IMPROVING THE EFFECTIVENESS OF TRAINING IN SANLAM SKY

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IMPROVING THE EFFECTIVENESS OF TRAINING IN SANLAM SKY

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DECLARATION

I, Odwa Otto Gonya, hereby declare that:

- This research study is my own work, submitted in partial fulfillment of the requirements for the degree of Masters of Business Administration at Nelson Mandela Metropolitan University.
- It has not been submitted before for any degree or examination in any other University.
- This study is the result of my independent work and investigation, except where otherwise stated.
- All the sources used are documented in the attached reference list and duly acknowledged.

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Odwa Otto Gonya

January 2017

DEDICATION

I dedicate this study to my wife, Bulelwa Gonya and my four children, Xola, Mahle, Thapelo and Princess.

Thank you for your enormous love and support over the last three years, the sacrifices you have made and giving up all the lost opportunities and special occasions so I could pursue my dream.

Remember; never stop believing that you have a capability to achieve anything you put your mind to.

ACKNOWLEDGEMENTS

ABSTRACT

Sanlam Sky is a division of the Sanlam Group focusing on the developing markets. The division plays an important role in employing previously disadvantaged people with little or no prior training and experience. Training is the methodical development of Knowledge, Skills and Attitude that is required by the employee to perform a given task on the job satisfactorily. The training department therefore has a key responsibility of providing effective training to the newly appointed and existing employees and can be viewed as an essential vehicle for company success.

The study identified that investment is allocated for the training and development of employees over the past years at Sanlam Sky and the organisation has not measured the effectiveness of training prior to this study. The main purpose of this study was to determine if the training initiatives at Sanlam Sky are effective or not and then identify factors to improve effectiveness of training at Sanlam Sky. The study also addresses the question of "what are the assessment methods for measuring T&D effectiveness that exist in the literature?"

The empirical study included the distribution of a self-administered questionnaire amongst operations and distribution staff. Data was collected from multiple sources including 88 respondents and triangulated with unstructured interview data sourced from the learning managers; this data was used to assess the effectiveness of training and develop strategies for improvement.

The findings indicate that the training provided at Sanlam Sky is effective, however there are no clear guidelines on identifying training needs in the organisation. The study identified that there is no evaluation framework that is used at Sanlam Sky. The trainees are not given an opportunity to choose how they want their training to be facilitated.

Hypothesis of the study was tested and finally the study offers recommendations to be implemented in improving the effectiveness of training.

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CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Organisations worldwide are challenged to strive for success while seeking to out-compete their competitors whilst acquiring and using their human resources effectively in order to achieve success as a business.

A Training and Development (T&D) department is key in business success and is constantly challenged to develop the workforce of the organisation and to make a more relevant, tangible and accessible contribution to business performance. This shows the need for organisations to deliver effective training that will support the company vision and goals.

Training strategies need to be proactively factored into the overall business strategy in order to develop a learning culture in the organisation. T&D is a process that has many different activities that are designed to improve people's skills, knowledge and attitude and this make it important for the organisation to analyse the effectiveness of training efforts.

It is vital for organisations to develop knowledge, skills and attitudes of its employees through T&D efforts. Developing employees has to yield positive results for the organisation and show a return on investment to the business through improved turnaround time, processes, fewer customer complaints and improved efficiency.

Sanlam Developing Markets is a company that gained its company status when Sanlam, Chanel Life and African Life merged, focusing on providing funeral and savings products to the developing markets and is now trading as Sanlam Sky. Currently it employs about 4200 staff members nationally.

Over the past two years more than R30 million has been spent on developing and training Sanlam Sky Staff. Besides T&D being given a huge slice of company annual budget to build its resources, it is critical to look at effectiveness of the T&D activities in order to ensure that training adds value to the business. Effectiveness of training efforts refers to the outcomes of a wide range of activities, processes, and programmes. Such expenditure on training requires a framework to ensure the effectiveness of training efforts and training programmes whether they meet the desired objectives (Kirkpatrick, 1998, pp. 33-34).

The quality of T&D efforts remains important in ensuring that the transfer of learning is successful. This makes it important for the T&D activities to be designed in a way that they will develop skills in a short period of time in order to meet an immediate need, or designed to achieve broader requirements over a longer period.

This study focuses on an analysis of one of the core functions of human resource at Sanlam Sky which is T&D, effectiveness of the training programmes, training process and delivery methodology employed. The study develops an effective training framework to improve effectiveness of training efforts at Sanlam sky. Figure 1.1 below provides an overview of the chapters of this study.

| Chapter 1 Backgroud and Introduction | Chapter 2 Literature Review | Chapter 3 Reseach Methodology | Chapter 4 Research Findings and Analysis | Chapter 5 Recomendations and Conclusion |
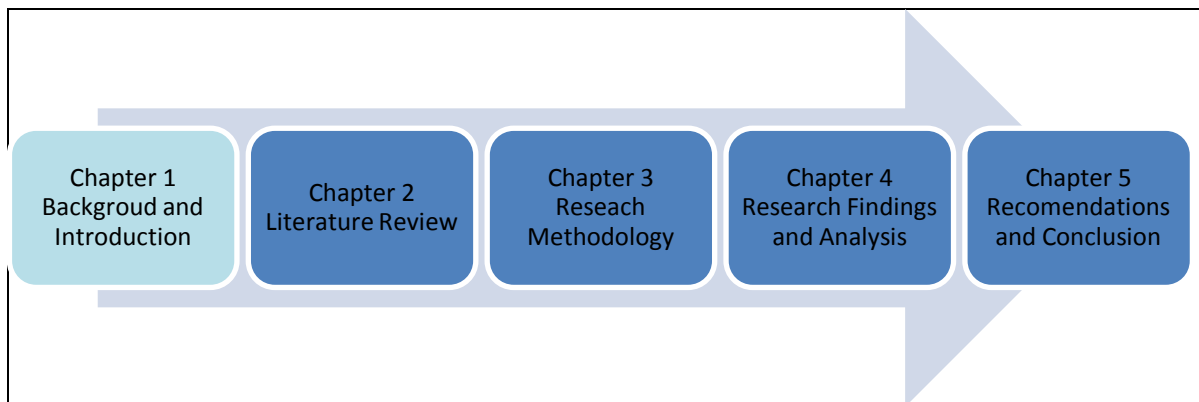
Figure 1.1: Layout of the study

The chapter introduces the study and highlights the background of the study. The study identified the dependent variable as effectiveness of training and determines

the influence/relationship of the following independent variables; training process, relevance of training, method of training and assessment of training programs.

1.2 Background

Sanlam Sky is the entity within the Sanlam group that looks at developing markets, providing funeral cover and savings. Sanlam Sky operates in the Financial Services industry, which is highly regulated through the Financial Services Board (FSB). This regulation makes it vital for Sanlam Sky to make sure that its employees are well trained to be able to give the clients quality service and financial advice at all times.

It currently employs about 4200 employees nationally with its head office and training department situated in Gauteng with 60 Branches represented in each province of South Africa. The training department is managed by the head of Training and Development, which has four direct reporting heads: they are two Learning Managers, Learning Specialist: design and developer, and Learning Technology Specialist. There are twelve Regional Trainers, Two Training Co-ordinators, Two Technology Administrators and one Administrative Team Leader. This team oversees the development of the Sanlam Sky staff with product knowledge, system, compliance and technical training.

Previously the staff had to wait for months before they could attend classroom training due to resource constraints. The sales staff goes through a compressed induction programme of four days, in order to release them to the field sooner. The effectiveness of this compressed induction training programme has not been measured. The organisation has implemented a learner management system (LMS) at Sanlam Sky aimed at reducing the waiting time to attend the classroom training. The project of rolling out the LMS was a critical initiative for the organisation and an investment of R16 million was made.

The LMS has enabled learning to be available through e-learning and about 3500 staff members were trained on how to use the e-learning programme. Therefore Sanlam Sky is now able to deliver training through a blended learning approach

using e-learning, on-the-job training and classroom training. The capability of e-learning allows sales staff to be trained at their convenience and be able to obtain their accreditation on time. The effectiveness of the induction programme and the roll out of the e-learning project have not been assessed and analysed. This study is aimed at determining the effectiveness of these initiatives.

1.3 Ideal situation

The ideal situation is to have training programmes that are effective and delivered in an effective way, that will positively impact business results and support Sanlam Sky strategy. There is a need for the organisation to have a clearly structured training delivery framework that will deliver effective training initiatives which impact the bottom line. T&D need to have programmes, and a delivery methodology that will add value to the business. The integrated training framework should clearly encourage process improvements to add value and maximise productivity, encourage quick decision making, a standard training delivery framework and transfer of learning that will add value.

1.4 Problem statement

The purpose of the research is to analyse the effectiveness of training delivery at Sanlam Sky, in order to develop a training framework for the organisation. Analysing effectiveness of training delivery is vital for an organisation in order to justify the relevance of the training programmes, budget and provide evidence on how the training intervention contributes to Sanlam Sky objectives and goals. Sanlam Sky has not measured the effectiveness of training programmes that the company is making an investment towards in order to develop its employees in the past two years.

Lack of effective training in an organisation can result in poor work performance, customer service disruption, high turnover and loss of profits (Farjad, 2012). This study seeks to find out if the training initiatives at Sanlam Sky are effective or not, and if not, what are the causes? Thereafter, a training framework is proposed that could be applied to enhance effectiveness. The focus is on the effectiveness of

T&D programmes, specifically looking at the effectiveness of the induction, training delivery methodology, as well as the effectiveness of the LMS roll out that was conducted by Sanlam Sky.

1.5 Research questions

The research problem that was researched within the field of this study is as follows:

"**Effectiveness of the training Initiatives at Sanlam Sky.**"

The following are the research questions, which were used to support the research:

1. What are the assessment methods for measuring T&D effectiveness that exist in the literature?
2. What is the effectiveness of induction training programmes that are offered at Sanlam Sky?
3. What is the best practice method in selecting prospective trainees for training programmes?
4. What is the effectiveness of the e-learning training at Sanlam Sky?
5. How can the training process and training implementation be combined in a framework to improve effectiveness of training delivery at Sanlam Sky?

1.6 Research objectives

This study focuses on the necessary analysis of T&D efforts at Sanlam Sky. The objective of the study is to find out if the training efforts of Sanlam Sky are effective. It will further establish the significance of the e-learning capability, delivery methodology and programmes offered. The research objectives that are considered in this research are the following:

1.7 Primary research objective

1.7.1 Research objective 1

   To determine the effectiveness of training initiatives at Sanlam Sky

1.8 Secondary research objective

1.8.1 Research objective 2

To evaluate the level of implementation achieved with the roll out of LMS.

1.8.2 Research objective 3

To assess whether the current delivery methodology of the training programmes is sufficient for the success of Sanlam Sky employee training.

1.8.3 Research objective 4

To find out if the current induction programme is effective for the success of the organisation.

1.9 The benefits of solving the problem

Having effective training will help the organisation to reduce inefficiencies and increase the organisational performance and effectiveness (Day & Peters, 1990, p. 55). The study proposes a possible framework that will improve the effectiveness of training efforts at Sanlam Sky. The integrated framework will assist in having effective programmes, training delivery framework and better coordination of activities within the T&D departments. The study will contribute to the framework of how Sanlam Sky will improve the effectiveness of its training activities.

This will result in improved service to the clients and the training that will be offered will be a just-in-time training that is proactive. Implementation of an integrated Learning and Development (L&D) framework will positively influence the organisational performance and employee engagement (Farjad, 2012).

1.10 Possible threats if the problem is not solved

If the problem is not solved, there could be more investment in training interventions, which are not effective. There will be possible inefficiencies and duplication of efforts in the training department as a result of a lack of a training

framework. This can lead to the possibility of low staff morale as the employees may not be engaged and this could lead to increased staff turnover. All in all, the organisation may not realise the full potential of training programmes.

1.11 Hypothesis

The hypothesis for testing in this study consists of two elements; firstly, that the training delivery at Sanlam Sky is effective. The training department should take the success factors into consideration when developing a training strategy. Secondly, the training delivery at Sanlam Sky is not effective. The training department should look at the possible courses and possible remedies when looking at its future training strategy.

1.12 Research Method

According to Collis & Hussey (2003), there are six fundamental stages of a research process. The research process begins by identification of the research topic, which guides the researcher in the field of the research. This is followed by defining the research problem that the research seeks to address. It is then important for the researcher to determine how the research will be conducted. The researcher then collects the data, analyses and interprets the data before writing up the research (Collis & Hussey, 2003). This study followed the six fundamental stages of the research process, as defined by Collis and Hussey (2003). Below, Figure 1.2 shows a diagrammatical depiction of the process to be followed in this study:
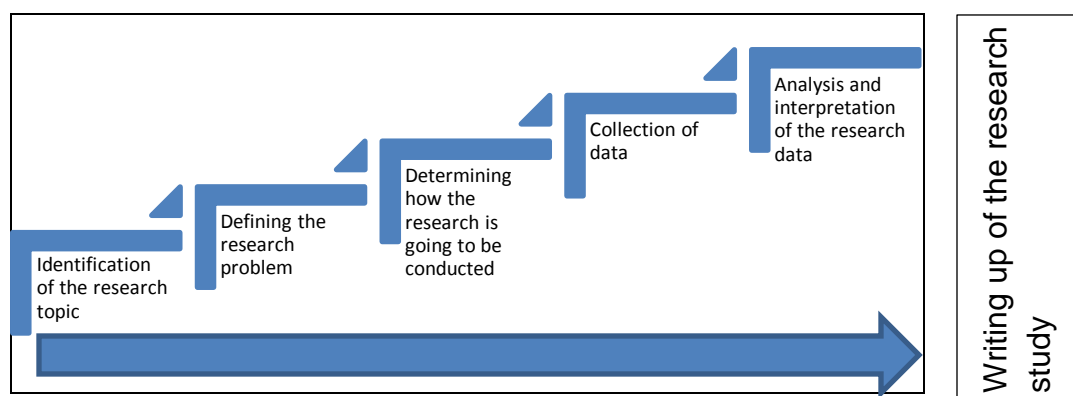
Figure 1.2: Research process: Source, (Collins & Hussey, 2003)

1.13 Research paradigm

There are two distinct paradigms which academic researchers are confronted with when they conduct their research; these are known as positivistic or phenomenological (Collis & Hussey, 2003). These approaches are at times also referred to as quantitative or qualitative. In both the qualitative and quantitative paradigm there are five research steps to follow when conducting research (Creswell , 2003, pp. 256-257).

Qualitative research is used to understand meanings, look at, describe and understand experiences, ideas, beliefs and values, intangibles. Quantitative research is categorised as experimental, quasi- experimental, correlational or descriptive, whereas qualitative research is seen as a form of inquiry where the researcher makes interpretation of what they see and hear (Creswell , 2003).

The qualitative paradigm develops a hypothesis, the researcher interacts with the participants and involved smaller sample, whereas the quantitative paradigm tests the hypotheses with no interaction with the participants and involves a large number of participants. Variables are complex, interwoven and difficult to measure for qualitative research, in comparison with the quantitative version, where the variables can be identified and relationships measured. These variables can be measured, typically using instruments, in order for numbered data to be analysed using statistical procedures (Creswell , 2003).

In this study a combination of qualitative and quantitative interpretative research, seeking to present a collective point of reference, was followed. A conceptual framework to improve the effectiveness of training efforts was developed and proposed by this study. This was based on a literature review on training effectiveness, assessment methods for measuring training and factors limiting effective implementation of training programmes. A qualitative and quantitative approach was followed in evaluating the proposed framework.

The dominant paradigm is a positivistic paradigm and both open and closed ended questions were utilised. Using the available literature review, training effectiveness was investigated. The research relied on previous literature on the effectiveness of training and development, and structure. The theoretical concepts of training effectiveness were then subjected to empirical research and investigation.

Secondly, an empirical investigation was undertaken at Sanlam Sky, which validated the theory developed in the literature review. In depth interviews were conducted with line managers, and learning managers at Sanlam Sky. Convenience sampling was used in selecting four managers, as a sample.

Thirdly, a questionnaire was designed for sales staff at Sanlam Sky. The questionnaire was administered to a sample size of 100 sales staff at Sanlam Sky. Descriptive and inferential statistical techniques were used to analyse the data. Based on the results, recommendations were made together with the proposal for a framework to be used.

1.14 Terminology

Blended Learning   A mixed training solution used to deliver a training event

Development   The growth of an individual that is linked to the specifics of the employee future or current job

Effectiveness   It is when the intended or the expected outcome has been met.

LMS   Learner management system used at Sanlam Sky

Return on Investment (ROI)   Measurement of the profitability of training programme. It looks at the investment compared to the earnings of the training programme

Sanlam Sky   A division of Sanlam Group, providing financial services focusing in the developing markets

Stakeholder	an individual or a group that has a concern in ensuring the success of a training programme
T&D	Training and development
Training	The activity to enhance an employee's current skills for their current job
Training evaluation	A process that is used to determine the worth, value or meaning of a training programme.

1.15 Document layout Structure

This study will be divided into five chapters as depicted in Table 1.1 below.

Chapter one	This chapter outlines the problem statement, research questions, research objectives, research methodology the measuring instruments and hypothesis.
Chapter two	This chapter focuses reviewing literature on training effectiveness, evaluation of training programmes, training delivery processes and analysing return on investment of training initiatives.
Chapter three	This chapter addresses the research methodology that is employed in this study, the data collection, sampling, and the measuring instruments to be used during the study
Chapter four	This chapter will summarise, analyse, interpret and discuss the findings of the empirical investigation and their implications
Chapter five	In this chapter, conclusions and recommendations are offered

Table 1.1: Document Structure

1.16 Chapter Conclusion

In this chapter, the researcher provided an overview of the study, the questions that will be addressed by this study and the objectives of the study. The chapter highlights the need to deliver effective training. A brief description of the research methodology to be used is discussed in this chapter and finally, it provides the background for the significance of this study.

The next chapter (chapter two) will give an overview of the related literature. The literature review will focus on training effectiveness and the training process.

CHAPTER TWO
AN OVERVIEW OF RELATED LITERATURE

2.1 Introduction

A literature review anticipates improving research ideas among other things, as it seeks to determine awareness of the current state of knowledge on the subject together with its limitations and how the research fits into the wide context. An overview of this study in its entirety is provided in chapter one. The previous chapter highlighted the research problem that this study seeks to rectify, the research questions that the study will answer, the research objectives, and research methodology together with the outline of the study and the concluding remarks. Similarly to chapter one, Figure 2.1 underneath provides the study layout showing the flow and connection between the chapters.

| Chapter 1 Backgroud and Introduction | Chapter 2 Literature Review | Chapter 3 Reseach Methodology | Chapter 4 Research Findings | Chapter 5 Recomendations and conclusion |
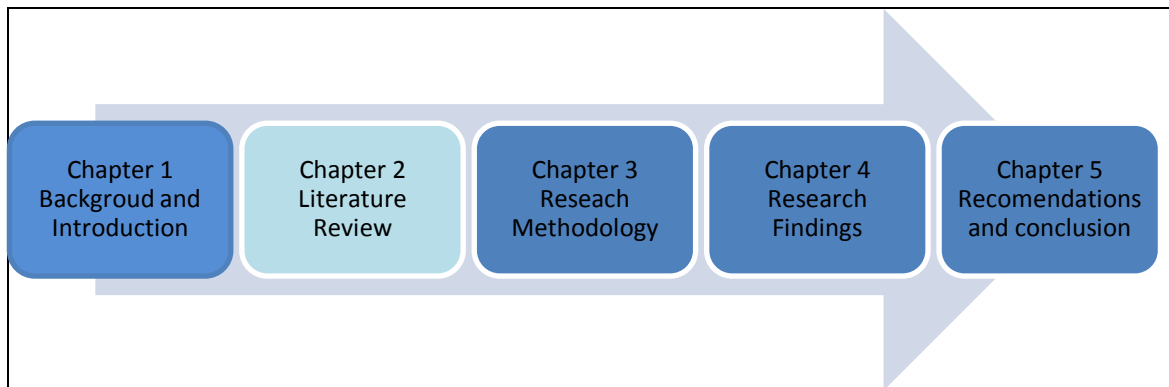
Figure 2.1: Study layout

The objective of chapter two, of this study, is to provide a literature review by examining related training effectiveness theory and literature that is necessary for the development of a framework for effective delivery of training initiatives and assessment methods at Sanlam Sky. In this chapter the primary question is to determine the assessment tools to measure training effectiveness and the best practices for selecting prospective trainees. These questions will be answered by an extensive literature review.

This chapter further provides a basis for making training interventions effective, as well as creating a process for effective implementation of training interventions

within an organisation, and evaluating such interventions. The researcher designed a framework that was followed in the literature review, as depicted in Figure 2.2 below. The "funnel" is used as an approach to illustrate this framework.
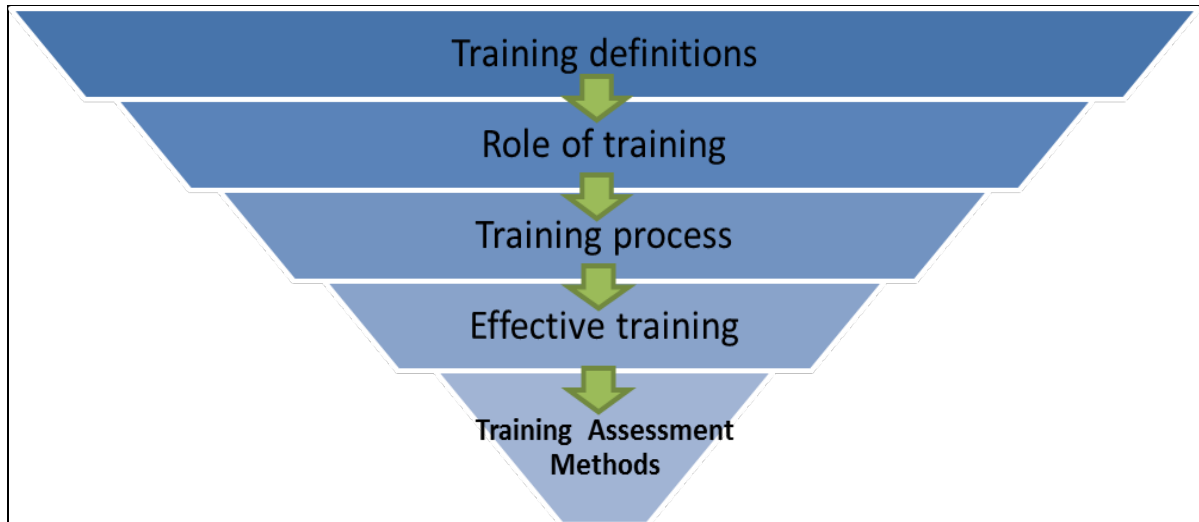
Figure 2.2: Literature Review framework (Source: Researcher's own construction)

Chapter two comprise four main sections: where the first section provides a broad understanding of T&D and its role in an organisation. Section two provides insight into recent research on effective training interventions. The third section looks at the different training approaches and models for effectiveness of training interventions. Finally, section four looks at different evaluation theories, which is followed by the summary of this chapter. Whilst training is very broad, the literature review considers training in the context of employee training within the organisation.

2.2 Training Definitions

The success of an organisation depends mainly on the quality of its human resources (employees). For the employees to function effectively in their roles, transfer of learning should take place, so this makes training a vital factor for the organisation's success. Training seeks to achieve a change in employees' attitude, skills of the employee and knowledge to support them to do their job better.

Quality of employee output could be developed through effective training initiatives. Training initiatives can be in different formats, such as the use of face-to-face classroom techniques, e-learning, self-learning, task specific and on-the-job training. The success and effectiveness of these training initiatives depends on measures and opportunities that are created by the organisation. This study evaluates the effectiveness of training and what assessment tools are available to measure effectiveness of training in an organisation.

According to Bell and Kozlowski (2002), employees perform better in their jobs through the acquisition of new skills, knowledge and abilities that could be acquired by means of training. This point of view is also supported by Niazi (2011), who views training as the stakeholder in developing employees and suggests that T&D should therefore be positioned strategically in the organisation as it contributes directly towards organisational business goals and objectives. Different researchers in the literature confirm that training of employees is a major prerequisite for any organisation that wants to achieve maximum productivity through the effective performance of its employees (Lingham, Richley & Rezania, 2006).

In a globally competitive business arena, development of employees becomes increasingly important, therefore training is required to assist employees in developing new knowledge, skills and attitude. Training is a necessity in an organisation in order to remain competitive in the industry and remain strategic whilst improving employee retention. According to Salonen, Arola, Nygard, Huhtala, and Koivisto, (2003, p. 66) organisations that have effective training initiatives, which develop the employees' skill, knowledge and attitude, are more likely to retain the employees for a longer period.

This can be seen from the fact that organisations have now became aware that increasing economic growth is not only due to new technology or a combination of the factors of production only, but also to the development of its employees. This section looks at a broad understanding of training and its role in an organisation.

2.2.1 Training definition

There are different views that are aligned in defining training from the literature. Armstrong (2014) defines training as the methodical development of attitude, knowledge and skills that are required by the employee to execute a given task on the job satisfactorily. This definition was supported by Lingham et al. (2006, p. 571), who view training as the extent to which trainees are able to apply improved attitude, knowledge and skills they have learnt during the training intervention, thereby emphasising the importance of the applicability of training programmes.

Beardwell, Holden and Claydon (2004) were consistent with other definitions and viewed training as a planned and systematic modification of behaviour through learning interventions, activities and programmes that will result in the participants achieving the levels of competency and abilities in order to carry out their work effectively (Beardwell, Holden & Claydon, 2004). The learning intervention is a structured learning experience that an employee goes through in order to achieve the results of developing skills, knowledge and behaviour (Saad & Mat, 2011, p. 16).

Literature further defines training as the systematic attainment of skills, rules, concepts or attitudes that will have an outcome of better-quality performance. According to Elnaga and Imran (2013), training is seen as the tool to connect the gap that exists between the employee current performance and the typical anticipated performance. The gap is bridged though training initiatives that can be delivered through different methods such as classroom training, e-learning, coaching and mentoring, and on-the-job training (Elnaga & Imran, 2013). Training activities such as classroom techniques, e-learning and workshops have the purpose of improving specific skills. If training is effective, it can have implications for personal development, productivity and retention of employees (Saad et al., 2011, p. 14).

In looking further at another training definition, as cited by the National institute for occupational safety report, it is seen as communication that is directed at defined populations in order to develop their skills, behaviour and increase their competence (National Institute for occupational safety, 1999). In their research, Jackson and Schuler (2000) define training as an act of improving competencies that are needed today or in the future. They further argue that training is about providing an individual with an opportunity to learn what they require to do their job effectively.

Literature reveals that training is about transfer of learning in a quest to close the existing gap in the current skills and knowledge to the required skills and knowledge. All organisations employing people have a responsibility and need to train and develop their staff to attain the required skills and knowledge required to do their job. Organisations should therefore facilitate the employees' learning of job related competencies (Armstrong & Taylor, 2014).

According to Daniels (2003), organisations have changed their view regarding the training function. They have realised that training process is where skills of employees are developed, their attitudes are changed, ideas are enhanced and the organisation is reinvented. T&D plays an important role in the effectiveness of organisations and to the experiences of employees. Effective T&D programmes are seen as a tool to improve the employees' performance in their current jobs in order for them to perform efficiently and effectively.

In support of this view Kelly Scientific Resource (2011), cited training as more than just building the skills and the knowledge of an individual for personal benefit only, but also benefits the organisation. Having an effective training programme allows an organisation to have higher retention of employees. In addition, he notes the benefit of employees that are likely to stay with an organisation for a longer period when they know that the organisation believes in their personal growth. Effective

training can therefore motivate the workforce, improve output, lower turnover rate and increase productivity (Kelly Scientific Resource, 2011).

Reviewing whether the intended goals of the training intervention have been achieved is vital for the organisation. The follow up on training will identify the effectiveness of the training intervention. Not following up on training can be identified as a limitation that will defeat the whole purpose of the training intervention as it will lead to training programmes being ineffective.

The objective of training must be to achieve measurable goals that can be expressed in improvements in the individual, functional, departmental and corporate performance (Kirkpatrick, 1998). It can therefore be noted that effective training will develop employee skills, build effective teams which has a potential of leading to increased sales, improve the quality of employee performance and establish a new organisational culture.

Training is the action that seeks to grow the knowledge and skills of an employee for performing a particular job. It has to be a continuous activity in every organisation; it needs to be given priority during challenging economic pressures. Therefore, the success of any training depends on an organisation's ability in identification of training needs. The training needs must be identified on three levels which are organisational, individual and job level.

2.2.2 Training defined at Sanlam Sky

Sanlam Sky views training as a structured and learning approach that is used to develop its employees to perform better in their roles. It is a continuous activity of identifying skills, capabilities and behaviours that are required in completing tasks and developing employees according to the identified needs. It is a vehicle to improve delivery of the Sanlam Sky Strategy by ensuring that employees have the skills, capabilities and behavior to perform effectively in their roles (Sanlam Sky Technology Strategy, (2014), Sanlam Sky Intranet, (2015).

2.3 Role of training

Under the section on Training definition above, training is defined as a systematic approach that seeks to close the skills, knowledge and attitude gap in order for the employee to perform at a desired level of performance. The major outcome of training is learning. Therefore it should enhance capabilities of the employees to improve performance within the organisation. Enhancing capabilities means that an effective training intervention must increase the employee's skills and knowledge and must hold valuable intelligence regarding employees' core skills within the organisation (Khan & Khan, 2011). Effective training assists the organisation in maintaining and improving its competitiveness against its competitors.

The literature above highlights that the success of an organisation depends mainly on the quality of its employees. Employee performance in an organisation is dependent on various factors; however training is one of the most important factors. The employees have to apply the gained knowledge, skill and behaviours to their day-to-day activities. Sewdass and Theron (2004), supported by (Khan et al., 2011) maintain that effective training has the ability to contribute to the effectiveness and efficiency of an organisation, and can be regarded as critical for its long-term success.

Khan & Khan (2011) explain that training has a valuable role in the achievement of organisational goals.

Mathefane (2007) is of the opinion that a successful training programme does not act as a treatment for organisational misfortunes but rather it acts as an instrument of change. In looking further at the role of training, Khan and Khan (2011) state that training is the most important factor in an organisation. They further state that training increases the efficiency and the effectiveness of both employees and the organisation.

According to Altarawneh (2009), training is the most important subsystem of employee development, as it involves increasing, improving, enhancing and

modifying employees' and managers' skills, abilities, capabilities and knowledge. It is considered to be a very important method to help businesses overcome capability gaps and ensure that employees are up-to-date and adaptable.

Training is an enabler of employees to effectively perform current and future jobs. It also increases employee motivation and commitment, which is likely to improve both an individual and an organisation's growth and performance (Altarawneh, 2009; Ayodeji, 2011, p. 22). In his research, Mathefane (2007) states that training is an important activity for any organisation that is aiming to improve the productivity and competitiveness of its operations.

This view is also supported by Rothwell, Hohne and King (2007), who state that training is a means to change employees' behavior, as it focuses on guiding people and teaching one another. As the training seeks to change behavior, the evaluation of training effectiveness therefore focuses on measuring this change. In changing the behavior, it is about application of the newly acquired skill. It also evaluates the impact of the changes in the employees' skills, knowledge and attitude and evaluating the relationships and abilities that are necessary to perform the task at hand (Rothwell, Hohne, & King, 2007).

2.4 Importance of training

Training has a long term effect in both the organisation and employee, as the training investment does not generate positive results immediately; however the results later become positive with regard to the transfer of knowledge to the employee (Valle, Castillo & Rodriguez-Duarte, 2009). Training should have a correlation with the organisation's strategic plan. It helps the employees to develop interpersonal skills and technical mastery in an organisation.

Effective training intervention has the potential to develop people in the right direction that will add value in an organisation. Fernald, Solomon and Bradley (1999) the role of training as follows:

- As a tool to orientate the newly employed employees to the organisation and equipping them with the skills to perform their initial job related task.

- Assisting the employees that have a gap in their performance and also prepare employees for future promotions.

- Equipping the employees with the required skills and knowledge that are needed to perform their job when implementing a new strategy.

- To gain a competitive advantage in a highly competitive and turbulent business environment, by fostering a continuous learning culture

There are **various contributors** for the importance of training (Vinesh, 2014, p. 215). These contributors can be summarised as follows:

- Training plays different roles as it seeks to help address employee weaknesses by assisting them to learn their jobs quickly and effectively.

- Training assists employees to improve their work performance, output and keep up-to-date in their field of specialisation.

- Training assist employee in improving skill, as a result of improved skill and knowledge and behaviour, they are more likely to work more quickly and less likely to make mistakes.

- There is less probability for employees to become frustrated, ensuring worker satisfaction, resulting in reduced employee turnover among new staff due to effective learning.

- Increased productivity as there will be reduced errors in from the employees

- Improved quality of service and products which will improve the reputation of the organisation.

- Reduction in work errors will benefit the organisation, as there will be reduction in supervision and management will have more time to spend on planning and development activities.

Training brings stability to employee turnover in the organisation, as well as placements and increased quality of work life, with the result that employees believe that the organisation invests in their personal growth. This stability in

turnover can result in a more productive, enthusiastic and motivated workforce. The training departments should increase their value within the organisations that they serve. This can be done by offering a strategic training programme that is aligned to the organisation's key business strategies (Rothwell, et al., 2007).

2.5 Training Process

According to Falola, Osibanjo and Ojo (2014), before training commences, organisations have to conduct a needs assessment to identify the training requirements of its employees, and then design training programmes that will assist them to develop the needed knowledge and skills that can be used by the employees towards actualisation of organisational objectives. Figure 2.3 below highlights an effective training process as proposed by Falola et al. (2014). The training process has the three basic steps which are: needs assessment, development and conduct of training, and evaluation.
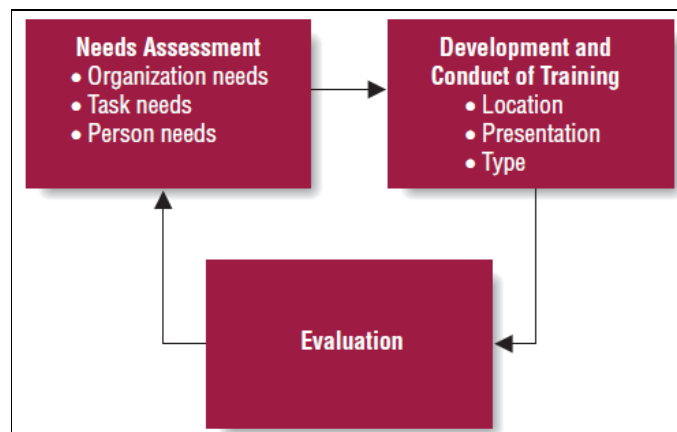
Figure 2.3:The Training Process (Source: Falola, et al., 2014)

2.5.1 Training Needs assessment (TNA)

There are consistent perspectives on training needs assessment. The purpose of the training needs identification step is to identify activities or performance requirements that must be resolved through training interventions. For the training programme to be effective, it must address the identified needs of the participants (Kirkpatrick, 1998). In looking at the competencies that need to be developed, Armstrong et al. (2014) suggested that training is a structured learning process

that develops job related competencies. He further stated that the employee will have an initial performance that will be noted through training needs analysis (TNA). Having identified a gap in the required skills, knowledge and ability including competencies, the employee will go through training which could be structured learning, coaching or self-learning.

Figure 2.4 below indicates that training can be referred to as a structured learning experience. It has become part of organisational learning and change, employee evaluation, and career development (Armstrong et al., 2014).
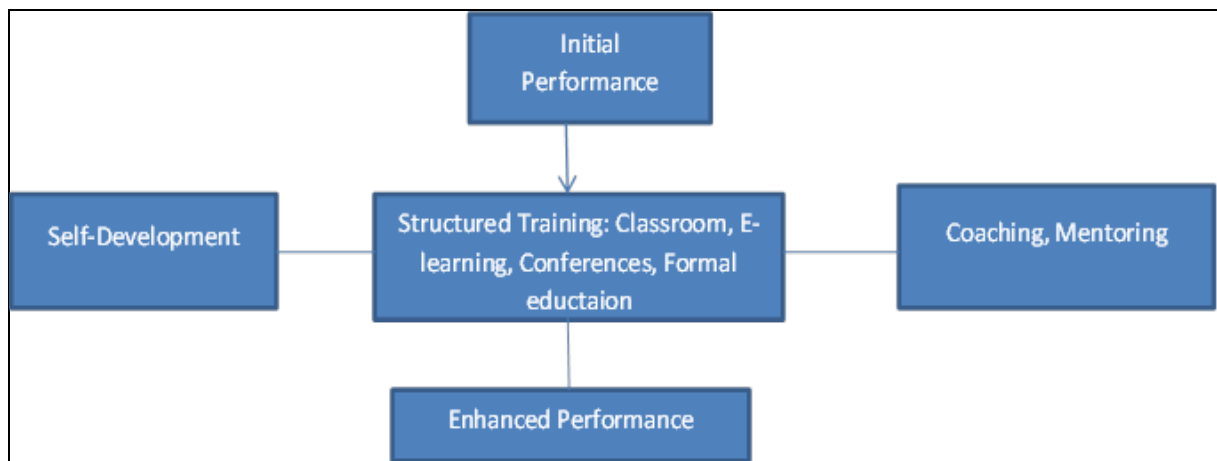
Figure 2.4: The structures learning experience (Source Armstrong et al., 2006)

Figure 2.4 above depicts that the initial performance of the employee should be measured using the TNA method. This will, therefore, define what the employee does well and what improvement is needed. During the identification process of the gap that possibly exists, it has to be identified how the perceived gap in the skill or knowledge affects the job output of the employee.

From identifying the gap, a recommendation on delivery methodology should be agreed upon to close the gap. The delivery methodology that could be used can either be self-development, classroom, e-learning, conference, coaching or mentoring. Armstrong et al. (2014) caution that the most effective delivery method should be chosen to address the performance that needed to be improved.

Needs assessment assists the organisation to direct resources where there is a bigger need to improve quality, service and productivity (Falola et al., 2014). These definitions are consistent with Armstrong et al., (2014), who define TNA as the gap that exists between what is currently happening and what should happen. This is a similar view to Rossett (1987) who defined TNA as the gap that exists between optimal perfomance and actual perfomance.

It is therefore important to correctly identify training needs as confirmed by Saad and Mat (2011) who state that effective training is the training that adequately addresses various training needs of the employees in an organisation. Therefore it could be seen that TNA is the process of identifying the existing gap between what is currently done and what is supposed to be done. TNA can therefore suggest whether there is a training intervention required or no training intervention is necessary.

Velada,Caetano,Michel,Lyons andKavanagh (2007) confirm that desired impact of the training programme on business results should be quantified when the training need is identified; in addition, the measure to be used in quantifying the impact should also be identified. This view was also supported by Saad and Mat (2011) who cited that employees may achieve organisational goals through accurate identification of training needs related to knowledge and skills and address them accordingly (Saad & Mat, 2011). Literature reveals that training that is based on sound analysis of a job specific criteria will yield effective results for the organisation.

The process of analysing training needs can be done using different methods. It can be done via interviews, surveys, organisational data, and observation amongst others. This is where crucial stakeholders of the training process identify the training needs (Kirkpatrick, 1998). Determining training needs, will guide the organisation in deciding on what knowledge, skills, and attitudes are required to increase the employee's performance.

Conducting TNA can yield some benefits for the organisation. It is therefore noted that if the organisation desires to have effective training, it should start by conducting TNA. Not conducting TNA may result in having an incorrect training intervention, which comes may result in higher costs as employees' time will be wasted, resulting in loss of productivity, as the organisation will not be able to unleash the full potential of the employee.

2.5.2 Development and conducting of training

Following identification of training needs through needs assessment, the goals and objectives of the training programme should be finalised. Kirkpatrick (1998) suggests that the objectives of the training programme should focus on three different aspects of the programme namely clearly define what the programme is trying to accomplish, what behaviors should be visible after the training programme in order to accomplish the results, and lastly, what knowledge, skills, and attitudes must be learnt by the employees in the training programme.

Another component of an effective training programme is the delivery of the training. For training to be effective, it has to address how people learn. The objective of the training outcome should be clearly stated with the content presented logically for employees to understand.

2.5.3 Evaluation

The success of a training programme depends on the ability of the employees to learn and retain the information presented. A training programme has to be assessed in terms of the programme itself, the behaviour of trainees outside the training environment, and whether or not it has had the desired effect. In other words, training has to be assessed in terms of training transfer, validation and evaluation. For the training to be effective there must be a sustainable transfer of learning. Effective training programmes are therefore required to be designed to close the identified gaps. According to Wickramasinghe (2006), the post-training environment has a vital role in defining the extent to which the training, that has been received, is transferred to the workplace.

James and Roffe (2000) propose a different definition of evaluation. They view evaluation as a process of comparing the actual with the predicted training. This emphasise a need to look at, and reflect on, what has been achieved and compare this to what was hoped for. Training transfer ensures that the training has been transferred to the work environment. The gap that is highlighted by the literature states that there is not a single, all-encompassing, universal accepted training effectiveness criterion. Different training programmes have different goals and processes, which lead to looking at different measures of training effectiveness. Even though specific measures may vary, it is possible to categorise effectiveness measures on the basis of similar features. Evaluation of training will lead to the determination as to whether the gaps identified in the TNA has been satisfied and eliminated.

2.6 Effectiveness of training

Training effectiveness can be seen as a theoretical approach that seeks to understand outcomes (Alverez Salas & Garofano, 2004, p. 384). It refers to the outcome of a training programme. The effectiveness of a training programme is influenced by events that occur before, during and after training. Delivering training through the use of new technologies and adapting to innovative training methods, e-learning, role playing, virtual classrooms and audio-visual tools could be more effective depending on the learning style of the employee and therefore these are being extensively used in current training curriculums (Niazi, 2011, p. 42).

According to Niazi (2011, p. 42) newer techniques of training, that are combined with the traditional methods, provide effective means that are used for training conducted in particular situations. Saad and Mat (2011, p. 15) viewed training effectiveness as one of the key ongoing processes that support organisational growth, advancement, new values, new tools, improved ways of performing work and providing a forum for communication of new organisational strategies.

Employees leave the training intervention having acquired new skills, knowledge and attitudes, with a strong intention to apply the newly acquired skills to their job. The post training environment is therefore important in the application of learning to make it effective. Providing an encouraging environment for application proves to complete the loop of effective training.

Baldwin and Ford (1988) cited that management support is a key environmental factor that can affect effectiveness of training. An effective training model should therefore include management support in order to enforce reinforcement of the trained behaviors. This view is supported by Lingham et al. (2006) and Wickramasinghe (2006), who view effectiveness of training as the extent to which trainees are able to apply the knowledge, skills and attitudes they acquired during training. Wickramasinghe (2006) expanded the view, stating that effective training should be gauged by the ability of trainees to apply knowledge, skills and abilities gained in training and maintain them over time in their job contexts.

Wickramasinghe (2006) research demonstrated that evaluating effectiveness of training can benefit the organisation by identifying the value of training programmes, techniques to improve training programmes, and the value of training resources to the organisation. Similar to this view, Saad et al. (2011) cited the importance of determining effectiveness of training as critical to the success of an organisation (Saad et al., 2011).

Training has to lead to desired work outcomes, such as increased job performance and productivity. As a result of the financial investment made in training by organisations, increased job performance and productivity must be fully realised and evident of the training efforts (Velada et al., 2007). **Measuring** the extent of the skills, knowledge and attitudes gained, to test **effectiveness** of training, can be done through post training attitude and transfer measures that are put in place after training (Alvarez et al., 2004, p. 387).

New skills and attitudes acquired in the training programme disappear rapidly unless they are used and supported in the workplace; therefore application of the acquired knowledge and skills is of outmost importance for the effectiveness of training (Lingham et al., 2006, p. 358). Saad et al. (2011) defined training effectiveness as the extent to which training yields desired or relevant outcomes. They further state that it is the vehicle that ensures employees have the skills and knowledge to perform their jobs within the required standard.

Werner and DeSimone (2009) explained that training effectiveness is meant to measure whether the set goal of training was achieved. Theoretical view by Tarique (2014) supported the view of measuring whether the set goal of training was achieved as cited by Werner & DeSimone (2009) and further elaborated that each training activity, practise and design should be evaluated in order to dertemine if the training programmes are creating the learning experience that they ought to create (Tarique, 2014).

Effectiveness looks at the programmes to see if they can be customised to suit specific needs of the learners. This evaluation can measure if the learners have increased knowledge and skills and look at the use of blended learning solutions (Tarique, 2014). Therefore training effectiveness, according to Tarique (2014), must have a correlation to the goals that the training programme seeks to meet.

2.7 Assessment methods

Organisations evaluate training efforts to ensure that the training provided will lead to the desired outcomes and all training efforts are being fully realised. Training evaluation should be defined in the training strategy.

In his definition Mitchell (1998) cites training as the business of bringing about change he further state that to know whether that change has been achieved, effects of training must be evaluated and objectives of the training outcome should be correctly determined before the training commences which will assess the present status of the training gap and what will the training programme seek to

change to meet those objectives. Theoretical overview defines the last step as evaluation, which is a process that is put as means of measuring the success that has been achieved in meeting the objectives that has been identified (Mitchell, 1998)

Tyler (1942, p.496) looked at evaluation as a measure to determine whether the training initiative was able to meet it intended objectives or not, looking at the actual outcomes of the training comparing them to the intended outcomes. Mitchell (1998, p.129) also supported this view citing evaluation as a crucial aspect of the training process. He further stated "without evaluation, there is no way to know if the information being delivered was effectively communicated and received" (Mitchell, 1998). This definition was also supported by Phillips and Phillips (2002) where they cited that training evaluation can help organisations to make informed decisions about particular training programmes and delivery methods (Phillips & Stone, 2002). Stufflebeam (2003) supported this view and further looked at evaluation as a comparison of primary objectives that the training event wanted to rectify with the actual outcome of the training programme making use of qualitative and quantitative methods to assess the results (Stufflebeam, 2003).

To prove **effectiveness** of the training investment, evaluation of training must be one of the organisation's regular practices. To justify the investment and existence of the training programme evaluation data can be used as a performance indicator In support of the same view, Mathefane (2007) added that the evaluation of training has to yield useful information for the organisation and employees (Mathefene, 2007). He further states that learning has not taken place unless there is visible behavioral change. This change is largely reliant on changes in attitude, growth of knowledge and skills, and self-efficacy.

Werner and DeSimone (2009) defined evaluation as a process of analysis, collection, , and amalgamation of descriptive information that is necessary to make effective training decisions related to modification of various instructional activities. An effective training programme is influenced by various factors such as TNA,

training design, and delivery factors. It is about providing a pictorial view of what is happening or has happened, in order to give an opinion about what has happened in a given training intervention.

Training effectiveness is about evaluation that determines whether an employee is able to apply the new competencies that they have learnt. Therefore training evaluation is a practical approach for measuring learning outcomes. It provides an opportunity for the employees to give feedback to their trainers, evaluate the transfer of learning, and measure the change in behaviour and business impact.

This view expands the understanding of training effectiveness as a theoretical approach to understand the learning system as a whole, thereby looking at training at the macro level (Phillips & Stone, 2002). One of the research question of this study was to look at the assessment tools available in the literature to measure effectiveness of training, this study will now look closely at five different models (*see Table 2.1 below*)as cited in various evaluation articles and books and can be used in measuring training effectiveness. Even though Kirkpatrick's is the most popular model, there are other frameworks and models of evaluating training effectiveness. The benefit of measuring the training effectiveness enables the organisation to discover why the employees did or did not learn.

Table 2.1 underneath highlights some of the other models.

Framework /Model	Criteria
1. **Kirkpatrick four levels (1967, 1987, 1994, 1998)**	Four levels: Reaction, Learning, Behavior and Measuring results
2. **Phillips (1996)**	Five levels: Reaction and planned action, Applied learning of the job, Business results and Return on investment
3. **Kaufman's Model of Evaluation**	modification of Kirkpatrick's four levels that included a fifth level
4. **Mitchell model of Evaluation**	Three Levels
5. **CIPP model (Galvin, 193)**	Four levels: Context, Input, Process, Product

Table 2.1: Models of Evaluating Training Effectiveness Source: Werner & DeSimone, (2009)

Kirkpatrick's evaluation Model

The most widely used and best-known framework for evaluation is the Kirkpatrick model (Bramley & Kitson, 1994; Kaufman & Keller, 1994; Phillips, 1997). Kirkpatrick proposes a four level approach to measure the effectiveness of training interventions.   He identified the four levels (reaction, learning, behaviour and results) as seen in Figure 2.5 below, on which training effectiveness can be evaluated. Kirkpatrick's model adopts a view that the levels of measures represent a contributing chain, such that positive reactions lead to greater learning, which is assumed to yield greater learning transfer and consequently positive results for the organisation (Bates, 2004).The Kirkpatrick model is not very clear about the contributing linkages between the training outcomes, thus his model can imply that there is a simple contributing relationship that exists between the levels of evaluation. Kirkpatrick argued that "if training is going to be effective, it is important

that trainees react favourably and without learning, no change in behaviour will occur" (Kirkpatrick, 1998).
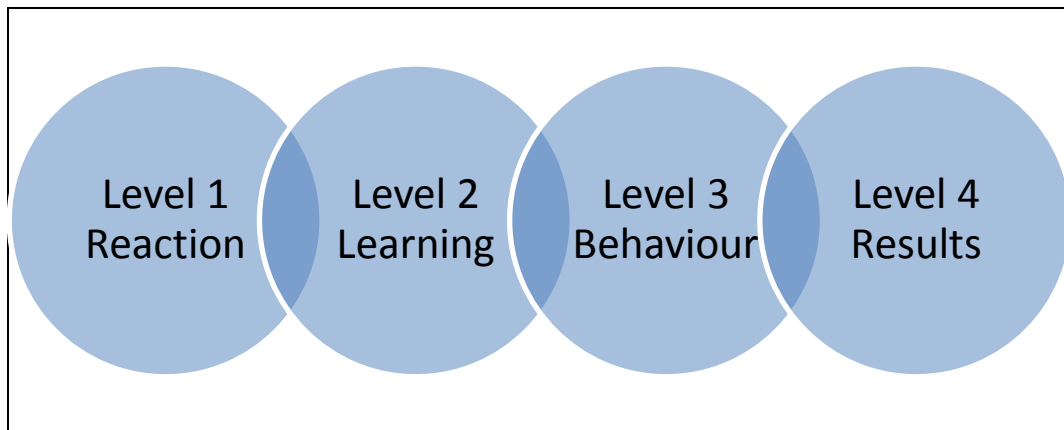
Figure 2.5: Model for training Effectiveness (Source: Kirkpatrick, 1998)

1. **Reaction**: this level of evaluation focuses on the participants of the training intervention. It measures the satisfaction and reaction of the participant towards the learning intervention. Measures at this level have advanced and are most commonly directed at assessing trainees' affective responses to the quality (e.g. satisfaction with the instructor) or the relevance (e.g. work-related) of training.

The reaction level evaluates the participant's attitude towards the training programme. Therefore conclusion can be drawn that positive reactions to a training programme may be interpreted as training intervention being effective and that will mostly likely to make it easier to encourage employees to attend future programmes. Kirkpatrick (1998), states that evaluating reaction compromises of a reaction questionnaire, or interviewing the learner in order to determine their reaction to the training programme. According to Kirkpatrick (1998) reaction evaluations should be asked in such a format that will be easy to quantify, he further suggest that all participants should be encouraged to contribute in written comments. An organisation should establish an acceptable standard to enable comparison that will enable reactions to be measured against that standard.

It is also noted that if trainees did not like the programme giving negative reactions to a training programme it can be seen as ineffective training, making the participants think they are less likely to learn, and they may discourage others from attending and be reluctant to use the knowledge and skills obtained in the training programme. This level does not indicate if the training programme has met the objectives or not, it focuses on satisfaction (Werner et al, 2009).

2. **Learning**: at this level the measure is the extent to which participants change attitudes, improve knowledge, and increase skills, as a result of attending the programme. It is looking at the improved competencies of the participant and change in knowledge and skills. According to Kirkpatrick (1998), no change in behaviour can be expected except where one or more of the learning objectives identified has been accomplished. This is where the participants have an opportunity to demonstrate their understanding of specific skills, knowledge, and attitudes within the learning programme.

3. **Behaviour**: this level measures the improvements in the job related behaviour that have occurred because the participants attended the training programme. It is about determining whether the participants uses the newly acquired skills, and knowledge when returning to the work environment. This level is identified as the level that measures the effect of training on job performance. This measurement is normally done when the employee is back at work, it determines whether skills, knowledge or attitude have been transferred back to the workplace. If the learned skill and knowledge are not applied, then it can be concluded that training was not effective.

4. **Results:** it is about the tangible results of the programme, this can be defined as increased production, decreased costs and increased profitability as a result of participants attending the programme. These results can include employee satisfaction, high performance and productivity, and overall improvements in effectiveness, all of which assist in achieving organisational objectives.

Level 4 is one of the most difficult evaluations to accomplish, though it is the most desired outcome of training that evaluates results and effectiveness. According to Kirkpatrick's hierarchical model of training evaluation, learning refers to the extent to which new learning is transferred back to the job and results in new forms of behavior at work, while changes in behavior refer to the extent to which the new job behavior results in improved individual and organisational performance (Kirkpatrick, 1998).

Kirkpatrick model of training evaluation has been argued to be flawed due to its over-emphasis on training itself and has a potential to lead in making faulty decisions. However it remains the most popular as other models were built on the Kirkpatrick model, seeking to expand it to look at evaluation beyond post programme effectiveness measurement (Holton, 1996). He further argued that the Kirkpatrick model is not really a model but rather a taxonomy of possible intervention outcomes, further citing weak causal linkages between the levels.

Phillips Model of evaluation

The Kirkpatrick four level approach was supported by Phillips & Phillips, (2002), who also suggested that the implementation of a training programme creates a chain of impact at several levels. However he added a fifth level in his model, looking at **Return on Investment (ROI).**

Return on investment (ROI) has been used in business as a means of determining the value of an investment in financial terms. Phillips's framework is comparable to Kirkpatrick's, but Phillips expanded Kirkpatrick's four-level framework by adding a fifth level, ROI. Phillips (1997) cited that return on investment is calculated in order to show value, in financial terms, of a training investment (Philips, 1997). The levels of Phillips's framework are similar to that of Kirkpatrick and noted as reaction and planned action, learning, job application, business results and (5) return on investment. In level 1, reaction and planned action, is alike to that of Kirkpatrick's Level 1 but also includes a plan of what participants intend to apply from the program. Theoretical view according to

Linigan (1997) argued that ROI is contained in Kirkpatrick's fourth level, results, and that a fifth level is not needed (Lanigan, 1997).The fifth level adds the cost-benefit analysis that is essential to calculate ROI, requiring that any change in Level 4, results, be converted into monetary value and compared to the costs of the program (Phillips & Phillips, 2002).

Kaufman's Model of Evaluation

Kaufman's five levels is a modification of Kirkpatrick's four levels that included a fifth level, which moves beyond the organisation and attempts to measure advancement of the society and surrounding environment (Philips, 1997). Kaufman expanded the definition of Level 1 of evaluation, adding a fifth level that addresses societal issues (Kaufman, Keller, & Watkins, 1996). This model promotes an assessment strategy that is known as the Organisational Elements Model (OEM) which involves four levels of analysis known as audit, products, outputs and outcomes (Kaufman, Keller, & Watkins, 1996).

This level moves evaluation beyond the organization to look at how society is affected by the intervention and how the program impacts the environment around the organization.

Mitchell's Model of Evaluation

Mitchell's model of evaluation proposes three levels of evaluation that provides a well-defined structure for measuring the effectiveness of training (Mitchell, 1998, p. 19). According to Mitchell (1998) there are three levels of change in performance that must evaluated in seeking to measure success of a training programme. Level one measures how well the participants have received the trained information, level two looks at the application of the learned information and level three measures the impact of the training to the business (Mitchell, 1998). The Mitchell model of evaluation further looks at these levels as follows:

1. **Level one**: Mitchell (1998) defines level one as the critical level that measures how well the participants received the information that was communicated to them. This level of evaluation takes place during and upon completion of the

training process. Similarly to Kirkpatrick's model Mitchell (1998) cite that no change in behaviour can be expected except where one or more learning objectives were accomplished. Mitchell further suggests that tests, quizzes and reviews can be used in this evaluation.

2. **Level two**: Mitchell (1998) proposes level two of evaluation as the evaluation of employee performance similarly to level three proposed by the Kirkpatrick model. This level pays close attention to the application of the learned skill when the participant transition from training initiative back to their jobs. It measures transfer of learning in order for the training programme to be truly considered effective. In his research Mitchell (1998), cite that if the information gathered during the training initiative is not utilised in the work environment, then training would seem not to be effective. This level is also known as level of implementation. Baldwin and Ford (1988) cited that management support is a key environmental factor that can affect effectiveness of training, Mitchell (1998) echoed this view in his level two of evaluation and added that management must accept the newly developed employee skills and allow them to be implemented. He further suggested that there must be post training action plans and hold follow up sessions. This level may take place over a span of months or after the training to be able to see just how effective the training programme was.

3. **Level three**: this level is a measure of how the business unit, department or company has been impacted but the training programme. Mitchell (1998) views this level as an important measure of the bottom line impact of the training programme. This measure has to link back to the predefined objectives of the training programme and training should provide desired increase in performance. Mitchell (1998) suggest that this measure may base the effectiveness of training on the investment saved, improved performance, satisfied clients and increased efficiency. Similarly to level two, this level may take time to be realised.

CIPP Model of evaluation

According to Stufflebeam (2003, p. 21) evaluation is considered as the process of defining, obtaining and providing useful information that can be used in looking at alternatives for decision making. He further elaborated on the CIPP model of evaluation as the model that evaluates context, input, process and product in a quest to determine a programme value (Stufflebeam, 2003, p. 23). According to Matthew (2001) the context evaluation in the CIPP model discusses evaluating the appropriateness, social acceptability, and adequacy of the programme objectives. He further cited that the input evaluation refers to evidence and support of the programme which could be theoretical or empirical in nature.

The CIPP process evaluation step is designed to evaluate the success of the implementation process and how well implementation procedures were followed. The final step in the CIPP process is the product evaluation, which is designed to evaluate knowledge, skills, abilities, behavior change, and the satisfaction of the participants (Matthews, 2001).

CIPP model is viewed as a decision-focused approach that is used for evaluation and emphasises the systematic provision of information. In this approach, information is seen as most valuable when it helps managers to make better decisions, so evaluation activities should be planned to coordinate with the decision needs of employees. This model was developed not to only measure the effectiveness of training but attempts to make evaluation that is directly relevant to the needs of decision-makers during the different phases and activities of the training (Stufflebeam, 2003).

2.8 Importance of evaluating training activities

Literature reveals that organisations are no longer confronted with the question of whether they should train their employees, but rather is the training that is provided effective? The evaluation is therefore a key issue that organisations should address in their training strategy. There seems to be widespread

agreement amongst the researchers that evaluation of a training programme is the least conducted aspect of training activities. It is highlighted that the effectiveness of the training programme should be looked at in three levels as viewed by different stakeholders. These levels of evaluation are defined by Tarique (2014) as follows:

Organisation should evaluate the effectiveness of the training function. This kind of evaluation will assist the organisation is deciding which training interventions should be replicated in the future (Burkett, 2005). Evaluation at this level will highlight the effectiveness of the training function in formulating and implementing a training strategy (Tarique, 2014, p. 145). According to Phillips (1997), evaluation enables the organisation in identifying whether there are other effective ways of achieving the required outcomes without providing formal learning. An organisation has to maintain the culture of learning, and evaluating training will measure how effective the organisation is at maintaining this culture, while utilising the most current technology learning (Tarique, 2014). According to Taylor (2005) a comprehensive evaluation process may result in cost savings and reduce training expenditure.

2.9 Conclusion

This chapter investigated the definition of training, role of training and characteristics of effective training. It further looked at the training effectiveness measuring tool. The study focuses on the Kirkpatrick evaluation model, which focuses on four classes of outcome data that are generally collected after the training has been completed. This model assumes that the four levels are inter-linked. A summary was drawn about how positive feedback is most likely to mean effective training and a consequent change in job behavior, which will lead to changes in the organisation. The next chapter outlines the research methodology that was followed in this study.

CHAPTER THREE
AN OVERVIEW OF RESEARCH METHODOLODY

3.1 Introduction

Chapter one explained that Sanlam Sky has not analysed effectiveness of its training initiatives. This can cause the organisation to continue in investing an increased amount of money in training programmes without understanding the effectiveness of the initiative. This trend is likely to continue if the evaluation framework to improve effectiveness of training is not developed and proposed for use at Sanlam Sky.

Chapter one also highlighted that this study would make use of both Quantitative and Qualitative research methods to conduct this research. The researcher combined these two methods to be able to reach out to both sales staff and operations staff, who are the recipients of training interventions and users of the LMS, and also training management.   Using these two methods allowed the researcher to also have one to one contact through unstructured interviews with the relevant stakeholders, who are the sales managers and training staff.

Chapter two highlighted the importance of measuring the effectiveness of training. Gershon (2004), stated that a comprehensive evaluation process may result in cost savings and reduce training expenditure. This was supported by Burket (2005) who cited that organisation should evaluate the effectiveness of the training function to assist the organisation is deciding which training interventions should be replicated in the future. This research study has been identified as a result of concerns around effectiveness of training interventions at Sanlam Sky. This study has been embarked upon in the quest of getting an understanding of how effective training initiatives are at Sanlam Sky.

This chapter provides a brief explanation on how the researcher conducted data gathering and research. The chapter also looks at the description of the research

methods that were used in this study. The reasons of choosing these research methods are discussed in this chapter and it further elaborates on the appropriateness of these methods in answering the research questions. It will further identify the research process, purpose of management research and the research design frame that was used in this study. Similarly in chapter one and two, Figure 3.1 below presents the layout of this study.
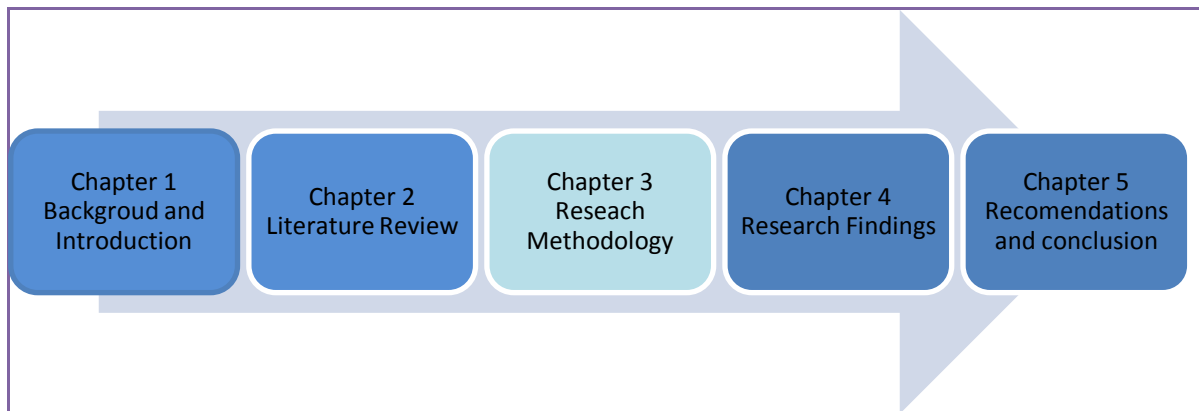
Figure 3.1: Layout of the study

3.2 Purpose of Management Research

Management research looks at formulating different forms of knowledge that can be associated with the day to day practices that are applied by management (Chia, 2002, p. 3). Chia (2002) further stated that reflection, observation, building of theory and hypothesis testing to understand the core realities of management are the traditional approaches that are involved in management research. The quality of the research becomes dependent on the tools that are used, research methodology followed, experience and knowledge, including the expertise of the researcher (Chia, 2002, p. 16).

In looking at the management research functions, it can be seen as a tool that can be used in creating business strategies, managing production and managing growth. Management research provides a descriptive function, diagnostic function and predictive function. This is where data is collected, evaluated and a course of action is chosen (Chia, 2002, p. 8). This study collected data using qualitative and quantitative research methods, evaluate and propose a course of action in seeking

at investigating the effectiveness of Sanlam Sky's induction programme and the LMS.

3.3 Research Methodology

According to Collis & Hussy (2003), research methods afford the researcher with ideas, instruments and models that will establish the ways of conducting sound research. A similar view was echoed by Kothari (2004) who defined research methods as the methods or techniques that are used in conducting research. Myers (2009), also supported these definitions, in his research he viewed the research method as a strategy of enquiry that moves from the underlying assumption to research design and data collection. Collis & Hussey (2003), and Myers (2009) further cited that there are clear distinctions between the research methods and these are qualitative and quantitative.

Research methodology according to Collis and Hussey (2003) represents a process that will be followed in the research study, this view is supported by Kothari (2004) who views research methodology as a way to systematically solve the research problem. In addition to this view research methodology is seen as the science of studying how research will be done scientifically. It involves the various steps that are generally adopted in studying the problem with logic (Kothari, 2004, p. 8). Collis and hussy (2003, p.17) added that research methodology involves a research problem, as identified in chapter one of this study, assumptions used in the study and an explanation of the process followed in defining the research problems. This process therefore influences the methodology that was used in conducting the study (Collis & Hussey, 2003, p. 17).

According to TerreBlanche and Durrheim (1999), the research process has three major dimensions or research paradigms, being ontology, epistemology and methodology. They view the research paradigm as an all-encompassing system of interrelated practices and thinking that define the nature of enquiry along these three dimensions (Terre Blanche & Durrheim, 1999). Paradigm is defined as the integrated cluster of substantive concepts, variables and problems attached with

corresponding methodological approaches and tools. It is about the research culture that has a set of beliefs, value and assumptions regarding the nature and conduct that are common.

In line with TerreBlanche and Durrheim (1999), Collis and Hussey (2003) place emphasis on the words paradigm and methodology that are used interchangeably by different authors. They further expanded the view citing that research looks into two main research paradigms that are loosely known as positivist and phenomenological, as mentioned in chapter one of this study. These paradigms are also commonly known as quantitative and qualitative research methods (Collis & Hussey, 2003, p. 47).

This study is a positivist and phenomenological management research study, which follows both the qualitative and quantitative methods in order to arrive at its findings and conclusion. This is as a result of the fact that the researcher made use of a literature review, questionnaire to do surveys, and unstructured interviews in gathering data. In comparing qualitative and quantitative data, the difference can be seen mainly on the type of information used while conducting the study.

According to Cooper and Schindler (2008), there are no guidelines in defining when it is the best time to use either the Qualitative or Quantitative approach. Both the qualitative and quantitative approach is discussed further in the next paragraphs.

3.3.1 Qualitative Research

Qualitative research is naturalistic in nature as it attempts to study the everyday life of different groups of people and communities in their natural setting. It is particularly useful in studying educational settings and processes as it involves an interpretive, naturalistic approach to the subject matter (Lincoln & Denzin, 2003). This view is in line with Cooper &Schindler (2008) who look at the meaning of qualitative research as analogy, cases involving a detailed verbal description of characteristics or metaphor characterising something. It however investigates

more in-depth and fewer cases than quantitative research (Cooper & Schindler, 2008, p. 192).

According to Creswell, (2003) it usually involves a small number of participants, as a result of in-depth gathering of information that will be required by the study.This type of research yields findings that have not been derived using statistical procedures or other methods of quantification. It is the research that looks into experiences, behaviors, perceptions, feelings and organisational functioning (Strauss & Corbin, 1990, p. 6).

Futhermore, Szwarc, (2005) cited that words are used more to express data in qualitative research. Myers (2009), added that qualitative research as a research that designed to help researchers in understanding people, and the social and cultural contexts within which they live.

Qualitative research develops its data collection through participants' observation, in-depth interviews with individuals or focus groups, documents and texts and researcher's impression and reaction (Myers, 2009). According to Creswell (2013), in qualitative research, different knowledge claims, enquiry strategies, and data collection methods and analysis are employed.

Taylor (2005) emphasises that qualitative research starts with an observation of the phenomenon and is followed by the recording and classifying the data. Babbie & Mouton, (2007) associate qualitative research with the interpretive social science paradigm. This is where the investigation is based on implications derived from the subjective, experiential realm of human beings (Babbie & Mouton, 2007).

The qualitative research paradigm allows the researcher to discover deeper levels, including understanding the participant. With this research, the social event around participant understanding can be understood better. The tasks of the qualitative researcher primarily focus on the analysis and synthesis, as this type of research is where the researcher gets actual data from words, sentences, narrative and valid data from a rational standpoint.

Due to the nature of underlying paradigms of qualitative research, it is seen as a subjective method, as it relies heavily on text and discourses of the participants that are included in the study. In qualitative research, the researcher depends exclusively on information that is provided by participants in order to analyse the data. As a result of the researcher's personal interaction with the people, the researcher becomes the main instrument of both data collection and data interpretation.

Therefore, the researcher must have a high level of communication and analytical skills in order to be able to accurately report the full essence of the experience, reflecting holistic and detailed views of participants (Taylor, 2005, p. 164).

Qualitative research may be seen as a "warm" approach, because it involves interpersonal relationships, personal values, meanings, beliefs, thoughts, and feelings. It is therefore more flexible as it allows the researcher to change the direction of the research by trying other techniques to produce valid data. The focus of this type of research is maintaining consistency. Qualitative research does not have to be conducted at the beginning of the research programme (Creswell & Clark, 2007, p. 388).

In looking further in the qualitative method, data is collected in its natural context and analysis of statements will be in the context of an extended answer (Taylor, 2005). When collecting data in qualitative research, it must be synthesised using induction in order to formulate theory, unlike quantitative research, where the deductive method is used in testing theories.

This study gathered data from the face-to-face interviewing of individuals, management reports and also analysing the LMS results. According to Cooper and Schindler (2003), qualitative research has identified four main methods of conducting research amongst others. These four methods can be combined into the following:

- Secondary data analysis;

- Focus groups;
- Experience surveys; and
- Two-stage designs.

Considering the collection of data methods that can be used, the qualitative research approach is therefore a creative, scientific process that requires a great deal of time and critical thinking, as well as intellectual energy. The researcher must have an aspiration to discover meaning, develop understanding and explain phenomena in the most thorough way possible.

The research notes, however, that the qualitative research method is somehow limited in several aspects. In this method of research there is the inability to make use of large samples of the targeted population (Babbie et al., 2007). Babbie et al. (2007) are of the view that qualitative research does not presume to represent a wider population. It enables the researcher to present data as a snapshot of the population that is under study.

In looking further at the limitations of the qualitative research method, it can be seen as a method that requires financial resources, and a considerable amount of time for data collection, analysis and interpretation of findings (Babbie et al., 2007). Furthermore, the research is subjective, and reports adopt a more descriptive and narrative style as they are not presented in a statistical manner.

The qualitative phase of this study was intended to gain deeper insights on the effectiveness of training from the training managers. The training managers play a strategic role in delivering effective training to their clients, therefore they were considered prime participants. This phase looked at gaining a holistic perspective of training effectiveness and processes at Sanlam Sky, therefore it was appropriate to make this choice of qualitative methodology for this phase, in addition to quantitative methodology already used.

Semi structured interviews with four training managers were conducted. An interview guide with 6 open ended questions, as shown in Appendix B, was used. Convenience sampling was used in selecting the participants as it was not

possible to select the entire management cohort in the business. The interviews lasted 20-30 minutes with the focus on Sanlam sky Training process and effectiveness of training.

The interviews were audio recorded, with the consent of the participants and a detailed analysis from the transcriptions, was carried out to pursue the answering of the main research questions. The responses were analysed and interpreted in chapter four. In the process of providing analysis and interpretation of the results in this section Huberman & Miles (2002, p.6) suggests that it is essential to pay attention in seeking valid meaning of qualitative data, with emphasis not only on word and direct quotation but in the actual meaning.

Validity for the qualitative research is a problem due to qualitative research being subjective in nature; generalisations can therefore not be made in a wider context than the one that is studied. Many scholars see qualitative research as not being empirical. Though there are limitations in this method of research, the researcher has still opted to make use of both the qualitative and quantitative research methodology. Quantitative research is discussed in the next paragraph.

3.3.2 Quantitative Research

Quantitative research is based on a philosophical approach known as logical positivism. This method of research looks into quantity, amount and how much. Quantitative studies rely on quantitative information, which includes numbers and figures, involving obtaining data from a large numbers of respondents that have been sampled. It involves a fixed survey questionnaire, where questions are asked in a fixed order (Cooper & Schindler, 2008, p. 65; Saunder, Lewis, & Thornhill, 2012, p. 679).

The positivistic approach promotes research that should be limited to what can be detected and measured objectively. According to Saunder et al. (2012, p.154), the measure of research should take place independently of the feelings and opinions of the participants. The positivistic paradigm uses a structured approach and adopts a deductive approach to the research process (Saunder et al., 2012, p.

154). Deduction is the process by which the researcher tests whether the hypothesis made is capable of explaining the fact. Figure 3.2 illustrates the inductive and the deductive approach to research.

The quantitative approach assumes that the world and the laws that govern it are stable and predictable, which makes it possible to apply scientific procedures to research into it. A quantitative method manipulates variables and controls the natural phenomena. The quantitative data is collected under controlled conditions in order to rule out the possibility that variables other than the ones under investigation could account for the relationships among the variables.

Induction

Fact 1Training at Sanlam Sky has no impact on employee

Why?

Hypothesis: Training initiatives are effective at Sanlam Sky

Deduction: Ineffective training results in poor performance

Fact2: Training at Sanlam Sky increases employee performance

Deduction: effective training results in improved performance
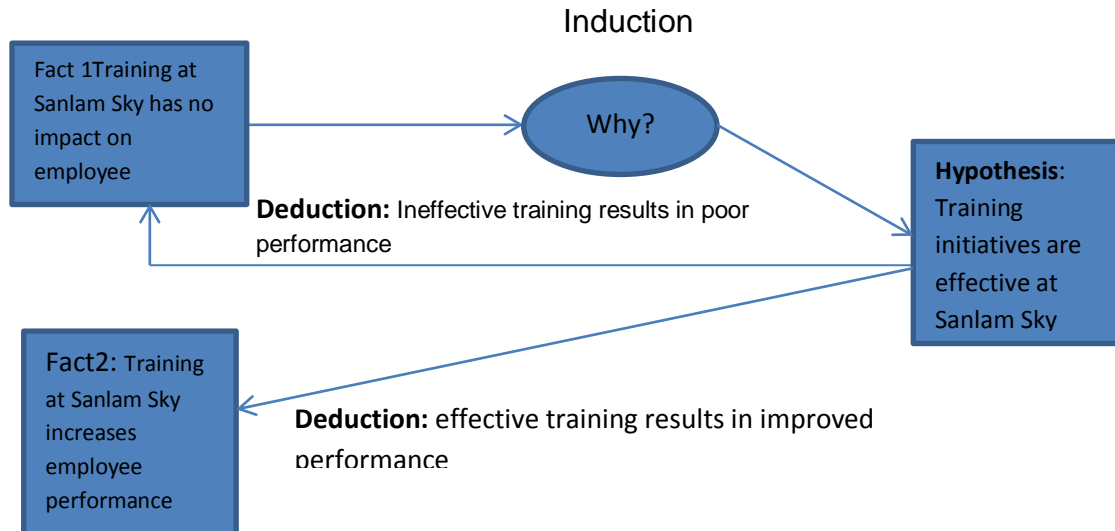
Figure 3.2: Induction and deduction model (Source: Researchers own construction)

In quantitative research, the deductive theory approach, as seen in Figure 3.2 above, is used in guiding the researcher in designing this study and interpreting the results. It constructs hypotheses and tests them against the facts of reality (Cooper et al., 2008). The theory therefore develops a conceptual framework for the study as well as the organising model for the research questions, hypotheses and the data collection procedure to be used in the study (Babbie et al., 2007; Cooper et al., 2008). The research is objectively constructed and translates

abstract data from the participants into a statistical representation, rather than into text.

In this method of research, the researcher makes a valid and objective description of the phenomena. The study qualifies for a quantitative research method, as quantification of constructs needs to be emphasised. The main aim of quantitative research is to make valid and objective explanations of the phenomena (Taylor, 2005, p. 69). In this method the researcher attempts to obtain objectivity by not allowing his/her personal bias to influence the analysis and interpretation of data.

Quantitative research may be classified as descriptive, analytical or experimental. It is practically designed to test theory (Taylor, 2005, p. 164). This approach can be deployed where sources of error may be controlled through statistical controls. One of the main strengths of the qualitative approach exists in precision control. The control is obtained through sampling and design techniques, together with the precise and reliable quantitative measurement of data. Furthermore, hypotheses are tested using a deductive approach. Therefore, a quantitative research method give answers that are have a firmer basis than a layperson's common sense, opinion or intuition.

Szwarc (2005) states that there are many different methods researchers can use to conduct a quantitative survey. Five of these are listed below:

Researchers can make use of many different methods in conducting a quantitative survey (Szwarc, 2005). The following are some of the methods that can be used:

- Telephone
- Face-to-face interviewing
- Survey
- Mail survey
- Internet

This type of research involves use of structured questions, where the response options have been predetermined. Figure 3.1 below illustrates the characteristics of quantitative research, as stated by Cooper & Schindler (2008).

Characteristic	Description
Data	The data is collected through questionnaires that are answered by respondents and the number of respondents who answered count.
Sample	Are a large number of subjects that can be chosen randomly to represent a whole.
Reality	Focus is concise and narrow
Measurable	Measures what it assumes to be a static reality hoping to develop universal laws.
Reasoning	Is logistic and deductive
Impartiality	The researcher is not part of the process the respondents fill in the questionnaire alone in their own time.
Statistical	The report can be analysed statistical

Table 3.1: Characteristics of quantitative research (Source: Cooper & Schindler, 2008)

The quantitative approach is based on the assumption that reality exists out there and can be researched independently, and that the investigator has the ability to isolate himself from the object of investigation to avoid bias. Cooper & Schindler

(2008 p. 144) affirm that quantitative researchers try to understand the facts from the outsider's perspective, thereby maintaining a detached, objective view that, hypothetically, is free from all bias.

As noted in qualitative research, quantitative research also has some reported criticism. Some scholars argue that the quantitative research method fails to distinguish people and social institutions from the natural sciences. They argue that analysis of relationships between variables may create a static paradigm of social life that is independent. It is mechanistic, and tends to exclude notions of freedom.

This study made use of both the qualitative and quantitative methods. This is because secondary data analysis was conducted, surveys were used, face-to-face interviewing was conducted and the internet was also used to gather data. As a result of using different research approaches for this study, the methodology used for this research can also be called triangulation (Collis & Hussey, 2003).

The quantitative phase of the study consisted of a survey in the form of a questionnaire that was provided to the financial advisors, sales managers and support staff at Sanlam Sky in Limpopo, Eastern Cape, Kwazulu Natal and Gauteng. Stratified sampling was utilised to assist the researcher's judgement in the process of selecting the sample. Using this sampling method, the researcher's intention was to obtain a perspective on training effectiveness at Sanlam Sky.

Questions in the questionnaire consisted of Likert scale questions and closed ended questions and were completed by hand by the participants and were manually coded to an excel spreadsheet. The Likert Scale was developed by Rensis Likert, measuring attitudes, perceptions and opinions. The key feature of Likert scale is that respondents are asked to rate the extent of their agreement or disagreement with a set of statements in the questionnaire.

The covering letter including the questionnaire was sent out to a target population on the 19 August 2017 and respondents were asked to return the questionnaire by

the 12th September. Barbie et al. (2001, p. 261) suggests that the overall rate is a guide to the representativeness of the sample respondents. This noted that the higher the response rate, the less chance of bias response.

The questionnaires were anonymously completed and only 88 questionnaires were received from the 100 that were sent out, signifying an 88% response rate. The response rate of 88 per cent was therefore used for this study as Barbie et al. (2001, p. 261) assert that the response rate of 50 per cent is adequate for analysis and reporting. In their research the also state that the response rate of 60 per cent is good, while response rate of 70 per cent is regarded as very good.

All received questionnaires that were received were included in the analysis for the study. At the end of the survey, responses were captured by the researcher to form a data set from the questionnaires for analysis. The raw data was then cleaned, and coded in a manner that enabled it to be ordinal and analysed using a statistical program. The raw data was analysed into descriptive and inferential statistics. The descriptive data included measures of central tendency and dispersion of selected variables. Contingency tables were used for the study to record and analyse the relationship between the different variables. Statistical significance tests were used to show that the results were significant.

The p-value was used as a criterion, giving the probability that the obtained value could be obtained under the assumption that the null hypothesis is true. A small p-value (e.g. smaller than 0.05) is considered as significant evidence that the result is statistically significant. Statistical significance does not necessarily imply that the result is important in practice.

3.3.3 Triangulation

Lee and Lings (2008, p. 239) define triangulation as one of the many ways to enhance validity of the research conclusion. This definition was also confirmed by Saunder et al. (2012, p. 683) who also define triangulation as the use of two or

more independent sources of data or data collection methods, that have been used within one study in order to validate the data. To overcome the potential of bias and sterility of the single approach, triangulation can be used. This method assists the researcher in looking at an issue from different angles, using mixed methods of research (Lee & Lings, 2008, p. 239). According to Collis and Hussey (2003, p. 78), triangulation makes use of various research approaches, methods and technique. Figure 3.3 below depicts that the mixed method is a triangulation that results in enhanced validity, as confirmed by Saunder et al. (2012).
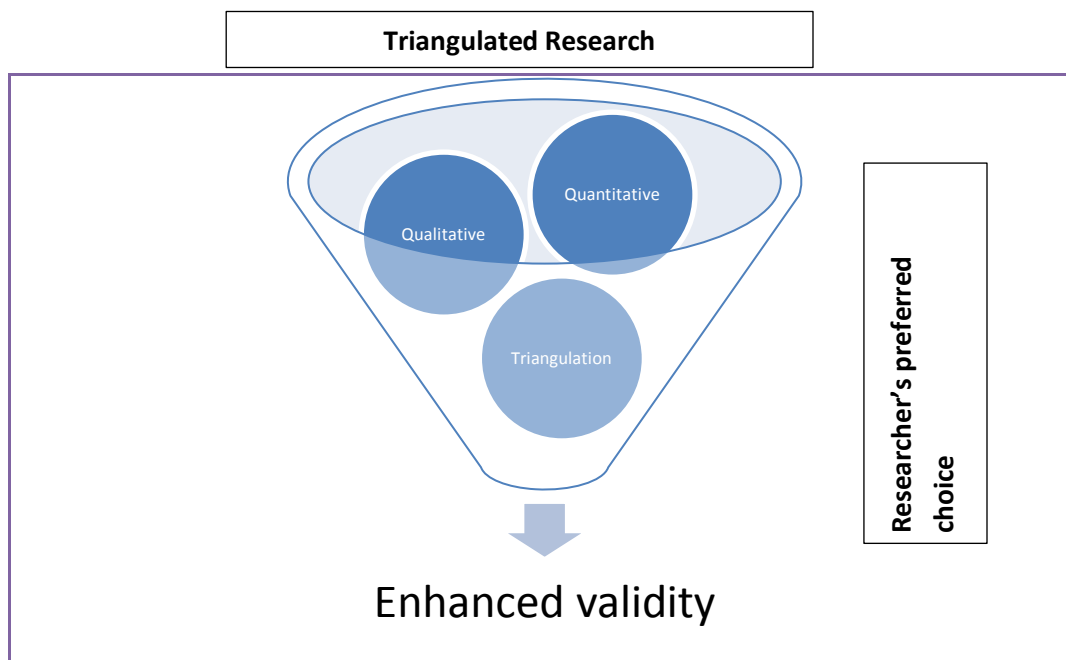
Figure 3.3: Triangulation model (Source: Researcher's own construction)

Triangulation has dynamic strength in research, as it allows both methods to be used to produce valid conclusions. It enhances one method while the second method can be used as a complementary method (Collis & Hussey, 2003, p. 73). Using a mixed method helps to establish if the findings from one method that is used in the research reciprocally confirms the findings of the other method (Saunder et al., 2012, p. 169).

Collis and Hussey (2003) identified four types of triangulation, which are data triangulation, investigator triangulation, methodological triangulation and

triangulation of theories. In this study triangulation was used through making use of both qualitative and quantitative methods. Therefore the allusion can be made that this study made use of methodological triangulation to ensure accuracy of data as it involves the use of both quantitative and qualitative methods of data collection.

3.3.4 Mixed research

Creswell and Plano Clark (2007, p.5) define mixed methods research as a research design that has philosophical assumptions together with methods of inquiry. They further state that mixed method involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. This definition was consistent and supported by Teddlie and Tashakkori (2010) who defined the mixed method as: "The broad inquiry logic that guides the selection of specific methods and that is informed by conceptual positions". (Teddlie & Tashakkori, 2010, p. 5)

Using a Mixed research methods can be identified as a third methodological movement which utilize both quantitative and qualitative research approaches within a single study (Tedddlie & Tashakkori, 2012, p. 776). Creswell and Plano Clark (2007, p. 5) cites that the mixed research has a central premise and understanding that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. They later echoed similar sentiments when looking at the two research methods, qualitative research offers a detailed understanding of a problem while quantitative research provides a more broad understanding of a problem (Creswell & Plano, 2011, p. 8).The mixed approach was chosen for this study as it will provide a better quality data than a single approach.

According to Creswell and Garrett (2008), more researchers are becoming inclined to multiple research strategies due to the fact that the methodological pluralism gives better quality of the data. This was supported by Van Peer,

Hakemulder & Zyngier (2012, p. 53) who cited that there is no single supreme research method than other one, all has advantages and limitations. According to De Loo and Lowe (2011, p. 23), mixed methods is chosen for the value they bring to the study and the advantages they offer, it is not only chosen because it will best answer the research question.

With the mixed methods research researchers are enable to be "more flexible, integrative, and holistic in their investigative techniques, as they strive to address a range of complex research questions that arise" (Harrison & Reilly, 2011, p. 19)

With the mixed methods research, researchers are enabled to be "more flexible, integrative, and holistic in their investigative techniques, as they strive to address a range of complex research questions that arise" (Harrison & Reilly, 2011, p. 19)

3.4 The sampling design

Sampling is an empirical survey research method that depends upon a sample which is assumed to represent a population accurately. The researcher considered whether the entire population or only a sample should be researched. Therefore, the techniques by which the sample is chosen are vital to the validity of the research findings. To gain a broad understanding of effectiveness of training effectiveness at Sanlam Sky, an organogram for sales staff, sales managers and training staff (*see appendix D*) was requested from the Human Resources department. The population is all the Sanlam Sky Staff and would have not been practical to reach the entire population, hence the researcher made use of a sample. After a careful consideration of the entire population, the researcher decided to include only sales staff, their managers and the training managers as they were likely to have knowledge of the Sanlam Sky training.

It is often not practical or possible to study an entire population, therefore it may be necessary for the researcher to make general findings based on the study of a subset of the sample population. A subset of a population is known as a sample (Goddard & Melville, 2004, p. 34).The sample of the study was the financial advisors, sales managers, training managers, and training specialists that were

targeted in the selection of the respondents. Organogram in Appendix D highlights the levels of the different sample that was chosen. Appendix D, it highlights the organogram of the T&D department and the level of managers that were chosen as the sample for the qualitative study due to their insight and role to ensure that the training at Sanlam Sky is effective. Due to the manageable number of training staff members identified at Sanlam Sky, this study will use stratified sampling.

Stratified sampling is a mixture of random selection, selected on the basis of specific purpose, where the researcher wants to understand the differences. The sampling of the study will include all four training managers, a sample of 80 sales staff and 20 sales managers nationwide. Salkind (2000, p.96), proposes that the ideal size of a group is thirty in order to allow the meaningful statistical analysis. Salkind (2000) also indicated that in a study population of about 50 and 100 it will require between 32 and 45 respondents. The Sales staff was chosen as the sample as they receive Induction, product and legislative training. Similarly to the sales manages as they also need to ensure that the sales staff are being trained.

3.5 Data collection techniques and design

Data collection can be done in different ways. Within the social sciences there are broad divisions between positivistic (quantitative) approaches and interpretive approaches. These represent different beliefs about the nature of social reality (ontology) and competing visions about the ways that humans create their knowledge about the social world in which they live (epistemology).

The data collection techniques that have been chosen for this research are questionnaires and face-to-face interviews. The questionnaire is a form containing a set of questions that were submitted to staff in order to gain statistical information about training effectiveness and face-to-face interviews were with the managers to gain their insight into training effectiveness. These methods for gathering data are the most common in survey research.

In this research one questionnaire was created for the population measured in this study. The target population was identified and contacted before the survey to alert them to expect the survey. Saunders et al. (2000, p.119) is of the view that the pre survey contact is important in gaining the commitment from the participants. The questionnaire allowed the participants in the study to respond to the same set of statements. Furthermore, the questionnaire allowed the researcher to reach more participants in different geographical areas.

The questionnaire together with the instructions on how to complete the questionnaire was loaded on the LMS used at Sanlam Sky. The staff was given access rights to the site. Throughout the communication they were also informed that a hard copy of the questionnaire is available on request. The questionnaire then was sent via e-mail to the targeted staff, informing them about their selection, and they were requested to participate in the study. According to Barbie et al. (2001, p.260) e-mail surveys are similar to traditional mail survey and can be treated the same. Their staff number was used as a control for the participants not to complete both electronic and hard copy questionnaires. For this study it was not necessary to make a third follow up as suggested by Saunders et al. (2000, p. 310), where he advises that a third follow up maybe necessary where the response rate is low.

Open ended statements were avoided in designing this questionnaire in order not to allow the participant to answer in their own words. This is due to the fact that people differ in their ability and willingness to write responses, and this cannot be easily interpreted statistically. The questionnaire provided confidentiality, which allowed the participants to be honest.

For the qualitative research, interviews were scheduled two weeks in advance for the managers. The interviews took place in the board room, which was booked for this purpose. Questions for these structured interviews were prepared as a guide

during the interviews. Company reports was also analysed and used as part of the findings.

3.6 Measuring Instruments

According to Lancaster (2005, p.137), questionnaires is the most widely used technique of data collection. Zikmund, Babin, Carr and Mitch (2013), cite that a questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis. A questionnaire can have open ended questions, multiple choice, checklist, dichotomous questions that may include a choice of 'yes' or 'no' answer and ranking questions Lancaster (2005) highlights the aspect that need to be considered in designing the questionnaire as follows:

- variety and choice of questions that needs to be included;
- taking not of the question types such as, open or closed questions;
- the structure and wording of the questions

The questionnaire can be used to measure issues that are crucial to the management and development of employees, such as skills, knowledge, and behaviour. Lancaster (2005) added that the main aim of the questionnaire is to gather accurate information from the sample. Designing and administration of a relevant questionnaire is appropriate for measuring the effectiveness of training initiatives (Morcol, 2001) .

Lancaster (2005, p.139) suggests that when designing a questionnaire, it should follow a logic structure that has a clear focus to the topic and concise as possible. Lancaster (2005, p.141) further differentiates amongst three main categories of data, as follows:

Nominal data – this type of data is used in looking at the labels and categories such as gender (male/female)

Ordinal data – this is a data that can be ordered or ranked with responses that are captured on a rating scale such as the Likert scale, and

Cardinal data - this is a data that has order, unit of measure and sequence

The questionnaire has been adopted for this study because it is less expensive, saves time, less human and financial resources required and a large number of respondents can be reached. The questions that are used in the questionnaire seek to gain more insight to the effectiveness of training at Sanlam sky. This instrument offers greater anonymity as face-to-face interaction can be reduced. The data can be pre coded and respondents will have time to think about answers to the questions (Zikmund, Babin, Carr, & Mitch, 2013).

The questionnaire used in this study was developed to meet the criteria that is set out by Lancaster (2005, p.139). The following themes were identified as important for the empirical analysis for this section and were measured using a nominal scale and categorical data for qualitative, and interval, ordinal and ratio for quantitative:

- Section A – Biographical data
- Section B 1 - Relevance of Training
- Section B 2 - Method of Training
- Section B 3 -Training Process
- Section B 4 - Effectiveness if Induction
- Section B 5 - Evaluation of Induction

Special care should be taken in the design of the questionnaire in trying to make meaningful deductions from the collected data, as it contributes to the reliability and validity of the measuring instrument. According to Collis and Hussey (2003,) data validity is concerned with the extent to which the research accurately shows what is happening and that the data is the true picture of what is happening. However this research used three major forms of validity as mentioned by Cooper

and Schindler (2008). The three major forms of validity that were used are content, criterion, and construct validity (Cooper & Schindler, 2008).

3.7 Reliability and validity

Saunder et al.(2003) states that validity and reliability of collected data depend mostly on the structure of the questionnaire, including question design, aiming to reduce the possibility of being subjective in creating the questions and subsequently receiving wrong answers (Saunder, Lewis, & Thornhill, 2012)

Bell and Bryman, (2007) asserted that validity is connected with the accuracy and truthfulness of the findings, while reliability is concerned with the consistency of the tool for measuring. In order to achieve validity and reliability of the data the following controls have been applied on each step of the research process:

- Identification of the research population,
- Data collection and interpretation, and
- Conclusion development.

3.8 Limitations and potential problems

Limitations were noted in Chapter one. Although the sample included the sales staff that receive induction and make use of the LSM, the scope of this research is limited to Sanlam Sky. The research can therefore not guarantee that the findings have high generalisability and that the sample is representative enough to investigate the effectiveness of training efforts in the whole business.

3.9 Ethics

After selecting the respondents, preliminary approval from the HR Executive Head was sought, cover letters explaining the nature and scope of the research, and a copy of the interview guide, questionnaire, and appointment schedule were forwarded to the training managers. Participants were ensured that identities and personal details would not be disclosed to anyone, except for research purposes

(Zikmund, Babin, Carr, & Mitch, 2013). The research complied with research ethics as proposed by Saunder et al. (2003) and the following were involved in this research project:

Informed consent: participants were given a choice to participate or not to participate. Should the participant seek not to continue with the research they could withdraw any time as participation is voluntary.

Right to privacy: participants' feedback was kept strictly confidential and private. The questionnaires were not shared with any internal staff. Where the staff member used their staff number, this information was not used for any other purpose other than administrative.

Honesty with professional colleagues: findings were reported in a complete and honest manner, without misrepresenting what has been done or intentionally misleading others as to the nature of it. Data was not fabricated to support a particular conclusion.

Confidential/anonymity: the research followed good research practice by offering confidentiality and anonymity to the participants. This encouraged participants to give more open and honest responses (Saunder, Lewis, & Thornhill, 2012).

3.10 Conclusion

This chapter reviewed the research methodology theories. Both the positives and the limitations of the qualitative and quantitative options were discussed. This study is a triangulation as it made use of both qualitative and quantitative research methods. The study was approached through a literature review, case studies and reports to form the basis of the conceptual framework. An empirical study was conducted using the research methods that were proposed by this chapter.

The next chapter will look at the findings of the empirical research. The findings will be discussed and analysed.

CHAPTER FOUR
PRESENTATION OF RESULTS

4.1 Introduction

Chapter one outlined that Sanlam Sky has not analysed effectiveness of their training initiatives. The literature review in chapter two revealed the importance of measuring effectiveness of training. Chapter three provided a brief explanation of how the research and data gathering process was conducted.

This chapter addresses the question of whether the training initiatives at Sanlam Sky are effective or not. The chapter presents the results obtained from the data that was collected and analysed using the methodology described in chapter three. The data collection process entailed a two phased approach. The first phase was a quantitative survey and the second phase was the qualitative phase, where data was collected from the training managers at Sanlam Sky. There was no sequence in collecting the data; however the results are represented as phase one for quantitative and phase two for qualitative. Figure 4.1 underneath provides the study layout showing the flow and connection between the chapters of this study in a similar format as Figure 1 in chapter one.
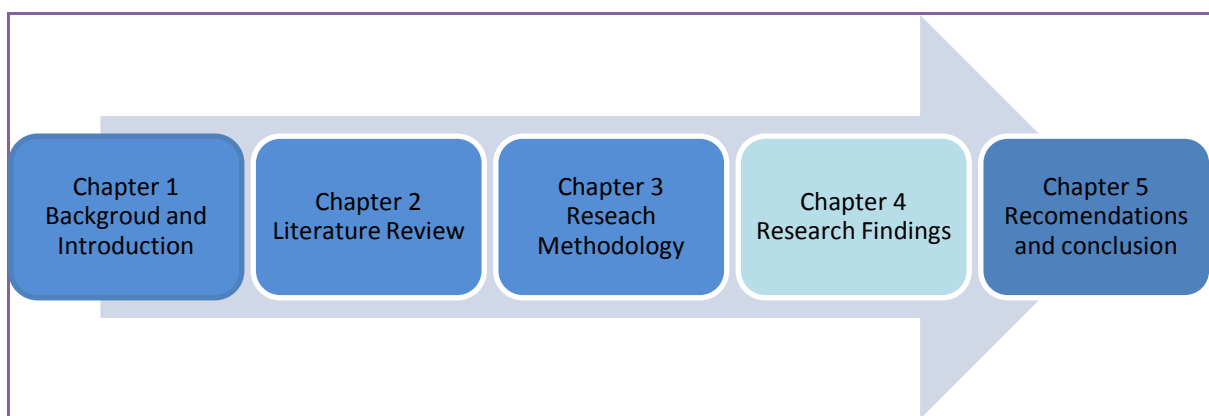
Figure 4.1: Layout of the study

4.2 Quantitative Research and Results

4.2.1 Profile of the participants

This section of the analysis provides information on exploratory data regarding gender, education, years of experience, business unit, and education for the target respondents. Demographic data was collected by the researcher to understand distribution and the representation of the respondents to the study. The subsequent section highlights the analysis of the results. Using the descriptive statistical method, the results were analysed to assist the researcher in presenting the data in a summarised format in order to easily identify underlying information contained in the data (Collis & Hussey, 2003). The results are analysed and highlighted in the following section.

4.2.1.1 Response according to population group

Population group	Response frequency (n)	Percentage
African	80	91%
Asian	4	5%
Coloured	1	1%
White	3	3%
Total	88	100%

Table 4.1: Population group of Respondents

Table 4.1 reveals that majority of respondents belong to the African population group as they represent a total of 91%, Asians are represented by 5%, followed by Coloured population by 1%, whereas white population group represents 3%. This statistics is in line with the current demographics of Sanlam Sky Staff. The sample of the study consisted sales and administrative roles at Sanlam Sky which has more African population.

In viewing the dominance of one racial group and the imbalance in the male and female respondents (*see Table 4.1 above*); the racial profile will therefore not be representative. Diversity could therefore add value to the sustainability of Sanlam Sky in the future. Although the demographic information obtained was not part of

the specific objectives of the research it may be of value for future further investigation. Based on the above it would be interesting to determine whether there is any relationship between the demographic factors of gender, age, race and preference on training delivery methodology.

4.2.1.2 Response according to gender participants

Gender	Response frequency (n)	Percentage
Male	27	31%
Female	61	69%
Total	**88**	**100%**

Table 4.2: Gender of Respondents

A total of 88 people responded to the questionnaire in this study. Table 4.2 above represents the number of male and female respondents included in the research, while Figure 4.2 below provides a pie graph that indicates the gender of the respondents included in the study.
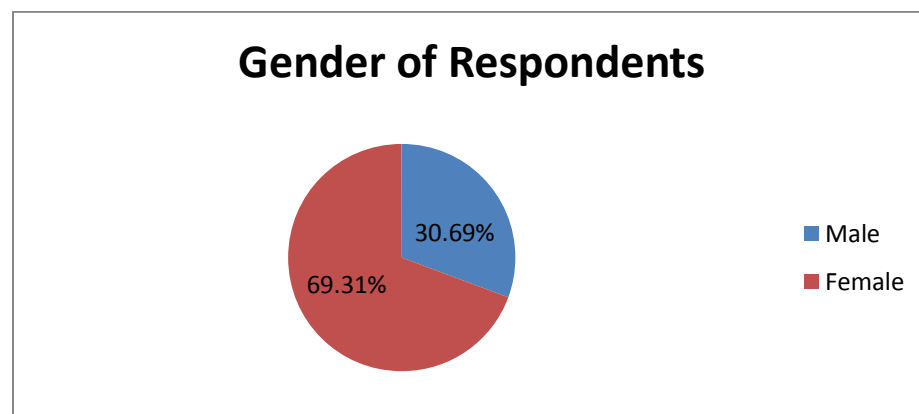
Figure 4.2: Gender of respondents

The analysis showed that the majority of respondents, (69%) were females while the minority of (31%) were males. This indicates that more females were involved in this study at Sanlam Sky compared to males. No significance can be inferred in looking at this response, as the gender differentiation is unknown, however gender

needs to be considered in training and development because of possible gaps between the females and males in the staff complement at Sanlam Sky. From the study it seems that the targeted population at Sanlam Sky is dominated by African females. As mentioned above, demographic information obtained was not part of the specific objectives of the research and the imbalance gender in the results will not affect the study.

4.2.1.3 Response according to Age distribution of respondents

Age	Response frequency (n)	Percentage
18-35	61	69%
36-45	22	25%
46-55	4	5%
56 onwards	1	1%
Total	**88**	**100%**

Table 4.3: Age of Respondents

Table 4.3 shows a total of 88 people responded to the questionnaire of this study. Underneath, Figure 4.3 is a pie chart revealing that 69% of respondents are between 18 to 35 years of age, and formed the majority of the respondents. A quarter, 25% of respondents, is between 36 to 45 years of age, 5% are between 46-55 years of age and 1% of respondents are between 56 to 59 years. The results reveal that the Sanlam Sky employs mainly young people below the age of 35. No significance can be attached to this fact.
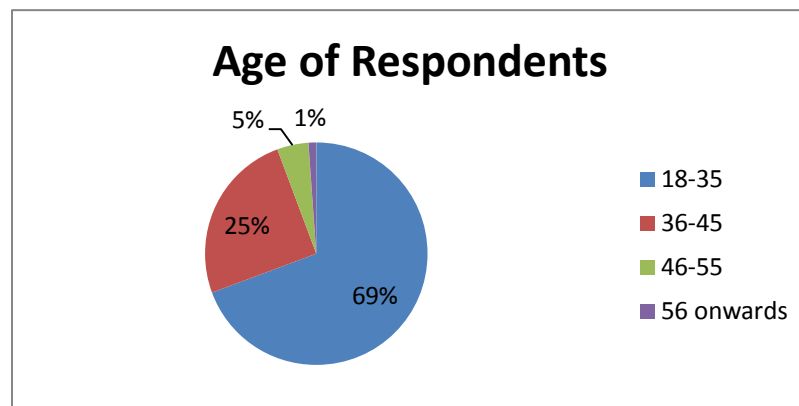
Figure 4.3: Age of Respondents

4.2.1.4 Table Responses according to Education level of the participants

Education level	Respondents (n)	percentage
High school	18	20%
Certificate	37	42%
Diploma	26	30%
B Degree	5	6%
Honours	0	0%
Masters	2	2%
Total	88	100%

Table 4.4: Education level of Respondents

Table 4.4 reveals that respondents hold a range of educational qualifications falling between High school certificate and a Master's degree level. The largest proportion of the respondents, 42% had post matric certificate, 20% had matric, 30% had education at the diploma level and 6% had education at the B degree level. Lastly, 2% had a Master's degree. Figure 4.4 below is a pie chart emphasising the majority of the respondents, 42%, hold a post matric certificate.
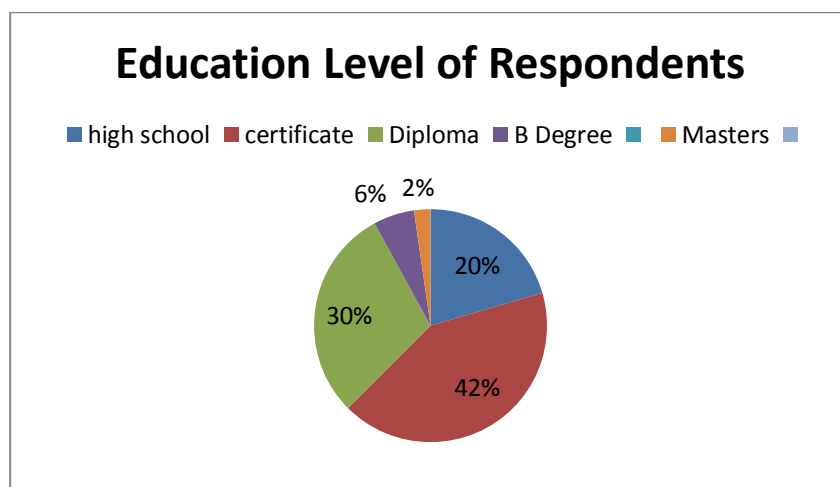
Figure 4.4: Education level of Respondents

The findings show that there are more people with a post matric certificate, and above (80%). In looking at the industry in the developing market, the sales force is generally required to have a post matric certificate. This certificate should be acquired within six years of employment within the financial sector industry and it is normally a company sponsored programme. This shows that the Sanlam Sky developing market contributes to youth employment and skills development in South Africa and has a responsibility to provide effective training to its employees.

4.2.1.5 Responses according to working experience

Working Experience	Response frequency (n)	Percentage
1 to 5	57	65%
6 to 10	24	27%
11 to 15	1	1%
16 to 20	6	7%
Total	**88**	**100%**

Table 4.5: working Experience of Respondents (N=88)

Table 4.5 presents the working experience held by the employees, who participated in the study. The results in the table reveal that respondents with 1-5 years working experience formed the majority, with 65%, followed by 27%, with the working experience of 6-10 years. Only1% of respondents had working experience of 11-15 years, whereas 7% of respondents had working experience of 16-20 years.

Table 4.5 shows that there is an overwhelming majority of employees with 1-5 years' experience. The results also imply that these employees may require constant training and development programmes such as technical and product knowledge programmes to keep them updated with their skills. From the results it is clear that over 80% of the respondents have been employed for periods ranging from 1 to 10 years. This could imply that the organisation is battling to retain its employees for a longer period, and investing in them through training may change this trend.

4.2.1.6 Business unit of participants

Business Unit	Respondents (n)	Percentage
Agency Distribution	50	57%
Broker Distribution	14	16%
Business Support	24	27%
Total	**88**	**100%**

Table 4.6: Business Unit of Respondents

Table 4.6 reveals that a large majority of respondents, 57% come from Agency distribution, which is in line with the current demographics of Sanlam Sky. Almost

a third, 27% of the respondents are from Business Support and Broker Distribution scored 16% Table 4.6 below represents the figures of the business units. This emphasises that there were more respondents from Agency Distribution than any other business unit and it is line with the organisational demographics, where Agency Distribution represents about 70% of the organisation. There are thus more employees in Agency Distribution than in any other department at Sanlam Sky, who are likely to be trained by the training department.

4.3 Table Analysis and description of results

In this section of the analysis, valuable insight into the density of the phenomenon under this study will be analysed. The analysis underpinned the findings relating to the effectiveness of training at Sanlam Sky, as well as the induction programme and the testing of the hypotheses. A quantitative method was used and the results of the study for this section were analysed. From the 100 questionnaires that were sent out the researcher received 88 back. The data was collected from the closed ended questionnaires, which included a Likert scale, from 88 respondents. These were then analysed according to themes.

The following themes were identified as important for the empirical analysis for this section:

- Section B 1 - Relevance of Training
- Section B 2 - Method of Training
- Section B 3 -Training Process
- Section B 4 - Effectiveness if Induction
- Section B 5 - Evaluation of Induction

4.3.1 Relevance of Training

In this section, the respondents were asked about the relevance of training in order to determine how relevant the Sanlam Sky training programmes are. The questions in this section sought to examine the relevance and applicability of training programmes at Sanlam Sky. The literature as mentioned by Lingham et al.

(2006) makes reference to extent to which trainees are able to apply the knowledge, skills and attitudes they have acquired during the training intervention, thereby emphasising the importance of the applicability of training programmes (Lingham et al., 2006).

When asked if the respondents have had any form of training since they joined Sanlam Sky, 94% said that they have attended training, while 6% said they have not had any form of training since joining Sanlam Sky. Conclusion could therefore be drawn that not all employees are receiving training on joining Sanlam Sky.

Table 4.7 below presents the results for training selection process of induction. The results show that the training selection process is not consistent throughout the organisation as not all employees attend training within the two weeks of joining the organisation. Table 4.7 below shows that an almost half of the respondents, 49%, requested training on their own, whereas 34% attended training on management's recommendation. These results show that the employees have an opportunity to request training on their own when they need it. The training request process is therefore utilised by almost half of the employees. The results also show that not all new employees go through the induction programme.

Criteria	Respondents (n)	Percentage (%)
On joining Sanlam Sky	8	9%
Management recommendation	30	34%
Compulsory for all employees	6	7%
I requested training	43	49%
I don't know	1	1%
Total	88	100%

Table 4.7: Selection criteria (N=88)

When respondents were further asked to rate the quality of the training programmes they have attended at Sanlam Sky, the results are recorded in table 4.8 underneath and the closed ended question requested the respondent to rank the quality of training programme from Very poor (1) to Very good (5). From the Table 4.8 below, it can be seen that the quality of training programmes at Sanlam

Sky are generally good, with 61%, represented a combined rating of good and very good.

66% of the respondents indicated that they enjoy product training more than other training. This was followed by induction training with 16%. Because Sanlam Sky belongs to the financial service environment, and is in the business of providing funeral cover and savings to its clients, the employees have to understand and know the product. The results are in line with the industry expectations, as the majority of the respondents enjoy product training, which may be the training programme that is provided more than other training interventions. This may require that product training to be effective in making sure that transfer of learning takes place Saad et al. highlighted training effectiveness as the extent to which training yields desired or relevant outcomes.

Further findings highlight the fact that the training received by the respondents has assisted them to improve their job performance. This was in line with the response of 66%, who said the training programmes attended are relevant to their work. This is in line with the finding that the respondents enjoy product training and the correlates with the literature review done in chapter two of this study where Vinesh (2014, p. 215) cited that training assists employees to improve their work performance, output and keep up to date in their field. This view is therefore supported by the empirical research at Sanlam Sky.

Response	Respondents (n)	Percentage %
Very poor	1	1%
Poor	4	5%
Average	29	33%
Good	31	35%
Very good	23	26%
Total	88	100%

Table 4.8: Quality of training Programme rating

Table 4.9 underneath is the results when the respondents were asked if the training that they have received to date at Sanlam Sky has met the needs of their current job. They were also asked if they are able to apply what they have learnt in training to their jobs, and furthermore, they were asked if the training that they

have attended at Sanlam Sky has always met their expectations. In these questions the respondents were asked to rate their agreement with the statements made from 1 (strongly disagree) to 5 (strongly agree). Table 4.9 below illustrates the results, where respondents generally agreed with the statements. This indicates that the training received at Sanlam Sky is relevant and meets the needs of employees' job requirements. The results show that the training offered at Sanlam Sky meets the expectations of the employees.

When asked the question whether the training that they have received to date at Sanlam Sky has met the needs of their current job, the result scored a mean of 3.93 and a standard deviation of 0.88 this indicates that there is generally high agreement with the view that the training received at Sanlam Sky met the needs of the current job. The aggregate mean of 3.93 and aggregate standard deviation of 0.885 indicates that respondents strongly agree or agree that the training assist the employees in executing the current task in their job. This was the 85% of respondents felt that the training received at Sanlam Sky met the needs of their current job. The other 15% of respondents were felt differently to the statement. This is a source of concern to be investigated as to why 15% of employees feel that the training does not meet the needs of their current job.

In looking further at the question of applying what they have learnt in training to their job which received greatest support with, 89% or respondents, with a mean of 4.05 and standard deviation of 0.71, strongly agreed that they are able to apply what they have learnt during training to their job. The other 11% felt different about the statement and felt that they are not able to apply what they have learnt to their job. These results confirm the theoretical findings as cited by Wickramasinghe (2006), which states that effective training should be gauged by the ability of trainees to apply knowledge, skills and abilities gained in training. Notably that application can be in assessed using level three evaluation, as suggested by Kirkpatrick (1998) cited in chapter two.

Table 4.9 further reveals that a combination 81% of the respondents felt that the training received at Sanlam sky met their expectations, with the lowest mean

score of 3.75 and standard deviation of 0.82. This indicates that the respondents were uncertain and had a wide range of responses to this variable. The expectation from the organisation is that the training interventions should meet the expectations of the trainees.

Relevance of Training	Percentages					Mean	SD
	Strongly disagree				Strongly Agree		
	1	2	3	4	5		
The training that I have received to date at Sanlam Sky has met the needs of my current job	3%	6%	6%	65%	20%	3.93	0.88
I am able to apply what I have learnt in training to my job	2%	1%	7%	69%	20%	4.05	0.71
The training that I have attended at Sanlam Sky has always met my expectations	2%	10%	7%	73%	8%	3.75	0.82

Table 4.9: Relevance of training programme (N=88)

Training Programme

In looking at what other training programmes the respondents would like to see at Sanlam Sky besides what is being currently offered, Table 4.10 represent the results as , 60% of the respondents would prefer more accredited training. The current programmes of Sanlam Sky are not accredited training. Almost a quarter, 21% would like to see more soft skills training, whereas 12% would prefer enhanced induction training. This shows that Sanlam Sky needs to relook at the offering of its training. Chapter two of the study cited Niazi (2011) stating that organisations need to constantly review current training curriculum in quest to deliver effective training.

Training Programme	Percentage	Respondents (n)
Accredited Training	60%	50
Soft Skills	21%	18
Enhanced Induction	12%	10
Technical Training	7%	6
Total	100%	84

Table 4.10: Training programmes to be offered ()

A test of reliability was conducted using Cronbach alpha to represent internal consistency. The respondents agreed that the training at Sanlam Sky if effective. The Cronbach alpha of .0923 represented a good internal consistency. These results agreed with those of Dowling (2007) and Davenport (2006) who suggest that quality and effectiveness of training has a lot to do with the employee's feelings on the relevance of training to their jobs.

4.3.2 Method of training

In section B2 of the questionnaire, the respondents were asked about their preference of the training methodology used at Sanlam Sky. Table 4.11 reveals that the majority of respondents prefer a blended learning solution. Blended learning (Mixed training) is defined as a strategic approach that combines the methods of learning delivery. When asked a question regarding which methods of training facilitation they prefer, 41%) overwhelmingly stated that they preferred premixed training, being classroom and e-learning combined. A further 27% prefer classroom based learning, whereas 18% and 14% preferred e-learning and on job training respectively.

Training methodology	Percentage	Respondents (n)
Classroom based	27%	24
E-learning	18%	16
Mixed Training	41%	36
On-the-Job Training	14%	12
Total	100%	88

Table 4.11: Training methodology preference (N=88)

Evidently, the majority of respondents prefer classroom training and mixed training as compared to on-the-job training and E-learning. It should be noted that the learning styles of the individuals are different. Training needs assessment should

be conducted in identifying the learning style of each candidate to be trained. Falola et al. (2014) in chapter two cited that before training commences organisations has to conduct a needs assessment to identify the training need for the employees in order to develop and design effective curriculum and delivery methodology.

Preferred delivery method impact to skill	Percentage	Respondents (n)
0-30%	9%	8
31%-50%	10%	9
51%-70%	48%	42
71% and above	33%	29
Total	100%	88

Table 4.12: Preferred training delivery method impact to skill

Table 4.12 reveals that 81% (rating of 51% and above) of the respondents think that the preferred method of facilitation has an impact on their skill levels in their jobs. ,A smaller group 19%, are different and feel that the facilitation methods do not have high impact on their skill level. This view needs to be considered in designing a training programme.Table 4.13 below gives more details regarding preferred training methodology:

	Percentages					Mean	SD
	Strongly disagree				Strongly Agree		
	1	2	3	4	5		
I prefer the Classroom training more than E-learning	1%	16%	11%	56%	14%	3.58	1.09
E-learning at Sanlam Sky is user friendly	1%	10%	17%	58%	14%	3.58	1.09
I do more E-learning training than classroom training	1%	16%	14%	55%	15%	3.74	0.84
I learn better on E-learning than classroom training	3%	42%	26%	28%	0%	2.80	0.90
When I have to attend training I am given a choice to attend either classroom training or E-learning	6%	50%	20%	20%	3%	2.66	0.98
In my opinion E-learning save me time and allow me to do my job	1%	23%	20%	53%	3%	3.38	0.88

Table 4.13: Training methodology preference

Table 4.13 depicts that the respondents prefer classroom training to e-learning, with 70% agreeing (agree plus strongly agree) with the statement, 11% were neutral and 17% disagreed. This response was consistent with the findings on training methodology in Table 4.12 above. The classroom training preference was despite the fact that 72% of respondents felt that e-learning at Sanlam Sky is user friendly, 17% were neutral and 11% disagreed with the statement. This feedback is important for the training department in making sure that it develops training that will be effective.

In looking at the question of whether the respondents are given a choice to attend either classroom training or e-learning, 56% (combined disagree (50%) and strongly disagree(6%)) disagreed with the statement, 20% were neutral and 23% (20% agreed with the statement while 3% strongly agreed) agreed with the statement as seen inTable 4.13. This question obtained a mean of 2.66 and standard deviation 0.98. This signifies that respondents were uncertain and had a wider range of responses to this variable.

This response highlights a concern for further investigation as, in looking at the question of whether the respondents learn better on e-learning than classroom training responses received mean score of 2.80 and standard deviation of 0.90,where 45% of the respondents disagreed, 20% were neutral and 20% agreed. This also shows that respondents were uncertain and had wider range of responses to the variable. Therefore a conclusion could be made that the majority of learners are not given a choice to use E-learning or classroom training rather they are told which facilitation method they will learn with, even though they have different learning style. This could affect the effectiveness of training at Sanlam Sky.

It is therefore clear from the above that, while e-learning, maybe, saves time, it might not be an effective way to train the Sanlam Sky staff. Learning style of individuals needs to be taken into consideration when developing the training programme. In chapter two Tarique (2014) was cited motivating that each training

activity, practise and design should be evaluated to determine if the training are creating the learning experience they ought to create.

The statements, "I prefer classroom training more than e-learning and e-learning at Sanlam Sky is user friendly" received the mean score (3.58) and highest standard deviation (1.09). This indicates that respondents were uncertain and had a wider range of responses to this variable

For this study a Pearson test was computed to determine the strength of the relationship among the facilitation preference variables (section B2 in the questionnaire – see Appendix B). Pearson product moment correlation coefficients were calculated using a statistical program to establish the nature of relationships that exist between the variables. The calculated correlation between Age and the preference on methods of facilitation was p=0.514, this represented evidence that there is no relationship between the two constructs. Similar relationship test was conducted for Age and learning better in E-learning than classroom, it is evident that there is also no relationship between the two constructs with p=0.514. These results are presented in Table 4.14 underneath.

Methods of training facilitation				
Age	Classroom based	E-learning	Mixed delivery	Total
18-35	16(26,23%)	9(14,75%)	28(45,9%)	53
36-45	8(36,36%	5(22,73%)	36,36%)	21
Total	24	14	36	74
Chi²(d.f=2, n=74) = 1,33 ; p = 0.514, V=0,134 Small				

Table 4.14: Contingency Table- Age and methods of training facilitation

The Cramer's V (v=0.134) is smaller than Cohen's guidelines of 0.3 for a medium effect. From the results it can be derived that there is no relationship between training facilitation and Age, this could be an opportunity for Sanlam sky to make use of blended learning solutions for training delivery for all ages

A test of reliability was also conducted and the Cronbach alpha was adapted to represent internal consistency. The variable presented a Cronbach alpha of 0.7239 which represent satisfactorily high values. This value for internal

consistency lies above the generally accepted value of 0.70 according to Nunnally (1978), and confirmed by Zainudin (2012).

Surprisingly the research confirms that there are no significant preference in the delivery methodology between young employees and older employees. This confirms that both e-learning and classroom can be used to deliver training at Sanlam Sky without experiencing resistance.

4.3.3 Training Process

In Section B3 of the questionnaire that measured the training process variable, the respondents were asked to rate their knowledge of the processes in identifying training needs. Table 4.15 below illustrates the findings where the respondents had to rate statements from 1 (strongly disagree) to 5 (strongly agree).

Best Practice	Percentages					Mean	SD
	Strongly Disagree				Strongly Agree		
	1	2	3	4	5		
I know the process of identifying training needs at Sanlam Sky	5.7%	11.4%	68.2%	6.8%	6.8%	2.98	0.83
Training is customised to my training needs	5.7%	11.4%	57%	12.5%	13.6%	3.17	1.00
I have an individual development plan	0%	8%	54.6%	15.9%	21.6%	3.53	0.91
My manager discusses my individual development plan with me	4.5%	19.3%	51.1%	12.5%	12.5%	3.10	1.00
I receive training advice and support from my manager	4.6%	13.6%	51.1%	10.2%	20.5%	3.29	1.00
Training opportunities are important to me	0%	0%	46.6%	18.18%	35.2%	3.90	0.90
My training needs are being met	5.7%	21.6%	46.6%	11.3%	14.8%	3.08	1.08

Table 4.15: Training process (N=88)

The results above show that the majority of respondents were unsure in most of the questions that were asked in this section. In looking at the question of knowing the process of identifying training needs at Sanlam Sky with mean score of 2.98 and standard deviation of 0.83, 68.2% of the respondents, were unsure about the process that needs to be followed in identifying training needs. A total of 17.1 % of the respondents disagreed with the statement, which says they do not know the process of identifying training needs, and 13.6% say they know.

This is a concern for the training department, which needs to be investigated and rectified. For the training to be effective, training needs must be correctly identified, and this requires a process that is completely understood by all the employees. In chapter two, Falola et al. (2014) mentioned that organisations must identify the training needs of its employees and design training programmes that will assist them to optimally utilise their workforce towards actualisation of organisational objectives. If there is no clear process of identifying training needs, it could therefore be argued that the design of the training programmes at Sanlam Sky might not be effective, leading to ineffective training initiatives. In looking at the question whether the training is customised to their training needs, this variable received a mean score of 3.17 and standard deviation of 1.0. This indicates that there is no congruence with the views of the respondents.

The findings also revealed that 54.6% of respondent were unsure if they have an individual development plan (IDP), with a mean score of 3.53 with standard deviation of 0.91. The other 37.7% agreed with the statement that they have an IDP, whereas the other 8% were different towards the statement citing that they do not have an IDP. The training department must make sure that the each employee has an IDP and that they understand it. An IDP assists the training department in budgeting and designing effective training programmes. From the findings it can be seen that management support, in discussing the training needs with the employee, is required majority of the respondents were unsure about whether the managers discuss their IDP with them with mean score of 3.10 and standard

deviation of 1.0. . This is not in congruence with the view of Lingham et al. (2006) as cited in chapter two, which state that management support is essential in training effectiveness.

For this variable, it can therefore be deduced from the responses received that the employees do not know the process and also do not understand the importance of their IDP. Furthermore the findings highlight that the majority of the respondents feel that the opportunity for them to attend training is important to them.   In order to have effective training at Sanlam Sky, the training department has to rectify these concerns, as highlighted by the findings above.

A test of reliability was also conducted for this variable using Cronbach alpha to represent internal consistency. The variable presented a Cronbach alpha of 0.7919 which represent satisfactorily high values. This value for internal consistency lies above the generally accepted value of 0.70 according to Nunnally (1978), and confirmed by Zainudin (2012).

4.3.4 Effectiveness of induction

In Section B4 of the questionnaire, that measured the effectiveness of the induction training programme variable, the respondents were asked to rate their views about the Sanlam Sky Induction programme. Table 4.16 underneath illustrates the findings where the respondents had to rate statements between 1 (strongly disagree) and 5 (strongly agree).

An induction programme is seen as the process that is used in an organisation to welcome new employees to the organisation in order to prepare them for their new jobs. Induction training includes development of theoretical and practical skills, but also addresses the training need that exists among the new employees. As depicted in Table 4.16 underneath the induction programme at Sanlam Sky provides excellent opportunity for new recruits to learn more about their organisation. This is in line with the objective of the induction programme.

Best Practice	Percentages					Mean	SD
	Strongly Disagree				Strongly Agree		
	1	2	3	4	5		
The duration of the Induction training programme is sufficient	7.9%	15.9%	31.8%	25%	19.3%	3.32	1.19
Employee induction training is given acceptable prioritisation at Sanlam Sky	5.7%	22.7%	21.6%	28.4%	15.9%	3.15	1.26
Sanlam Sky induction training programme has clear outcomes that are expected to be acquired from the training	6.8%	6.8%	27.3%	39.8%	19.3%	3.58	1.09
Induction training programme gives the new employee the technical knowledge and skills to do their job	5.7%	15.9%	19.3%	38.6%	20.5%	3.52	1.15
The Induction training programme is periodically evaluated and improved	12.5%	12.5%	26.3%	30.7%	18.2%	3.30	1.26
New recruits find the Induction training programme very useful at Sanlam Sky	9.1%	8%	21.6%	38.7%	22.7%	3.58	1.19
Management takes interest and spends time with the new staff during Induction training	5.8%	18.2%	23.9%	29.6%	22.7%	3.45	1.19
The Induction training programme provides excellent opportunity for new recruits to learn about Sanlam sky	3.5%	11.4%	14.8%	37.5%	32.9%	3.85	1.11
The quality of Induction training programme at Sanlam Sky is excellent	5.7%	11.4%	26.1%	35.2%	22%	3.56	1.12
Induction programme has helped me to develop knowledge about doing my job	4.5%	17.1%	19.3%	39.8%	18.2%	3.47	1.17

Table 4.16: Effectiveness of induction training

In looking at Table 4.16, from the above it can be seen that there is high degree of congruence amongst the respondents with relation to the variable of the induction training programme. When looking closely to the means of this variable all of them are above three and below four. This signifies that there are more respondents

that agree with the variable with an aggregate mean of 3.48. However standard deviation of this variable reveals that there is a relatively narrow spread of results, ranging from 1.09 to 1.26. This signifies that the respondents agree with the statements that Sanlam Sky induction is effective.

The variable "induction provides excellent opportunity for new recruits to learn about the organisation" received the highest mean score of 3.85 and standard deviation of 1.11. Both variables "Sanlam Sky Induction training programme has clear outcomes" and the variable "new recruits find the induction training programme very useful" were the second highest mean with the mean score of 3.58 and standard deviation of 1.09 and 1.19 respectively. Notably the variable "employee induction training is given acceptable prioritisation" received the lowest mean score of 3.15 and highest standard deviation of 1.26.

The study highlighted that management gives satisfactory support to the new employees during the induction programme. This is a positive aspect of any induction as the manager gets to know its employees better and the vice versa. In looking at Table 4.16 above it can be depicted that the Sanlam Induction programme has a clear outcomes that can be translated into the employees jobs. This highlights that Sanlam sky has an effective induction programme. Sanlam sky may benefit in understanding what makes its induction effective in order to learn from it.

A test of reliability was also conducted for this variable using Cronbach alpha to represent internal consistency. The variable presented a Cronbach alpha of 0.923 which represent high values. This value for internal consistency lies above the generally accepted value of 0.70 according to Nunnally (1978), and confirmed by Zikmund, (2003, p.333).

4.3.5 Evaluation of Induction

Section B5 of the questionnaire that measured the evaluation of induction training programme variable, the respondents were asked to rate their views about evaluation of the Sanlam Sky Induction programme. Table 4.17 illustrates the

findings where the respondents had to rate 1 (strongly disagree) and 5 (Strongly agree).

Best Practice	Percentages					Mean	SD
	Strongly Disagree				**Strongly Agree**		
	1	**2**	**3**	**4**	**5**		
Effectiveness of training programmes is evaluated	3.4%	19.3%	50%	25%	0%	2.98	0.83
Effectiveness of training programmes is evaluated by measuring participant reaction/ perception	10.2%	37.5%	46.5%	3.4%	0%	3.17	1.0
Effectiveness of training programmes is evaluated by measuring participant learning	13.6%	47.7%	35.2%	1.1%	0%	3.53	0.91
Effectiveness of training programmes is evaluated by measuring participant application/implementation of learning	29.5%	42%	26.1%	0%	0%	3.10	1.0
Return on expectation is measured to establish effectiveness of training	29.5%	39.7%	25%	3.4%	0%	2.29	1.00

Table 4.17: Effectiveness of induction training

The results above in Table 4.17 depicts that there is very little evaluation of the induction training programme. The results above depict that there is very little evaluation of the induction training programme. This finding is different to the literature review which stated that organisation should evaluate the training efforts to ensure that training lead to the desired outcomes. Phillips (2002) cited that evaluation of a training programme will assist the organisations in making informed decisions.

Theoretical review suggests that trainees who are satisfied in the training program have more positive learning outcomes. This can be determined using evaluation tool. This could be a concern for Sanlam Sky if the training programmes are not evaluated. Sanlam sky may benefit from a framework for evaluation of these training programmes.

4.4 Qualitative Research and Results

After the discussions above on quantitative research findings, the qualitative findings will now be discussed. The qualitative phase of this study was intended to gain deeper insights on the effectiveness of training from the training managers. An interview guide with 6 open ended questions, as shown in Appendix C, was used.

4.4.1 Qualitative Research Findings

Question 1: Does Sanlam Sky have a documented and communicated training process that the entire stakeholder is aware of?

This question sought to understand the extent to Sanlam Sky has a documented training process that is put in place and communicated in the organisation. Noting the literature review chapter that cited Falola et al. (2014) highlighting that before training commences, needs assessment to identify training requirements must be conducted. Training needs assessment assist organisation in delivering effective training by developing programmes that will increase the knowledge and skills of the employee. It assist organisation in identifying whether there is a training intervention required or no intervention is required. This saves the employees time and increase productivity.

The quantitative results in *Table 4.15* highlights that on ranking training process variable, "I know the process of identifying training needs at Sanlam Sky" was rated the lowest with a mean score of 2.98 where the highest possible score was 5. It was noted that the process was not clear to everyone.

In looking at the qualitative results the following is the response received from the respondent.

"*From the agency distribution point of view, currently there is no structure or process that is in place. We get training requests from the managers*", (**Respondent 1**).

"*In Ops we also don't have a process in place we get training needs based on the audit findings and also get requests from managers*". **(Respondent 2)**

In looking at the qualitative response there is an agreement amongst the respondents the training process is not in place at Sanlam Sky. There is a routine that is followed however it may not be addressing the training gaps that exist as training needs analysis is not completed. Falola et al. (2014) proposed a training process that has three basic steps which are Needs assessment, development and conduct of training and evaluation. In looking at both qualitative and quantitative responses conclusions could be drawn that the training process as proposed by Falola et al. (2014) is not followed at Sanlam sky. These results did not only highlight the need to document the process but to put structure and communicate the process.

 Question 2: How are the prospective trainees selected for a training programme?

This question sought to understand how the trainees are selected to attend the training programme. In chapter two it was noted that training should enhance employees capability to improve performance. Therefore selecting trainees is important in order to enhance the identified capability and performance gap. It was also noted that each employee should have an individual development plan which must inform the training needs. The finding in this question highlighted that the prospective trainees are either selected by the line manager to attend training programme or via identification of the training gap through the audit findings. This confirms that there is no structured needs assessment that is done proactively, however it is done as a reactive measure. The finding shows that the responsibility of ensuring that staff member attends training rests upon the employees line managers. It is therefore important for the line managers to ensure that the individual development plan is in place. It is therefore important to note that steps should be taken to ensure that IDP is in place together with proactive needs assessment is conducted and is implemented.

In looking at the qualitative results all the managers were in agreement with the following response received from the respondent.

"*We get training requests from the managers"*, (**Respondent 1, 2 and 3**).

In looking at the qualitative response there is an agreement amongst the respondents that the training needs are received from the line managers. This highlights the importance of ensuring that the line managers should be equipped in proactively identifying the training needs. Theoretical review in chapter two revealed that success of any training depends on organisations ability in identification of the training needs. Steps should be taken in ensuring that each employee has an individual development plan and the managers are trained in identifying the training gaps.

Question 3: What will be your definition of an effective training programme at Sanlam Sky?

Looking at the definition of effective training, it was important to understand whether Sanlam Sky has same understanding of effectiveness of training. The finding in this question was that there was a similar understanding of the training effectiveness definition. According to Elanga an Imran (2013), Training is seen as a tool that connects the gap that exists current performance and the desired performance and should have a correlation the organisations strategic plan. The following are the responses received from the respondents in relation to this question:

"I will definitely say it is the needs that are being established in the business through the use of proven methodology and then the training is evaluated and measured afterward against the objectives that have been set down to see if we achieved what we have set out to achieve" **(Respondent 1).**

"*it is training was done in support of the organisational strategy, by knowing what your strategy is and check if your work force is ready to implement the strategy, so from there on you need to go back and check whether you have the necessary*

skills to carry out the strategy and equip them through training to deliver on the required strategy" **(Respondent 2).**

"learning is also about experience so it is good and well to have the analysis, and get the right evaluation, , but what actually happens in the classroom will determine whether or not we have been fighting hard in order to get those results" *(Responded 3)*

" the learning journey has to make the person to want to learn, they must want to be there, it must encourage them to want to take this information in, it is also about having the right people doing the training" **(Respondent 4)**

The responses highlights a consistent understanding of the effective training, in order for the training to be effective there should be a training process that is understood by the stakeholders, this view point was also highlighted in the quantitative research, The responses support the theoretical review which stated that training should support the organisational strategy. It further stated that effective training is about change in application of skills learnt through training, therefore effective training focuses on evaluation of that change

Question 4: In your opinion how effective are the Sanlam Sky Training programmes?

This question sought to understand the managers' views about the effectiveness of Sanlam Sky training programmes. The feedback revealed that there was no agreement in the responses from the training managers to the above question as to the effectiveness of training programmes. One respondent felt that the training offered at Sanlam Sky was very effective, while another thought that it was reasonably effective while other managers thought it was not effective as it has not been measured. In Chapter two Tarique (2014) cited that there must be a correlation between the goals that the training programme seeks to meet and the results. It was further stated that training provided should be evaluated to measure if the training lead to the desired outcome.

In looking at the responses to this question there is a discrepancy between the theoretical view and what is currently happening with regards to the evaluation of the effectiveness of training at Sanlam Sky. It can be seen that an evaluation process at Sanlam Sky needs to be developed and the effectiveness of training department be measured on a regular basis. Developing the evaluation process will assist the organisation in justifying the existence of a training programme and investment of trainers which can be used as performance indicator.

Question 5 How do you know that e-learning or classroom training will be the preferred training delivery method or not?

This question looked at the process of analysis and identifying learning styles of an employee in order to develop a training intervention that will be address the training gap that exist. The following are the responses with regards to this question.

"We evaluate the type of content that we have, the target audience and their preferred learning styles, so if this is a new subject, then we cannot go pure e-learning, but if it is a subject that they already know about, and it is just refresher learning and they already have knowledge of the topic, then we make a recommendation for an e-learning intervention but if it is something completely new then it will have to be a blended training approach, then that's where the recommendation comes from" **(Respondent 4)**

The finding from this question is that there is a process that is followed in analysing the learning styles of the employees as well as the content that needs to be developed and a recommendation is made to support the proposed delivery training.

The managers noted the importance of conducting training needs analysis in making sure that content is delivered effectively on time. In the process that is currently utilised at Sanlam Sky business need is also conducted when doing training needs analysis. The following is the response from one of the managers interviewed:

"N*eeds analysis also speaks to the effective method of delivery this means if training has to be rolled out quickly, we consider e-learning. We don't have time to arrange face to face training through all the branches, however it depends on the type of content that we have, the available time that we have to train people and the intervention also will dictate"* **(Respondent2).**

This supports the theoretical notion of not having a blanket approach to the training delivery methodology. However this view is different to the qualitative research that has been done where the respondents felt that they are not given opportunity to choose which training delivery methodology could be used. This is a concern that requires attention so that there is an alignment and understanding of the process.

Question 6: How does the training department ensure that the employees that have attended specific training are applying what they have learnt?

This question sought to look at the evaluation of effectiveness of training by understanding if Sanlam Sky implements any levels of evaluations as suggested by literature. This view is in line with the quantitative view (see 4.2.3.5 above) where the majority of respondents disagreed with the statement that application is of learning is measured.

"*No, we do not have the set process to verify those needs as we take what the branch manager says, or use the audit findings as verification*" (**Respondent**:**3**).

Werner & DeSimone (2009) in chapter two of this study suggested five different evaluation models that could be used in measuring effectiveness of training. Looking at the responses there were different views from the respondents, the qualitative response revealed that there was no formal process/mechanism that is in place to insist and measure if the employees apply what they have learned. The study shows that there is no formal process that is in place to insist that employees practice what they have learned or share their newly gained knowledge with colleagues The organisation has to create an environment that will enable application of what is learnt during training, the managers has to report on

how was the knowledge learnt applied before approving other training for the employee.

4.5 Concluding remarks

This chapter reviewed the survey responses obtained during the data collection process. The purpose of the study was to investigate whether the Sanlam Sky training initiatives are effective. It further investigated the effectiveness of the training process and training delivery methodology at Sanlam Sky. The survey was conducted to test the hypothesis that Sanlam sky training initiatives are effective. A collation of the biographical and demographical data was done. The chapter analysed and interpreted the data collected in the empirical study. The data that was collected was in line with the hypothesis and further areas for improvement were highlighted

The empirical results highlighted the gender and age of the qualitative respondents and reflected 69.31% of respondents were females. No form of quota sampling was undertaken, as it was not intended to be relevant variable for this particular study, different demographic sample may yield different results.

The findings from both quantitative and qualitative study show that Sanlam Sky has some work that still needs to be done concerning the effectiveness of the training initiatives. From the responses it can be seen that the training process is no documented and communicated to the stakeholders. There is a gap that has been identified regarding the training needs of staff that are not proactively identified. This finding suggest that there are some processes in place at Sanlam Sky to ensure training effectiveness, however there is a gap in measuring the effectiveness.

The training staff has to develop a training process that must be communicated to the stakeholders. For the training programme to be effective, it must address the identified needs of the participants. If the training does not address the training need it could be deemed as having not closed the learning gap required. The

trainers should not assume that the training needs are understood, the training needs should be analysed.

This view was consistent with the qualitative research done where the managers responded as there are no communicated processes on identifying training needs. Training effectiveness is supported by delivering the needed training. Given that the financial services industry trains very often, it is important for the training needs to be identified correctly. The process of identifying training needs must be clearly understood by the employees. All employees should have the IDP that is discussed with them by the manager.

The study noted that the views of the managers are different with regards to the effectiveness of training, this is in line and the same trend could be seen in the quantitative research. The research highlights that there is a little or no follow up on training effectiveness at Sanlam Sky. This has to be reviewed as effectiveness of training should seek to have positive perception among the employees and should address organisational strategies and goal and this could be achieved through a thorough training needs assessment and evaluation processes.

The training evaluation process should be implemented at Sanlam Sky to ensure that the training initiative meets the needs of the organisation and employees. Lack of training and evaluation processes may pose a risk to an organisation for not identifying training gaps timely enough to address them for the benefit of the Organisation.

The research however identified that employees are not given a choice on the delivery methodology of training. This may need attention to improve effectiveness of the training as the employees have different learning styles. According to Kolb (2005) a training provider should focus on engaging learners in order to enhance learning this could be done through integrated of total function. If employees are not given a choice of how they will receive learning, the employee might not learn leading to training not to be effective.

The finding on the training process questionnaire is that the respondents are unsure about the process of identifying training needs and training being customised to their training needs. This is different to the best practice according to Kirkpatrick (1998), where he cited purpose of training needs identification step is to identify activities or performance requirements that must be resolved through training intervention.

The following chapter is the final chapter that details the conclusions that can be derived from the study. The chapter offers the recommendations and limitations of the study.

CHAPTER FIVE
RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The first chapter of the study looked at the background of the study, research questions the research objectives and the outline of the study was highlighted. Chapter two reviewed the literature on training definition, its role, training effectiveness and assessment tools that are available in measuring effectiveness of training. Literature review highlighted Kirkpatrick mode of evaluation as the most used model for the evaluation. The training process was also discussed in chapter two. Chapter three looked at the research methodology used in the study. The sample, measuring instrument and triangulation was discussed in chapter three. The study used the mixed methods of research to gain insight from training managers and employees. Chapter four focused at the findings from the empirical study, the results were analysed and interpreted.

This chapter is the final chapter of this study that summarises the findings as well as the implications, discuss the major findings of the study and linking it with the objectives of the study. Recommendations for the training framework for Sanlam Sky is developed and proposed in this chapter. Finally, in this chapter limitations of the study is discussed and the opportunities for future research will be identified in the course of this research. Figure 5.1: Layout of study below shows the pictorial view of the study.
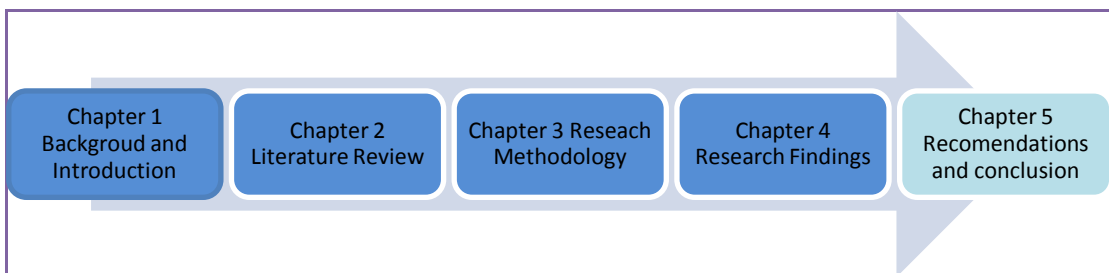
Figure 5.1: Layout of study

5.2 Problem addressed by the study

The main problem of the study was to look at improving effectiveness of the training Initiatives at Sanlam Sky. The study was undertaken because Sanlam Sky has not measured effectiveness of it training programme and huge investments have been allocated to the training initiatives. The objective of the study was to find out if the training efforts of Sanlam Sky are effective and to further establish the significance of the e-learning capability, delivery methodology and programmes offered.

Primary research objective of the study as highlighted in chapter one was to determine the effectiveness of Training initiatives at Sanlam Sky with the hypothesis tested consisting of two elements. Firstly, that the training delivery at Sanlam Sky is effective. Secondly, the training delivery at Sanlam Sky is not effective.

5.3 Major Findings

In addressing the major findings of this study, the main problem is repeated to point out what actions that were taken to address the problem. This section will also further reiterate the main findings related to each sub problem. This study identified the main problem as:

What is the effectiveness of training initiatives at Sanlam Sky?

The study was undertaken as a result of Sanlam Sky not measuring the effectiveness of its training programmes. Analysing the effectiveness of training delivery is vital for an organisation in order to justify the relevance of the training programme, budget, and provide evidence on how the training intervention contributes to the organisation.

Many authors stressed the important role that effective training has to the organisation. the research finding of Baldwin & Ford (1988), Alvarez et al. (2004) and Lingham et al. (2006) highlighted that effectiveness of training do not only

depend on improved processes but to the management support is vital to enable the application of the new knowledge, skills and trained behaviour. This understanding prompted the study to improve the effectives of training in Sanlam Sky.

In exploring the main problem of this study, sub-problem were developed in chapters one and discussed in various chapter of this study. The following paragraphs will provide a brief discussion of the sub problems.

Sub problem one: What are the assessment methods for measuring T&D effectiveness that exist in the literature?

Chapter two of this study conducted a literature study to determine various methods that measured the effectiveness of training. The study evaluated the effectiveness of the Sanlam Sky induction programme and investigated evaluation models. The literature review highlighted five methods of evaluation. The Kirkpatrick four levels of evaluation were discussed together with the Phillips model, Kaufmans model, Mitchell model and CIPP model. The finding was that Kirkpatrick model was the most widely used and best known evaluation framework and other models were based on the Kirkpatrick model.

The findings from the empirical result highlighted that Sanlam Sky offers an effective training. The majority of trainees are able to apply the skills that they have learnt in training to their jobs. It was identified that employees are not given a choice on the delivery methodology of training they must use. This may need attention to improve effectiveness of the training as the employees have different learning styles.

Sub problem two: What is the effectiveness of induction training programme that are offered at Sanlam Sky?

Chapter two of this study defined training and the role of training in the organisation. Training is important for Sanlam sky in order to stay competitive in the market. The research revealed that training support the employees to enhance

performance instead of just increasing the work competencies. A finding from chapter four of this study highlighted that Sanlam Sky provides a training that is relevant to the jobs of the trainees as well as the induction training that provides excellent opportunity for new recruits to learn about the organisation. With an aggregate mean of 3.48 there were more respondents that felt that the induction training is relevant.

Sub problem three: What is the best practice method in selecting prospective trainees for training programmes?

The literature review cited Falola et al. (2014) highlighting that before training commences, organisations have to conduct a training needs assessment to identify the training requirements of its employees. Kirkpatrick (1998) and Armstrong et al. (2014) suggested that for the training to be effective it must address training need that has been identified prior the training initiative. This was a similar view of Saad and Mat (2011) who cited that, for the training programme to be effective, it must address the identified needs of the participants.

The finding on the training process in chapter four was that the process of identifying training needs is not clear and standard to all the managers and employees in Sanlam Sky. As mentioned in chapter four of this study this is different to the best practice according to Kirkpatrick (1998), where he cited purpose of training needs identification step is to identify activities or performance requirements that must be resolved through training intervention. If this is not rectified it may pose a challenge of not identifying training needs in time and customise the training to training needs identified. If the training does not address the training need it could be deemed as having not closed the learning gap required. The trainers should not assume that the training needs are understood, the training needs should be analysed. This process is not clear at Sanlam Sky and it may be a barrier in ensuring training effectiveness.

It was noteworthy to compare the view between training managers and the respondents on the training process at Sanlam Sky. The manager's views were

consistent with the findings of the empirical research, highlighting that there is very little process of identifying training needs. This was in line with the empirical results where the respondents felt that there was no clear process in identifying training needs within the company

Sub problem four: What is the effectiveness of e-learning training at Sanlam sky?

According to Kolb (2005) a training provider should focus on engaging learners in order to enhance learning this could be done through integrated of total function. If employees are not given a choice of how they will receive learning, the employee might not learn leading to training not to be effective. The study highlighted that learning styles of the individuals are different and that should be noted when arranging training. Training needs assessment should be conducted in identifying the learning style of each candidate to be trained and the employee should be afforded an opportunity to learn using their learning style.

The study in chapter four also found that there was a relationship that exists between the preference of facilitation method and age. This was different to the perception that only young employees will prefer e-learning. Therefore, there was no statistical justification that young employees will prefer e-learning. Respondents prefer the mixed delivery of training, this is commonly known as blended learning approach, using a mixture of classroom based learning and other mediums of learning such as e-learning. This finding therefore support the earlier finding that training needs analysis should be conducted before delivering the training.

Sub problem five: How can the training process and training implementation be combined in a framework to improve effectiveness of training delivery at Sanlam Sky?

Chapter two of this study highlighted the training process as a process of three basic steps (*see figure 2.3*) which are: needs assessment, development and conduct of training and evaluation. The process highlighted the importance of correctly identifying the training need in order to quantify the desired impact of the

training programme on business results. Prior the delivery of the training programme, it should be clear on what the programme is trying to accomplish, what behaviours should be clearly visible after the training programme in order to accomplish the results and lastly what knowledge, skills and attitudes must be learnt by the employees in the training programmes.

The success of the training programme depends on the ability of the employees to learn and retain information presented. The training programme has to be evaluated to assess if it was effective. The study proposes a framework (*see figure 5.2 underneath*) that combines the training process, implementation and evaluation to improve the effectiveness of training delivery at Sanlam Sky.

5.4 Recommendations

To complete the study, it is expected to propose recommendations that aim at improving effectiveness of training initiatives at Sanlam Sky. The empirical evidence discussed in chapter four has enabled the researcher to propose recommendations in order to develop a framework to improve training effectiveness at Sanlam Sky. The following recommendations are proposed and should be implemented at Sanlam Sky.

1. Looking at the gap of not having a proper TNA process at Sanlam Sky, it is proposed that the process to identify training need should be developed. For training to be effective the training department needs to identify the existing training gap that must be addressed with the training intervention. In chapter two Falola et al. (2014) mentioned that organisations must identify the training needs of its employees and design training programmes that will assist them to optimally utilise their workforce towards actualisation of organisational objectives. If there is no clear process of identifying training needs, it could therefore be argued that the design of the training programmes might not be effective, leading to ineffective training initiatives. Identifying how does success look like before implementing training is important for Sanlam Sky. According to (Kirkpatrick & Kirkpatrick, 2010, p.

90) the clearer the learning department is about what is expected from them the more focused they can be in the training efforts. The TNA has to be linked to the organisations mission, key values, vision and the relevant expectations. A training need analysis tool should be developed for identifying these training needs at Sanlam Sky.

2. It is recommended that when the training programme is delivered at Sanlam Sky, employees must have an option to choose on the delivery methodology. This will require the training programme to be available in both e-learning and classroom based. This will promote the pull strategy of learning compared to the push of learning making training to be effective.

3. This study recommend that Sanlam Sky should determine actual costs of all the training programmes and use it to do a more accurate measure of the economic impact of training.

4. Sanlam Sky training department should consider collaborating with Human Resources and other applicable stakeholders to transform the current training system and to implement a training evaluation system. Business partnership model as proposed by Kirkpatrick (2010, p.24) is recommended to be used as a basis of this collaboration.

5. Literature revealed that Kirkpatrick model was the most successfully utilised training evaluation model. To ensure training effectiveness at Sanlam Sky, methodology of the Kirkpatrick model should be considered as the preferred evaluation system and implemented at Sanlam Sky. In implementing this model, the organisation will be enabled to identify strengths and weakness of training. This will benefit Sanlam sky in justifying the investment allocated to training. James and Roffe (2000) in chapter two looked at evaluation as a process of comparing the actual with the predicted training. The formal evaluation model for Sanlam Sky will unlock the potential of the T&D to be proactive in identifying the gaps and react efficiently in addressing the identified gaps. This process could assist in consistently updating the training requirements contained in the training needs analysis. This study recommends a training framework as seen in figure 5.2 underneath, this

figure incorporates the training need identification, implementation and evaluation framework as discussed in chapter two of this study.

Proposed training framework for Sanlam Sky

.

Business identifies a training gap/requirement → **T&D conducts a training need Analyisis/Assessment**

Design training programme

Develop training programme

1. Develop Business partnership to understand training need
2. Understand what is the training need
3. Understand why must they be trained
4. Define the objectives for application and impact
5. Understand how does the success look like
6. Define who must be trained
7. Define how and who will measure

No current training material/programme

Sign Off training programme

Provide feedback to business

Pilot training programme and amend

Current training material/programme exist

Pre test (Level 2 Evaluation

Assess Return on investment (ROI)

After 12 months

If Training gap still exist

Implement training Programme

Assess Business Impact Level 4 evaluation

Assess Application and change in behavior Level 3 evaluation

45-60 days later

Post test (Level 2 Evaluation

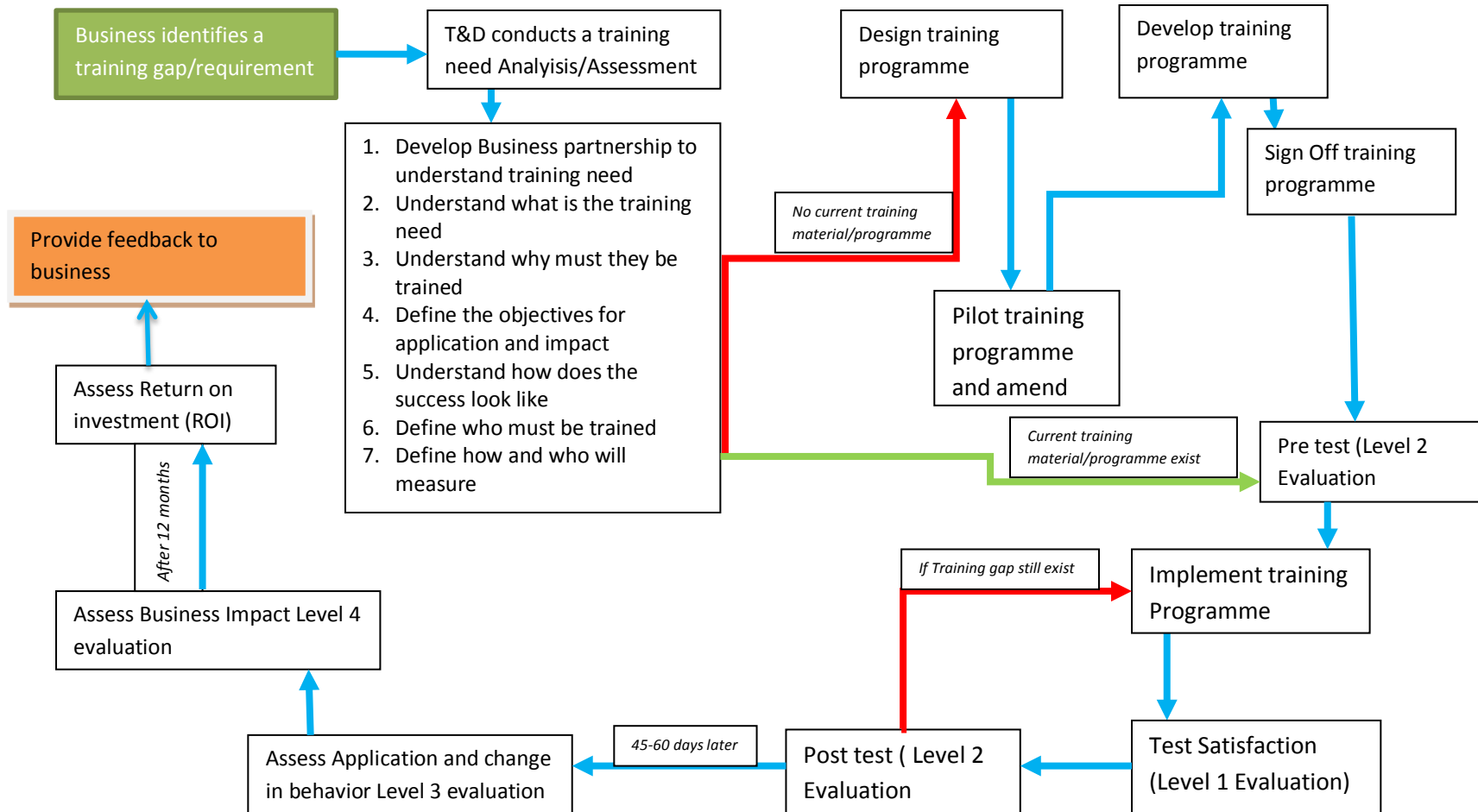**Test Satisfaction (Level 1 Evaluation)**

Figure 5.2: Recommended training framework for Sanlam Sky

6. Sanlam Sky Should consider implementing a process to evaluate the effectiveness of training initiatives by contracting training evaluation targets. The training evaluation targets will ensure that training is evaluated and action is taken where there is a gap. This will ensure that there is a proactive approach to the gaps compared to a reactive approach. This study recommends that evaluation rates for level one evaluation as described in chapter two should be set to 100%. This implies that all employees attending training should be afforded an opportunity to evaluate training using level one evaluation. This evaluation method should be developed and implemented at Sanlam Sky. The evaluations must be analysed on a weekly basis and feedback offered to the trainer and training manager. Any identified gaps in the training process should be noted and acted upon within the agreed service level agreement.

Chapter two highlighted level two evaluations as the assessment for the transfer of learning. Level two is an important level in ensuring the effectiveness of training. The evaluation rate for level two should also be set at 100%, this will afford an opportunity for training department to ensure that there was a transfer of learning. All the employees that have attended training should be afforded an opportunity to do level two evaluation. The results should be analysed and feedback given, any identified gaps should be addressed immediately in ensuring that the training is effective. In implementing this level will assist the trainer in identifying the areas of concern and addressing them immediately. This will be a proactive approach compared to reactive approach.

In looking at level three according to the Kirkpatrick model, it is recommended that the assessment rate should be set at 40%. This means that 40% of the employees that attended a single training intervention should be approach 45-60 day after the training intervention

to evaluate whether there was a change in behaviour after training. A guide on whom and how to do this evaluation needs to be developed.

Lastly this study recommends that Return on Investment evaluation should be implemented and the evaluation rate set at 10%. This implies that 10% of the training programmes should be evaluated. This is in line with the recommendation in the literature review in chapter two. The literature review chapter highlighted that it may not be possible to measure all the programmes due the cost and the time that is associated in doing this evaluation. Literature review however suggested that there must be an adequate quantity of programmes that is measured.

7. Training evaluation framework should be developed and implemented to ensure effectiveness is regularly evaluated at Sanlam Sky.

5.5 Recommendation for future research

The study appears to dwell in evaluation as an enabler of effective training. There are three concepts that emerged from the research which may acquire further research. In this study the researcher has identified these three areas for further research as stipulated underneath. These areas were not addressed by this study as the study focused only on the objectives of this specific study.

1. Further study on setting the training evaluation targets
2. Examine the impact of the LMS at Sanlam Sky on employee learning
3. Interpretation and use of the evaluation data for improving effectives of the training

Although these three concepts are interesting and important for the effectiveness of training, the scope for this study did not allow further investigation in these areas.

5.6 Limitation

Chapter one and Chapter three highlighted the limitations highlighted limitations of this study. The sample included sales staff that receive induction and make use of the LSM, the scope of this research was limited to three regions of Sanlam Sky. The research can therefore not guarantee that the findings will have high generalisability and that the sample is representative enough to investigate the effectiveness of training efforts in the whole business.

5.7 Conclusion

This study was looking at analysing the effectiveness of training initiatives at Sanlam sky with an objective to propose an evaluation framework that could be used by the organisation in evaluating effectiveness of training. The financial services industry is a very competitive industry that is continuously advancing in legislative requirements which requires its staff to be developed at a rapid pace, however the development must be evaluated to ensure its effectiveness. The empirical research identified that there is some work that need to be done to ensure effectiveness of training at Sanlam sky.

If Sanlam sky truly wants to benefit from their training efforts and investments, evaluation process has to be developed, implemented and communicated to the stakeholders. The training programmes should be evaluated and all the learning's received from the evaluation is highlighted and improved to ensure delivered training is effective. Management support should be motivated to ensure effective implementation and measure of training.

The study highlighted different evaluation processes and Kirkpartrick evaluation method was noted as the most popular method. This study has proposed this framework for use at Sanlam Sky. There is conclusive

evidence that it is important to evaluate training initiatives in ensuring effectiveness of the programmes.

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Appendix A – Cover letter

Dear Respondent,

I am currently studying towards my Masters Degree in Business Administration (MBA) and as part of my studies; I need to complete a research project. I would like you to be part of my research group and in this letter, I will further explain the project and where you fit in.

In order to meet the requirements for the MBA at the Nelson Mandela Metropolitan University, I am currently conducting a survey on the thesis entitled **improving effectiveness of training in Sanlam Sky**.

The research project aims to generate knowledge to be used by the Learning and Development department in understanding the effectiveness of training initiatives at Sanlam Sky. The study specifically focuses on:

- determining the effectiveness of the Induction Programme,
- training processes; and
- Measuring the effectiveness of training.

As a Sanlam Sky employee, most of our training initiatives are designed with you in mind and delivered to you, this makes your feedback to be important in my study and I would appreciate you responding to this questionnaire. Remember that this is purely for academic purposes and your responses will be kept confidential and anonymous.

Thank you for your time, co-operation and contribution to my study. Should you require seeing the result of my study, I will be pleased to share them with you, as soon as they are available. I would really appreciate it if you can complete the questionnaire and return it to me on or before 12th September, 2016.

Regards

………………………..

Odwa Gonya

Appendix B – Questionnaire

Please mark the appropriate box with an "X"

Gender	Male	Female			

Age in years	18-35	36-45	46-55	56 onwards	

Level of education	High School	Certificate	Diploma	B Degree	Honours
	Masters	PHD			

Ethnicity	African	Asian	Coloured	Indian	White

Employment	Full-time	Part-time			

Business Unit	Agency Distribution	Broker Distribution	Business Support	Other (specify):	

Work Experience in years	1-5	6-10	11-15	16-20	21 and above

In the sections below, please give your response for each item by marking with "X" in the most appropriate option according to the relevant scale. Note that there are no right or wrong answers; your responses should reflect your perceptions. Don't skip any items and give one response only per item.

SECTION B – TRAINING EFFECTIVENESS

1. Have you had any form of training since you joined Sanlam Sky?

Yes	No

If "**yes**" to the question above, how were you selected for training?

On joining Sanlam Sky	Management recommendation	Compulsory for all employees (e.g. product launch)	I requested training	I Don't know

2. How would you rate the quality of the training programme you have attended at Sanlam Sky?

Very poor	Poor	Average	Good	Very good

3. Which specific training programme attended at Sanlam Sky did you enjoy most than others

Product Training (E.g. funeral product, investments etc.)	Induction training	Soft skills (E.g. time management, presentation skills etc.)	Technical Training (E.g. NTu and persistency, supervision etc.)

4. How relevant are the training programmes that you have attended at Sanlam Sky to your work?

Not relevant at all	Not relevant	Not sure	Relevant	Highly relevant

5. In your opinion, do you think that the training you have attended at Sanlam Sky has helped you to improve your job performance?

Yes	No

6. The training that I have received to date at Sanlam Sky has met the needs of my current job

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

7. I am able to apply what I have learnt in training to my job

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

8. The training that I have attended at Sanlam Sky has always met my expectations

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

9. What other training programmes would you like to see at Sanlam Sky besides what is being currently offered by Sanlam Sky?

Accredited Training (e.g. Wealth Management etc.)	Soft Skills (e.g. time management, presentation skills etc.)	Enhanced Induction Programme (e.g. longer and more focused induction)	Technical Training (E.g NTu and persistency, supervision etc.)

B2: METHOD OF TRAINING

1. What methods of training facilitation do you prefer?

Classroom based (e.g. facilitated training)	E-learning (e.g. Moodle, SAP etc)	Mixed delivery methods (e.g. E-learning & classroom based)	On job Training (e.g. field learning)

2. How much do you think your preferred method of facilitation chosen in question 1 above contribute to your skill level in your Job?

0-30%	31%-50%	51%-70%	71% and more

3. In your opinion, which method do you think is effective in delivering training in Agency distribution?

Classroom based (e.g. facilitated training)	E-learning (e.g. Moodle, SAP etc)	Mixed delivery methods (e.g E-learning &classroom based)	On job Training (e.g. field learning)

4. I prefer the Classroom training more than E-learning

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

5. E-learning at Sanlam Sky is user friendly

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

6. I do more E-learning training than classroom training

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

7. I learn better on E-learning than classroom training

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

8. When I have to attend training I am given a choice to attend either classroom training or E-learning

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

9. In my opinion E-learning save me time and allow me to do my job better

Strongly disagree	Disagree	Not sure	Agree	Strongly agree

B3: TRAINING PROCESS					
	Strongly disagree	**Disagree**	**I agree**	**I agree to greater extent**	**Strongly agree**
1. I know the process of identifying training needs at Sanlam Sky					
2. Training is customised to my training needs					
3. I have an individual development plan					
4. My manager					

	discusses my individual development plan with me					
5.	I receive training advice and support from my manager					
6.	Training opportunities are important to me					
7.	My training needs are being met					

B4: EFFECTIVENESS OF THE INDUCTION TRAINING PROGRAMME						
Use the scale 1 Strongly Disagree to 5=*Strongly Agree.*						
Induction training aspect:		**Rating**				
	The duration of the Induction training programme is sufficient					
	Employee induction training is given acceptable prioritisation at Sanlam Sky					
	Sanlam Sky induction training programme has clear outcomes that are expected to be acquired from the training					
	Induction training programme gives the new employee the technical knowledge and skills to do their job					
	The Induction training programme is periodically evaluated and improved					
	New recruits find the Induction training programme very useful at Sanlam Sky					
	Management takes interest and spends time with the new staff during Induction training					
	The Induction training programme provides excellent opportunity for new recruits to learn about Sanlam sky					
	The quality of Induction training programme at Sanlam Sky is excellent					

	Induction programme has helped me to develop knowledge about doing my job					

B5: EVALUATION OF INDUCTION TRAINING PROGRAMME

Use the scale 1 Strongly Disagree to 5=*Strongly Agree*.

	Induction training aspect:	**Rating**				
	Effectiveness of training programmes evaluated					
	Effectiveness of training programmes evaluated by measuring participant reaction/ perception					
	Effectiveness of training programmes evaluated by measuring participant learning					
	Effectiveness of training programmes evaluated by measuring participant application/implementation of learning					
	Effectiveness of training programmes evaluated by measuring participant business impact					
	Return on expectation measured to establish effectiveness of training					
	Effectiveness of training programmes evaluated					

Thank you for taking the time to complete this survey, it is highly appreciated!

Appendix C- Unstructured interview guide

1. Does Sanlam Sky have a documented and communicated training process that entire stakeholder is aware of?
2. How are the prospective trainees selected for a training programme?
3. What will be you definition of an effective training programme at Sanlam Sky?
4. In your opinion how effective are the Sanlam Sky training Programmes?
5. How do you know that e-learning or classroom training will be the preferred training delivery method or not?
6. How does the training department ensure that the employees that attended specific training are applying what they have learnt?

Appendix D – Organogram

Organogram Agency distribution

```
                    ┌──────────────────────┐
                    │  Head of Agency      │
                    │  Distribution        │
                    └──────────┬───────────┘
          ┌────────────────────┼────────────────────┐
┌─────────────────┐  ┌─────────────────┐  ┌─────────────────┐
│ Regional General│  │ Regional General│  │ Regional General│
│ manager         │  │ manager         │  │ manager         │
└────────┬────────┘  └────────┬────────┘  └─────────────────┘
┌─────────────────┐           └───┐
│ Branch manager  │        ┌─────────────────┐
└────────┬────────┘        │ Branch manager  │
   ┌─────┴─────┐           └─────────────────┘
┌───────────┐ ┌─────────────┐
│ Sales     │ │ Sales       │
│ manager   │ │ manager     │
│           │ │ Incumbent   │
└────┐      └────┐
  ┌───────────┐  ┌───────────┐
  │ Sales     │  │ Sales     │
  │ adviser   │  │ adviser   │
  └───────────┘  └───────────┘
```
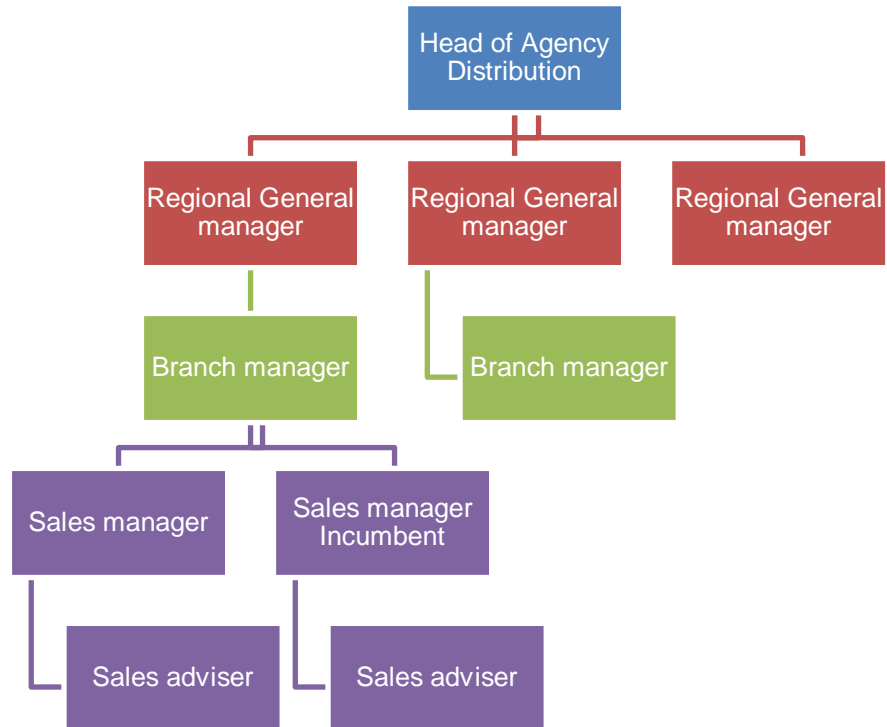
Organogram Broker distribution

```
                        ┌─────────────────────┐
                        │  Head of Broker     │
                        │  Distribution       │
                        └─────────────────────┘
          ┌──────────────────┬──────────────────┐
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│  Regional    │   │  Regional    │   │  Regional    │
│  General     │   │  General     │   │  General     │
│  manager     │   │  manager     │   │  manager     │
└──────────────┘   └──────────────┘   └──────────────┘
        │                  │
┌──────────────┐   ┌──────────────┐
│  Broker      │   │  Business    │
│  Consultant  │   │  development │
└──────────────┘   │  manager     │
    │              └──────────────┘
┌───────┬─────────┐
│  SAI  │  Traditional brokers │
└───────┴─────────┘
    │
┌──────────────┐
│  Sales advier │
└──────────────┘
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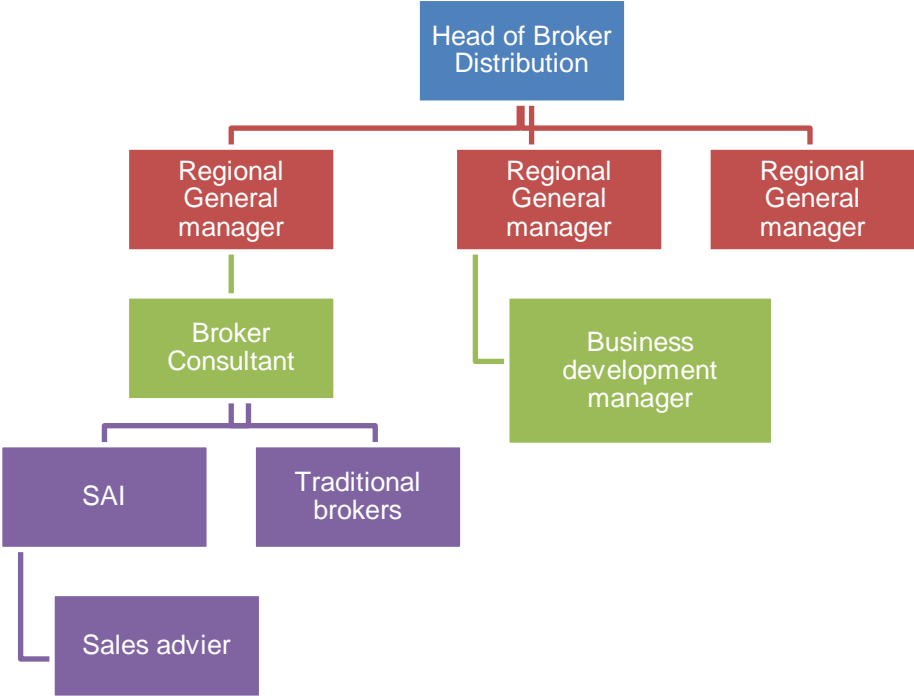
Organogram Trainings and development

	Odwa Gonya
	Head

Lebohang Mahlase	Malikah Ramlah	Samantha Haripal	Dora Mkhize
Agency Manager	Training Manager	Product Specialist	Technology Specialist

Angie Martin	Pernill Scheepers	Siyanda Twetwa	Fortunate Nyamupangedengu
Team Leader: Admin	Team Leader: Brokers	Malebo Kgabo	Thomas Ndimande
		Product & System Trainers	Technology Systems Administrator

Thabisile Mngomezulu
Kim Bezuidenhout
Coordinators

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Appendix E – Turnitin report

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Otto Odwa Gonya
Assignment title:	MBA Treatise - Part 1 (Moodle 326...
Submission title:	pre final
File name:	turnitintool_1015142347.Odwa_Go..
File size:	1.67M
Page count:	130
Word count:	31,975
Character count:	191,100
Submission date:	24-Jan-2017 08:43AM
Submission ID:	692827091

IMPROVING THE EFFECTIVENESS OF TRAINING
IN SANLAM SKY

O.O. Gonya

2017

Appendix E – Ethics Clearance

Nelson Mandela Metropolitan University
for tomorrow

FORM E

ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESES

Please type or complete in black ink

FACULTY:_Business and Economic Sciences

SCHOOL/DEPARTMENT: Business School_____

I, (surname and initials of supervisor) Prof. P Poisat_____

the supervisor for (surname and initials of candidate)_**Odwa Gonya**
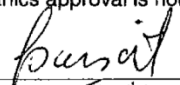(Student number) **214307468** a candidate for the degree of Masters **in Business Administration (MBA)** with a treatise/dissertation/thesis entitled (full title of treatise/dissertation/thesis): **"Analysis of Training and Development delivery effectiveness at Sanlam Sky"** considered the following ethics criteria *(please tick the appropriate block):*

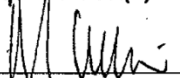|	YES	NO
1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large?		X
2. Is the study based on a research population defined as 'vulnerable' in terms of age, physical characteristics and/or disease status?		X
2.1 Are subjects/participants/respondents of your study:		
(a) Children under the age of 18?		X
(b) NMMU staff?		X
(c) NMMU students?		X
(d) The elderly/persons over the age of 60?		X
(e) A sample from an institution (e.g. hospital/school)?		X
(f) Handicapped (e.g. mentally or physically)?		X
3. Does the data that will be collected require consent of an institutional authority for this study? (An institutional authority refers to an organisation that is established by government to protect vulnerable people)		X
3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)?		X
4. Will the participant's privacy, anonymity or confidentiality be compromised?		X

4.1 Are you administering a questionnaire/survey that:		
(a) Collects sensitive/identifiable data from participants?		X
(b) Does not guarantee the anonymity of the participant?		X
(c) Does not guarantee the confidentiality of the participant and the data?		X
(d) Will offer an incentive to respondents to participate, i.e. a lucky draw or any other prize?		X
(e) Will create doubt whether sample control measures are in place?		X
(f) Will be distributed electronically via email (and requesting an email response?		X
Note: • If your questionnaire **DOES NOT** request respondents' identification, is distributed electronically and you request respondents to return it *manually* (print out and deliver/mail); **AND** respondent anonymity can be guaranteed, your answer will be NO. • If your questionnaire **DOES NOT** request respondents' identification, is *distributed via an email link and works through a web response system (e.g. the university survey system); **AND** respondent anonymity can be guaranteed, your answer will be NO.*		

Please note that if **ANY** of the questions above have been answered in the affirmative **(YES)** the student will need to complete the full ethics clearance form (REC-H application) and submit it with the relevant documentation to the Faculty RECH (Ethics) representative.

and hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

_____   6/12/16

SUPERVISOR(S)   **DATE**

_____   6/12/16

HEAD OF DEPARTMENT   **DATE**

_____   6/12/16

STUDENT(S)   **DATE**

Please ensure that the research methodology section from the proposal is attached to this form.

Please note that by following this Proforma ethics route, the study will **NOT** be allocated an ethics clearance number.