UNIVERSITY OF KWAZULU-NATAL

Employee Perception of Staff Training and Development offered by Royal Haskoning DHV (KZN Region)

By

Siyabonga Prosperity Mbili

208530391

A dissertation submitted in partial fulfilment of the requirements for the degree of

Master of Business Administration

Graduate School of Business & Leadership

College of Law and Management Studies

Supervisor: Mahummad Hoque

Month and Year of Submission

November 2013

Declaration

I hereby confirm that this document is my own, original work. It is the result of a combination of various sources ranging from observations, books, journals, and Internet sources, which all have been acknowledged, along with the data acquired from the questionnaires.

I also confirm that this document has not been previously submitted by anyone for any degree.

Student Name: **Siyabonga Prosperity Mbili**

Student Number: **208530391**

Signature..

Date..

Acknowledgements

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance this study would not have been possible:

- My father and mother, Jackson and Jabu Mbili, for their continuous support during my studies
- To my siblings Nonhlanhla, Thembalakhe, and Nozi, for their support throughout my studies
- To Thuthukile Nomzamo, for her support and words of encouragement during study periods

- To my two daughters, Luthando and Okuhle

- To Ken Brauteseth, for his Academic support

- To Dr. Thulani Bhengu and Mr Richard Cele, for academic inspiration

Abstract

It is increasingly becoming more vital for organizations seeking to be effective within their business spectrum to understand the role that can be played by training and development within their organizations. It is critical to note that, for training and development to be effective, there must be an integrative approach that will involve employees, the training and development department, and the employer. The aim of the study is to understand employee's perceptions of training and development provided to them.

This was a cross-sectional quantitative study conducted among 148 employees of Royal Haskoning, Dwars, Heederik, Verhey (DHV), in KwaZulu-Natal (KZN) Region. This study used self-administered questionnaire to collect the data.

The findings of this study have revealed that about a quarter of the respondents had not attended training (26.4%) under the current employer. However, almost three-quarters (72%) perceived that the employer values T&D. The study had shown that there is some relationship between daily tasks and increase in work performance. It was also proven that the employees' perceptions (on the value placed by the organization on T&D) were not influenced by the amount of training received. However, in assessing the employers' perceptions on whether T&D is a priority, there was some significant relationship when comparing the level of education and the amount of training received.

The responses on whether T&D does lead to job satisfaction have shown that there is no significant relationship between amount of training received and job satisfaction.
results should be presented in past tense.

The results led to the conclusion that the employer values training and development. More attention must be given to employees who have not attended training since they joined the employer. Employers must take into consideration the possibility that employees leave the organization through lack of training.

Table of Contents

Description   **Page**

Chapter One - Introduction

Chapter Two - Literature Review

Chapter Three - Research Methodology

Chapter Four - Presentation of Data and Discussion

Chapter Five - Recommendations and Conclusion

List of Tables

List of Figures

Description   Page

CHAPTER ONE

Introduction

1.1   Introduction

Organizations' attitude towards training is focused mainly on outcomes (financial gains), rather than on training and developing (Hunter, 2009). This means that many organizations train employees for outcome-based and compliance reasons; this does not equip the workforce with specific skills necessary to grow and be able to make informed choices about their careers. Employees at Royal Haskoning hold diverse views on the way in which Training and Development is offered by the organization. Some do comprehend the benefits, and others see it as waste of money and time, because what they have learned is not of use immediately after the training has been completed. In today's dynamic business world, so as to remain competitive, companies must retain the most competent human talent. It should be borne in mind that training and developing people has both financial and time implications. Employees need therefore to understand the benefits of training, this activity being aimed at motivating them. In order to learn more effectively, managers should become involved in training and be the leading ambassadors - this is according to (Hunter, 2009).

For Royal Haskoning to gain a competitive edge, it must enhance its Key Successful Factors (KSF), namely, Skills, Knowledge, Attitudes (SKA), and values.

It is important to understand the overall objective of training and development of employees. In order to learn effectively, employees must be motivated, playing a cooperative role in the planning of such programmes. Below are the aims of Training and Development at Royal Haskoning:

- **Improved performance:** Training is used to fill in the skills gap in those employees who display deficiencies.
- **Update employees' skills:** The industry is bombarded with ideas on the way in which work must be done. The training provides employees with advanced methods and skills of executing tasks more effectively.

1

- **Solve organizational problems:** Employees must first understand the goals and objectives of the organization in relation to jobs which they undertake. Conflict between employees and management is natural; in executing their jobs they must rise above these problems and look at the bigger picture, which is that of achieving the goal. Organizational problems emanate from ambiguous policies and procedures. Training and development therefore addresses all challenges of that nature, in ensuring that employees have the same mind as the organization.

- **Succession planning:** The organization has to use training and development as a tool for gearing employees for potential promotions. The organization perceives this as a smooth transition to the new job and position as opposed to introducing external candidates for a position for which internal employees could have been trained.

1.2   Problem Statement

Royal Haskoning DHV was previously known as Stewart Scott International (SSI). The company has been in existence for the past 91years, which indicates that the business has survived the test of time, still operating well. Over the past 91 years, the business has made significant contributions to both the employees and the society it serves.

The core of the business is engineering-related work, including the design of roads, water infrastructure, buildings/structures, and other developmental-related undertakings. The business is one of the leaders in South Africa. It has built up a remarkable reputation over the past. The business has been at the forefront of the new technology and modern methods of providing world-class service to its clients. The organization has even extended its services to the international community, where they not only operate in SA, but in other countries, including Holland and other European countries. It is without a doubt that such achievement requires a high level of competency and innovation.

The Organization has seen a significant number of new competitors over the years entering the industry; this has therefore amplified competition amongst competitors. Retention of competitive employees has been vital to the survival of the firm. Intellectual capital is the key function in the survival of many companies, according to (Planting, 2000).

The researcher's endeavour was to comprehend the underlying cause of employees' holding different perspectives on training and development, this activity being mostly beneficial to them; and categorizing Human Resources best practices that may be adapted in formulating the Human Resources Development strategy. Training and Development is regarded as one of the important strategies each company must implement, it being a strategy that can ensure competitive edge.

The major challenge the organization has been experiencing in the recent past, is the continuing perceptions on the level of training provided to employees, who have been discussing the differing views on training and development received. It remained a concern that employees may have mixed feelings about training-related problems. Challenges outlined above require the organization to carefully consider changing these perceptions, ensuring that employees are trained and able to compete internationally with both confidence and required skills. In changing perceptions the employer will provide greater confidence to employees, resulting in increased productivity and job satisfaction. This will be the benefit the employer will receive after changing or addressing perceptions.

1.3   Aim of the study

The study will mainly attempt to solve problems existing within Royal Haskoning DHV (KZN Region). Employees are perceived to have dissimilar views on the way in which training and development is undertaken within the organization.

The study therefore, seeks to research more about employees' perceptions which have developed; analysing such perceptions of employees within the confined organizational environment.

The findings of the study will assist the organization on the way in which they should undertake training and development; findings will also assist in structuring the training and development to suit organizational (inclusive of employee's goals) goals.

1.4   Research Questions

The research questions were designed to address the study and provide the solution for the organization to be able to deal with such issues. Below are questions aimed at solving training-related challenges within the organization:-

- To what extent is the relationship between education and age influenced by training and development?

- To what extent do daily tasks and performance relate to training provided?

- To what extent does the employer value training and development?

- To what extent do age, gender, and education relate to training and development?

- To what extent can training and development be used as a retention strategy?

- Can training and development result in effectiveness?

- Can training and development result in job satisfaction?

- On which scale do employees rate the overall training provided?

1.5   Research Objectives

- To establish whether employees' education and age influence their perception on the training provided
- To assess the extent to which training provided has a relationship with daily tasks and performance
- To ascertain the extent to which the employer prioritizes training and development
- To evaluate the relationship between age, gender, and education in relation to frequency of training and development provided
- To develop an understanding of whether training and development may be used as retention strategies

4

- To establish whether employees are able to be more effective after training and development
- To ascertain whether training and development results in job satisfaction
- To assess the extent to which employees rate the overall training and development provided.

1.6   Focus of the Study

The study focuses mainly on assessing employees' perceptions of training and development, and in which way such can be changed for the better. This is critical for the company in ensuring trust and confidence in its employees.

Other areas of focus include mechanisms that the organization can use in creating new perceptions to employees. This may be associated with strategic involvement of employees in their training; allowing employees to discover value of the training they receive.

This study will not focus on the other elements which include well-being of employees, and tools provided to employees for carrying over what has been learnt from training to the actual workplace.

1.7   Value of the Research

The significance of conducting the study on Royal Haskoning DVH is discovering the causes that lead to employees having divergent views. Royal Haskoning DVH will benefit through deriving a model by which to determine the training needs and design; or in supplying training manuals in line with the requirements. The study will benefit in the following way:

- The firm will be able to have training programmes that are relevant and lead to improved return on investment;
- It will allow for more budget allocation into T&D;
- Productivity will be improved; and

- Customer satisfaction will be enhanced through employees who are customer-oriented.

1.8   Summary

The aim of the study has been outlined; the organizational business problem has been identified - employees have differing perceptions of training and development. The focus of the study was clearly outlined; and the objectives and research question were touched on. Results were fully presented in Chapter 4

In the following chapter (Literature Review), more information is given on training and development, which will provide more findings from the literature and how other sources have discussed information that related to training and development.

CHAPTER TWO

Literature Review

2.1   Introduction

Training and Development of employees cannot be overlooked since it assists organizations in innovations, efficiency, and importantly, fundamental understanding of the way in which work may be better undertaken (Swaminathan and Shankar, 2011). To further understand the role which has to be played by Royal Haskoning DHV, it is vital to ensure that it has a strategic training and development plan for the employees, in ensuring that the current and future plans of the organization will be conducted to the required and acceptable standard. The literature review will expand on relevant topics viewing Training and Development in general. Applicable approaches will be looked at in the organization; the effect on both employees and on the organization, and the existing relationship between training and development and job satisfaction and motivation.

2.2   What is Training and Development

Training and Development (T&D) is the tool required for employees to be able to undertake tasks and be developed in their respective jobs. It is the combination of knowledge, skills and attitude (Olaniyan and Ojo, 2008). Khan, Khan and Khan (2011) were of the view that T&D is one of mechanisms providing employees with a platform on which to perform their jobs with the required expertise and increased performance. Garavan (1997) was of the view that training and development of employees is a planned strategy for modifying and developing their skills and knowledge in achieving the maximum performance in their given tasks. According to Swaminathan and Shankar (2011), training and development is not about employees only, it is also about the organization aiming to achieve the set goals which will better the performance of both employees and the organization, using the T&D concept. They were also of the view that every organization needs the skills and services of trained personnel in enabling them to undertake tasks in a more systematic and structured approach. The major driver for such trained personnel is the changing environment driven by operating in a globalized community.

7

According to McDowall and Saunders (2010), the use of Training and Development as one concept is not appropriate; they regarded training and development as two concepts which should be treated separately. They were also of the view that training consists of development, however, it is more aligned with improving specific skills for undertaking a job. They considered training as a specific tool having a direct relationship with job effectiveness, hence the pillar of development. They also regarded development as a long-term strategy seeking to address progressions, promotions, and planning so as to reconstruct the organizational culture. Garavan (1997) agreed that training is narrow, focusing on a specific task, while development is about future growth and progressions; he was also of the view that, for an employee to be well developed there should be a balanced combination of training (current-job focused), development (growth), education (academic) and learning (experience). Agarwal, Nayak and Kumar (2008) warned that training and development should not be used as a competing weapon for positions within the organization, in which it is used to develop certain employees rather than others for future prospects in their careers; they were of the view that T&D should be used to develop the business against competitors and to strive for excellence.

2.3   Purpose of Training and Development

Training and development in an organization is categorized in various ways aimed at developing both the organization and its employees. According to Grobler, Wärnich, Carrell, Elbert and Hatfield (2006), major purposes applicable to training and development are as follows:

2.3.1   Improve performance

According to Grobler *et al.* (2006), training and development in the organization cannot solve all problems, however, employees who seem to be unsatisfied in their work situation, and are producing poor results can benefit from training and development. This is also applicable in the situation of new employees, or employees who are promoted, to be equipped with necessary skills needed to perform in their respective fields.

2.3.2   Organizational Problems

Grobler et al. (2006) stated that managers and business leaders are faced with major administrative problems; this includes standards, labour, absenteeism, and staff turnover.

Organizations therefore rely heavily on training and development of staff in ensuring that challenges listed above are eliminated, and ensuring that the business strives for success.

2.3.3   Orienting of new employees

Employees who have recently joined the organization require training and development so as to ensure that work undertaken is of acceptable quality and standard. Grobler et al. (2006) also stated that new employees may have misunderstandings about the proper direction and vision of the organization. This may lead to employees being either happy or unhappy with working conditions. They therefore stated that the purpose of training and development during inception stages remains critical.

2.3.4   Succession Planning

Grobler et al. (2006) stated that one way of attracting, retaining, and motivating employees is through strategic training and development. This allows the business to train employees who then attain skills needed for advancement; and also for becoming suitable and be eligible for promotions and other career development in their respective organizations, through training and development.

2.3.5   Adapting to changes avoiding managerial obsolescence

Organizations are facing ever-changing times thanks to technological changes, legal changes, political instability, and environmental changes. This, therefore, creates a demand for the organizations to pay more attention to staff training and development so that they may be able to deal with changes of the global village (Grobler et al., 2006).

2.4   Impact of T&D on organizational performance

According to Elliott, Dawson and Edwards (2009), there are visible results of training and development to the organization thanks to organizations and employees relying on T&D to provide solutions to their current challenges. Latif (2012) suggests that one of the effects the concept of T&D has, is the increasing motivation and behaviour of employees relating to how they undertake their tasks. He also believes that satisfaction could be one possible result of training and development. According to Khan *et al.* (2011), training and development increases the performance of the organization. It is a prerequisite for organizations to develop their employees in order to stay ahead of with competitors; they

were of the opinion that performance is the result of the integration of critical elements assisting an organization to perform outstandingly. For organizations to receive positive results on their performance, it is necessary that the organization designs the training in such a manner that meets the needs of the employee so that there may be positive results (Khan *et al.*, 2011). Figure 2.1 below states that, for the organization to achieve positive performance, certain elements must be considered.
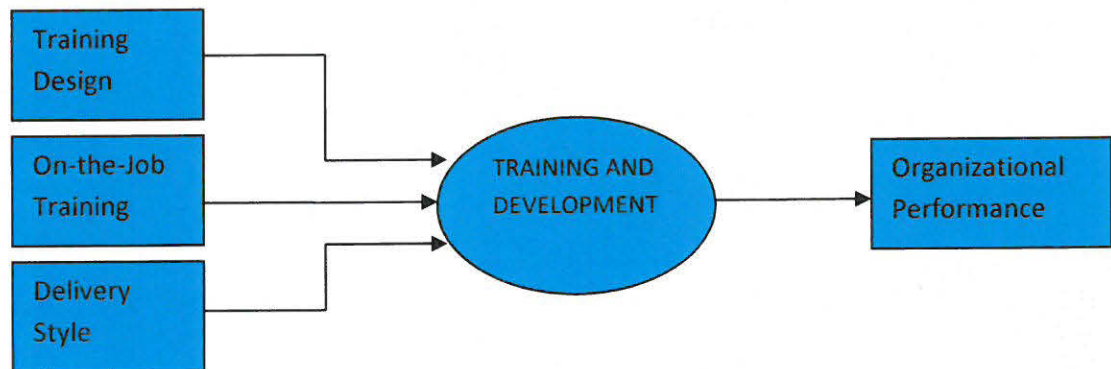
Figure 2.1 Theoretical Framework of Organizational Performance

Adapted from Khan, R., Khan, F. and Khan, M. (2011), "Impact of Training and Development on Organizational Performance", Global Journal of Management and Business Research, Vol. 11 Iss: 7.

Figure 2.1 above signifies that organizational performance is the result of the combination of multiple elements which ensure that there is a proper use of training and development resources. Khan et *al.* (2011) stated that it is critical for the businesses seeking organizational performance to align both the needs of the organization and for its employees; stimulating interest and a positive attitude towards tasks, which can lead to augmented organizational performance. They further suggested that there should be a clear design of the programme communicated, in ensuring that the organization achieves set objectives. Olaniyan and Ojo (2008) agree that organizational performance had a direct relationship with on-the-job training relevant to organizational effectiveness.

Figure 2.2 below outlines the training model which should result in augmented performance of the organization.
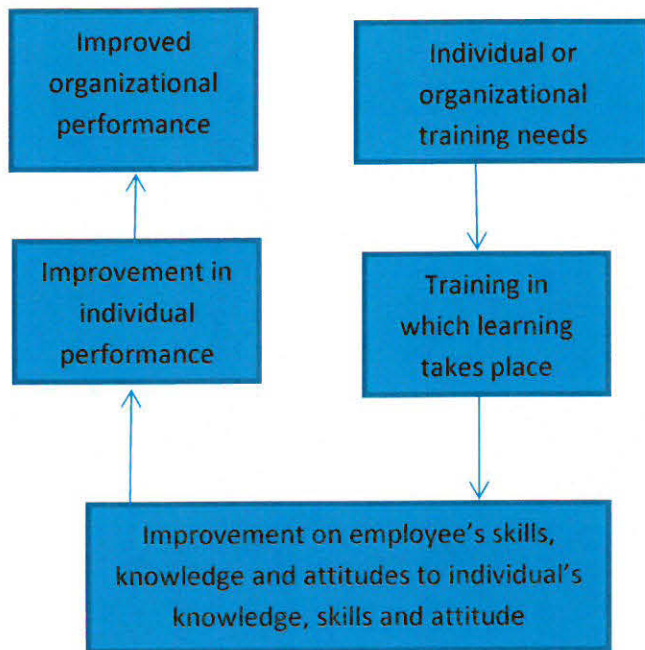
Figure 2.2 Bramley's individual Model of Training

Adapted from Alexandros G. Sahinidis, John Bouris, (2008),"Employee' perceived training effectiveness relationship to employee attitudes", Journal of European Industrial Training, Vol. 32 Iss: 1 pp. 63 – 76.

According to Sahinidis and Bouris (2008), the above model stated that employee knowledge, skill and attitude will be highly influenced by the provision and adoption of training programmes. Employees who believe that there had been a significant improvement in their knowledge and skills assume that this is the result of training which improved their competencies and allowed them to execute their tasks with confidence and increased performance to the organization. Sahinidis and Bouris (2008) stated that if employee's confidence is elevated, and a positive attitude is created, the result will be an increase in organizational performance.

Sahinidis and Bouris (2008) also stated that it should be noted that individual job performance and a positive attitude towards the job is highly influenced by the organizational culture, management style, job design, and other related aspects.

2.5   Training and Development as a Competitive Advantage

One of the common findings on failing of organizations today is the lack of training and development. It is critical therefore that, when businesses provide training, they do this properly; reducing cost of operations so as to enhance both growth and productivity (Motwani, Frahm and Katwala, 1994). According to Longenecker and Ariss (2002), management are the first people on the list of those who must be developed and trained before the actual implementation of training and development. This approach allows managers to accept the role that they should play in bringing about competitive advantage. (Motwani, Frahm, and Katwala, 1994) believed that training and development had been a critical element in organizations seeking to achieve competitive advantage. It had become vital for organizations seeking competitive advantage to supply training and development as a tool with which to achieve business goals.

Mayfield (2011) stated that organizations needed a skilled workforce for maximum productivity and performance. She stated that such a skilled work-force may be utilized within the organization as a result of training and development, thereby meeting the needs of the market with greater efficiency. Efficiency is the measure of the way in which training and development had been conducted; the researcher argues that training employees assures a quick response and the ability to stay ahead of competitors. Mayfield (2011) was of the view that, for the training and development to be effective, thereby achieving competitive advantage, a proper framework/model must be structured and formulated during inception stages. Figure 2.3 below shows the stages that must be undertaken for the programme to be effective, and for competitive advantage to be achieved.
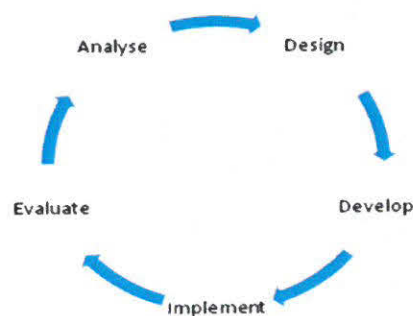
Figure 2.3 A Graphical Representation of the ADDIE Process

Adapted from Milton Mayfield, (2011),"Creating training and development programs: using the ADDIE method", Development and Learning in Organizations, Vol. 25 Iss: 3 pp. 19 – 22.

According to Mayfield (2011), the above process allows the organization to structure the training programme accordingly; the use of this process facilitates joint development within training and development. Leaders of the training cycle should have a broader understanding of training and development steps; and they should communicate the strategy and principle in a more open way. The structure also allows the organization to recommend leaders of each element of the cycle, in ensuring that there is proper usage of skills within the organization; also in allowing for the buy-in (Mayfield, 2011).

2.6 Benefits and Associated with Training and Development

According to Elliott, Dawson and Edwards (2009), there are benefits offered by the effective use of Training and Development; these include the time it would take the organization to complete the tasks at hand using skills, motivation and knowledge. They further state that there is a direct relationship between the reduction of costs and reduced errors occurring when employees are developed; they concluded that T&D can in the long run demonstrate a return on investment.

Sudhakar, Rao and Naik (2011) scheduled a number of benefits resulting from training and development. They were of the view that, when the concept of T&D is well implemented in the organization, benefits, including that employees are enabled to develop solutions; also, increased motivation can be witnessed. Olaniyan and Ojo (2008) agree with Sudhakar, Rao and Naik (2011) that there are benefits to be reaped in the proper implementation of the programme; this includes quality of work for competitive advantage and continuous succession planning and development. They also believed that benefits include the reduction of waste, and a decrease in staff turnover.

According to Olaniyan and Ojo (2008), one of the problems associated with training and development is the level of expectation raised by employers regarding the adjustments,

13

either financial or in their positions. According to Sudhakar, Rao and Naik (2011), budget restraint is a major problem resulting in the poor implementation of the overall training programme. The researchers also believe that training and development that is not aligned with employees' needs necessary for conducting their tasks. This may result in the irrelevance of the programme.

According to Swaminathan and Shankar (2011), improved performance is one the benefits realized by organizations that conduct training and development; they added that less supervision is required. They also found in their studies that increasing staff morale results from T&D. According to Swaminathan and Shankar (2011), studies showed that increase in staff morale can add great value to the organization.

According to Khan et al (2011), training and development increases the performance of the business. They stated that, as much as it is more costly to train and develop, more rewards may be anticipated in the long term. Sudhakar, Rao and Naik (2011) argued with Khan et al. (2011) and Swaminathan and Shankar (2011) on the point that it is not easy to measure or quantify work that was achieved as a result of training and development or to establish the benefits. They argued that the results are intangible, however, they could have positive effects on the business. Table 2.1 categorizes benefits in both the short and long term.

Table 2.1 Benefits of Training and Development to both Employees and Organization

Short/Long Term	Organizational	Individual/ Personal
Short Term	- Greater productivity - Employee performance - Client satisfaction - Less absenteeism	- Performing tasks well - Acquiring knowledge - Increased motivation - Promotions
Long Term	Ability to plan, implement and manage skills and technology	- Competency - Promotions

Adapted from Sudhakar, K., Rao, M. and Naik. K. (2011), "Employees Perception about the Training & Development: A Qualitative study", International Journal of Research in Economics & Social Sciences, Vol.1 Iss: 2.

2.7   Challenges Associated with Training and Development of Organizations

Most organizations are faced with consequences of doing the right thing which is to train and develop its employees Grobler et al. (2006). According to Bozionelos and Lusher (2002), training and development brought about confidence in organization, yet it had had negative consequences in the form of lucrative offers to employees from elsewhere, after organizations have injected both time and resources in ensuring that employees are developed. Atkinson (2000) argues that training employees without a clearly defined goal leads to staff turnover and loss of skills to the business.

According to Bozionelos and Lusher (2002), challenges of training and development include staff categorization according to their capabilities and skills, this therefore bringing about challenges to employers to provide training that will be viewed fair and transparent to all employees. Cost of training and developing remains one of the challenges; this hinders the progress of the organization in ensuring that employees are developed.

Concerning challenges stated above, Bozionelos and Lusher (2002) are of the view that the other major challenge hindering progress in organizational growth and development is the inability for the leader, manager or supervisor to demonstrate leadership skills to employees regarding training and development. This is due to their limited knowledge and exposure to training. The researchers also stated that, if the leader, manager, or supervisor lacks skills, the entire staff will be affected, leaders taking decisions for the employees that are not aimed at their growth. This may result in organizational failure to meet clients'/customers' organizational needs and demands. Grobler et al. (2006) suggested that some of the challenges faced by organizations were inherited from the past apartheid government of South Africa which had the following shortcomings:-

- Lack of planning for future requirements

Grobler et al (2006) explained that some of the challenges included unwillingness of the past government to have inclusive training and development for its people as a priority. This therefore left the future training and development in a situation of crisis. According to DoL (2006c), new institutions, programmes and funding policies are required to enhance investment in labour force.

- Lack of training provided to the unemployed

According to Grobler et al. (2006), training should not only be designed for the economically active individuals; the unemployed should also be the beneficiaries of skills training so that they can create jobs for themselves and for others. According to services SETA (2012), there are programmes that are provided to train the unemployed in managing their business, this allowed unemployed people to also receive training even if there are not in the formal employment.

- Inequality of education and training

According to Grobler et al. (2006), inequality in the past government left an enormous challenge amongst people of different races and genders. This created a skills gap which remains more challenging to address owing to costs involved. According to the DoL (2007c), inequality had been addressed through developing of the previously disadvantaged individuals and those that were never exposed to training.

- Increased training costs

Training and developing is an expensive exercise. Costs of training have increased, and this poses challenges to a large number of people still requiring training and development (Grobler et al, 2006). According to Skills Development Levies Act (No 9 of 1999), it was suggested that, employers treat the training of employees as a priority to ensure that maximum people are training, the act therefore brought about increased expense to the organizations, but employers were also accommodated in terms of submitting propoer documents to SETA for rebate which is accredited by the act.

Organizations seeking to be ahead of their competitors should pay careful attention to challenges faced by organizations in the 21st century. Overcoming the challenges of the organization relies heavily on ensuring that the organization adopts effective strategies in seeking address issues of training. This must be conducted in a manner which seeks to achieve organizational goals (Atkinson, 2000). Atkinson (2000) also stated that, should organizations seek to advance in their training programmes, overcoming challenges and myths associated with training and development, they must make effective use of the training strategy below:-

- Creation of infrastructure that welcomes training atmosphere in organizations

Atkinson (2000) stated that training and development alone is not sufficient, however, creating an infrastructural support including human resources, drivers of the training, systematic processes, and support systems will be based on and aligned with the business needs.

- Shaping the culture

Phillips (1997) felt that one challenge to organizations was linking organizational and performance needs in facilitating their developmental programme. They also stated that, for the organization to achieve its goals, collaboration between organizational objectives and those of employees was critical. According to Atkinson (2000), ''change will take place if people driving change want it to happen'', it is therefore suggested that the people within the training and development plan should accept change so as to allow for the smooth roll-out of the programme. In this way the goals and needs of the organization and those of employees are integrated. Atkinson (2000) suggested that shaping the culture as a strategy for dealing with challenges required every member of the organization from senior level to the lowest rank, to adopt a positive view on training and development within the organization. In this way the business is sustained and continuity of growth is brought about.

2.8   Methods and Approaches To successful T&D

According to Olaniyan and Ojo (2008), success factors of the training and development have a direct relationship with the approach applied towards the programme, seeing that it can determine success. Agarwal, Nayak and Kumar (2008) agreed that it is important to structure training and development accordingly, in satisfying the purpose intended, which includes increased productivity through developed employees. Wills (1994) suggested that a proper approach towards training demands a full assessment in making it more effective.

Three elements have been selected for the process.

- Needs Identification;

- Selecting appropriate training and trainers; and

- Budget-related assessment.

Olaniyan and Ojo (2008), outlined approaches which may be used to achieve the best results for the training and development programme.

2.8.1   On-the-job training (OJT)

According van der Klink and Streumer (2002) on-the-job training is defined as a legitimate approach for employees to have learning activities and tasks to be learned corresponding to the tasks and duties in the actual work set-up. They revealed that, as much as there would not be any direct evidence that on-the-job training is effective, they concluded that, by virtue of the definition, on-the-job training remains one of way in which training produces better results.

Jacobs and Bu-Rahmah (2012) viewed on-the-job training as the most effective and economical way, which requires minimal resources in undertaking the programme. Employees who have been trained this way are regarded as competent and meeting current organizational challenges. They are felt to be competent to deal with future challenges. They regarded this form of training as a method allowing employees to learn most of their knowledge and skills within their work setting. Jacobs and Bu-Rahmah (2012) also highlighted that, the on-the-job training had the advantage of minimal resources required in undertaking the training; hence it is regarded as the most economical means of training, with the ability to reduce training time drastically.

Grobler et al. (2006) state that up to 90% of training and development is conducted using an on-the-job system. This involves instructions being given to employees enabling them to deal with a real problem within their working environment. Grobler et al. (2006) stated that on-the-job training and development methods included job rotation, coaching, and mentoring.

2.8.1.1   Job rotation

According to Grobler et al. (2006), job rotation involves placing employees into different job-situations for a given period. They stated that this is normally done for a shorter period so as to allow employees to understand more about the organization. On-the-job training and development plays a vital role in ensuring that employees, especially the new entrants, understand most departments within the organizations. McKenna and Beech (2002) agreed with Grobler et al. (2006) that on-the-job involves moving employees around within the organization in order to broaden their understanding and experience. They further stated that this method allows for flexibility, allowing employees to work within other departments in future, as a result of their previous experience and exposure. The disadvantage of job rotation is that it does not allow employees the opportunity of grasping the full extent of the job, owing to time spent on job rotation (McKenna and Beech, 2002). Nel, Werner, Poisat, Sono, Du Plessis, Botha and Ngalo (2011) were of the view that job rotation allows employees to gain experience and practical knowledge quickly within ashort period, rather than wait for opportunities to present themselves through either transfers or promotions. They disagree with Grobler et al. (2006) that job rotation is effective for new entrants. They were of the view that job rotation is an invaluable method of inducting young graduates for a period of time allocated to each department.

2.8.1.2   Coaching

According to Grobler et al. (2006), coaching is an on-the-job approach allowing the manager to teach and train employees on a one-to-one basis. They were of the view that, for the coaching to be effective, a conducive working environment must be created between employee and manager. They also stated that, it also works well if the coach is willing to allow the employee room for making mistakes, and growing through them. (McKenna and Beech, 2002) stated that coaching is about showing employees how to apply skills which they already possess. It is about providing feedback and advice on the

way in which employees conduct their work. This method had been seen to uplift the motivation of employees (McKenna and Beech, 2002). Nel et al. (2011) warned about ethics associated with coaching, including the following:-

- Making referrals where required;

- Adhering to recognized codes of practice; and

- Being trained, and using skills of coaching.

2.8.1.3   Mentoring

Mentoring is a method used to select individuals which the organization seeks to develop. This method allows the mentor to provide skills and to help in various assignments given to the employee. Mentoring provides the employee with confidence and skills required for progression (Beech and McKenna, 2002). Nel et al. (2011) stated that mentoring may be either formal or informal. Formal mentoring had been used in the past for affirmative-related reasons. This created spurious relationships. Informal mentoring was based on personal reasons: the mentor would see the potential in the employee, and feel that his advice will not be wasted. Grobler et al. (2006) stated that mentoring must be undertaken by the experienced members of the organization. Grobler et al. (2006) agreed with McKenna and Beech(2002) that mentoring may be either formal or informal, and that informal mentoring may be based on the relationship between mentor and employee; while they agreed that formal mentoring is somehow artificial.

Grobler et al. (2006) articulated the benefits of mentoring to both employer and protégé (learner):

- Mentor advances career of protégé for promotion;

- Mentor provides protégé with visibility in the organization;

- Mentor may provide coaching against controversial situations by means of proven working strategies; and

- Performance and long service is enhanced, owing to protégé developing skills and self-confidence.

2.8.2   Off-the-job training and development

The off-the-job training and development takes place away from the employee's workstation or work area. It is normally a structured type of training where particular aspects of work-related skill are to be acquired. This type of training is either done off the site of the organization or at the training venues provided by the organizations (Grobler et al.,2006). This type of training involves lectures, outdoor courses, membership affiliations and case-studies.

2.8.2.1   Lectures

According Nel et al.(2011), lectures are a common method used for training individuals in which the trainer guides the individual on areas needing focus in order to be effective in the workplace. Grobler et al. (2006) agreed with Nel et al. (2011) that lectures are the second-most used method. They state that almost 85% of organizations make effective use of this method. They argued that, as much as lectures are mostly used, the integrative learning method is critical since it results in a more relaxed and appealing atmosphere to the students. McKenna and Beech(2002) stated that lectures provide overall information to the individuals, however he argued that lectures may not address the issue of targeted problems the organization could be facing. He stated that lectures allow individuals to have a fresh mind and to converse with people with different skills, learning from them.

2.8.2.2   Courses

McKenna and Beech(2002, p.238) stated that courses should be aimed at a problem-solving measures and should be used by organizations willing to develop employees because it develops good results when aligned with existing problems within the organization. For the courses to be effective there need to be a clearly defined objective which will be aligned with business needs. The researchers stated that organizations must be aware of and deal with problems arising from the training courses. These problems may include inability of other employees to act and rise to the expectation derived from the courses. Valkanos and Fragoulis (2007) iterated that courses offer employees skills that allow them to solve real problems within the organization; it also allows employees to exercise their experience when incidents arise, which assists them to learn and develop.

2.8.2.3   Professional membership affiliation for continuous development

The method is driven by the objective of ensuring that the business and employees are abreast of the latest theories applied to the industry, and the latest methods and techniques pertinent to the industry in the form of conferences, workshops, and meetings at which employees have an opportunity of conversing with other individuals within the same industry, providing them an opportunity of sharing problems and difficulties (Grobler et al., 2006). McKenna and Beech(2002) stated that, for the continuous development to be effective, it should be aimed at both current and future organizational prospects; and if well planned, organizations will be able to achieve goals and objectives through developed employees.

2.8.2.4   Case-study method

The case-study method is a narrative description based on real problems of the organization, helping employees to deal with real problems and to solve organization related problems (Nel et al., 2011). Since case study requires participants to identify the problem, identify the cause, and come up with recommendations and alternatives, trainers should continue ensuring that case studies are purely based on assisting employees to develop skills in problem-solving techniques Grobler et al. (2006).

2.8.3   Training and Development in a Diverse Workforce

It is becoming a major challenge for organizations to ensure that there is an effective strategy for managing diversity-related issues. This is stimulated by recognizing the demand on understanding, respecting and valuing differences within the organization as a result of globalization having exposed organizations to diverse communities. These diversities include gender, sexual orientation, race, ethnicity, nationality, class, religion, age, and disability. Providing genuine training and development to a diverse group remains a strategic approach which should be adopted by organizations (McGuire and Bagher, 2010).

2.9   Relationship between T&D and Job Satisfaction

Latif (2012) suggested that there is a direct relationship between T&D and job satisfaction; he suggests that T&D leads to individual competency, which allows employees to be confident and able to undertake their work with more courage; he suggested that this will lead to a satisfied employee. Latif (2012) argued that training and development should be aligned with shaping the attitudes of the employees, which had a direct relationship with satisfaction. Latif (2012) suggested that, in achieving motivation and satisfaction four (4) elements must be part of the programme: relevance of the content, vision, provider, and learning outcomes.

According to Choo and Bowely (2007), job satisfaction had a direct relationship with related experience and training; they suggested that there should be a link between skills developed and employee's ability to conduct particular tasks. They further highlighted the importance of job satisfaction and the effect it can have on the customer/client service and satisfaction. According to Choo and Bowely (2007), training has more chances of providing a positive result on employee satisfaction, which will be transferred to their product to customer and clients; they also believe that for the employees to be satisfied, training must be formal, structured, and training linked to work currently undertaken by employees.

According to Sahinidis and Bouris (2008), training and development provided to employees will assist in the reduction of stress, anxiety, and frustration owing to work demands about which employees are not confident and lacking skills to handle given tasks. Sahinidis and Bouris (2008) stated that should employees with limited competency have to undertake their tasks without some training being offered, are more likely to leave the organization. If they are not able to leave, their level of production will be diminished. Sahinidis and Bouris (2008) stated that the larger the gap between the skills expected of the employee and those provided by employees, the greater the chances for the employee to be dissatisfied with his work and therefore leave the organization. Sahinidis and Bouris (2008) confessed that there had been no further information found linking training and development and job satisfaction; however, training and development is a critical tool which organizations can use in increasing job satisfaction.

Grobler et al. (2006) concluded that uncertain future prospects and opportunities for growth of employees, is one of the elements resulting in fading of job satisfaction. They

are of the view that employees must accept training and development in allowing them to be part of the growth of the organization and vision, going forward.

2.10 Role of strategic Human Resources Management (HRM) and Managers in Training and Development

Renwick and MacNeil (2002) viewed the role of HRM as critical from a strategic point of view of the organization. They shared that HRM must ensure that training and development becomes an integral part of the organization. They suggest that HRM should see that coaching and career development and succession planning are implemented within the organizations. Renwick and MacNeil (2002) suggested that HRM should be responsible for developing, bringing hope and motivation, promoting commitment to line managers, and improving communication. Cannings and Hills (2012) argued that HRM should be at the forefront of training and development of employees owing to extensive understanding of staff-related philosophies in an advanced manner. Compared with line managers, they argued that HRM is capacitated with the competency of generating stability within the organization, managing conflict-related issues, attracting required skills, retaining and developing.

According to Bozionelos and Lusher (2002), a better training leader normally results in an improved team. Conversely, it is possible that poor leaders of the training programme and the organization can cause poor results. They added that it is critical that leaders of the training and development plan implement and monitor the effectiveness of the programme so as to develop and improve the programme's performance, and the performance of the organizations at large.

McDowall and Saunders (2010) regarded the role of the manager in the training and development programme critical in achieving organizational goals. They also stated that, in the training, the manager responsible must demonstrate the ability to support and assist where required and where he is able to do so. On the development aspect, the manager is expected to participate, show direction, and communicate the vision entailed in the development. McDowall and Saunders (2010) also indicated the effectiveness of managers

24

who are willing to provide coaching which supported the direct transfer of what was gathered from training to the actual work undertaken at the workplace.

Analoui (1994) suggested that the role played by the training guardians is of great importance. It is suggested that for every training and development programme to succeed, careful attention must be paid to everyone undertaking the training. Analoui (1994) suggested that there are two roles applicable to the trainer for effective training and development results.

- Maintenance role

Analoui (1994) suggested that the organization requires the maintainer to be responsible primarily in the present situation in maintaining the status quo, slowly developing relationships when commencing with the training, aligning employees with the training. Maintainers are also required to play a leading role in directing employees towards a structured training and development. Maintainers are generally tasked with initial training-related work.

- Change Agents

The change agent adopts a strategic approach towards training. The trainer is concerned with ensuring that the training processes are conducted appropriately. The change agent's role is more concerned with developing the participants by applying the best training tools gathered internally and externally. As such, the agent's role is strategic; organizations seek to realize positive results from developments made through this process which is aimed at the organizational effectiveness against competitors (Analoui, 1994).

According to Renwick and MacNeil (2002), if training roles are well conducted and trainers understand the shortcomings of their employees, specific strategies, including involvement of line managers for employees who need attention, can assist the organization. According to Renwick and MacNeil (2002), using line managers to work closely with employees, using feedback from training, will benefit the organization as follows:-

- Assigning specific training to specific employees;
- Easy career development for employees;

- Strengthening of relationships between employer and employee; and

- Increased communication.

According to Grobler *et al.* (2006), the role played by both HRM managers and managers involved in the training and development complement each other. Grobler *et al.* (2006) simplifies the roles played by managers and HRM in tabular format.

Table 2.2 Role of both HRM Unit and Managers

HRM Unit	Managers
Prepares skills-training material	Provision of technical information
Training and development coordination	Monitor the training and possible needs
Coordination of off-job-training	Conduct and monitor on-the-job training
Coordination of career plans and career development	Discuss employees' present and future growth

Adapted from Grobler, P.A., Wärnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. 2006. Human Resources Management in South Africa. 4th ed. Cengange Learning, United Kingdom.

According to Grobler et al. (2006), the role of both HRM and managers is critical to the success of the training and development of the organization. Table 2.2 outlines the cooperative roles played by both HRM and managers.

2.11   Training and Development Model for Evaluating Effectiveness

According to Khan et al., (2011), training and development of employees in the organization is costly and must be budgeted for. They also indicated that it is every organization's challenge to ensure that there is enough in the budget set aside to manage costs associated with training and development. As much as Elliott, Dawson and Edwards (2009) stipulate the benefits of a well-managed training and development programme, they also agree that it is important in ensuring that training and development is being measured thus ascertaining whether employees have understood the fundamentals of the programme in relation to the outcomes sought by the organization.

Agarwal, Nayak and Kumar (2008) have translated the evaluation method derived from Kirkpatrik and Kirkpatrik (1994). This model allows the organization to see whether there was any value derived from the training programme. They have indicated levels that are of great use to the evaluation process.

- Level 1 Reaction

This type of evaluation measures the *reaction* of employees; how intensely they feel about and value the training and development programme. According to Elliott, Dawson, and Edwards (2009), reaction determines the level of satisfaction and the ability for the member in charge of the programme to gain an insight into the way in which the programme had been received. Burden and Proctor (2000) shared the same view with Agarwal et al. (2008) that reactional measure examines how the participants of the training felt, whether they found the training useful or ineffective.

- Level 2 Learning

According to Agarwal, Nayak and Kumar (2008), *learning* is used within this model to measure skills which the participants have acquired, change of attitude towards work they undertake; and also to ascertain whether there had been an improvement in the skills. Elliott, Dawson and Edwards (2009) were also of the view that learning may be used in measuring correct actions based on the skills and change of attitude of participants in the training derived from the training. Burden and Proctor (2000) viewed learning as an examination of what participants have learned from the training, and whether they are convinced that training will bring about efficiency in the way in which they conduct their business.

- Level 3 Behaviour

Agarwal, Nayak and Kumar (2008), states that *behaviour* is one of the critical measures of effectiveness, because it focuses on the way in which participants change their initial behaviour owing to change of training. This will therefore measure the extent to which participants have demonstrated willingness and acceptance of behavioural change. Burden and Proctor (2000) support Agarwal et al (2008) in saying that the model tests the change of behaviour of participants. Elliott, Dawson and Edwards (2009) were of a similar view that behavioural change had a direct relationship with the way in which the tasks are being applied after training had taken place; they believed that one of the measures of behavioural effectiveness of training is the improved method of working implemented and the pace at which tasks are undertaken.

- Level 4 Result/Business Impact

Results or business impact measures the overall training and is used to distinguish the benefits the training provided to both the organization and to the employee (Elliott, Dawson and Edwards, 2009). According to Agarwal, Nayak and Kumar (2008), results or business impact measures expected results. These may include sales increase, increased productivity, and reduced staff turnover. Elliott, Dawson, and Edwards (2009) regard these results as closely aligned with the return on investment, which is the cost-benefit to the business resulting from the investment made in training of employees.

2.12   Role of SA Government in training and skills development

The Department of Labour identified the challenges posed by unemployment and poverty and remedy the problem with the introduction of the skills development programme, to address the skills gap in the both public and private sector.

The Skills Development Levies Act (No 9 of 1999) was passed and the framework was developed to hold employers of the affected organizations accountable for the monthly levy equivalent to the monthly PAYE salary bill. The aim of the bill is to grow the economy by ensuring the supply of trained labour and enhancing the knowledge and competency.

Particular employers, excluding those listed in the Act (Public) with an annul payroll exceeding R 500,000.00 are compelled by the Act to register with South African Revenue Services (SARS) and pay a levy of 1% of their monthly payroll accordingly (Skills Development Levies Act (No 9 of 1999)).

For South Africa to perform competitively globally human capital investment is critical to ensure that the Act becomes effective and viable and people are developed fully.

Globalisation has led free economies to comply with the International Organisation of Standardization (ISO). South Africa is affected by global dynamics, like many other free economies, it endeavours to structure all education training under the National Qualifications Framework (McGrath, 2002), it is to be noted that, role of the government in the initiatives mentioned is paramount for the effectiveness of the strategies and plans put forward, so government need to ensure that, such initiatives are enforced to all relevant

parties and employers. Monitoring of the implementation will also be one of the critical strategies to get better result.

The impact of the Skills Act is perceived to bring about the skilled workforce in South Africa, and results have been experienced especial by those that were previously not getting opportunities to be part of the training and development programme. The other critical impact that the Act demonstrated is the ability to retain employees in the organization, this allowed employees to be part of the organization and therefore developed a loyal relationship with the employer (McGrath, 2002).

2.13   Future Considerations of Training and Development

Organizations in the future will be searching for people with skills and proven abilities to undertake work. Loyalty therefore becomes secondary in the minds of employees. Organizations in the future will have to change training and development approaches, aligning them with the needs of employees, the organization, and the industry. It stated that in future people with quality skills, education and the ability to demonstrate effectiveness in the organization will forever thrive. In future, pressure will be applied on the organizations in ensuring that development-related programmes are at its centre for the attraction and retention of skills (Nel et al., 2011).

According to Grobler et al. (2006), future consideration on training and development include aspects that organizations   must take into consideration if they wish to continue being ahead of their competitors. Three future priorities have been identified:-

- Quality improvement

According to Grobler et al. (2006), demand for quality amongst business remained essential for sustainability, therefore employees need strategic guidance in the form of training on quality being the operating model of the business.

- Technological change related programmes

In the twenty-first century, changes in technology have been advancing at an amazing pace. Organizations therefore must keep track of such changes, because this can translate to turnaround time, effectiveness, and quality output Grobler et al. (2006).

- Training and development aimed at customer service and satisfaction

Customers continue to demand better and convenient service. This applies to banking and manufacturing industries and others, training and developing employees to satisfy clients by being convenient and offering a required quality will in future be a stringent requirement Grobler *et al.* (2006).

2.14 Conclusion

Training and Development in organizations cannot be overlooked. It exposed critical and effective benefits which the organizations can reap, including increased capacity and ability to provide goods or services competitively. Such benefits will be realized if proper approaches of the concept are followed, including the on-the-job training, and aligning the training with employee's needs of achieving better results. The above information gave an insight into the relationship between T&D and job satisfaction, and organizational performance. Authors have expressed their experience relating to the relationship, however, there had been a lack of evidence demonstrating a clear view on whether training and development leads to increased performance, however, there was evidence that skilled or competent employees lead to effective organizational output. Budget, however, has been regarded as a setback in the implementation of this concept.

It is, however, critical for businesses in the 21st century to consider the effects of the concept, taking advantage in order to be competitive in their respective businesses, thus avoiding decreased performance.

Gaps in the literature have been identified; such information includes the actual effects causing employees to have a particular perception of training and development in the workplace. Another gap is the inability for the researchers to link the relationship between training and development and job satisfaction, there being no evidence that proves conclusively that training and development results in job satisfaction.

CHAPTER THREE

Research Methodology

3.1   Introduction

This chapter outlines the research methodology used in gathering and obtaining of data. Microsoft excel was used as a statistical tool to capture, process and interpret data. The chapter also outlines and justifies the use of the research design applied, the population, as well as the data-analysis instrument used to analyse and verify the results obtained from the participants.

3.2   Study Design

Quantitative inferential correlation statistics was used in this study. The researcher chose to use quantitative study because; quantitative method allows the researcher to present information in numerical and mathematical approach. This approach assisted in the easy interpretation of data and allows the reader to be able to make valuable comments to information presented (Sekaran and Bougie, 2009). The use of quantitative method allowed the researcher to supply questionnaires and respondents to participate to the study.

3.3   Study setting

Study looked at Royal Haskonning DHV which was in existence since 1922 and is operating globally with offices in Europe, Africa and Asia. In Africa alone, the company operates in 22 branches covering the entire Africa. The organization deals with transportation (air, water, rail and roads), water engineering, structural buildings and project management of infrastructure. The organization is committed on providing sustainable infrastructure and service to the clients it serves. The organization employs the majority of engineers and support staff. The clients of the organization are normally Government Department, Private Sector and Non-Governmental Organization.

3.4　　　Study population and Sample

The study was restricted to employees of Royal Haskoning DHV (KZN Region). The targeted employees were permanent engineers and support service staff of all races, ages, sex, education, and years of experience with the employer. Selecting this group assisted in dealing with accurate information. The use of such participants assisted in the making of relevant recommendations to the management in addressing the existing problem, making improvements where necessary.

The population of the study comprised employees (mainly engineers) from Royal Haskoning. The total population of the study in both offices combined was 312; this included employees who were temporarily employed as well as permanent staff (to see those who were excluded from the study – please note exclusive criteria).

3.5.　　　Inclusion criteria

The survey was limited to permanent employees of Royal Haskoning (Pietermaritzburg and Pinetown), who were willing to participate in the survey. All those who participated in the study were handed consent forms.

3. 6.　　　Exclusion criteria

The survey excluded external employees (seconded employees from various clients) and temporary staff (e.g. interns and students) and other company divisions countywide. Those who did not participate in the study had not been approached for assent. A list of employees to be excluded was available in the HR office, which made it easy for the researcher to establish who should be excluded from the study.

3.7.　　　Research instrument

The questionnaire was divided into three main sections which were: demographics (i.e. questions 1-5), training perception (i.e. questions 6-13) and career development (i.e. questions 14-16).

The questionnaire contained the following: closed-ended (multiple-choice variety) questions and structured questions that endeavoured to deliver unbiased and impartial

consequences, ensuring standard responses. The rationale behind this type of questionnaire was to make it effortless to categorize and codify. According to Leedy (2005), a questionnaire is a device for observing data beyond the physical reach of the researcher. Therefore, the structure of the questions did not predetermine the responses to the research question. The nature of responses that the participants had to divulge was sensitive; therefore they had to be assured that they would remain anonymous and the questionnaire answers confidential.

After collection of responses, complete questionnaires were checked and those that were found to be incomplete were not included in the data analysis. The questionnaire with codes for each question and response was created on a spreadsheet and data validation. Each variable was entered before commencing with data capturing. Data capturing was achieved using a Microsoft Excel 2010 spreadsheet.

The scoring for questions in the section on perceptions was also undertaken, and categories for levels of perception were created. After data cleaning, data was then imported to Excel for analysis. The analysis results of participants' demographics and baseline outcome variables (both primary and secondary) were summarized using inferential summary measures: expressed as Chi-square for variables and percentage for categorical variables.

All statistical tests were performed using double-sided tests at the 0.05 level of significance. P-values were reported to three decimal places with values less than 0.001 being reported as <0.001. Findings were presented in tables and graphic form which included bar charts and pie charts.

Chi-square is a statistical test used to test the significant among two variables, in the study it was used because, the chi-square works well with frequency data and tables for presentation. The limitations of the chi-square are that, chi-square is participants measured must be independent and can be sensitive to the size of the sample. The motivation of the use of chi-square is that, it is easy to use and get results that can be easily interpreted, unlike other statistical tools than are complex to comprehend.

3.8.   Data collection

The questionnaire was the form of survey method that utilized the standard set of questions given the population size of the study of 203 employees

A month preceding data collection, the researcher visited the two offices (Pietermaritzburg and Pinetown) seeking permission from heads of these departments to fulfil the study. After permission was approved, the commencement dates were agreed upon. A week before data collection, the identified participants were informed (by email) and consent forms were provided for them to complete.

Last week of April 2013 a pilot study was conducted by distributing 10 questionnaires to employees of Royal Haskoning DHV. It was agreed that after 2 days the questionnaires would be returned, with comments. Selecting employees used for the pilot study was randomly done in that employees who were within easy reach were used. Comments were made on the pilot questionnaire, and amendments were made. More than 50% of pilot respondents were concerned about the following questions.

- Training and development is related to your gender (strongly agree – strongly disagree);

- Training and development is related to your race (strongly agree – strongly disagree); and

- Training and development is related to your education (strongly agree – strongly disagree).

The pilot study revealed that most participants were commenting about such questions, hence the questionnaire was revised to suit participants.

After the questionnaire had been amended, on the 15th of May, questionnaires were distributed, and employees were given a brief explanation of what was expected of them. It was explained that they could remain anonymous. They were urged to call the research assistant coordinator should they require further assistance. The questionnaires were collected on the agreed date; this varied from three to ten days, however, the process of collecting was prolonged, reminders were sent out, and eventually, after one month (June), the study closed, 159 completed questionnaires having been recovered.

The approach of handing the questionnaires to participants allowed the researcher the opportunity of interacting with participants for ease of cooperation. The use of a

questionnaire also allowed the basic and practical approach to the gathering of data and gaining of responses within the required period. The use of emailing was not applied for the distribution of questionnaires. These were hand-delivered, not distributed by email, allowing the connection between participants and the research coordinator.

3.9.   Data analysis

Data that was captured from the self-administered questionnaires was entered and analysed using Microsoft Excel 2010. The Excel tool was very useful in the following exercises: creation of frequency tables, provision of simple charts, analysis of multiple-response questions, and correlation of different variables

3.10.   Validity

The importance of a pilot study cannot be underestimated if the researcher seeks to have appropriate feedback prior to the actual distribution of questions. According to Saunders (2003), a pilot study is crucial in reducing uncertainties, in identifying and resolving content, structure, and design of the questions to be posed to respondents, and it involves the execution of a trial with a group as similar as possible to the final population in the sample. Validity refers to the degree to which the instrument measures what it supposed to measure (Creswell, 2003).

The questionnaire was distributed to ten employees from Engineering, Information Technology, Human Resources, and Administration departments of Royal Haskoning DHV (Pietermaritzburg) in obtaining feedback about the questionnaire prior to disseminating it to the entire sample. After the pilot study had been completed, the conductor of the study was made aware of sensitive elements, including race and education; hence the questionnaire was modified. Repeated and irrelevant questions were excised.

3.11   Reliability

Dependability of the data was confirmed by using the test-retest technique in regulating the uniformity of the instrument. The tool was retested on the same population upon which it had been pre-tested. Reliability of data capturing was guaranteed by triple-data capturing and analysis of the three separate data sets. Correlation coefficients were used to measure reliability of the instrument.

3.12.   Bias

The study suffered sampling predisposition because the sample included only KwaZulu-Natal permanent employees, and not those who were in the other divisions or offices in the county and abroad. It also excluded temporary staff. However, survey bias within the two departments was minimized by not sampling and including all the employees who met the exclusion criteria. There could also have been volunteer bias; this was minimized by keeping the questionnaire anonymous. There could have been information bias whereby the respondents may have given socially acceptable responses especially on sensitive questions. This was also minimized, ensuring anonymity by asking the respondents not to write their names on the questionnaire.

3.13.   Ethical considerations

Before the beginning of the study, the researcher had to obtain endorsement from the Humanities and Social Science Research Ethics Committee of the University of KwaZulu-Natal, Westville Campus. Ethical Clearance Number HSS/0320/013.

Permission was granted by the management of Royal Haskoning DHV in Pietermaritzburg and Pinetown and staff, on 12 March 2013. The respondents were given clear instructions to write their names on the questionnaire in ensuring consent, those who did not, however, were not penalized. Respondents were also informed that they could withdraw from the study at any stage. The respondents who declined to participate or who withdrew were not reprimanded for their decisions. For the principle of beneficence, findings from this study will be used to help improve the quality of Training and Development among all the employees of Royal Haskoning DHV.

3.14.   Summary

This chapter elaborated on the research methods and procedures used in analysing the empirical data collected from the questionnaire. Microsoft Excel was the statistical tool used to enter, calculate and analyse the results of the study. Data analysed assisted in providing the appropriate recommendation to the employer.

CHAPTER FOUR

Presentation of Data and Discussion

4   **Introduction**

The chapter reports on the results of the study conducted. The responses of the participants were captured and analysed manually using Ms Excel assistance tool, enabling the researcher to conduct statistical data analysis. Information below is presented in various forms in order to facilitate analysis, discussion, and recommendations.

4.1   **Data Presentation**

4.1.1   Response Rate

An overall response rate of 78% (159/203) of respondents from the participants seemed to be positive. A 93% (148/159) usability from the response received was good. It is clear that this high percentage of usability indicates that participants felt that the topic was addressing real issues confronting them. This is supported by positive feedback and further enquiry apropos the study. Some participants asked whether the findings would be forwarded to management, while others felt that it would be useful for the organization to conduct such a study for the information of management.

It was closely observed from the responses that most of the questionnaires which were regarded incomplete were left blank on questions 15 and 16. It is assumed that employees were reserving their comments with regard to how they feel about employers' value of training; and whether they are satisfied with the overall training provided.

It was also perceived that employees who did not participate either had the feeling that they might be victimized should the employer have information on the study; or perhaps they felt that the study would simply not add value to their day-to-day activities.

4.2   Descriptive Statistics

4.2.1   Summary of age and gender of participants

Figure (4.2.1) explained the percentage for variable age and gender. The population response in this study made it apparent that the majority of the participants were males (62.2%). This indicates that the gender split was skewed towards older males, as they were majority respondents. This was because there are more male engineers than female, while female workers forming part of the support staff.

The study indicated that there are 37.8% of women who participated from the study, while the remaining 62.2% were men. According to Dalton et al. (2007), women are discouraged from doing mathematics and science studies. This arose from the societal and domestic perception that women were regarded weak in these subjects. RHDHV being an engineering-based firm, the organization could conclude that the low percentage of women represent the finding made by Dalton, Ingels Downing and Bozick that, the society we live in did not in the past regarded women in science and technology, hence the low number of female engineers.

According to Steyn and Daniels (2003), by 2003, male dominated about 85% of Engineers and women accounting for about 15%. This indicated that, there was a huge gap in terms gender within the engineering sector, it is assumed that this changed drastically due to political changes and women empowerment. The results gathered from RHDHV indicated a different view to results presented by Steyn and Daniel, however, it should be noted that, the study included both technical and support staff. It can be assumed that considering only technical staff, women statistics can be associated with that of Steyn and Daniels, this is based on the result that, women without Degree or Diploma accounted to 3% from the total of 37.8%. it can be indicated that, there is a close relationship with information presented by Steyn and Daniels that, male dominate up to 70% of Engineers on South Africa.
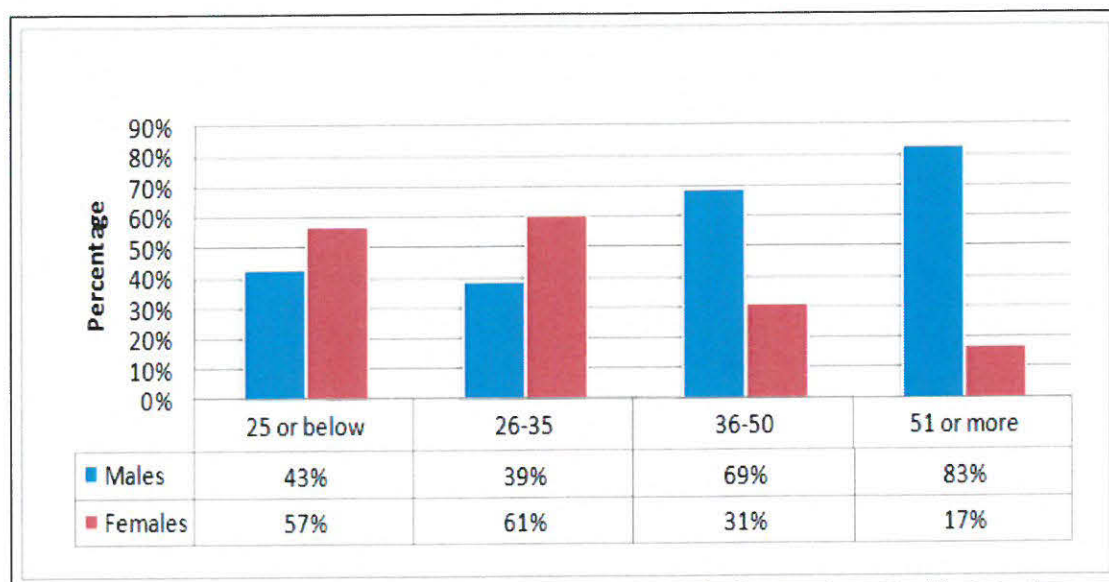
	25 or below	26-35	36-50	51 or more
■ Males	43%	39%	69%	83%
■ Females	57%	61%	31%	17%

Figure-4.2.1 – Summary of age and gender of participants

4.2.2 Summary of race of participants

The figure 4.2.2 below revealed the race dispersion of respondents who participated in the study. Most of the respondents are Blacks, followed by Whites, Indians, and Coloureds, respectively. It was apparent that the survey is skewed towards Blacks. The organization indicated commitment to the implementation the government's policy of employment equity and affirmative action.

According to Statistics SA, Mid year Population estimates (2013), it is indicated that, Africans are leading with a majority of 79.8%, followed by coloureds with 9%, whites with 8.7% and Indians with 2.5%. Results of the study did not fully represent the South African demographics, however there is no relationship of demographical statistics and organizational demographics like Blacks (47% vs 79.8%), results of whites (30% vs 8.7%) and Indians (19% vs 2.5%) and coloured (5% vs 9%). The results indicated that, whites within the organization exceeded the South African demographics representation by more than 20% while blacks fell short by about 30%. Indians/Asians also indicated a high representation by more than 15% compared to the South African demographics.

According to Steyn and Daniels (2003), in year 2000, the historically disadvantaged group (African, Indians and Coloured) accounted for 30% of Engineers in South Africa,

while whites accounted for 70% of Engineers. Indians were about 4%, coloureds accounted for 11% and blacks accounting for 15%. This indicated that, there is majority of whites in the engineering sector. So there is no direct relationship between results gathered from the organization and those of South African statics.

This therefore indicated that, the firm can still improve on the racial representation in attempting to make the business more balanced with regards to diversity.
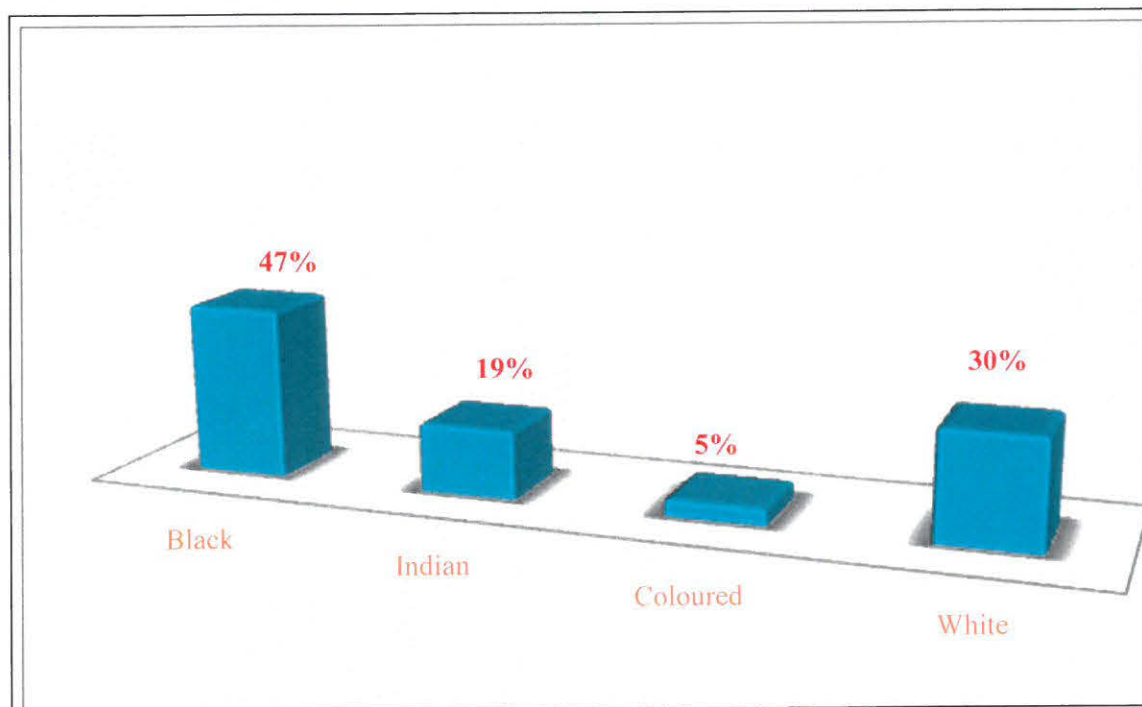
Figure-4.2.2 –Summary of race classification

4.2.3   Age distribution

Figure 4.2.3 below uncovers an age profile dispersion of the participants. The leading age range is between (26-35), followed by age group (36-50), (51 upwards) lastly (25 or below). This indicates that the respondents were dominated by youth, which totals 54%. According to Steyn and Daniels (2003, p564), youth (up to 35) accounted for about 44% of engineers, this is comparable to our results where youth accounted for 54%, and also allowed for the fact that, some youth are involved in the support services, this information therefore indicated that, organization did not reflected an aggressive approach towards the employment of youth for future succession. Result also indicated that about 22% of

employees within the organization will be retiring in the next 15 years or less, this proportion seems to be high, and this indicated almost 1 in 4 employees will be off the system in the near future. This is supported by information provided by Steyn and Daniels on Engineers assessment that, engineers aged 51 and above only account for 13.34%, this indicated that, RHDHV indicated a high number of Engineers above 50 compared to South African statistics of Engineers. This can also be viewed positively that, the organization had more experience people which could reflect positively on the quality of work provided.
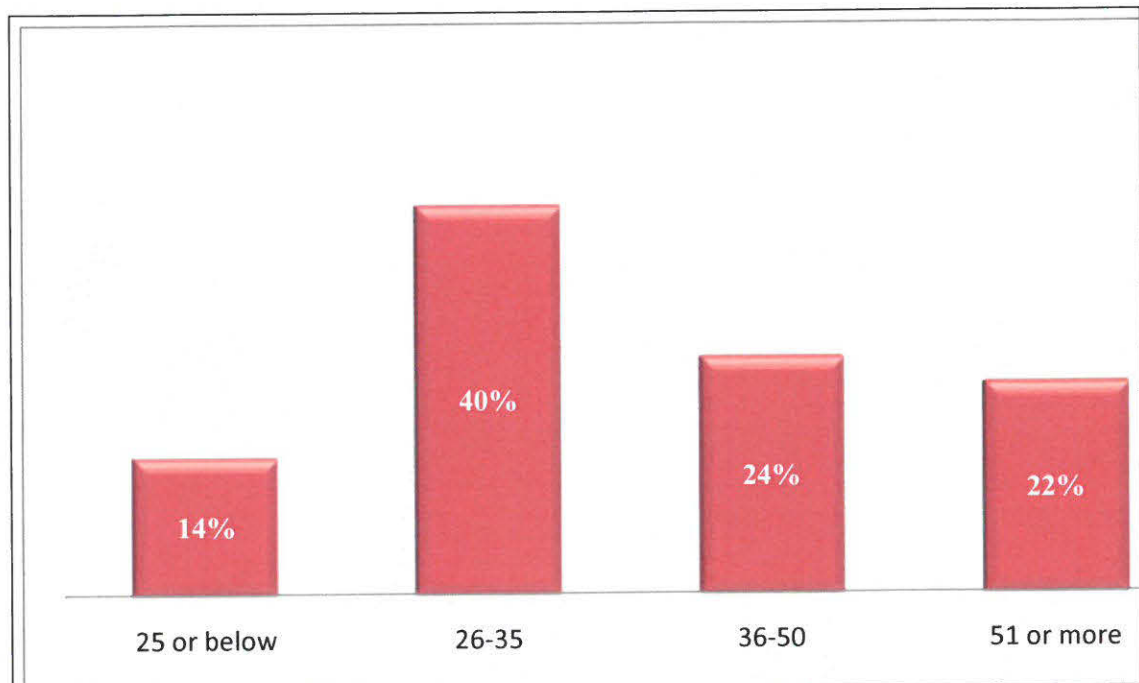
Figure-4.2.3 – Summary of Age Distribution

4.2.4 Educational status

Figure 4.2.4 illustrates the frequency for the variable education. There were 100 percentage responses to this variable. The majority of the respondents had either a diploma or a degree. The second-largest group had postgraduate qualifications, and the remaining respondents had matric or other qualifications. It is acceptable for the majority of respondents to fall into the diploma or degree category, because the organization deals with specialised work.

41

Figure-Figure 4.2.4 – Summary of educational profiling

4.2.5   Experience with the employer

Figure 4.2.5 below illustrates the frequency for the variable years of service. There was 100% response to this variable. The majority of the respondents have been with the organization from 0-5 years. This is aligned with the majority of the respondents being young. This group is follo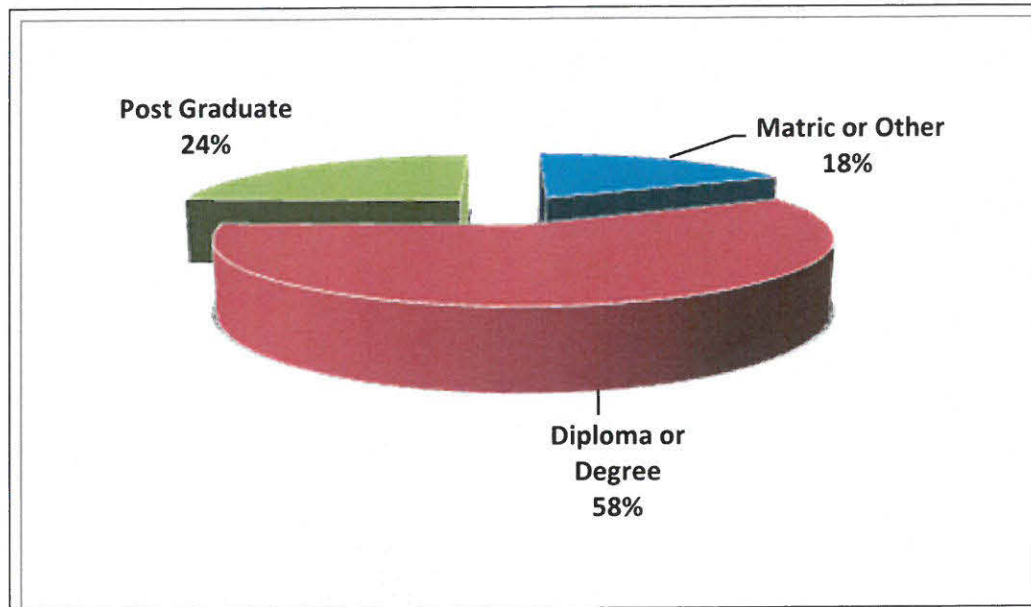wed by employees between 5 and 20 years, the smallest group being employees of 21 upwards. This result indicates that the majority of employees have been with the company for the shortest period.

The result indicated that there is a majority of employees that were with the organization for a period less than 10 years, most of these employees were mostly young Africans. According to Miller (1997), young people (youth) have in the past changed jobs more often than before, Miller stated that, youth were observed to stay in the organisation for less than 5 years and move to another employer. According to McKay (2006), reasons for the youth employees to change jobs were based on career developments, salaried and environment of the organization. It is indicated that a larger percentage of employees who were with the organization for more than 21 years were white. This is supported by the information provided by Steyn and Daniels (2003) that, majority of engineers are white people.

42

Years with the Firm

55%

28%

17%

0 to 5

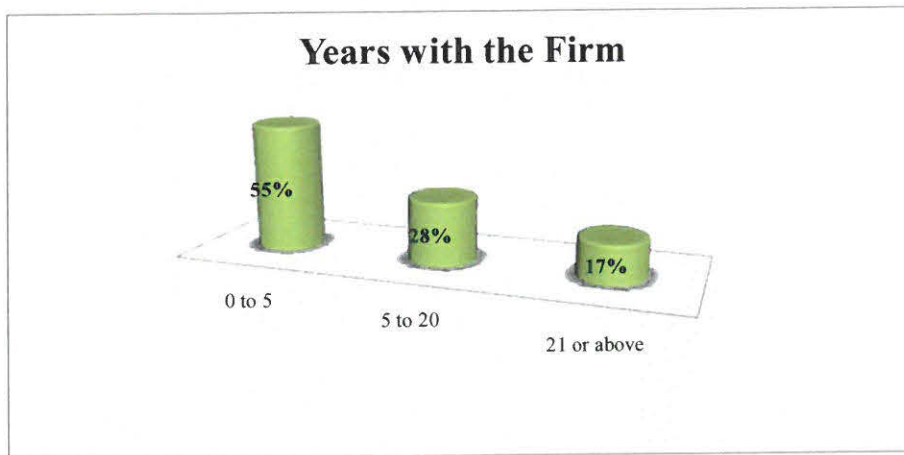5 to 20

21 or above

Figure-4.2.5 – Experience profile with the employer

4.2.6   Variety of training received by employees from the current employer

Figure 4.2.6 illustrates the frequency for the variable of training received. It is apparent that the majority of the respondents had received training both within and outside the organization; however, most employees had been trained externally. A few had received training from the current employer.

It was noted that, 73% of employees who attended training received it internally and externally, only 4% was internal and 23% was only external. According to Jacobs and Bu-Rahmah (2012), on-the-job training is one of the most effective ways of ensuring that, employees understand and are able to translate what they learnt internally. They also indicated that, training employees internally is cheaper and directed to what employees are currently doing inside the organization. According van der Klink and Streumer (2002), there is no practical evidence in how internal training becomes more effective; however, they concluded that, it is one way of ensuring better results. It can be noted that, the organization demonstrated a good balance of both internal and external training.
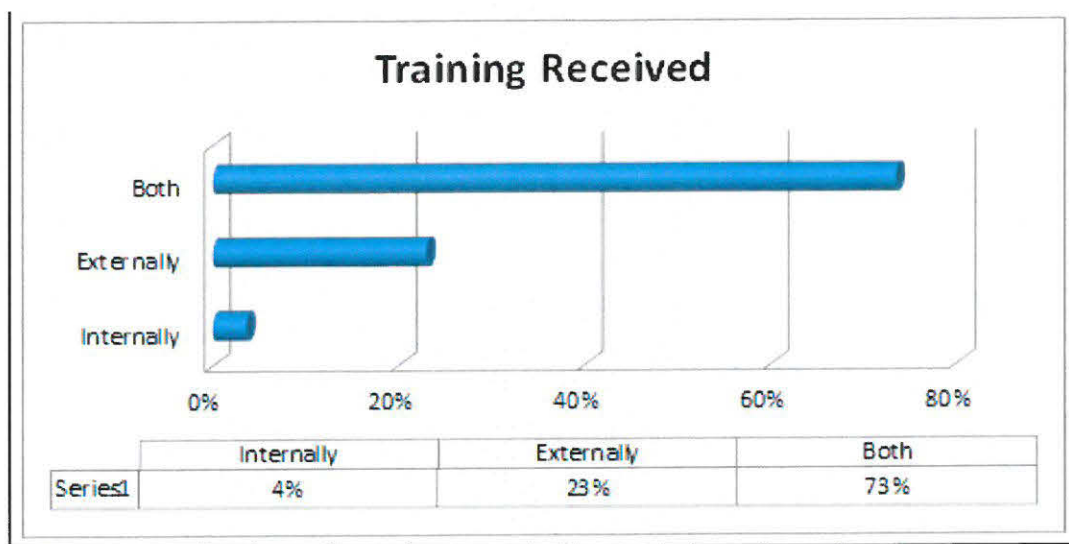
Training Received

	Internally	Externally	Both
Series1	4%	23%	73%

Figure-4.2.6 –Summary of variety of training received from the current employer

4.3 Review of Objectives and Correlation

4.3.1 Research Objective 1: To establish association between employees' education and age

Results showed that there is a relationship between age and academic qualification of the participants (P<0.05) (table 4.3.1).

The test of the two variables (age and education) intended to test the relationship between them. The result showed that, there is a strong relationship between the age of 26-35 and the level of qualification (Diploma/Degree). The stated that, a large number of employees ranging between 26-35 have a minimum qualification of Diploma/ Degree. It can be assumed that, the employer employed people with necessary skills for future sustain inability. The result from age 25 or below employees with matric or other compared to 51 or more with more employees employed with matric or other indicated that, the employer did not employ people with matric on ages of 25 or below, this was viewed as a promising trend the organization took. People of 25 or below indicated an increase on Diploma/Degree.

The study also demonstrated that, youth employees advanced on their studies, they reported growth in postgraduate studies. The trend seemed important to the sustainability of the organization.

Table 4.3.1 Age and education

Age		Education				Pearson		
		Matric or Other	Diploma/Degree	Postgraduate	Total	Chi-Square	DF	P
25 or below	Count	0	19	2	21	24.8	6	<0.001
26-35	Count	10	34	15	55			
36-50	Count	6	16	14	36			
51 or more	Count	11	16	5	36			
Total		27	85	36	148			

4.3.2 Research Objective 2: To assess the extent to which training provided had a relationship with daily tasks and performance.

Results showed that there is a relationship between employees response on relevance of training received in relation to daily task against Increased performance,($P<0.05$) (table 4.3.2).

The result below indicated a positive indication to the employer, it can be assumed that, the employer clearly ensured that, before employees were taken to any training, they were assessed of their work, and the relevance of the course was the priority, that resulted in increased performance. It can be noted from results below that, there is a small proportion that did not agree that there is relevance, this amounted to about 2%, as much as this proportion is slightly low, employer would require ensuring that such is addressed to make effective use of training provided in relation to increased performance.

The relation between training and performance is important to measure the impact of training. Employers are more likely to see a positive relationship between these two variables. The study indicated overall, 59.5% of employees agreed that training resulted in the increased performance, while 68% felt, the training was relevant to their daily tasks. It

can be argued negatively that, measuring this correlation might not provide accurate result, however this is what employees felt, and it can be argued that, such perception can have a positive impact on the organization. Brown (1994) is of the view that, training is the significant contributor of increased performance, he added that, the improved performance is the result of giving employees enough guidance and support to how they should undertake their work and such training and guidance leads to improved performance. Longenecker and Fink (2005) are in agreement that, organizations that are serious about performance ensure that, training and development becomes centre of the priorities.

Table 4.3.2 Relevance of training received in relation to daily tasks and test for increased performance

Relevance of training received in relation to daily skills		Increased performance				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
Excellent	count	23	4	0	27	77.7	4	<0.001
Good	count	63	9	2	74			
Average	count	6	41	0	47			
Total		92	54	2	148			

4.3.3 Research objective 3: To ascertain the extent to which employer prioritizes training and development

Results showed that there is no direct relationship between age and number of training attended (P>0.05) (table 4.3.3).

When using these two variables, it was intended to ascertain whether the employer is able to consider age of the employees in relation to training provided, the results are critical to discover whether age matters in development, since it is assumed that young people require more training because most had only recently completed their studies and needed more job training.

The result indicated that, there is no significant relationship between variables used. From the table below, it can be viewed that, almost 20% of employees who are a youth (up to 35 years) have never attended training and development programme with the employer, the training includes only the training aimed at furthering skills of the employees, this can include computer programmes for the particular design or the training aimed at creating further more exposure to daily work undertaken by the employees within the narrow view of their work, but excludes training that the employee could have received either in tertiary or with other employers prior joining the current employer. Such a result of 20% is not promising when considering that, such employees will be expected to take up the responsibility of management in the near future, this result reflected a weakness from the employer. However, it can be argued that some of these young people recently joined the organization, this was supported by McKay (2006) who indicated that, most young people are able to changes companies more often, and that, this applied mostly to young people who have few years of experience and below 35years of age.

Table 4.3.3 Age and amount of training received

Age		Number of training				Total	Pearson		
		None	1 to 3	4 to 6	7+		Chi-Square	DF	p
25 or below	Count	7	8	6	0	21			
26-35	Count	19	15	15	10	59	16.7	9	0.053
36-50	Count	4	12	8	12	36			
51 or more	Count	9	7	5	11	32			
Total		39	42	34	33	148			

4.3.4 Research objective 4: To evaluate the relationship between education and the frequency of training and development provided

Results showed that there is no direct relationship between age and number of training attended (P<0.05) (table 4.3.4).

The result of employees with Diploma/Degree who never attended any training with the employer seemed high (about 15%). The majority of those employees who have never attended training were youth and they accounted for 67%, this is regarded high and

requires employers attention. 30% of all employees who never attended training have been with the organization for more than 5 years. The result can be argued to be negative when considering age, qualification, years of experience and number of training provided, however, there is a positive result from the table below, high number of training received by those that have Diploma/Degree was the largest amongst the other categories, they attended up to 6 times, this somehow indicated some positive spin to the employer. It is to be noted that, there is no statistical relationship that can be drawn from the result; however, there could be improvements to be done to make this look more positive to the employer.

Table 4.3.4 Education and amount of training received

Education		Number of training					Pearson		
		None	1 to 3	4 to 6	7+	Total	Chi-Square	DF	p
Matric & Other	Count	10	11	6	0	27	23.7	6	0.0 01
Diploma/Degree	count	22	19	26	18	85			
Post Graduate	count	7	12	2	15	36			
Total		39	42	34	33	148			

4.3.5 Research Objective 5: To develop an understanding of whether training and development may be used as one of the retention strategies

Results showed that there is no direct relationship between criteria as a retention measure and value placed on employer regarding training development. (P>0.05) (table 4.3.5).

The table below indicated that, there is no relationship between the two variable, although it would have been easily assumed that, there would be a significant relationship between two variables, but statistically, it proved that, there is little to no relationship. The majority of employees who agree that employer values training also agreed that, they would use training as a criteria to leave the organization.

Over and above the result of no relationship, however, the study indicated that, 65% of employees could use training and development as criteria for deciding whether to stay or

leave the organization. The figure is significantly high and it imposes pressure on the employer to ensure that training and development is used as a retention strategy, 56% of these respondents were youth (below 35 years), so for the employer to clearly understand how to maintain the youth staff, training and developing them is at the centre of the matter. It is evidence that, youth in the organizations are imposing a challenge to employers and are easily affected by the slow movement of change that will take them from one level to another (Powers and Hahn, 2002).

According to Skills Development Levies Act No. 9 of 1999, the use of the act acted as a tool to employers to ensure that employees receive training necessary for the their task, this played a critical role in ensuring that employees are satisfied with their training and that, they are retained by the employers.

Table 4.3.5 training as a criterion and perception test for employer's value of T &D

Criterion for leaving		Employer's value of T&D				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
Agree	count	68	25	14	107			
Neutral	count	24	11	0	35	6.28	4	0.179
Disagree	count	4	2	0	6			
Total		96	38	14	148			

When applied the same test using age and criteria for either staying or leaving the organization, results showed that there is no direct relationship between age and the use of a criteria as a retention strategy (P>0.05) (table 4.3.5(a)).

The result indicated that, youth are active in the use of training as a measure to either stay of leave the organization. Employees from 51 upwards seemed to be relaxed on using training as a measure. Though there is no relationship found, but the employer would need to look at the result and ensure that, youth are provided with proper training for their continued stay. Though it was argued that, training was one amongst many elements of retaining employees.

Table 4.3.5(a) Age and criteria for staying or leaving the organization

| Age | | Criteria for staying or leaving the organization | | | | Pearson | | |
		Agree	Neutral	Disagree	Totals	Chi-Square	Df	P
25 or below	Count	16	5	0	21			
26-35	Count	41	12	6	59			
36-50	Count	24	10	2	36	9.43	6	0.151
51 or more	Count	15	11	6	32			
Total		96	52	14	148			

4.3.6 Research Objective 6: To establish whether employees are able to be effective after training and development

Results showed that there is no direct relationship between number of training attended and increased perfomance (P>0.05) (table 4.3.6).

The results below indicated that, the number of training received had no direct relationship to increased performance. Longenecker and Fink (2005) had a different view about the relationship between training received and increased performance, they stated that, training received can result in a positive relationship between the two variables. Brown (1994) also stated that, training normally led to performance, however, it should be noted that the training needs to be relevant with daily tasks so that it can lead to performance.

Table 4.3.6 Amount of training received and increased performance

Amount of training received		Increased performance				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
1 to 3	Count	28	12	2	42			
4 to 6	Count	34	0	0	34	14.3	4	0.006
7 & above	Count	26	5	2	33			
Total		88	17	4	109			

4.3.7 Research Objective 7: To ascertain whether training and development result in job satisfaction

Results showed that there is no direct relationship between number of training and increased job satisfaction (P>0.05) (table 4.3.7).

It would be generally be assumed that, number training provided would be linked to job satisfaction. Sahinidis and Bouris (2008) indicated that, satisfaction was likely to result from the expertise gap between employees and his duties. Grobler et al. (2006, p129), indicated that, the instability and other unforeseen circumstances in the organization was likely to result in decreased satisfaction. They also indicated that, there was no direct link between training and development and job satisfaction, however, they indicated that, training could be used as an agent to stimulate satisfaction.

Participants were given the option of indicating the relationship between training and development received, and job satisfaction experienced after the training. Participants, who agreed that the relationship did exist, accounted for 56%. This is a good indication for the business because these employees felt that the training provided to them was directly linked to daily tasks, and that it assisted them in making their work more effective, thus adding value to the business. According to Latif (2012), the relationship between training and development and job satisfaction does exist within the workplace. Choo and Bowely (2007) were of the view that training had a greater chance of bringing about positive results on employee satisfaction. They also believe that, for the employees to be satisfied, training must be structured so as to link with work currently undertaken by the employee.

The other 2.7% felt that this relationship is a myth - it does not exist. They are of the view that there could be other aspects of their job that could prove satisfactory not linked with training provided. As much as this perception is detrimental, the size of the respondents is too minimal to create panic.

The other 14.8% decided to be neutral about the question. From this we can conclude that these employees do not notice any change; they don't seem to be convinced that a relationship exists; training brought about neither a positive nor negative effect in their careers. Based on the large percentage of people who indicated neutral, employers are advised to examine this carefully, checking whether motivation is the issue. Most of these participants are between 30-40 years, having been with the business from 5 to 10years

Table 4.3.7 Amount of training and increased job satisfaction

| No. of training | | Increased job satisfaction | | | | Pearson | | |
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
1 to 3	Count	28	12	2	42			
4 to 6	Count	28	6	0	34	5.34	4	0.254
7 & above	Count	27	4	2	33			
Total		83	22	4	109			

4.3.8 Research Objective 8: To assess the extent to which employees rate the overall training and development provided.

Results showed that there is no direct relationship between training and development and overall satisfaction from training provided by the employer (P>0.05) (table 4.3.8).

The study indicated that 47% of participants are overall satisfied with training and development provided by the employer. This is lower that desired, however, the result is promising - employers can build on this in satisfying more staff members with programmes planned. This is a critical percentage, because it takes more courage for the employee to clearly outline that he or she is overall satisfied with training provided. This indicates that there were a significant number of employees who have faith in what the employer is doing. This fraction was expected to be slightly lower than this was due to the perceptions that employees had about training provided by the employer, however, it is

evident that there are those who still believe that the employer provides a well-planned programme.

The other 7.4% indicated that they are dissatisfied with the overall training provided. This portion consists of employees who have been between 5 and 20 years with the employer. This should be of concern to the business. Employees who have been with the employer for this period should have high level of confidence in the programmes provided. The remaining 19% responded neutrally to the question.

Table 4.3.8 Training received and overall satisfaction from training provided by current employer

Training received		Overall satisfaction from training provided by current employer incorrect analysis				Pearson		
		Satisfied	Neutral	Dissatisfied	Total	Chi-Square	DF	P
Externally	count	18	7	0	25			
Internally	count	2	2	0	4	5.48	4	0.242
Both	count	50	19	11	80			
Total		**70**	**28**	**11**	**109**			

4.3.9 Research Objective 8: To assess the extent to which age influences the perception of the value the employer places on T&D

Results showed that there is no direct relationship between age and the perception of the value employer places on training and development (P>0.05) (table 4.3.9).

Results below indicated that, there is no relationship between age and perceived employer's value of training and development. The previous result indicated that, about 26% of employees had never attended training, and about 67% of them are youth. This created the contradiction with result indicated below that, most youth felt that employer values training more than any other category, this would have been expected to be lower than other categories of age in the table below.

Table 4.3.9 Age and perceived employers' valuing of T&D

Age		Employer's value of T&D				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
25 or Below	Count	17	2	2	21			
26 to 35	Count	44	13	2	59			
36 to 50	Count	26	8	2	36	8.26	6	0.220
51 or Above	Count	20	12	0	32			
Total		107	35	6	148			

When applying the same test but using a different variable which is years of service not age, the result showed that, results showed that there is indeed a relationship between years of service and the perception of the value employer places on training and development (P<0.05) (table 4.3.10).

The results brought another angle to the study, which revealed that, majority of employees who indicated that, employer values training were employees who have been with the employer for up to 5 years, employees who have been with the employer for up to 5 years accounted for almost 56% while 32% had never attended training, result found were not anticipated. It would have been anticipated that, majority of employees who felt that, employer values training were to be amongst employees who had been with the employer for a longest period.

Table 4.3.10 Number of years experience and perceived employer's value of T&D

Years of service		Employer's value of T&D				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	DF	p
0 to 5	Count	64	12	6	82			
6 to 10	Count	22	8	0	30			
11 to20	Count	6	5	0	11	14.2	6	0.028
21 or more	Count	15	10	0	25			
Total		107	35	6	148			

When applying the similar test using a different variable which is education, the result showed that, there is a relationship between education and the perception of the value employer places on training and development (P<0.05) (table 4.3.11).

This had been the focal point of the study. The success of the study rests on discovering how employees perceive the training they have received, especially using education as criteria. Results found on this aspect are critical in making recommendations to the employer so that management can focus on weak areas, while maintaining areas where they are doing well.

The study revealed that about 73% of employees employed by the organization agree that the employer values training and development, and about 62% of those employees had Diploma and Degree; this was a good result from the perspective of the employer. It is to be noted that this question did not discriminate between whether employees had attended training or not. It was for all employees to indicate how they had felt about employers' perceived commitment to training. This indicated that, even if the employee had not received training, he/she was convinced that the time will present itself when training will be received. This therefore removes doubts and corridor-talk about employer's commitment to training. It should be noted that the employer is viewed positively on this aspect. It is also recommended that the employer improves this statistic, so that he continues to gains the confidence of the entire staff.

Not all employees could agree that the employer values training and development. It is noted that, 4% of employees disagreed on the question that employer values training and development. This is a small proportion; however, the employer must clearly look at dissatisfied employees, ensuring that their issues are addressed. It is noted that only females were reported to view the employer as not concerned with training and development of staff. The employer must, therefore, pay attention to women. This may be assumed from the study conducted by Dalton et al. (2007), in which it was perceived that women are less attended to within the engineering fraternity; hence women disagreed on whether the employer values training and development.

There seemed to be another proportion of employees neither agreeing nor disagreeing, it was assumed that they were not sufficiently confident to make a choice - indicating neutral between to agree and disagree prevailed to be the only option. It can also be assumed that, since the question was not vague on how it was addressed to them; some employees felt that they should remain neutral, afraid that they might be victimized for their statement,

despite the reassurances of information security. Those employees who were neutral totalled 23%. This is a high proportion. It was amazing to note that most of these employees were between 50-60 years of age, having been between 10-20 years with the employer.

Table 4.3.11 Education and perceived employer's value of T&D

Education		Employer's value of T&D				Pearson		
		Agree	Neutral	Disagree	Total	Chi-Square	Df	P
Matric & Other	Count	15	10	2	27			
Diploma/Degree	Count	67	18	0	85	12.7	4	.0013
Postgrad	Count	25	7	4	36			
Total		107	35	6	148			

4.4 Limitations of the study

The following factors remain as the shortcomings of this research project:

- The population size of employees of Royal Haskoning DVH (KZN Region) was limited to 203. This size does not represent the country-wide company view.

- Some employees did not complete the questionnaire, which reduced the intended sample size; 159 responses were achieved, of which only 148 were suitable to be used, owing to errors or incompleteness of the questionnaire.

- Some respondents took too long to return their questionnaire, which caused delays in analysing data.

- The satisfaction of employees is relative to other work-related issues (e.g. money and well-being), this affects the results.

- Conducting the study in one's own organization can bring about resistance and reserved comments.

4.5   Summary

This chapter summarized the survey results and gave an interpretation of statistical analysis of data collected from employees of Royal Haskoning DVH (KZN Region).

The chapter indicated that, the larger numbers of respondents were blacks (47%) followed by whites with 30% and coloured and Indians consisted of the remaining 23%. The study also indicated that, majority of respondents in the organization held either a diploma or a degree qualification (58%), while the respondents with post graduate qualification consisted of 24% and those with matric or other comprised of 18%.

Study indicated that, majority of respondents (55%) had been with the employer for 5 years or less, while 28% had been with the employer between 5 and 20 years, the remaining proportion that had been with the employer for more than 20 years consisted of only 17%.

Results also indicated that, 73% of respondents had attended both internal and external training offered by the employer, while 23% attended externally and 4% was only trained internally.

CHAPTER FIVE

Conclusion and Recommendations

5.1 Introduction

The previous chapter provided a clear view of the way in which employees responded to the question relating to the training and development. Results are outlined, and recommendations are made.

5.2 Solving the problem

The results presented above have assisted in answering and addressing issues which the researcher had aimed to resolve. Reviewing the research questions and objectives at which the study aimed, we can now draw a conclusion and an informed decision, before offering recommendations to the employer.

5.2.1   Objectives/research question

- Relationship between training and development received, and daily tasks

It was the objective of this study to examine the relationship between training received in relation to employees' daily tasks. From the data gathered, we have been exposed to the heartening statistics that 93% of employees who have attended training with the employer felt that there was a strong relationship between these variables; this is an excellent result. It is without a doubt the best indication received, as this is a small proportion, however, the indication is very positive; this is commendable. It is recommended that the employer keeps up the good work.

- To develop an understanding whether training and development may be used as one of the retention strategies

This is one of the critical objectives that required to be analysed carefully. As stated in Chapter 1, every organization seeking to be competitive, understands that retention of skilled employees is paramount. From the data received, 65% of employees indicated that training and development is one of their selection criteria when deciding either to stay or leave the organization. It is recommended therefore, that the employer examines such statistics, ensuring that training becomes the primary exercise of the organization; however, the other 35% may not be easily impressed with great efforts made towards investing in training. The organization must nevertheless improve this statistic.

- To ascertain whether training and development resulted in increased performance

The objective indicated that, 59.5% of employees were of the view that, training and development resulted in increased performance, this result is positive and the employer must improve on these results. The other proportion which is the remaining 40.5% of respondents disagreed and others remained neutral.

- To ascertain whether training resulted in satisfaction

The objective indicated that, 56% of employees were of the view that, training and development resulted in satisfaction, this result is positive and the employer is encouraged to keep this result going up. The remainder of the respondents disagreed while other remained neutral.

- Overall satisfaction

The response on this objective indicated that, 47% of employees were overall satisfied with training and development received, while 18% remained neutral about the question and 28% did not reply because the questionnaire required only employees that have attended the training with the current employer. This result is problematic and it is suggested that the employer investigate and improve on the these figures.

- Employer values training and development

The result on this objective was positive, about 72% of employees felt that, employer values training, this is the important result to the employer. Such result would need to be maintained. Only 4% disagreed that employer values training.

The overview of the findings indicated that, the employees positively perceive that employer values training and development. This is the significant finding about the study. The employer would also have to look at areas that have been discussed to be negative, but the overall feeling was that employer paid attention to the training and development of staff. This meant sustainability and continued opportunity for the employer to continue to keep valuable employees in the organization.

- To asses whether employees want to be involved in Training and development planning

The overwhelming majority of the respondents indicated that 72% of employees felt that, they need to be involved in training planned and other business related decision. This is a high percentage and requires to be looked at by the organization. This indicated that, employees want to be part of every decision that involves their development and growth. According to Holden (2001), employee involvement is critical for the senior managers to adopt for the benefit of employees and the organization. He also added that, though such adoption will result in an expensive exercise, but such exercise will result employee satisfaction and increased improvement. Holden (2001) warned that, the employee involvement should not be used as a one way method of communication, but should be based on real commitment aimed at involving and developing employees. A 72% of employees indicating that, employee involvement indicated that employees are at the stage where they want to be part of decisions taken. This is compared to a 1% of employees who disagreed that employees should be involved.

5.3   Recommendations

From the data received, it is noted that 4% of employees disagree that the employer values training and development. Of that 4%, 67% have postgraduate qualifications, while 14.8% remained neutral on whether the employer values training and development. This may be viewed as a small proportion; however, the majority of that 4% have postgraduate qualifications. It may be assumed that they also hold higher positions. This may well cascade negatively on other employees. It is recommended that the employer views this very seriously, applying strategic means of dealing with the matter. This may include measures such as setting employees up as drivers of their training, 72% feeling that they should be at the forefront of the training selection, in order to progress. From the study and results, it is indicated that 7.5% of employees aged up to 35 years, who have been with the employer from 2 to 10 years, have never attended training with the current employer. This is a small proportion. One could argue that these are mostly young people who have been with the company for a short while; therefore they have not attended training. These employees have a negative attitude. It is recommended that the employer looks at age training as a strategic move for future prospects.

When assessing the respondents based on their years of experience with the employer, there was not any disappointing feedback, however, it was worth noting that 9% of employees who have been with the employer from ten (10) years and above, are not satisfied with the overall training provided by the employer. The proportion is not very high; however it is recommended that the employer revives the spirit of the minority of such employees. The employer could even ask their advice on training programmes that can somehow bring about some motivation and improve the way such employees view the training.

5.3. 1 Implications of this research

This study will be of great value to all relevant beneficiaries, including human resources department, employees, and the organization of Royal HaskoningDHV at large. The information received will add value in ensuring that training and development is appropriately structured and well-designed so as to deal with challenges that have been raised above. Employees will benefit because they will be able to undertake their tasks,

employing required skills and confidence. This will assist the organization in continuing to strive towards industry leadership, moving forwards.

5.3.2 Recommendations for future studies

The study opened other research areas which may be explored in the future. The current study examined the employees' perceptions on training and development received from the employer, with consideration shown to the variables of age, gender, race, education and other work-related elements such as work experience with the employer. Questionnaires designed for this study allowed the researcher only to capture information regarding perceptions of how employees viewed training provided to them. Recommendations for the future studies to be undertaken should include the following research indicators that were not able to be examined in this research:

- Perception of the overall well-being of employees in the organization;
- Impact derived from satisfaction through training and development;
- The use of training and development as an industry leadership tool;
- Salary brackets against perceived satisfaction; and
- Position in the organization against perceived satisfaction.

References

Agarwal, M., Nayak, M. and Kumar, T. (2008), "Employees perception towards training in IT sector" Asia-Pacific Business Review Publisher, Vol. 4 Issue: 2.

Analoui, F. (1994),"Training and Development: The Role of Trainers", Journal of Management Development, Vol. 13 Iss: 9 pp. 61–72.

Atkinson, P. (2000)The challenge of training and development: nurturing a learning climate" .

Berge, Z.L. (2008),"Why it is so hard to evaluate training in the workplace", Industrial and Commercial Training, Vol. 40 Iss:7 pp. 390 – 395.

Bozionelos, N. and Lusher,S. (2002) "Team leaders' development: findings from a case study", Career Development International, Vol. 7 Iss: 1, pp.47–51.

Brown, A. (1994),"TQM: Implications for Training", Training for Quality, Vol. 2 Iss: 3 pp. 4–10.

Bu-Rahmah, M.(2012),"Developing employee expertise through structured on-the-job training (S-OJT): an introduction to this training approach and the KNPC experience", Industrial and Commercial Training, Vol. 44 Iss: 2 pp. 75–84.

Burden, R. and Proctor,T. (2000),"Creating a sustainable competitive advantage through training", Team Performance Management, Vol. 6 Iss: 5 pp. 90-97.

Cannings, A. and Hills, T. (2012) "A framework for auditing HR: strengthening the role of HR in the organization", Industrial and Commercial Training, Vol. 44 Iss: 3, pp.139–149.

Choo, S. and Bowley, C. (2007),"Using training and development to affect job satisfaction within franchising", Journal of Small Business and Enterprise Development, Vol. 14 Issue: 2 pp. 339–352.

Creswell, J. W. (2003). *Research Design Quantitative and Mixed Methods Approachs* (Vol. 2nd ed). California: Saga Publication.

Dalton, B., Ingels, S. J., Downing, J., and Bozick, R. (2007). Advanced Mathematics and Science Course-Taking in the Spring High School Senior Classes of 1982, 1992, and 2004 (NCES 2007-312). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Day, R, (2007), "Developing the multi-cultural organization: managing diversity or understanding differences?", Industrial and Commercial Training, Vol. 39 No. 4, pp. 214-7.

DoL (2006c). Job Placement Verification Study, Placement procedures, Pretoria, Department of Labour.

Effah, P. (1998),"The training and development of academic librarians in Ghana", Library Management, Vol. 19 Iss: 1 pp. 37–41.

Elliott, M., Dawson, R. and, Edwards, J. (2009),"Providing demonstrable return-on-investment for organizational learning and training", Journal of European Industrial Training, Vol. 33 Issue: 7 pp. 657–670.

Ely, R, and Thomas, D, (2001), "Cultural diversity at work: the effects of diversity Perspectives on work group processes and outcomes", Administrative Science Quarterly, Vol. 46 No. 2, pp. 229-73.

Garavan, T. (1997),"Training, development, education and learning: different or the same?", Journal of European Industrial Training, Vol. 21 Issue: 2 pp. 39–50.

Grobler, P, Wärnich, S., Carrell, M, Elbert, N, and Hatfield, R, 2006, Human Resource Management in South Africa, 4th ed. Cengange Learning, United Kingdom.

Hamade, R., Artail, H. and Sikström, S. (2007),"Correlating trainee attributes to performance in 3D CAD training", Journal of European Industrial Training, Vol. 31 Iss: 2 pp. 112–126.

Hayman, K. and Lorman. A, (2004),"Graduate training schemes have demonstrably accelerated promotion patterns", Career Development International, Vol. 9 Iss: 2 pp. 123–141.

Holden, L. (2001), Human Resource Management: A Contemporary Approach Published August 1st by Financial Times Management (first published 2001).

Hunter, C. (2010). *Managing people in South Africa.* Pietermaritzburg: Van Schaik.

Jacobs, R. and Bu-Rahmah, M. (2012),"Developing employee expertise through structured on-the-job training (S-OJT): an introduction to this training approach and the KNPC experience", Industrial and Commercial Training, Vol. 44 Iss: 2 pp. 75–84.

Karp, H, and Sutton, N. (1993), "Where diversity training goes wrong", Training, Vol. 30 No. 7, pp. 30-40.

Khan, R., Khan, F. and Khan, M. (2011),"Impact of Training and Development on Organizational Performance", Global Journal of Management and Business Research, Vol. 11 Issue: 7.

Kilkelly, E.   (2011),"Using training and development to recover failing projects", Human Resource Management International Digest, Vol. 19 Iss: 4 pp. 3–6.

Kirkpatrik, D. and Kirkpatrik, J (1994) *Evaluating Training Programs: The Four Levels.* 3rd edition. Berrett-Koehler: United States of America.

Latif, K. (2012),"An integrated model of training effectiveness and satisfaction with employee development interventions", Industrial and Commercial Training, Vol. 44 Issue: 4 pp. 211–222.

Leedy P.D, (2005). *Practical Research Planning and Design* (Vol. 8th Edition). Upper Saddle River: Pearson Prentice Hall.

Lindsay, C. (1994), "Things that go wrong in diversity training: conceptualization and change with ethnic identity models", Journal of Organizational Change Management, Vol. 7 No. 6, pp. 18-34.

Longenecker, C. (2007),"The training practices of results-oriented leaders", Industrial and Commercial Training, Vol. 39 Iss: 7 pp. 361–367.

Longenecker, C. and Ariss, S.(2002),"Creating competitive advantage through effective management education", Journal of Management Development, Vol. 21 Iss: 9 pp. 640–654.

Longenecker, C.O. and Fink, L.S. (2005),"Management training: benefits and lost opportunities (part I)", Industrial and Commercial Training, Vol. 37 Iss: 1 pp. 25–30.

Macpherson, A. and Jayawarna, D. (2007),"Training approaches in manufacturing SMEs: Measuring the influence of ownership, structure and markets", Education + Training, Vol. 49 Iss: 8 pp. 698–719.

Mayfield, M. (2011),"Creating training and development programs: using the ADDIE method", Development and Learning in Organizations, Vol. 25 Iss: 3 pp. 19–22.

McDowall, A. Mark, A. and Saunders, M. (2010),"UK managers' conceptions of employee training and development", Journal of European Industrial Training, Vol. 34 Iss: 7 pp. 609–630.

McGrath, S. (2002) Skills for Developmnet: a new approach to international cooperation in skills development? Journal of Vocational Education and Training, 54(3). 231-251.

McGuire, D. and Bagher, M.(2010),"Diversity training in organizations: an introduction", Journal of European Industrial Training, Vol. 34 Iss: 6 pp. 493–505.

McKay, D.R. (2006) "How Often Do People Change Careers?" Guide to Career Planning since 1997.

McKenna, E. and Beech, N. (2002) *Human Resource Management: A concise analysis.* Harlow: Prentice Hall Pearson.

Miller, B. (1997) "Movers and shakers - statistics on young people who change jobs" American Demographics.

Motwani, J., Fraham, M. and Katwala, Y. (1994),"Achieving a Competitive Advantage through Quality Training", Training for Quality, Vol. 2 Iss: 1 pp. 35–40 .

Nel, P., Werner, A., Poisat, P., Sono, T., Du Plessis, A., Ngalo, O. and Botha, C. (2011) "Human Resource Management" Oxford University Press, Incorporated 8th edition.

Noonan, J. (2008),"Using collaboration tools to improve training", Industrial and Commercial Training, Vol. 40 Iss: 1 pp. 51–53.

Olaniyan, D. and Ojo, B. (2008), "Staff Training and Development: A Vital Tool for Organizational Effectiveness", European Journal of Scientific Research, Vol.24 No.3 (2008), pp.326-331.

Pendry, L., Driscoll, D. and Field, S. (2007), "Diversity training: putting theory into practice", Journal of Occupational & Organizational Psychology, Vol. 80, pp. 27-50.

Phillips, J. (1997) American Society for Training and Development, Measuring Return on Investment Volume 2, I n Action Series, Alexandria, Virginia.

Powers, T.L. and Hahn, W. (2002),"Skill and resource based competitive methods: impact on firm performance", Journal of Services Marketing, Vol. 16 Iss: 2 pp. 113-124.

Preston, A. (2009),"Balancing training and development programmes for your team", Industrial and Commercial Training, Vol. 41 Iss: 3 pp. 142–145.

Quinlan, C. (2011). *Business Research Method.* UK: Cengage Learning EMEA.

Renwick, D. and Mac Neil, C. (2002),"Line manager involvement in careers", Career Development International, Vol. 7 Issue: 7 pp. 407 – 414.

Sahinidis, A. and Bouris, J, (2008),"Employee perceived training effectiveness relationship to employee attitudes", Journal of European Industrial Training, Vol. 32 Issue: 1 pp. 63–76.

Saunders, M. (2003). *Research Methods for Business Students* (Vol. 3rd ed). New York: Prentice Hall.

Schraeder, M. (2009),"Leveraging potential benefits of augmentation in employee training", Industrial and Commercial Training, Vol. 41 Iss: 3 pp. 133–138.

Sekaran, U. and Bougie, R. (2009). *Research Methods for Business: A Skill Building Approach.* 5th ed. Chichester: John Wiley & Sons Ltd.

Skills Development Levies Act 9 of 1999.

Smith, K. (2005),"Making a difference through people development", Industrial and Commercial Training, Vol. 37 Iss: 7 pp. 351–354.

Statistics SA, Mid Year Population Estimates (2013), Statistical Release P0302.

Stewart, D. And Waddell, D. (2003),"Future considerations for the training and development of Australian quality managers", The TQM Magazine, Vol. 15 Iss: 1 pp. 37–42.

Steyn, G. and Danials, R.C. (2003), Human Resource Development Review, Scarce skills, Engineers and Technicians, (Chapter twenty four).

Sudhakar, K. Rao, M. and Naik. K. (2011), "Employees Perception about the Training and Development: A Qualitative study", International Journal of Research in Economics and Social Sciences, Vol.1 Issue:2.

Swaminathan, J. and Shankar, G. (2011),"Perceived Effectiveness of Training and Development: A Case study in STC Technologies Pvt Ltd., Chennai", International Journal of Current Research, Vol. 33, Issue: 6, pp.181-184.

Valkanos, E. and Fragoulis, I. (2007),"Experiential learning - its place in in-house education and training", Development and Learning in Organizations, Vol. 21 Issue: 5 pp. 21-23.

Van der Klink, M. and Streumer, N. (2002),"Effectiveness of on-the-job training", Journal of European Industrial Training, Vol. 26 Iss: 2 pp. 196–199.

Wills, M. (1994),"Managing the Training Process: Putting the Basics into Practice", Journal of European Industrial Training, Vol. 18 Issue: 6 pp. 4–28.

Royal HaskoningDHV

Enhancing Society Together

University of KwaZulu Natal

School: Graduate School of Business and Leadership

College: Law and Management Studies

Campus: Westville

Proposed Qualification: Master of Business Administration

Date: 12 March 2013

Letter for Ethical Clearance Permission from the Gate Keeper (Organization)

Dear Sir/Madam

This letter serves as the proof to both the student and the Graduate School of Business and Leadership the consent to grant Siyabonga Mbili permission to conduct the proposed study in our offices, on the topic relating to "Employees Perception about training and development".

It is to be ensured that information gathered shall only be the asset of the University and for the purposes of the study ONLY, information gathered shall not be circulated or be communicated to either press, broadcasting stations, companies, employees or other. The mere reason for granting permission is purely based on assisting the employee/student to further his qualification. The company shall not be responsible for any inaccuracies or incorrect information conducted by the student/employee.

We hope that the above shall be valued and be treated with dignity it deserves.

Regards

RHDHV (South Africa)

Print Name and Surname : *Francois Redman*

Date : *5 / April 2013*

Signature :

CESA

22 May 2013

Mr Siyabonga Prosperity Mbili 208530391
Graduate School of Business and Leadership
Westville Campus

Dear Mr Mbili

Protocol reference number: HSS/0320/013M
Project title: Employee perception of Staff training and development offered by Royal Haskoning DHV (KZN Region)

NO- RISK APPROVAL

In response to your application dated 29 April 2013, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Deputy Chair)
Humanities & Social Science Research Ethics Committee

/pm

cc Supervisor: Mr M Hoque
cc Academic Leader: Dr e Munapo
cc School Admin.: Ms Wendy Clarke

72

Question 1

Please indicate your **Gender**

Male   Female

Question 2

Please indicate your **Race**

Black   Indian   Colored   White   Other

Question 3

Please indicate your **Age**

25 or Below   26-30   31-35 36-45   46-50   51-60   61 & Above

Question 4

Please indicate your **Education**

Below Matric   Matric   Diploma/Degree   Post Graduate Qualification   Other

Question 5

Please indicate number of **Years** with the Current Employer

Between 0-2   2-5   5-10   10-20   20 & Above

Question 6

Please indicate number of training programmes/courses you have attended since joined the Employer

None   1-3   4-6   7 & above

If Answered None to Question 6, Please continue to Question 13, 14, & 16 ONLY

Question 7

The training programme(s) attended was conducted.......

Externally   Internally   Both

Question 8

Training Programme (s) was conducted by competent Presenters.

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree   Varied

Question 9

Rate the relevance of the training Programme (s) received in relation to your daily tasks

Excellent   Good   Average   Bad   Poor

Question 10

For the Training and Development programme (s) to be effective, employees need to be involved in the selection of appropriate courses.

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

Question 11

Training and Developmental programme (s) attended previously had resulted in an increased work Performance

Strongly Agree   Agree   Neutral   Disagree   Strongly disagree

Question 12

Training and Developmental programme (s) received has resulted in an increased   Job satisfaction.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Question 13

Training and development is one of my criteria when deciding to either stay or leave the organisation

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

Question 14

I am convinced that (for my career growth), Training and Development is essential to achieve desired work related skills

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

Question 15

Overall, how satisfied are you with training and development you have **received** with the Current Employer

Very Satisfied   Satisfied   Neutral   Dissatisfied   Vey Dissatisfied

Question 16

Overall, I believe the current employer values training and development of employees.

Strongly agree   Agree   Neutral   Disagree   Strongly Disagree

Str

pinpoint

Proofreading Services

Lydia Weight
NTSD English Specialist
SACE No: 11135129
Cell: 082 594 3904
E-mail: lydiaweight@gmail.com

Pinpoint Proofreading Services

40 Ridge Road

Kloof

Durban

3610

26 November 2013

To whom it may concern

This is to certify that I, Lydia Weight, have proofread the document titled Employee Perception of Staff Training and Development of Royal Haskoning DHV (KZN Region). I have made all the necessary corrections. The document is therefore ready for presentation to the destined authority.

Yours faithfully

L. Weight

L. Weight

Turnitin Originality Report

sm by siyabonga Mbili
From Final draft (Dissertation 2013)

- Processed on 26-Nov-2013 1:11 PM CAT
- ID: 341272616
- Word Count: 18530

Similarity Index
8%
Similarity by Source
Internet Sources:
        3%
Publications:
        4%
Student Papers:
        9%

sources:

1

5% match (student papers from 03-Sep-2012)
Class: MBA2
Assignment:
Paper ID: 264873846

2

2% match (Internet from 17-May-2012)
http://www.ecprov.gov.za/modules/documents/download_doc.php?id=426

3

1% match (Internet from 23-Oct-2013)
http://www.docstoc.com/docs/129089371/EQUALITY-and-DIVERSITY