

# Exploring the training quality management experience of stakeholders in the SANDF

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## **DEDICATION**

This dissertation is dedicated to my wife, Elizma Els, who offered me unconditional love and support throughout the course of this study. I also dedicate this study to my late father, Chris Els, late uncle Sampie Loubser and my late mother-in law Carol Bezuidenhout for their love and faith in me, but who never saw me complete the pursuit of ultimate accomplishment.

## OPSOMMING

Kwaliteitsbestuur is 'n belangrike aspek van enige organisasie se stelsels en prosesse. Kwaliteitsbestuur fokus op die voorsiening van kwaliteit-produkte of -dienste aan 'n spesifieke kliënt binne die mark. Kwaliteitsbestuur is nie iets wat outomaties gebeur nie, daarom moet organisasies verseker dat hulle 'n sisteem het waarin kwaliteit onderskryf word in die vorm van beleide, prosesse en prosedures. Tot dusver is beperkte navorsing gedoen rakende kwaliteitsbestuur in die Suid Afrikaanse Nasionale Weermag (SANW).

Hierdie kwalitatiewe studie het, met behulp van 'n beskrywende, fenomenologiese navorsingsontwerp belanghebbendes se ervarings rakende kwaliteitsbestuur van opleiding in die SANW verken. 'n Doelgerigte steekproef is gebruik om nege deelnemers (opleiers en opleidingsoffisiere) te selekteer om individuele onderhoude mee te voer, op grond van hul kennis en ervaring van kwaliteitsbestuur van opleiding in die SANW. Die data is geanaliseer deur gebruik te maak van Tesch se agt stappe, en die betroubaarheid van die data is geëvalueer teenoor sekere kriteria.

Die bevindings het aangedui dat leiers in die opleidingseenheid in die SANW nie kwaliteitsbestuur ondersteun nie; leiers beskik nie oor die nodige kennis om kwaliteitsbestuur effektief op 'n daaglikse basis te ondersteun nie. Voorts het deelnemers gevoel dat mense (alle soldate betrokke in opleiding) tot op die laagste vlak, nie betrokke is by kwaliteitsbestuur van opleiding nie. Deelnemers het aangetoon dat die opleidingseenheid in die SANW nie 'n sterk kwaliteitskultuur openbaar nie. Die deelnemers het ook gevoel dat onvoldoende ondersteuning deur leiers, onbetrokkenheid van mense en die gebrek aan 'n sterk kwaliteitskultuur bydra tot oneffektiewe besluitneming vir kwaliteitsverbetering van opleiding in die opleidingseenheid.

Die studie lewer 'n aansienlike bydrae tot die kwaliteitsbestuurliteratuur in die algemeen en spesifiek tot opleiding in die SANW. Aanbevelings, gegrond op die bevindings, kon geformuleer word om kwaliteitsbestuur te verbeter en die implementering daarvan as 'n dinamiese proses in die SANW voor te stel.

Sleutelwoorde: Kwaliteitsbestuur, kwaliteitsbestuursbeginsels, leierskap, opleiding, Suid Afrikaanse Nasionale Weermag, opleidingseenheid, opleiers, opleidingsoffisiere, kwalitatiewe navorsingsontwerp, fenomenologie.

## SUMMARY

Quality Management (QM) is an important aspect of any organisation's systems and processes. QM focuses on providing quality products or services to a particular client/customer within the market. QM is not something which happens automatically; therefore organisations need to ensure that a system that embeds quality in the form of policies, processes and procedures is in place. Thus far, limited research has been conducted on QM in the South African National Defence Force (SANDF).

This qualitative study, by making use of a descriptive, phenomenological research design, explored stakeholders' experiences regarding QM of training in the SANDF. Purposeful sampling was used to select nine participants (trainers and training officers) to be individually interviewed, based on their knowledge and experience of QM of training in the SANDF. The data were analysed by making use of Tesch's eight steps, and the trustworthiness of the data was evaluated against certain criteria.

The findings indicated that leaders in the training unit in the SANDF do not support QM; leaders do not have the necessary knowledge to support QM effectively on a daily basis. Furthermore, participants felt that people (all soldiers involved in training) down to the lowest level are not involved in QM of training. Participants indicated that the training unit in the SANDF does not demonstrate a strong quality culture. The participants also felt that inadequate leadership support, lack of people involvement and lack of a strong quality culture contribute to ineffective decision making for quality improvement of training in the training unit.

This study contributes immensely to QM literature in general, and in particular to training in the SANDF. Based on the findings, recommendations could be formulated to improve QM and to propose the implementation thereof as a dynamic process in the SANDF.

Keywords: Quality management, quality management principles, leadership, training, South African National Defence Force, training unit, trainers, training officers, qualitative research design, phenomenology.

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## **CHAPTER 1**

### **ORIENTATION, BACKGROUND AND STATEMENT OF THE PROBLEM**

#### **1.1 INTRODUCTION**

Quality management (QM) is vital for the economic prosperity of countries. An important aspect of QM, namely the setting of high quality outcomes, needs to be pursued by all employees in organisations. QM provides management (leaders) with a framework and the necessary controls to address risks and to monitor and measure performance in organisations. By enabling the organisation to seek improvement through internal and external communications, QM can also help to enhance the image and reputation of an organisation (Coates, 2009:518; Van Schalkwyk *et al.*, 2013:223).

In this first chapter, the problem statement, research questions, aims and method of this study will be provided; the main focus being on how QM of training is experienced by stakeholders (trainers and training officers) in the military.

Scholarly literature will be reviewed in order to describe previous research that has been undertaken on QM, both nationally and internationally. A brief description will be provided of the research design and methods that will be used in this study to obtain a deeper understanding of the phenomenon of QM, as experienced by stakeholders (trainers and training officers) in the military.

The ethical considerations of the study will be explained in order to indicate how ethical issues will be dealt with in line with the North-West University's (NWU's) ethical guidelines. The chapter division of the research project will be indicated to provide an overview of the structure thereof.

#### **1.2 ORIENTATION, BACKGROUND AND STATEMENT OF THE PROBLEM**

The purpose of this study is to explore QM of training as experienced by stakeholders associated with a training unit in the South African National Defence Force (SANDF). If QM is not implemented effectively in the training unit, it may result therein that soldiers do not have the essential skills; thereby affecting service delivery adversely and endangering the security of the citizens and country.

Currently a QM system is being implemented in the particular training unit. The establishment of such a system, more specifically in the training unit in question, is long overdue. Problems experienced with regard to the quality of training can be attributed to the absence of a proper QM system in the past. The researcher observed that, owing to the absence of proper policies and procedures concerning QM of training in the SANDF, trainers may interpret standards and operations differently, resulting in the incorrect implementation of procedures, and subsequently poor quality. The absence of clear policies and procedures may also lead to prolonged decision making, while the problem still persists and/or poor decision making, which has an adverse effect on quality, takes place. In this regard mention can be made of an internal audit by the office of the Chief Army which takes place annually. This internal audit highlighted quality problems as explained within the Inspector General's Preliminary Audit Report (2012). An external audit conducted in 2010 by the Safety and Security Sector Education and Training Authorities (SASSETAs) concluded that, with reference to their Monitoring and Evaluation checklist used during their visit in 2010, the QM system of the training unit needs to be revised, amended and formally implemented. This amendment and implementation of a QM system should be according to the criteria pertaining to training provided by the South African Qualifications Authority (SAQA) (Heyns, 2001:20).

QM needs to be actively carried out; otherwise QM will just remain something written down on paper, and something to which only lip service is paid. Van Schalkwyk *et al.* (2013:226) purport in this regard that organisations should make a paradigm shift by accepting that QM is an active, and not a passive concept. When QM is perceived by organisations as being active, it should lead to an increase in effective continuous improvement, subsequently precipitating a competitive advantage that other organisations cannot imitate. According to Coates (2009:518), the monitoring and evaluation of training interventions through QM enable organisations, in this case also the SANDF, to make timeous and appropriate adjustments for the improvement of training.

The success of the implementation and maintenance of QM is furthermore dependent on people, more specifically trainers, who are also considered the drivers of quality (Chen, 2012:1286). This is because trainers train other staff members to obtain the necessary knowledge and attitudes concerning quality. Therefore trainers in the SANDF should understand the implemented QM system, and be trained themselves on QM to ensure that the receivers of their training implement quality

effectively. The implementation of QM of training through trainers is thus essential to ensure that excellently skilled soldiers are provided to the SANDF.

Van Schalkwyk *et al.* (2013:226) indicate that leaders are crucial to improving quality in organisations. Leadership is considered a core variable of QM planning, control and continuous improvement of quality (Van Schalkwyk *et al.*, 2013:227). Given that trainers and training officers within the SANDF's environment are simultaneously appointed as rank-bearing individuals – thus leaders on different management levels, – their roles as trainers, training officers and leaders are imperative to enhance quality within training. Leaders should therefore be properly equipped and portray the necessary leadership commitment towards the implementation and maintenance of QM in training in the SANDF. If not, this may not only result in a poor quality culture within the SANDF, but also a lack of trust between management and staff.

The result of QM not executed properly may be therein that problems concerning quality are not addressed, and that adequate solutions to problems are not sought; that continuous improvement does not take place, and that soldiers do not have the essential skills to meet the requirements stipulated by the Chief of the SANDF, who, in turn, is responsible for the safety of all inhabitants of South Africa (SA) on land, air and sea. Therefore, the quality of training by means of effective QM in the SANDF is essential to ensure that this entity performs its functions and responsibilities effectively. Effective QM should lead to uniformity and consistency in decision making and in operational procedures. Furthermore, QM needs to be performed properly to ensure that the SANDF's forces and their equipment are applied effectively during operations. QM for training may also provide the training unit in the SANDF with direction during times of constant change, thus creating stability and continuity. There is subsequently a need to determine, from the stakeholders' perspectives, whether QM in the training unit is actively implemented and maintained to improve and maintain quality.

### **1.3 BODY OF SCHOLARSHIP**

QM and quality control originated as a result of the industrial world's preoccupation with quality. Mass production in the early 1900s in the manufacturing sector raised the need for monitoring and evaluating day-to-day production (Sliwa & Wilcox, 2008:98).

The globalization of industry did not only bring about greater economic efficiencies, but also resulted in increased international competition (Rao *et al.* 1999:1047). Juran (as quoted by Rao *et al.*, 1999:1048) appropriately claims that greater competition demands increased quality of organisations. The implementation of QM practices increased after organisations had realized that QM could increase competitiveness (Rao *et al.*, 1999:1049). The focus on competitiveness stimulated further research on QM in Europe, the United Kingdom, Australia, Brazil and eastern countries, such as Taiwan. Researchers such as Dana (2012), Deros *et al.* (2012), Leong (2012), Pipan *et al.* (2012), Priede (2012) and Yamada *et al.* (2013) from countries such as Brazil, Malaysia, Slovenia and Iran have researched the effectiveness of QM systems and practices, particularly the implementation and maintenance of QM within organisations. It can be deduced from the aforementioned that during the last decade, more organisations and governments from developing countries have begun to realise the importance of QM to ensure competitiveness and economic growth.

Most international research on QM has been conducted in the *health, food, environmental and manufacturing sectors* (Lee *et al.*, 2012; Ludt *et al.*, 2011; Manzini & Accorsi, 2012; Pereira-Moliner *et al.*, 2012). International research on QM has also focused more on the *industry sector*, including the production of products and, to a lesser extent, on the provision of services to customers (Akdere & Schmidt, 2008; Liang, 2010:66; Sliwa & Wilcox, 2008:97). According to Dana (2012:234), organisations that provide services are obliged to use QM approaches as elements of their economic development mechanisms. This is because quality is the result of the comparison between the services provided, in relation to what is expected by consumers/customers in order to increase the value of customer service benefits (Dana, 2012:234). Therefore, more and more studies focus on the QM of services. In this regard, training fulfils the role of ensuring the effectiveness of providing quality services (Deros *et al.*, 2012).

Some international studies have also been conducted in the *Education, Training and Development (ETD) sector*. For example, researchers such as Barandiaran- Galdós *et al.* (2012), Chen (2012); Martensson *et al.* (2011) and Sulaiman *et al.* (2013) studied QM at *higher education* institutions in the United States, Europe, Taiwan, Turkey and the United Kingdom. Studies conducted on QM in international schools focused mainly on the link between teacher evaluation systems and professional development (Culbertson, 2012; Hidayah, 2013; Peng *et al.*, 2014). The aforementioned research in schools revealed that QM takes place at different levels and that leaders need to drive this process actively. Coates (2009) investigated the

measurement of quality in vocational training and education in Australia. Ibrahim *et al.* (2012) investigated students' perceptions concerning service quality in Technical Education and Vocational Training (TEVT) institutions in Malaysia. Research on QM in the international education, training and development sector is thus limited.

International research concerning QM in the *military* has focused mainly on leadership and management competence in ensuring higher quality human resources, positive organisational change and a quality orientated organisational culture, efficient veterans' transition into society and improved distance learning. Researchers such as Cone (2013), Naghshbandi *et al.* (2012), Young and Dulewics (2009), Revi (2014), Rietjens *et al.* (2009) and Westwood *et al.* (2010) investigated quality and the management thereof in the military within countries such as the United States, Iran, United Kingdom, India, Afghanistan and Canada. According to Morgan and Rayner (2011:318), military training receives little attention in mainstream academic journals in the United Kingdom. It is thus clear that, on an international level, training in the military, in this case the military in South Africa, namely the SANDF and the QM thereof is an area that requires more attention.

Research in South Africa regarding QM has been conducted in the environmental (air and water), construction, engineering, health, laboratory, food, municipal management and energy sectors. Research within these different sectors has focused on a quality culture together with a proper organisational culture (Ayandibu, 2010; Kruger, 2011; Martins & Coetzee, 2011; Parumasur, 2012; Stones, 2012) and practices and processes related to QM (Adeleke & Bezuidenhout, 2011; Boyd & Tompkins, 2011; Einkamerer, 2013; Jansen Van Vuuren, 2012; Klinck, 2012; Lazarus *et al.*, 2006; Mashoko *et al.*, 2013; Mattheus, 2013; Nare *et al.*, 2011; Pieters 2013; Zunckel *et al.*, 2007). During the past five years, service delivery in the public sector and government departments has also been investigated (Draai, 2012; Gelderbloem, 2012).

Previous studies conducted on QM in the South African *education sector* focused on the impact of QM on performance, professional development and teacher training, transformation of education in South Africa and the organisational climate, including the values and culture within schools and universities (Brits, 2011; Coetzer, 2011; Dehaloo & Shulze, 2013; Fereirra & Shulze, 2014; Grobler *et al.*, 2012; Le Grange, 2011; Muswaba & Worku, 2012; Ndlovu, 2011; Potgieter *et al.*, 2011; Queen-Mary & Mtapuri, 2014; Ravhudzulo, 2012; Sattar & Cooke, 2012; Van Schalkwyk *et al.*, 2013; Vos *et al.*, 2012). The effectiveness of functions, policies and processes of QM

(Biputh & McKenna, 2010; De Jager & Gbadamosi, 2010; Dhlamini, 2009; Letsoalo, 2009; Qwabe & Pillay, 2009; Strydom *et al.*, 2004) has also been investigated in schools, universities and various government departments. Furthermore, researchers such as Fereirra and Shulze (2014), Grobler *et al.* (2012), Le Grange (2011), Potgieter *et al.* (2011) and Queen-Mary and Mtapuri (2014) researched QM in the *training and development sector* (also known as vocational education and training) in South Africa. These studies in training and development concentrate on the demands of the 21st century and the pace at which education together with knowledge is transforming. These studies thus posed questions concerning the transformation of education, organisational climate and culture that includes values and managerial competencies.

Studies conducted in the *SANDF environment* have addressed some aspects of QM, namely leadership development programs for officers, transformation and its impact on quality, especially with the integration of forces since 1994 (Erasmus & Uys, 2012; Esterhuysen, 2006; Esterhuysen, 2013; Heineken, 2009; Vermaak & Fourie, 2007). These studies, for example, focused on transformation and diversity, quality assurance and the increasing of performance and professionalism in order to improve quality. However these studies did not directly focus on and did not investigate particularly, QM of training in the SANDF or the active driving of QM as philosophy by leaders and trainers in this entity.

From these it can thus be concluded that research on QM in training in the military is limited, which is regarded as a gap in the literature. This study therefore focuses on QM of training in a training unit of the SANDF, investigating the experiences of stakeholders thereof.

#### **1.4 RATIONALE**

The rationale of this study is to determine how stakeholders of a training unit in the SANDF experience QM. QM needs to be implemented effectively in this training unit to ensure that soldiers have the necessary skills to positively perform their services without endangering the security of the citizens of South Africa. Therefore, there is a need to determine whether QM has been implemented and maintained properly to ensure that the soldiers and their equipment are applied and utilised effectively during military operations. Currently the field of training is constantly evolving and QM of training in the SANDF may present the training unit with direction during constant change, thus creating permanence. Therefore it is essential to determine if

QM in the training unit is actively executed and maintained to ensure quality improvement (Chapter 2 par. 2.7.4) from the stakeholders' perspectives. The terms stakeholders, trainers and training officers will be explained in the clarification of concepts section (cf par. 1.10.3).

The principles of quality management (Chapter 2 par. 2.6) provide the focal point of this study's research question. These principles are concerned with behavioural aspects of working life, tools and the system to provide support for effective and efficient implementation of QM. The research question (cf par. 1.5) includes the principles of QM to obtain data from stakeholders as people working in the training unit. Furthermore these people (stakeholders) are responsible for improving the system and the processes created (cf par. 2.6, 2.6.1 & 2.6.2). Systems and processes are monitored, measured and controlled by people (leaders and employees). The principles of QM encompass individuals, team members and leaders within an organisation (West (2011:57). Therefore these principles are essential for effective QM, requiring proactive implementation and maintenance by people at all levels.

The principles of QM are furthermore divided into soft principles (customer focus, leadership commitment, people-involvement and supplier quality) and hard principles (quality culture, continuous improvement and fact-based decision making) (Leong *et al.*, 2012:691; Zeng *et al.*, 2014:9) (Chapter 2 par 2.6). The principles of customer focus and supplier quality will not be included within the research question, as these principles can only be answered partially by the participants selected for this study. Furthermore these two (2) principles require external stakeholders to be included in order to obtain adequate data. In the context of this study, it is logistically not feasible to include these two (2) principles because of the geographical location of external stakeholders.

The principles included within the research question are leadership commitment, people-involvement, quality culture, continuous improvement and fact-based decision making (Chapter 2 par. 2.6).

## **1.5 RESEARCH QUESTIONS**

Primary question:

How do stakeholders experience QM of training in the SANDF?

Secondary questions:

- 1) How do stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF?
- 2) How do stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF?

## **1.6 AIM OF THE RESEARCH**

The primary research aim of this study is to explore and understand stakeholders' experience of QM of training in the SANDF.

Related to the primary research aim, the secondary research aims are:

- 1) To explore how stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF.
- 2) To explore how stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF.

## **1.7 METHOD OF STUDY**

The secondary research questions will be answered as follows:

A literature study in the fields of Social and Behavioural sciences, Military Studies, Business Economics, Psychology, Education, and Training and Development will be undertaken. Furthermore, the qualitative research method, more specifically phenomenological research by means of semi-structured individual interviews, will be used. By answering the secondary research questions, the primary research question will also be answered.

## **1.8 LITERATURE REVIEW**

The most relevant and recent sources will be used for the purpose of the literature review. These will include journals, articles, dissertations and academic books (cf Reference list). Only literature and research that fall within the scope of the research problem will be used. The most recent research pertaining to QM of training will be explored (cf par. 6 – List of references).

Although there are many sources available regarding QM, sources pertaining directly to training will be investigated, particularly the limited sources on vocational

education and training (VET) (cf Chapter 2). Sources will be obtained through the University's library, from the Internet and databases (EBSCO Host, ERIC, Academic Search Premier, SAE-Publications, Science Direct and Google Scholar) that will be used to obtain recent research findings related to this study, providing for the most appropriate literature. Academic books authored by Meyer and Orpen (2007) and Erasmus *et al.* (2007 & 2013), amongst others (see Reference list), will be used to gain a better understanding of QM of training. Research books pertaining to the research design and methodology (cf Chapter 3; Anderson, 2009; Creswell, 2009; Maree, 2007; Maxwell, 2013; Miles *et al.* 2014; Mouton, 2008) will be used to inform the research in this study.

## **1.9 PARADIGM**

Every individual who conducts research needs to position him/herself along a continuum of paradigmatic worldviews, which in actual fact are theoretical underpinnings on which researchers build their research (Deforge & Shaw, 2012:84). The paradigm includes perceptions, theories, models and most importantly, a frame of reference from which theories in a research area are constructed. It is thus imperative to know from which paradigm a researcher conducts his/her research. The researcher's frame of reference and perceptions as they relate to this study will be attended to next.

The researcher has been employed in the military for the past eighteen (18) years. For the past eleven (11) years, the researcher has been working in one of the core training units of the SANDF, and is currently still working there. During this time, the researcher was placed in the quality assurance post, monitoring and evaluating training. Feedback is provided directly to the training officer of the training unit. The researcher is qualified in several training unit standards utilised in the workplace of trainers, and is qualified as a trainer of trainers for the SANDF.

The researcher is also registered as an Assessor and Moderator for various unit standards presented on programs in the SANDF. The researcher completed both a Bachelor's Degree in Training and Development in 2010 and a Bachelor of Education Honours Degree in Education, Training and Development in 2013. Since then he has been the driver in the establishment and implementation, since April 2014, of his training unit's own QM system.

The researcher's daily tasks ensure that he has regular contact with staff members in the SANDF. In this way, trainers from other training units have shared their experiences of QM with the researcher. Besides the aforementioned contact with SANDF members, he on a regular basis attends discussions, workshops, meetings, examinations and work sessions with trainers outside of the SANDF. The researcher works intensely with QM issues on a daily basis, resulting in personal experience of QM for the past eight (8) years.

The above-mentioned aspects place the researcher in an ideal position to understand and explore QM in the SANDF.

## **1.10 CLARIFICATION OF CONCEPTS**

### **1.10.1 Quality management (QM)**

Moodliar *et al.* (2013:26) and Mkhize and Cassimjee (2013:1269) define *quality* as the extent to which a set of innate characteristics fulfil a product's requirements. Kolarik (as quoted by Moodliar *et al.*, 2013:26) points out that quality with respect to product reliability and customer satisfaction as result of craftsmanship is an age-old recorded phenomenon. Attention to detail and the effective functioning of a product and the pride of workmanship is a trademark of good craftsmanship. Furthermore, it is important to take note that quality means different things to different people and requires to be managed properly within an organisation (Mkhize & Cassimjee, 2013:1269).

*Management* entails planning, organising, guiding and controlling a particular function such as training within an organisation (Erasmus *et al.*, 2007:5; Smit *et al.*, 2007:9). Furthermore, the Oxford Compact Thesaurus (2009:717) also refers to management as a collective group of people in management positions such as directors, managers, leaders and executives of a business or organisation (cf par. 4.2). These managers may also be referred to as leadership or leaders within an organisation. It is management's responsibility to ensure that the operations of an organisation are kept on a balanced path to make sure organisational goals are achieved. Effective management maintains the organisation's stability and helps it to attain its goals synergistically, at the highest possible level of productivity (Smit *et al.*, 2007:10). Management is a universal concept that is vital throughout an organisation (Kim *et al.*, 2012:296). Management of quality within any particular function, such as

training, encompasses the same basic process of planning, organising, guiding and controlling.

According to Smit *et al.* (2007:271), leadership is a management function, responsible to direct the behaviour of others towards the accomplishments of organisational goals, in other words to translate organisational plans into reality. There is a difference between management and leadership in that they are two distinct complementary management activities (Smit *et al.*, 2007:277). Smit *et al.* (2007:277) indicate that management deals with complex practices and procedures that make organisations operate. However, leadership is all about setting direction for the organisation to cope with change by developing a vision for the future.

*Quality management (QM)* is defined by Stringham (2004:183) as a diverse mix of management ideas, the implementation of which means to go beyond the customer's expectations. This happens at the same time as developing and maintaining organisational capability to continually improve quality (Chapter 2 par. 2.2.1) (Meyer *et al.*, 2007:285; Pereira-Moliner *et al.*, 2012:83; Stringham, 2004:183).

Based on the literature (Erasmus *et al.*, 2007:5; Kim *et al.*, 2012:296; Meyer *et al.*, 2007:285; Pereira-Moliner *et al.*, 2012:83), the difference between management and QM is that QM is a pro-active systematic process that ensures that quality is reviewed and corrected continuously to maintain a competitive advantage.

In the context of this study, namely stakeholders' experience of QM of training in a training unit of the SANDF, QM provides this unit with important aspects and elements needed to purposefully fulfil its role. For example, programs in training are designed and developed according to requirements set by stakeholders to ensure that employees are able to perform their jobs efficiently. Furthermore, quality requirements for training in the unit need to be measured regarding different aspects (trainers, design, assessment, resources and facilities) to be able to obtain a holistic view of the degree of excellence obtained. All training activities have to be directed and controlled toward eventually achieving the organisation's objectives. The context of this study places QM within training in the SANDF, thereby acknowledging the importance of QM. Moreover, QM will ensure the competitiveness of soldiers with the ability to perform their tasks diligently.

### 1.10.2 Training and development

Erasmus *et al.* (2007:2) define *training* as a systematic process being followed to assist people to acquire knowledge and develop certain skills in order to carry out a specific task. The intention of training is to achieve individual and organisational goals. Changes in behaviour and attitude occur during the training process. More recently, Erasmus *et al.* (2013:20) extended to Erasmus *et al.*'s (2007:2) definition, saying that training is not just undergone to acquire knowledge and skills but to modify knowledge, skills and behaviour of employees to enable them to achieve organisational objectives. Therefore training is task-orientated with a specific focus on the tasks performed based on the job descriptions of employees. During and after training it is essential that employees sharpen their skills to remain competitive; therefore continuous development is important.

Meyer *et al.* (2007:7) define *development* as a process where individuals and organisations create learning opportunities that will enable personal as well as professional growth over a period of time. Erasmus *et al.* (2013:21) add to Meyer *et al.* (2007:7), stating that development in the modern era should be integrated with career development, organisational development and research and development to promote learning capability within an organisation. Development should be linked to the organisational strategy and plan to ensure that development of people does occur.

The difference between training and development, according to different authors (Erasmus *et al.*, 2007:2; Erasmus *et al.*, 2013:21; Meyer *et al.*, 2007:7), is that while training is more task-orientated with focus on specific tasks, and takes place systematically, development, on the other hand, takes place during training and after training. Development also occurs in different stages over time, and “inside” of individuals and groups within an organisation to create the necessary professionalism required to be competitive in the workplace.

In the context of this study, training is regarded as a process where specific skills are taught to soldiers to help them perform their unique tasks within the different operational units, ensuring that the SANDF remains competitive. Thus effective QM of the training of soldiers in the SANDF is imperative. **The focus of this research study will be on training, as there is a need for specific skills to be transferred to an employee to assist in the accomplishment of his/her job, though it does not exclude development.**

### **1.10.3 Stakeholders**

Cervai *et al.* (2013:201) explain that stakeholders are individuals or entities which have an interest in something and the outcome thereof. Organisations need to include all stakeholders in planning, evaluation and decision making to ensure that gaps between expectations and perceptions are appropriately addressed (Cervai *et al.*, 2013:202). Saks and Burke (2012:125) describe training and development stakeholders as trainers, trainees and supervisors. The aforementioned people can also be referred to as internal stakeholders, whereas external stakeholders refer to customers outside the training environment with an interest in the outcomes of training received by their employees (Cervai *et al.*, 2013:204). In the context of this study, the stakeholders include trainers and training officers who deliver and manage the training being offered by the training unit under investigation.

#### **1.10.3.1 Training officer**

Firing and Laberg (2012:87) define an officer as an individual who has been educated to obtain a specific social identity in the military; particularly to engage in a leadership role with the ability to solve problems, make decisions and lead men into traditionally the battlefield. Firing and Laberg (2012:88) additionally state that officers are individuals who can conquer their fears and carry out the mission through example and social influence by ensuring the welfare, morale, and professional development of the soldiers entrusted to them.

Galagan (2012:29) defines a *training officer* as an individual who manages the learning and professional development of the workforce within an organisation, equips employees with the knowledge, practical skills and motivation to carry out work-related tasks and assists with ongoing, long-term improvement of employees' skills.

In the context of this study, training officers are responsible for the effective implementation and maintenance of QM within a training unit in the SANDF to ensure that the military workforce obtain the capability to carry out their military tasks by means of continuous improvement in the attainment of organisational goals.

#### **1.10.3.2 Trainer**

Erasmus *et al.* (2007:39) define a trainer as an individual who assists employees during a learning process by applying different methodologies, theories and systematic processes in order for them to acquire the necessary knowledge, skills and attitudes to perform their tasks optimally. Erasmus *et al.* (2013:221) add to Erasmus *et al.*'s (2007:39) definition, saying that a trainer facilitates the transfer of learning content to help learners/employees to accomplish tasks in their respective jobs by developing necessary skills whilst the trainer also strives to change their (the learners'/employees') attitudes and behaviour, in order for them to attain paramount performance.

In the context of this study, it is imperative that trainers have a positive attitude towards QM and understand the importance thereof. Trainers are the driving force in the learning process and control quality; therefore they actively integrate QM within all learning activities and provide quality soldiers which are competitive and professional.

#### **1.10.4 South African National Defence Force (SANDF)**

Neethling (2012:473) refers to a defence force as none other than a military force of a country, defining that the primary function of the SANDF is to defend and protect the South African state, its territorial integrity and its people. This boils down to defence against external military aggression or threats. Since 1994 the SANDF has undergone changes to also take into consideration execution of its priority tasks in a diplomatic context (specifically peace missions), requiring the SANDF to deal with the complexities of African politics to be deemed successful. A defence force such as the SANDF is none other than a military force required to fulfil different roles as indicated by politicians.

The military (SANDF) is described as a controlled system, providing the capability to create action towards the attainment of certain goals (Coats & Pelligrin as quoted by Siebold, 2001:144; Neethling, 2012:477). This is executed by means of belligerence

against other societies, and protecting society against belligerence by others, in order to maintain domestic order and control. According to Burk (2002:23), the military (SANDF) protects and sustains the democratic values of its own society in order to create mature democratic circumstances within its country.

In the context of this study, the SANDF strives to protect society from insurgencies from outside the borders of South Africa, and to provide security and development of other countries in peace keeping operations on the African continent. In order to maintain this goal and remain competitive, effective QM of the training of soldiers in the SANDF is imperative.

#### **1.10.5 Training unit**

Shenge (2014:50) indicates that organisations gain access to resources such as human resources, money and processes through training activities. Most organisations have training and development departments with planned training activities that will allow them to compete successfully in a changing environment. These training units plan, design and develop activities that will assist organisations to accomplish their organisational goals (Shenge, 2014:51).

The South African National Defence Force (SANDF) has a bureaucratic structure, made up of four levels. The South African (SA) Army, SA Air Force, SA Navy and SA Military Health Services are placed at level two (2). Within the SA Army there are eight (8) formations at level three (3), each with different tasks, and each of these formations with its own training unit at level four (4). All eight (8) of these training units are under command of the Director: Joint training at Army level two (2), of which all prescripts and instructions should be adhered to.

In the context of this study, the training unit in question seeks to provide all necessary technical knowledge and skills, prepares and equips employees for their careers according to their levels of responsibility and ensures that its own training practitioners are well-equipped with the knowledge and skills required to deliver training of a high standard. Furthermore, all training activities are measured and monitored at different levels through audits and quality assurance activities to determine the degree of excellence achieved. Therefore QM of training provides a system to employees which ensure that quality is improved on a continuous basis. For the purpose of this study, and for the sake of confidentiality, the training unit under investigation will not be identified in any further way.

## **1.11 RESEARCH DESIGN AND METHODOLOGY**

### **1.11.1 Research design**

According to Mouton (2008:4), a research design can be depicted as the plan or blueprint of how a researcher plans to conduct research. Creswell (2009:5) adds that researchers have to devise a strategy or general orientation to conduct social research in an attempt to address research questions. To answer the research questions posed in this study, a qualitative research design will be employed to collect and analyse data.

According to Nieuwenhuis (2007a:50), qualitative research investigates a phenomenon to elicit rich data and seeks to increase understanding of what is being observed. Qualitative research focuses on how individuals and groups view and understand the world and how they generate meaning from their own experiences (Nieuwenhuis, 2007a:50). Anderson (2009:134) adds that qualitative data are based on a collection of opinions articulated in words by individuals or groups, generating thick and rich data.

The rationale for using qualitative research is to gain a deeper understanding of a particular phenomenon, in this case QM of training, in its natural setting (the SANDF), viewing it from the perspective of the participants (stakeholders).

### **1.11.2 Methodology**

Phenomenological research will be used in this study. Moustakas (as quoted by Creswell, 2009:13) claims that phenomenological research involves the studying of a small number of participants through extensive and prolonged involvement in order to develop patterns and relationships of opinions. During phenomenological research the researcher identifies the essence of lived experiences about a phenomenon as described by participants.

The approach in phenomenological research is flexible, allowing the study to develop in response to the lived realities faced by individuals, such as the above-mentioned trainers and training officers (Creswell, 2009:13). Schroeder (2012:31) elucidates that a study of lived experiences in phenomenology targets our human needs to understand the nature and meaning of everyday life. Phenomenological studies rely on retrospective rather than introspective reflection and seek to understand

experiences that have passed or have been lived through. A phenomenological researcher also has to set aside his/her own experiences in order to understand the experiences of participants in the study.

The SANDF is a unique organisation providing challenges that may be different from what other organisations face related to the topic under investigation. These challenges refer to the geographical location which places different departments some distance apart. The size of the SANDF, together with geographical location, distorts communication lines and slows down the speed of communication, particularly when new policies and procedures are being instituted. Therefore, a phenomenological study is anticipated to ensure that the data collected will be appropriate to the physical environment of trainers and training officers.

### **1.11.3 Conceptual framework**

Qualitative research is based on the interpretivist approach. Williamson (2006:85) purports that the interpretivist approach searches for culturally-derived and historically-situated interpretations of social life, and is concerned with the understanding thereof. Interpretivists investigate **constructions of opinions** about broad concepts such as issues and ideas. Moreover, people make sense of their world on an individual basis and a personally-constructed reality (Williamson, 2006:85).

In the context of this study it is viable for the researcher to make use of the interpretivist approach. QM creates the opportunity for the researcher to investigate the personal experiences of participants (stakeholders) concerning QM of training, thus obtaining data pertaining to their own thoughts and feelings/experiences.

### **1.11.4 Researcher's role**

The researcher will be the primary data generation instrument during the data generation phase of this study. Therefore, the researcher will conduct the semi-structured individual interviews personally with the different stakeholders (Chapter 3 par 3.3.1).

### 1.11.5 Site and social network selection

The SANDF is a government institution that, as has been pointed out earlier, comprises four Arms of Services, namely the South African (SA) Army, SA Air Force, SA Navy and SA Military Health Services (cf par. 1.10.50). The training unit that will be investigated in this study forms part of the SA Army and is one of eight (8) training units in the SANDF, with 49 years of historical existence as a leading training unit. The mission of the training unit is “to uphold excellence and professionalism in presenting quality training to the SANDF to meet the international military standards and preserve military heritage” (Els, 2009:23).

The training unit under investigation is responsible for the training of soldiers, including the training of their own staff. A variety of training methods such as residential training, blended learning, distance learning and practical training on technical aspects are utilised to ensure a highly skilled workforce. Interventions undertaken in the training unit involve weapons training, driving and maintenance training, conventional training in warfare and participation in scheduled exercises at Lohatla, Northern Cape (South African Army Combat Training Centre). The training unit is also responsible to ensure the development of its trainers. Some of the training programs provided for trainers include facilitation at levels four and five, assessment, moderation and design and development of assessments under the auspices of the Assessment College and the South African National Defence Force College of Educational Technologies (SANDF COLET).

As indicated earlier (cf. par. 1.2), the training unit under investigation is currently busy implementing a QM system. Therefore, the particular training unit presents the applicable site to investigate the research problem indicated.

The officer in command of the training unit granted the researcher permission to *access the study population*, (Addendum A). The researcher arranged an appointment with the Officer in Command of the training unit in question before the onset of the research. During this appointment, the research was discussed, and permission granted. After permission had been granted, the Officer in Command sent out a memorandum to each Wing Commander, informing him/her of the planned research and requesting his/her support in this regard. The documents appear as Addendum A and Addendum B.

The researcher also communicated with the applicable Wing Commanders about the planned research. The researcher phoned each Wing Commander to remind him/her of the research, to request permission and to arrange the dates to conduct research with the involved stakeholders.

#### **1.11.6 Population and sampling**

The study population consists of all trainers and training officers (stakeholders) in the training unit under investigation. These stakeholders are involved with training in their respective branches and wings which specialize in weapon systems training and other training aspects. In contrast to trainers, who are primarily involved in directly training members of the SANDF, the training officers selected are responsible for the administration and management of all training activities of their staff members within their respective wings (Chapter 3 par. 3.2.3).

By means of purposeful sampling, nine (9) participants will be selected for this study. Purposeful sampling involves the selection of cases with a specific purpose in mind (Creswell, 2009:216). Collingridge and Gantt (2008:391) claim that purposeful sampling allows the researcher to select information-rich cases to study in depth. Accordingly, the six (6) trainers will be selected based on the criteria decided upon for selection, for example that each of these trainers should have a national certificate in training to partake in this study (Chapter 3 par. 3.2.3). On the other hand, the three (3) training officers will not be selected according to particular criteria as there are only three (3) of them and they automatically qualify to partake in this study. This is in line with an interpretivist study, in that the qualitative researcher purposefully selects individuals, groups and settings to increase understanding of phenomena (Onwuegbuzie & Leech, 2007:242).

#### **1.11.7 Methods of data generation**

Creswell (2009:175) indicates that the researcher collects data in the field at the site where the problem or issue under study is experienced. This process involves physically talking to participants in their natural setting. The methods that will be employed in this study to generate data include the researcher, a literature study, semi-structured individual interviews and field notes (Anderson, 2009:186; Nieuwenhuis, 2007b:87) (Chapter 3 par. 3.3). In the case of semi-structured interviews, themes and questions are planned for in advance, but the questions and

their order may differ; all depending on the course of the interview (Chapter 3 par. 3.3.3).

### **1.11.8 Methods of data analysis**

In this study, transcriptions of the semi-structured individual interviews will be analysed. The researcher plans to revise the data set several times to establish what it contains as a whole. More specifically, the researcher will make use of Tesch's eight (8) steps to analyse the data collected (Creswell, 2009:181). Data collected during the interview will be analysed to determine categories of perspectives obtained from the participants (Creswell, 2009:182) (Chapter par. 3.4).

#### **1.11.8.1 Quality of qualitative research**

Maxwell (2013:122) and Prion and Adamson (2014:107) indicate that evidence obtained through research, needs to be evaluated to ensure its quality. This needs to take place particularly during qualitative data generation, analysis and interpretation by making use of different methods. Furthermore, the quality of qualitative research refers to the criteria for *trustworthiness* thereof (Chapter 3 par. 3.4.1).

##### **1.11.8.1.1 Trustworthiness**

According to Petty *et al.* (2012:381) and Miles *et al.* (2014:310), *trustworthiness* refers to the confidence one can have in a particular study and its findings. Furthermore the criteria established by Lincoln and Guba (as quoted by Erlingsson & Brysiewics, 2013:98) concerning trustworthiness, include *credibility, dependability, conformability and transferability* (Erlingsson & Brysiewics, 2013:98; Prion & Adamson, 2014:107) (Chapter 3 par. 3.4.1.1).

- **Credibility**

*Credibility* refers to the assurance of the "truth" concerning the findings within a study (Erlingsson & Brysiewics, 2013:98). Credibility in this study will be established by means of peer scrutiny (inter-coder agreement) and member checking. During peer scrutiny all aspects concerning the research are scrutinised by peers, whilst member-checking implies that the participants review the accuracy of words and descriptions of transcriptions (Chapter 3 par. 3.4.1.1).

- **Dependability**

*Dependability* is the ability to show that the research findings are consistent and repeatable (Prion & Adamson, 2014:108). According to Erlingsson and Brysiewics (2013:98), dependability can be achieved when the entire research process is reported in detail so that other researchers can replicate it, thus ensuring consistency. Peer scrutiny is also used to ensure dependability and to reduce inconsistencies (Chapter 3 par. 3.4.1.1).

- **Conformability**

*Conformability* is described as the degree to which findings reflect the focus of the investigation and not the bias of the researcher (Petty *et al.*, 2012:381). One (1) method used to ensure conformability within qualitative research, is to declare the researcher's biases (Chapter 3 par. 3.4). Furthermore, an audit trail is kept of research done, and documented by means of field notes, transcriptions and even in the form of audio recordings to provide the possibility of data being examined and even re-analysed if necessary (Chapter 3 par. 3.4.1.1).

- **Transferability**

*Transferability* implies that the results or findings in a study are applicable to other contexts and populations (Prion & Adamson, 2014:108). To ensure transferability, thick descriptions of the phenomenon under investigation will be provided so that other researchers could gain a thorough understanding of the phenomenon, enabling them to decide on the applicability of the research to their own context. In addition, a thorough description will be provided of the sample population and the research site (Chapter 3 par 3.2.3) (Erlingsson & Brysiewics, 2013:98; Miles *et al.*, 2014:314).

## 1.12 ETHICAL CONSIDERATIONS

The researcher will ensure that the research is ethical by means of the following:

- The researcher will draft a letter of consent beforehand (cf. Addendum C) and participants will be requested to provide informed consent by signing it prior to the interviews.

- The researcher will, prior to interviews, ask the participants' permission to record the interview on a digital recorder. The researcher will ensure participants of the confidentiality of the information provided.
- Mouton (2008:244) claims that confidentiality (Chapter 3 par. 3.5) refers to the information gathered from subjects. Accordingly, the researcher will scrutinise the information provided by participants for potential threats to confidentiality. Information that may identify participants, for example specific incidences or names, will not be used.
- To ensure anonymity, the participants will by no means be identified in the transcriptions or in the research report (Creswell, 2009:88). The researcher will furthermore ensure anonymity within transcriptions and field notes by making use of numbers (TO1, T 1.....) instead of names (Chapter 3 par. 3.5).
- A private venue will be arranged at the training unit so that interviews can be conducted in private, to ensure confidentiality (Chapter 3 par. 3.5) (Creswell, 2009:88).
- Transcriptions will be password-protected and digital recordings will be kept in a safe place (Chapter 3 par. 3.5) (Creswell, 2009:183). The transcriptions and digital recordings will be locked and stored for seven (7) years as required by the NWU's ethical policy (NWU, 2008:15).
- Application will be made to the Ethics Committee of the North-West University for ethical clearance of the research project (cf Addendum D).

### 1.13 CHAPTER DIVISION

1. **Chapter One:** Orientation, background and statement of the problem.
2. **Chapter Two:** Quality management of training.
3. **Chapter Three:** Research design and methodology.
4. **Chapter Four:** Data presentation.
5. **Chapter Five:** Summary, discussion, limitations, conclusions and recommendations.

## **CHAPTER 2**

### **QUALITY MANAGEMENT OF TRAINING**

#### **2.1 INTRODUCTION**

This chapter is divided into two (2) sections. The first section consists of a brief outline on the evolution of Quality Management (QM), which is necessary to understand the philosophical underpinning of QM. The process and system approaches related to QM are discussed in this chapter. A description of QM and its purpose will be provided. The principles of QM (customer focus, leadership commitment, people involvement, quality culture, supplier quality, continuous improvement and fact-based decision making) are discussed, as these principles are imperative to ensure QM is implemented effectively in organisations. The activities involved in QM, namely quality planning, quality control, quality assurance and quality improvement, are discussed as these activities are imperative within a QM system ensuring a continuous process for quality improvement. All these principles, activities and approaches are embedded in various QM models; therefore the most prominent QM models in literature are mentioned and only the Total Quality Management model was discussed, as this is the model used in the SANDF. The literature on QM is also linked to training in the SANDF to indicate its appropriateness to this study.

The second section places QM within the context of this study. In the first place, it is necessary to establish how QM is carried out globally, more specifically in developed countries. QM, as well as the implementation thereof in South Africa (SA) is also reviewed, and specifically how it is implemented within the context of training in South Africa. As this study takes place within the context of training, the roles of assessment and evaluation in training are linked to QM. The management of quality is also referred to as it also contributes to quality within the context of training in the SANDF. Finally, to place this study into context, QM in the SANDF is discussed, referring to how the SANDF's role has changed and what challenges to training this poses. These challenges also have had an influence on quality, especially in the training unit.

#### **2.2 EVOLUTION OF QM**

Sliwa and Wilcox (2008:98) indicate that QM and quality control originated simultaneously with the industrial preoccupation with quality. More specifically, mass

production in the early 1900's in the manufacturing sector raised the need for monitoring and evaluating day-to-day production (cf par. 1.3).

According to Godfrey and Kenett (2008:656), Shewart (cf par. 2.3) was responsible for the development of the underpinning philosophy of QM (process philosophy and philosophy of pragmatism). Furthermore, Shewart's work was later advanced by W. Edwards Deming and constitutes much of what today comprises the theory of statistical process control (SPC). These concepts and techniques were only implemented in manufacturing companies during the late 1940s. At that time, Japan's industrial system was virtually destroyed, and it had a reputation for cheap imitation products and an illiterate workforce. The Japanese recognised these problems and set about solving them with the help of some notable quality **experts**, namely Juran, Deming and Feigenbaum (Godfrey & Kenett, 2008:657).

According to Moodliar *et al.* (2013:28), the Japanese in the late 1950s and early 1960s developed the quality concepts of the Americans even further to suit their own culture. Japanese **experts** who contributed toward this further development of QM concepts include Ishikawa, Taguchi and Shingo. During the late 1960s/early 1970s Japan's exports to the USA and Europe increased significantly, due to its cheaper, higher quality products, compared to their Western counterparts (Moodliar *et al.*, 2013:28). The Japanese started out with the concept of "total quality control" which necessitates the involvement from top management down to the workers to participate in quality control (Moodliar *et al.*, 2013:27).

Western countries were slow to follow the most notable experts of the modern-day QM. Modern-day **experts** Phillip Crosby and Tom Peters published works concerning the development of QM concepts in the 1970s through to the 1980s. Companies only started to introduce their own quality programs and initiatives to counter the Japanese successes in the 1980s. Intense global competition started to increase and any country's economic performance and reputation for quality was made up of the "total" of the reputations and performances of its individual companies' products/services (Moodliar *et al.*, 2013:29).

Moodliar *et al.* (2013:29) indicate that since that time the emphasis on quality led to a demand by organisations for external recognition of quality. Therefore the opportunity provided the drive for the International Organisation for Standardisation (ISO) developing the ISO 9000 series quality assurance of products and services in 1987. Total quality management (TQM) is now also included as part of a much wider

concept that addresses overall organisational performance and recognises the importance of processes. In Europe, a widely adopted framework is the so-called Excellence Model, promoted by the European Foundation for Quality Management (EFQM), and in the UK by the British Quality Foundation (BQF) (Moodliar *et al.*, 2013:29).

In the context of this study, QM of training in a training unit of the SANDF, it is important to take cognisance of the evolution of QM. This will help the reader to obtain the necessary knowledge and insight in order to fully understand QM, indicating that the underpinning philosophy (process philosophy and philosophy of pragmatism) which started with W.A. Shewart in the beginning (1920s) is still used and applicable to this day (Sliwa & Wilcox, 2008:98).

## **2.3 PHILOSOPHICAL UNDERPINNING OF QM**

Antila (2013:37) indicates that philosophy is primarily concerned with theory, the examination of ideas and ideals. People often refer to other people by asking deep questions, particularly about the world and everything within it. Furthermore, the philosophical position one holds significantly influences one's thoughts on a subject. Philosophies involve a certain type of thinking that help people to understand how concepts of a particular subject or field work together. The process philosophy and philosophy of pragmatism will be discussed next to assist with the understanding of QM of training.

### **2.3.1 Process philosophy and philosophy of pragmatism**

According to Sliwa and Wilcox (2008:100), the *process philosophy* puts forward the belief that the universe changes and develops constantly as in contrast to rigid objects and stationary groups. Chia (as quoted by Sliwa & Wilcox, 2008:100) contends that the process philosophy views reality as a constant change that evolves with time. Process philosophy progresses with the belief that everything happens as a process. Another aspect to acknowledge within literature is that QM makes use of the process approach which is encompassed by the system approach and stands parallel to the process philosophy (Leong *et al.*, 2012:689) (cf par. 2.4). A process indicates action with meaning and this is linked with the philosophy of pragmatism.

Sliwa and Wilcox (2008:100) indicate that the *philosophies of pragmatism's foundations* are concerned with the theory of meaning, linking action and meaning.

Solid facts, actions and relative principles are sought after within the philosophy of pragmatism. The philosophy of pragmatism believes that the human mind serves as an instrument that helps people to realise the purpose of something. Therefore cognition, which, within this context, may be defined as conscious mental activities, i.e. the activities of thinking, understanding, learning, and remembering (Merriam-Webster dictionary), help people to develop the necessary tools to cope with the given situation that will be affected by experience and perceptions of people (Sliwa & Wilcox, 2008:101).

Deduced from the literature (Godfrey & Kenett, 2008:659; Moodliar *et al.*, 2013:28; Sliwa & Wilcox, 2008:98), it is essential to realise that the global market is constantly changing. In the case of QM of training in a training unit of the SANDF, QM and training principles and processes need to be changed and improved for the training unit in the SANDF in question to remain competitive. However, to be able to effectively adjust principles and processes within a training unit of the SANDF, employees need to understand the purpose of each principle and process. The experience of employees allows adequate practical cognition concerning principles and processes of QM of training. This places employees within a favourable position to provide adequate inputs for improvement of quality in a training unit of the SANDF.

In the context of this study, the process and pragmatism philosophy will help to view QM as a dynamic process that strives to retain the quality determined through cognition and experience. QM of training is also constantly changing in reality (process philosophy). Therefore, the experience and perceptions of the purpose of training processes within QM (philosophy of pragmatism), brought by stakeholders to the study, need to be acknowledged and interpreted to understand this phenomenon.

## **2.4 APPROACHES TO QM**

QM is embedded in two approaches, namely the *process and systems approaches*. These approaches are also referred to by some authors (Meyer & Orpen, 2007:294) as “QM principles”. Leong *et al.* (2012:689) explain that a quality system consists of a set of mutually dependent processes which assist an organisation to achieve its set of quality objectives in terms of products or services delivered. The process approach is also embedded within the philosophical underpinning of pragmatism (cf par. 2.3.1) of QM.

### **2.4.1 Process approach**

West (2011:57) explains that processes are the way things are done and the way transformations take place, in order for value to be added to all of these endeavours. The *process approach* reduces variation and makes enormous contributions to improving quality and productivity. It is a powerful way of organising and managing activities to create value for the customer and other interested parties. The process approach introduces horizontal management rather than vertical/hierarchical structures. Therefore, the process approach allows an organisation to cross barriers between functional units to unify organisational focus on its main objectives in terms of quality. Pope *et al.* (2013:11) add to West's (2011:57) explanation, saying that the process approach can promote quality excellence when managed as a process. Management processes relate to strategic planning, establishing policies, setting objectives, ensuring communication, ensuring availability of resources for the organisation's quality objectives, desired outcomes and management reviews. These processes have customers and other interested parties, either internal or external to the organisation, as their focus. These internal and external parties, who define the required outputs of the process, also have needs and expectations about the process.

Literature (Pope *et al.*, 2013:11; West, 2011:57) on processes indicates that the performance of an organisation can be improved through the use of the process approach. In the context of this study, all training activities have specific processes stipulated to reduce variation and increase the quality of training. In this regard it is clear that the process approach is linked to the process philosophy (cf par. 2.3.1) that believes the world is constantly changing and the environment needs to evolve to remain efficient and effective. These processes are managed as a system, defined by the network of the processes and their interactions, thus creating a better understanding of added value. It is important to acknowledge that consistent operation of this network is often referred to as the "system approach" to management. Often the outputs from one process can be the inputs into other processes, and are interlinked into the overall network or system.

### **2.4.2 System approach**

Sparrow (2013:184) explains that the *system approach* deals with the overall system, which enables the identification of interrelated processes as a system making the management of quality easier. It contributes to the organisation's effectiveness and

efficiency in achieving objectives. The system approach affords leaders within organisations the opportunity to involve stakeholders in the scrutiny of potential applications within a QM system. This will help an organisation to adjust any application in the QM system effectively to present collective development of a shared vision, mission and strategic objectives.

West and Cianfrani (2014:54) add to Sparrow's (2013:184) explanation in stating that all interrelated processes within the QM system should be understood as it (QMS) involves all processes, resources, control and interactions between elements which drive the organisation towards optimal performance. Once again West and Cianfrani (2014:55) explicate that people should be considered an important aspect regarding the success of the system.

It can be deduced from the literature (Sparrow, 2013:184; West & Cianfrani, 2014:55), that people need to implement and maintain the QM system effectively to ensure that an organisation remains competitive. Employed properly, the system and its processes can lead to quality excellence, but the effective management thereof is also important.

### **2.4.3 Conclusions regarding the approaches to QM**

According to West (2011:56), the process approach and system approach mutually supportive of each other. In the process approach the premise exists that objectives are achieved more efficiently when activities and their related resources are managed as a process. Processes maintain stability, control and consistency within an organisation's activities by driving transformation to add value - this also provides for the basis of the process philosophy (cf par. 2.3.1). The systems approach, on the other hand, clearly suggests that these identified processes must be understood and managed as interrelated processes. When this is achieved within a system as a whole it can contribute to the effective and efficient achievement of an organisation's quality objectives.

The literature (Pope *et al.*, 2013:11; Sparrow, 2013:184; West, 2011:57; West & Cianfrani, 2014:55) indicates that the process and system approach create a solid platform for organisations to lay down quality requirements. QM of training in the SANDF requires that this system embeds all of the necessary activities (cf par. 2.7) to achieve the required end result; not only to meet quality requirements but improve them continuously within the QM system and processes.

Taking into consideration the context of this study, the process and system approach to QM of training in the military helps effective implementation of quality, whereas the process philosophy is also the philosophical underpinning of QM (cf par. 2.3.1).

## **2.5 QUALITY MANAGEMENT**

### **2.5.1 Description of QM**

QM is described by Coetzee *et al.* (2007:313), Echard and Berge (2008:12) and Liepina *et al.* (2014:630) as a system which consists of published guidelines providing a vision for creating styles, frameworks and methodologies that an organisation is capable of obtaining and sustaining. QM affords the roadmap to obtain a sharp, clear edge over competitors in a business. Leong *et al.* (2012: 689) add to the description of the aforementioned authors, by stating that QM is also an identification and administration process of activities within an organisation.

The main *difference* between these descriptions concerning QM is that Leong *et al.* (2012:689) view QM as an administration process of activities, whereas Coetzee *et al.* (2007:313) and Liepina *et al.* (2014:630) view QM as an integrated system containing all managerial processes within an organisation to ensure that organisational objectives are achieved with optimal performance.

Coetzee *et al.* (2007), Echard and Berge (2008); Leong *et al.*, (2012) and Liepina *et al.* (2014) agree that, within the literature, QM clearly refers to a system which is linked to the business strategy. Additionally, Leong *et al.* (2012) and Liepina *et al.* (2014) also agree that the achievement of organisational objectives through QM is critical and that QM includes all guidelines, activities and procedures necessary to ensure success as an end result.

It can be deduced from the literature (Coetzee *et al.*, 2007; Echard & Berge, 2008; Leong *et al.*, 2012; Liepina *et al.*, 2014) that QM is essential to ensure that an organisation gains a competitive advantage. Furthermore, QM facilitates competitiveness within organisations by improving quality performance when either manufacturing products or providing a service (Leong *et al.*, 2012:689). However, considering the descriptions above of QM, it is apparent that QM as a pro-active systematic process should be actively driven by people (leaders and employees), even though this is not mentioned explicitly by the authors. Although reference is made to QM as a system containing all possible policies, principles and procedures,

it is essential to holistically employ the active implementation and maintenance (leaders and employees) concerning QM, especially as it relates to this study.

Finally, taking into consideration the descriptions of QM found in the literature, Meyer *et al.* (2007:285) summarize all the perceptions of QM comprehensively as the management of continuous improvement of all processes in an organisation to meet the expectations of customers.

### **2.5.2 Purpose of QM**

The main *purpose* of QM is to ensure competitiveness by improving quality performance. QM focuses on the delivery of quality by organisations, making QM a strategic tool to create strategic changes (Leong *et al.*, 2012:689; Liepina *et al.*, 2014:630; Moodliar *et al.*, 2013:26). Moodliar *et al.* (2013:26) add that QM also equips organisations to respond effectively to their customers' needs within the market, while Meyer and Orpen (2007:301) are of the opinion that QM within a learning organisation (training unit) entails proactive management (cf par. 2.4.1) which is used to direct and control all training activities towards the achievement of clearly defined quality objectives of the organisation.

Finally, taking into consideration the context of this study, QM of training in the particular training unit in the SANDF should improve quality and provide the SANDF or the training unit with a quality focus to equip management of training with the ability to ensure competitiveness of soldiers. Training processes in the SANDF which encompass QM provide the SANDF with the ability to address the needs of the country – which, in this case, comprise having highly-skilled soldiers to protect the country's borders and perform peace-keeping duties diligently and cost-effectively.

## **2.6 QM PRINCIPLES**

Leong *et al.* (2012:691) explain that QM principles are divided into two different dimensions, namely “hard” and “soft” principles (Chapter 1 par. 1.4). Soft principles are concerned with behavioural aspects of the working-life; this includes leadership commitment, people-involvement, customer focus and supplier quality. On the other hand, hard principles are defined as the tools and system that give support to implementing these soft principles. These hard principles include the quality culture, fact-based decision making and continuous improvement. Zeng *et al.* (2014:9) indicate that there is a clear relationship between these principles, whether soft or

hard, as they support one another within an integrated approach to ensure effective QM. Hard QM is implemented in the form of systems and processes providing a foundation for developing innovation. On the other hand, soft QM supports all activities within the system to ensure that it is effective, with more emphasis in the modern era being placed on the soft principles.

In line with the process approach and system approach (cf par. 2.4, 2.4.1, 2.4.2 & 2.4.3), in which the process philosophy is also the philosophical underpinning of QM, the quality principles are interdependent and should be integrated in a holistic manner to optimize organisational performance (Meyer *et al.*, 2007:284; Sliwa & Wilcox, 2008:100; West, 2011). Sliwa and Wilcox (2008:100) purport that the philosophy of pragmatism, which is also a philosophical underpinning of QM (cf par. 2.3.1), furthermore requires that the correct principles be applied to help maintain and improve the quality of products and services provided.

While QM principles are integrated, these principles will be discussed separately to facilitate understanding of each (cf par. 2.6.1 to 2.6.7).

### **2.6.1 Customer focus**

QM's primary focus is customer satisfaction, resulting in the organisation being in close contact with its customers to be able to meet and exceed its customers' expectations (Cartmell *et al.*, 2011:191). Meyer *et al.* (2007:286) describe *customer focus* as all processes and procedures that focus on the deliverance of quality products and services to meet the external and internal expectations of the customer, in this case the learner or trainee (Meyer *et al.*, 2007:286). It is therefore imperative for organisations to obtain accurate feedback from their customers, as to whether customers' needs are satisfied or not (Sivaram *et al.*, 2013:38). This feedback from customers should be used as input into a QM system and be used by leaders to ensure continuous improvement in an ongoing cycle. Some key benefits of customer focus are the increase of the use of the organisational resources and improvement of customer loyalty, the latter which in turn leads to repeat business (Sivaram *et al.*, 2013:33).

Customers of the SANDF also refer to society which the SANDF is required to protect against any military threat from inside and outside the country's borders. The particular training unit in the SANDF also needs to obtain data concerning the needs of society to ensure that the focus of training is set on society's needs. However, this

is required on a rather high societal level. To maintain a customer focus internally and externally within QM of training in the SANDF requires committed leadership.

The principle of customer focus will however not be included within the research questions and the scope of this study due to the impracticality of conducting interviews with all of the stakeholders. In addition, the limited available time and the geographical location of trainees make it impossible to include this principle for investigation within this study.

## **2.6.2 Leadership commitment**

West and Cianfrani (2014:55) indicate that *leadership commitment* is displayed when leaders, for example, actively support and create the opportunity for instituting high quality in training. Leadership commitment is also displayed when leaders encourage subordinates to participate. Furthermore, leadership commitment acknowledges creative and innovative ideas of people to create the capacity to maintain the focus on organisational objectives. Focused ideas will result in the reality that these objectives are being developed into process changes that ultimately ensure continuous improvement of efficiency and effectiveness in activities. West (2011:58) adds to West and Cianfrani's (2014:55) description, saying that QM is a dynamic process. Thus, in order to ensure effective quality improvement, leaders should ensure that everybody is engaged in his/her work and involved in improvement.

Eisenbeiss *et al.* (2008:1440) argue that compelling leaders (thus leaders who lead by example) are needed to demonstrate commitment to QM by both decree and supportive behaviour. West and Cianfrani (2014:54) agree with Eisenbeiss *et al.*'s (2008:1440) suggestion that leaders should also create a unity of purpose and direction, and that they should communicate with employees at lower levels. Therefore, management literature (Eisenbeiss *et al.*, 2008:1440; West, 2011:58; West & Cianfrani, 2014:54) view leadership commitment as containing both cognitive and affective components. Affective components refer to aspects which are influenced by emotions from the heart, thus how leaders feel about something. However, those few studies conducted on commitment by top management emphasize the affective state/component (West, 2011:58).

In the context of this study, QM of training in SANDF, leadership plays a pivotal role in ensuring efficient and effective quality; especially in training. The bureaucratic structures of the SANDF, for example, require leaders in top and middle

management to make an extra effort to display their commitment towards quality. Communication, the geographical dispersion of the SANDF as an organisation and structures within the organisation act as real barriers towards quality improvement, as this takes time to authorise, acquire and implement quality improvements. Therefore, top management should make an extra effort by informing, supporting and encouraging innovation and creativity towards effective QM of training.

It is important to note that the two principles, namely that of leadership and people involvement, are integrated and drive each other into an active process of continuous improvement (Merrill, 2013:42; West & Cianfrani, 2014:54).

### **2.6.3 People involvement**

Merril (2013:42) describes *people involvement* as the empowerment and development of people to enable them to play an active role in delivering quality products or services. Meyer and Orpen (2007:294) add to Merrill's (2013:42) description in that people's full involvement is required, so that their abilities are used for the organisation's benefit. People involvement should also improve employee services, job satisfaction, employee commitment and pride of workmanship (Merril, 2013:42). According to Merrill (2013:43) people involvement should also improve and develop a partnership between people and their managers.

It becomes clear from the literature (Merrill, 2013:43; Meyer & Orpen, 2007:294), that people involvement is essential to provide the necessary creativity and innovation to help improve processes and activities that affect employees' jobs – even those at the lowest level in an organisation's hierarchy. However, in order to achieve the aforementioned outcomes, people involvement should create a sense of fulfilment which enhances involvement to improve the quality of services and products.

In the context of this study, people involvement is vital to ensure the improvement of quality in the SANDF. Top and middle management may not necessarily have adequate knowledge and skills to make effective and efficient improvements concerning training processes and activities. Therefore, management in the SANDF should make it a priority to involve all people to the lowest level to obtain the most effective and efficient innovative and creative inputs to improve the quality of training.

Lastly, the principle of people involvement is an active process that should be continually improved by making use of rewards and by giving recognition for

improvement in quality (Merrill, 2013:43). People involvement will also provide the opportunity to create a quality culture as a result of the trust being developed between managers and staff.

#### **2.6.4 Quality culture**

Parumasur (2012:1020) describes a *quality culture* as the mindset of every individual inside of an organisation to take ownership of quality procedures, which include innovation and self-improvement. Therefore, a quality culture is something that should be embedded within an organisation, happening naturally in every aspect of quality improvement of products or services. Cartmell *et al.* (2011:191) suggest that to embed a quality culture requires leaders who manage and involve people on all levels (cf par. 2.6.2 & 2.6.3). This means a change to the way in which people do things, thereby emphasizing the importance of trust between managers and staff (cf par. 2.6.2).

Parumasur (2012:1020) agrees with Cartmell *et al.* (2011:191) that, in order for an organisation to change its culture with the focus on quality, structures, systems, technology and skill, transformation is required. Therefore, boundaries within an organisation need to be changed or broken down to enhance partnership between people at different levels by connecting people through computer networks. This should ensure that information, co-operation, innovation and creativity are obtained and communicated effectively. This, however, requires good leadership and excellent technological skills of management, particularly top management.

In the context of this study, a quality culture should assist with quality improvement through transformation of the prevailing culture across all sections of the SANDF. A quality culture within training will ensure that people, to the lowest level, are focussed on quality to ensure that all training processes and activities in the SANDF are indeed improved – this implies that it should not be a case of “business as usual”. A quality culture should provide training in the SANDF with balance between compliance and accountability. However, effective QM requires a quality culture that emerges from teamwork and interdepartmental cooperation.

An organisation’s quality culture should also be apparent to those on the outside, such as those who supply goods and services to the organisation. In order to ensure commitment to quality improvement of everyone inside of an organisation,

management needs to be resolute about involving their suppliers concerning quality aspects.

### **2.6.5 Supplier quality**

Meyer and Orpen (2007:295) describe *supplier quality* as the quality of products and services provided by companies to an organisation to assist with the achievement of organisational objectives. These companies, for example, may supply technological equipment to an organisation to perform its tasks and provide maintenance of this equipment. Yeh and Chen (2012:70) concur with Meyer and Orpen's (2007:295) description that both the organisation and the supplier need to be flexible and quick in response to the changing market and needs of customers. Therefore, open and clear communication is essential to be able to establish joint development and improvement activities.

Literature (Meyer & Orpen, 2007:295; Yeh & Chen, 2012:73) is not clear on this aspect of supplier quality as discussed in the previous paragraph, and refers mostly to manufacturing industries as recipients of goods supplied by and services rendered by outside firms, but it may be deduced that supplier quality is an important principle in the service industry too. This is because service industries also have suppliers providing them with resources (equipment and facilities) to perform their activities. In the context of this study of QM of training in the SANDF, industries provide and maintain weapon systems and simulators which influence the quality of services provided to their (the SANDF's) customers. Organisations, including the SANDF, need to ensure that a good relationship with suppliers exists, as their involvement is important: the supplier needs to take responsibility for product development in order to ensure continuous improvement.

### **2.6.6 Continuous improvement**

Meyer and Orpen (2007:294) describe *continuous improvement* as a quality cycle that identifies opportunities for the improvement of quality processes and procedures on a continuous basis. Geoffrey *et al.* (2013:16) add to Meyer and Orpen's (2007:294) description by stating that, with continuous improvement, root causes or problems are identified and preventative measures can be introduced. Furthermore, continuous improvement is a never-ending cycle that starts each day with the principle that methods can always be improved; thus there is a continuous striving

towards identifying and developing new and improved processes to achieve outcomes.

In the context of this study, continuous improvement may ensure that training in the SANDF is focused on improving the quality of processes, with the emphasis on future results. All training activities within the SANDF's QM system should lead to a continuous improvement cycle that moves training through different processes. Continuous improvement helps the training unit under investigation in the SANDF to ensure that problems identified within processes are reduced with the aim to reach the goal of zero defects (Harer, 2012:78). When processes are continuously monitored and improved, management is provided with the opportunity to make decisions based on solid facts.

### **2.6.7 Fact-based decision making**

Meyer and Orpen (2007:294) describe *fact-based decision making* as the ability of management to make decisions affecting an organisation's business based on the analysis of data or any other statistical measurement techniques. Moodliar *et al.* (2013:30) support Meyer and Orpen's (2007:294) description that informed decisions need to be taken to ensure that decisions of an accurate nature are made to improve the quality of products or services. When fact-based decision making is demonstrated, it provides factual records indicating the effectiveness of fact-based decisions made in the past. It may also enhance the ability of the organisation to review, change and challenge opinions and decisions made.

In the context of this study, fact-based decision making assists the training unit to set accurate quality objectives, based on the proper analysis of data. Fact-based decision making should ensure that training in the SANDF addresses the needs and expectations of customers. The training unit under investigation in the SANDF for this study has a review mechanism concerning QM in place. According to Moodliar, (2013:31) the correct execution of these review processes should provide the necessary information and data to management to make accurate decisions.

### **2.6.8 Conclusion on QM principles**

It can be deduced from the former discussions (cf par. 2.6.2 & 2.6.3) regarding the principles of QM that, in an organisation that manufactures products or provides a service, all people are involved with quality (Merrill, 2013:42; Meyer & Orpen,

2007:294). The principles of QM refer to people working in an organisation, and people are also responsible for improving the system and the processes created (cf par. 2.6; 2.6.1 & 2.6.2). Systems and processes are monitored, measured and controlled by people (management and employees).

The SANDF is a service industry, and in the literature (Cartmell *et al.*, 2011:191; Geoffrey *et al.*, 2013:16; Merrill, 2013:43; Meyer & Orpen, 2007:191; Moodliar *et al.*, 2013:30; Parumasur, 2012:1020; West & Cianfrani, 2014:55) there is no indication that a particular principle is used solely in manufacturing industries or solely in service industries. All the principles which have been described play an important role in QM. The SANDF's geographical dispersion of personnel and long communication lines are challenges that can be eliminated by these principles, but at the same time these principles should be entrenched by means of complete commitment and focus. Training in the SANDF is specialised in terms of weapon systems and the SANDF is a large organisation with different units with different specialised tasks. Leadership in the SANDF is required to make an extra effort to display commitment to QM through effective and efficient support being rendered to the training of employees in terms of improvement processes and resources required.

From what is found in the literature (Cartmell *et al.*, 2011:191; Geoffrey *et al.*, 2013:16; Merrill, 2013:43; Meyer & Orpen, 2007:191; Moodliar *et al.*, 2013:30; Parumasur, 2012:1020; West & Cianfrani, 2014:55), it becomes clear that transformation of culture is required to ensure that a QM system is effectively and efficiently implemented and maintained. Training in the SANDF has been extensively transformed the past decade, but resistance to change is a reality. Therefore the focus of transformation in training quality processes has been on individual mindsets that needed to change to ensure a quality culture. The training unit in the SANDF under investigation has also been busy with a process of QM system development and implementation the past three (3) years. Training is currently provided to employees concerning this QM system, with the focus on teamwork to create a quality culture. Furthermore, taking all these principles into consideration within the context of this study, it is clear that people (leaders and employees) are essential in driving a QM system to effectiveness and efficiency, starting from top management to the lowest level.

In the context of this study, the reference made to the supplier involves that, in a service organisation such as the SANDF, society provides people as soldiers to provide a service. The quality of soldiers obtained from society is difficult to control

and the eventual development taking place through training within the SANDF decides the quality of those soldiers. In terms of training, the weapon industry providing equipment and simulators for training may be seen as a supplier. The quality of simulators, including the regular maintenance by suppliers, is important for the maintenance and improvement of quality.

The principles discussed within this section are of key importance in ensuring effective and dynamic practice of QM within both manufacturing and service industries. To ensure effectiveness of QM from the highest to the lowest level, certain activities are required in modern-day QM.

## **2.7 ACTIVITIES IN MODERN-DAY QM**

Liepina *et al.* (2014:630) suggest that QM needs to target, control and co-ordinate various elements such as aims, processes and resources within an organisation to ensure that objectives are obtained with the highest possible standards. Over the past decades a cluster of activities, which should be carried out in an integrated manner, have been identified to continuously drive the whole process of quality. These activities include quality planning, quality control, quality assurance and quality improvement.

Juran (as quoted by Liepina *et al.*, 2014:630) refers to his Juran Trilogy which includes a set of three (3) consecutive activities, namely planning, control and improvement. Moreover, Foster (as quoted by Liepina *et al.*, 2014:630) suggests three spheres of quality that are different from the (Juran) Quality Trilogy, namely quality control, quality assurance and management. According to Liepina *et al.* (2014:630), the modern era of QM, as stipulated in the ISO (International Organisation for Standardization) 9000, 2005, makes use of the following four activities to maintain quality standards, namely *quality planning*, *quality control*, *quality assurance* and *quality improvement*. It is important that these activities are embedded in a QM system, allowing for identification and adjustment to take place. The QM process starts and ends with quality planning and is of a cyclical nature (Liepina *et al.*, 2014:630; Mitra, 2008:11).

### **2.7.1 Quality planning**

Liepina *et al.* (2014:631) describe *quality planning* as an activity that is carried out in the early stages of the development of an idea, and again during the assessment and

improvement thereof. Quality planning is the next step after quality improvement (cf par 2.7.4), which allows this (quality improvement) to be a continuous process. Furthermore, quality planning starts with determining the customer's needs and expectations, defining the steps necessary to ensure customer satisfaction and managing the entire project so that the timing and cost are in line with the original commitments made to the customer. Moodliar *et al.* (2013:27) support Liepina *et al.*'s (2014:631) description of quality planning that establishing goals and creating measurements for quality ensure that adequate operating processes yield quality results with a system which is in place to ensure continuous improvement concerning quality.

In the context of this study, quality planning in QM of training in the SANDF is *advantageous* for training in the particular training unit under investigation. Quality planning will ensure that customers' needs and expectations concerning the quality of training activities are met. Additionally, quality planning will provide trained soldiers to ensure that the military remain competitive on a continuous basis. These advantages are also indicated in the literature (Liepina *et al.*, 2014:631; Moodliar *et al.*, 2013:28). Quality planning may also provide top management within the SANDF with the ability to align and adjust the SANDF's goals according to requirements set by the public and by politicians to eventually achieve quality control.

## **2.7.2 Quality control**

Liepina *et al.* (2014:631) describe *quality control* within today's organisations as compliance with requirements and standards. Quality control makes use of monitoring and measurement tools/activities (compliance measurements) to ensure that objectives are met. Mitra (2008:11) adds to the description of Liepina *et al.* (2014:631) by stating that everyone touching a product or service in the value chain carries the responsibility of executing quality control.

According to Liepina *et al.* (2014:631), quality control utilises results obtained from monitor and measurement procedures to determine the compliance of the product or service to certain standards. Non-compliance to requirements are then identified and acted upon. These results are used to ensure that proper objective decisions concerning corrective actions are taken. Mitra (2008:11) explains that quality control includes feedback on a product's/service's characteristics and the implementation of remedial actions (in the case of deviations from characteristics of a specified standard) (cf par. 2.6.5).

In the context of this study, quality control in QM of training in the SANDF has several *advantages*. Through quality control, a design to develop and deliver training activities, regardless of a lack of adequate resources (money for the running and maintenance costs of equipment) and environmental constraints, is provided to maintain achievement of outputs in meeting standards. These advantages are clearly indicated in the literature (Layzelle & Poll, 2009:365; Liepina *et al.*, 2014:631; Mitra, 2008:12); according to which quality control may also be viewed as a mechanism to eventually achieve quality assurance.

### **2.7.3 Quality assurance**

Layzelle and Poll (2009:366) describe *quality assurance* as the sum of activities that assure the quality of products and services at the time of production or delivery thereof. Quality assurance encompasses all the policies, standards, systems and processes which are involved in the manufacturing of products/the rendering of services. Mkhize and Cassimjee (2013:1265) are in accordance with Layzelle and Poll (2009:366), stating that quality assurance is a formal process to assure all stakeholders that the appropriate output is produced.

Literature indicates that the main difference between quality assurance and quality control is the *timing* of the activity and its *purpose* (Layzelle & Poll, 2009:365-366; Liepina *et al.*, 2014:631-632; Masson *et al.*, 2010:520; Mkhize & Cassimjee, 2013:1265). Quality control provides people with the ability to identify gaps of quality during the manufacturing of products or the rendering of services. This provides the applicable individual along the value chain with the necessary tools to bridge this gap. Quality assurance, in contrast to quality control, takes place when the quality of a product or service is evaluated after the whole process of development of the product or the delivery of a service has been completed.

In the context of this study, quality assurance in QM of training in the SANDF has several *advantages*. For example, quality assurance ensures that trainers who provide a service have a clear, comprehensive and accurate understanding of the quality standard required of a trainer in order to contribute to quality improvement. Quality assurance indicates to trainers and management in training in the SANDF what skills, knowledge and motivation are required to deliver high quality training. Furthermore, quality assurance should assist the training unit in the SANDF to obtain the necessary skills to monitor quality and to modify processes, where necessary, to meet the required standard.

In conclusion it is important to acknowledge that quality assurance resolutions may be defined by every organisation in accordance with its discretion and necessity. These resolutions are clearly indicated in the literature (Bieker, 2014:285; Liepina *et al.*, 2014:632; Masson *et al.*, 2010:520; Mkhize & Cassimjee, 2013:1265) and can organise a mixture of quality control methods and management solutions to ensure that quality improvement takes place and that quality is not just maintained.

#### **2.7.4 Quality improvement**

Liepina *et al.* (2014:632) describe *quality improvement* as an activity that encompasses three quality objectives, namely enhancing the level of quality to be higher than the previous, meeting quality requirements while increasing business opportunities, and then guaranteeing the growth of business by acting effectively. Quality improvement should find means of improving operational efficiency and optimising the resources of an organisation. Mkhize and Cassimjee (2013:1267) and Liepina *et al.* (2014:632) describe quality improvement as the key to enhancement of quality, spreading good practice through continuous improvement.

In the context of this study, quality improvement in QM of training in the training unit has several *advantages*. The main *advantage* of quality improvement is that the total approach toward quality is not only concerned with the evaluation and measurement of current practices, but with a deliberate change process towards enhancing the level of quality. Training in the SANDF has mechanisms in place to provide opportunities for continuous improvement on a daily, weekly and monthly basis. This is done by means of program debriefs every week during the delivery of a training program. All these mechanisms are embedded within the QM system, making training a quality cycle and integrating it with other activities such as quality planning, quality control, quality assurance and eventually quality improvement forming a continuous structured cycle of improvement.

It is clear from the literature (Liepina *et al.*, 2014:632; Mkhize & Cassimjee, 2013:1267) that quality improvement requires deliberate action towards improving quality, rather than just meeting the minimum requirements or maintaining quality. This clearly indicates that when quality improvement is integrated within a QM model, the QM process becomes pro-active in nature.

## 2.8 QM MODELS

In the literature, different authors (Asif *et al.*, 2011; Harer, 2012; Mensah *et al.*, 2012; Minkman, 2007; Tutuncu & Kucukusta, 2009; Van der Bijl & Ebrahim, 2012) on QM use the terms models, approaches, philosophies and systems interchangeably when referring to different models. Therefore, in the context of this study, the researcher shall refer to the latter as QM models. These models enable organisations to establish what constitutes quality, and to measure quality (Harer, 2012:75).

It is essential to acknowledge that there are various QM models available globally for organisations to utilise. However, the most prominent models utilised by organisations worldwide include the Total Quality Management (TQM) model, the European Foundation for Quality Management's (EFQM's) excellence model, the Malcolm Baldrige model, the Six Sigma model, the International Organisation for Standardization's (ISO's) 9001/2008, Conformance to Specifications (CTS) and SERVQUAL (SQ) (Adina-Petruta & Roxana, 2014:645; Booi, 2008:19; Dutt *et al.*, 2012:11; Fink & Ludikova, 2013:1444; Fukey *et al.*, 2014:349; Harer, 2012:79; Heyns, 2001:17; Izvercian *et al.*, 2014:28; Mathew, 2014:52; Roxana, 2014:644).

In the context of this study, QM of training in the SANDF, only one (1) of these models relate to the military, namely the TQM model. Therefore only the TQM model will be discussed.

### 2.8.1 Total quality management (TQM)

Izvercian *et al.* (2014:28) describe TQM as "the efforts to meet and preferably exceed the needs and expectations of customers with the lowest cost through continuous improvement of labour, to which all those involved have a commitment, focusing on the processes of the organisation". Mensah *et al.* (2012:123) and Mahmud and Hilmi (2014:220) add to Izvercian *et al.*'s (2014:28) contention that TQM, which gained more popularity in industry for its usefulness to enhance performance, has become common terminology within the language of business. Furthermore, research reported in the literature indicates that when TQM is properly implemented in an organisation it ensures sustainable development and maximises competitiveness in both local and international markets. Companies utilising TQM tend to learn more – they focus on learning at three levels, namely individual, group and organisational levels (Mahmud & Hilmi, 2014:220).

Mahmud and Hilmi (2014:221) indicate that the process of learning familiarises people with new techniques and information, thus creating relevant knowledge and improving productivity. TQM views QM and quality assurance as part of change management in an organisation, working practices and organisational culture. TQM builds a learning culture within organisations which reflects a strong relationship between TQM and organisational learning, the latter which is referred to as an expected product of TQM.

In the context of this study, it is important to remember that the SANDF is a service organisation of which the main purpose is to protect its country's borders and its people against any threats. Training is also a service that is provided within the SANDF. From the literature (Mahmud & Hilmi, 2014:221; Mensah *et al.*, 2012:124) it is clear that the notion of organisational learning is not entirely new, but one can differentiate between a long term interest in learning as a concept in organisational theory and a more recent focus on the idea of a learning organisation. Enhancing learning processes in order to improve individual and collective organisational knowledge and understanding is what a learning organisation needs to be about. The idea of the learning organisation focuses on the design of organisations to deliberately facilitate the learning of their members and, in doing so, improving collective adaptation of organisational learning and a learning organisation towards the same objective. Thus, the SANDF utilizes TQM to obtain the ability to create through its own mechanisms a corporate learning culture with the ability to foster knowledge. However, the military's bureaucratic structure may be a barrier to the effective implementation of the TQM model. This is because the bureaucratically hierarchical vertical structure requires time to make the necessary changes and decisions. This leads to slow reaction to gaps identified in quality, especially in training. This slow reaction may cause frustration in those intimately involved in QM.

The introduction of TQM may pose the following *challenges*:

- Organisations dominated by a rational and hierarchical culture may find it difficult to implement TQM.
- Managers need to acquire a good understanding of a quality culture that assists with changing behaviour to drive TQM. Moreover, the former may provide organisations with clarity on progress made or how far they still have to go to achieve the desired quality.

The *advantages* of TQM are as follows:

- TQM promotes continuous improvements of products and services. TQM also challenges an organisation's current practices and performance, thereby improving inputs and outputs.
- TQM is highly people-orientated and participative in nature.
- As explained above, quality culture is an integral part of an organisation and is based on the premise that all members in an organisation are responsible for quality assurance. As a result, quality is not centralised in the hands of a few people only (Mensah *et al.*, 2012:124).

In the context of this study and based on the literature (Mahmud & Hilmi, 2014:221; Mensah *et al.*, 2012:124), the advantages indicated above assist the training unit in the SANDF to improve the inputs in the form of feedback and debriefs. Furthermore, this should also improve the outputs afforded by soldiers in terms of the services they provide to society, and by being more competitive and productive in the execution of their tasks. TQM helps the SANDF to become more people-oriented, and creates more participation – especially when it comes to improvement of services. The employee at the lowest level who performs a certain task, knows best how to execute that task. By utilising TQM in the SANDF, the opportunity has been created to provide shared responsibility for quality of services. In the context of this study, TQM in the SANDF helps to create the opportunity to establish a strong quality culture. The SANDF uses the opportunity to qualify its middle and top management in TQM, and requires individuals placed in management positions to attend a TQM program where those who have successfully completed the program eventually receive certification. The SANDF anticipates that TQM certification will equip management with the capability to understand a quality culture that may help people to change. However, this remains a difficult task within the current structure and slows down the effectiveness of this model within the SANDF.

Since the culture of an organisation influences the approach to the application of TQM, different countries with different cultures apply TQM in different ways. But as we move forward into the future, economies and societies are becoming increasingly inter-related and these differences are diminishing (Asif *et al.*, 2011; Loke *et al.*, 2011; Mensah *et al.*, 2012; Sulaimain *et al.*, 2013).

Finally, in the context of this study, QM of training in the SANDF requires leaders to thoroughly understand the model (in this context, the TQM model) utilised, and that the process of identifying, developing and implementing such a system for the

military is properly thought through and planned. The principles and dimensions applied and measured within these models for quality improvement need to be aligned to ensure that it is adequate for a military culture. QM in developed countries will be discussed in the next section.

## **2.9 QM IN DEVELOPED COUNTRIES**

As far as developed countries (USA, UK, Europe and Asia) are concerned, Cartmell *et al.* (2011:193) indicate that quality denotes a vital ingredient in maintaining customer and employee satisfaction. According to some authors (Adina-Petruta & Roxana, 2014:645; Baumann *et al.*, 2014:31; Fink & Ludikova, 2013:1444; Harer, 2012:79; Mahmud & Hilmi, 2014:221, Mathew, 2014:52; Mensah *et al.*, 2012:124) market pressure and public policy place high demands on specifically the education sector. Therefore, service organisations must educate themselves concerning the role that quality plays in their daily operations. Furthermore, developed countries make use of the excellence models, such as the Malcolm Baldrige excellence model (USA), the EFQM excellence model (Europe), business excellence as described by the British Quality Foundation (BQF) and some parts of Asia have taken some of these models, such as the EFQM model, and tailored them for their use. These models, particularly the EFQM excellence model, have been designed to assist organisations in their drive towards being more competitive in challenging times (Dutt *et al.*, 2012:11).

Quality has always been important and will become increasingly important in the near future. Baumann *et al.* (2014:31) and Cartmell *et al.* (2011:194) indicate that organisations in the services sector are always required to provide evidence that the services provided yield results. These should always be cost-effective and cost should not outweigh the impact of the results thereof.

The success of any organisation is built on an expectation that employees and managers should exhibit a basic attitude of striving towards continuous change and improvement (Baumann *et al.*, 2014:31; Cartmell *et al.*, 2011:196; Mathew, 2014:52). Tools and methods, such as work standards and quality assurance systems, need to be put in place to empower employees to solve problems. Elimination of poor services requires a quality approach that maximizes a positive quality, such as convenience and customer satisfaction. Therefore, quality experts recommend benchmarking that requires following a process of having available other systems or programs that evaluate how certain aspects of a system, services or a program

appeal to an organisation (Baumann *et al.*, 2014:31; Cartmell *et al.*, 2011; Mathew, 2014:52; Van Beek & Kuvuja, 2000).

Baumann *et al.* (2014:31), Dutt *et al.* (2012:11) and Mathew (2014:52) suggest that, in developed countries, it is necessary that organisations set up appropriate management systems that ensure success in order to remain competitive. Furthermore, these models, of which the excellence models and the ISO 9000/1 models are the most prominent, assist organisations with the notion of determining where they are on their way to success, with a credible understanding of those gaps identified by the system to stimulate adequate solutions to eventually achieve success. The whole process of QM in developed countries starts with the setting of appropriate objectives – as is the case with the TQM Model (cf par. 2.8.1). There is a strong focus in developed countries on the results obtained together with the enablers where management focuses on the monitoring and reporting thereof.

According to Anastasiadou *et al.* (2014:932), QM in developed countries seeks not only to meet the needs and expectations of all stakeholders but, more importantly, to maintain the consistency thereof. Furthermore, quality is also perceived as having to do with how successfully an organisation can provide an environment in which learners may achieve learning goals and suitable academic standards. Educational institutions, which include schools, universities and training entities, strive to improve services that they provide, covering the needs of learners and delivering excellence in all areas (Anastasiadou *et al.*, 2014:932). Moreover, excellence models are perceived as the most important option for the management and evaluation of quality within organisations.

In the context of this study, QM of training in the SANDF, it is a challenge to improve quality, particularly for the training unit to yield improved services for customers and increased job satisfaction for employees (Van Beek & Kuvuja, 2000:382). Deduced from the literature (Baumann *et al.*, 2014:31; Cartmell *et al.*, 2011:196; Dutt *et al.*, 2012:17; Mathew, 2014:52) it seems important for an organisation to receive co-operation from national QM frameworks in terms of quality achievement. This in turn should highlight the benefit for all parties involved – which includes the government. QM, regardless of the model being implemented (cf par. 2.8), requires long-term commitment by leaders to embed a quality culture within organisations (Cartmell *et al.*, 2011:196).

The success of developed countries may be viewed as being, to a large extent, the result of the important factor of adequate flexibility within their QM models – in the case of both large and small organisations. This enables organisations operating within developed countries to harvest long-lasting benefits through the ability to recognise areas of improvement, and by infusing transformational goals. In the context of this study QM in South Africa (SA) will be discussed next.

## **2.10 QM IN SOUTH AFRICA**

Dhlamini (2009:60) mentions that transformation of the education system since 1994 has drastically changed the monitoring of quality in SA. Traditionally education and training relied on the professionalism of its personnel, external inspection and examinations for maintaining the quality of its services. This reliance on externalized quality control is outdated, expensive and has largely broken down in SA. Modern approaches to QM have moved away from external inspection systems developed and owned by the Department of Education.

Drastic changes in the South African education system influenced other countries in Africa (Dhlamini, 2009:60). According to McIntyre (2014:28) the government of South Africa established three Quality Councils, namely the Council for Basic Education (CBE), which is responsible for all quality control processes in schools; the Council for Higher Education (CHE), which is responsible for quality control processes in all tertiary education, including all universities, technikons and other tertiary institutions; and, lastly, the Occupational Council for Trades and Occupations (QCTO), which is responsible for all quality control processes in workplace training. The QCTO's also include all Sector Education and Training Authorities (SETAs) that encompass all sectors in the labour market. Furthermore, the QCTO's main responsibility is to help improve the quality and standard of training as a whole. In the context of this study, QM of training in the SANDF, it is important to note that the QCTO is the Quality Council which should provide the foundation for the quality achievement of training in the SANDF.

The purpose of the QCTO is to implement the Occupational Qualifications Sub-framework (OQSF) by developing standards and qualifications that are appropriate for occupational qualifications as required by the labour market (McIntyre, 2014:28). Furthermore, quality assurance of learning and teaching provision that leads to the achievements of the occupational qualifications is also the responsibility of the OQSF. The QCTO mainly focuses on the design and development of occupational

qualifications, such as qualifications developed in the SANDF. These qualifications are then submitted to the South African Qualifications Authority (SAQA) for registration on the National Qualifications Framework (NQF). Another important responsibility of the QCTO is to establish and maintain occupational standards and qualifications (McIntyre, 2014:28). These occupational standards and qualifications are also quality assured by the QCTO. The QCTO is responsible for the quality of the delivery of training in the workplace and proper coordination with the SAQA and other Quality Councils concerning the quality of standards and qualifications.

McIntyre (2014:28) indicates that the QCTO is responsible to, through its own framework, create and ensure immediate employability and productivity with co-operation from the other two quality councils. The QCTO will also raise the quality of assessment by introducing external nationally standardised assessment for each of its occupational awards as a prerequisite to certification. This should create credibility of occupational qualifications obtained from whichever provider, eliminating different variations in the interpretation of standards across sectors and sites (McIntyre, 2014:28).

Several authors (Dhlamini, 2009; McIntyre, 2014; Sosibo & Nomlomo, 2014) indicate that QM in the education and training sector in South Africa required serious transformation due to past political inferences; therefore Government intervened in 1994. A major transformation of the education system took place with the Departments of Education and of Labour being the major role players in this transformation to redress the wrongs of the past whilst still maintaining quality. This necessitated an integrated QM system that requires organisations responsible for training to implement QM systems that conform to legislation provided by Government.

Sosibo and Nomlomo (2014) indicate that the training sector is also continuously transforming to adapt to the economic needs of SA. This resulted in the implementation of the three Quality Councils to enhance the quality of the education and training sectors. Quality assurance and control (cf par. 2.7.2 & 2.7.3), as monitoring and evaluation activities at national level, are also continuously taking place to identify gaps regarding variations in the interpretation of standards, making it possible to improve quality by means of the Quality Councils. It is evident that QM is a continuous cycle in South Africa that makes use of the activities found in QM (quality planning, quality control, quality assurance and quality improvement) (cf par.

2.7) not just to conform to requirements, but to continuously improve quality (Dhlamini, 2009; McIntyre, 2014; Sosibo & Nomlomo, 2014).

The body of literature (Adeleke & Bezuidenhout, 2011; Ayandibu, 2010; Boyd & Tompkins, 2011; Einkamerer, 2013; Jansen Van Vuuren, 2012; Klinck, 2012; Kruger, 2011; Lazarus *et al.*, 2006; Martins & Coetzee, 2011; Mashoko *et al.*, 2013; Mattheus, 2013; Nare *et al.*, 2011; Parumasur, 2012; Pieters, 2013; Stones, 2012; Zunckel *et al.*, 2007) regarding practices and processes concerning QM in SA clearly indicates that organisations integrate the QM models discussed, particularly TQM, ISO 9001:2008, Six **Sigma**, SERVQUAL and, in some cases, excellence models. All these models, together with the Quality Councils, namely the CBE, the CHE and the QCTO, provide an amalgamated foundation for organisations to achieve and even improve quality. For organisations to remain competitive it is essential to provide training to employees in order to ensure that skills are maintained and these competitive requirements are met. Therefore, QM of training is important to the survival of training to yield the necessary results for organisations to be competitive in their relevant industry within the labour market.

## **2.11 QM OF TRAINING**

### **2.11.1 Assessment and evaluation of training**

Erasmus *et al.* (2013:240) describe *assessment* as an activity that takes place on a daily basis. Assessment involves the collection of evidence concerning knowledge and skills acquired during a training intervention. This refers to the assessment of the performance of learners and their ability to achieve the outcomes and requirements of learning programs. Coetzee *et al.* (2007:214) concur to Erasmus *et al.*'s (2013:240) description that the total process of assessment, which includes feedback, is important for the improvement of learning, encouraging learners to improve themselves. It is important to note that there is a difference between assessment and evaluation of training.

Erasmus *et al.* (2013:240) describe *evaluation* as a value judgment and a broader concept than assessment. Evaluation is an activity carried out by trainers to collect evidence that provides vivid and critical information to make effective decisions concerning the selection, adoption, valuing and modification required to improve training strategies, practices and processes within an organisation. Coetzee *et al.* (2007:251) and Erasmus *et al.* (2013:240) agree that the evaluation of training is

continuous. It is a systematic process taken to assist in making judgements concerning the quality of training in terms of its effectiveness.

According to the literature (Coetzee *et al.*, 2007:251; Erasmus *et al.*, 2013:240) the *difference* between these two (2) concepts is clear in that assessment is concerned with the student's ability to demonstrate the achievement of a program's objectives, while evaluation, on the other hand, is concerned with the overall learning system itself. However, similar to assessment, evaluation also takes place at different times (before, during, after and even a long time after a learning program has been completed) within the total training process.

Assessment of learners plays an integral part in the QM of training at national level where legislation requires assessment to be centralised at assessment centres to ensure credibility of assessment results (McIntyre, 2014:28). This also influences the design and development of assessments that require training institutions to work closely with these assessment centres to ensure that assessments adhere to curriculum requirements and are of a high quality. Evaluation in the training profession refers to moderation which is also linked to the quality cycle as required by national legislation in the National Qualifications Framework (NQF) Act 67 of 2008. Therefore the evaluation of programs also contributes to QM and forms an integral part thereof, as does assessment. Both assessment and evaluation are activities that help to determine gaps in the quality of training; therefore these two training activities cannot be neglected and should be incorporated in QM of training in order to obtain a holistic view thereof.

In the context of this study, it is important to assume that assessment and evaluation of training are important activities in that they assist the organisation with the achievement of quality improvement, and contribute toward QM of training in the SANDF. However, in the SANDF, assessment centres, as indicated by McIntyre (2014:28), are not in place and will be difficult to get into place as the training provided is very specific to the SANDF. Each department within the SANDF has its own training unit that executes all training activities; including assessment and evaluation. There is no other institution available which has the human resource development expertise to perform these tasks as required by the new QCTO guidelines set out by government. Evaluation and moderation also take place within training in the SANDF; however, most of the programs presented at the training unit under investigation are evaluated internally only, as there are no external entities available to carry out these tasks. These are the challenges facing training quality in

the SANDF, but one needs to consider the context of the SANDF in this regard to understand the implications these challenges have for QM of training.

### **2.11.2 Managing quality in training**

In the context of this study, training is carried out within the national requirements as set out in the National Qualifications Framework (NQF) Act 67 of 2008 and the Skills Development Act 37 of 2008. This legislation (cf par. 2.10) describes clearly the procedures, requirements and responsibilities of organisations in this regard. Literature (Coetzee *et al.*, 2007:251; Erasmus *et al.*, 2013:240) indicates that organisations are required to establish QM systems if they intend to use the NQF to their own advantage. However, it is also important for training institutions and/or units to have adequate QM systems in place.

Erasmus *et al.* (2013:259) suggest that, because of the dynamic nature of the world of work, human resources require training that ensures quality through proper QM. SA has implemented accreditation and certification bodies, such as the quality councils (QCTO in this context) (cf par. 2.10), which monitor critical processes in training. Therefore it is important that QM systems implemented within organisations meet all the requirements of the organisation itself, as well as those implied by national legislation. According to Erasmus *et al.* (2013:259), the continuous improvement of (high) quality products and services can only be ensured when members of organisations are trained in the implementation and maintenance of quality systems. The involvement of employees and their leaders, as well as the fostering of sound relationships with stakeholders, are aspects critical to the success of QM in training.

From the literature (Coetzee *et al.*, 2007:251; Erasmus *et al.*, 2013:240), it is evident that QM of training is not a rigid pre-determined approach. QM requires the continuous improvement of training requirements and processes. Employees and management need to accept ownership for QM, especially in training. Leaders within an organisation should empower people to the lowest level to influence the quality of training processes. Lastly, top management needs to perceive QM as top priority with emphasis on continuous quality improvement to ensure a significant impact on the improvement of organisational performance. In the context of this study, the process of QM should be focused on empowering employees to improve quality in the SANDF.

## 2.12 QM IN THE SANDF

The military (in this case the SANDF) has many customs, practices and leadership traditions that are influenced by values, attitudes, goals and behaviours (Simmons and Yoder, 2013:18). In order to place the SANDF into context, it is important to acknowledge that it has a unique culture which separates it as an organisation from other organisations. The SANDF requires resilient people to adapt to its culture through mental and physical development. People making the SANDF their career must be willing to serve their country and risk their own lives to protect every citizen in the country. Thus the SANDF provides a service to the country, requiring every soldier to place his/her country's needs above his/her own needs, which makes the service he/she provides a selfless undertaking. The SANDF faces an array of challenges in the training of its members.

Challenges facing the SANDF in the training of its personnel need to be viewed against the history of the country in its totality (Esterhuyse, 2006:393). Racism, the general educational level of its members and the influence of a higher-order political culture are difficult realities to deal with. However, the biggest obstacles in the training of the SANDF's personnel are to be found at organisational level. These obstacles can, however, be overcome. It is possible to develop both non-commissioned and commissioned officers to efficiently take on their leadership roles and to develop a culture of military professionalism rooted in a disciplined intellectual foundation. Leadership in the SANDF should make a deliberate effort to develop an organisational culture where racial and other prejudices are minimised.

Esterhuyse (2006:393) indicates that it is evident that the political climate present in SA during the past two (2) decades has had a tremendous impact on QM of training. Erasmus and Uys (2012:96) agree with Esterhuyse's (2006:393) view that the political climate still continuously impacts on quality and the improvement thereof, but the focus is on leaders, primarily top management, who need to create opportunities to improve quality on organisational level. This, however, requires willpower from all those involved. Furthermore, Esterhuyse (2013:141) explains that a dynamic and pro-active approach is necessary to eventually instil a quality culture, from the highest level right through to the lowest level.

In the context of this study, leadership commitment, people involvement, quality culture and customer focus are all principles required to continuously improve the quality of training in the SANDF. QM of training in the SANDF should ensure that

soldiers have the necessary determination and desire to improve the quality of the service they provide to society.

### **2.13 SUMMARY**

In Chapter 2 the literature on QM has been reviewed to gain an in-depth understanding of QM of training. Chapter 2 commenced with a brief outline of the evolution of QM, which was necessary to understand the philosophical underpinning of QM. The process and system approaches related to QM were also discussed in this chapter. Then QM was described, followed by outlining the purpose of QM. The principles of QM were discussed, along with the activities involved in QM. The most prominent QM models found in the literature were also presented, linking every single discussed aspect to training and the SANDF and, where possible, to both as a function.

To place QM within context of this study, QM in developed countries was discussed, indicating how QM is carried out globally. QM and the implementation thereof in South Africa (SA) were also reviewed – specifically how it is implemented within the context of training. Then QM in SA was placed within the context of this study. QM in training covered aspects such as assessment and evaluation, linking these to QM and indicating the importance thereof in training. The latter also included the managing of quality in training. As this study takes place within the context of training, the roles of assessment and evaluation in training were linked to QM. The management of quality was also referred to as it contributes to quality within the context of training in the SANDF. Lastly QM in the SANDF was discussed, placing into context the SANDF and the challenges it faces in terms of training.

The research design and the research methodology to be followed, indicating to the reader exactly how data will be collected, analysed and interpreted, will be explained in Chapter 3.

## **CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

In this chapter the research design and methodology, including all the relevant information concerning the qualitative research design and research methods, that will be used to investigate QM from the perspectives of trainers and training officers in a training unit of the SANDF, will be explained.

### **3.2 RESEARCH DESIGN**

A research design provides a scheme of how a researcher will carry out his/her research (Creswell, 2009:5). According to Nieuwenhuis (2007b:70), a research design consists of five key elements, namely the methodology that will be followed, the framework in which the research will take place, the sample that will be used, the methods that will be used to collect the data and, finally, the initial method of analysing these data. However, the researcher also needs to consider the philosophical worldview assumptions that he/she brings to the study. The assumptions of the researcher need to relate to the research design selected, including the methods of research – thereby translating the approach into practice.

The research design that will be used in this study is qualitative research (cf par. 3.2.1), and the strategy that will be used is phenomenology (cf par. 3.2.2), based on the interpretivist approach (cf par. 3.2.1.1). Purposeful sampling will be employed and semi-structured interviews will be used to collect data that will be analysed.

#### **3.2.1 Qualitative research**

A qualitative research design is selected for this study. Nieuwenhuis (2007a:50) describes *qualitative research* as a mode of inquiry seeking to build a holistic, largely narrative description to inform the researcher's understanding of a social or cultural phenomenon.

The purpose of qualitative research is to gain a deeper understanding of that which the researcher observes. According to Nieuwenhuis (2007a:50), qualitative research strives to obtain rich and thick data with regard to the particular phenomena being studied. The qualitative researcher's focal point is the way in which individuals and groups view and understand the world, thus creating meaning out of their own experiences. Therefore, data collected within a qualitative research design are based

on opinions expressed in words by individuals or a group, presenting thick and rich data (Anderson, 2009:134; Nieuwenhuis, 2007a:50).

### **3.2.1.1 Philosophical underpinning of qualitative research**

The *philosophical underpinning* of qualitative research is interpretivism. The interpretivist approach seeks out culturally derived and historically situated interpretations of social life, concerned with understanding (Williamson, 2006:85). Williamson (2006:85) adds that constructivism, which is one of several interpretivist paradigms, is concerned with how individuals construct their worlds. Constructivist researchers investigate structures or opinions about broad perceptions, or more specific issues or ideas, such as how trainers and training officers in the SANDF experience the impact of quality management (QM) on training.

### **3.2.1.2 Previous studies in QM and research designs**

With regard to *previous research conducted to study QM in training*, researchers mostly used quantitative studies (Anastasiadou *et al.*, 2014; Barandiaran-Galdós *et al.*, 2012; Buys & Ludwaba, 2012; Coates, 2009; De Jager & Gbadamosi, 2010; Izvercian *et al.*, 2014; Letsoalo, 2009; Liepina *et al.* 2014; Mahmud & Hilmi, 2014; Strydom *et al.*, 2004; Sulaiman *et al.*, 2013, Yeh & Chen, 2012; Zeng *et al.*, 2014). Fewer qualitative studies were conducted in QM; such previous studies regarding QM in training include those of Biputh and McKenna (2010); Chen (2012); Coetzer (2011), Martensson *et al.* (2011), Sosibo and Nomlomo (2014) and Pope *et al.* (2013). The researcher could not find evidence of previous mixed method studies and therefore it can be deduced that the use of mixed method research in QM is limited.

### **3.2.1.3 Rationale to use qualitative research**

The purpose of qualitative research is to obtain data that provide researchers with an understanding of certain complex phenomena. Active implementation of QM is a task carried out by individuals and groups within an organisation, in this case the SANDF. Therefore, the phenomenon of QM of training in the SANDF could be rather comprehensively and deeply understood from stakeholders' perspectives, in the form of words that provide rich and thick data (cf par. 3.2, 3.3 & 3.6). As quantitative research does not successfully theorize about the nature of certain phenomena found within the fields of social studies and of humanities (Parry *et al.*, 2014:134), the

*rationale* for using qualitative research in this study is to gain a deeper understanding of a particular phenomenon in its natural setting. This creates the opportunity to view it from the perspectives of participants; hence clarifying the phenomenon as the participants attach meaning to the particular phenomenon (Nieuwenhuis, 2007a:51). In this study, the researcher needs to gain a deeper understanding of QM of training in a training unit of the SANDF from the perspectives of stakeholders (cf. Chapter 1 par. 1.10.3).

### 3.2.1.4 The advantages and disadvantages of qualitative research

Qualitative research has the following advantages and disadvantages (Creswell, 2009:179), as depicted in Table 3.1.

**Table 3.1: Advantages and disadvantages of qualitative research**

<u>Advantages:</u>	<u>Disadvantages:</u>
Participants can provide historical information.	The researcher's presence may lead to biased responses.
Interaction between the researcher and the participants allows for clarifying and following up questions asked.	Not all individuals are equally articulate and perceptive.
Data are collected in the participants' own words, recognising the deeper meaning and interpretations thereof.	The large quantities of data are difficult to analyse.
The researcher is able to record information as it occurs.	Private information, on which the researcher may not report, may be obtained.
It provides an opportunity for participants to directly share their reality and experiences.	The researcher may not possess of good attending and observation skills.

The *advantages* of qualitative research will be utilised as follows in this study:

- Stakeholders will be able provide historical information such as their views regarding the evolution of QM of training in the SANDF over the past decade, and this will be explored to the fullest during the research process;
- The researcher will clarify questions asked concerning QM of training in the training unit/SANDF to ensure that the participant clearly understands a

question. The researcher will also ask follow-up questions to ensure thorough understanding by the participant;

- Participants will be allowed the opportunity to answer questions in their own words, allowing them to express their emotions and feelings honestly in order to provide a deeper understanding when interpreting data;
- The researcher will record information as it is (word for word) to ensure the gaining of credible data.
- Finally, the qualitative research design affords participants the opportunity to directly share their experience – which provides raw data with the minimum of interferences as to credibility.

Qualitative research is flexible enough to track unexpected ideas that arise during research and to investigate processes effectively (Parry *et al.*, 2014:133).

The researcher will address the *disadvantages* of qualitative research as follows:

- The researcher will provide enough time and guidance to conduct a qualitative study; therefore the large amount of data should not pose a problem;
- The researcher will obtain enough time, practice and coaching from his study-leaders to gain the necessary observation and attending skills; however, these may already be present when considering my background and experience (cf par. 1.11.4 & 3.3.1);
- The researcher will explain to each participant the importance of integrity and honesty when responding to questions asked during the interview. The impact of honesty and integrity will be emphasised to help prevent biased responses because of the researcher's presence;
- Confidentiality is important; therefore the researcher will report on the data with the consent of the participants. QM of training is a phenomenon that is actively implemented in the training unit in the SANDF. The active process of QM may result in unexpected ideas to arise – requiring the researcher to manage them effectively.

Because the SANDF is placed in its own specific context that sets it apart from other organisations, qualitative research may be more appropriate to these contextual factors.

### **3.2.2 Phenomenology**

The methodology that will be used in this study is phenomenological research. *Phenomenological research* identifies the essence of human experiences as described by participants (Amundson *et al.*, 2010:337; Creswell, 2009:13). Phenomenological research is about understanding the lived experiences of the participants. Furthermore, researchers need to set aside their own experiences and empathetically enter the world of the participants free from any judgments to understand a phenomenon of interest. This requires giving prominence to the understanding of the participants (Nieswiadomy as quoted by Creswell, 2009:13). Therefore, the *rationale* for making use of phenomenological research is to gain a better understanding of the experiences of participants regarding QM of training with particular focus on the SANDF, and more specifically, a training unit in the SANDF. Extensive and prolonged engagement with a small number of subjects will assist the researcher in developing patterns and relationships of meaning.

The focus will be on the experiences of the participants and how they view QM of training in a training unit in the SANDF. Multiple perspectives of the same situation create the opportunity to make generalisations about what QM of training is like from stakeholders' perspective (Amundson *et al.*, 2010:338).

### **3.2.3 Study population and sampling**

#### **3.2.3.1 Study population**

The study population consists of all trainers and training officers (stakeholders) in the training unit in the SANDF. A study population of 35 trainers and three (3) training officers will be considered for selection.

Currently, the SANDF has several schools responsible for training all over SA; therefore the time and resources available only make it practical for the researcher to make use of the stakeholders in the training unit in question (cf par. 1.10.5), of which the researcher is an active member.

These stakeholders (trainers and training officers) have different ranks, which include officers, warrant officers and non-commissioned officers in the training unit. They (the aforementioned stakeholders) are also regarded as leaders on different levels with certain responsibilities dependent upon each one's rank. The trainers are

involved with training in their respective branches and wings that specialize in weapon systems and other training aspects. In contrast to trainers, the training officers are responsible for the administration and management of all training activities of their staff members within their respective training wings (cf par. 1.10.1.3 & 2.5).

The researcher is well-known and regarded as a subordinate, peer and superior to these stakeholders, depending on the respective rank of the particular participants selected for this study. The researcher is *a subordinate with regard to the training officers selected for the study*. Because of the relationship (cf par. 3.3.1) with participants it is important for the researcher to remain objective (Amundson *et al.*, 2010:337). Therefore, the researcher will ensure that his own biases are kept apart from the data being generated.

The study population and sampling are presented in Table 3.2:

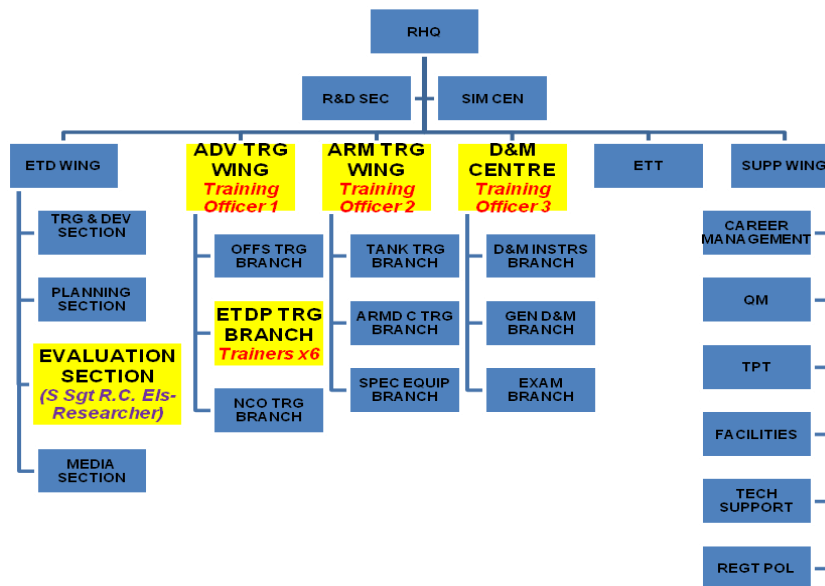
**Table 3.2: Study population and sample**

Stakeholder	Participants	Non-participants	Total
Trainers	6	29	35
Training officers	3	0	3
Total	9	29	38

### 3.2.3.2 Sampling

Purposeful sampling will be used to select the sample. Creswell (2009:216) describes purposeful sampling as the selection of cases with a specific purpose in mind. Collingridge and Gantt (2008:391) add to Creswell's (2009:216) description that purposeful sampling allows the researcher to select information-rich cases to study in depth. For this study, criterion sampling which is one of three types of purposeful sampling techniques, will be used to select participants. Criterion sampling means that the researcher has already decided at the design stage what the typical characteristics of participants to be included will be, as well as the number of participants required (Nieuwenhuis, 2007b:80). In the context of this study, this type of purposeful sampling allows the researcher to make use of criteria such as knowledge and insights into QM of training in the SANDF, allowing the researcher to make use of participants with the ability to generate accurate and adequate data concerning the research questions (cf par. 3.3.3). As indicated in Table 3.2, six (6) of the 35 trainers will be selected as participants for this study. There are only three (3)

training officers within the training unit under investigation and they automatically qualify for the study.



**Figure 3.1: Organigram of the training unit**

Figure 3.1 depicts the positions of the different stakeholders selected for the study within the training unit. There are only three (3) training wings within the training unit responsible for training, therefore only three (3) training officers are available for this study and will be included in the sample. This is because these training officers will provide experiences and perspectives concerning QM of training in the SANDF from a management point of view. Figure 3.1 also shows that the six (6) trainers selected are placed at the Education Training and Development Practitioners (ETDP) training branch within the Advanced Training Wing. The selection of these trainers will allow these trainers (as participants) to articulate their experiences of QM in the training unit under investigation; thereby providing socially and historically derived information from an appropriate military cultural context.

The criteria for selecting the six (6) participants (trainers) are as follows:

- The trainers should be in possession of an Occupationally Directed Education and Training Practitioner's (ODETP's) national certificate qualification on the National Qualifications Framework (NQF) on level five (5). This should ensure they have a thorough understanding of training standards.
- The trainers should have experience in providing training programs on facilitation, assessments and moderation for at least two (2) years. This would ensure that the participants know the criteria and standards of training according to policy in the SANDF.

- These trainers must have also worked as trainers at one of the other two (2) training wings for at least six (6) years to ensure that they have extensive experience of the core training provided at the training unit being investigated.

The criteria for selection (as explained above) will enable different perspectives concerning quality requirements particularly within training to be brought to the fore. Furthermore, this should ensure a deeper understanding of these stakeholders' experiences concerning QM of training. This is in line with an interpretivist study, in that the qualitative researcher purposefully selects individuals, groups and settings to increase understanding of phenomena (Onwuegbuzie & Leech, 2007:242).

### **3.3 QUALITATIVE DATA GENERATION**

*A literature study, semi-structured individual interviews and field notes* will be used to generate data for this study (Anderson, 2009:186; Nieuwenhuis, 2007b:87). Researchers collect data in the field at the site where the phenomenon/phenomena or topic under study is practised (Creswell, 2009:175). This means actually talking to people in their natural setting, in this regard, the SANDF. Face-to-face interaction will take place by means of semi-structured interviews. However, the researcher is also considered to be an instrument since a researcher's ability to interpret and make sense of what is seen is critical for understanding social phenomena (Creswell, 2009:177). Therefore the researcher's role will be explained first.

#### **3.3.1 Researcher's role**

Owing to the interpretive nature of this study, I will be involved in a constant and intense experience with the participants. I will conduct the interviews personally and therefore will be the primary data collection instrument. According to Creswell (2009:177), this will require me to identify my personal values, assumptions and biases before attempting the study.

My perceptions of the military and QM have been shaped by my personal experiences. Currently I am employed as the Evaluation Non-Commissioned Officer (NCO) in the quality assurance branch of the training unit in question. I was employed as a chief instructor at the training unit in question from 2003-2006 at three (3) different training branches. Since 2007 when I was employed as the Evaluation Non-Commissioned Officer (NCO) in the quality assurance branch, I have witnessed

many challenges and incidents which arose as a result of ineffective QM. Some of these challenges include the incorrect interpretation of standards and operations that result in the poor quality of training. The lack of clear policies and procedures also create prolonged decision making which has an adverse effect on quality.

Due to these experiences of QM, I bring certain biases to this study (cf par. 3.5). Yet, my experience as both a chief instructor and a quality assessor puts me in the privileged position to have observed QM of training from both a trainer's and a supervisor's perspective. Therefore, the prolonged time in the field spent by myself not only enables me to develop a deep understanding of the topic under study but gives me the advantage to put across more detail about the site and people (Creswell, 2009:192).

I commence this study with the perception that management is not equipped properly and do not portray the necessary leadership commitment towards the implementation of QM in training in the SANDF. This creates a poor quality culture within the SANDF; the result being a lack of trust between leaders (management) and staff.

The relationship between me (as the researcher) and the selected participants is also important to declare. I am well-known in the training unit, and regarded as a subordinate, peer and superior to trainers selected to participate in this study, depending on the rank of the particular participants selected. I am a subordinate with regard to the training officers selected for the study. The participants selected for this study will be selected according to criteria (cf par. 3.2.3.2) which should provide adequate participants for this study, and not to suit my purpose as the researcher. Regardless of rank, I am a widely-respected individual. I had the responsibility of driving the whole process of developing a QM system for training within the training unit under investigation. I also wrote a section of the QM system policies and procedures and guided other members of the team developing the system towards accomplishment of a QM system, with policies and procedures concerning training.

My intense involvement in training as a trainer in the past, in supervising of training aspects and in the development of a QM system for training, may create subjectivity on my part. To address this bias, I will ensure that all data provided by participants are interpreted and analysed accurately. I will also allow and encourage participants to voice their own personal and honest opinions. I shall also encourage negative responses, if any, from participants during data generation. I shall also provide

participants with the guarantee that their views and perceptions will remain confidential (cf par. 3.5) to encourage honest responses.

### **3.3.2 Literature study**

A comprehensive literature study will be conducted (cf. Chapters 1-3) to ensure that the empirical study is based on a sound theoretical framework and to ensure data control (cf. Chapter 1 par. 1.8). These insights will also assist me in formulating appropriate questions for the interview to enable the participants to provide accurate and relevant data. The literature study will provide historical and current information to verify questions asked during the interview and the conclusions that will be made (cf. Chapters 4-5) regarding the study.

### **3.3.3 Semi-structured individual interviews**

Qualitative data will be collected through semi-structured individual interviews. Anderson (2009:187) describes semi-structured individual interviews as a method used to engage in a conversation with an individual to obtain certain information for the generation of qualitative data. Furthermore, semi-structured interviews provide the prospect to plan for themes and questions well in advance. The questions and their order may differ, depending on the course of the interview (Maxwell, 2013:101). According to Nieuwenhuis (2007b:87), a semi-structured individual interview substantiates data which emerge from other data sources, such as a literature study conducted and observations being made.

The *rationale for selecting semi-structured interviews* is to create an opportunity to interview participants face-to-face en route to obtaining in-depth and rich information concerning their views and opinions of QM of training in the training unit in the SANDF. Semi-structured interviews will, in addition, ensure that the researcher obtains accurate historical information regarding QM of training in the SANDF, as the training unit has a rich history of fifty (50) years regarding training being offered to trainees, as well as to trainers.

Table 3.3 depicts the advantages and disadvantages of semi-structured individual interviews.

**Table 3.3: Advantages and disadvantages of a semi-structured interview**

<u>Advantages:</u>	<u>Disadvantages:</u>
Useful when participants cannot be directly observed.	Researcher's presence may bias responses.
Participants can provide historical information.	Not all individuals are equally articulate and perceptive.
Allows researcher control over the line of questioning.	Provides information in a designated place rather than the natural field setting.
	Provides indirect information filtered through the views of interviewees

The researcher will utilise the *advantages* of the semi-structured individual interviews in this study as follows:

- QM is an activity that is performed on a continuous basis and requires extensive and prolonged observation of the organisation in a holistic way in order to obtain relevant data. However, most participants (trainers and training officers) are constantly involved with military activities scheduled on the training unit's calendar, as well as important activities on the Army calendar, such as fitness, shooting and skills evaluations. Therefore, the semi-structured individual interviews will allow the researcher to plan and schedule interviews based on the availability of participants in between these activities.
- The 49 years of existence of the training unit under investigation allows for the opportunity to obtain *historical information* (cf par. 1.11.5); therefore a semi-structured individual interview provides the perfect opportunity to do just that. Furthermore, to be able to develop insight into the phenomenon (QM) from a historical point of view, as experienced by participants such as trainers and training officers working within an environment for an extensive time, and who have the necessary experience, may increase the researcher's understanding of QM in training in the SANDF.
- Semi-structured individual interviews will provide the researcher with *control over the line of questioning*. This will provide the researcher with the opportunity to create an interview schedule amid appropriate questions which are open in nature and can be adjusted during the interview to obtain the required data from participants. This will ensure that the researcher keeps the conversation during the interview in line with the context of the study and

directs a participant in the right direction through probes for obtaining accurate information, if required.

The *disadvantages* (cf Table 3.3) will be addressed as follows:

- The researcher will create an environment conducive for the participants to feel at ease and comfortable to prevent *biased responses*. The researcher's *presence* should not be a disadvantage as the researcher would be able to identify biased responses from participants, and will be attentive to such responses. Questions will be directed to participants in such a manner that a biased response will not be a suitable one.
- The researcher knows each one of these participants in the work context. This fact the researcher will use to advantage. The researcher will approach those *not equally articulate and perceptive* with the notion to making them feel comfortable. The background information regarding the study and the interview questions will be provided to participants prior to the interview. This will provide especially those *not equally articulate and perceptive* the opportunity to think about the study and interview questions, which in addition should make them feel more at ease.
- The researcher's knowledge and experience (which is extensive) concerning training in the SANDF and in the training unit is well known to participants and should be acknowledged by the participants. Therefore, participants will voice their opinions and perspectives honestly and accurately, even if the interview does *not happen in the natural setting*, knowing that credibility is of the essence.
- Properly directed interview questions should limit indirect information provided by interviewees; however, this may happen and therefore the line of questioning will be controlled if indirect information is provided. If *indirect information filters through the views of participants*, then the researcher will have the opportunity to ask for clarification of such information. Such clarification may be valuable to the researcher's study.

The interviews with these nine (9) participants will be conducted over a period of one (1) month. The interviews will be recorded within a time frame of between 30 minutes to 45 minutes each. These recordings will be done on a digital recorder. The recordings will be stored on the researcher's personal computer and this file will be password protected to ensure confidentiality (cf par. 3.5).

### **The following questions will be asked to participants during interviews:**

- 1) How do you experience leadership commitment regarding QM within training?
- 2) How do you experience a quality culture regarding QM within training?
- 3) How do you experience people involvement regarding QM within training?
- 4) How do you experience continuous improvement regarding QM within training?
- 5) How do you experience fact-based decision making regarding QM within training?

#### **3.3.4 Field notes**

It is important to keep field notes when interviewing an individual during qualitative research to capture the perspectives elicited during the interview (Anderson, 2009:193). Creswell (2009:181) adds that even if an interview is recorded, researchers need to take notes, as the recording equipment may fail (cf par 3.3.3). Field notes will be taken to ensure that rich and thick descriptions are noted and to ensure accurate discourse and descriptions of the situation (Creswell, 2009:191). Therefore, in this study the researcher will keep notes of what is said during each stage of the semi-structured interview, particularly noting important aspects and non-verbal behaviour being articulated. This should enhance the descriptions provided by participants for clearer understanding concerning their perspectives about the phenomenon being studied.

#### **3.4 QUALITATIVE DATA ANALYSIS**

Creswell (2009:183) states that data analysis involves making sense out of text and image data. This involves moving deeper into understanding the data collected and interpreting the larger meaning of the data. Qualitative data analysis involves the analysis of qualitative transcriptions of semi-structured individual interviews (cf. par. 1.11.8). The researcher plans to revise the data set several times to establish what it contains as a whole. Data collected during the interviews will be analysed to determine themes or perspectives. More specifically, Tesch's eight steps will be used for the coding process (Creswell, 2009:186).

A linear hierarchical approach to analysing the data will be followed, building from the bottom to top. The following steps must be seen as inter-related, not always following (in) the order as suggested by Creswell (2009:185):

**Step one (1):** Organise and prepare the data for analysis, the researcher will transcribe the data by typing from field notes and the audio tape, arranging the data into types and sources of information;

**Step two (2):** The researcher will read through the data, obtaining a general sense for the information, reflecting the overall meaning by writing notes in the margins to record general thoughts about the data;

**Step three (3):** Coding of data by dividing text into units (phrases, sentences and paragraphs) with a label attached to each code: Tesch (as cited in (Creswell, 2009:186) presents an analysis for coding in eight (8) steps which will be utilised in this step in order to code data properly: 1) Read through all transcriptions of semi-structured individual interviews to obtain a sense of the entire interview/transcription to reflect on the overall experiences of all the participants. 2) Select the most interesting interview while asking what it is all about. The essences are not important, but the basic meanings are and then write summarising thoughts in the margin. 3) When the above-mentioned process has been completed with all the transcripts, make a list with all the topics identified. Similar topics will be grouped together in different columns arranged as major topics, unique topics and leftover topics. 4) This list of topics will then be reviewed again against the data collected. 5) Shorten topics as codes and write them in the margin next to the appropriate sections of text. This will provide an opportunity for new categories or themes to emerge or maybe reduce the total list of categories. 6) Abbreviations for each category will be confirmed and codes will be placed in an alphabetical order. 7) All data relating to a particular category will be grouped in one place to execute a preliminary analysis. 8) Existing data should be recoded if required.

**Step four (4):** The coding process will be done by hand (manually) and by making use of colour code schemes, including cut-and-paste text schemes onto note cards. These will then be used to generate a description of the individual participant, themes and categories for the analysis process. These themes will be built into layers to provide a general storyline;

**Step five (5):** Representation of data in the qualitative research, where a discussion mentioning a chronology of events and a detailed discussion of themes identified will be provided;

**Step six (6):** Interpretation of the data: this will be the researcher's own interpretation, couched in the understanding that the inquirer brings to the study from his/her own culture, history and experiences (Creswell, 2009:188).

### 3.4.1 Quality of qualitative research

According to Maxwell (2013:122) and Prion and Adamson (2014:107), the quality of evidence obtained through qualitative data collection, analysis and interpretation needs to be assured through the use of different methods, which include the criteria of the *trustworthiness* and credibility thereof (Erlingsson & Brysiewics, 2013:97; Petty *et al.*, 2012:381; Prion & Adamson, 2014:107).

#### 3.4.1.1 Trustworthiness

*Trustworthiness* refers to the confidence one can have in a particular study and its findings (Miles *et al.*, 2014:310; Petty *et al.*, 2012:381). Erlingsson and Brysiewics (2013:97) add that trustworthiness implies that research needs to be consistent in the terms and methods used within the process of the analysis of raw data. Therefore, Lincoln and Guba (as quoted by Erlingsson & Brysiewics, 2013:98) established guidelines (evaluative criteria) concerning trustworthiness that may be useful to novice qualitative researchers as a starting point. The criteria for trustworthiness in qualitative research include credibility, dependability, conformability and transferability (Erlingsson & Brysiewics, 2013:98; Prion & Adamson, 2014:107).

- **Credibility**

*Credibility* refers to the confidence in the truth of the findings (Erlingsson & Brysiewics, 2013:98). Prion and Adamson (2014:107) add that credibility is defined as the truthfulness in the interpretation of data. According to Creswell (2009:191), credibility is one of the strengths of qualitative research and is based on determining if findings from the study are authentic from the perspective of the researcher, the participant and readers of a report.

According to literature (Creswell, 2009:19; Erlingsson & Brysiewics, 2013:98; Nieuwenhuis, 2007c:114; Petty *et al.*, 2012:383), credibility can be assured through peer scrutiny and member-checking. Peer scrutiny is also referred to as inter-coder agreement or cross-checking. If coders agree with one another, a measure is considered to be credible. The researcher may also use the opportunity to engage with peers to discuss research aspects for clarification and effectiveness. On the other hand, member-checking involves the engagement of participants concerning the accuracy of words used by the researcher to capture what these participants intended to portray. This also includes the portrayal of

representative quotations in results. Furthermore, member-checking should be conducted during a follow-up interview with participants in the study, providing them with the opportunity to comment on the findings.

The researcher will discuss and scrutinise all aspects of data collection, analyses and interpretation of data with peers (study leader and co-study leader) to ensure credibility through peer scrutiny (inter-coder agreement). In addition to peer scrutiny, the researcher will take specific descriptions or themes obtained from the transcriptions of the semi-structured interviews back to the participants through member-checking to acquire an indication of the accuracy of words used to interpret what has been said by participants. Member-checking and inter-coder agreement (peer scrutiny) will ensure that the data generated and analysed are interpreted accurately in this study to increase the credibility of the qualitative research (Creswell, 2009:191; Nieuwenhuis, 2007c:114) (cf. par. 1.11.8.1).

- **Dependability**

*Dependability* is also known as reliability. This is the effortlessness with which readers and other researchers can follow the researcher's decision making process during the study to reach comparable conclusions (Prion & Adamson, 2014:108). In addition, dependability demonstrates that research findings are consistent and could be repeated from beginning to end with the thoroughness with which the research methodology has been described (Erlingsson & Brysiewicz, 2013:98; Petty *et al.*, 2012:382).

In this study, for the sake of consistency, the processes (methods) employed within this research will be reported on in detail so that they could be replicated by another researcher. Therefore, the research design, methodology and methods have been discussed and explained in detail by linking the theory to practice (Chapter 3). Peer scrutiny can also be used as a method to ensure dependability, and in so doing, reduce inconsistencies. In this study, the researcher will again consult with his peers (study leader and co-study leader) to discuss and scrutinise data collection, analyses and interpretation to ensure clear and logical documentation of the research methodology followed.

- **Conformability**

*Conformability* is the extent to which the findings reflect the focus of the investigation and not the bias of the researcher (Petty *et al.*, 2012:382). Prion and Adamson (2014:108) posit that conformability is the clear setting down of the researcher's assumptions. If a researcher brings preconceived ideas to a study, those must be made explicit early on in the study, preferably already in the research proposal process (cf par. 3.3.1 & 3.5). In this study the researcher did acknowledge his own experiences and subjectivity that may influence interpretations (cf par. 3.3.1).

According to literature (Erlingsson & Brysiewics, 2013:98; Nieuwenhuis, 2007c:114; Petty *et al.*, 2012:383), a method that can be used to ensure conformability is to keep an audit trail; this is a step-by-step course of the research done.

In this study, the researcher will document every aspect of the research when collecting the data by means of field notes (cf par. 3.3.4), recordings of interviews and the analysis of transcriptions concerning the interviews. The documentation (field notes and transcriptions) during every process of the research will be detailed enough to be audited by an outsider (study leader) or examiner if requested. This method will also provide for the possibility of research data to be reanalysed by others if necessary.

- **Transferability**

*Transferability* demonstrates that findings have applicability in other contexts (Erlingsson & Brysiewics, 2013:98). Transferability should indicate that a study's results are applicable to other populations in different contexts and that the researcher needs to make a persuasive case that his/her findings have significance and importance for other sites and individuals (Miles *et al.*, 2014:314; Prion & Adamson, 2014:107).

Based on the literature (Erlingsson & Brysiewics, 2013:98; Miles *et al.*, 2014:314; Prion & Adamson, 2014:107), transferability can be achieved by ensuring that thick descriptions of the phenomenon under discussion are provided by the researcher. This will allow the reader to gain a proper understanding of the phenomenon under study to enable him/her (the reader) to decide on the

applicability of the research to his/her own context. Another possible method to be followed to ensure transferability is to provide a thorough description of participants involved in the study (cf par. 3.2.3.1 & 3.2.3.2). In the context of this study, the semi-structured individual interviews (cf par. 3.3.2) will allow thick descriptions of the phenomenon (cf par. 3.2.3). The thorough description of the population and sample, which has already been carried out, should ensure that there will be transferability concerning the results of the study.

### **3.5 ETHICAL CONSIDERATIONS**

This study will be done within the realm of the principles set out in the Ethical Code of Practice of the North-West University. Ethical and moral commitment with regard to professional competence, professional relations, privacy, and confidentiality of records, research and publication is hereby pledged. The researcher also obtained ethical clearance from the North-West University prior to the research being carried out (cf Addendum D). Creswell (2009:87) contends that the researcher should aim to protect the participant, develop trust with him/her, and promote the integrity of the research to be done. This will ensure safeguarding against any misconduct or offensiveness that may reflect on the University, the SANDF, the training unit or participants interviewed (Creswell, 2009:87).

- **Informed consent**

The ethical principles regarding informed consent will be realised as follows: prior to each interview, the background and problem statement of the research will be explained thoroughly to the participant. Research questions and the aim of the study will be clarified beforehand to eliminate any uncertainty before the commencement of the interview (cf par. 3.3.3). The participants will then be asked to provide written informed consent prior to the interview. A letter of consent will be drafted beforehand (cf Annexure C) and participants will be asked to read and sign it to partake in the research study. The researcher will also explain to the participant that participation is absolutely voluntary and any participant is free to withdraw from the study at any time, without stating reasons. Furthermore the participant will be informed that he/she may also refuse to answer any questions he/she does not want to answer and that, should this occur, he/she will still remain as a participant in the study.

- **Confidentiality**

The transcription of digital recordings will be planned for well in advance, and will be kept in a safe place (Creswell, 2009:183). Furthermore, the digital recordings of each interview will be password-protected on the researcher's personal computer (cf par. 3.3.3). Original transcriptions will contain all the information as communicated by participants to the researcher. The letter of consent signed by each participant will also serve the purpose of ensuring confidentiality. Any information that is obtained in connection with this study and that can be identified with the participants will remain confidential and will be disclosed only with the permission from the participant or as required by law. The researcher will ensure on digital recorder the confidentiality of the information provided by the participants.

Information obtained during the study, which includes digital recordings, field notes and transcriptions with each signed letter of consent, will be stored in a safe in the researcher's office, to which only the researcher has access. After the stipulated time period (seven years), all field notes, transcriptions and consent forms will be shredded and digital recordings will be erased, leaving no trace of this information (cf par. 1.12). The researcher does not foresee any possible risks or discomforts through participation in this study – no harm will be done and no names will be disclosed within the study or the dissertation at any stage (Creswell, 2009:88).

- **Anonymity**

The researcher will ensure on digital recorder that the participants would by no means be identified to ensure anonymity. Names of participants and places will be replaced with neutral identifiers (T1 to T6 for trainers and TO1 to TO3 for training officers). At no stage will the true identity of the participants or place be revealed. In addition, certain positions of persons referred to and specific situations or contexts whereby participants might be identified will be omitted in the report to ensure anonymity. This is done in the case of supplying selected quotations, by only indicating the particular participant's number (T1, T2, etc.), which links him/her to a particular quotation.

- **Privacy**

The use of an office acceptable to participants will be arranged, possibly at the training unit of the SANDF, so that the interview can be executed safely and privately (Creswell, 2009:88). The office will be selected with discretion to ensure that it is quiet, private and secluded to ensure that participants are comfortable. Such a time, date and venue as are acceptable to participants will be scheduled for the interview.

### **3.6 SUMMARY**

The qualitative research design used in this study was explained. The qualitative research design and research method were discussed. The qualitative means of data collection and data analysis that will be used to investigate the experiences of stakeholders (participants) of QM of training in the training unit in the SANDF were explained. All criteria to ensure the quality of the research to ensure trustworthiness, namely credibility, dependability, conformability and transferability and ethical considerations applicable to qualitative studies and specifically this study were attended to. The research findings ensuing from this study will be presented in the next chapter.

## **CHAPTER 4**

### **DATA PRESENTATION**

#### **4.1 INTRODUCTION**

In this chapter the data of nine (9) transcribed individual semi-structured interviews will be presented (cf par. 3.3 to par. 3.5). Six (6) of the nine (9) participants were trainers and three (3) were training officers. The profile of the nine (9) participants who participated in the individual interviews was described in Chapter 3 (cf par. 3.2.3).

Interviews were conducted in English. To prevent participants from being identified, all nine (9) participants' received a unique number, from T1 to T6 for trainers and TO1 to TO3 for training officers (cf par. 3.5). The number ascribed to a participant will also be indicated next to that which is quoted from that which the applicable participant had mentioned during the interviews (cf par. 3.5). From the qualitative transcriptions four (4) themes, eight (8) main categories and 29 subcategories were identified and categorised. Given that this study is based on the QM principles that function holistically and in an integrated manner, a category should therefore not be seen in isolation, but as part of the greater holistic system (cf par. 2.6.8).

The tables (4.1 to 4.8) in this chapter indicate the main categories and sub-categories identified in the transcriptions. In the tables, two columns are added next to each subcategory to indicate how many trainers and training officers respectively responded to each subcategory. This will provide different perspectives of QM of training in the SANDF from a trainer (the lowest level) and training officer (management level) in the training unit investigated. Only the most relevant quotes from those mentioned by stakeholders (trainers and training officers) will be presented.

For the purpose of triangulation and literature control, the researcher cross-referenced where applicable to the literature review in Chapter 2 (and Chapter 1 where applicable) next to the findings. Main and sub-categories were also described and explained and contextualised within the SANDF.

## **4.2 Theme 1: Influence of leaders on QM (cf par. 1.2)**

The concept “influence” is defined as “the effect of something on a person, thing, or event” (Oxford compact thesaurus, 2009:435). “Leaders” refer to “somebody who guides or directs others” in achieving certain goals set by organisations (Oxford compact thesaurus, 2009:484). Management has been described in Chapter 1 (cf par. 1.10.1). Managers and leaders have also been placed into context with the concept of management (cf par. 1.10.1). Since participants used the terms leadership and management or managers interchangeably, the term/s used by the participants was/were transcribed verbatim and thus abided by in the quotations. During explanations, the researcher also abided by the interchangeable terms used by the participants, but placed these terms in brackets to indicate that they were used verbatim.

In the context of this study, leaders refer to senior trainers and training officers responsible for the management of training at different levels. Training officers are leaders that are directly responsible for the management of training at unit level in the SANDF (ranks of Captain to Lieutenant Colonel). More specifically, training officers refer to wing commanders (Lieutenant Colonels) and the officer in command of the training unit (Colonel) as the training unit’s leaders. Training officers (Lieutenant Colonels) may also in some instances refer to one level higher at the Formation Head Quarters (HQ) (Brigadier General and his Colonels’) (cf par. 1.10.5).

### **4.2.1 Experiences related to support obtained from leaders (cf par 2.6.2)**

The concept “support” is described as “strengthen, encourage, and give help or corroboration to”. This also means “to be actively interested in” and to “endure and tolerate”, and can be “a person or thing that supports” (Oxford Compact Thesaurus, 2009:814). In the context of this study, leaders (Lieutenant Colonel to Brigadier General) are expected to provide employees with the necessary support by showing interest and active support with regard to activities undertaken in the SANDF (cf par. 4.2).

In the SANDF, because of the current bureaucratic structure and rank system, the higher up one progresses, the further one moves away from training at grass roots level. This may result therein that participants (stakeholders) at this level experience reduced support from leaders. Therefore, leaders need to make an extra effort to

ensure that they are actively involved in QM of the training being undertaken. It also transpired from the interviews that human resource policies, transformation and organisational-political factors (in the form of prescribing criteria for program attendance and promotion) have an adverse affect on QM in the SANDF.

**Table 4.1: Experiences related to support obtained from leaders**

Main Category 1	Experiences related to the support obtained from leaders	Trainers	Training officers
Subcategories	Lack of active support and commitment	5	3
	Human resource policies create barriers for leaders to support trainers effectively	4	2
	Leaders are resistant to changes	3	3
	Lack of compelling leaders	0	3

The category *experiences related to support obtained from leaders* is based on the following direct verbatim quotations:

#### 4.2.1.1 Lack of active support and commitment (cf par. 2.6.2)

“Active” as an adjective, according to the Oxford compact thesaurus (2009:12), is “characterized by involvement, energy, or action” and also refers to being “diligent, contributing, enthusiastic, devoted, keen and zealous”. According to the Oxford compact thesaurus (2009:224), “commitment” refers to “devotion or dedication, e.g. to a cause, person, or relationship”.

In the training unit, participants indicated that leaders do not actively support them in their endeavours by not supporting people who actually want to try and improve the quality of training in the training unit. Leaders also seem to focus on other aspects than QM and the quality of training. One trainer participant expressed this as follows:

(T5) *“There are no support to the people on the ground or little support. Let me give you a better understanding, little support and if there are people that try to improve quality in the units, there are no back up for those people. They will rather move around the issue and protect their buddies before they improve the quality of either training or the product that we as soldiers are supposed to deliver.”*

In line with the above, one training officer indicated that not all training officers are committed to QM and do not provide their full attention to it:

(TO2) *“...yes and I have to say not all of them (training officers) is committed with regards to that (QM in training) and provide their full attention and they throw in their full weight with regards to that. Some of them have got their own agendas that is more a priority than what the training requirement is of the unit. They will not necessarily provide their full attention with regards to that (QM in training).”*

Participants also revealed that the majority of leaders did not believe that QM is their responsibility or part of their responsibility, resulting in a lack of commitment to QM:

(T4) *“In my opinion there is about 10% that’s trying it (QM) might be lesser and then the majority believe it’s not their responsibility.”*

In line with the above, training officer participants indicated that most of the leaders (wing commanders) are not qualified in training. Regardless of the fact that wing commanders were informed about the importance of qualifying themselves, they still did not qualify themselves as expected. One training officer participant **stated** this as follows:

(TO3) *“...cause a lot of wing commanders are not ETD qualified and also the personal commitment as leaders to see where we are going. It was explained to us that the learning qualifier that people are ignorant when it comes to that and they did not qualify themselves on that (training and QM). That now has led to not really being sure what is quality...”*

#### **4.2.1.2 Human resource policies create barriers for leaders to support trainers effectively**

Human Resource “policies” refer to guidelines or plans to utilise people/employees within organisations (Oxford compact thesaurus, 2009:631). In the context of the SANDF, human resource policies refer to human resource policies of the SANDF, for example training requirements for the purpose of promotion of these human resources (employees).

Participants experienced the human resource policies within the military as a barrier for leaders to support trainers effectively. “Barrier” refers to “something that obstructs or separates, often by emphasizing differences”. The difference between human resource policies on the one hand and training at grass roots level on the other was experienced as a stumbling block for QM in the particular training unit.

Participants also indicated that leaders in the training unit are cautious of informing higher level (formation) that policies and procedures requirements are not in line with quality requirements of training presented, resulting in the formation head quarters being uninformed of what is required to maintain quality. Furthermore, participants were of the opinion that for “*management*” (formation headquarters) it is all about quantity and not quality of human resources trained. One trainer participant verbalised this as follows:

*(T5) “...this is where we have to train a certain amount of people for (weapon system) and the people the subject matter experts they say that we will, the quality of this product will not be good because of time constraints. Because of we do not follow the policies and procedures that management just say it’s a command from formation that it must be done. How you do it we don’t care as long as you do it so the people that sit there by the formation do not know what is going on-on the ground, they don’t have, it seems they don’t have the experience. For them it is quantity and not quality, how many people gets trained and not how well do they get trained. That is the experience that I see and that I experience what is currently happening in the unit.”*

In addition to the above, one training officer indicated that the training unit invests time and effort to train and qualify members. These trained and qualified members are then transferred as required by human resource policies. This results in a challenge for QM in terms of continuity in key positions, particularly leadership positions of the training unit in the SANDF:

*(TO2) “...the unit makes an effort in getting the member qualified or providing him with the necessary knowledge and skills to be able to do his job. Then the next year they transfer him again and he is being placed in another post. That becomes a great challenge and this is not necessarily just in the school but in the broader organisation...”*

#### 4.2.1.3 Leaders are resistant to changes

“Resistance” is defined as a “refusal to accept or comply with something” (Oxford compact thesaurus, 2009:700). “Change” refers to “alteration or modification” or “to become different, or make something or somebody different” (Oxford compact thesaurus, 2009:116). In the context of this study, resistance to change refers to leaders (brigadier generals, colonels, lieutenant colonels and warrant officers) that do not want to acknowledge and implement changes required to improve training within the training unit.

A trainer participant indicated that leaders, particularly those who have worked at the SANDF for a long time, are reluctant to change their ways and means of performing training. These leaders are not interested in attending programs to improve their training skills, resulting in a reluctance to look for better ways to perform training and to improve the quality of training:

*(T2) “...them they (senior leaders) do not want to change. They become used to doing things certain ways and now they do not want to change, so that is the one reason and some of them are not informed. They have been doing the same thing over and over for nearly fifty years and that specific thing has worked so they do not want to leave that specific thing or try to improve, or look at better ways to present some things.”*

Another trainer participant felt that leaders did not want to burden themselves with change, as this requires of leaders to change. Furthermore, participants were of the opinion that “*management*” (leaders) just keep to the norms as they know and that this may be because they themselves do not have the knowledge and experience of QM in training. This was **stated** as follows:

*(T5) “Maybe management don’t want to put the burden on themselves to allow opportunities for people to the lowest level to be involved in QM. In order if they want to have improvements in quality and they must give their people more detail about that then they must change themselves. Maybe that is the whole thing that they don’t want to change themselves. In other words they just stick to the norms they use to or maybe they don’t have experience or knowledge or they read and don’t understand the policies themselves.”*

Another trainer participant added that leaders' resistance to change affected the decisions these leaders made with regard to QM, and that leaders are in a "comfort zone":

(T6) *"This resistance affects the decisions that they make, I cannot actually say why they are resistant but my feeling is that they are in a comfort zone..."*

#### **4.2.1.4 Lack of compelling leaders** (cf par. 2.6.2)

"Compelling" is defined as "attracting strong interest and attention" and "necessitating action or belief" (Oxford compact thesaurus, 2009:140). As previously indicated, "leaders" (cf par. 4.2) refer to "somebody who guides or directs others" in achieving certain goals set by organisations (Oxford compact thesaurus, 2009:484). In the context of this study, compelling leaders refer to brigadier generals, colonels, lieutenant colonels and warrant officers who guide and direct people by influencing them through interest, and who give attention to a task at hand.

Only training officer participants were of the opinion that leaders are only driven by benefits in the form of salary, regardless of their skills level, and that leaders place their own benefits (financial, rank and prestige) above that of the SANDF: One training officer participant verbalised this as follows:

(TO1) *"...and not just straight forwards individuals that earn a salary in the end of the day and gaining and benefiting from all the.., not the perks the – the advantages that is coupled to certain positions and certain rank levels. Certain guys will just go for that irrespective of their skills level and their competence. They will still go for a specific post because it goes about prestige, rank and then ultimately financial benefit..."*

This same training officer participant added that the SANDF lacks purpose and focus and that the focus of the SANDF is not correct. This was articulated as follows:

(TO1) *"Personally I think it is a lack of purpose and focus the organisation's focus at this stage is not - not right..."*

Another training officer participant added that leaders would like to be guided in terms of finding solutions to quality problems themselves. Furthermore, the same

participant indicated that leaders look to other people outside their domain to find solutions to training quality:

*(TO2) "...but the majority of the time they, it's easy they want to be spoon fed they are not willing to come with the necessary answers with regards to their challenges that they experience but they are looking for answers somewhere else, someone else to provide them with a answer in terms of what their requirement is and what their challenges is."*

Another participant felt that it is important for a leader to demonstrate to people what is expected by qualifying oneself (leaders) in training to motivate people to get qualified in training aspects. This participant also added that leaders are not all qualified, which is sending out the wrong message to sub-ordinates concerning QM of training:

*(TO3) "I say this because of what drived myself to qualify. I understood ETD and I knew where it was going and it is so important for me as a leader to show these guys where we are going. That they don't think these courses are not important so let me do it first so that I can motivate them. Something that I know, that I am qualified so go and get qualified. So I think that is why leadership is not course qualified."*

#### **4.2.2 Experiences related to the staffing and promotion of SANDF personnel**

"Staffing" refers to "the act of providing people to do jobs" (Oxford compact thesaurus, 2009:787) and this in the SANDF is done by placing people in positions such as a wing commander within the training unit to perform specific tasks such as the management of training. "Promotion" is "advancement to a more senior job or a higher rank, grade, or position", this is the upgrading of an individual or individuals (Oxford compact thesaurus, 2009:655) and in the SANDF this may for example include advancement from a Lieutenant Colonel to a Colonel.

It is important to point out that only the training officers mentioned aspects related to this main category and its sub-categories during the interviews. The reason for this might be that training officers are at a higher level in the bureaucratic structure, which enables them to have knowledge of that which really happens during staffing processes. Furthermore, in the military individuals need to complete certain development programs coupled to their military rank; this ultimately is coupled to the

salary of the individual. Members in the military are then promoted by adhering to criteria such as military course qualifications and time period within a rank. Additional transformation criteria (such as affirmative action) have been added to ensure that the SANDF complies with the population representivity of South Africa. The participants indicated that transformation and the government strategy (National development plan 2030) have an adverse effect on QM of training; especially when ensuring that the focus should remain on the quality of training and the improvement thereof.

**Table 4.2: Experiences related to the staffing and promotion of SANDF personnel**

Main Category 2	Experiences related to the staffing and promotion of SANDF personnel	Trainers	Training officers
Subcategories	Transformation affects QM adversely	0	3
	Lack of focus created by government strategy for job creation	0	2

The category *experiences related to the staffing and promotion of SANDF personnel* is based on the following direct verbatim quotations:

#### **4.2.2.1 Transformation affects QM adversely**

“Transformation” refers to “the act or process of transforming somebody or something”, and also refers to “a complete change, usually into something with an improved appearance or usefulness” (Oxford compact thesaurus, 2009:851). In the context of this study and the SANDF, transformation refers to affirmative action. Affirmative action is described as “positive discrimination” (Oxford compact thesaurus, 2009:19). Based on the Employment Equity Act (55 of 1998), affirmative action is utilised to ensure equitable representation of designated groups (previously disadvantaged racial groups – thus black people, who are in the majority in South Africa, and women) at all occupational levels and categories. Adversely is defined as “something not likely to produce a good result” (Oxford compact thesaurus, 2009:17). Thus, this subcategory implies that the transformation process (affirmative action) in the SANDF has a negative effect on certain race groups, more specifically minority groups (coloured, Indian and white) who work in the SANDF and who are not the beneficiaries of affirmative action.

Participants felt that the beneficiaries of affirmative action misuse the system (SANDF human resource policies, affirmative action policy) and would turn normal work issues into “*political issues*” to their own benefit. Participants indicated that this practice resulted in diminished quality and those (leaders) who are expected to maintain quality then rather “*stand back*”. One participant **stated** this as follows:

(TO1) “...a tendency that the members of skin colour and members of different sex or gender they are riding the “*soustrein*”. If I can refer to it like that and sometimes to their benefit, will make issues and turn normal work issues sometimes into political issues, where they can benefit. That is causing that sometimes... that standards are being lowered due to the fear of a politicized issue then the standard bearers are backing down or standing back.”

In line with the above, another participant added that the appointments of personnel in posts are adversely affected by promotion policies and procedures (affirmative action and transformation). Furthermore, this resulted in that wrong people were appointed in specific positions (management), who are not able to perform their duties properly. One participant **stated** this as follows:

(TO2) “I think the main challenge and problem area with regards to leadership commitment is that we are not necessarily driven by means of our policies and procedures. Although it is stipulated that in terms of other race and gender aspects of not appointing the correct member in the specific post to be able to execute the job properly.”

#### **4.2.2.2 Lack of focus created by government strategy for job creation**

“Focus” is defined as a “concentrated effort or attention on a particular thing” (Oxford compact thesaurus, 2009:321). “Government” is defined as “a group of people who have the power to make and enforce laws for a country or area” (Oxford compact thesaurus, 2009:360). “Strategy” is defined as “a carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan” (Oxford compact thesaurus, 2009:801). “Job” refers to employment of people within an organisation, providing people with the ability to provide for themselves and their families to make a living (Oxford compact thesaurus, 2009:464). “Creation” takes place when something is brought into existence that did not exist at all (Oxford compact thesaurus, 2009:171). In the context of the SANDF, Government strategy for job creation means that Government implements a strategy (National development plan

2030) to create jobs in SA. The SANDF (a government department) is obliged by government strategy to create jobs and to provide more opportunities for people to obtain a job within the SANDF.

Participants indicated that the SANDF has become part of the government’s job creation system, and as a result people who are just looking for a job opportunity rather than having the correct attitude of serving their country “*as in the past*”:

(TO1) “...it became a job creation system, a place where people could obtain work. That is what their whole focus is, just to get their foot in the door to become, get a job. Where as in the past the-the attitude of I want to serve, I want to-to contribute to the safety of this country was at least present...”

#### 4.2.3 Experiences related to knowledge and experience of leaders

The Oxford compact thesaurus (2009:475) defines “knowledge” as a “general awareness or possession of information, facts, ideas, truths, or principles”. The concept “experience” is defined as “active involvement in an activity or exposure to events or people over a period of time that leads to an increase in knowledge or skill” (Oxford compact thesaurus, 2009:284), whilst the concept “leader” has already been explained (cf par. 4.2.1).

In the context of this study, related knowledge and experience of leaders refer to knowledge and experience of training aspects such as facilitation, assessment, moderation and the design and development of assessments. Knowledge and experience of leaders also refer to the management of training and in particular QM of training including the policies and procedures of QM.

**Table 4.3: Experiences related to knowledge and experience of leaders**

Main Category 3	Experiences related to knowledge and experience of leaders	Trainers	Training officers
Subcategories	Leaders lack interest in training	4	2
	Leaders lack knowledge of QM procedures	4	2
	Lack of strong leaders to drive QM	3	2
	Lack of academically qualified leaders	0	3

The category *experiences related to knowledge and experience of leaders* is based on the following direct verbatim quotations:

#### **4.2.3.1 Leaders lack interest in training**

The Oxford compact thesaurus (2009:450) refers to “interest” as the curiosity or concern about something that makes somebody’s attention turn towards it. The Oxford compact thesaurus (2009:850) defines “training” as “the process of teaching or learning a skill or job” (cf par. 1.10.2). This subcategory refers to leaders (brigadier generals, colonels, lieutenant colonels and warrant officers) who lack concern regarding training, and demonstrate the necessary enthusiasm to train soldiers in the SANDF with ability to lead (soldiers) and operate various weapon systems during battle.

As previously indicated (cf par. 4.2.1.3), participants experienced that leaders in the training unit do not want to change. Leaders’ resistance to change resulted therein that sub-ordinates perceived that these leaders are also not interested in what their sub-ordinates (trainers) are doing (training). Participants also indicated that leaders’ lack of interest and knowledge regarding training (cf par 4.2.3.2) resulted leaders being unable to adequately advise and support subordinates (trainers). One trainer participant expressed this as follows:

(T2) *“Some of them (leaders) do not want to change, but the thing is if you do not want to change or try to learn new ways of doing things then you are not interested in what your subordinates are doing because they are supposed to guide them. But if you do not have that knowledge or if you are not interested then you won’t necessarily give them the-the correct advice or equip them with more than what they currently have.”*

Moreover, one training officer participant experienced that some leaders (Captain to Lt Colonel) pertinently indicated that they do not want to be involved in training. This was **voiced** by one training officer participant as follows:

(TO2) *“Some maybe that is not their (leaders) interest as I may say, I think one or two of them indicated clearly they do not want to be involved with training.”*

#### 4.2.3.2 Leaders lack knowledge of QM procedures

“Knowledge” refers to the clear awareness of certain information (cf par. 4.2.3). “Procedures” refer to “an established or correct method of doing something” such as training (cf par. 1.10.2) (cf par. 4.2.1). Thus, in the context of the SANDF and based on the verbatim quotations, this subcategory refers to leaders (unit commander, second in command and wing commanders) that do not have the necessary knowledge concerning QM procedures concerning training which includes facilitation, assessment, design of assessments, moderation and curriculum design and development.

Participants found it problematic that leaders at the lowest level do not know what the purpose of QM entails. Participants also believed that QM is not understood correctly, and in particular the terminology which makes the execution of QM difficult. Participants felt that all leaders in leadership roles need to be educated in terms of what involves QM. One trainer participant verbalised this as follows:

*(T4) “First reason I believe is that the understanding thereof is at fault. I believe that not everybody understand what is QM, what is the purpose thereof, what is the advantage thereof. If one does not understand terminology properly, how can you execute it, therefore I believe that we should make huge effort in training all our people in leadership roles with regards to what is, what is to QM. When I say that is, I mean all leaders up to the lowest level and we must not say that it’s only wing commanders responsibility...”*

In line with the above, one training officer participant revealed that the commitment of leaders is not what it should be as many of these leaders (wing commanders) in the training unit are not qualified in training. Participants experienced leaders’ lack of being qualified in ETD (training) as a barrier to quality in training. One training officer participant expressed this as follows:

*(TO3) “...so I think leadership commitment lacked when we did not follow up and make sure that everybody is qualified in training. If we wanted to implement ETD and then we tried because not, especially in my wing a lot of people are ETD assessors qualified and facilitators. But when it comes to the (training unit) as a whole especially the wings, the wing commanders and*

*stuff, they are not ETD qualified. So the leadership commitment lacked there and ensuring we qualifying people in order to ensure quality is achieved...*

#### **4.2.3.3 Lack of strong leaders to drive QM** (cf par. 1.2 & 2.6.2)

According to the Oxford compact thesaurus (2009:420) the adjective “strong” is defined as “influential or authoritative by virtue of having or holding power”. “Drive” is the ability of someone to focus his/her energy and determination on an important aspect to help people achieve success (Oxford compact thesaurus, 2009:242). Thus, in the context of the SANDF and based on the perspective of participants, this subcategory refers to a lack of influential leaders, for example (wing commanders and warrant officers) to drive QM successfully.

Participants experienced that leaders in the training unit of the SANDF are the reason why people are doing what they like and how they like and “*get away with murder*”. Furthermore, participants felt that leaders do not reprimand people in the training unit regarding the mistakes they made on quality issues, and as a result mistakes cannot be rectified, thus affecting quality adversely. One trainer participant expressed this as follows:

(T5) *“Because of leadership, we get away with murder in this unit. You don’t have to do anything that is by the book, you can do whatever you like, you will get away with it, nobody will get charged, nobody will get on office orders and nobody will tell you - you must do this proper or this better. If you do something wrong it is just fine and you just continue and nobody will make sure that you improve the mistakes you make for quality purposes, it is just about leadership.”*

One training officer participant was of the opinion that leaders need to set the example to enable leaders to establish their authority. Furthermore, participants indicated that the actions of leaders should be authentic if they want to reprimand members concerning mistakes or gaps identified. Lastly, participants felt that leaders need to set an example through their actions, to be effective. One training officer participant articulated this as follows:

(TO1) *“...seniors (leaders) need to set the example and by means of setting the example they lead and then they become the authority. Their actions make them authentic at the end of the day where they can reprimand. They*

*can refer to how it is been done and not the general saying, do as I say and not as I do, that is the incorrect one.”*

#### **4.2.3.4 Lack of academically qualified leaders**

The Oxford compact thesaurus (2009:7) refers to “academic” as “dry and intellectual in approach, concentrating on structure, form, or historical conventions”. “Qualified” refers to an accomplished individual with the expertise or characteristic necessary to carry out a certain task such as training (Oxford compact thesaurus, 2009:669). In the context of this study and based on the participants perspectives, this subcategory refers to leaders in the SANDF who lack academic qualifications such as a degree, national diploma or at least a certificate in training and development or human resource development, which should equip leaders to manage training effectively.

Only training officer participants made any reference to a lack of academically qualified leaders within the training unit. These training officers also felt that most of the leaders in the training unit are not committed to self development and have not progressed through the formal “*management*” levels in the military (SANDF). These participants experienced that leaders who develop themselves tend to support QM compared to those leaders who never develop themselves. One training officer participant **voiced** this as follows:

*(TO1) “...so to answer your question is not committed from all the leaders, certain and I base it on members that have made an effort in terms of personal development as well as have went through the motions and the formal levels of management in the military, basically the rank system and were exposed in those respective rank levels to activities where they acquire knowledge, skills and specifically experience. They are the better leaders in the end of the day, they understand their intention in the end of the day and they are supporting better...”*

### **4.3 Theme 2: Influence of motivation on QM**

“Influence” has already been described (cf par. 4.2). “Motivation” refers to making somebody want to put in an extra effort to do something or it can also be something that causes such a feeling within individuals (Oxford compact thesaurus, 2009:546).

In the context of this study (training unit in the SANDF), influence and motivation refer to the enthusiasm people (soldiers) (cf par. 4.3.1) portray towards training in the SANDF, and the influence of motivation on QM of training. The SANDF is a large organisation with systems and structures in place and proper mechanisms to assist, involve and motivate people in order to establish quality training for soldiers from the lowest level of the SANDF. In spite thereof, participants perceived that leaders (officers and warrant officers) do not utilise the SANDF's established systems and structures effectively to motivate QM of training.

#### 4.3.1 Experiences related to people involvement in QM (cf par. 2.6.3)

The Oxford compact thesaurus (2009:457) defines involvement "to make somebody part of, or make somebody take part in, an event or ongoing process". "People" refer to persons who are under the authority or leadership of somebody or something, such as employees, subjects, or followers (Oxford compact thesaurus, 2009:610). In this study, people refer to all soldiers who are involved in QM of training in the training unit of the SANDF.

Participants experienced that there is a lack of motivation, lack of commitment and that the bureaucratic structure of SANDF creates a barrier to involve all people (soldiers in the training unit) in QM and that there is a lack of opportunities for people to get involved in QM.

**Table 4.4: Experiences related to people involvement in QM**

Main Category 4	Experiences related to people involvement in QM	Trainers	Training officers
Subcategories	Lack of motivation to improve quality	5	0
	Lack of commitment	6	2
	Bureaucratic structure impeding people involvement at lower levels	6	2
	Lack of opportunities provided for the involvement of personnel in QM	1	1

The category *experiences related to the involvement of people in QM* are based on the following direct verbatim quotations:

#### 4.3.1.1 Lack of motivation to improve quality

Motivation was explained, and why it is essential for leaders themselves (cf par. 4.3). The Oxford compact thesaurus (2009:423) defines “improve” as the ability “to make something better in quality or condition, or become better”.

Only trainer participants indicated that people (all soldiers who are involved in QM of training in the training unit) in the training unit lack motivation and that “*management*” (leaders) need to find better ways to motivate people (sub-ordinates) in order to change people’s mindsets. One participant expressed this as follows:

(T3) *“Management need to find better ways to motivate people to change their mindset positively...”*

In line with the above, one participant also indicated that there are various aspects that influence the motivation of people to get involved in QM of training, such as; more money, promotion and affirmative action policies which influence both money and promotion (cf par. 4.2.2.1). One participant **verbalised** this as follows:

(T1) *“I would say that they lack motivation because they want more money, they want promotion, they want a better life for their families. Maybe, and it is impossible to do because we are restricted by finances. Most of the, some of the people do not get promotion because of their, how do you say it, the ratio of skin colour.”*

#### 4.3.1.2 Lack of commitment (cf par. 2.6.2)

The Oxford compact thesaurus (2009:139) defines “commitment” as “something that takes up time or energy, especially an obligation” or it can also refer to something that is planned such as activities that cannot be avoided.

Participants reported that people (all soldiers who should be involved in QM of training in the training unit) are not committed to get involved with QM of training that was evident by the low attendance rate of information sessions on QM. One trainer participant **stated** this as follows:

(T4) *“Last year when we have try to inform the people of our policies and procedures, our new education and training policies and procedures as part of*

*our QM system, if you look at the attendance thereof, you understand how many people were every time there. Percentage wise, maybe 15%/20% of the unit, so if you look at already at that where is the commitment of the people...”*

One training officer participant also perceived that members in the training unit are not totally committed to QM because these members think that QM is not their responsibility:

*(TO2) “I think once again the members of the unit, is partially involved with regard to that (QM). But there is not total commitment in terms of everybody. Mainly because some of them have the idea that it is someone else’s responsibility and it’s not their responsibility...”*

#### **4.3.1.3 Bureaucratic structure impeding people involvement at lower levels (cf par. 2.6.3)**

“Bureaucratic” structure refers to the way an organisation’s administrative systems are organised and in such a system rules are rigidly applied and these systems are complicated (Oxford compact thesaurus, 2009:100). The Oxford compact thesaurus (2009:418) defines “impeding” as “to interfere with the movement, progress, or development of something or somebody”. “Lower” refers to something or somebody closer to the bottom or base of something whereas “level” indicates a particular position in a relative scale such as a ranking system (Oxford compact thesaurus, 2009:489, 506).

In the context of the SANDF, and based on participants perspectives, this sub-category refers to the bureaucratic structure (vertical) of the SANDF where rules and regulations are rigidly applied with an authoritative nature. These bureaucratic structures in the SANDF are complex, making it difficult for people to get involved and influence, particularly when it comes to quality improvement of training.

Participants felt that leaders tend to think that they are more knowledgeable owing to their positions in the SANDF’s hierarchy. Participants also experienced that those appointed on the higher levels forget that the people who actually know what is happening at grass roots level are those people actually working there, on the lowest level. One trainer participant expressed this as follows:

(T3) *“I think they think they (management) know better than us because they are sitting on top. They know what is happening but they tend to forget that the people with the experience and know what is happening on the ground is the lower leader groups...”*

Training officer participants indicated that even though they submit suggestions for quality improvement from the lowest level, they never received any feedback concerning the suggestions they provided. One training officer participant articulated this as follows:

(TO3) *“But the documented part when it comes to the debriefs at the end of the course that comes from the instructors or the facilitators themselves, I make my remarks then I pass it through the ETD. Then it goes to the OC (officer in command) but I never get anything back in writing to see how is that sorted out or how is that gonna - how is the new thing that we see...”*

#### **4.3.1.4 Lack of opportunities provided for the involvement of personnel in QM** (cf par. 2.6.3)

The Oxford compact thesaurus (2009:581) defines “opportunities” as “a combination of favourable circumstances or situations”. According to the Oxford compact thesaurus (2009:279), personnel is synonymous to people (Oxford compact thesaurus, 2009:610). In the context of the SANDF, and based on participant perspectives, lack of opportunities refers to a lack of involvement of people (all soldiers who are involved in QM of training in the training unit) to the lowest level regarding QM aspects of training, particularly when it comes to providing inputs for the improvement of quality requirements concerning training.

Participants were of the opinion that the training unit provides limited opportunities to involve people with regard to QM of training, and that not enough is done to involve people, especially junior members. Nevertheless, there is ample time available to create opportunities to involve people in QM.

(T5) *“Once a year we have a personnel development (PD) session or we did have one last year concerning QM and although only a few people did attend that personnel development in quality, how to improve quality, what is quality and so forth. It is still too little, there must be more, more can be done to involve people at the lower level. Currently the people don't involve the*

*juniors, the management don't involve their juniors in order to tell them more about quality, how they can improve and so forth. They just don't do it, why I don't know and time is not a factor because we have a lot of time, we just waste our time on unnecessary other things."*

In line with the above, one training officer participant indicated that systems (QM) are available but not used effectively to train people to use the system available; one such system is the training unit's QM system. This was verbalised as follows:

(TO1) *"...where the commanders is suppose to inform decisions however I think the misuse and if I can take it in the military to our current system (QM) is that system is not used effectively and members are not being educated to use such a system."*

#### **4.4 Theme 3: The influence of leaders' ability to create a quality culture (cf par. 2.6.4)**

The Oxford compact thesaurus (2009:2) defines "ability" as "a particular gift for doing something well". "Create" refers to the ability of management or an organisation to make something happen or result in something such as a culture (Oxford compact thesaurus, 2009:170). "Culture" is a particular mind-set that distinguishes a group of people (Oxford compact thesaurus, 2009:176).

In the context of the SANDF, this theme refers to the influence of leaders (unit commander, second in command, wing commanders and warrant officers) to create a particular mindset concerning QM amongst all people (soldiers who are involved in training within the training unit).

##### **4.4.1 Experiences related to human resources obtained from society**

"Human resources" refer to all people who work in a business or organisation, considered as a whole (Oxford compact thesaurus, 2009:404 & 701). "Society" is a structured community of people bound together by similar traditions, institutions, or nationality (Oxford compact thesaurus, 2009:772). In the context of this study, this main category refers to human resources (people) obtained from within South Africa that can be trained as soldiers to serve at the SANDF.

Participants indicated that the impact of the education system on society has an influence on human resources (soldiers working within the SANDF), particularly when these individuals (people to be trained as soldiers) need to be trained. Furthermore, if these human resources obtained from society have inadequate educational backgrounds, it affects their development as soldiers during training adversely, thereby also affecting the quality of training negatively.

**Table 4.5: Experiences related to human resources obtained from society**

Main Category 5	Experiences related to human resources obtained from society	Trainers	Training officers
Subcategories	Inadequate educational background of human resources obtained from society.	0	2
	Lack of effective military training of human resources obtained from society.	0	2

The category *experiences related to human resources obtained from society* are based on the following direct verbatim quotations:

#### **4.4.1.1 Inadequate educational background of human resources obtained from society**

“Inadequate” is described as something which is not good enough to execute its function optimally to ensure success (Oxford compact thesaurus, 2009:603). “Educational” relates to teaching and education of children at school level, which includes the whole process of upbringing (Oxford compact thesaurus, 2009:252).

Participants felt that the human resources that were obtained from society do not have an adequate educational (schooling) background, and that also adversely affected the QM of training. Participants also felt that the human resources obtained from society lack ordinary values such as discipline, ownership and looking after equipment, that are linked to their lack of educational background, and that these values cannot be taught in a short period through the training system of the SANDF.

This was articulated as follows:

(TO1) *“I always philosophy about it, is it something that was established through the normal education system sometimes even at home as part of the how the individual has been brought up that link to discipline, taking of ownership of equipment and looking after vehicles. I am not certain at this*

*stage whether that can be taught over a short period with the current systems supporting our system ...”*

#### **4.4.1.2 Lack of effective military training of the human resources obtained from society**

“Effective” refers to causing a result, especially the desired or intended result of something (Oxford compact thesaurus, 2009:253). In the context of this study, this subcategory implies that people obtained from the society are not effectively trained in military aspects, such as weapon systems, strategic and tactical command and leadership qualities, all of which are insufficiently developed.

Participants ascribed the mediocrity of people to *“the way they were brought up”*. This mediocrity influences the quality of the trained product (soldier) which returns to the workplace with much less knowledge and skill gained than required. One participant **stated** this as follows:

*(TO2) “...that is just the way they were brought up. They don’t necessarily want to do or achieve to be the best. If you find them undergoing training they will be satisfied with 60%, as an example maybe. We all know and understand that that member is satisfied with 60%, he will go away there and only go and provide or plough back the knowledge he have gained then it is at least about 40%.”*

#### **4.4.2 Experiences related to the quality culture in training (cf par. 2.6.4)**

Participants experienced an inadequate quality culture throughout all levels in the training unit investigated, which affects QM of training adversely. In the context of this study, quality needs to be a natural attribute within every individual, especially when providing training to soldiers in the SANDF.

**Table 4.6: Experiences related to the quality culture in training**

Main Category 6	Experiences related to the quality culture in training	Trainers	Training officers
Subcategories	Lack of active participation regarding QM aspects	3	1
	Lack of adequate implementation procedures for implementing a QM system	4	2
	Incorrect mindset regarding QM	6	1
	Lack of applied competence to establish a strong quality culture	2	0

The category *experiences related to a quality culture in training* is based on the following direct verbatim quotations:

#### 4.4.2.1 Lack of active participation regarding QM aspects (cf par. 2.6.2, 2.6.3 & 2.6.4)

“Active” refers to the involvement, energy or action required by people in a particular aspect or task (Oxford compact thesaurus, 2009:12). The Oxford compact thesaurus (2009:601) defines “participation” as “to take part in an event or activity”. “Aspects” include all facets or phases of a whole (Oxford compact thesaurus, 2009:44). In the context of this study, lack of active participation refers to a lack of involvement of people (soldiers) in QM.

Participants were of the opinion that there are tools such as the QM system, training and programs made available to assist the training unit with the development of a quality culture. However, some people within the training unit do not want to attend the training activities and programs available. One trainer participant **voiced** this as follows:

(T6) *“The QM system that gives the people a guideline of how to achieve that quality culture and the training, there is like the ETD courses that the people can do to show them exactly ok, that this is what we look for, this is the quality procedures that we followed so that we can achieve that quality culture. But then you get people that don’t want to do that type of courses, they just simply flat out say we don’t want to do it ...”*

In line with the above, one training officer participant is of the opinion that the majority (65%) of members within the training unit are not quality driven and focused on quality. This was expressed as follows:

(TO2) *“Percentage wise that is starting with the members which I think is quality driven, is about 35% versus 65% that is not focused on quality.”*

#### **4.4.2.2 Lack of adequate implementation procedures for implementing a QM system**

The Oxford compact thesaurus (2009:420) defines “implementation” as “to put something into effect or action” referring to a well thought through plan to create effective action of something. “Procedures” refer to a method of doing something with emphasis on a correct method of accomplishing something (Oxford compact thesaurus, 2009:650). In the context of this study, implementation procedures to implement a QM system refer to standard operating procedures which provide guidance concerning delivery of programs, assessments, moderation, learner support, command and control, and record keeping of training records.

Participants experienced that QM policies and procedures exist on paper only. Participants also indicated that, although sessions were held to inform people about the QM policies and procedures, more should be done to train and inform people with regard to the QM policies and procedures drafted for the training unit. One trainer participant **verbalised** this as follows:

(T4) *“Ok my experience with regards to that is, I don’t believe there is a system yet in place, we might have a QM policies and procedures ok, but that is what it stays on paper ok word of mouth to go and try to take personnel development sessions to try to inform the people of the policies and procedures that is only hush only 10%, there is a lot more that needs to be done in order to get the people if you look at last year...”*

Training officer participants felt that people in the training unit were not involved with the development and design of the QM system at the lowest level. Furthermore, participants felt that no buy-in was obtained. They provided **reasons for people** not being involved, which included resistance to change, attitude and not being ready for this transformation. One training officer participant **articulated** this as follows:

(TO3) *“These people who drove the development and design of our QM system have the knowledge and they maybe thought that people in the unit to lowest level do not know to give quality inputs. I think the branch that was involved was the ETD branch there at advanced training wing, I think they were the only people involved in doing this. There wasn’t really buy-in when this QM system was developed for implementation. But another reason for this can be maybe due to resistance from people to get involved, resistance to change in changing from the old ways of doing things to this new way of doing things. The right attitude was not there. They maybe was not ready, didn’t yet make that mindset shift.”*

#### **4.4.2.3 Incorrect mindset regarding QM (cf par. 2.6.4)**

“Incorrect” refers to a wrong, inaccurate and ill-judged behavior towards something (Oxford compact thesaurus, 2009:429). The Oxford compact thesaurus (2009:533) defines “mindset” as “a set of beliefs or a way of thinking that determines somebody's behaviour and outlook”.

Participants felt that most people in the training unit have obtained the set of beliefs in the military of “don’t do as I do” as this is how they were *“brought up”*. Furthermore, these participants were of the opinion that it is the *“people’s culture”* not to change (cf par. 4.4). Therefore, most people still have the mindset of following orders and no questions asked. One trainer participant stated this as follows:

(T5) *“Not do as I do is still part of their culture. It is the way they are brought up unfortunately. In order to change you need to change your personal beliefs and the way that you do things. It is just a culture of people that they don’t want to change, it is the way that, military is in such a way that we are so use to giving orders and just follow the orders. Don’t-don’t argue with me, don’t second guess my opinions that it is a structure that they are built in, that they so use to.”*

Training officer participants believed that some members in the training unit view it just as *“another job”* and that they are here (in the military/SANDF) just to receive a paycheck at the end of each month. However, participants also indicated that some members are passionate about the military and training. Nevertheless, participants held the opinion that not all members have made a positive mind shift toward

providing the best possible training. One training officer participant expressed this as follows:

(TO2) *“... for some of the members currently part of the organisation they just see this as another job. So for some they are here just to receive a paycheck at the end of the month. For some the military and the training are their passion definitely and some of them already made the mind shift with regards to that. That the focus is on providing the best possible training but for others that is not the case and for some it was...”*

#### **4.4.2.4 Lack of applied competence to establish a strong quality culture**

“Applied” refers to put knowledge into practical use and apply what is known in practice, especially where both theoretical and practical aspects are essential (Oxford compact thesaurus, 2009:36). “Competence” is defined by the Oxford compact thesaurus (2009:141) as “the ability to do something well, measured against a standard, especially ability acquired through experience or training”. “Establish” refers to initiate something that is projected to continue and be part of everyday life (Oxford compact thesaurus, 2009:273). A strong quality culture is the direct opposite of an inadequate quality culture explained earlier (cf par. 4.4.2). In the context of this study, this subcategory refers to a lack of applied competence amongst leaders (wing commanders and wing warrant officers) to establish a quality culture in QM.

Participants were of the opinion that leaders (unit commander, wing commanders and wing warrant officers) need to instil a quality culture. Furthermore, participants felt that leaders in their respective environments should ensure that training is managed according to QM policies and procedures. Participants found it problematic that leaders do not provide the necessary leadership and example regarding QM. One trainer participant **voiced** this as follows:

(T6) *“...looking at wing commanders, the OC, even wing warrant officers because they are supposed to instil the quality culture. But they also have to look at if their trainers in their wings are giving the quality training and if the courses are managed properly according to policies and procedures. So that is what I think there’s currently that is lacking from the leadership point of view.”*

#### **4.5 Theme 4: The influence of decision making on QM (cf par. 2.6.6 & 2.6.7)**

The concept “decision” is described as “the ability to choose or decide about things in a clear and definite way without too much hesitation or delay”, and when considering it refers to “the process of coming to a conclusion or determination about something” (Oxford compact thesaurus, 2009:188 & 513).

In the context of this study, in the SANDF plays an important role in QM and particularly the continuous improvement thereof. However, with the size and geographical dispersion of the SANDF within SA, the authorization for changes (quality) may take a long time.

##### **4.5.1 Experiences related to the implementation of quality improvements (cf par. 2.6.6)**

“Implementation” is to take something (QM system) and put it into effect or action within an organisation (Oxford compact thesaurus, 2009:420). The Oxford compact thesaurus (2009:423) define “improvements” as “the process of making something better or of becoming better” and “a change or addition that makes something better”.

In the SANDF continuous improvement of training refers to increasing the quality of training delivered in terms of facilitation, assessments and even improving the curriculum. Furthermore, this should be managed on a daily, weekly, monthly and annual basis by leaders (wing commanders, branch commanders, wing warrant officers) to ensure that it was managed effectively. The SANDF have structures and systems in place to manage quality improvements such as quality assurance, supervision and audits which are obtained from feedback received from the lowest level.

**Table 4.7: Experiences related to the implementation of quality improvements**

Main Category 7	Experiences related to the implementation of quality improvements	Trainers	Training officers
Subcategories	Delayed time for quality improvement implementation	2	3
	Lack of feedback implementation for quality improvements	2	2
	Lack of focus concerning quality improvements	2	3
	Lack of effective rewards and punishment practice	0	1

The category *experiences related to the implementation of quality improvements* is based on the following direct verbatim quotations:

#### 4.5.1.1 Delayed time for quality improvement implementation

“Delayed time” refers to when something that is scheduled or supposed to happen, happens later than intended or after a period of time (Oxford compact thesaurus, 2009:194, 842). Quality improvement and implementation have been explained earlier (cf par. 4.5.1).

Participants experienced that improvement in the military takes a long time. For example, one participant indicated that outdated curriculums are still used in programs in spite of the **fact that suggestions** were made to improve curriculums on a regular basis. In some instances curriculums remained the same for several years. One trainer participant **verbalised** this as follows:

(T1) *“In the military improvements take a lot of time because I still see people using curriculums that are outdated since, when was I last in the NCO Training Branch. I think six/seven years back, they still use the outdated curriculums and there I have already made suggestions to the formation level a couple of times. When I was working there to improve the curriculums to add a couple of things or to take away and even that has not been changed yet.”*

In line with the above, training officer participants found the channel (command and communication), and the commitment from leaders, problematic for timeous

improvements. Participants also indicated that the structure of the SANDF creates a barrier to make improvements on a continuous basis. One training officer participant **stated** this as follows:

(TO3) *“I think it is the channel, it’s the channel we use in the improvement of quality and the leadership commitment in making sure that it is really happening. The channel or our structure is really creating a barrier for improving quality on a continuous basis.”*

#### **4.5.1.2 Lack of feedback implementation for quality improvements**

“Feedback” is defined as “comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development” (Oxford compact thesaurus, 2009:303). In the context of this study and the SANDF, all people (trainers, commanders and administration personnel) should provide feedback concerning quality of training and improvements thereof. It is vital that these improvements need to be implemented to ensure quality improvement of training within the training unit.

Trainer participants were of the opinion that the process to implement changes is stopped somewhere and that feedback is not implemented as it should. One trainer participant **articulated** this as follows:

(T1) *“...somewhere the process got stopped or they probably did not implement the changes or they did not implement the feedback. That is why we are still working on the old curriculum.”*

One training officer participant indicated that feedback obtained from lower levels concerning quality is passed through the correct channel (command and communication). However when the feedback moves higher up to the training unit head quarters and even further to the formation head quarters, it becomes problematic. Participants were of the opinion that higher command is where feedback gets lost, because no answers regarding feedback are received back. One training officer participant expressed this as follows:

(TO3) *“However when it comes to me passing it over for further recommendations to ETD and the OC it is never coming back. So when feedback moves higher up it gets lost and when I as a wing commander have*

*no control over that. The decision must come from higher level and that is a problem currently, it's really a problem. The commitment of higher command is in question because you always have to ask is this in place is this going to happen.”*

#### **4.5.1.3 Lack of focus concerning quality improvements** (cf par. 2.6.6)

“Focus” refers to the ability to concentrate effort and attention on something, and it also refers to an area of concern and responsibility (Oxford compact thesaurus, 2009:321). Quality improvement and implementation have been explained earlier (cf par. 4.5.1). In the context of this study, this subcategory refers to leaders (wing commanders and wing warrant officers) who lack focus to improve quality.

Trainer participants were of the opinion that management does not want to improve quality. Participants indicated that managers (leaders) would use excuses like money for not improving quality and that trainers do not want to hear these excuses as they have to improve the quality on the ground. One trainer participant **verbalised** this as follows:

*(T5) “... in other words the feedback from management’s side is not to improve the quality it’s just to set out the flames and just to keep us quiet and just continue with what we have. So the excuse of money and so on we are so used to that but it is not the answer that we want as trainers, as the people that must improve the quality.”*

Training officer participants were of the opinion that maintaining quality is based on rules and regulations which are enforced from government to the military downwards. Furthermore, participants felt that the focus in the SANDF/training unit is associated with resources. One training officer participant **voiced** this as follows:

*(TO1) “...bring new ideas to the table including training and bearing standards. It is more politicized based on rules and regulations enforced on from government through to the military downwards. “Dis n moeilike een daai nè” (It is a difficult one that). Once again as I said earlier it is about focus, our focus is wrong and the focus in the end of the day is also linked to resources in the end of the day that has been allocated to us...”*

#### 4.5.1.4 Lack of effective rewards and punishment practice

“Effective” refers to successfully creating the desired or intended result (Oxford compact thesaurus, 2009:253). The Oxford compact thesaurus (2009: 665 & 706) defines “rewards” as “a benefit obtained as a result of an action taken or a job done” and “punishment” as “a penalty that is imposed on somebody for wrongdoing”. “Practice” refers to a process that is followed to carry out an idea or plan (Oxford compact thesaurus, 2009:638). In the context of the SANDF, rewards indicate bonuses and opportunities for promotion, and punishment practice refers to the military disciplinary code, which encompasses the military court and justice system.

Only one (1) participant experienced that leaders in the SANDF did not use the punishment and rewards system effectively to help create the desired result among people for quality improvement. This participant was also of the opinion that performance management is one aspect that can influence quality improvement, including the legal system of the SANDF. The participant also felt that members (all soldiers working within the training unit) who are corrupt, steal and damage equipment get away with it. Furthermore, the participant perceived the performance management system (PMDS) as an indirect tool that can be used to punish and reward members in the SANDF. One training officer participant articulated this as follows:

(TO1) *“Performance management is just one of the aspects influencing quality improvement, the other is our legal system. So members (all soldiers working within the training unit) can be corrupt, members can steal, members can damage and nothing happens to them. This is the punishment part, now you also have punishment in the PMDS system. But there is not, this is an indirect punishment, the mere fact that you are number one candidate but you don’t receive the benefit. You also get punished but not directly as where the legal system directly focus on members that not doing their work, stealing, cheating, lying not living up to their responsibilities and ja, that is how it is.”*

#### 4.5.2 Experiences related to decisions made for QM (cf par. 2.6.7)

The term “decisions” has been explained earlier (cf par. 4.5). In the context of this study inaccurate decisions refer to wrong decisions with regard to improvements for the QM system, policies and procedure (human resource policies) applications concerning people for training, appeal of assessments and then determining what

improvements are required to be made by leaders (unit commander, wing commanders and wing warrant officers) in order to improve the quality of training within the training unit. Furthermore, in the context of this study, the SANDF makes decisions on different levels and again the structure and the channels of command need to be managed effectively and efficiently.

It transpired from the interviews that fact-based is influenced by the interpretation of facts (training), which is required to be able to make accurate decisions. Furthermore, participants felt that leaders (formation headquarters, unit commander and wing commanders) do not accept responsibility for their decisions. Participants added that “laziness” of leaders, not enough qualified leaders and the bureaucratic structure of the SANDF also contribute to poor which results in ineffective quality improvement of training within the training unit.

**Table 4.8: Experiences related to decisions made for QM**

Main Category 8	Experiences related to decisions made for QM	Trainers	Training officers
Subcategories	Incorrect interpretation of facts for <b>decision making</b>	4	2
	Lack of acceptance of responsibility	5	3
	Laziness of leaders to make decisions that result in change	1	0
	Lack of qualified leaders to make accurate decisions for QM	1	1
	Bureaucratic structure in the SANDF creates a barrier for accurate decisions	0	3

The category *experiences related to inaccurate decisions made* is based on the following subcategories and direct verbatim quotations contained in it:

#### **4.5.2.1 Incorrect interpretation of facts for decision making** (cf par. 2.6.7)

The Oxford compact thesaurus (2009:452) defines “interpretation” as “an explanation or establishment of the meaning or significance of something”. “Facts” refer to something that can be proven to be true, and can also refer to (a) statistic(s) or statement of the truth (Oxford compact thesaurus, 2009:292). Decision making has already been explained (cf par. 4.5). In the context of this study this subcategory

refers to leaders (formation headquarters, unit commander, wing commanders) who interpret training aspects incorrectly, which affects QM of training negatively, preventing accurate quality improvements from taking place.

Participants were of the opinion that facts (training aspects) are provided from the lowest level in the training unit. Trainer participants also felt that more research should be done concerning decisions made for improvements and amendments of training. Furthermore, trainer participants were of the opinion that fact-based decisions do not currently take place within the training unit. One trainer participant verbalised this as follows:

(T2) *"...if you see also that this (training quality aspects) does not work somewhere then you - you put forward to the ETD branch or the wing for that matter and they will take it up. But I also believe that maybe we must put a team down just to do a proper research around that specific subject or something like that. So in my point of view I would say no that fact based does not take place correctly."*

Training officer participants were of the opinion that "management" (leaders) in the military is detached from the lowest level and this creates a barrier toward obtaining accurate facts between trainers at the lowest level and leaders (formation headquarters, unit commander and wing commanders). Furthermore, participants felt that some leaders (wing commanders) in the training unit do not "carry over" these facts accurately as they have received it from the lowest level. One training officer participant uttered this as follows:

(TO3) *"To some extent management in the military is distanced from what is actually happening on the ground and creates a barrier for accurate facts. The OC and 2IC of the unit they actually rely on the wing commanders for information that comes from the ground. But you know mos now that when you transmit information the best one comes from the horse's mouth rather than passing correct facts over. The facts that some wing commander carry over for are not always 100% accurate."*

#### **4.5.2.2 Lack of acceptance of responsibility**

The Oxford compact thesaurus (2009:701) defines "responsibility" as "somebody or something for which a person or organisation is responsible" or "the state, fact, or

position of being accountable to somebody or for something". "Acceptance" refers to the realization of the fact and the process of coming to terms with this fact (Oxford compact thesaurus, 2009:7). In the context of this study, responsibility for the QM of training starts with the lowest level (corporal) moving upwards in the structure to the highest level (brigadier general); everyone is responsible for QM.

Trainer participants were of the opinion that people, from the lowest level in the training unit (corporal) to the formation head quarters (brigadier general), do not want to accept responsibility for the management of quality in training. One trainer participant expressed this as follows:

(T4) *"...and each one should take responsibility of the management of quality and that is where I believe where the fault is. There is no one take responsibility of-of that and then if you look at the formation HQ, it's exactly the same, nobody wants to say it's my responsibility..."*

Training officers felt that "senior management" (unit commander and second in command) in the unit should make an effort to stand up to higher head quarters and motivate why decisions should be made. Furthermore, participants were of the opinion that examples such as the availability of equipment to carry out training tasks are evident only in the last training cycle (year). However, despite availability of resources (equipment), higher (head) quarters make the decision to commence despite the quality impact. One training officer participant articulated this as follows:

(TO2) *"...the unit itself and the senior management itself is sometimes too afraid to make a stand and say that we cannot do one, two and three and motivate that to higher HQ and say that we cannot do that with regards to that. There is many instances that there are examples of just in the last training cycle of the unit that are evident with regards to this. None availability of some of our prime mission equipment, but the course must continue, but you only give a guy a theoretical qualification instead of a full qualification where he has been properly trained theoretically and practically. But decisions were made by higher HQ (Head Quarters) that those specific courses will continue."*

#### 4.5.2.3 Laziness of leaders to make decisions that result in change

“Laziness” refers to an attitude displayed by mainly people who are unwilling to work or just make an effort with something (Oxford compact thesaurus, 2009:483). The Oxford compact thesaurus (2009:701) defines “result” as “something that follows as a consequence of another action, condition, or event”. In the context of this study, management refers to leaders (unit head quarters, wing commanders and wing warrant officers) that are “lazy” (according to the participants) to make decisions such as changing the curriculum that would result in change to improve the quality requirements within the QM system.

Only one (1) trainer participant felt that leaders are lazy when it comes to making decisions that are most likely to lead to change. Furthermore, this participant opined that the reason for this is that change requires hard work to get all the facts together and sometimes people don’t want to do that. This participant **verbalised** himself as follows:

*(T3) “...now they (leaders) don’t want to change it, it’s just reluctant to change. Laziness can also be accounted for here, because remember if you do something new you have to work hard to get all the information and facts to do that and sometimes people don’t want to do that.”*

#### 4.5.2.4 Lack of qualified leaders to make accurate decisions for QM (cf par. 2.6.7)

“Qualified” refers to someone that is certified and professionally trained with skills to perform certain activities, such as training (Oxford compact thesaurus, 2009:669). “Individuals” refers to specific persons within a group (Oxford compact thesaurus, 2009:433). “Accurate decisions” has already been explained (cf par. 4.5). In the context of this study, a lack of qualified individuals refers to leaders (unit commanders, wing commanders and branch commanders) that lack the ability to make accurate decision concerning QM.

Participants were of the opinion that commanders (unit, wing and branch) in leadership positions of the training unit are not qualified and trained properly in training aspects (facilitation, assessors and moderation) to enable them to make accurate decisions that affect QM of training. Furthermore, trainer participants felt

that if the advice they give with regard to training aspects does not sound positive to commanders, they (the commanders) simply ignore the facts provided.

(T4) *“If you are properly trained as such a role player, you are then learned with regards to the correct procedures, you understand. Ok now how can a commander, a manager tell a lower command person your process with regards to assessment is wrong based on this and this facts if you are not trained in it as such a role player. You understand ok, so they cannot make decisions based on facts thereby our own wing there is problems with regards to officer’s training branch and their assessments ok. They come and call me, I give them the facts according to what I what I believe according to the process and so on, but if they do not buy into that, if it is not nice on their ear then they ignore my facts, you understand.”*

In line with the above, one training officer participant indicated that it is true that not all leaders (wing commanders) are qualified to use facts and interpret them accurately. This training officer participant **voiced** this as follows:

(TO3) *“It’s true that sometimes not all wing commanders are qualified to provide accurate facts or interpret these facts correctly...”*

#### **4.5.2.5 Bureaucratic structure of the SANDF creates a barrier for accurate decisions**

In the context of this study, it is essential to understand that the structure of the SANDF is bureaucratic in nature and no decisions that result in change can be authorized on lower levels (such as training unit level). These changes may only be implemented with authority obtained from higher levels (formation), which takes time. Such changes are influenced by people situated far away from the reality of the day to day operation of the training unit.

Only training officer participants were of the opinion that the military system requires commanders to rely on information and facts provided from lower levels for decision making. Furthermore, participants felt that the higher up you move in the hierarchical structure the more you are removed from the real facts. Therefore, in the training unit the unit commander relies on lower level people (wing commanders) to make accurate decisions regarding the quality of training. Participants also perceived that

some individuals manipulate the facts to obtain a more desirable result. One training officer participant **stated** this as follows:

(TO1) *“The higher you go in the organisation, the more difficult the - the further away the real facts or the situation... you are removed but still decisions have to be made. But the more seniors rely on their sub-ordinates to produce the correct facts to them so that they can make fact-based decisions and we do that by decision briefs specifically for our courses. We do briefings for our courses to the OC (officer in command) and parties involved and provided further input and spell out options and then ultimately to make decisions based on those facts. The decisions made there is then once again it could be manipulated by the individual providing the facts and at this stage unfortunately we are not in the business of making money. We’re not a profit driven organisation, it tends to that people sometimes manipulate facts to obtain the desired outcome as they require it.”*

#### **4.6 SUMMARY OF QUALITATIVE INTERVIEWS**

The direct verbatim quotations revealed that participants ascribed most of their QM experiences to inadequate knowledge and experience of leaders. Furthermore, participants experienced that human resources to the lowest level need to make a positive mindset shift towards training and particularly the QM thereof. Lastly, it transpired from the verbatim quotations of participants (specifically training officers as stakeholders) that government strategy and legislation have an adverse effect on QM of training.

It emerged from the experiences related by participants that the SANDF requires compelling leadership, demonstrating the required competence concerning the QM of training. Furthermore, participants indicated that human resource policies are influenced by national legislation, which in turn influences QM negatively, making it difficult to manage quality. Furthermore, it transpired from the experiences of participants that the diverse population in the military requires continuous training concerning quality to ensure that they are informed on a regular basis about the QM of training. Because of a lack of training and awareness of QM in training there is minimum involvement of people at the lowest level regarding QM in the training unit.

It transpired from the verbatim quotations that participants experienced the raw material of human resources drawn from society negatively since these human

resources “received” from society lack education in terms of values and norms. Furthermore, these values and norms require long-term development, because the lack of education creates an adverse effect on the quality of training. This results in difficulty to effectively develop these human resources drawn from society, which in turn makes QM difficult to implement and maintain. It also transpired from participants’ verbatim quotations that the training unit under investigation has an inadequate quality culture because of a lack of motivation concerning change, incorrect mind-sets and poor implementation and maintenance of QM.

Participants experienced continuous improvement of quality in training as problematic. This resulted therein that quality improvements are implemented late or not at all. Many reasons for this state of affairs have been provided; the most prominent being a lack of focus on QM, lack of feedback implementation and ineffective punishment and rewards provided. It has also emerged from the experiences related by participants that decision making is not accurate in terms of improving the quality of training as a result of incorrect interpretation of facts, lack of acceptance of responsibility, lack of qualified individuals to make decisions and the bureaucratic structure of the SANDF. However, this should not be interpreted to imply that the military’s means of implementing and maintaining QM is poor – the necessary systems are in place but inadequate training regarding QM systems, processes and procedures creates a problem.

The *philosophy of pragmatism and process philosophy* emerged as follows from the data presented in this chapter: People (all soldiers involved in training) need to understand QM as a phenomenon that is constantly changing and people need to acquire practical cognition to understand QM principles and processes, as all processes in QM, are cyclic and dynamic. Furthermore, the data indicated through the experiences of participants, that people need to realise the importance of something and the role that they (all soldiers involved in training) play, it was evident that leaders (management) and people (all soldiers involved in training) do not know the purpose and importance of QM which creates a barrier for QM to become the dynamic process it should be (cf. par. 2.3.1, 2.3.2 & 5.6).

It also emerged that the applied competences of leaders play an imperative and significant role to ensure that QM is actively implemented and maintained. It also became clear that leaders need to have the ability to involve and influence people to the lowest level to execute QM effectively.

For the sake of comprehensiveness the themes, main categories and subcategories that emanated from the interviews are summarised as follows:

## **Theme 1 INFLUENCE OF LEADERS ON QM**

### **Main category 1 EXPERIENCES RELATED TO SUPPORT OBTAINED FROM LEADERS**

- 1.1 Lack of active support and commitment.
- 1.2 Human resource policies create barriers for leaders to support trainers effectively.
- 1.3 Leaders are resistant to changes.
- 1.4 Lack of compelling leaders.

### **Main category 2 EXPERIENCES RELATED TO THE STAFFING AND PROMOTION OF SANDF PERSONNEL**

- 2.1 Transformation affects QM adversely.
- 2.2 Lack of focus created by government strategy for job creation.

### **Main category 3 EXPERIENCES RELATED TO KNOWLEDGE AND EXPERIENCES OF LEADERS**

- 3.1 Leaders lack interest in training.
- 3.2 Leaders lack knowledge of QM procedures.
- 3.3 Lack of strong leaders to drive QM.
- 3.4 Lack of academically qualified leaders.

## **Theme 2 INFLUENCE OF MOTIVATION ON QM**

### **Main category 4 EXPERIENCES RELATED TO PEOPLE INVOLVEMENT IN QM**

- 4.1 Lack of motivation to improve quality.
- 4.2 Lack of commitment.
- 4.3 Bureaucratic structure impeding people involvement at lower levels.
- 4.4 Lack of opportunities provided for the involvement of personnel in QM.

## **Theme 3 THE INFLUENCE OF LEADERS' ABILITY TO CREATE A QUALITY CULTURE**

### **Main category 5 EXPERIENCES RELATED TO HUMAN RESOURCES OBTAINED FROM SOCIETY**

- 5.1 Inadequate educational background of human resources obtained from society.
- 5.2 Lack of effective military training of human resources obtained from society.

**Main category 6 EXPERIENCES RELATED TO THE QUALITY CULTURE IN TRAINING**

- 6.1 Lack of active participation regarding QM aspects.
- 6.2 Lack of adequate implementation procedures for implementing a QM system.
- 6.3 Incorrect mindset regarding QM.
- 6.4 Lack of applied competence to establish a strong quality culture.

**Theme 4 THE INFLUENCE OF DECISION MAKING ON QM**

**Main category 7 EXPERIENCES RELATED TO THE IMPLEMENTATION OF QUALITY IMPROVEMENTS**

- 7.1 Delayed time for quality improvement implementation.
- 7.2 Lack of feedback implementation for quality improvements.
- 7.3 Lack of focus concerning quality improvements.
- 7.4 Lack of effective rewards and punishment practice.

**Main category 8 EXPERIENCES RELATED TO DECISIONS MADE FOR QM**

- 8.1 Incorrect interpretation of facts for decision making.
- 8.2 Lack of acceptance of responsibility.
- 8.3 Laziness of leaders to make decisions that result in change.
- 8.4 Lack of qualified leaders to make accurate decisions for QM.
- 8.5 Bureaucratic structure in the SANDF creates a barrier for accurate decisions.

**4.7 SUMMARY**

In this chapter the analysed data were presented. Four (4) themes, eight (8) main categories and 29 sub-categories were identified and presented. In Chapter 5 a summary of the study (from Chapter 1 to Chapter 4) and interpretations of the findings presented in Chapter 4 will be provided.

**CHAPTER 5**  
**SUMMARY, DISCUSSION, LIMITATIONS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 INTRODUCTION**

A summary of the results and findings from previous chapters will be provided (cf par. 5.2). An interpretation of the research findings discussed in Chapter 4 will be presented (cf par. 5.3). Recommendations ensuing from this study will be provided, including aspects identified requiring further research concerning QM of training (cf par. 5.4). The limitations of this study will be presented (cf par. 5.5) in addition to a final conclusion.

**5.2 SUMMARY**

Although QM is essential in organisations for ensuring products and services of high quality for customers (cf Chapter 2), limited national and international research and literature is available on QM, specifically in the training sector and the SANDF (cf par. 1.3). This study explored stakeholders' experiences of QM of training in a training unit in the SANDF, thus addressing the lacuna in the body of literature by contributing to literature on QM of training in the SANDF to aid with the understanding thereof from a military perspective (cf Chapter 1).

The global environment has become increasingly competitive, requiring QM of training outcomes, and ensuring quality control of products and services rendered. Having systems in place to monitor and evaluate training outcomes, activities and evidence, will enable organisations to make timeous and appropriate adjustments for improvement of training initiatives in order to remain globally competitive (cf Chapter 1). It was argued that if QM is not properly implemented and maintained, it will result in an adverse effect on an organisation's goals and essential services rendered by training units, in this case the SANDF. As trainers and training officers ultimately drive training in the military, it was furthermore contended that trainers and training officers should be properly trained in QM and especially the QM systems, to ensure a positive effect on training in the SANDF. This is because trainers are responsible to train other employees regarding the correct implementation of QM. Correct implementation of QM may increase the productivity and competitiveness of the SANDF.

The principles of QM (cf par. 2.6) were used to formulate the secondary research questions, the reason being that these principles are pivotal for effective QM, requiring people to proactively implement and maintain QM at all levels (cf par. 1.4 & 1.5).

In Chapter 2, a brief outline of the evolution of QM was provided to aid understanding of the philosophical underpinning of QM (cf par. 2.2). It was argued that the process philosophy and the philosophy of pragmatism are the underpinning philosophies of QM, which assist in viewing QM as a dynamic process that attempts to retain the quality determined through cognition and experience (Sliwa & Wilcox, 2008:98) (cf par. 2.3.1). It also became evident that the process and system approaches related to QM are embedded in the process philosophy to provide a solid platform for organisations to lay down quality requirements (cf par. 2.4). It was furthermore argued that QM of training requires a system which embeds all activities (cf par. 2.7) to achieve quality requirements and even improve on these quality requirements continuously within the QM system and processes. QM has also been described as a system that embeds quality in the form of policies, processes and procedures providing a roadmap on how training should be executed (cf par. 2.5.1). The purpose of QM, namely to ensure that an organisation remains competitive through strategic management of processes and procedures in response to customer needs, was alluded to (cf par. 2.5.2).

It was contended that the principles of QM (customer focus, leadership commitment, quality culture, people involvement, supplier quality, continuous improvement and fact-based decision making) refer to all people working in the organisation. It became apparent how important people are to drive the QM as a dynamic process, thereby ensuring that all processes within a QM system are continuously improved. It was noted that the process and systems approaches are also regarded by some authors as principles of QM (Meyer & Orpen, 2007:294). In line with the systems approach (cf par. 2.4.2), quality principles are interdependent and should be integrated in a holistic manner to optimize organisational performance (Meyer *et al.*, 2007:284).

It became apparent that activities (quality planning, quality control, quality assurance and quality improvement) should be embedded in a QM system to allow for identification and adjustment of quality requirements to take place on a regular basis. Furthermore, it was argued that the whole QM process starts and ends with quality planning and is of a cyclical nature ensuring that objectives are obtained with the highest possible standards (Liepina *et al.*, 2014:630) (cf par. 2.7, 2.7.1 to 2.7.4).

The most prominent QM models in literature were alluded to (cf par. 2.8), but only TQM was discussed, since the SANDF only uses TQM (cf par. 2.8.1). It was argued that the TQM approach is different from structural and instrumentalist approaches, in that it views the objective of QM and quality assurance as being part of managing change, culture and working practices in an organisation which seeks continuous improvements of products and services. Furthermore, it became apparent that TQM constantly challenges an organisation's current practices and performance to improve inputs and outputs (Heyns, 2001:16; Mensah *et al.*, 2012).

QM in developed countries was discussed to provide insight into how QM is carried out globally. It became apparent that developed countries' successes may be viewed as a result of adequate flexibility within their QM models – in the case of both large and small organisations. Furthermore, it became evident that flexibility enables organisations operating within developed countries to harvest long-lasting benefits. Flexibility provides organisations within developed countries to have the ability to recognise areas of improvement by introducing transformational goals (cf par. 2.9). QM and the implementation thereof in SA were also reviewed – specifically how it is implemented within the context of training (cf par. 2.10). It became noticeable that organisations in SA integrate QM models, particularly TQM, ISO 9001:2008, six Sigma, SERVQUAL and, in some cases, excellence models. Additionally, it became apparent that SA implements quality councils and the QCTO to provide an amalgamated foundation for organisations to achieve and even improve quality.

QM, specifically in training, was explained as this is the focus of this study (cf par. 2.11). It became apparent that assessment and evaluation (cf par. 2.11.1) are linked to QM, which indicates the importance of both assessment and evaluation in training. It became evident that QM of training is not a rigid pre-determined approach, but rather one of requiring the continuous improvement of training requirements and processes (cf par. 2.11.2) (Coetzee *et al.*, 2007:251; Erasmus *et al.*, 2013:240). It was argued that employees and management should accept ownership for QM in training, thus allowing leadership to accept the responsibility to empower people down to the lowest level, especially within a bureaucratic organisation such as the SANDF.

QM in the SANDF was also discussed in Chapter 2, placing the SANDF and the challenges it faces into context with QM of training (cf par. 2.12). It was argued that the political climate still affects quality and the improvement thereof. It became apparent that the influences of primarily leaders play a fundamental role to create

opportunities to improve quality eventually at organisational level (Erasmus & Uys, 2012:96; Esterhuysen, 2006:393). However, it was realised that this (quality improvement) requires determination from all those involved. Esterhuysen (2013:141) accordingly proposes in this regard that a dynamic and pro-active approach is necessary to eventually instil a quality culture from the highest level to the lowest level, and particularly in the SANDF.

In Chapter 3 the qualitative method research design (cf par. 3.2) that was used for this study was discussed, more specifically phenomenological research was described. The qualitative research design has been selected to obtain a deeper understanding of QM of training in the SANDF. Furthermore, the qualitative method assisted the researcher to view QM of training in the SANDF from participants' perspectives and to clarify QM of training while these participants attached meaning to a certain phenomenon (cf par. 3.2.1.3). The rationale, advantages, disadvantages and the philosophical worldview were also described (cf par. 3.2.1.1, 3.2.1.3 & 3.2.1.4).

The research design included a discussion of the composition of the study population and the sampling of the qualitative study (cf par. 3.2.3 to 3.2.3.2). Qualitative data generation was discussed, which included the researcher's role, literature review, semi-structured interviews and field notes (cf par. 3.3 to 3.3.4). The semi-structured interviews that were used to explore the training QM experience of stakeholders in the SANDF provided the researcher with accurate historical information regarding QM of training in the SANDF (cf par. 3.3.3). The analyses of the raw data were also explained; these involved the analysis of qualitative transcriptions of semi-structured individual interviews (cf par. 3.4). The criteria of trustworthiness (credibility, dependability, conformability and transferability) were discussed and proved particularly useful to the researcher (a novice in research) to provide a clear starting point to generate, analyse and interpret data (cf par. 3.4.1 & 3.4.1.1). Lastly, the ethical considerations pertaining to this study were also alluded to; including informed consent, confidentiality, anonymity and privacy (cf par. 3.5).

In Chapter 4, the analysed data ensuing from the nine (9) individual semi-structured interviews were presented. The analysed data consisted of four (4) themes, eight (8) main categories and 29 sub-categories (cf par. 4.6). Verbatim quotations were provided as evidence for themes and categories. To reduce length, only those quotations which best described the sub-categories, were presented.

In line with the literature (Bitterova *et al.*, 2014:118; Eisenbeiss *et al.*, 2008:1440; Merrill, 2013:42; Mumford *et al.* 2015:304; West, 2011:58; West & Cianfrani, 2014:54) it became apparent that leaders play a crucial role in QM implementation and the maintenance thereof as an active process. Stakeholders indicated that they experience inadequate support and commitment from leaders in the training unit of the SANDF regarding the QM of training. Stakeholders also indicated that policies and transformation have an adverse affect on QM. Stakeholders indicated that human resources at the lowest level should make a positive mindset shift towards training, and particularly the QM thereof, as they experienced that people involvement and the quality culture in the training unit were affected adversely regarding QM. Stakeholders also revealed that continuous improvement (in the sense of constantly changing) and inaccurate decision making affects QM adversely. At the same time, this creates many challenges to ensure continuous improvement through accurate decisions for QM aspects (cf par. 4.2 to 4.7).

### **5.3 DISCUSSION OF FINDINGS**

In this section the findings presented by participants in Chapter 4 will be interpreted and discussed. The findings will also be compared to the literature on QM in Chapter 2, where applicable. The QM principles will be identified and used as sub-headings underneath each research question. The findings will be compared to findings of previous studies, where applicable and new findings indicated.

The following research questions are answered in this section:

- 1) How do stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF? (Chapter 4 par. 4.2, 4.2.1, 4.2.2, 4.2.3, 4.3 & 4.3.1)
  - Leadership commitment
  - People involvement
  
- 2) How do stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF? (Chapter 4 par. 4.4, 4.4.1, 4.4.2, 4.5, 4.5.1 & 4.5.2)
  - Quality culture
  - Continuous improvement
  - Fact-based decision making

### **5.3.1 How do stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF?**

#### **5.3.1.1 Leadership commitment**

Stakeholders experienced that leaders in the training unit of the SANDF provide inadequate support, they lack focus concerning QM of training and they demonstrate inadequate knowledge and experience when it comes to training and the QM thereof (cf par. 4.2, 4.2.1, 4.2.2 & 4.2.3).

Stakeholders experienced that leaders do not actively support them in their endeavours to obtain and maintain organisational goals (cf par. 4.2.1.1). West and Cianfrani (2014:55) allude to the importance of active support from leaders in QM which seems to be a problem in the training unit, and which may pose potentially negative influences for the quality of training (cf par. 2.6.2). In contrast to this research finding, these researchers (West, 2011:58; West & Cianfrani, 2014:55) found that when leaders acknowledge the inputs of people, especially in process development and improvement thereof, an organisation is able to create the capacity to maintain the focus on organisational objectives (cf par. 2.6.2). West and Cianfrani (2014:55) similarly found that a lack of trust between management and lower levels in organisations limits creativity and innovation, resulting in the communication between leaders and employees to impact the dynamic process of QM negatively (cf par. 2.6.2). Likewise, in this study, it seems that there is a lack of trust between leaders and people at all levels of the SANDF, which creates a communication barrier. As a result of this, stakeholders feel that leaders are not actively involved, which creates a barrier for QM to become a dynamic process within the training unit (cf par. 4.2.1.1).

Stakeholders indicated that human resource policies create a barrier for leaders to support trainers effectively (cf par. 4.2.1.2). Stakeholders felt that human resource policies in the SANDF prescribe criteria for training which are focused on the quantity and not the quality of training, which adversely influences the creativity and innovation of quality in training. In addition to this, trainers indicated that leaders within the training unit are cautious to inform the formation headquarters' leaders concerning the human resource policy of the SANDF requirements which are not in line with quality requirements, resulting in them being uninformed (cf par. 4.2.1.2). Furthermore, it was also the opinion of stakeholders that the training unit utilises the time and resources to train and qualify an individual in a leadership position just to be

transferred again. This results then in the training unit losing momentum regarding qualified and experienced individuals within leadership positions with the competence to execute QM of training within their immediate environment (cf par. 4.2.1.2). No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Trainers felt that resistance towards change by leaders, which includes improvement of quality in training, makes it difficult to implement QM as a dynamic process (cf. par. 4.2.1.3). Furthermore, trainers felt that leaders do not want to change because then they would need to move beyond their comfort zone. Trainers are of the opinion that leaders demonstrate resistance towards attendance of training programs for quality improvement, which indicates that leaders do not want to change for the benefit of the training unit (cf. par. 4.2.1.3). Other researchers (Strauss *et al.*, 2009:288) allude to leaders that need to stimulate a feeling of attachment to an organisation and its cause. Strauss *et al.* (2009:288) found that leaders who utilised organisational processes stimulated a feeling of attachment among employees. In line with this, it may be that the resistance to change demonstrated by leaders in the training unit (SANDF) makes it difficult for them (leaders) to inspire a feeling of attachment among employees, as their commitment is not demonstrated.

Only training officers revealed that leaders in the training unit are not demonstrating compelling leadership (enthusiasm); they feel that these leaders are not enthusiastic about QM of training (cf par. 4.2.1.4). In this regard, Eisenbeiss *et al.* (2008:1440) and West and Cianfrani (2014:54) indicate that leaders in organisations that demonstrate commitment through support and guidance are viewed by employees as being more enthusiastic. Furthermore, it was found that when leaders are more enthusiastic about something (QM of training), it results in a stronger relationship between management (leaders) and employees at lower levels (Eisenbeiss *et al.*, 2008:1440). Enthusiasm (compelling leaders) also seems to amalgamate employees and their leaders together, which in turn emphasizes the importance of leaders to create a unity of purpose and direction, demonstrating commitment towards the QM of training in the training unit.

Training officers indicated that the staffing and promotion (SANDF Human Resource policies and procedures) of SANDF personnel also influence QM, and they indicated that transformation (affirmative action) has a negative effect on QM of training in the training unit (cf par. 4.2.2.1). This aspect only surfaced during the interviews with

training officers – this may be the result of them being more intensely involved in staffing and promotion procedures than trainers. They (the training officers) are responsible for the management of their respective trainers' careers. Past research (Eisenbeiss *et al.*, 2008:1440; West and Cianfranni, 2014:54) mainly focused on the integration of QM systems with all policies and processes within an organisation to enable the intended result of quality improvement (cf par. 2.6.2). Eisenbeiss *et al.* (2008:1440) and West and Cianfrani (2014:54) found that a QM system that is not included as an element and contributor to the achievement of the vision, mission and objectives of the organisation, will fail to ensure credibility. In the training unit it seems that the training unit and the SANDF as the larger organisation did not develop and integrate the current QM system with these (HR) policies, resulting in a lack of focus by management (leaders) concerning QM (cf par. 4.2.2.1).

It also became apparent from training officers' perspectives that the government's strategy for job creation (National development plan, 2030) in the SANDF also shifts the focus away from QM (cf par. 4.2.2.2). In the training unit, and in particular the larger SANDF, training officers in this study perceived leaders at higher levels (government, minister of defence) to implement a job creation system (National development plan 2030) by which people are provided with jobs; seemingly just for the sake of "job creation". In addition, these training officers felt that people with the incorrect attitude (not the notion to serve) are appointed within the SANDF and this influences QM adversely (cf par. 4.2.2.2). No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Stakeholders also feel that leaders demonstrate insufficient knowledge and experience and therefore refer to the ability of leaders in the training unit to effectively manage the quality of training aspects which are not satisfactory (cf par. 4.2.3). Stakeholders furthermore believe that insufficient knowledge and experience of training and QM on the part of leaders is the result of showing little interest in training (cf par. 4.2.3.1), not having enough knowledge concerning QM procedures (cf par. 4.2.3.2), lacking strong leadership skills to drive QM effectively (cf par. 4.2.3.3) and suffering from a lack of other suitably academically qualified leaders (cf par. 4.2.3.4) within the training unit of the SANDF. All of the latter aspects indicated by stakeholders, point to the fact that leaders need to obtain the commitment to develop themselves to enable them to execute tasks such as QM of training effectively. Stakeholders feel that leaders do not make an effort to gain the necessary knowledge concerning training, and therefore they are unable to drive QM effectively

(cf par. 4.2.3.2 & 4.2.3.3). This seems to indicate to stakeholders that leaders' commitment to QM of training is of a poor quality (cf par. 4.2.3). Bitterova *et al.* (2014:118) found that the quality of leaders impacts on employees' initiatives, activity and cooperation. In connection to what stakeholders revealed, leaders who do not demonstrate the necessary knowledge and experience find it difficult to create motivational strategies based on shared values of the organisation, the competency to create and develop a learning environment conducive to learning, the competency to define, distribute and delegate responsibilities, the competency to define power scopes and tasks clearly, and the competency to lead and control colleagues, respectively. Mumford *et al.* (2015:304) also found that leaders who have not obtained enough experience find it difficult to apply their knowledge effectively, regardless of what field of learning they find themselves in.

Only training officers revealed that the training unit does not have enough academically qualified leaders (cf par. 4.2.3.4). The reason for this may possibly be the fact that training officers are exposed more rigorously to managing activities and directing people than what trainers are. These training officers believe that leaders - especially in top management – are required to be academically qualified to ensure they have the competence to drive QM of training effectively. This may create difficulty for these particular leaders in management positions to lead by example, particularly when managing quality in training. These training officers also felt that those leaders who are academically qualified have a tendency to support QM pertinently as opposed to those that have not gone through the necessary management levels for self-development. No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

All these aspects identified concerning leadership commitment (cf par. 4.2, 4.2.1, 4.2.2 & 4.2.3), places the training unit in a difficult position to maintain a high quality of training. Therefore, it is clear that without leadership commitment it is difficult for the SANDF to drive QM as a dynamic process. If leaders are not able to direct employees and communicate QM effectively and be able to involve people to the lowest level, it may have an adverse effect on QM of training in the SANDF.

### **5.3.1.2 People-involvement**

Stakeholders experienced that the training unit in the SANDF fails to effectively motivate people (all soldiers who are involved in QM of training in the training unit) to

get involved with QM aspects (cf par. 4.3). This, according to the stakeholders, results from poor leaders who are not capable of motivating people at the lowest level to get involved in QM (cf par. 4.3.1.1). A lack of people involvement in turn makes it difficult for the training unit in the SANDF to manage and improve quality on a continuous basis (cf par. 4.3.1). The main reasons provided by stakeholders for a lack of people involvement is lack of motivation (cf par. 4.3.1.1), lack of commitment (cf par. 4.3.1.2), the bureaucratic structure of SANDF impeding people involvement at lower levels (cf par. 4.3.1.3) and a lack of opportunities for people to get involved (cf par. 4.3.1.4).

Trainers indicated that they feel most people within the training unit are extrinsically motivated by just doing what is required to get their pay check at the end of day (cf par. 4.3.1.1). Literature (Merril, 2013:42; Meyer & Orpen, 2007:294) alludes to the importance of involving people in organisations to the lowest level. Merrill (2013:42) found that when organisations involve people, QM then becomes an active process in delivering quality products or services (cf par. 2.6.3). West and Cianfrani (2014:54) found that when QM has not been viewed as an interrelated process that involves all processes, resources, control and interactions between elements which drive the organisation to optimal performance, people tend to lack motivation to ensure QM takes place effectively. Likewise, it seems that the training unit has failed to incorporate QM as an amalgamated system. Therefore, this makes it difficult for leaders to motivate its people effectively to get involved in QM of training.

Stakeholders are of the opinion that the commitment by people in the training unit is poor, revealing that the focus of people in the training unit is not on getting training aspects improved because they do not attend information and work sessions concerning QM (cf par. 4.3.1.2). West and Cianfrani (2014:54) indicate that leaders are crucial to create a unity of purpose and direction for an internal environment within an organisation. Furthermore, West and Cianfrani (2014:54) found that when unity of purpose and direction have been created by leaders, people are more involved; this then also resulted in the opportunity to use people's abilities for the organisation's benefit. However, it seems that, in the training unit, there is no unity of purpose and direction created by leaders concerning the QM of training.

Stakeholders felt that the bureaucratic structure and rank system of the SANDF may be viewed by management in the training unit as superior, and they (management) maybe do not realise there is need for the involvement of people as motivational tool (cf par. 4.3.1.3). Training officers also experienced that the bureaucratic structure of

the training unit in the SANDF creates barriers to obtaining feedback concerning quality aspects in training, and that sometimes no feedback was obtained at all (cf par. 4.3.1.3). No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Stakeholders revealed that limited opportunities are made available to involve all people in QM aspects, and particularly the improvement of quality in training aspects of the training unit (cf par. 4.3.1.4). Stakeholders also felt that management should create opportunities to involve people by making use of more information sessions on QM, consulting all people concerning improvements and creating buy-in (cf par. 4.3.1.4). Merrill (2013:42) found that when leaders engage with employees concerning QM, it creates personal fulfilment and results in the organisation being more effective. This also results in people realising the importance of their jobs which increases the quality (cf par. 2.6.3). Stakeholders felt that leaders in the training unit of the SANDF need to engage people through more awareness programs and regular feedback to enable them to understand expectations of people which will contribute to quality (cf par. 4.3.1.4).

All the findings identified concerning people-involvement (cf par. 4.3 & 4.3.1) prevent the training unit from optimally obtaining the necessary innovative and creative ideas required to improve the quality of training. Thus, for QM to become the dynamic process it should be, it requires commitment from leaders and involvement from all people. If an organisation wants to encourage a quality culture, it needs to have strong leaders and motivated and committed people down to the lowest level.

### **5.3.2 How do stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF?**

#### **5.3.2.1 Quality culture**

Stakeholders experienced that the training unit in the SANDF fails to effectively create a quality culture and this directly affects QM negatively. It further transpired from the verbalised quotations that the main causes provided for an ineffective quality culture includes “raw” human resources drawn from society and a weak culture experienced throughout all levels concerning quality in training within the training unit (cf par. 4.4, 4.4.1 & 4.4.2).

In this study only training officers revealed the current “raw” human resources obtained from society to be problematic (cf par. 4.4.1). Based on the perceptions of training officers, this may be due to their frame of reference (which stretches over a time span of 25 years in service of the SANDF). These training officers can compare raw material obtained from society of more than fifteen (15) years ago with current raw material, while trainers do not have that extensive type of frame of reference, most of them having at the most fifteen (15) years of service in the SANDF. Therefore, these training officers revealed that the calibre of raw human resources obtained from society is affected by our educational system which should include the basic premises for instilling values such as discipline, pride, integrity and responsibility, but sadly does not succeed in doing so (cf par. 4.4.1.1). Training officers are of the opinion that these aspects are difficult to instil in people over a short time during training where one intends to create a quality culture. Training officers also ascribed the lack of effective military training due to the mediocrity of people (the way they were brought up) (cf par. 4.4.1.2). This then results in a lack of effective development of raw human resources drawn from society in the SANDF (cf par. 4.4.1.2). No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Stakeholders are of the opinion that people at all levels do not actively participate in QM because people are ignorant even though the time and resources are provided within the training unit. Furthermore, stakeholders indicated that most members within the training unit are not quality driven and do not focus on quality (cf par. 4.4.2.1). Previous research (Cartmell *et al.*, 2011:191; Parumasur, 2012:1020; Strauss *et al.*, 2009:288; Strydom *et al.*, 2004:215) investigated the relationships between leadership, commitment and self-efficacy, as well as the relationship between quality, culture and change for establishing an effective quality culture. Strauss *et al.* (2009:288) found that a quality culture takes a long time to instil as a result of the complexity thereof. Strauss *et al.* (2009:288) found that leaders who actively engage employees through development interventions and consult with employees to the lowest level concerning QM aspects, were more successful in achieving a quality culture. It seems that in the training unit (SANDF), leaders try to engage employees regarding QM aspects through development interventions, but people (all soldiers involved in training) remained ignorant (cf par. 4.4.2.1).

Stakeholders were of the opinion that the implementation procedures used to implement the QM system of the training unit were not effective to help educate

people about and to develop a strong quality culture in the training unit (cf par. 4.4.2.2). Stakeholders also felt that the current QM system exists on paper only (cf par. 4.4.2.2). Training officers in particular felt that not all people were involved with the design and development of the training unit's QM system, resulting in that no buy-in was obtained prior to implementation (cf par. 4.4.2.2). Parumasur (2012:1020) and Strydom *et al.* (2004:213) found that when people are not connected (regular communication concerning QM); there is a lack of co-operation, creativity and innovation to ascertain a quality culture (cf par. 2.6.4). Likewise, it seems, according to stakeholders, that co-operation and buy-in have not been obtained with people at all levels, which results in the difficulty of the training unit to establish and create an effective quality culture.

Stakeholders indicated that people within the training unit have an incorrect mindset towards QM (cf par. 4.4.2.3). Furthermore, stakeholders felt that most people in the training unit view their jobs in the training unit as just another job to receive a pay check at the end of the month, but also indicated that there are some that demonstrate passion for training and the quality thereof (cf par. 4.4.2.3). Parumasur (2012:1020) found that it is not an easy process for a culture to change, because the organisational culture is rooted in the collective history of an organisation where large portions of these (organisational) cultures are below the surface of awareness, making it difficult to identify and change toward something that embeds quality. It seems that people within the training unit of the SANDF find it difficult to converge the organisational culture with that of a quality culture because of the military culture which people have become accustomed to over a long period. The aforementioned state of affairs effects QM of training adversely.

Trainers are of the opinion that the lack of engagement by leaders with people at all levels, the lack of ability to involve all people regarding QM aspects and the inability to connect people with regard to information and obtaining co-operation regarding QM all point towards a lack of applied competence exhibited by leaders in the training unit (cf par. 4.4.2.4). Therefore, trainers feel that this influences the ability to build on a strong quality culture negatively, as this requires leaders with the ability to provide guidance and direction concerning QM (cf par. 4.4.2.4). Other research (Cartmell *et al.*, 2011:191; Parumasur, 2012:1020; Strauss *et al.*, 2009:288; Strydom *et al.*, 2004:215) allude to the importance of leaders to engage people concerning quality and creating effective communication between people at all levels within an organisation; however, there is no evidence of previous research which explicitly refers to the applied competence of leaders to transform and maintain an

organisational culture toward the embedment of a quality culture in the context of QM of training in the SANDF.

To change a culture requires transformation (cf par. 2.6.4). Based on the findings concerning a quality culture (cf par. 4.4., 4.4.1 & 4.4.2), it seems as if a quality culture is not embedded in the training unit under investigation. Consequently it is difficult for the training unit to create a positive mindset towards QM with a sense of responsibility within all people to drive the process of QM dynamically. If an organisation wants to continuously improve the quality of training, a strong quality culture is required at all levels (cf par. 2.6.4). Continuous improvement is essential for an organisation to ensure that it remains competitive, effective and efficient within today's global environment.

### **5.3.2.2 Continuous improvement**

Stakeholders experienced that the training unit in the SANDF battles with decision making. These stakeholders also indicated that they understand the vital role of accurate decisions, particularly when it is intended for continuous improvement of the quality requirements of training (cf par. 4.5 & 4.5.1). Stakeholders further revealed that, particularly leaders at the training unit and at formation head quarters level, create long periods of time delays concerning quality improvements in training (cf par. 4.5 & 4.5.1).

Stakeholders felt that improvements for quality requirements of training are delayed and take time to be implemented (cf par. 4.5.1.1). Furthermore, stakeholders experienced that the time delay for implementing improvements creates a barrier for the training unit to eradicate aspects that influence the quality of training negatively (cf par. 4.5.1.1). Here the problems, as experienced by stakeholders, are with the implementation and not with the ability to identify and provide solutions to causes of poor quality (cf par. 4.5.1.1). Previous research (Geoffrey *et al.*, 2013:16) found that when the implementation of quality improvements has not been identified as important by leaders within an organisation it influences QM adversely which in turn has an effect on the operational performance of an organisation. However, Geoffrey *et al.* (2013:18) conducted this research by means of the ISO 9001:2000, particularly investigating the relationship the certification process has with organisational performance. They found this relationship had a positive effect on improving services and products provided by organisations. However, QM in the training unit of the SANDF investigated has not been recognised as a formal process. Because no

certification takes place regarding QM in the training unit, leaders show a lack of commitment with the implementation of quality improvements. Therefore, stakeholders felt that the ability to identify and provide solutions to causes of poor quality is evident, but the actual problem lies with the implementation of these solutions.

Stakeholders felt that feedback provided from different levels in the training unit should be heard by involving the appropriate people, down to the lowest level to obtain the best inputs. Currently management is not doing this, and that creates a gap in understanding feedback supplied in writing/written form, and this feedback either is lost or ignored (cf par. 4.5.1.2). Stakeholders perceived that leaders in the training unit and those at the formation headquarters are not properly focused on continuously improving quality in the training unit (cf par. 4.5.1.3). Training officers also indicated that the government, through its rules and regulations (politically) influences the focus of leaders concerning quality and improvement (cf par. 4.5.1.3). Geoffrey *et al.* (2013:16) and Savinno and Mazza (2014:171) report that when leaders are not properly focused on continuous improvement it is difficult for them to identify and implement preventative measures effectively and efficiently. In this study, the lack of feedback obtained from higher headquarters has an adverse effect on the implementation of quality improvements in the training unit, resulting in continuous improvement being effected by the focus of leaders.

Something else that emerged from this study that may impact QM, is punishment and rewards pertaining to quality improvement in the training unit of the SANDF (cf par. 4.5.1.4). Only one (1) training officer perceived punishment and rewards as relevant to help ensure that continuous improvement processes are carried out effectively (cf par. 4.5.1.4). However, it was considered worthy to be included, because punishment and rewards motivate people to provide their best possible inputs and outputs in an organisation. This training officer perceived that the military has both a reward and punishment system in place; feeling that this system could influence the improvement of quality in the training unit, but it is not used properly (cf par. 4.5.1.4). No evidence could be found of similar findings in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Quality improvement that takes place on a daily basis should lead training activities within the training unit to move through different processes (QM processes) that ensure continuous improvement (cf par. 2.6.6). However, based on the findings concerning continuous improvement (cf par. 4.5.1), it seems that continuous

improvement is not taking place on a regular basis within the training unit. This creates difficulty for the training unit in the SANDF to improve its quality requirements concerning training to ensure that it remains competitive. Thus, to be able to make changes for quality improvement, and implement these changes, leaders should be able to make fact-based decisions.

### **5.3.2.3 Fact-based decision making**

It emerged from the stakeholders' experiences that decisions made regarding QM, and particularly the improvement of the quality of training, are not accurate, which creates frustration for people at all levels (cf par. 4.5 & 4.5.2).

Stakeholders experienced that leaders lack the ability to interpret data, and particularly feedback, provided through the QM processes (cf par. 4.5.2.1). Trainers felt that people conducting training should be consulted when important decisions are made, and more should be done to ensure that facts are accurate, such as doing research concerning an identified problem before making decisions (cf par. 4.5.2.1). Training officers indicated that due to the bureaucratic structure and rank system, leaders are detached from the facts concerning training and the QM thereof, this then results in that some leaders use inaccurate facts to make decisions (cf par. 4.5.2.1). Moodliar *et al.* (2013:30) and Wills (2014:260) found that organisations that did not incorporate the recording of facts and data for decision making within their QM system found it difficult to make accurate decisions on a continuous basis. In contrast with findings by Moodliar *et al.* (2013:30) and Wills (2014:260), it seems that the training unit does not record facts for decision making and this then influences QM adversely. It seems that leaders in the training unit do not record decision making facts; therefore, because leaders are so detached from facts at grass roots level in the training unit (SANDF), it is difficult to interpret facts accurately.

Trainers experienced leaders in the training unit as not accepting responsibility for making accurate decisions (cf par. 4.5.2.2). Furthermore, training officers felt that senior management (unit commander and second in command) should provide accurate facts in terms of resources concerning training and not manipulate facts to satisfy headquarters (higher formation) (cf par. 4.5.2.2). This has an adverse effect on QM. Therefore, stakeholders feel that leaders should accept responsibility for providing accurate facts that inform proper decisions that impact QM positively (cf par. 4.5.2.2). Mensah *et al.* (2012:124) allude to leaders as an important factor in ensuring that QM is implemented, and specifically that accurate decisions are made.

Their research (Mensah *et al.*, 2012:124) found that when leaders do not deem it a priority to commit and invest in the planning, implementation and monitoring of quality improvements to make fact-based decisions, it has a negative effect on the success of QM. It seems that leaders within the training unit do not accept responsibility for QM, and this is demonstrated in their lack of commitment towards the planning and the monitoring of QM, which should be a priority.

The latter findings link with the next finding in this study where one trainer particularly referred to leaders as being “lazy” to make decisions that result into change. This trainer felt that leaders did not want to make decisions that result in change because then they are responsible to ensure that the change is implemented (cf par. 4.5.2.3). It was felt to include this (sub-category) as it strengthens other categories identified, such as: acceptance of responsibility, focus of management and even the mindset of leaders towards training and the QM thereof, which is not perceived by participants as being healthy (cf par. 4.5.2.3). Thus, this one (1) aspect, laziness of management to make decisions that result in change, may be linked to all the other negative experiences of stakeholders identified. Mensah *et al.* (2012:124) found that when leaders of organisations did not prioritise QM and commit to making accurate decisions, it resulted in ineffective and inefficient decisions. It seems that in the training unit leaders do not prioritise QM and commit to making accurate decisions that improve quality; therefore this makes effective decision making difficult, having an adverse effect on QM.

Trainers felt that the training unit’s leaders in management positions are not qualified properly to make fact-based decisions because they struggle to demonstrate the ability to interpret facts concerning the quality of training effectively (cf par. 4.5.2.4). Furthermore, training officers indicated that they know that not all leaders in management positions are qualified in training aspects and this then makes the QM thereof very difficult in the training unit (cf par. 4.5.2.4). Mumford *et al.* (2015:302) alluded to leaders having the necessary knowledge and experience to fulfil their leadership roles effectively. Furthermore, it was found that, although intelligence is important, it is not the most important requirement for being a successful leader. Mumford *et al.* (2015:302) found that the most important factor is the ability to marry maturity of intelligence with a leadership role. When considering the literature (Mumford *et al.*, 2015:302) it seems that leaders within the training unit of the SANDF may not have the necessary experience in training, therefore this has a negative effect on the QM of training.

Training officers are of the opinion that the bureaucratic structure of the SANDF is a barrier to making accurate decisions (cf par. 4.5.2.5). The probable reason why only training officers mention this problem may be because their positions compel them to be more exposed to the politics surrounding bureaucracy (cf par. 4.5.2.5). Other studies (Augusto *et al.*, 2014:1153) similarly allude to a bureaucratic structure being a barrier to innovation. Augusto *et al.* (2014:1153) found that organisations which have transformed their structures and cultures by focusing on products and processes with a bottom-up approach made accurate decisions which are creative and innovative. Augusto *et al.* (2014:1153) also found that a top-to-bottom approach may take too long to run its course if the organisation requires effective decisions to be made, especially if these decisions are meant to transform the quality of training. Likewise, it seems that the top-to-bottom approach (bureaucratic structure) takes too long to make accurate decisions regarding QM where the authority obtained for instituting training is considered problematic (cf par. 4.5.2.5). Furthermore, as experienced by training officers, the rank-based system creates fear among members to make the right decisions in the training unit (cf par. 4.5.2.5). Therefore, it seems that leaders in the training unit make decisions where facts are influenced by people's fear of how the facts would reflect on them personally and the influence of this on their careers. No evidence could be found of a similar finding concerning the rank-based system's effect on decision making in previous research conducted within the specific context of QM of training in the SANDF; therefore this appears to be a new finding.

Fact-based decision making should assist the training unit to set accurate quality objectives, based on the proper analysis of data. Furthermore, accurate decisions will ensure that the needs and expectations of customers are addressed (cf par. 2.6.7). Based on the findings concerning fact-based decision making (cf par. 4.5.2), it seems that fact-based decision making does not always take place in the training unit, which affects QM of training negatively. This makes it difficult for the training unit to improve its quality effectively and efficiently.

The findings indicated that all the principles of QM, namely leadership commitment, people involvement, quality culture, continuous improvement and fact-based decision making were experienced negatively by stakeholders in the particular training unit of the SANDF (cf par. 5.3 to 5.3.2.3). Stakeholders experienced their environment (training unit) as a reality that is constantly changing, particularly when they referred to QM of training. These findings are in line with the *process philosophy* (cf par. 2.3.2), particularly quality culture, continuous improvement and fact-based decision

making which are part of a cyclic process that is constantly changing on a regular basis (cf par. 5.3.2.1 to 5.3.2.3). The findings regarding leadership commitment and people-involvement (cf par. 5.3.1.1 to 5.3.1.2) are also in line with the *philosophy of pragmatism* (cf par. 2.3.1), which requires the human mind to realise the purpose of a phenomenon (in this case QM) and to understand it (QM). It can therefore be concluded that all of these principles (leadership commitment, people involvement, quality culture, continuous improvement and fact-based decision making) are linked and integrated into one holistic process, namely QM. This research sheds light on the adverse effects that people (leaders and all soldiers involved in training) have on QM as a dynamic process (cf par. 1.2 & 2.6.8) in the context of the SANDF by not abiding to the principles of QM. This may also broaden our understanding of QM in our efforts to use training as tools to help people (leaders and soldiers) understand QM and the purpose thereof. Doing this, QM of training should indeed be seen as a dynamic process that is changing within the complex environment, in this case the particular training unit in the SANDF.

## **5.4 RECOMMENDATIONS**

### **5.4.1 Recommendations ensuing from research findings**

The following recommendations are suggested to address the research findings:

- Leaders (unit commander, second in command, wing commanders and wing warrant officers) play an important role in QM, and stakeholders indicated that leaders are not adequately focused on QM; leaders also do not demonstrate the necessary commitment and adequate support to the QM of training. Therefore, leaders should be provided the opportunity to get qualified to obtain the necessary knowledge concerning training and the QM thereof (cf par. 5.3.1.1). These training programs (facilitation, assessments, design and development of assessments, moderation of assessments and curriculum design) must also embed the philosophy of QM (process philosophy and philosophy of pragmatism) to help leaders understand and realise the importance of QM of training. Furthermore, it is recommended that the training programs required should be incorporated into the human resource policies (promotion policy) of the SANDF.
- Stakeholders indicated that leaders are not qualified (knowledge and experience) in terms of training QM aspects (cf par. 5.3.1.1); therefore, training on QM of training is recommended in order for leaders (unit

commander, second in command, wing commanders, branch commanders and wing warrant officers) to understand the purpose of QM to enable them to drive QM as a dynamic process.

- People-involvement play an important role in providing adequate QM of training, and it has been indicated by stakeholders that people are not involved with the main issue being an inadequate mindset (lack of motivation and commitment) (cf par. 5.3.1.2). Therefore, it is recommended that training on QM should be provided to all people (soldiers involved in training) in the training unit with the aim to get these soldiers (people) more involved. The recommended training should focus on the processes and the principles of QM. Furthermore, the aim of this training program should be to assist people to understand QM as a dynamic process which is holistically integrated within all policies and processes within the training unit (SANDF) to ensure continuous improvement in order to remain competitive. The training provided should also assist the training unit to engage people more effectively and efficiently, thus motivating them to make a commitment to QM of training within the training unit.
- Stakeholders also identified an inadequate quality culture within the training unit which resulted from the nature of the human resources obtained from society and an inadequate mindset of people (all soldiers involved in training) (cf par. 5.3.2.1). It is thus recommended that a training program should be provided to people (soldiers involved in training) which focuses on the philosophy of QM (philosophy of pragmatism and process philosophy). The rationale for the proposed training program is to assist the training unit to embed the philosophy of QM within its own QM system and strategy comprehensively, ensuring that all people understand the importance and purpose of QM (philosophy of pragmatism). Furthermore, practical cognition concerning all processes and principles of QM in training is essential (process philosophy) to provide a paradigm shift within individuals who have not already made that mindset change, thus building a foundation to transform the organisational culture to embed a quality culture.
- The negative experiences related to continuous improvement and fact-based decision making that stakeholders identified during this research (cf par. 5.3.2.2 & 5.3.2.3) will also be addressed appropriately in the aforementioned recommended training. This training is anticipated to create the necessary knowledge, awareness and mindset to continuously improve quality requirements of training through accurate decision making.

#### **5.4.2 Recommendations for further research**

The following recommendations are suggested for future research:

- Further research concerning the adverse affect of human resource policies on QM in training, with particular focus on transformation within the SANDF, should be conducted. Through such a study it can be determined whether human resource policies are addressing affirmative action effectively and efficiently without degrading quality in training. The effect of human resource policies on training can be obtained from different perspectives and points of reference.
- Future research concerning QM in training could be conducted to determine the effect of a quality culture in the SANDF on QM in training.
- Action research could be undertaken to help develop a tailored training program for all leaders at top and middle management in the SANDF to implement and maintain QM effectively and efficiently in a training unit in the SANDF.
- Research could be conducted to develop strategies necessary for the SANDF to create a quality culture within a training unit, and on how training can be used as a vehicle to instil this culture throughout the SANDF. This research may encompass the prospect of developing a quality policy, embedding within it all processes and procedures needed to implement this quality policy for training.
- Evaluation research could be carried out to determine the real level of applied competence of leaders within the SANDF to drive QM as a dynamic process in order to understand the impact of leadership on QM in training.

#### **5.5 LIMITATIONS**

The following aspects had a limiting effect on the research:

- This was only a qualitative study for practical purposes in terms of funds, time and distance. A mixed-method study, which could have included a quantitative component, may have strengthened the findings of this study.
- Participants were selected from the same training unit in the SANDF – participants from other diverse environments and backgrounds in the SANDF might have provided more diverse perspectives.

- According to military rank status, the researcher is a subordinate to some participants in the SANDF and this may have caused participants to hold back reactions and openness concerning the research topic within the SANDF.

## **5.6 FINAL CONCLUSION**

When considering the philosophy of pragmatism in this study, and comparing the findings regarding the first research question (cf par. 5.3.1) that relate to the principles of leadership commitment and people involvement, it became evident from the findings that the training unit in the SANDF does not have leaders and people down to the lowest level that understand the purpose of QM in training (cf par. 5.3.1.1 & 5.3.1.2). It also became evident from the findings that leaders in the training unit of the SANDF do not know what the purpose and the importance of QM is, and therefore they cannot drive QM as a dynamic process. All this is in accordance with literature on the philosophy of pragmatism that reveals the human mind as an instrument to realise the importance of something (Sliwa & Wilcox, 2008:101) (cf par. 2.3.1 & 4.6).

It became evident from the findings that stakeholders experienced their environment as a reality that is constantly changing. This is where the process philosophy played a key role. Stakeholders continuously referred to QM of training in the SANDF as a phenomenon that requires change to improve for the better. It also became evident from the findings that a quality culture, continuous improvement and fact-based decision making are all part of a cyclic process that needs to be acknowledged by all people working in the training unit of the SANDF (cf par. 5.3.2.1, 5.3.2.2 & 5.3.2.3). This also provides a clear link to the principles (leadership commitment and people involvement) in the first research question (cf par. 5.3.1.1 & 5.3.1.2), according to which the philosophy of pragmatism requires leaders and people to understand the purpose of QM processes in training to effectively adjust these QM processes within the training unit. The findings also revealed that the philosophical underpinning of QM is reflected in the experience of people in the training unit, which allows for adequate practical cognition concerning principles and processes of QM. Thus, it became evident (cf par. 5.3.1 and 5.3.2) that the training unit in the SANDF is not in a favourable position to provide adequate inputs and outputs for the improvement of quality in training.

Based on the evidence presented (cf Chapter 4) and the findings (cf par. 5.3 to 5.3.2.3), it is recommended that training should be utilised as a tool to drive QM

through to effectiveness and efficiency. This can be done by developing a training program to educate and train particularly leaders (the relevant formation headquarters staff, unit commander, wing commanders and warrant officers) regarding QM and the dynamic process it should be. Furthermore, this training program should focus on making leaders aware of the important role they (leaders) play in QM regarding focus, support and commitment. This training should also be provided to all people (soldiers) involved in training within the training unit of the SANDF with focus on the processes and principles (QM), ensuring that everyone (all soldiers) in training understands QM as a dynamic process that is holistically integrated within the training unit to ensure continuous improvement of quality requirements regarding training. Within such a training program the philosophical underpinning of QM should be embedded (cf par. 2.3.1, 2.3.2 & 4.6). Furthermore, when all these recommendations (cf par. 5.4.1) are executed, it should also close the gap identified in decision making to improve quality. Awareness and focus concerning the continuous improvement of quality and fact-based decision making will also be instilled, particularly among leaders (cf par. 5.3.2.2 & 5.3.2.3).

## **5.7 SUMMARY**

A summary of previous chapters was provided (cf par. 5.2). Research findings were interpreted and discussed based on the data presented in chapter 4 (cf par. 5.3). Recommendations were made, addressing different aspects of QM of training in the SANDF to be investigated, and certain recommendations ensuing from research to rectify problems were identified (cf par. 5.4). The limitations of this study were provided (cf par. 5.5). Final conclusions have been provided to wrap up the study to ensure a better understanding of QM of training in the SANDF (cf par. 5.6).

QM is an important and integral part of any organisation's systems and processes. Furthermore, QM focuses on providing quality products or services to a particular client/customer within a market. QM is not something which happens automatically; therefore organisations need to ensure that a system that embeds quality in the form of policies, processes and procedures is in place. Therefore, the training unit in the SANDF should ensure that QM processes and principles are understood holistically as a dynamic process to create a firm foundation to provide adequate inputs and outputs for QM.

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**ADDENDUM A: PERMISSION TO CONDUCT RESEARCH LETTER**

PANT/R/96223086

Telephone: (051) 402-1967  
Facsimile: (051) 402-1764  
Enquiries: S Sgt R.C. Els

School of Armour  
Private Bag  
X40004  
Tempe  
9318  
February 2014

Col M.W. Nondala  
Officer Commanding  
School of Armour  
Private Bag X40004  
Tempe  
9318

Colonel

**PERMISSION TO CONDUCT RESEARCH FOR M-ED TRAINING AND DEVELOPMENT DEGREE**

1. I humbly request your written approval to conduct research on training staff at the School of Armour. I am a registered student at the North-West University (Potchefstroom Campus) for the degree Master of Education in Training and Development. My research topic is: Exploring the training quality management experience of stakeholders in the SANDF. I plan to do the study within the School of Armour which will involve a certain selected group of trainers and training officers throughout the training wings.

2. I plan to do a qualitative study of mostly an explorative nature, making use of semi-structured interviews to gather data and would appreciate it if you could grant me with a permission letter to conduct the research.

3. For your kind consideration.

**(R.C. ELS)**

**EVALUATION NCO EVALUATION TEAM: S SGT**

**REMARKS BY OFFICER COMMANDING SCHOOL OF ARMOUR**

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**(M.W. NONDALA)**

**OFFICER COMMANDING SCHOOL OF ARMOUR: COL**

**ADDENDUM B: PERMISSION TO CONDUCT RESEARCH LETTER FROM OFFICER COMMANDING**

Telephone: (051) 402-1700  
Facsimile: (051) 402-1701  
Enquiries: Col M.W. Nondala



PANT/R/96223086  
School of Armour  
Private Bag X40004  
Tempe  
9318  
04 November 2014

Ethical Committee  
North-West University  
Potchefstroom Campus

Sir/Madam

**PERMISSION GRANTED TO S SGT R.C. ELS TO CONDUCT RESEARCH FOR HIS M-ED TRAINING AND DEVELOPMENT DEGREE**

1. I Colonel Monwabisi Nondala as the Officer Commanding of the School of Armour, hereby grant S Sgt R.C. Els permission to conduct his research at the School of Armour. Furthermore I confirm that there is no need for the member to obtain any permission higher up to conduct his research, therefore my permission is sufficient enough.

2. His research topic: "Quality management of training and development in the military" will definitely contribute to our working environment as this is an area that we are striving to improve on in particular to ensure that we are competitive as a training institution internally and externally.

3. For your cognisance.

(M. W. NONDALA)  
OFFICER COMMANDING SCHOOL OF ARMOUR: COL



RCE/RCE

## **ADDENDUM C: LETTER OF CONSENT**

**Ethics no:** NWU-00186-14-A2

**Title of the project:** Exploring the training quality management experience of stakeholders in the SANDF

**Project Head:** Dr H.W. Meyer

### WRITTEN CONSENT LETTER

Dear Participant

The researcher plans to conduct the following research, namely: Exploring the training quality management experience of stakeholders in the SANDF.

Please read through the summary below to inform yourself, before signing the consent form:

The central concern of this study is to investigate Quality Management (QM) of training as experienced by stakeholders' (trainers & training officers) employed in the military. If QM is not implemented effectively, it may adversely affect the SANDF's service delivery; thereby endangering the security of the country.

Meyer *et al.* (2007:285) explain that QM indicates how training should be carried out, thus a QM system should preferably include a quality philosophy with clear quality objectives that integrate all training activities. Furthermore, QM is the management of continuous improvement of all processes in an organisation to meet customers' expectations. Currently there is no proper QM system in the training unit investigated in the SANDF. However, the establishment of a QM system, more specifically in the training unit in the SANDF, is long overdue. Problems are currently experienced with regard to the quality of training, which can be attributed to the absence of a proper QM system. The researcher is of the opinion that owing to the absence of proper policies and procedures concerning QM of training in the SANDF, trainers may interpret standards and operations differently, resulting in the incorrect implementation of procedures and thus poor quality. The absence of clear policies and procedures may also lead to prolonged decision making while the problem still persists and/or to poor decisions that have an adverse effect on quality.

QM not executed properly may result therein that problems concerning quality are not addressed and that adequate solutions to problems are not sought, that continuous improvement does not take place, and that soldiers with essential skills do not meet the requirements of Chief SA Army which in turn is responsible for ensuring the safety of all inhabitants of SA on land. Therefore, the quality of training in the training unit in the SANDF is essential to ensure that the SANDF perform their functions and responsibilities effectively. An effective QM system may ensure uniformity and consistency in decisions and in operational procedures. Furthermore, QM needs to be performed properly to ensure that the SANDF's forces and its equipment are applied effectively during military operations. In addition, a QM system for training may provide the training unit in the SANDF with direction during times of constant change, thus creating stability and continuity in the military.

Against the background of the above, the researcher sets out to gain a deeper understanding of the experiences of stakeholders' concerning QM in the SANDF, by establishing:

Primary question:

How do stakeholders' experience QM of training in the SANDF?

Secondary questions:

- 1) How do stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF?
- 2) How do stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF?

**Aim of the study:**

The general aim of this study is to investigate and understand how QM is instrumental in the quality of training in the SANDF as experienced by the stakeholders. Moreover it should assist in the understanding that quality training provides competitive soldiers with the ability to perform their tasks professionally. Related to the general research questions, the specific research aims are:

Secondary aims:

- 1) To investigate how stakeholders experience leadership commitment and people involvement regarding QM within training in the SANDF.
- 2) To investigate how stakeholders experience quality culture, continuous improvement and fact-based decision making regarding QM within training in the SANDF.

In order to collect data, the researcher requests your written consent to participate in this research.

**Confidentiality:**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of anonymity of all participants.

The information obtained will be stored in a safe in the researcher's office, to which only the researcher has access. After successful completion of the thesis, all information will be destroyed by the researcher.

The interviews will be audio taped, with the consent of the participant. The participant has the right to edit it at any time before the completion of the thesis. All information will be erased after successful completion of the thesis.

Names of participants and places will be replaced with neutral identifiers (T1, T 2, etc). At no stage will the true identity of the participants be revealed. I do not foresee any possible risks or discomforts through participation in this study, no harm will be done and no names will be included within the study or thesis at any stage.

**Participation and withdrawal:**

Participation is absolutely voluntary and any participant is free to withdraw from the study at any time, without stating reasons. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so. The researcher herewith commits to deal with all data as confidential.

**Contact information of researcher/study-leader:**

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Researcher: Mr R.C. Els  
Cell no. 0824483771  
Work tel. no.: 051-4021967  
Work Address: School of Armour  
Tempe  
Bloemfontein

Study-leader at NWU: Dr H.W. Meyer  
Office tel. no: 018-299 4753  
Work Address: North-West University  
Faculty of Education Sciences

**Rights of research subjects:**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Prof. L Meyer [lukas.meyer@nwu.ac.za; 018 299 1166] at the Faculty of Education Sciences, Northwest University.

Thank you

.....

Participant

.....

Researcher: Mr R.C. Els

## ADDENDUM D: ETHICAL CLEARANCE CERTIFICATE



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: (018) 299-4900  
Faks: (018) 299-4910  
Web: <http://www.nwu.ac.za>

### Institutional Research Ethics Regulatory Committee

Tel +27 18 299 4849  
Email [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Ethics Committee of the Faculty of Education Sciences, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> Exploring the training quality management experience of stakeholders in the SANDF																															
<b>Project Leader:</b>	Dr HW Meyer																														
<b>Student:</b>	Mr RC Els																														
<b>Ethics number:</b>	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>1</td><td>8</td><td>6</td><td>-</td><td>1</td><td>4</td><td>-</td><td>A</td><td>2</td></tr><tr><td colspan="3">Institution</td><td colspan="6">Project Number</td><td colspan="2">Year</td><td colspan="4">Status</td></tr></table>	N	W	U	-	0	0	1	8	6	-	1	4	-	A	2	Institution			Project Number						Year		Status			
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<b>Expiry date:</b>	2019-11-19																														
<b>Category:</b>	<b>N/A</b>																														

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Special conditions of the approval (if any): None

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC:
  - annually (or as otherwise requested) on the progress of the project,
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-IRERC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

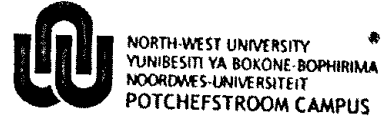
Yours sincerely

**Linda du Plessis**  
Digitally signed by Linda du Plessis  
DN: cn=Linda du Plessis, o=NWU,  
ou=Vaal Triangle Campus,  
email=Linda.duplessis@nwu.ac.za,  
c=ZA  
Date: 2015.07.13 10:50:18 +0200

**Prof Linda du Plessis**

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

ADDENDUM E: SOLEMN DECLARATION AND PERMISSION TO STUDENT



Post Graduate Studies and Organisation

SOLEMN DECLARATION AND PERMISSION TO SUBMIT

1. Solemn declaration by student

I, Renier Christiaan Els

declare herewith that the ~~thesis/dissertation/mini-dissertation/article~~ entitled (exactly as registered/approved title), Exploring the training quality management experience of stakeholders in the SANDF

which I herewith submit to the North-West University Potchefstroom Campus, in compliance ~~with~~ <sup>partial</sup> compliance with the requirements set for the Med in Training and Leadership degree, is my own work, has been language-edited in accordance with the requirements and has not already been submitted to any other university.

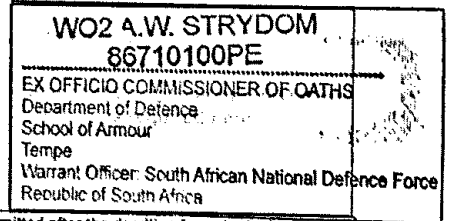
I understand and accept that the copies that are submitted for examination become the property of the University.

Signature of student: [Signature] University number 21489467

Signed at Potchefstroom Tempe this 09<sup>th</sup> day of October 2015

Declared before me on this 09 day of October 2015

Commissioner of Oaths: [Signature]



PLEASE NOTE: If a thesis/dissertation/mini-dissertation/article of a student is submitted after the deadline for submission, the period available for examination is limited. No guarantee can therefore be given that (should the examiners' reports be positive) the degree will be conferred at the next applicable graduation ceremony. It may also imply that the student would have to re-register for the following academic year.

2. Solemn declaration and permission to submit by supervisor

The undersigned declares

- The student is hereby granted permission to submit his/her mini-dissertation/dissertation or thesis: YES
- That the student's work has been tested by me for plagiarism (for example by Turnitin) and a satisfactory report has been obtained: YES

Signature/Supervisor/Promoter: [Signature]

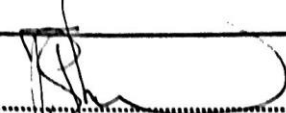
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8 October 2013

File reference: 7.1.11.3.23


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MAJ J Scheman

  
EX OFFICIO COMMISSIONER OF OATHS  
Department of Defence  
School of Armour  
Tempe  
Officer: South African National Defence Force  
Republic of South Africa

1

I.D.No. 770823 5076 08 1




S.A. BURGER/S.A. CITIZEN

VAN/BURNAME  
ELS

VOORNAME/FORENAMES  
RENIER CHRISTIAAN

GEBORTEDISTRIK OF-LAND/  
DISTRICT OR COUNTRY OF BIRTH  
SUID-AFRIKA

GEBORTE DATUM/  
DATE OF BIRTH  
1977-08-23



DATUM UITGEBREIK  
DATE ISSUED  
1997-10-10

UITGEBREIK OP 'GESAG VAN DIE  
DIRKTEUR-GENERAAL  
BINNELANDSE SAKE

ISSUED BY AUTHORITY OF THE  
DIRECTOR-GENERAL  
HOME AFFAIRS



## CERTIFICATE

Issued on 30 October 2015

I hereby declare that I have edited the language of the dissertation

*Exploring the training quality management experience of  
stakeholders in the SANDF*

submitted by

**R. C. Els**  
21489467

in fulfilment of the requirements for the degree *Master of Education in  
Training and Development* at the Potchefstroom Campus of the North-  
West University

The responsibility remains with the student to effect the changes and  
recommendations.

H C Sieberhagen  
SATI no 1001489  
ID 4504190077088