The research utilized a diagnostic study. Krishnaswami and Ranganatham (2007:38) point out that a diagnostic study is an extension of descriptive study and is directed towards what is occurring, why it is occurring and what can be done to prevent it from occurring. It aims at identifying a cause and solution for a problem. This is in line with the layout the researcher had used to answer the research questions. A cause needs to be identified first and a solution will follow thereafter.

3.4 Data collection techniques

There are two data collection techniques commonly used namely quantitative and qualitative. Quantitative technique focuses on numeric data while qualitative focuses on non-numeric data. Seekran 2013 points out that quantitative research, also referred to as positivist, aim to be objective and uses numerical data. Qualitative data, also referred to as phenomenalist, involves the researcher partaking in the study, thus objectivity is difficult to maintain. The researcher has chosen quantitative technique. Saunders, Lewis and Thornhill (2009:414) state that quantitative data refer to quantifiable data that can be used to answer research questions. Seekran 2013 explains that quantitative data can be analyzed using descriptive statistics such as involving the production of tables, graphs, pie charts, etc. and can also be analyzed via more complicated procedures and statistical tests of significance. The latter is termed inferential statistics.

Welman and Kruger (2005:208) state that descriptive statistics is sufficient if the entire population is used in the study while inferential statistics is used where samples are used from the population. The empirical study utilized both descriptive and inferential statistics.

Welman and Kruger (2005:212) points out that inferential statistics involves making inferences about the population indices on the basis of corresponding indices obtained from the samples.

3.5 Sampling strategy

3.5.1 The population

Sekaran (2003:265) defines population as the entire group of people that needs to be investigated. The population is focused in Kwa-Zulu Natal. The population comprises of 100 Nedbank managers. Saunders et al. (2009:212) state that for all research studies that are impractical to collect data from the entire population, samples should be used. Samples must be a representative of the entire population. Seekran 2013 note that sampling saves on time and money.

3.5.2 Sampling techniques

There are two types of sampling techniques; probability and non-probability sampling. Saunders et al. (2009:213) note that with probability sampling, the probability of each case being selected from the population is known while with non-probability sampling, the probability of each case being selected is unknown. It is therefore impossible to answer research questions that require statistical inferences. The researcher has utilized probability sampling since statistical inferences were made about the population.

3.5.3 Probability sampling

The larger the sample size, the lower the likelihood of errors occurring. Seekran 2013 points out that statisticians have proved the larger the sample size, the distribution will be more closely to the normal distribution and thus more robust. Welman and Kruger (2005:47) point out the advantages of probability sampling. It enables one to estimate the sampling error. Non-probability sampling cannot perform this task.

According to Saunders et al. (2009:222) there are five main techniques that can be used to select a probability sample. These include:

- Simple random
- Systematic
- Stratified random
- Cluster, and
- Multi-stage

The researcher has chosen to use the systematic approach. Seekran 2013 note that systematic sampling is spread more evenly over the entire population as compared to simple random sampling. Saunders et al. (2009:226) highlights that systematic sampling involves selecting a sample at regular intervals from the sampling frame. The sampling fraction calculated is $\frac{1}{3}$. Thus every third pharmacy is contained in the sample.

Systematic sampling works well with both small and large samples. It is suitable for geographically dispersed cases when face contact is not a prerequisite to the study. The sampling frame with systematic sampling is easily accessible and accurate as with the study. The cost is lower as compared to the simple random sample and is also easier to explain.

3.6 Data collection instruments

Saunders et al. (2009:361) found that the questionnaire is one of the most widely used data collection techniques. The research strategy used was the survey method. The survey method was used as it portrays its economical ability to collect large amounts of data from a large population. Saunders et al. (2009:144) points out that the survey strategy is perceived as authoritative and is both simple to explain and understand. The questionnaire is accompanied by a covering letter, as depicted in Appendix C which explains the purpose of the survey. Dillman's research in 2007 (cited in Saunders et al., 2009:389) note that the information contained in the covering letter affects the response rate.

Self-administered questionnaires as illustrated in Appendix D were used to collect primary data. The sample was contacted personally to introduce the study. Those who agreed to participate in the study filled out the questionnaire and returned it immediately. Sekaran (2003:257) point out personally administered questionnaires assist with providing clarifications on unclear questions instantly and also has the benefit of saving time by collecting the questionnaires instantly. This provides a 100% response rate unless the participant refuses to partake in the study.

3.6.1 Construction of the questionnaire

Saunders et al. (2009:374) state the importance of clear wording when formulating the questionnaire. Words must be familiar and be understood by respondents as it improves the validity of the questionnaire. Kothari (2004:101) state that structured questionnaires are "definite, concrete and pre-determined questions."

Structured questions are either open or closed questions. The questionnaire contains closed questions only to which the respondent chooses from and is thus considered a highly structured questionnaire as the respondents opinions are kept to a minimum. Saunders et al. (2009:375) highlights that responses are easier to interpret.

There are two sections to the questionnaire. Section A comprises of demographic data in the form of list questions while section B contains rating questions. Section A contains eight questions and section B contains 25 questions. Saunders et al. (2009:375) points out that list questions allows the respondent to choose a list of responses. Section B uses a likert-style rating scale where the respondent is asked how strongly he or she agrees or disagrees with a statement on a five point rating scale. Welman and Kruger (2005:150) found that the likert scale is the most popular type of attitude scale in social sciences due to the easiness of compiling. It may also be used for multi-dimensional attitudes whereas other attitudinal scales cannot.

3.6.2 Administering the questionnaire

The sample was contacted personally to introduce the research and indicate the purpose of the study.

3.7 Data analysis

Seekran 2013 found that once the data has been collected, the next step involves analyzing and interpreting the data. Once all questionnaires were completed, the researcher edited the questionnaire to ensure it was completed correctly and there were no blanks.

The questionnaire was then coded and handed over to the statistician for analysis. Murthy and Bhojanna (2008:186) note that coding increases the efficiency of tabulation while editing eradicates errors. The study yielded an 64% response rate. 64 of the 100 sample size successfully filled in the questionnaires. The SPSS version 21.0 computer program was used to obtain statistical data. Graphs and tables were used to illustrate frequency distribution, mean and standard deviation of the study.

Sekaran (2013, 56) note that by checking the central tendency, dispersion, mean and standard deviation, the variance of the data will indicate how the respondents have reacted to the items and how good the measures are. Frequency distributions were used to check if the distribution is even across categories (Welman and Kruger, 2005:205).

Bar charts were used to illustrate the frequency of occurrences of categories per variable in order to view the highest and lowest values. Tables were also used to illustrate the frequency count, mean and standard deviation per item.

3.8 Reliability

Welman and Kruger (2005:139) define reliability as the extent to which scores may be generalized to different measuring occasions. Saunders et al. (2009:156) defines reliability as the extent to which the data collection technique yields consistent findings.

Robson's research in 2002 (cited in Saunders et al., 2009:156) identifies the four possible threats to reliability namely: subject or participant error; subject or participant bias; observer error; and observer bias. Saunders et al. (2009:373) note that reliability is involved in the robustness of the questionnaire, if it produces consistent findings in different circumstances.

Mitchell's research in 1996 (cited in Saunders et al., 2009:373) outlines three approaches to assessing reliability. This includes:

- Test re-test. This is obtained by correlating data collected with those from the questionnaire under similar conditions. Therefore the questionnaire must be administered twice to respondents.
- Internal consistency involves correlating the responses to each question in the questionnaire to other questions. The most frequently used method of calculating internal consistency is Cronbach's alpha. Sekaran (2003:307) found that the closer Cronbach's alpha is to one, the higher the internal consistency reliability.
- Alternative form. It offers some sense of reliability by comparing responses to alternative forms of the same question

The researcher chose not to conduct a pilot study due to time constraints. Another factor that was considered was that the researcher personally handed out the questionnaires and collected it simultaneously. This eradicated any questions that may have been ambiguous in nature or clarified any question from the instrument. The reliability of the questionnaire was therefore not tested at a pilot stage. Cronbach's alpha was computed for the likert scale questions. Cronbach's alpha was 0.077 for the measure of reliability as illustrated in Appendix E. This reflects that there is no correlation between the items and each question measures a different aspect.

3.9 Validity

Validity of data determines if the relationship between two variables appear as it should. . Robson's research in 2002 (cited in Saunders et al., 2009:157) identifies the threats to validity. These include: history; testing; instrumentation; mortality; maturation; and ambiguity about casual direction.

Saunders et al. (2009:372) note that internal validity refers to the ability of the questionnaire to measure what it is intended to measure. Cooper and Schindler's research in 2008 (cited in Saunders et al., 2009:373) points out another three types of validity that should be noted when discussing the validity of the questionnaire. The three types of validity include:

- Content validity. This refers to the extent the questionnaire provides adequate coverage of the research questions and objectives. Content validity was covered as my supervisor went through the questions and advised what needed to be restructured in order to cover the research questions and objectives.
- Criterion related validity. This is concerned with the ability of the questions to make accurate predictions.
- Construct validity refers to the extent to which the measurement questions measures the presence of the constructs that were intended to measure. Sekaran (2003:207) state that this is assessed through convergent and discriminant validity.

Convergent validity is established when the scores obtained with two different instruments measuring the same concept are highly correlated. Discriminant validity is established when two variables are predicted to be uncorrelated and the scores measured confirms it is uncorrelated.

3.10 Pilot study

Although a pilot study was not performed, the researcher introduced the concept and importance of a pilot study. Saunders et al. (2009:394) points out that the purpose of a pilot test is to refine the questionnaire in order to aid the ease of answering the questions and recording data without any problems. Furthermore the validity and reliability can be assessed. Welman and Kruger (2005:141) note that pilot studies assist by detecting possible flaws in the measurement procedures; identifies unclear or ambiguous questions and also allows researchers to notice the respondent's behavior while completing the questionnaire.

To enable content validity, my tutor assessed the questionnaire and necessary adjustments were made. Fink's research in 2003 (cited in Saunders et al., 2009:394) state that for small surveys, the minimum number for a pilot is 10. Piloting the questionnaire also indicates the questionnaires face validity which is whether the questionnaire makes sense or not.

Bell's research in 2005 (cited in Saunders et al., 2009:394) state that for self-administered questionnaires, the following questions should be presented to the respondents during the pilot:

- How long the questionnaire took to complete;
- Were the instructions clear and easily understood;
- Were any questions ambiguous or unclear;
- Did the respondent feel uncomfortable answering any question;
- Were there anything omitted regarding the topic in their opinion;
- Was the layout clear and attractive;
- Any further comments.

These questions should be added to the pilot questionnaire to uncover any potential problems.

3.11 Ethical considerations

Saunders et al. (2009:183) state that ethics are related to all aspects of the research process. Welman and Kruger (2005:171) note that ethical consideration occurs at three stages of a research project, namely;

- The recruitment process of the participants;
- During the intervention and measurement procedure; and
- The release of the results obtained.

It is therefore imperative to maintain appropriate behavior to those who have consented to be a part of the study. Participants are ensured in the cover letter that participation in the research is completely voluntary. There will be no harm inflicted upon any of the participants.

The respondents are not asked for any personal details on the questionnaire hence their identity remains anonymous. Furthermore the respondents are assured that all information provided will be dealt with in the strictest of confidence.

3.12 Limitations

The following limitations have been identified:

- Bias- Since the researcher is a senior member of the company researched , there could be a possibility of the researcher imposing a biased result.
- Validity- It could be possible that those omitted from the sampling frame, may have responded to their questions differently from the ones chosen.

3.13 Conclusion

This chapter clearly highlighted the research methodology and design. The study used quantitative techniques and follows a diagnostic approach. The population was scrutinized and carefully chosen together with the sample size. Data was gathered via questionnaire and data analysis was explained for statistical purposes. The next chapter revolves around the statistical measurement and highlights the results thereof.

CHAPTER FOUR

PRESENTATIONS AND DISCUSSIONS OF RESULTS

4.1 Introduction

This chapter reveals the results and discusses it in line with the theoretical framework developed in chapter two. SPSS version 21.0 (SPSS Inc., Chicago, Illinois, USA) was used to analyze the data. In the study, a p value <0.05 was considered as statistically significant. Descriptive statistics in the form of frequency (count) & percentage were computed. Percentages are graphically presented using graphs. Cronbach's alpha was computed for the likert-scale questions.

4.2 Analysis of questionnaire

4.2.1 Presentation of results: section A (demographic data)

Tables 1.2 (the following page) reflects the frequency distribution of the biographical variables. Each question in from section A will be broken down and analyzed with column or pie charts.

4.2.2 Analysis and interpretation of section A

The online survey questionnaire was send out to 100 employees. Among them 64 employees completed the questionnaire. Thus the response rate was 64%. Employees' socio-demographic information's are shown in figure 4.1 to figure 4.7.

Results showed that more than a third (71%) were female, 72% were between the ages of 30 years and 49 years, two-thirds (67%) were married, and over a half of them (51%) had certificate or below educational qualification. It was also found that 69% of the employees were branch manager/team leader, more than half (58%) had 15 or more years of experience and 87% worked three or more departments in the bank.

Figure 4.1: Gender distribution of the employee

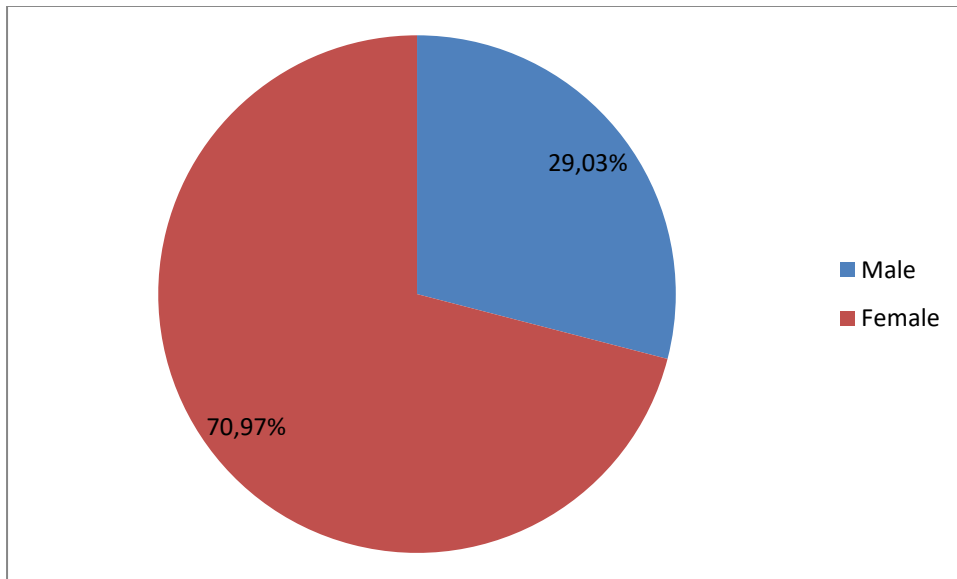


Figure 4.1 reveal that of the respondents 70.9% where female and 29.03% were males that responded to the questionnaire

Figure 4.2: Distribution of age of the employee

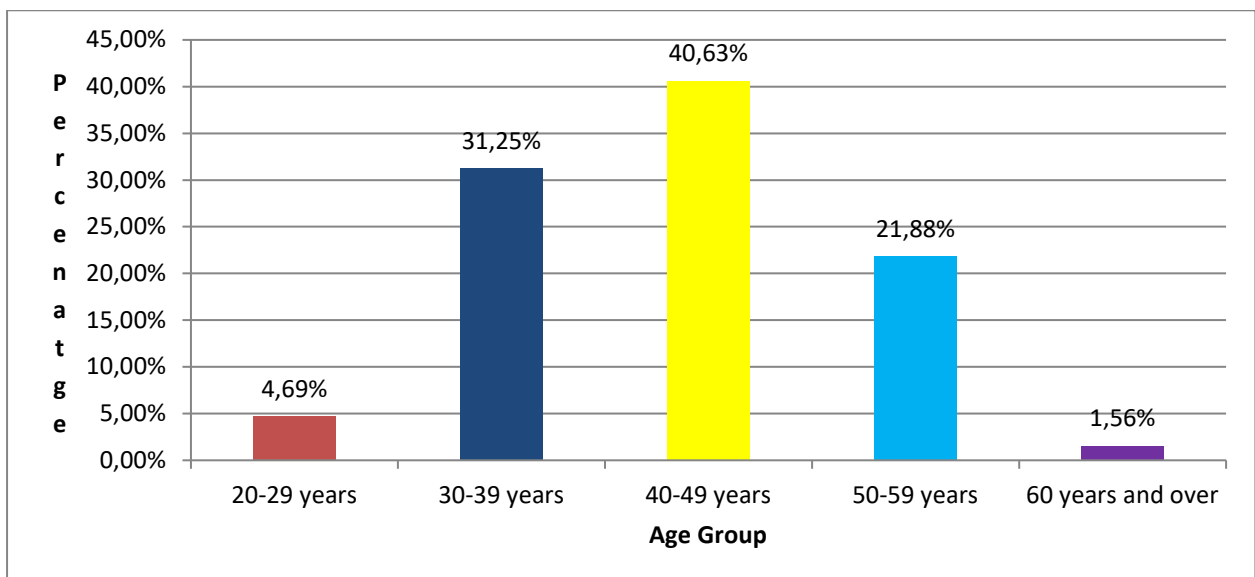


Figure 4.2 reveals that of the respondents the majority of the responses were from the age category 40-49, followed by 30-39 years and then by 50-59 years , 20-29 years and a few over the 60 year age group.

Figure 4.3: Marital status of the employee

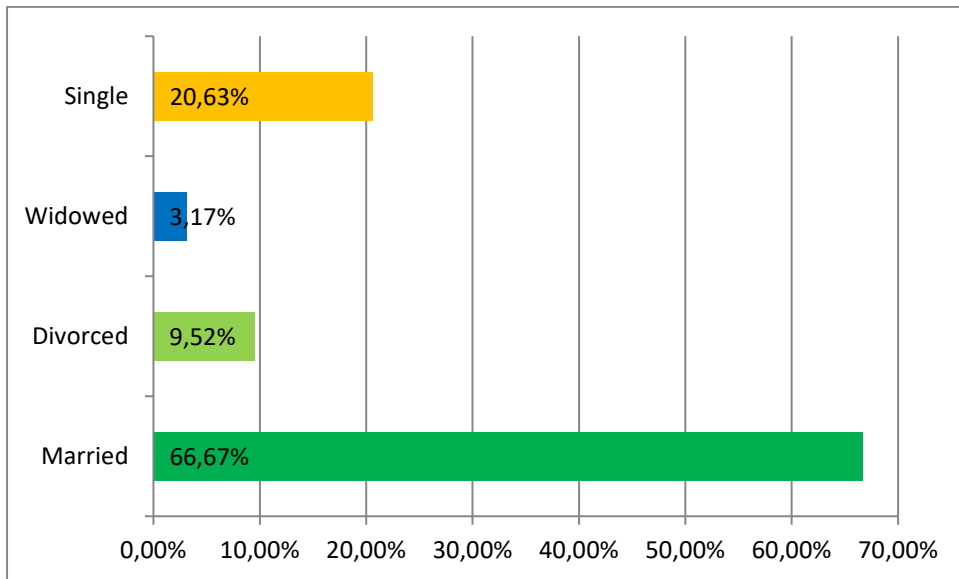


Figure 4.3 reveals that the majority of the responses were from married people, followed by 20.63% single and the 9.52% divorced, with a small percentage of 3.17% widow.

Figure 4.4: Educational qualification of the employee

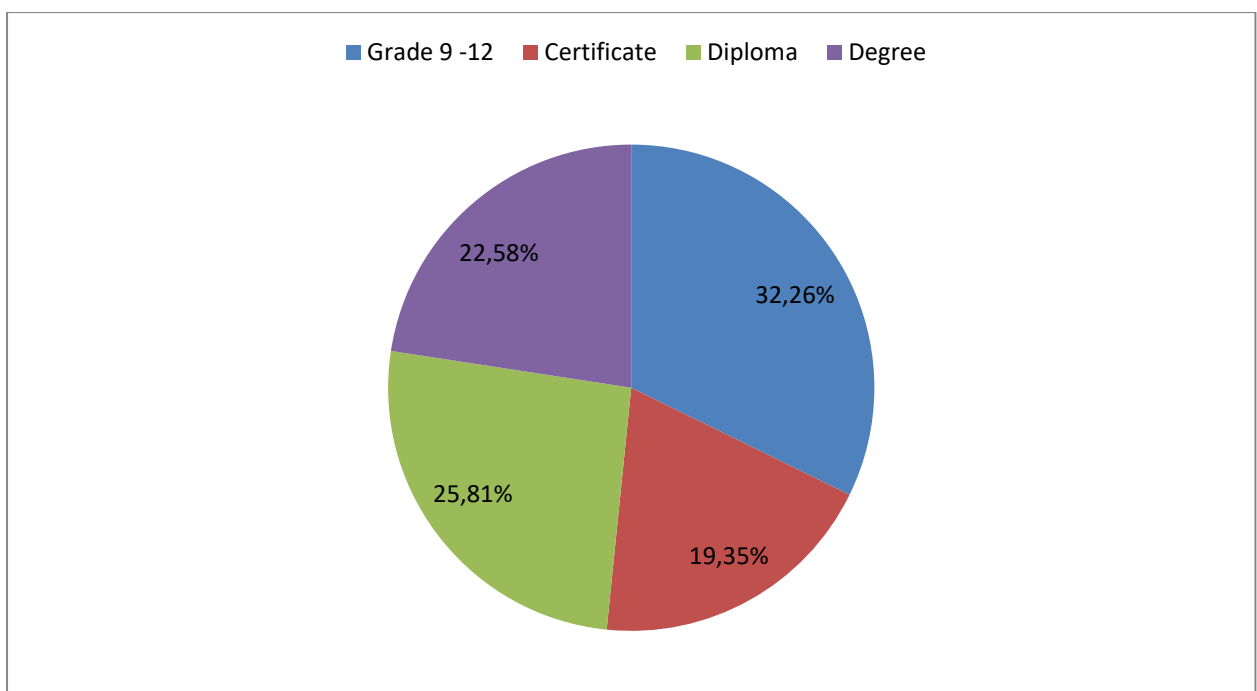


Figure 4.4 shows a very interesting scenario of that the majority of the responses are from people that have a grade 9-12 qualification, followed by people that have diploma then degree at 22.58%, then certificate qualification.

Figure 4.5: Job category of the employee

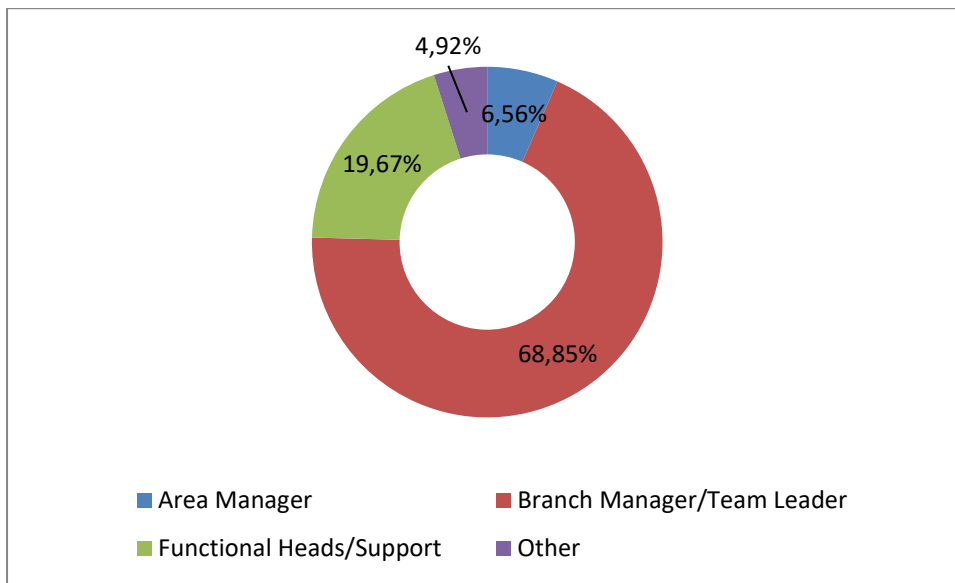


Figure 4.5 clearly shows that branch managers and team leaders made up 68.85% of the responses then functional heads at 19.67%, followed by area managers at 6.56% and the other key staff.

Figure 4.6: Years of experience of the employee

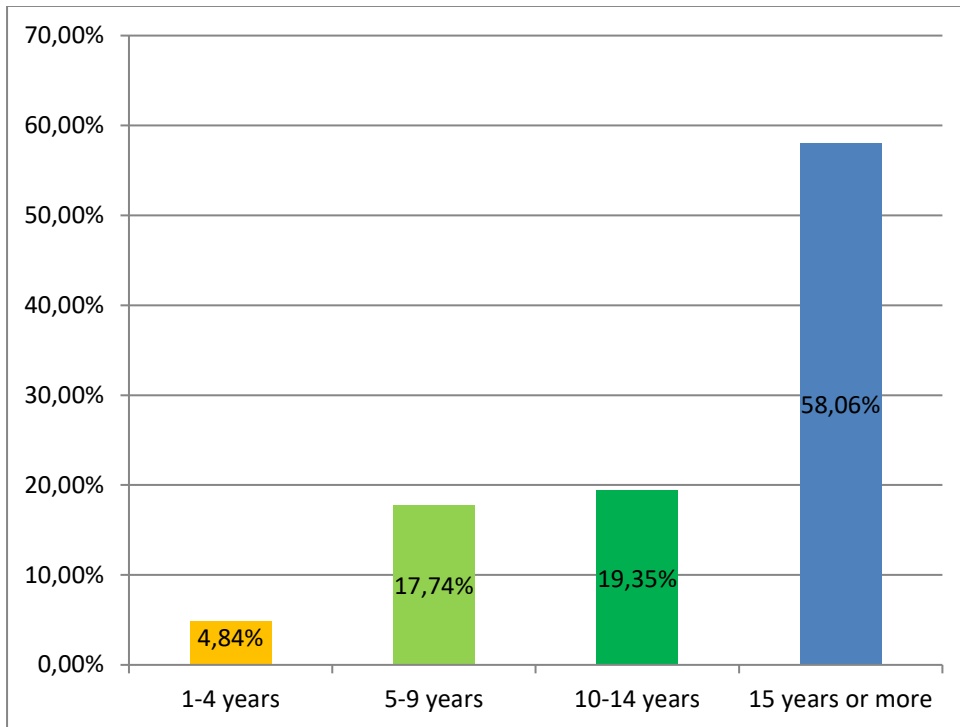


Figure 4.6 shows that the average years of experience of staff under review is 15 years or more which made up 58.06% followed by 10-14 years at 19.35% and the by 5-9 years and 1-4 years which are 17.74% and 4.84% respectively.

Figure 4.7: Number of department the employee's worked in the bank

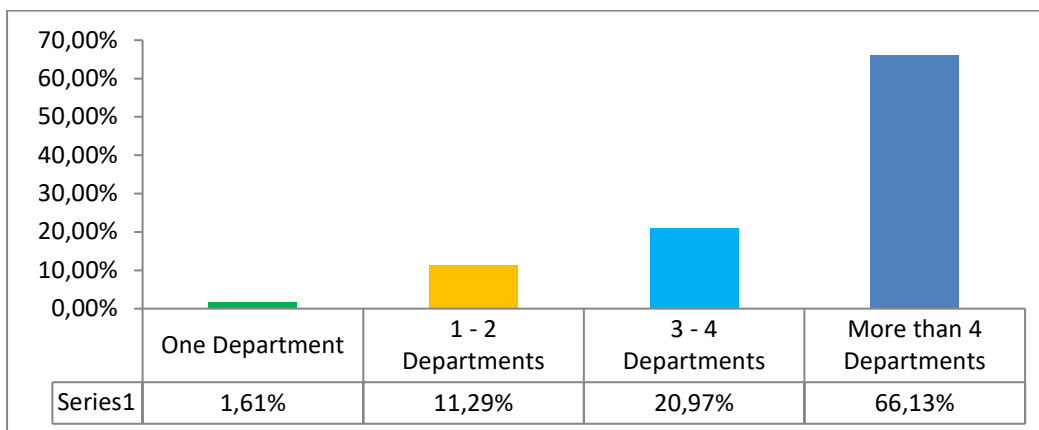


Figure 4.7 shows that 66.13% of the respondents worked in more than 4 departments followed by 20.97% in 3-4 departments, 11.29% in 1-2 departments and 1.61% in one department.

From the demographical data presented it is clearly evident that based on the finding of the results that this was a very stable environment , with highly experience staff that have been exposed to various departments . This lends itself to the notion that from a learning and development perspective , there will be no shortage of skill within the bank to take learning to the next generation of learners. The inhibiting factor in the results presented , is that based on the fact that a large number of staff come from the old school will there be appetite to look and learning and development from a fresh and new perspective to align learning and development to that of the business strategy.

Presentation and Analysis of Section B

In Section B, a five point likert-style rating scale was used to assess the extent to which the respondents agreed or disagreed with the items in the questionnaire. The scale is illustrated below:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

The analysis was done based on the objectives and the each question was analysed and interpreted according.

Analysis and interpretation: To determine the impact that learning and development will have in strategy implementation

There were six likert type scale statements were asked to the employees to determine the impact of learning and development will have in strategy implementation. According to the likert scale, one point was for strongly disagree and five points for strongly agree. Therefore, higher the score, the impact will be higher. Results had shown that for all the six statements, the minimum average score was 4.08 and the maximum average score was 4.32. These also indicated that almost all the employees (>88%) agreed or strongly agreed to all the statements. Thus, it could be concluded from the results that learning and development will have a very positive impact in strategy implementation and the implication for Nedbank will be that they will need to take this to another level.

Table 4.1: Summary of statements regarding the impact that learning and development will have in strategy implementation

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Your organizations top managers see training and development (T&D) as an important way of helping the organization to achieve its mission.	9.52%	0.00%	3.17%	42.86%	44.44%	4.13	1.16
Your organizations top managers show commitment to T&D by spending time promoting and delivering it.	4.76%	0.00%	4.76%	60.32%	30.16%	4.11	0.88
Managers strongly support the development of new skills and knowledge among all levels of employees.	3.23%	3.23%	4.84%	58.06%	30.65%	4.10	0.88
Even during budget cuts, your organisation top managers do all they can to preserve T&D opportunities for their employees.	3.17%	1.59%	7.94%	53.97%	33.33%	4.13	0.87
The kinds of T&D activities that are encouraged clearly relate to what top managers are trying to accomplish for your organisation.	3.17%	1.59%	3.17%	68.25%	23.81%	4.08	0.79
There are some T&D activities (e.g., diversity, ethics, or computer security training) that everyone in the organisation participates in, regardless of position	3.17%	1.59%	0.00%	50.79%	44.44%	4.32	0.84

Analysis and interpretation: To determine the impact the competence and skills required from the learning and development employees in strategy implementation

There were two likert type scale statements were posed to the employees to determine the impact the competence and skills required from the learning and development employees in strategy implementation. Results had shown that for the two the statements, the average scores were 4.13 and 4.11 respectively (table 4.2). These indicated that almost all the employees (>87%) agreed or strongly agreed to these statements. Therefore, it could be concluded from the results that the competence and skills required from the learning and development employees will have a very positive impact in strategy implementation and the requirement for Nedbank will be to enhance the skills that currently exists to ensure that the alignment to strategy is enhanced.

Table 4.2: Summary of statements regarding the impact the competence and skills required from the learning and development employees in strategy implementation

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Your organizations top managers see training and development (T&D) as an important way of helping the organization to achieve its mission.	9.52%	0.00%	3.17%	42.86%	44.44%	4.13	1.16
Your organizations top managers show commitment to T&D by spending time promoting and delivering it.	4.76%	0.00%	4.76%	60.32%	30.16%	4.11	0.88

Analysis and interpretation: To create a greater learning culture where staffs take responsibility for their own development

There were eight statements with regards to create a greater learning culture where staffs take responsibility for their own development. All the statements were five points likert type scale statements one point was for strongly disagree and five points for strongly agree. Results had

indicated that average scores for all the statements were 3.78 or higher. It could also be seen that more than 75% of the employees positively answered all the statements (table 4.3).

Thus, it could be concluded that Nedbank had greater learning culture for staffs taking responsibility for their own development and what can Nedbank do in order to ensure that the learning culture that currently exists , where staff can pro-actively be responsible for their own development.

Table 4.3: Summary of the statements towards creating a greater learning culture where staffs take responsibility for their own development

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Managers help their employees meet personal T&D goals and needs.	0.00%	6.35%	9.52%	68.25%	15.87%	3.94	0.72
Your organisation top managers are closely involved in determining the direction and goals for the organisation’s T&D activities.	3.28%	0.00%	13.11%	65.57%	18.03%	3.95	0.78
The orgainsation provides a program of T&D activities that meets the needs of employees.	0.00%	0.00%	16.95%	57.63%	25.42%	4.08	0.65
Structured learning activities are built into the job so that employees are constantly learning.	1.59%	1.59%	7.94%	65.08%	23.81%	4.08	0.73
Employees are held accountable for using what they’ve learned in their T&D activities.	1.59%	6.35%	9.52%	60.32%	22.22%	3.95	0.85
T&D activities provide learning that is practical for use on the job.	3.17%	1.59%	7.94%	63.49%	23.81%	4.03	0.82
T&D gives employees an opportunity to learn the skills and behaviors that will help them to get	5.08%	5.08%	11.86%	62.71%	15.25%	3.78	0.95

rewarded and promoted.							
In general, the organisation supports me in my efforts to continuously improve my knowledge and skills.	4.84%	4.84%	6.45%	53.23%	30.65%	4.00	1.01

Analysis and interpretation: To determine the impact of learning and development on Return on Investment (ROI) in Nedbank

With regards to return on investment for learning and development, there were eight statements were asked to the employees. All the statements were five points likert type scale where one point was allocated for strongly disagree and five points for strongly agree. Results had highlighted that majority of the statements had average score of 3.74 or above. For example, 70% employees positively indicated that Managers are held accountable for following up and encouraging their employees to apply what they’ve learned through their T&D activities and 84% said that the organization makes available a broad selection of courses and other T&D activities (Table 4.4). Contrary to the above, it was also found that less than half (45%) employees agreed that managers are asked to provide feedback on the effectiveness of the T&D received by their subordinates. The aggregate average score was 3.67 indicating there was overall positive impact of learning and development on ROI in Nedbank.

It is clearly evident from the results of the survey that almost 45% of the respondents agree to provide feedback on their subordinates, by implications this means that 55% dis-agree , which is a concern , if Nedbank need to realize the return on investment on the training provided , which is a key critical measure for the existence of learning and development.

Table 4.4: Summary of the statements to determine the impact of learning and development on Return on Investment (ROI) in Nedbank

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Managers are held accountable for following up and encouraging their employees to apply what they've learned through their T&D activities	1.56%	15.63%	12.50%	46.88%	23.44%	3.75	1.04
After employees receive T&D, they are asked to provide feedback on how much they learned.	6.45%	6.45%	14.52%	53.23%	19.35%	3.73	1.06
Subordinates are asked to provide feedback on the effectiveness of the T&D received by their managers.	3.23%	17.74%	20.97%	45.16%	12.90%	3.47	1.04
Managers are asked to provide feedback on the effectiveness of the T&D received by their subordinates	3.23%	22.58%	30.65%	37.10%	6.45%	3.21	0.98
The organisation continuously updates and improves its T&D programs.	3.17%	4.76%	9.52%	60.32%	22.22%	3.94	0.90
The organization makes available a broad selection of courses and other T&D activities.	3.23%	4.84%	8.06%	66.13%	17.74%	3.90	0.86
Aggregate average (SD)	3.67 (0.28)						

4.3 Conclusion

The statistical analysis shows that although Nedbank employees are competent and have access to most modes of technology, classroom interventions are still the most popular delivery method. Nedbank has a strong organisational culture, but there are a few areas that could be enhanced, for example return on investment and downtime recording and awareness and work reallocation for employees on training interventions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The concluding chapter presents the findings of the literature study and the primary study.

Conclusions are drawn by satisfying each research objective by using the primary study and supported by theoretical framework as stipulated in the Literature Review.

Based on the conclusions, opportunities are identified and recommendations made to assist other regions and retail banks with the effective implementation of strategy.

Study limitations and future research are outlined.

5.2 Findings of the literature study

The findings of the literature study are:

Training and development, has its strategic positioning and it directly contributes towards organizational business goals and objectives. Imparting training through use of new technologies and adapting to innovative training methods, like PI (programmed instructions), computer/simulated games, role playing and audio/visual tools are more effective and therefore same are being extensively used in current training curriculums.

5.3 Findings of the primary study

The findings of this study have implications for current and future L&D leaders and practitioners. The first implication is the opportunity for L&D leaders to learn performance improvement methods and techniques, and to use their knowledge to incorporate performance measurements and reporting methods into training initiatives. This knowledge would guarantee HR services contribute to the performance of the organization. A successful L&D initiative would require identifying target metrics (e.g., reduce operating costs, improve satisfaction) and a structured reporting and monitoring system to ensure that activities are making a measurable impact on a goal. Results should be measured not by activity (e.g., enrolments and satisfaction) but by correct movement of defined metrics.

5.4 Conclusions drawn

The conclusions drawn below are used to satisfy each research objective.

5.4.1 Objective One: • To determine the impact that learning and development will have in strategy implementation

5.4.2 Objective Two: To determine the impact the competence and skills required from the Learning and Development employees in strategy implementation

5.4.3 Objective Three: Creating a greater learning culture where staff take responsibility for their own development

5.4.4 Objective Four: To determine the impact of learning and development on Return on Investment (ROI) in Nedbank.

5.5 Recommendations

Based on the literature review and findings of the study, the following recommendations can be made to Nedbank in order to enhance their effective implementation of learning and development strategy.

5.5.1 Recommendation one

As part of the process of aligning the L&D Strategy, to that of the business strategy the business needs to critically look at the current L&D policies and practices that are in place across all business units.

L&D activities should be traced to some specific aspect of the overall corporate strategy. To be effective, the L&D Strategy should be internally consistent and be mutually reinforcing with other strategies across the Department. It should be vertically and horizontally integrated.

Vertical integration means integrating the L&D Strategy with the overarching HR Strategy and with business strategy at corporate and business unit levels.

Horizontal integration means integrating L&D activity with other HR practices so that there is consistency across the whole HR area with all its activity supporting Departmental goals. The L&D Strategy should also be aligned with the L&D Framework. This is supported by Grobler 2006 wherein they state that the Interventions are linked to the organisation's objectives, goals and business strategies.

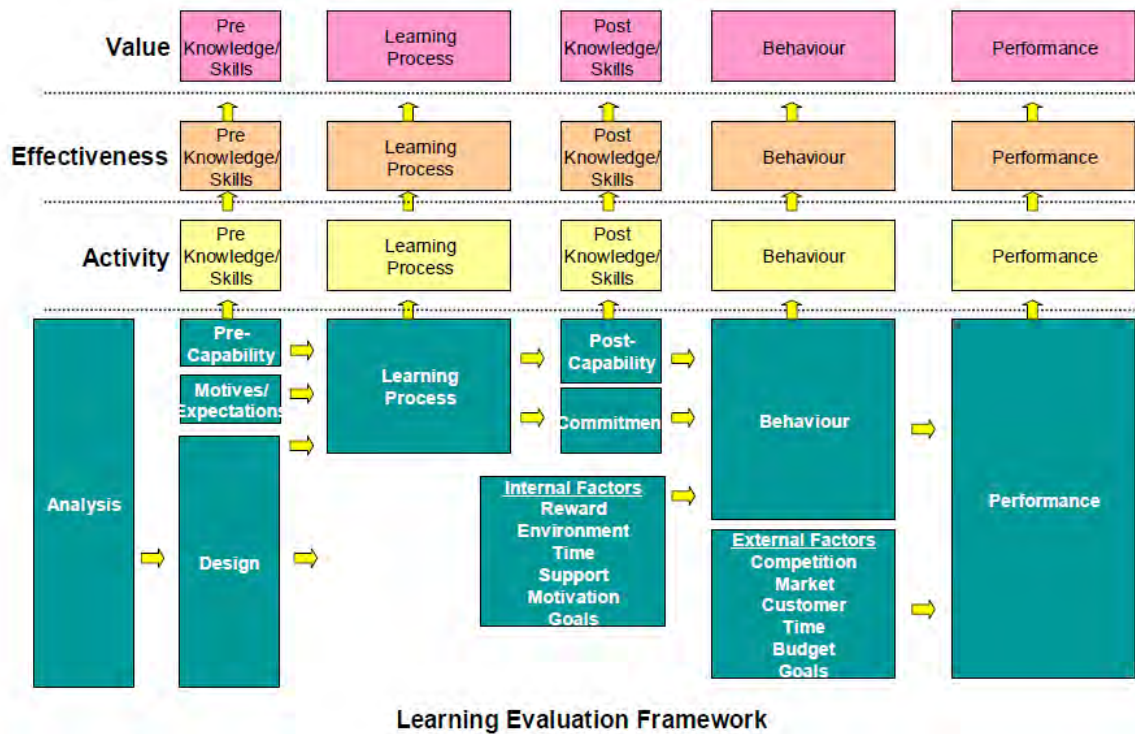
5.5.2 Recommendation two

From the research conducted, it seems evident that one of the principle weaknesses of the current models is the confusion between what we are measuring and when we are measuring. The assumption of simple linear causal relationships between feedback on the learning process, what is learnt, and what is applied. There are many factors, other than learning, impacting behaviour, and many factors, other than behaviour, impacting performance. This is what creates the problem of attribution of benefit between performance and learning and the competence required.

In order to develop competencies and measure these effectively to that of strategy Nedbank needs to manage and measure these according.

The following model is recommended to Nedbank that captures this thinking; this is the Learning Evaluation Framework. The framework more explicitly allows for measurement of activity and value across the steps in the learning performance cycle.


Figure 5.1 Learning Evaluation Framework



Learning projects and core competency development can be described at a specific level based on appropriate benefit factors and issue units.

In order to measure this output from Learning and development employees it is recommended that Nedbank measure this appropriately by implementing the following Learning scorecard as a basis of the evaluation of competencies.

Figure 5.2 Learning Scorecard

Learning Scorecard	Core Competencies	On Demand Learning	Project-Driven Learning
Value			
Effectiveness			
Activity			

The above scorecard will measure the competencies of learning and development staff, which then will play a greater role in the overall contribution of the strategic outcomes of the business that learning and development are supporting.

5.5.3 Recommendation three

Nedbank should recognise that staff has different ambitions and motivations for coming to work. Therefore, career development will look and feel very different for everyone. Because it's all about you and your future, the actions need to be tailored to fit your individual needs and aspirations

It is recommended that Nedbank should encourage staff to manage their own development based on the findings from this research and implement the following four step process.

Step One

Where are you now and what are your aspirations?

Step 2

What's the reality?

Identify the gaps through feedback at your GPP review

Step 3

How will you get there?

- Create your career development plan using the 70/20/10 rule.
- Identify resources

Step 4

Make it happen!

70:20:10 model for development

The 70:20:10 model for development should offer a range of learning activities, which are split between on-the-job activities and assignments, near the job activities such as learning through and with others, and off the job activities such as formal learning. The discussion below highlights some activities that Nedbank can use to strengthen staff skills and networks in support of your end goal.

On the job learning (70)

1. Challenging job assignment
2. Developmental tasks in the current job

Challenging job assignments

Job rotation - functional (all assignments are within one unit, e.g. finance) or cross-functional (assignments span various functional units, e.g. Finance, HR, and Marketing)

Stretch assignments - not typically associated with your current role e.g. - Develop a new product or customer segment Overseas job assignment - one to three year international assignment designed to develop cultural sensitivity and flexibility Job swap - one to three year rotation; two or more employees exchange job roles and responsibilities.

Near the job – learning through and with others (20)

3. Coaching and mentoring

4. Feedback

Nedbank should implement and understand that 20% of your development will typically occur through others. Coaching, mentoring, networking and feedback all play a pivotal role in your development:

Mentoring

Mentoring is often described as a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of another employee. Mentors are typically more senior in their role, which enables them to provide experiential learning to the mentee.

Coaching

Coaching is a very flexible, highly effective way to learn and develop. The focus is on developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives.

Feedback

Giving and receiving feedback is a great way to develop. It can stretch your perceptions of how you view yourself and offer a breadth of learning along the way. Feedback can be obtained formally through the use of 360-degree feedback tools, during performance reviews and from client surveys. Receiving instant, constructive feedback from your line manager, team members and peers can also be a great way of driving your development.

Networking

Networking is an essential skill to learn and develop. It can help build up your knowledge of different careers and even find you a new role in the organisation. Beyond this it is an important skill that will help you manage your career in the future.

Off the job – formal training (10)

5. Training courses and reading

6. Personal learning and reflection

The remaining 10% of your learning may come from formal training courses, online learning resources and books. Classroom and online training courses are normally targeted towards specific skill development areas or particular employee groups.

5.5.4 Recommendation four

The issue of measuring the return on investment (ROI) in, training and development, within Nedbank is crucial which was highlighted in the analysis. ROI is characterized as flawed and inappropriate by some, while others describe it as the only answer to their accountability concerns as mentioned by Phillips 2010. Understanding the drivers for the ROI process and the inherent weaknesses and advantages of ROI will make it possible to take a rational approach to the issue and implement an appropriate mix of evaluation strategies including ROI.

From the research conducted it is evident that calculating ROI is not very simple, if we go with the arguments by Kirkpatrick 2004, and Phillips 2010 thinking we would do this by measuring the business performance and trying to identify what part of the change resulted from the training.

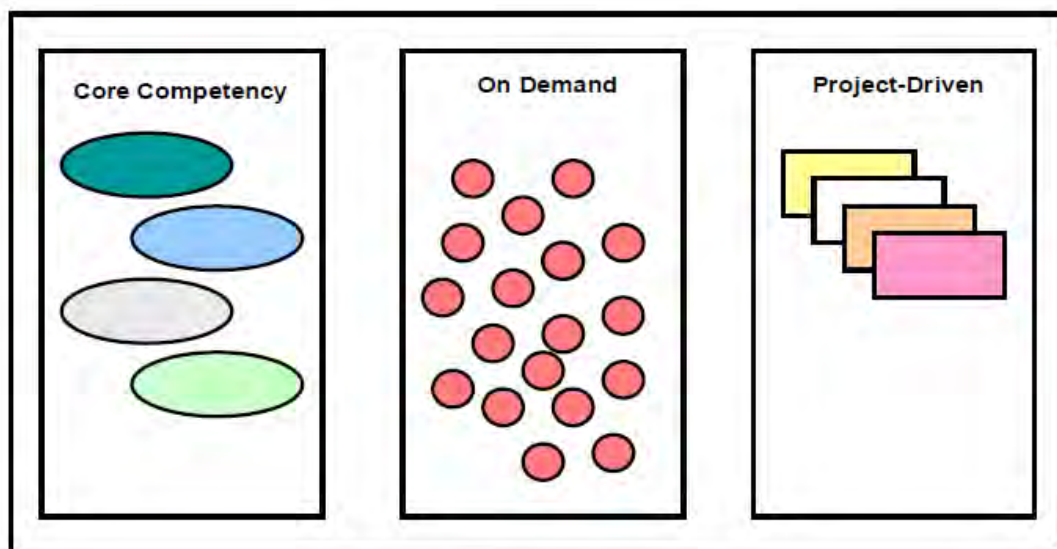
Whereas Dr. Wang argues this should be done by real metrics, the Phillips methodology estimates it by asking learners and their managers to estimate the impact of the learning and then adjusting the estimates to be “realistic”.

The best way of measuring the value of learning is to increase the value learning adds to the business, to increase the effectiveness of learning and its efficiency. In short, measuring value is fundamental to running L&D as a professional business function. It is not to justify what L&D has done historically, although that would be a by-product. It is about shaping and magnifying the value L&D adds in the future.

In order to achieve this objective, L&D needs a coherent framework for evaluating the outcomes from its activities; we should call this the Learning Evaluation Framework. The framework needs to be generally applicable across all the principle areas of training and learning activity, and needs to provide meaningful, credible business metrics to report to senior management at an aggregate level and to business sponsors at a specific level.

Value from learning outcomes is owned and defined by the business, not by L&D. The driver of value as well as the owner of the value equation depends on the type of learning, structured by what we call the Learning Portfolio model. The Learning Portfolio structures learning three core segments: Core Competency Development, On-Demand Learning and Project-driven Learning.

Figure 5.3 The learning portfolio



The Learning Portfolio

By segmenting learning using the Learning Portfolio model, we are able to develop more explicit strategies for measuring value, and align them to the portfolio segments.

5.6 Study Limitations

The following limitation could possibly have influenced the findings of the study. The sample population was limited to management roles within the KwaZulu natal region. This is due to the fact that these groups are the implementers of the designed strategy. Respondents completed the survey within a seven day period.

5.7 Recommendations for future research

The study focused mainly on management roles within the KwaZulu Natal region. A recommendation is for future studies to increase the sample size of the staff completing the survey and to increase the number of roles questioned.

It would also be interesting to survey the impression of KwaZulu Natal's implementation of the said strategy by other regions and head office staff.

5.8 Conclusion

The mere fact that a business may have a strategy is no guarantee of success. Further to this the fact that the strategy encompasses all aspects of the business and aligns all the key elements is again no guarantee of success. The creation and formulation of the strategy are merely the first step in a journey to realize the desired state.

The alignment of all factors of production are critical with the secret lying in management's ability to align the head, the hands and the hearts of their teams so as to willingly and passionately execute the goal.

It is only through the effective implementation of the said strategy that business will be able to see the desired returns both internally and externally.

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