

Strategies for evaluating training and development initiatives in a public sector setting

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ABSTRACT

The main aim of this article is to propose possible strategies to improve training and development initiatives in the public sector. To address this aim, two objectives were pursued. Firstly the article outlined critical variables that influence training and development. Secondly, the article provides guidelines for the evaluation of training and development to strengthen identified critical organisational success factors and, to contribute to improved performance management in the public sector. These critical organisational success factors include, the creation of a culture that enhances high performance; developing performance leadership; creating a learning organisation and the alignment of individual, team and organisational goals. In order to reinforce the above critical organisational success factors, a 10 phase strategy was proposed, to assist with the evaluation of training and development. The outlined 10 phase strategy for the evaluation of training and development initiatives may serve as a guideline for organisations that want to pro-actively manage training and development, along with aiding in constructively evaluating training and development initiatives.

INTRODUCTION

This article aims to contextualise the variables influencing the evaluation of training and development in the public sector. Training and development is discussed in this article as an essential element of a performance management system (PMS) and human resource development. Therefore, before strategies for evaluating training and development can



be provided, it is necessary to review important factors that link the PMS to training and development. The article thus firstly provides a review of critical success factors for improved training and development, including:

- An organisational culture that enhance high performance.
- Developing performance leadership.
- Creating a learning organisation.
- The alignment of individual, team and organisational goals (Tshukudu 2009:132).

Secondly, the article offers suggestions for evaluating training and development and proposes a 10 phase strategy to assist with the evaluation of training and development initiatives or programmes.

The research process for the purposes of this article entails a desktop conceptual analysis by way of literature review. To provide a theoretical underpinning for the analysis, the issues that are addressed are "...conceptualization, specification of variables... and the operationalization or implementation of those variables" (Auriacombe 2006:631). For Babbie and Mouton (2005 in Auriacombe 2006:632) conceptualisation refers to, "the process of specifying the vague and mental imagery of our concepts, sorting out the kinds of observations and measurements that will be appropriate for our research". According to Auriacombe (2006:632), "at this level, one moves from the language of concepts to specifying different variables...a variable is a descriptive or analytical attribute that can take on different or varying values under different conditions...".

VARIABLES INFLUENCING TRAINING, DEVELOPMENT AND THE EVALUATION OF TRAINING PROGRAMMES

All managers and supervisors should provide training and development for their subordinates. Training develops, cultivates and progresses people, it improves performance, and raises morale. Training and developing individuals ameliorates their health; enhances their outlook; enriches their performance and organisational ability; and raises the productivity levels of the organisation. All managers and supervisors should provide training and development for their subordinates. Ethics and behaviour also set the moral code, principles and standard of a trained workforce, which determine how productively they utilise their skills, competencies and knowledge. Training is ineffective, useless and futile if the motivation to apply it effectively is non-existent or lacklustre. A strong capacity to plan and manage skills training, the acquisition of knowledge, along with the development of motivation and correct attitudes, largely determines the level or degree of efficiency and effectiveness of individuals when performing their job tasks.

Chepkilot (2005:85) argue that the need for training has been necessitated by technological advances; organisational changes; and the realisation that organisational success is dependent on the workforce's skills, competencies, and abilities. This has been accentuated by the progressive status and increase of human resources management with its emphasis on the importance of people and the skills they possess for enhancing organisational performance.

Somolekae (2010:42) identifies several elements which consequently may affect the evaluation of training, which include: insufficient budgetary allocation; insufficient time

being allotted; a lack of capacity and expertise; and a general, gratuitous and unsubstantiated acceptance of the *status quo*, a lack of confidence, faith and trust in training solutions. This may be attributed in part to the complexity of the task of evaluating training and development interventions. Evaluating training interventions, with regard to learning, transfer and organisational impact, involves numerous complicated and intricate variables. These variables are associated with the influence of the dynamic and continuous interactions of various dimensions, for instance the organisational culture; training goals; trainees; training situations; and instructional technologies.

Goldstein and Ford (2001:2) observe that training and development programmes promote business opportunities *vis-a-vis* the effort and money expended. In addition, Foxon and Lybrand (2005:77) assert that ample evidence confirms that evaluation continues to be a primary issue with which the training fraternity contends. Similarly, Marsden (2005:43) reveals that training managers have given evaluation a low priority within the instructional process. However, with the current economic environment and with the requirement of obligatory training, training managers have to reassess and undertake difficult economic decisions relating to the viability and value of the training programmes they offer. Numerous practitioners consider evaluation as a problem rather than a solution, and an end rather than a means. Marsden (2005:44) contends that when an evaluation of training is undertaken, it is often hasty and of limited scope. It can be oppressed or engulfed by quantitative measurement techniques, and may not be provided with an adequate budget and/or time.

Establishing a performance culture

Managing performance is an essential component in ensuring the appropriate and correct delivery of services by the public sector. Performance is measured in terms of value for money principles, *viz.* economy, efficiency, and effectiveness (Roos 2009:10). Hence, various organisational factors are critical for effective performance management. Performance management cannot be separated from the organisational culture, as this ethos influences and directs the behaviour of employees (Kreitner & Kinicki 1998:75). This denotes that particular consideration is required towards establishing a culture that is supportive of the attainment of excellence within an organisation. The overall leadership within an entity impacts the manner in which performance management will be utilised to accomplish the organisational objectives and fulfil its *raison d'être*. Viedge (2003:88) contends that learning may be the only factor that ensures continuous, sustainable future performance, subsequently allowing organisations a competitive edge. The PMS should, therefore, emphasise learning as an additional organisational goal. Finally, the alignment of individual goals with the strategic organisational objectives is imperative (Viedge 2003:76).

The aim of performance management is to ensure that organisational objectives are accomplished through the systematic supervision of employee performance. If the organisational culture does not support performance, a PMS will fail, no matter how meticulously and scientifically it is designed and implemented. Performance management cannot be detached from the organisational culture, as these principles and values of a PMS guide the behaviour of employees; facilitate increased commitment to the entity's goals and objectives and serves as a framework for personnel when they have to make decisions and solve problems or issues (Kreitner & Kinicki 1998:75). Similarly, McNamara (2004:1) asserts



that the organisational ethos is the fundamental factor towards ensuring organisational excellence, along with the creation and management of a performance culture.

The culture of an organisation indicates to employees which behaviours are acceptable, along with those which will be punished or rewarded. This infers that establishing a philosophy supportive of the attainment of excellence within an organisation ensures enhanced performance and establishes a type of culture that is most conducive to elevated performance. Organisational culture is defined by Purcell (2005:65) as a system of shared values and beliefs of appropriate behaviour of the members of the organisation. McNamara (2004:1) defines organisational culture as the personality of the entity, contending that it consists of assumptions, values, norms and tangible signs or artefacts, which influence the behaviour of its personnel. Organisational culture is the innate structure of the establishment, constituting the entrenched collective values, principles, beliefs and assumptions of its human elements. Therefore, the management of performance will be more effective and enhanced in an organisation wherein performance and the contribution of individuals and teams are valued.

Kreitner and Kinicki (1998:75) identify three types of culture, *viz.* constructive; passive-defensive; and aggressive culture. A constructive culture comprises one in which employees are encouraged to interact with others and to work on tasks and projects in a manner that will satisfy their requirements for growth and development. In an organisation with a constructive culture, the organisation values members who set and accomplish their goals, as well as respects and values creativity, quality and individual growth (Kreitner & Kinicki, 1998:77). An aggressive-passive culture is one that is pushing organisational change through regardless of the consequences whilst a passive-defensive culture is premised on resistance, *i.e.* employees are resistant to change, reaching consensus is easy but action that ensures successful implementation is void. Under this type of culture, decision-making processes are murky and following them through is weak. On the other hand a passive-defensive culture is one that predominantly protects the status quo and leaders have every reason to remain unmoved and comfortable with minimal or no change at all (Martin & Fellenz 2010).

Dobson (2001:11) maintains that a good performance culture is created by establishing an environment where performance and accountability thrive. Within a good performance culture, individuals and teams are:

- Motivated to proactively fulfil their responsibilities.
- Stimulated to achieve superior outcomes.
- Inspired to communicate progress and conclusions.
- Willing to accept responsibility for results.

Robbins (1998:528) adds that the organisational culture influences employees' behaviour and a constructive culture reduces formalisation and creates a common understanding as to how staff efforts are recognised and rewarded. Robbins (1998:528) asserts that an individual who receives a job offer, is appraised as a superior performer, who consequently gets promoted and is strongly influenced by a positive reciprocal individual-organisation match fit. This signifies that the applicant's or employee's attitude and behaviour are compatible with the organisational culture. Culture enhances organisational commitment, increases the consistency of employee behaviour, and is valuable as it reduces ambiguity. It informs employees of the manner in which tasks are conducted and key performance areas

are achieved in terms of the importance of the priorities of the organisation. A vision is a representation of what the organisation wants to be in the future (Price 2004:589).

A mission is an explanation of why the entity exists or its *raison d'être*. Values are the principles, tenets and beliefs on which the business is founded, which determine personnel behaviour and business relationships (Price 2004:589). Purcell (2005:67) notes that successful organisations have strong values and strong guiding visions that communicate appropriate behaviour and conduct. The principles, ideals and standards are shared throughout the organisation and are reflected in the everyday actions of employees, individually and collectively. Organisational culture and values are fundamental and essential sources of a competitive advantage for the organisation. They provide a connexion between the manner in which people are managed and the overall performance of the organisation. The foregoing discussion illustrates that organisational culture influences performance management, as the organisational ethos and tenets motivate and determine individual and managerial behaviour, in adherence to a sound approach employed for the control and handling of performance. A constructive culture emphasises development and growth, which is the intention of an effective performance management process.

Developing performance leadership

This section presents a discussion of the importance of leadership for the effective management of performance within the organisation.

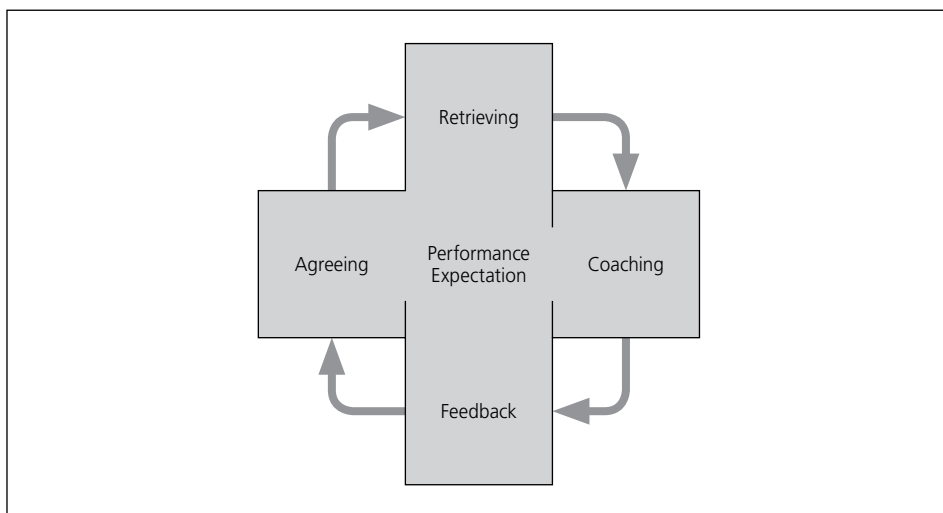
Effective and appropriate leadership contributes to the establishment of an improved and elevated performance culture (Dobson 2001:11). Leaders influence employees through their positions of authority, and employees are acute observers of the manner in which these superiors conduct themselves and frequently emulate them, in word and deed. Instituting a performance culture requires commitment and support for the process from the senior personnel, achieved through goal setting. Purcell (2005:68) emphasises that the behaviour of managers, who are responsible for performance management, contributes to the establishment of an enhanced performance culture within the organisation. Daft and Marcic (1998:420) contend that leadership plays a significant role in the development and implementation of performance management system within an organisation. These authors define leadership as the ability to influence people toward the achievement of goals.

A leader is also someone who sets a course, in an effort to influence people to follow that route. How leaders influence and set their direction depends on the organisational culture. Effective managers do not only give orders and discipline staff, but rather extract the best from their subordinates through encouragement, support and personal charisma (Price 2004:18). Considering the performance management process, the manager, as a leader, has various tasks to fulfil therein. Uphill and Riordan (2005:56) identify five major tasks that the leader is required to execute in the performance management process, which are presented in Figure 1.

Figure 1 illustrates the critical role of leaders in performance management; with the aforementioned tasks defining the role the leader plays therein (Uphill and Riordan 2005:56). Firstly, the role of leadership is to require, evaluate and develop the competencies of team members to maximise their performance and to create a sustainable culture of continuous learning. Secondly, leadership is aimed at communicating results. This is achieved by the



Figure 1: Leadership roles in performance management



Source: (Uphill and Riordan 2005:56)

reciprocal transference of information, ideas, understanding or feelings between individuals and groups. Leaders effectively relay information, concepts or ideas to others. Moreover, leaders utilise appropriate skills to establish performance expectations, which combine the requirements of the job and the needs of the individual, *vis-a-vis* opportunities, challenges and growth. Furthermore, leaders are responsible for monitoring performance against agreed expectations to obtain information to be used for recognising achievement; providing feedback; the development of strategies to resolve problems; and identifying coaching opportunities. The last element comprises leaders conducting formal discussions with teams and individuals, in conjunction with periodically reviewing employee performance, through monitoring and performance feedback.

The principal aim of performance management is to improve performance by coaching, supporting and developing employees. The requisite for coaching arises from formal and informal performance reviews. Every time a manager delegates a new task to someone, a coaching opportunity is created to assist the individual to learn any new skills or techniques requisite for its undertaking (Armstrong and Baron 1998:43). Coaching is based on performance expectations from the manager; therefore, managers and employees must be precise and clear in comprehending performance standards and objectives from the start. Supervisors should provide positive feedback when the employee performed well, in addition to indicating areas for improvement. People are more likely to advance and develop their performance and skills if they feel empowered by their leader (Armstrong and Baron 1998:43). When staff are convinced that managers care about their performance and individual development, they will buy into organisational leadership. This buy-in is important for the future development of the organisation and its competitive edge (Daft & Marcic 1998:12). During the performance review, recognition of achievements and development of plans to resolve the existing problems have to be addressed.

Leaders should assist individuals or teams in their development as they strive towards achieving agreed-upon outcomes. This involves offering guidance and direction and working

with others to achieve objectives. Leaders should utilise communication skills to relate to subordinates (Uphill & Riordan 2005). The leadership approach and methods undertaken within an organisation determine how performance management will be utilised to achieve strategic goals. Both culture and leadership determine the rate at which the organisation learns, grows and develops. Leadership is an upper tier management function and is primarily concerned with motivating people to achieve objectives, together with establishing and maintaining a conducive and enabling environment facilitating or driving them to achieve certain goals (Ile, Eresia Eke & Allen-Ille 2012:75–76).

Creating a learning organisation

It is an aim of performance management to improve the performance of individuals, teams and departments. Learning is essential for future performance and should, therefore, be incorporated into the performance management process. To promote learning within the organisation, it is essential that a learning organisation culture is created. The emphasis in a learning organisation is on the entity becoming more intelligent and being able to deal with the constantly fluctuating environment, capturing the collective intelligence, experience and capacities within (Viedge 2003:82). In order to facilitate this, the individuals within the entity should continuously learn and reciprocally share information, knowledge and lessons learnt with their colleagues, subordinates and superiors. Performance is contingent on, and has a nexus with learning, thus making it indispensable for the achievement of effective functioning and consequently it is imperative that organisations create a learning environment via the PMS. Viedge (2003:83) and Windsor (2001:56) affirm that learning is the sole factor that continuously provides organisations with a competitive advantage. This denotes that it is a requisite that the PMS accentuates learning as an additional organisational objective. Essentially, current performance is a consequence of prior learning (Windsor 2001:56).

Price (2004:585) defines learning as the permanent change of behaviour as a result of past experience. Learning comprises a great deal more than merely acquiring knowledge. It encompasses the discarding or replacing of outmoded values and techniques in favour of new ones. It implies that the workforce within an organisation collectively alter their perspectives of the entity and its market. Farago and Skyrme (2004:54) categorise organisational learning as learning which continuously transforms the organisation. These experts continue, contending that although training does help to develop certain types of skills, learning involves the development of higher levels of knowledge, capabilities and aptitudes for the benefit of the organisation.

Farago and Skyrme (2004:61) identify four levels of learning, which progressively indicate greater complexity and depth, and illustrate the type of learning required to sustain future competitiveness:

- Level 1- comprises the learning of facts, knowledge, processes and procedures. These apply to known situations where changes are minor.
- Level 2-involves learning new job skills that are transferable to other situations. This learning applies to new situations where existing responses need to be altered, and entails bringing in external expertise.
- Level 3-constitutes learning to adapt. This applies to more dynamic situations where a solution needs development and encompasses experimentation and deriving lessons from prior success and failure.



- Level 4-concerns learning to learn, which refers to innovation and creativity; essentially, designing the future rather than merely adapting to it. This is where assumptions are challenged and knowledge reshaped.

Price (2004:43), Doherty and Horne (2002:122) and Farago and Skyrmer (1995:43) concur, maintaining that, for an organisation to be a learning organisation, it must have the following characteristics:

- The formulation of organisational policy and strategy is structured according to a learning process.
- Extensive and widespread participation and identification in the delineation, debating and formulating of policy and strategy.
- Management systems for accounting, budgeting and reporting are organised towards the assistance and facilitation of learning.
- Information systems are instructive, edifying and automated.
- Information on expectations and feedback is reciprocally exchanged by individuals and work units at all levels to assist learning.
- Employees with external links, for example sales representatives, convey information to other staff members.
- Encouragement, openness and the liberty to share information and acquire knowledge.
- An organisational culture and management style that encourages experimentation and learning.
- Everyone has access to the resources and facilities for self-development.

Aligning individual goals with strategic organisational goals

The importance of aligning individual, departmental and organisational goals is significant. For the organisation to remain competitive, the organisational culture, leadership and learning opportunities should be aimed at improving performance and achieving organisational objectives. Hodge, Anthony & Gales (2003:64) maintain that organisational strategies are a means to an end; once chartered, the manager is responsible for converting the strategic plans into organisational, departmental and individual objectives. The word 'converting' here implies that alignment is required. Hodge *et al.* (2003:64) assert that, in a perfectly rational world, the diverse goals of an organisation might be difficult to manage. The conversion of organisational goals into departmental and individual targets therefore requires careful consideration and planning. These authors (Hodge *et al.* 2003:64) maintain that the management of objectives involves the cascading and alignment of goals to the lowest level in the organisation, which denotes organisational, departmental, and then, individual levels. This streaming, affiliation, configuring and orientation of objectives constitutes an internal administrative activity, involving the succeeding elements:

- Planning resource provision and distribution.
- Identifying the key tasks to be carried out.
- Identifying the alterations and adaptations required in the resource mix of the organisation.
- Setting deadlines.
- Assigning staff to manage their performance.

- Specifying the role of the different departments.
- Stipulating the individuals' roles within their departments (Buys 2000:22).

The preceding aspects notable relate to performance management, regarding the clarification of expectations; goal setting; and the facilitation of performance. Strategic goals need to be cascaded throughout all levels of the organisation. Aguilar (2003:91) states that organisational effectiveness is dependent on the alignment of individual, departmental and organisational strategic goals. The primary focus of performance management is to ensure that daily task execution is aligned with organisational strategy. Furthermore, Aguilar (2003:41) explains that performance management assists organisations in resolving certain questions, for instance:

- Is the organisation working on the correct issues, tasks and factors to achieve its goals?
- Is management's manner of making decisions compatible with the strategic plan of the organisation?
- Which conflicting tasks should be emphasised, reviewed and addressed?
- How can the organisation leverage employee experience?

Performance management may be perceived as a stratagem or tactic to implement organisational strategic goals. The alignment of employee, departmental and organisational activities to the organisational strategy is crucial. An alignment is a condition wherein each employee at every level understands the strategy and their role in accomplishing it. The manager's role is to ensure that the requisite alignment is created (Aguilar 2003:93). Managers must aid employees in comprehending the organisational strategy, in conjunction with how their jobs contribute thereto. They must create a situation wherein even the lowest ranking employee can articulate the tactical goals of the organisation and explain how their contribution fits into the overall strategic objective.

Armstrong (1999:442) affirms that an alignment of strategic goals is relative to achieving a collective and communal understanding of performance requirements throughout the entity, thus providing the entire workforce with the opportunity to make appropriate contributions toward the accomplishment of the organisational tactical objectives. The strategic plan of each business unit should be clearly expressed and communicated, in a manner that steers, drives and guides the organisation in the correct direction, in terms of the short- and long-operational key performance areas (Dobson 2001:9). Performance management assists organisations in aligning organisational units, operational processes and individuals with the predefined tactical goals and objectives, generated by a common strategy (Dobson 2001:11).

EVALUATION OF TRAINING AND DEVELOPMENT INITIATIVES

This section provides a strategy to evaluate training and development based on the above critical organisational success factors. Evaluation of training and development does not occur as a separate or detached undertaking, but is influenced by various critical organisational success factors. These include creating a culture; developing leadership; performance management; and the creation of a learning organisation. Several, diverse organisational factors are essential to the effective evaluation of training and development initiatives. Evaluation of training and development cannot be separated from the organisational culture,



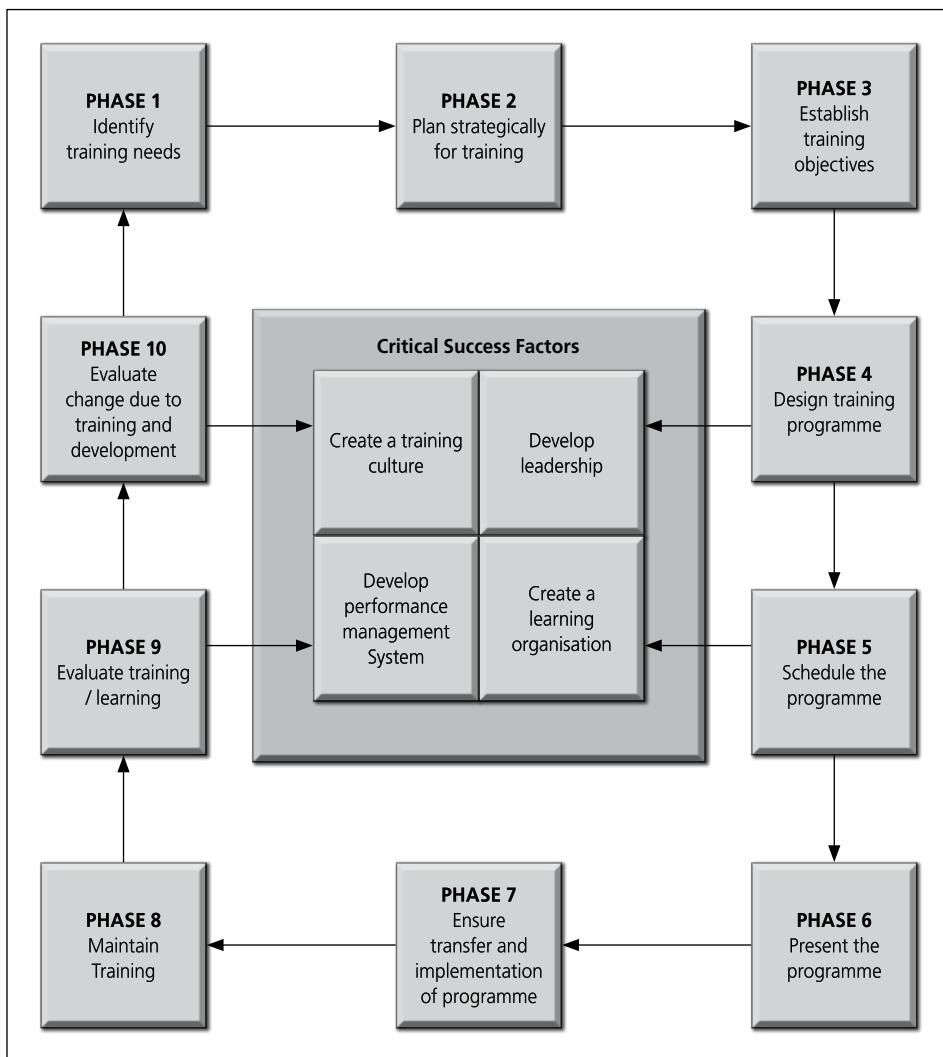
as this culture directs the behaviour of the workforce. This implies that careful consideration must be given to establishing a culture that is supportive of training and development and the attainment of enhanced performance (Tshukudu 2009:144).

This section proposes a 10 phase strategy (see Figure 2) for the assessment and evaluation of training and development and outlines the proposed 10 phases for evaluating training and development.

Phase 1: Identify training needs

The initial strategy to evaluate training and development comprises the identification of training needs and priorities. The identification of training needs and priorities is a critical step in the

Figure 2: Strategy for evaluating training and development initiatives



Source: (Tshukudu 2009)

evaluation process, and provides the information necessary to design the entire training and development programme. Numerous programmes are predestined to fail, because the trainers place more emphasis on conducting the training programme than firstly, to identify training needs. Training needs should be identified, at both an individual and organisational level. If training and development are to remedy poor performance, there is a requisite that the organisation determines its training needs prior to initiating anything else in the training evaluation process. The first stage involves training managers ascertaining the correct and proper organisational requirements. Identification of organisational needs will assist the trainer in designing and developing a relevant, effective training and development initiative, which will greatly contribute to addressing organisational performance issues. The second step in identifying training needs is for the training manager to specify employee performance. Employees have to understand what their jobs entail, in consort with the link between training and their individual performance. The involvement of employees in the identifying of training needs is of paramount importance (Tshukudu 2009:78). Figure 2 illustrates 10 systematic phases in evaluating training and development.

The training department or unit, in conjunction with line managers, should address individual employees' training needs through a formal performance appraisal of each employee; however the assessment information may be out-dated if it is generated from an appraisal or performance management review conducted on an annual basis. A bi-annual review should be undertaken by line managers and supervisors to appraise employee performance and it should consider essential feedback between the supervisor/manager and the employee's performance process. This process will contribute to and facilitate the data realistically impacting on training and development, especially when it comes to aiding the trainer in identifying and ascertaining employee training needs. While conducting these evaluations, the trainer and line manager should be able to assess the actual skills, capacities and competencies of an individual, as well as to detect, distinguish and categorise issues that hinder effective performance. Training and development is intended to improve and advance individual employee performance, therefore, the training manager must establish precise, representative, unbiased and realistic personnel training requirements, while ensuring that employee performance management is critical and significant (Tshukudu 2009:88). The primary responsibilities, tasks and functions the trainers should adhere to are:

- Specifying the critical performance areas of personnel.
- Examining and comprehending both the short-term and strategic organisational goals, in consort with the entity's *raison d'être*.
- Evaluating current trends, along with an awareness of changes due to the local and global environs and transformations therein, as to whether they are likely to affect the tactical organisational objectives.
- Identifying any deficiencies in the knowledge, competencies and skills of the trainees, measured against individual employee job requirements.
- Prioritising training requirements according to their connexion to, and alignment with, the strategic organisational goals (Tshukudu 2009:88).

Phase 2: Strategically plan for training

The second stage concerns strategic planning for training and development to facilitate an effective evaluation process. If strategic planning is not correctly conducted, there is



a probability that the instruction will be *ad hoc* and uncoordinated. This underscores the import, magnitude and significance of training and development, which should be accorded serious consideration and attention, to ensure and expedite the realisation of the entity's strategic organisational goals and objectives. For training, as a component of the strategic business plan, to engender the anticipated, requisite alterations and transformations in personnel behaviour and performance, necessitates that it be carefully designed, planned and considered from its inception. Planning for a training programme is a crucial, fundamental step in the education and learning process, which requires training managers and trainers to completely comprehend its consequences, and be cognisant of the function of training, and its connotations, in achieving strategic organisational goals (Tshukudu 2009:98).

The training manager and trainer must ensure that all training department members:

- Are aware of the strategic direction of the organisation.
- Understand the overall business strategic goals, along with those of their departments, when planning for training and development.
- Ensure that all stakeholders contribute and participate in the planning stage (Tshukudu 2009:98).

Phase 3: Establish training objectives

Subsequent to the completion of planning, the succeeding phase entails the trainer establishing the training and development objectives. These training and development objectives provide a framework and steer the relevance and direction of the education and learning process and are directly linked to individual trainee foci and aims, together with the overall strategic goals of the organisation. This connexion is important, from the perspective that training should be aimed at a particular achievement, which accentuates the need for the delineation and classification of training objectives. These should concisely, unambiguously and precisely demarcate, describe and define the intended achievements and outcomes of the process, envisioned by the organisation or the trainer.

It is necessary that these training objectives are measurable, assessable, observable or determinate, as they form the basis of training standards, as well as the evaluation of training and development. Trainers must make certain that the training objectives are specific in demarcating and distinguishing the terminal behaviours trainees should display on completion of the programme, as well as ensuring that each objective describes a specific behavioural action. The objective must indicate the standard of performance required, expressed in terms of numbers, degree and accuracy. Having indicated the required performance standard, it is imperative that the trainer confirms that the individual trainee is aware of these standards from the outset, in conjunction with how their individual capabilities may be developed to achieve them (Tshukudu 2009:100).

Phase 4: Design of the training programme

This step pertains to the design and development of the training programme, for which the extent and volume of learning which must be absorbed to produce new behaviours is considered and utilised. An effective training programme can fundamentally change an employee's efficacy, efficiency and productivity at work. When designing a training

programme, all stakeholders must be considered and involved by the training managers and trainers which, through the consultation and interrogation of all associated entities, result in the realisation of a collaborative training design. This engagement and alliance with all individuals who have the greatest potential to be affected by the outcomes, increases the prospect and possibility that trainers will be able to achieve their intended results.

There is a need for the trainer to interrelate to all the parties in a reciprocal dialogue process, to establish and select the most apposite training methods for the proposed programme. Subsequent to this, training methods may then be categorised as on-the-job or off-the-job, as well as allowing the assessment and adoption of the type of techniques required. The selection of training techniques must be attributed detailed attention, in consort with the application of learning principles, which ensure effective evaluation. These techniques may be categorised into two brackets, viz. experientially oriented methods, which include role play, case studies, and group discussions; and didactic procedures, which involve lectures and presentations (Tshukudu 2009:100).

When designing a training programme a trainer needs to consider the following factors:

- Who the learner(s) is or are.
- What the purpose of the training is.
- Who the training is for.
- Who is undertaking the training.

In addition to the preceding questions, the trainer needs to be able to identify learner entry behaviour, which encompasses a wide variety of different issues, inclusive of previous experience, experience on the job, and experience in the organisation. Having considered the elements pertaining to the learner, the trainer determines the learning objectives. A behavioural approach is deemed as a suitable, beneficial learning method, allowing a trainer to focus on performance improvement, which brings the statement and delineation of an objective to the fore. This describes a desired outcome, action or skill, which the education will allow an employee to evince, achieve or improve, is something they can demonstrate and which can be observed and measured (Tshukudu 2009:101).

Phase 5: Scheduling the programme

Subsequent to identifying the training needs, establishing the training and development objectives and planning and designing the programme, the trainer is required to schedule the training programme. In scheduling the programme the trainer must consider the following questions:

- Are there possible seasonal fluctuations or peak production periods which would make it difficult for the trainees to be released to attend the programme?
- Is it better to run the course for a period of one week, over five continuous days or should it be run one day a week, over a period of five weeks?
- Should the programme be run during or outside working hours?

It is crucial that the trainer assesses employee time constraints and business environmental/economic factors. It is essential that training is not organised during peak production periods, when there are high demands for on potential trainees. Ideally, from the standpoint



of learning and attitude alteration, the programme should be conducted during non-peak production periods and over a number of consecutive days. The optimal process involves the potential trainees being released from their normal duties, which would allow them to devote their time and attention to the programme (Tshukudu 2009:102).

Phase 6: Presenting the programme

Presenting a training programme is the culmination of all the preceding activities of the training design process. In order to ensure an efficient presentation of the programme, the trainer must make provision for a wide variety of learning experiences and apply specific guidelines and principles. Comprehensive and rigorous planning is a prerequisite for good presentation. During the planning, the trainer must ensure that the content of the programme corresponds with the expected learning outcomes and that it fulfils the requirements of the target group. Once this planning and design has been accomplished the trainer is in a position to present the programme. The trainer needs to ensure that the correct learning climate is created at the commencement of the programme. The trainer may consider using pre- and post-tests to assist in the evaluation of trainees, as well as making certain that the trainees are aware of the anticipated, projected results. The communication of the envisaged outcomes may influence their attainment and must precisely inform the learners of what type of behaviour is required for successful realisation of the expected effects. Additional aspects a trainer must take into account include learners' attitudes; previous experience and knowledge levels; and the expected outcomes in this regard. Unnecessary or superfluous details, issues or elements must be omitted, exclusively incorporating the learning material required for realising the desired outcomes (Tshukudu 2009:102).

Phase 7: Transferring and implementing the programme

A training programme cannot be considered complete and successful if the trainee does not transfer and implement the appropriate knowledge, skills and attitudes, as required outcomes of the training programme, into their work situation. There is a necessity for the trainer to facilitate the outcomes of the course through the training process. It is evident that it is pointless to delay planning of the implementation of the outcomes of the training until after the training programme has been conducted. Although this transfer and implementation of the specific training programme presents multiple challenges and issues, it is imperative that the trainer ensures that it occurs (Tshukudu 2009:112).

Phase 8: Maintenance of training

The immediate transfer and implementation of the appropriate knowledge, skills and attitudes into the work situation does not confirm or safeguard that the trainee will continue to utilise them in the long-term. This denotes that the trainer has a critical responsibility in the maintenance process of the training. The supervisor should continuously support the trainee through re-enforcement and reward, in conjunction with the elimination of any forces in the work environment which negate or combat the transfer and maintenance of training (Tshukudu 2009:113).

Phase 9: Evaluating training

The evaluation of training and development entails reviewing in what manner the training has been conducted, in order to determine whether apposite guidelines for the implementation of an effective training programme were utilised. The trainer must be able to answer the following questions to establish the extent to which these guidelines have been adhered to:

- Were needs diagnosed?
- Was there a knowledge or skill deficiency?
- Were the needs organisationally significant?
- Were the needs assigned to objectives?
- Were the organisational needs transferred and aligned to strategic organisational objectives?
- Were the prerequisite learning objectives derived from the overall training objectives?
- Were trainees assessed to determine the number of prerequisite learning objectives in which they were deficient?
- Was the evaluation system designed to measure the achievement of the objectives?
- Was the training programme designed to meet the specific learning, training and organisational objectives?

Phase 10: Evaluating change due to training and development

The trainer employs a summative evaluation to assess the final product, with greater emphasis on programme appraisal utilising the outcome criteria. The trainer must take into account the impact the training effected on the trainees attitudes, behaviour, skills and knowledge. The outcome appraisal focuses on the three-level evaluation, which considers the following facets:

- Firstly the trainer must define how satisfactory, suitable or enjoyable the trainees found the training programme.
- Secondly, as the trainers handle learning, they must determine what knowledge, attitudes and skills were learned or transferred in the training.
- The tertiary level of this approach concerns behaviour, which outlines the relationship of learning (the previous measurement levels) to the actual undertaking of the job.

It is imperative for the trainer to comprehend the difference between theoretically knowing principles and techniques, and actually employing them in a work situation.

The purpose of this article was to provide suggestions for improving and evaluating training and development. It can be concluded that evaluation is an important and integral element of successful training and development. Evaluation can be facilitated through the use of effective strategies; techniques; appropriate approaches; and through the implementation of a PMS. In addition, the fundamental processes of evaluation need to be fully understood in order to communicate the importance of evaluation to trainers and training managers. The evaluation of training and development assists managers to comprehend the transformation and changes engendered through training. The reason for evaluating training pertains to determining effectiveness at individual, team and organisational levels. Performance management is based on a participative decision-making process, wherein individual employees are able to explain their training needs, while allowing managers to incorporate individual needs into departmental training priorities; thus aligning individual development with departmental effectiveness and

efficiency. The overall principle of the evaluation of training and development initiatives is critical to the implementation and management of the learning organisation (Tshukudu 2009:224).

CONCLUSION

The success of performance management is directly reliant on its ability to guide employee behaviour towards the achievement of strategic goals. Organisational culture plays a critical role in the development and implementation of performance management, as it shapes employee behaviour according to the norms and values of the organisation. Leaders should influence subordinates to accept a performance culture and assist them in adopting the correct behaviour to achieve goals. Learning is essential for future performance, as it empowers employees with the ability to solve problems in a creative and innovative manner. Learning should therefore, be incorporated into the strategic organisational objectives. Training should take place in an environment where learning is encouraged, and at the same time, performance is effectively managed. The alignment of organisational strategic goals with those of departments, teams and individuals is essential for creating a high performing organisation.

A purpose of this article was also to provide suggestions for improving and evaluating training and development. It can be concluded that evaluation is an important and integral element of successful training and development. Evaluation can be facilitated through the use of effective strategies; techniques; appropriate approaches; and through the implementation of a PMS. In addition, the fundamental processes of evaluation need to be fully understood in order to communicate the importance of evaluation to trainers and training managers. The evaluation of training and development assists managers to comprehend the transformation and changes engendered through training. The reason for evaluating training pertains to determining effectiveness at individual, team and organisational levels. Performance management is based on a participative decision-making process, wherein individual employees are able to explain their training needs, while allowing managers to incorporate individual needs into departmental training priorities; thus aligning individual development with departmental effectiveness and efficiency. The overall principle of the evaluation of training and development initiatives is critical to the implementation and management of the learning organisation (Tshukudu 2009:224).

This article concluded with a classification and discussion of a 10 phase strategy for the assessment and evaluation of training and development, including: identifying training needs; strategically planning for training; establishing training objectives; designing the training programme, scheduling the training programme; presenting the programme; ensuring the transfer and implementation of the programme; maintaining the training; monitoring and evaluation of the training and development, learning from the training; and assessing the changes and improvement in performance attributable to the training and development course.

NOTE

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