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**EMPLOYEE PERCEPTION AROUND THE MANAGEMENT OF
TRAINING AT THE FIRST NATIONAL BANK, CARD
DIVISION, JOHANNESBURG (SOUTH AFRICA)**

BY

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**THIS DISSERTATION IS SUBMITTED IN PARTIAL
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MASTERS BUSINESS ADMINISTRATION IN THE GRADUATE
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DEDICATION

**FIRST TO GOD AS THE AUTHOR AND PERFECTOR OF OUR
FAITH AND TO MY WIFE, MELITTA AND MY TWO
DAUGHTERS, PALESA AND WAONA.**

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All those who took time to complete questionnaires at the First National Bank Card Division.

All my parents from both my family and my wife's family.

DECLARATION

**I declare that “ THE PERCEPTION OF EMPLOYEES AROUND
THE MANAGEMENT OF TRAINING AT THE FIRST NATIONAL
BANK CARD DIVISION, JOHANNESBURG” is my own work and
that all the sources that I have used or quoted have been
indicated and acknowledged by means of completed reference.**

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MASIKE PHANUEL MOLETE

ABSTRACT

This study investigated the management of training at the First National Bank, Card Division in Johannesburg. The purpose was to establish the employees' perception towards the management of training in First National Bank, Card Division.

The methodology used in the study was a survey. The data-collection instrument used was a questionnaire. The target population consisted of employees in the First National Bank Card Division in Johannesburg. Sixty copies of the questionnaire were administered to sixty respondents. Fifty eight copies were returned and usable.

The findings of the study revealed that the majority of respondents were not satisfied with the management of training at First National Bank Card Division. In addition, the majority stated that training needs to be addressed at strategic level. Most respondents also stated that training needed to be more systematic and focused than it currently was. The researcher therefore recognised that the management of training at First National Bank Card Division requires commitment from executive level. The researcher further made recommendations, which included the establishment of a training department within First National Bank Card Division that is comprised of training specialists.

It is also highly recommended that in order to realise a return on investment from training that all training interventions be informed by the performance expectations discussed and

agreed upon by both the manager and the team member. In addition all training interventions must be derived from the results from the training Needs Analysis.

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CHAPTER ONE

BACKGROUND AND ORIENTATION

This study examined employees' perceptions around the management of training in the banking industry, specifically at First National Bank, Card Division in the city of Johannesburg in the Gauteng Province, South Africa.

1.1 INTRODUCTION AND BACKGROUND TO THE PROBLEM

Hargeaves and Jarvis (1998) define training as any organised effort at behavioural change, not just the acquisition of skills. An important question that has to be answered is who is responsible for bringing about the change. However a trainer's performance often is measured by the quantity of programmes held, the number of participants involved, or the number of training hours used rather than the effectiveness of training.

A trainer in organisations is not really required to help management solve problems, because management does not see training as a means of providing opportunities for problem solving, this is very common in companies. The Government uses laws such as the Skills Development Act (Act 97 of 1998) and the Employment Equity Act (Act 55 of 1998) to force managers to train employees. More often than not, it is just training for the sake of training since what tends to receive attention is the number of participants and the number of training programmes held rather than the degree of change effected through training.

Employees at FNB Card Division are usually reluctant to attend training courses which are held locally or in-house. However they attend courses that are held outside the company premises as opposed to training courses which are held inside. This raises questions regarding the reason employees are sent and motivated to go for training. Some employees even seem to repeat courses because they are not offered in-house.

Swanepoel, Barney, Van Wyk and Heinz (2000) state that, according to the World Competitiveness Report, when compared with other developing countries, South Africa usually ranks among the last countries in the people development category. Aspects such as literacy and education are critical in this regard. For a very long time organisations in South Africa have neglected to invest in their employees to equip them for the challenges of the modern globally competitive world.

1.2 SCOPE OF THE STUDY

This study was conducted in the banking industry in the Gauteng Province (South Africa), with the subject of the study being the FNB Card Division, a division within the First Rand Group. One of the main reasons for choosing the banking industry is the fact that this industry is often criticised for placing more attention on the "bottom line" as compared to the development of its employees. There is also a tendency in the banking industry to use temporary staff as opposed to permanent staff, that way the employer is not responsible for the training of such staff.

In particular, this study was conducted at a time when government increased its pressure on companies in the financial industry for their reluctance to comply with some legislation, such as the Employment Equity Act 55 of 1998, Financial Advice and intermediary Services Act and the Black Economic Empowerment.

1.3 PROBLEM STATEMENT

The problem investigated in this study was employee perception about the management of training at the FNB Card Division in Johannesburg (South Africa)

1.4 RATIONALE OF THE STUDY

Perceptions around the management of training at the FNB Card Division needed to be investigated, since indications were that it was not delivering according to expectations. Several internal audits reports highlighted the need to improve the management of training at FNB Card Division, such as the "Investor in People survey", of which several standards were not successfully accomplished.

1.5 RESEARCH OBJECTIVES

Primary Objectives:

To determine employee perceptions around the management of training at the FNB Card Division (Johannesburg, South Africa)

Secondary Objectives:

- To determine whether employees believe that the management of training at FNB Card can be improved.
- To determine how staff perceptions and actions impact on the management of training in the FNB Card Division.
- To determine employee perceptions around managing training for the benefit of both company and staff.
- To determine employee perceptions relating to how the management of training at FNB Card Division can be improved.

1.6 PLAN OF THE REPORT

Chapter 1 – Orientation

Chapter 2 – Literature Review

Chapter 3 – Problem Statement

Chapter 4 – Research Design and Analysis.

Chapter 5 – Results and Interpretations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The objective of this chapter is to outline, according to literature, the nature and perception around the management and coordination of training in organizations.

Swanepoel et.al.(2000:495) believe that first training must be defined and they believe that training is job-related learning that is provided by employers to their employees. The main aim thereof is the improvement of employees' skills, knowledge and attitude so that they can perform their duties according to set standards. Armstrong (1996:88) more broadly defines training as the systematic modification of behaviour through learning, which occurs as a result of education, instruction, development and planned experience. It means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

Ashton and Felstead (2001:181) and Stern and Sommerland (1999; xi-xii) takes it further by suggesting three ways in which training can be categorised :

- Those that rely on incidental learning and do not invest unless forced to (for example, health and safety)
- Those that provide training as a response to specific events – such as the introduction of IT or work reorganization. In

these cases training is ad hoc, but is delivered systematically.

- Those committed to becoming a learning organisation (LO) in which learning is continuous and is part of the business, enabling the organisation to continuously transform itself. Training is institutionalised with a budget and training needs are assessed and evaluated.

I agree with how the authors from the previous paragraphs think of training yet I think they should not only refer to training and single it out from Training and Development. Unlike Ashton and Felstead (2001:181), Stern and Sommerland (1999; xi-xii) and Swanepoel et.al.(2000:495), Davis and Davis (1998:47) do not separate training from development and further assert that Training and development focus on identifying, assuring and helping develop, through planned learning, the key competencies that enable individuals to perform current or future jobs.

They also describe primary training for development intervention as planned individual learning, whether accomplished through training, on – the – job learning, coaching, or other means of fostering individual learning (Ibid. 1998). Training is therefore essential in any organization, whether for the purpose of enabling an individual to perform competently, or for the personal development of the employee. If employee perceptions around training are negative, this could have a detrimental effect on both the development of the organization, as well as the individual.

2.2 APPROACHES TO TRAINING

This chapter delineates not only the approaches to training that may have an impact on employee perceptions around training, but also discusses different aspects that may influence training either positively or negatively. The idea of course is to draw as much as we can from those that may positively influence the perception of training and the management of training at the FNB Card Division.

Several terms are used in the literature to describe various training approaches. Employee Education is used to describe basic skills training, while Labour economists divide training programmes into general and specific training programmes. General Training refers to training in which employees gain skills that can be used at most workplaces, while specific training refers to training in which employees gain information and skills that are tailored specifically to their own workplace (Carrell et al, 1998: 310-311).

Over-and-above that Armstrong (1996:98) is of the opinion that one must understand how training should be developed, managed and operated in an organisation. The first requirement according to Armstrong (1996:98) is to appreciate learning theory and approaches to providing learning and development opportunities. He proposes the following approach to training in the same prescribed sequence:

- Training philosophy
- The process of training
- Identifying training needs
- Planning training

- Conducting training
- Responsibility for training
- Evaluating training.

Beardwell (2001:328) s' approach is different from Armstrong and he proposes a Human Resource Development Plan a being key toward the management and administration of training. He believes that there are no set procedures that organisations should follow in creating a human resource development plan/ Training Plan. He further outlines guidelines vital in developing an Human Resource Development Plan. The following are such guidelines:

- Discern the training and development requirements from the organisational strategy and business objectives.
- Analyse the training requirements for effective work performance in the organisation function and jobs.
- Analyse the existing qualities and needs of current employees.
- Devise a human resource development plan that fills the gap between organisational requirements and the current skills and knowledge of employees.
- Decide on the appropriate training and development methods to be used for individuals and groups.
- Decide who is to have responsibility for the plan and its various parts.
- Implement the plan, and monitor and evaluate its progress.
- Amend the human resources development plan in the light of monitoring or evaluation and change in business strategy.

In completing what Beardwell mentioned previously, Swanepoel et al (2000:506) argue that if learning that has taken place during

training is not transferred to the job situation, the training programme has been ineffective. The authors also recommend the following traditional way of maximizing the transfer of training as a crucial way of approaching training: (Swanepoel et al., 2000:507)

- Maximise the similarity between the training situation and the job situation,
- provide as much experience as possible to the task being taught,
- Label or identify important features of the task,
- Provide a variety of examples when teaching concepts or skills,
- Make sure that general principles are understood before expecting any transfer,
- Make sure that the training behaviour and idea are rewarded in a job situation,
- Design the training content so that the trainees can see its applicability,
- During the training the trainer should emphasise the usefulness of the new material, drawing on illustrations from the work environment,
- The trainer should ask trainees to set specific and measurable goals for performing the new behaviour back on the job,

2.3 THE IMPORTANCE OF TRAINING NEEDS ANALYSIS

Training purely for the sake of training is senseless. It is therefore essential that every enterprise should determine precisely what the training requirements of the employees are

(De beer, Rossouw, Moolman, Le Roux and Labuschagne 2001: 181).

Christopher (1999) puts forward the following discussion about Needs Analysis:

Needs analysis is the systematic basis for decisions about how to influence performance. The key is to seek the gap between the current situation and the desired situation and then focus resources where they are most needed. The analysis must determine root causes. For example, a question about why something does not work is just as critical as what people do and do not know. Needs assessment then is a study conducted to determine the exact nature of an organization problem and how it can be resolved. A training need exists when an employee lacks the knowledge or skills to perform an assigned task satisfactorily. It also arises when there is a variation between what the employee is expected to do on the job and the employee's actual job . (Christopher, 1999)

A needs analysis, according to Christopher (1999), answers the questions who, what, when, and where but not how, that is, the target audience (who needs to be trained), the task or content (what needs to be taught) and the context or training environment (where and when the training needs to be conducted). The author is of the opinion that managers are often in too much of a hurry. They implement a solution which is sometimes, but not always, the correct intervention. This can prove to be an expensive error, especially for human resources programmes, career development programmes, and organisational development activities.

Further more, two ways of learning training needs are suggested by Christopher (1999) as the first method taking the proactive approach. An instructional designer goes into the system and researches for problems or potential problem. The goal is to make the system more efficient and prevent future problem from occurring. The second method is when a supervisor or manager comes to the training department to fix a problem. These problems are usually caused by new hires, promotion, transfers, appraisals, or the introduction of new technologies. (Christopher)

Christopher ;(1999) also makes the following suggestions to decide if training is the answer. She believes that one basic question needs to be asked, "does the employee know how to meet the required performance standards for an accountable task?" if the answer is "No", then training is needed. If the answer is "Yes", then another action besides training are needed. She believes some commonly used alternative interventions to training are organisational development and job aids.

Wiener, 1997:74) agrees with Christopher ;(1999) that all training actions should be in response to legitimate business related needs. Furthermore once these needs are identified summarised and priorities determined, a programme of training actions can be developed.

2.4 ADULT LEARNING

Swanepoel, et al (2000:506) assert that most employees in organizations are adults. There are several aspects of adult education that are important, for example:

- Adults possess a great deal of knowledge and experience on which they can rely.
- Adults normally take responsibility for themselves and their learning.
- Adults focus on present problems and want to learn things that have immediate use.

The authors further describe Androgogy (which is the science of teaching adults) as being based on the premise that learning should be active and student centred, that training should focus on real-world problems and on applying techniques such as case studies and role playing, and that the experience and knowledge of adults can be used productively.

To emphasise Swanepoel's argument about adult learning Fitz-enz & Davison, (2002:160) sites that there is a strong body of evidence showing that adults learn best by doing rather than by listening or watching. Therefore turning to the computer as an effective learning medium is the way to go, for most adults.

Wiener (1997:73) further supports this notion by indicating the importance of knowing how adult learn or are motivated. He believes that the understanding of how people learn, or are motivated to learn can have a significant impact on training and development. Wiener (1997:73) identifies four categories of adult learners:

- Accommodators – who learn from doing.
- Divergers – who prefer concrete experience over abstract conceptualisation.

- Converges – who have a need to know things work and learn by testing theories.
- Assimilators – who are logical and tend to form theories and seek facts.

Wiener (abid: 74-75) concludes this subject by outlining six principles of adult learning. The author believes that adults must not be subjected to a common classroom type of learning. He argues that it denies the life and work experience that adults bring to the learning situation, and it promotes the teacher or trainer as being the expert.

The six principles are as follows:

- Voluntary participation
 - Mutual respect
 - Collaboration
 - Experience based
 - Critical reflection
 - Self-direction based on the individuality of each learner.
- Wiener (abid: 74-75)

2.5 TRAINING CHALLENGES

Flanagan and Finger (1998:226) argue that getting more from people is the most urgent challenge for business. To do it, you probably have to start by re-thinking your assumptions of their worth, and then challenge virtually everything you "know about managing them". The process has to start with whom you hire and how you do it. Then it extends through induction, training,

communication, rewards and promotion (Flanagan and Finger, 1998:226)

Beardwell and Holden (2001:325) however, think that even in a learning environment there may be a conflict between developing the skills of employees and the future needs of the organisation. For example, many organisation prefer to train employees in firm-specific skills rather than transferable skills, and thus these two objectives may prove mutually exclusive or, at best, only partly achievable.

Beardwell and Holden (Ibid; 325) further state that " much of the training reported was for organisational rather than individual development", suggesting that many employees would not regard the training they receive as training at all, since it neither imparts transferable skills nor contributes to personal and educational development. They believe that there is little to suggest that this situation has changed radically at the start of the new millennium.

On the other hand Czarnecki (1999: 182) argues about the use of the word "learning" as oppose to "training" as being crucial because it demonstrates employer willingness to encourage and facilitate employee development rather than to provide specific training to cover a short term crisis.

In addition the author also notes that there are problems in trying to measure and evaluate the training contribution. While it is clearly important to establish how much time and resources employers invest in formal training covering the entire workforce, it is also crucial to identify the type of training that is provided

and who has the responsibility for managing it. Czarnecki (1999: 182)

Czarnecki (Ibid: 182)also discovered that some of the researchers focuses solely on extensiveness of training, whereas others go further and attempt to establish whether formal training programmes are directed at issues not specifically related to the individual's immediate work area. He further states that more broadly, questions must be asked about whether or not longer term budget safeguards are established so as to protect training provision, or if training is tied to increased promotability within the organisation. He concludes by emphasising the fact that the quality of training in terms of both its focus and its delivery is clearly more important than a simple count of the amount provided. Czarnecki (1999: 182

Beardwell and Holden (2001:325) cite their opinion in as far as the budget is concerned that the loss of employees in whom considerable sums in training and development have been invested influences some employers to concentrate on training in areas that are specific to their organisation, while the "poacher" organisation uses money as an attractor and invest little or nothing in training their employees.

Pettinger (2002:66) supports Beadwell and Holden that training and development are both seen as costs and charges, rather than investment or capital expenditure. The author further discovered that in general training and development are accorded low priority and status. Pettinger (ibid) further indicates that the budget is among the first to be cut when organisations meet hard times, or

are required to demonstrate savings, and efficiency to shareholders, representatives or governing bodies. Pettinger thinks that managers are unwilling to pay for training because they are normally not sure what they will be getting in return, since they are unable to notice the quantifiable return on investment.

Forsyth (2001:102) believes that one more challenge in the management of training is the attitude that makes the whole difference between failure and success in training. The management fear of training employees, who then leave to go elsewhere, needs to be addressed. Staff turnover is an inevitable fact of life of a company. Forsyth (2001:102) clearly suggests that managers should learn to accept the fact that some employees leave after they have invested in them through training, however, this should not deter them from continuing to invest in employees in this manner, since some may prove to be greatly beneficial to the company. Davis and Davis (1998: 38) further state that one major challenge that trainers have struggled hard on individual organisations as a national activity is to make training a profession.

Taking the matter further Rainbird (2000:96) identifies four challenges faced by organisations with regard to the management of training:

- A need to demonstrate the consensus on the relationship between training, skills and the competitiveness of national economies. Rainbird (Ibid) argues that in many countries a new consensus is guiding public policy in relation to skill formation and labour market programmes, which emphasises

the need for increased productivity and greater employee flexibility as the key to competitive survival. This is leading to the reshaping of training systems in a way which is more responsive to employees needs to the decline of older forms of apprenticeship in which the trade unions played a part, and the buying, selling and marketing of training programmes as a commodity. The author also points out that the connection between skills development and competitiveness on one hand, and productivity and prosperity on the other hand, are unclear. (Rainbird,2000:97) In particular argues that the perception that training needs to be made responsive to the needs of industry through marketisation and privatisation of training provision raises fundamental questions: How is skill being used in this discourse and by whom? Who decides, and in whose interests?

- The concept of responsiveness to the needs of industry. It is found out that managers often do not know what their employee's needs are, or they have a range of differing needs which varies according to sector, levels of technology or type of production process. Moreover it is not self-evident that the needs of employers do equate to the needs of the industry/company. In turn, this question poses more fundamental issues about access to learning.
- There is a strong emphasis on the need for individuals to take responsibility for their own training and development as indicated by concepts such as "employability" and "lifelong learning". Yet this is often juxtaposed with silence on legal entitlements to education and training leave and the

responsibilities of employers to facilitate them. Although an emphasis on individual responsibility may be appropriate for successful learners, it is inappropriate for those whose experiences of formal education have been unsuccessful. They have least access to formal training in the workplace and are least likely to engage in education outside work by their own initiative.

- There are a number of underlying assumptions about the trends towards job insecurity, its desirability and the extent to which it creates incentives to invest in training and development. He also suggests that workers in more flexible forms of employment are significantly less likely to be involved with work-related training to improve or increase their skills.

In attempting to develop an understanding of the issues mentioned above, it is important to recognise that the regulation of employment relationships and the training system have consequences for the ways in which labour is deployed in the workplace(Rainbird 2000:98).

Harrison (1997:45) explored training challenges faced by disabled employees, he believes that disabled workers or staff are always forgotten. He states that all forms of communication and the media used to transmit information must reflect the commitment of an organisation to the development and advancement of people with disabilities. Co-workers of people with disabilities need additional training if they are to accept workers with disabilities with enthusiasm and a positive attitude and provide encouragement and assistance. Training designed to dispel

myths and build positive attitudes towards workers with disabilities, is vital for employees at all levels. Even when managers and supervisors have the proper attitudes and display positive and supportive behaviours, if their workers do not exhibit the same attitudes and behaviour, employees with disabilities will not be accepted and will be unable to make a full contribution to an organisation. It must also be realised that training for disabled employees is more costly than one for normal employees. Still the cost thereof should not be an excuse for management not to train people with disability or even employ them.

2.6 USING TRAINING STRATEGIES

Davis and Davis (1998:45) define training strategies as parts of a triad of approaches (namely goals, strategies and tactics) to getting things accomplished. According to the authors strategies are used in the following contexts:-

- When trainers teach skills by setting precise objectives, breaking the tasks into steps and using reinforcement wisely,
- When trainers place people in small groups, provide them with a task, ask them to interact and then draw lessons from their group experience,
- When trainers place people in a situation that simulates the real – life performance environment and ask them to act out specific roles (Davis and Davis, 1998:45).

Davis and Davis (1998: 38) further state that training strategies are not based on learning styles such as individual preferences for visual, auditory, or active learning. They are based on the solid, well-researched theories about learning that serve as the foundation for effective training.

Rainbird (2000:92), on the other hand states that training must be seen as an operational issue and not a strategic issue which complements, rather than conflicts with corporate human resource strategies. He believes that often individuals are located within occupational hierarchies, which provide differential access to formal learning opportunities and in jobs, and also in turn which provide differential access to informal learning opportunities and career progression.

2.6.1 Strategy and training (Integrating training into business strategy)

Amstrong (1995: 81) is of the opinion that simply handing down business strategy to a training department and charging them with supporting the implementation of the strategy is not integration, neither is it when training and development act in isolation from resourcing and performance management. He believes that Human Resources Development managers (HRD managers) need to be involved in the thought processes and decisions that underpin business strategy.

Amstrong (1995:81)also believes that HRD managers should contribute to the development of strategy, as well as the implementation of strategy, because in most cases an important factor to consider when making a strategic decisions is the

competence of staff and managers. Effective integration of HRD into business strategy is therefore characterised by three features:

- HRD managers are involved in a two way dialogue with business managers before business strategy is finalised,
- Strategy is supported by HRD on a number of fronts, HRD is not simply a "quick fix" training programme,
- HR processes have a common architecture thus the appraisal scheme seeks to measure the same things that the development programme sets out to develop, the same things that the pay system seeks to reward (Amstrong, 1995:81)

In concluding his argument Amstrong (1995:92) indicates that most organisations realise that by integrating all key HR processes with business strategy, dramatic changes in culture and performance can be achieved.

2.7 MANAGEMENT OF TRAINING

According to Carrell et al (1998:310) "training and Development programmes are a top priority for organisations that consider themselves service oriented.

Davis and Davis (1998: 38) state that sometimes training is the specific job of specific people. At other times it has led to an alienation of training from the mainstream areas of organisational functions. Carried to extremes, it has created tension between trainers and the rest of the organisation characterised by patronising attitudes of trainers. Collaboration and partnership is

critical for all stakeholders to ensure effective management of training.

Stern and Sommerland . (1999: 181-182) cite two major facets sought by employers, namely trainability and commitment. They also make reference to a study conducted in 1999 of large hotels in America which also identified trainability as a major selection criterion. Stern et al (1999: 181-2) Indeed, in a growing number of situations, it would appear that employers feel that they can provide technical training for people so long as they have the sight, social skills, attitudes and commitment. Stern et al (1999: 182)also advise employers that having recruited outstanding human talents, employers must ensure that these people remain at the forefront of their field, not only in terms of professional expertise and product knowledge but also through working in teams or in interpersonal relations.

Still Stern et al (1999: 181-182) suggest that all organisations need to make arrangements for training – and the first step toward making new arrangements for learning/training is to understand clearly the organisation itself. Secondly, organisations vary tremendously in purpose, type, size, structure and culture and these characteristics influence the kinds of arrangements that they make for learning or training.

Davis and Davis (1998: 95) state: "The problem with training as with other kinds of teaching, is that it is easy to get by but difficult to be an expert. The temptation for facilitators of learning is to operate at less than full capacity, to learn enough about learning to survive the next training session without ever developing the critical expertise to maximize learning".

Hargreaves and Jarvis (1998: 104) recommend that one of the most vital aspects in managing training is to match training needs with supply, ensuring that staff are trained at the right time to certain standards so that not only can they do their jobs efficiently and effectively, but also so that they can develop their own capabilities and opportunities for self-advancement. This according to Hargreaves and Jarvis (1998: 104) requires several aspects:-

- Maintaining good public relations.
- Negotiating for sponsorship and funding.
- Negotiating for other resources.
- Deciding on training options.
- Hiring consultants to give in-house training.
- Selecting or confirming participants for courses.
- Compiling a calendar or for training events.
- Marketing training initiatives (Hargreaves and Jarvis, 1998: 104).

Hargreaves and Jarvis (1998) further emphasise that it is important to build a good relationship between the training department and other departments in an organisation and to understand the point of view of managers of other departments and their staff. Managers are the main customers of the training department. It is important to invest time to network with them when planning a strategy for training. Feedback is equally important in training.

Ashton and Felstead (2001:182) analysed current research and concluded that in general terms those organisations with a higher

than average commitment to training were likely to have certain characteristics. These include a strong commitment to training by senior management, product innovation and differentiation, and they tended to be larger organisations that recognised trade unions and operated incentive schemes such as profit sharing.

In concluding the discussions around the management of training Fitz-enz & Davison, (2002:159) reminds us that: "the further the learning experience is from its application, the less it is relevant and retained".

2.8 THE MANAGEMENT OF TRAINING IN SOUTH AFRICA: A COMPARATIVE PERSPECTIVE

The new democratic government in South Africa has inherited a training and education system with a number of serious shortcomings for example:

- There is a lack of adequate planning for future skills requirements.
- The unemployed are inadequately trained
- Personnel costs constitute more than eight per cent of all present education budgets. Swanepoel, et al (2000: 491).

Swanepoel et al, (2000: 493) discover that according to the world competitiveness report, when compared with other developing countries South Africa usually ranks among the last countries in the people-development category. Aspects such as literacy and education are critical in this regard. For a very long time organisations in South Africa have neglected to invest in their own employees to equip them for the challenges of our modern, globally competitive world. According to Swanepoel et al, (2000:

493) Industries in South Africa invest, on average, 0, 5 – 1.0 % of its payroll in education and training. Comparative figures in Europe are 4– 6% and in Japan 10%. It is therefore essential that human resources development should play a prominent role in South African organisations.

The country's history, technological innovations, competitive pressures, restructuring and downsizing, the low level of literacy and numeracy (especially in the South African context), and the increasing diversity of the workforce are some of the important issues which force organisations to retrain employees and to provide basic literacy training, thus ensuring that employees are ready to face present challenges and prepare themselves for the future Swanepoel et al (2000; 494).

Carrell et al (1998: 308) also stress the fact that the majority of South African workers need new or significantly expanded skills to keep up with the demands of their jobs. A significant proportion of such South Africans is among the blacks (black referring to coloureds, Indians and Africans). Carrell et al (1998:308) also cites the fact that South African companies spend less than one percent of total employment costs on training in contrast to five percent by our major trading partners, such as the USA and Japan which, for example spends ten percent .

Because of the important role played by education and training in our endeavours to become a competitive nation, the government passed the South African Qualifications Authority Act, No. 58 of 1995, which has far-reaching implications for all education and training efforts in South Africa. Carrell et al (1998:308)

Mabey and Salaman (1997:93) argue that, based on in-depth case study analysis of why companies in the UK invest in training, researchers found that whatever the source of pressure, the common feature of the triggers for strategic change was the highlighting of a skills performance gap.

2.9 GAINS FROM MANAGING TRAINING

Rainbird (2000:121) states that power relations between managers and workers and between different groups of workers have a significant impact on learning opportunities, both formal and informal. Moreover, the training and development of staff has symbolic dimensions. It may be regarded as a reward, give status where there was previously little, serve as recognition for effort and a signal of value to an organisation and it may indicate suitability for promotion. Equally it may be perceived as a threat and indicator of poor performance or a forerunner of work intensification.

On a similar point Ashton and Felstead (2001:182) analysed current research and concluded that in general terms those organisations with a higher than average commitment to training were likely to have certain characteristics. These include a strong commitment to training by senior management, product innovation and differentiation, and they tended to be larger organisations that recognised trade unions and operated incentive schemes such as profit sharing.

2.10 TRAINING MANAGERS

Forsyth (2001:206) states that "regardless of what you manage, whenever there are goals to be achieved by organising and directing resources and efforts of others, your watchword must be professionalism. This requires skills, experience and training, for effective managers are not born, they need to be trained and developed. This investment in training is like any other - If it is made wisely it will pay rich dividends, and it should never stop, for no one can know it all."

In terms of whose responsibility training is, Armstrong (1996:105) suggests that managers be responsible for training. Senior management must create a learning organisation in which managers recognise that training and development are key parts of their role and one on which their performance will be assessed. The role of a specialised training function is generally to provide advice and guidance to managers on their training responsibilities. Often in organisations trainers act as internal consultants to many organisations.

Davis and Davis (1998:57) take the matter further by stating that "the job descriptions for trainers no matter how you write it, is to facilitate learning.

Lynton and Pareek (2000:83) supports Armstrong that central to the management of training are training managers. Concentrated partnering is greatly and most obviously necessary at the pre-and post-training stages, when managers must make sure that training as planned takes proper account of the day-to-day practicalities

of the tasks, settings and people. They then release some employees for training and first hold back others for later.

Managers contribute too while training is going on by showing continuing interest in it and encouraging positive anticipation all round. Lynton and Pareek (ibid) further state the importance of a partnership that must exist between trainees and training providers. Their goal is only one, which is that of putting candidates through an effective training programme that will make a difference in employee performance or production.

2.11 SITUATIONS THAT MAY NEED TRAINING

Ashton and Felstead (2001:181) and Stern and Sommerland (1999: xi-xii) suggest that training can be categorised in three ways:

- Those that rely on incidental learning and do not invest unless forced to (for example, health and safety),
- Those that provide training as a response to specific events – such as the introduction of IT or work reorganisation. In these cases training is ad hoc, but is delivered systematically,
- Those committed to becoming a learning organisation (LO) in which learning is continuous and is part of the business, enabling the organisation to continuously transform itself. Training is institutionalised with a budget and training needs are assessed and evaluated

Carrell et al (1998: 310) suggest general purposes of Training and Development programmes for managerial and front-line employees. Seven major purposes exist:

- Improve performance
- Update employee's skills
- Avoid managerial obsolescence
- Solve organisational problems
- Orientate new employees
- Prepare for promotion and managing succession
- Satisfy personal growth needs

2.12 MAIN ROLE PLAYERS IN WORKPLACE TRAINING

Redman and Wilkinson (2001) believe that there are three main players in as far as training and its management is concerned. Those include: individuals, employers and government.

2.12.1 INDIVIDUALS

Redman and Wilkinson (Ibid) describe Individual factors as those that may influence or support the management of training. This may include the level of motivation and participation of individuals, which will lead employees and prospective employees to seek to develop their potential employment.

2.12.2 EMPLOYEES

Redman and Wilkinson (Ibid) state that for employers they believe that training is a means to an end, the end being to ensure achievement of the organisational goals and the means being

basic competencies in the workplace. To achieve this, employers may work in partnership with schools, colleges and universities to develop courses that relate to the needs of the business.

2.12.3 GOVERNMENT

Redman and Wilkinson (Ibid) state that legislative requirements can enforce a law that forces employers to train their employees. In South Africa there are legislative frameworks, such as the Skills Development Act and the Skill Levies Act. These laws encourage employers to train their employees through discretionary grants paid to any employer who comply with the requirements thereof. Predominantly the focus of such legislative initiatives is geared towards the previously disadvantaged employees.

Beaumont (1998) argues that it is therefore not surprising that a number of governments have introduced legislation and regulations to try and influence the level of training and development in organisations. Such initiatives reflect the increasingly widespread view that the absence of an adequate level of training and development will hinder the competitive performance of the national system as a whole.

2.13 TRAINING DEPARTMENTS

Beardwell (2001:334) is of the opinion that despite criticisms faced by training departments, the training departments remain important in many organisations because they have personnel who have specialised knowledge and skills in the provision of training. He further states that as human resource development

becomes more important in the organisation, the role of providers is becoming increasingly pivotal as facilitators of learning and the exchange of information and knowledge.

2.14 COACHING, MENTORING AND COUNSELLING

Klasen and Clutterbuck (2002:102) explain that the other related important concepts to the management of training are mentoring, coaching and counselling. The authors define mentoring as a process which supports learning and development and thus performance improvements, either for an individual, team, or business. Coaching on the other hand is defined as a process whereby one person helps another to perform better than the latter would have done. Counselling then refers to a process that helps individuals to identify that they have a problem, to analyse it, establish a solution and commit to it. Good training managers need to incorporate these processes along with the training process Klasen and Clutterbuck (2002:102).

In addition the authors states that through mentoring, coaching and counseling, organisations would recognise that their staff requires development in each of the following areas in order to strike the balance between motivation, flexibility, opportunity and organisation purpose and investment. These areas are:

- Corporate – engaging in development activities for the benefit of the continued and future stability and prosperity of the organisation.
- Professional - in which the requirements to keep abreast of the developments of one's occupation and profession in general, and to be trained in it, are paramount.

- application
- analysis
- synthesis
- evaluation

Czarnecki (1999:181), on the other hand, believes that the use of the word learning is crucial because it demonstrates employer willingness to encourage and facilitate employee development, rather than to provide specific training to cover short term crises. He believes that organisations have traditionally employed specialists whose job was merely to instruct and teach people how to work more efficiently. Nowadays, the emphasis is on learning, both from the standpoint of the individual and from the organisation.

Czarneck (1999:182) believes that the most progressive organisation now engages in facilitating learner development, in encouraging people to enhance their skills and knowledge, and fostering their creativity and initiative as part of a drive for continuous improvement. He does admit that this is not necessarily undertaken for philanthropic reasons, but in order to improve productivity, performance and knowledge development so that the organisation can compete more effectively.

Keep and Rainbird (2000:xi) point out that instead of training and skills being a bolt-on extra, learning moves to center-stage and becomes the chief organisational principle around which business strategy and competitive advantage can be developed. Stern and Sommerland (1999:xi) reinforce the centrality of learning by stating that learning becomes part of the process of production and integral to the way in which work is organised.

Raid and Barrington (2001:8) suggest that it is part of Human Resource Management and involves the planning and management of people's learning – including ways to help them manage their own – with the aim of making the learning process more effective, increasingly efficient, properly directed and therefore useful.

A similar view is expressed by Carrell et al (1998:333) that training and development is a form of education. Whether training and development takes place on or off the job, employees are expected to learn and apply new skills and abilities to benefit both the organisation and its employees. Because training and development is a type of learning, trainers can benefit from applying certain principles of learning and learning styles when designing and implementing training and development programmes – even the basics of adult learning are appropriate.

Czarnecki (1999: 182) cites that to date the initiative that has probably had the greatest impact on the promotion of a learning society in South Africa has been the Investor in People (IIP) initiative launched in 1991 in order to persuade employers to invest in training. It is designed for all types of organisations whether large or small, private or public sector, manufacturing or service industry.

2.16 KNOWLEDGE MANAGEMENT

Scarbrough, Swan and Preston, (1999:50) stress the importance of knowledge in advanced economies and argue that although the cost-benefits are hard to quantify, they can be enormous. He

defines knowledge Management as any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organisations.

Scarborough et al (Ibid) further describe knowledge workers as those with high levels of education and specialist skills combined with ability to apply these skills to identify and solve problems.

Fitz-enz & Davison (2002 :157) expressed a similar view that with knowledge becoming the key to economic survival at the personal, organisational, and national levels, continual lifelong learning has become imperative. They further state that an accumulation and availability of information has spawned an obsessive drive for change and improvement.

2.17 RELATED TERMS AND ISSUES

Swanepoel et al (2000:495) believe that education usually refers to the preparation of managers for higher level jobs or for possible challenges in the future. Education in the general sense refers to the broad education processes covering pre-schools, primary, secondary and tertiary education. This usually occurs outside the organisation (except for adult literacy, life skills and numeracy training which normally occurs in the organisation context).

Swanepoel et al (Ibid) continue to state that in contrast to training (which is job-related) and education (which is the preparation of employees for a different job) development is a broad term which relates to training, education and other intentional or

unintentional learning and which refers to general growth through learning.

It is important to note that Outcome Based Education has only recently been introduced in South Africa. Its primary focus is on the desired end results of each learning process. The desired end result is called the outcome, and must be demonstrated. The secondary focus is on the instructive and learning process that will assist learners through the process – i.e. it is learner centred. Swanepoel et al (2000:496)

Swanepoel et al (ibid) further state that it is important to note that "training", "education" and "development" do not form part of a continuum. Employee's development can also take place through the process of training and education.

2.17.1 DEVELOPMENT

According to De beer et al (2001: 181) development focuses on the necessary experience, skills, and disposition that the managers of an organisation must possess. Collin (2001:295-6) on the other hand views development as "the process whereby, over time, the individual becomes more complex and differentiated through the interaction of internal and external factors.

A similar view is expressed by Harrison (2000:2), who defines development as "learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviour. Its outcomes unfold through time rather than immediately, and tend to be long-lasting"

For Reid and Barrington (2001:8) development is part of HRM and involves the planning and management of people's learning – including ways to help them manage their own – with the aim of making the learning process more effective, increasingly efficient, properly directed and therefore useful.

Swanepoel et al (2000:447) introduce another term, Career plateaus which is defined as “the point in a person's career when there is no longer any opportunity to progress in the organisational hierarchy. A distinction can be made between structural and content plateaus. Structural plateauing refers to a situation in which opportunities for promotion are restricted by the structure (pyramids) of the organisation. Only a few employees can make it to the top. Content plateauing occurs when an employee knows the job too well and no challenges are left. The challenge for managers is at least to address the problems of content plateauing as this is the easier one to avoid. :

Swanepoel et al (2000:447) defines another term related to training, obsolescence, which refers to the extent to which employees lack up-to-date competencies necessary to maintain successful performance in either their current or future work roles. This simply means that an individual is becoming outmoded and outdated.

2.17.2 E-LEARNING

Beardwell and Holden (2001: 45) state that a more recent concept of the informational and learning exchange environment is e-learning. This emphasises the use of new technology such as email, internet, intranet and computer software packages to facilitate learning for employees whenever they need it.

The adoption of on-line learning is attractive to organisation because the required data is available when the learners want to learn. They believe that this will speed up the learning process and knowledge exchange. It also allows for "granularisation" of learning. Granularisation can deliver a course in bite-sized chunks when the learner needs it. The e-learning forms can be formal (an actual course delivered via software or the internet) or informal (exchange of information and knowledge via email or an intranet) (Beardwell and Holden, (2001: 45).

Gates (1999: 248) cites that training is the most basic and sometimes most overlooked form of knowledge sharing that needs to go on in a company. Sometimes it seems impossible for busy people to find the time for classes, though. Finding out what courses are available can be difficult. Registering for courses is time-consuming. The training often requires one to leave the office for long stretches of time, and class hours never take an unexpected business problem into account. Hence the author fully advocates for the use of online learning (Gates, 1999: 248).

Gates (Ibid: 248) also believes that a well-designed online training management tool can eliminate these obstacles to employee training – online systems allow employees to take

training courses at their desks, at their own pace and when their schedule permits. Gates (1999: 248) also believes that a well-designed online training management tool can eliminate these obstacles to employee training – online systems allow employees to take training courses at their desks at their own pace and when their schedule permits.

Computers have been used for education for over 40 years. First they were large mainframes locked in an operation centre and accessed through batch processing using punch cards. Later the key desktop dumb terminal and then the personal computer put the power of computation in the hands of the users. Finally, the World Wide Web came along and gave every one the ability to access education material from anywhere at anytime. Now individuals and companies are using the power of the computer and the internet to fulfil their information and learning needs (Fitz-enz & Davison, 2002:158)

Fitz-enz & Davison, (2002:161) stress that a computer serves as a marvellous teaching tool. They state that it certainly delivers material differently than does a workbook or an audiotape. Computers have the advantage of being able to combine audio and video in a real-time feedback process. They offer more flexibility and graphics as well as an interactive experience that can go back and forth at a click of a key, asking, answering and checking.

22.17.3 LEARNING ORGANISATIONS

The concept Learning Organisation refers to an organisation that is continually improving and dev eloping. Swanepool (2000:769)

on the other hand thinks that the concepts of "learning organization" and "knowledge-based organization" place learning and human resources development at the very heart of the organization (Beardwell, 2001:334). This can be summed up by the statement that: "A learning organization requires learning individuals..." Brevis T et al (1997: 53).

For Swanepoel et al (2000), in the learning organisation, change is seen as an ongoing process, not as an event. Change is woven into the fabric of organisational life as a way of functioning and continuously developing. They further state that a learning organisation is an organisation that has developed the continuous capacity to adopt and change. It is successful at acquiring, cultivating and applying knowledge that can help it to adapt to change.

According to Flanagan et al (1998: 226) in learning organisations people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continuously learning how to learn together.

Meyer, et al (1999) believes all organisations ought to be transformed into learning organisations. They believe that learning should be everybody's business and what the training manager should do is simply to co-ordinate learning activities. However, they also think that certain learning disabilities can cripple an organization. The authors further outline five disciplines that can enable an organisation to overcome these disabilities and create new future for the organisation (Meyer M. and Botha E, 2000) These disciplines are:

- Becoming committed to lifelong learning,
- Challenging one's own assumptions and generalisations about the organisation and the world around it is essential to becoming a learning individual and a learning organisation,
- Sharing a vision for the organisation,
- Encouraging active dialogue in the organisation,
- Promoting system thinking.

In closing this point the authors asserts that all five disciplines should be developed as a unit, with the last one, system thinking, as the one to integrate all other disciplines (Meyer, et al, 1999)

2.17.4 SYSTEMS APPROACH TO TRAINING

Swanepoel et al (2000:497) argue that one of the main reasons why training fails in organisations is the lack of a systematically developed training model. They believe that a systematic approach to the development of training is essential. Swanepoel et al (Ibid: 497) describe a systematic approach to training through three phases, namely

- Needs Assessment phase
- Training phase
- Education phase

Carrell et al (1998:311) support the view that training is best thought of as a complex system that involves a number of distinct but highly inter-related phases. They believe that the training system models should comprise of three phases, namely; assessment; training and development and evaluation.

2.18 EVALUATION OF TRAINING

According to Amstrong (1996) Evaluation leads to control which means deciding whether or not the training was worthwhile, preferably in cost benefit terms and what improvements are required to make it even more cost effective. Evaluation is an integral feature of training. In its crudest form it is the comparison of objectives with effects to answer the question of how far the training has achieved its purpose.

The two most telling moves for measuring the effectiveness of training according to Lyton and Pareek (2000:90) are, first, to help them institute work-based evaluation well after participants have returned from training and, second, to establish the total cost of training instead of only the direct training costs or fee payments. The total training costs would include the participants' ongoing salaries as well as their travel, stay, and meals, and also the cost of replacing them. The author argues that properly used evaluation can be a second promising hold on training.

One most important element of evaluation is Feedback, which is one of the forgotten that will improve the management of training. Pettinger (2002) believes that all people must be trained in giving feedback and receiving feedback. He further argues that organisations need to be big and receptive enough to acknowledge their own weaknesses and strengths by effectively implementing feedback. He further indicates that the strengths should be a matter of pride, honour and not arrogance whereas weaknesses require acceptance, evaluation and remedy Pettinger

(2002). I also think that feedback is one element which is not negotiable when coming to training and training evaluation.

On the subject of training costs, Lynton and Pareek (2000:90) identified four 'holds' that organisations could use to wrestle with the issue of making training worth its great cost. These are,

- making training fit change strategy,
- outcome evaluation,
- organisational readiness and support for training,
- And ensuring good fit of training with organisational and wider cultures.

Lynton and Pareek (ibid: 91) also have discovered, like most other researchers, that all that training currently guarantees is high entertainment. They believe that if enough planning and analysis around at least the four 'holds', organisations may be in a good position to change the management of training.

Carrell et al (1998:320) then suggested that employers should avoid choosing a popular or entertaining Training and Development programme without having performed either an assessment study, or a reasonable search for a programme. The expense of training and development programmes should remind employers to use the same business standards for needs substantiation and purchasing as they would demand for other business investment Carrell et al (1998:320).

2.19 THEORETICAL FOUNDATION

Davis and Davis (1998) state that learning theories are middle-range theories, which include substantive theories such as the

notion that behaviour is affected by its consequences within the behavioural theory, but they are also big enough to describe how particular types of learning take place. Learning theories provide a focus for understanding how a given type of learning works. For example, when a trainer needs to teach a skill, a useful theory is the behavioural learning theory, which can provide guidance on how to operationalise objectives, measure present performance, break learning into steps, and re-in force correct approximations of those steps.

The second example is when the training calls for helping people reconsider their opinions, attitudes or beliefs. The theory of group dynamics is useful and will help the facilitator to compose the groups, set the tasks, develop the instruments or design the apparatus, manage the process, and describe the outcomes.

If the facilitator understands and employs a theory-based training strategy, real learning is more likely to take place. It is possible to do some training theory – but when trainers understand the theory and use it – learning can be maximised.

CHAPTER THREE

PROBLEM STATEMENT

3.1 INTRODUCTION

Chapter one of this report outlined the context and specific objectives of this study, while chapter two provided an analysis of the literature and a theoretical foundation upon which the premises of the study are based.

This chapter presents a more detailed description of the approach that was adopted in the execution of this research, including a salient description of the rationale and background to the problem, the problem statement as well as research questions.

3.2 BACKGROUND TO THE PROBLEM

Carrel, Norbert, Hatfield, Globler and Marx (1998:310) state that training and development programmes are a top priority for organisations that are considered service and customer orientated. FNB Card division is one such organisation.

Bankseta(Banking industry sector education and training Authority) recently conducted an audit with regard to training in the entire Firstrand Group, of which FNB Card is a member . The audit revealed several concerns around training and how beneficiaries of training in FNB Card division feel about the

management and coordination of training. The following were some of the issues raised from the audit:

- No policies and systems of training were present at FNB Card.
- Even though training does happen, most employees think it is not properly managed and equitably distributed.
- Quality assurance assessment strategies were not in place.
- There is minimal evidence of the collaboration and partnership between trainers and line function. (Firststrand Annual Audit Report, 2004)

The Audit report was provided by Bankseta and the Internal Audit Department of Firststrand.

3.3 RATIONALE TO THE PROBLEM

This study examined the perceptions around the management of training in the First National Bank, Card Division. The study is significant because its outcome will help First National Bank Card Division understand how its employees view the management of training here, and how these perceptions impact on the company's investment in training. This may influence the development of new policies and strategies to manage training more efficiently and ensure its effectiveness.

In 2003 (according to the Investors In People (IIP) report) the First National Bank Card Division achieved six out of the twelve standards of good people practice as outlined by the Investors in People, an international standard, which recognises organisations committed to developing their business through the development

of their people. Investor in People is an organisation or business development tool, but more, it creates a training and development culture that benefits both the employer and employees. (IIP report, 2003:2)

The six standards that First National Bank Card Division did not achieve have among them a common element caused by the lack of proper management and coordination of training and people development. The following are the standards that FNB Card could not meet:

- People believe their contribution to the organization is recognised.
- The development of people is in line with the organisation's aims and objectives.
- Managers are effective in supporting the development of people.
- People learn and develop effectively.
- The development of people improves the performance of the organisation, teams and individuals.
- People understand the impact of the development of people on the performance of the organisation, teams and individuals. (IIP , 2003:2)

3.4 PROBLEM STATEMENT

This study investigated perceptions around the management of training at First National Bank Card division, a division of the First Rand Group.

3.4.1 Primary Problem

The management of training is commonly perceived in a negative manner by employees at the FNB Card Division.

3.4.2 Secondary problem

Employees at the FNB Card Division may believe that training needs to be managed more effectively and efficiently.

3.5 RESEARCH QUESTIONS

The following are specific questions of the study:

- Can the management of training at the FNB Card Division be improved?
- What impact does the perceptions and actions of staff have on the management of training at the FNB Card Division?
- What is the perception of staff on the benefit from how training is being managed?
- Are there identifiable elements from staff lacking in as far as training is being managed at the FNMB Card Division?

3.6 SUMMARY

In this chapter the research problem was described. The specific objectives were subsequently set and the research method was discussed. Chapter four will focus on the research design, population and sample, measuring instruments and, lastly, the data analysis are discussed.

CHAPTER FOUR

RESEARCH DESIGN AND ANALYSIS

4.1 INTRODUCTION

This chapter outlines the method of research of this study. It explains how the research was conducted and what steps were taken to meet the objectives and to ensure the validity of the study.

The approach adopted by this study was survey research, where a questionnaire was used to elicit responses from the FNB Card Division staff relating to the research questions and research objectives. Thereafter all responses were coded and analysed using descriptive statistics.

4.2 DATA COLLECTION

The method used to collect data in this study was a questionnaire. This method is chosen above others first for its convenience and easy to administer. An interview was also used only to ascertain some of the information received from questionnaires. A questionnaire was also chosen as the appropriate method to avoid subjective responses especially that the researcher works for the same organisation where the research was conducted.

4.2.1 ADVANTAGES OF QUESTIONNAIRE

Questionnaires are very cost effective when compared to face-to-face interviews. They are easy to analyse and are familiar to most of the people. Questionnaires reduce bias. The researcher's own opinion will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent. Questionnaires are less intrusive than telephone or face to face surveys. The respondent is free to complete the questionnaire on his or her own time. Unlike other research methods, the respondent is not interrupted by the research instrument (De vos, Strydom, Fouche, poggenpoel and Schurink, 2001: 157-158)

4.2.2 DISADVANTAGES OF WRITTEN QUESTIONNAIRES

One major disadvantage of written questionnaires is the possibility of a low response rate. A low response is the curse of statistical analysis and can dramatically lower the confidence in the results. Response rate vary widely from one questionnaire to another (10% - 90%) (Rosuow and Rosenthal, 1996:67) .

Another disadvantage of questionnaires is the inability to probe responses. Questionnaires are structured instruments. They allow little flexibility to the respondent with respect to response format. In essence, they often lose the "flavor of response" (i.e. respondents often want to qualify their answers). By allowing frequent space for comments, the researcher can partially overcome this disadvantage.

Nearly ninety percent of all communication is visual. Gestures and other visual cues are not available with written questionnaires. A questionnaire requesting factual information will probably not be affected by the lack of personal contact. A questionnaire probing sensitive issues or attitudes may be severely affected. Lastly for a variety of reasons, the respondent may not be who the researcher thinks it is. This is a confounding error inherent in questionnaires.

Finally, questionnaires are simply not suited for some people. More frequently people are turned off by written questionnaires because of misuse.

4.2.3 DESIGNING A QUESTIONNAIRE

In designing the questionnaire the following steps were followed as identified by Rosouw et al, (1996:192). These steps are as follows:

- Defining the objectives of the survey
- Determining the sampling group
- Writing the questionnaire
- Administrrating the questionnaire
- Interpretation of the results

4.2.4 THE COVER LETTER

The cover letter is an essential part of the survey. To a large degree, the cover letter will affect whether or not the respondent completes the questionnaire. It provides an opportunity to

persuade the respondent to complete the survey. The following should form part of the cover letter:

- Describe why the study is being done (briefly) and identify the sponsors (if any).
- Mention the incentives. (A good incentive is a copy of the results).
- Encourage prompt response without using deadlines.
- Describe your "confidentiality/anonymity" policy.
- Give the name and phone number of someone they can call with questionnaires (<http://www.statpac.com/surveys/cover-letters.htm>) and Rosouw et al, (1996:192).

A simple covering letter that explained the topic under investigation accompanied the questionnaire to the respondents. The letter is attached to this report as Annexure A.

4.3 Questionnaire construction

The measuring instrument has the greatest influence on the reliability of the collected data; hence great care was taken in the construction of the questionnaire in this study. A well-designed questionnaire boosts the reliability and validity of the data to acceptable levels of tolerance.

4.3.1 Format and content of the questionnaire

The questionnaire in this study was divided into three sections according to their focus:

Section A (questions 1-7). The purpose of these questions was to gather biographical information of respondents and the position they hold in the company.

Section B (questions 8 – 16). The purpose of these questions was to collect data about each respondent's perception and knowledge on the management of training at FNB Card Division.

Section C (questions 17 – 18). These questions were constructed to elicit data on which the perception around the management of training at the FNB Card Division can be improved.

Question 19. Respondents were to mention any other issue that may need to be addressed to improve the management of training at FNB Card Division.

4.4 PILOT-TESTING THE QUESTIONNAIRE

The term pilot study refers to a mini version of a full-scale study (also called "feasibility studies"), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule (Rosouw et al, (1996:195).

The following are reasons for pre-testing the research instrument:

- Developing and testing adequacy of research instruments
- Assessing the feasibility of a (full-scale) study.
- Designing a research protocol
- Assessing whether the research protocol is realistic and workable.

- Establishing whether the sampling frame and technique are effective.
- Identifying logistical problems which might occur using proposed methods.
- Collecting preliminary data.

NB: It should also be recognized that Pilot studies may have a number of short limitations. These include the possibility of making inaccurate predictions or assumptions on the basis of pilot data, and problems arising from contamination.

4.4.1 Procedure of the pilot study

To determine any flaws and problems, the questionnaire was piloted using a sample of ($n = 5$) respondents. Three of these five respondents had a human resource background, or a little knowledge of the subject under investigation. The respondents were asked to complete the questionnaire and to indicate if some questions seemed ambiguous, confusing or irrelevant. They were further asked to comment on the improvement of the questionnaire.

The pilot results were checked and the respondents did not have any suggestions about the questionnaire. This implied that the respondents did not have difficulties answering the questionnaire. The sample of the pilot was not used in the final study.

4.4.2 Final questionnaire

Once the pilot study was completed, the final questionnaire was administered to an overall group of 60 respondents comprising of the FNB Card Division employees from different occupational categories.

Table 4.1 shows the response rate of all respondents:

Table 4.1 Response rate

Occupational categories	Sample population	Response	%
No response		2	3
Trainers	6	4	7
Team members	24	24	40
Team leaders	10	10	17
Supervisors	2	2	3
Junior Managers	3	3	5
Middle managers	9	9	15
Senior Managers	4	4	7
Total	60	58	97

4.5 POPULATION AND SAMPLING

De vos et al (2001:192) define population as a group of interest to the investigator, the group to which the researcher would like the result of the project to be generalisable. The authors also states that a sample can be viewed as a subset of measurements drawn from a population in which we are interested. The population of this study included the following members of FNB Card Division:

- Trainers
- Team members
- Team leaders
- Supervisors
- Junior Managers
- Middle Managers
- Senior managers

De vos et al (2001:192) asserts that in most cases a 10% sample should be sufficient for controlling for sampling errors. They acknowledge, however, that differences of opinion exist with regard to the minimum number of respondents who should be involved in the investigation.

The questionnaire was administered to a sample of 60, which is 10% of total staff of 600 respondents, comprising of various individuals from the above-mentioned categories.

4.5.1 SAMPLING METHODS

Stratified Sampling is a commonly used probability method that is superior to simple random sampling because it reduces sampling error. A stratum is a subset of the population that shares at least one common characteristic. Examples of strata might be males and females, or managers and non-managers. First the strata and their actual representation are identified in the population. In this study the strata were determined according to different occupational levels (e.g. junior manger, middle manager, senior manager, etc) (De vos et al, 2001:197).

Random sampling is then used to select a sufficient number of subjects from each stratum. "Sufficient" refers to a sample size large enough for us to be reasonably confident that the stratum represents the population. Stratified sampling is often used when one or more of the strata in the population have low incidence relative to the other strata. De vos et al (2001:197) also support the stratified sampling method since it is mainly used to ensure that the different groups or segments of a population acquire sufficient representation in the sample.

Table 4.2 Participants who participated in the study:

Occupational categories	Sample population	%
Trainers	7	11.7
Team members	20	33.3
Team leaders	7	11.7
Supervisors	3	5
Junior Managers	6	10
Middle managers	4	6.7
Senior Managers	3	5
Total	60	100

Table 4.1. reflects the distribution of the sample population of the study.

CHAPTER SUMMARY

The chapter focused on the methods used to gather data. It also included reasons for selecting those methods as opposed to other

methods. The next chapter, chapter five, focuses on analysis and interpretation of the results.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter focuses on the results of the empirical investigation conducted on the subject of the perception around the management of training at the FNB Card Division, a division of the FirstRand Group. The empirical data collected through a questionnaire is summarised and discussed in this chapter.

5.2 Review of the Subject

Of the total subjects (60), 58 (97%) respondents returned the questionnaire and only two (3%) copies of the questionnaire were not returned.

5.3 Biographical Data of the respondents

Table 4.1 reflects the demographical characteristics of the respondents. Such information helped the researcher to know more about the respondents in the study.

Table 5.1 AGES OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Below 30	24	41.4
31 – 35	15	25.9
36 – 40	8	13.8
41 – 45	7	12.1
46 – 50	1	1.7
51 and over	3	5.2
TOTAL	58	100

Table 5.1 reflects that 24 (41.4%) of the respondents were below 30 years old; 15 (25.9%) were between 31 – 35; eight (13.8%) were between 36 and 40; seven (12%) were between 46 – 50; and only three (5.2%) were 51 and over. Most respondents (41.4%) were younger than 30.

Table 5.2 SEX OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Male	26	44.8
Female	32	55.2
TOTAL	58	100

Of the total respondents 26 (44.8%) were male and 32 (55.2%) were females.

Table 5.3 YEARS OF RESPONDENTS AT THE FNB CARD DIVISION

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
0 – 3 Years	38	65.5
4 – 5 Years	8	13.8
5 Years and over	12	20.7
TOTAL	58	100

Table 5.3 shows that most respondents (65.5%) had been working at FNB Card Division for less than three years. A relatively small percentage (20.7%) of respondents had been working for FNB Card Division for more than five years.

Table 5.4 PRESENT POSITIONS OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Senior Manager	4	6.9
Middle manager	9	15.5
Junior Manager	5	8.6
Team Leader	10	17.2
Team Member	24	41.3
Other	6	10.3
TOTAL	58	100

Table 5.4 shows that of the total 58 respondents four (6.9%) were senior managers; nine (15.5%) were middle managers; five (8.6%) were junior managers; ten (17.2%) were team leaders; 24 (41.3%)

were team members or ordinary staff. There were also six (10.3%) who were either specialists or fell under the category "other". The majority of the respondents were ordinary employees who held no position of power in the company.

Table 5.5 RESPONDENTS YEARS IN THE ABOVE-MENTIONED POSITION

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
0 – 3 Years	12	20.7
4 – 5 Years	6	10.3
5 Years and over	39	67.2
TOTAL	58	100

Table 5.4 reflected that 12(20.7%) of the respondents had served between 0 and 3 years in the current position; 6(10.3%) had served between 4 and 5 years and 39(67.2%) had been in their position for 5 years and more.

Table 5.6 PREVIOUS POSITIONS OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Senior Manager	2	3.4
Middle manager	7	12
Junior Manager	3	5.2
Team Leader	12	20.7
Team Member	24	41.4
Started in this position	7	12
Other	4	6.9
TOTAL	58	100

Table 5.6 shows movements of employees within positions at the FNB card Division. Two (3.4%) moved to senior management, 7(12%) moved to middle management, three (5.2%) moved to junior management, 12(20.7%) moved to team leader positions, and seven (12%) were team members. Of all those who moved only four (12%) started in the positions they occupied at the time of the investigation.

Table 5.7 HIGHEST ACADEMIC QUALIFICATION OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Below standard 10	2	3.4
Standard 10	18	31
Standard 10 plus one year	17	29.3
Standard 10 plus two years	7	12
Standard 10 plus three years	14	24.1
Other	0	0
TOTAL	58	100

Table 5.7 shows that two (3.4%) of the respondents' highest qualification was below grade 12, 18(31%) had a highest qualification of grade 12; 17(29.3%) had their highest qualification as grade 12 plus one year qualification; seven (12%) described their grade 12 plus a two years as post-matric qualification and 14 (24.1%) noted that they had completed grade 12 plus a three years post-matric qualification.

**Table 5.8 WHO RESPONDENTS THINK IS RESPONSIBLE FOR
TRAINING IN THEIR DEPARTMENT**

CATEGORY	FREQUENCY	PERCENTAGE
No Respond	8	13.8
Self	32	55.2
CEO	1	1.7
Manger	11	18.9
Team Leader	4	6.9
Not sure	2	3.4
TOTAL	58	100

Table 5.8 shows that eight (13.8%) respondents did not answer the question of who was responsible for training in their department; 32(55.2%) thought that it was their responsibility; one (1.7%) stated that it was the CEO's responsibility; 11(18.9%) said that it is the manger's responsibility while only four (6.9%) think was the team leader's responsibility. Out of the 58, only two (3.4%) were not sure.

Table 5.9 RESPONDENTS 'S OPINION ON HOW OFTEN SHOULD TRAINING TAKE PLACE

CATEGORY	FREQUENCY	PERCENTAGE
No Response	3	5.2
Whenever	2	3.4
When necessary	21	36.2
Once a year	0	0
As often as required by the employee.	27	46.6
As often as required by the manager	5	8.6
TOTAL	58	100

Table 5.9 shows that of the 58 three (5.2%) respondents did not answer the question of how often training should take place. Two (3.4%) indicated that it should happen whenever; 21(36.2%) stated that they think training should happen when necessary; 27(46.6%) indicated that they think it should occur as often as required by the employee and only five (8.6%) think training should happen as often as required by the manager.

Table 5.10 RESPONDENT'S OPINION ON THE RATIONALE FOR TRAINING

CATEGORY	FREQUENCY	PERCENTAGE
No Respond	2	3.4
To enhance performance	37	63.8
Because they did not attend the previous training.	0	0
Because they never attended	0	0
Because they want to be promoted	1	1.7
Because they want to be more competent.	18	31
TOTAL	58	100

Table 5.10 shows respondents' opinions of why training is done. Of the total respondents, two (3.4%) did not respond; 37(63.8%) think it is done to enhance performance; one (1.7%) thinks it is done for people to be promoted; 18(31%) think it is done to make people competent. In more general terms most respondents think that training is done to enhance performance (63.8%).

Table: 5.11 RESPONDENTS 'S OPINION ON THE RETURN ON INVESTMENT FROM TRAINING

CATEGORY	FREQUENCY	PERCENTAGE
NO RESPONSE	0	0
YES	26	44.8
NO	16	27.6
NOT SURE	16	27.6
TOTAL	58	100

Table 5.11 states that of the 58 respondents, a little less than half (44.8%) think that there is return on investment from training at FNB Card Division, and 16(27.6%) are not sure whether there is return on investment for the company in this regard. 16(27.65) disagree that there is a return on investment for FNB Card Division in relation to training.

Table 5.12: THE LEVEL OF IMPORTANCE RECEIVED BY TRAINING IN THE FNB CARD DIVISION

CATEGORY	FREQUENCY	PERCENTAGE
No Response	1	1.7
Very Important	35	60.3
Important	12	20.7
Not important	6	10.3
Do not Know	4	6.9
TOTAL	58	100

Table 5.12 shows that of the total respondents one (1.75) did not respond; 35(60.3%) think that training is regarded as being very important; 12(20.7%) think it is just important; six (10.3) think it is not regarded important, and four (6.9%) did not know how to rate the level of importance thereof. Most respondents 60.3% therefore believe that training is regarded as being very important in FNB Card Division.

Table 5.13: PEOPLE OFTEN TRAINED THE MOST

CATEGORY	FREQUENCY	PERCENTAGE
No Response	3	5.2
Manager's favourites	6	10.3
Managers and Team leaders only	5	8.6
The same people all the time	11	18.9
People who really need training	18	31
Other	15	25.9
TOTAL	58	100

Table 5.13 shows that of the total respondents, three (5.2%) did not respond to the question; six (10.3%) think mostly manager's favourites benefit the most from training; five (8.6%) think that the Team Leaders and the managers benefit from training the most; 11(18.9%) think that it is always the same people who often go for training and 18(31.5%) think it is the people who really needs to go on training who benefit from it. A quarter of the respondents (25.9%) gave other responses like managers training the same people over and over.

Table 5.14: THE RATIONALE FOR TRAINING SOME MORE THAN OTHERS.

CATEGORY	FREQUENCY	PERCENTAGE
No Response	8	13.8
Because they are high performers	16	27.6
Because they are slow performers	1	1.7
Because they do not understand certain issues	6	10.3
Because they are friends with the managers	4	6.9
Managers' favourites	7	12.1
Other	16	27.6
TOTAL	58	100

The data in Table 5.14 reveals why respondents believe some are trained more than others at FNB Card Division. Eight (13.8%) did not respond; 16(27.6%) think it is because they are high performers; one (1.7%) think it is because they are slow performers; six (10.3%) think it is because they do not understand certain issues; four (6.9%) think it is because they are friends with the manger and seven (12.1%) think it is because they are favoured by managers. Others (27.6%) gave other reasons, an example of which is employees who are trained because the manager concern just wants them off his or her side.

**Table 5.15 WHAT RESPONDENTS THINK ABOUT
CONDUCTING A NEEDS ANALYSIS**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	6	10.3
Very Important	43	74.1
Important	5	8.6
Somewhat important	2	3.4
No feeling about this	1	1.7
Somewhat unimportant	0	0
Unimportant	0	0
Very Unimportant	1	1.7
Total	58	100

Table 5.15 shows the respondents' opinion of the level of importance with regard to conducting a Training Needs Analysis (TNA). Of the total respondents six(10.3%) did not give responds; 43(74.1%) think that conducting a TNA is very important; five(8.6%) think it is just important, two(3.4%) thinks it is somewhat important; one(1.7%) had no feeling about it; and only one(1.7%) think it is very unimportant. Most respondents (74.1%) therefore agree that conducting TNA's in FNB Card Division is highly important.

Table 5.16 SENDING EVERYONE EQUALLY TO TRAINING

CATEGORY	FREQUENCY	PERCENTAGE
No Response	9	15.5
Very Important	21	36.2
Important	10	17.2
Somewhat important	7	12.1
No feeling about this	4	6.9
Somewhat unimportant	2	3.4
Unimportant	1	1.7
Very Unimportant	4	6.9
Total	58	100

Table 5.16 shows that of the total respondents more than half (53.4%) of the respondents believe that sending everyone on training is either important or very important. Smaller percentage (1.7% to 12.1%) responded to varying degrees that sending everyone equally to training is mildly or very unimportant or just not an issue at all. 15.5% of the respondents did not respond to the question at all.

**Table 5.17 WHAT RESPONDENTS THINK ABOUT LINKING
TRAINING TO PERFORMANCE**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	3	5.2
Very Important	26	44.8
Important	16	27.6
Somewhat important	9	15.5
No feeling about this	2	3.4
Somewhat unimportant	0	0
Unimportant	1	1.7
Very Unimportant	1	1.7
Total	58	100

Table 5.17 shows that 22.4% above half of the respondents think that linking training to performance is important or very important. Smaller percentages (3.4%-15.5%) responded with varying degrees that linking training performance is somewhat important and of the lesser degrees had no feeling about the linking. Amazingly a little lower than 10%, (8.6%) stated that it is unimportant and very unimportant.

**Table 5.18 WHAT RESPONDENTS THINK ABOUT A
CONTINUOUS TRAINING FOR EVERYONE**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	5	8.6
Very Important	33	56.9
Important	10	17.2
Somewhat important	6	10.3
No feeling about this	2	3.4
Somewhat unimportant	0	0
Unimportant	0	0
Very Unimportant	2	3.4
Total	58	100

Table 5.18 shows that more than half of the respondents (74.1%) believe that it is important and very important to subject everyone to continuous training. A level of uncertainty was demonstrated by (13.7%) respondents who think that continuous training for everyone is somewhat important and unimportant. No one thought is unimportant or very unimportant.

**Table 5.19 WHAT RESPONDENTS THINK ABOUT DOING
TRAINING TO OVERCOME A PERFORMANCE PROBLEM**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	0	0
Very Important	25	43.1
Important	15	25.9
Somewhat important	12	20.7
No feeling about this	1	1.7
Somewhat unimportant	3	5.2
Unimportant	0	0
Very Unimportant	2	3.4
Total	58	100

Table 4.19 shows more than half of the respondent (69%) think that it is very important and important to do training to overcome a performance problem. 22.4% of respondents think it just somewhat important and had no feeling about doing training to overcome a performance problem. Lastly only two (3.4%) of respondents who thinks that doing training to overcome a performance problem is very unimportant.

**Table 5.20 WHAT RESPONDENTS THINK ABOUT DOING
TRAINING FOR COMPLIANCE**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	5	8.6
Very Important	5	8.6
Important	12	20.7
Somewhat important	13	22.4
No feeling about this	8	13.8
Somewhat unimportant	2	3.4
Unimportant	4	6.9
Very Unimportant	9	15.5
Total	58	100

Table 5.20 shows that less than half of the respondents (29.3%) think that it is important and very important to do training for reasons of compliance. Little less than the previous are respondents who think that it is somewhat important. Other respondents from varying degrees (3.4% – 15.5%) thinks is somewhat unimportant, unimportant or di not have any feeling about the matter.

**Table 5.21 WHAT RESPONDENTS THINK ABOUT DOING
TRAINING ONLY FOR THE PREVIOUSLY DISADVANTAGED**

CATEGORY	FREQUENCY	PERCENTAGE
No Response	1	1.7
Very Important	20	34.5
Important	15	25.9
Somewhat important	8	13.8
No feeling about this	7	12.1
Somewhat unimportant	1	1.7
Unimportant	2	3.4
Very Unimportant	4	6.9
Total	58	100

Table 4.21 shows that from all the respondents 74.2% have varying degrees from very important, important and somewhat important about doing training only for the previously disadvantaged individuals. The remaining percentage (24.1%) of respondents either had no feeling about the matter or thought it is somewhat unimportant, unimportant or very unimportant.

SUMMARY

This chapter outlined the findings of the empirical investigation conducted to determine the issues about the perception around the management of training at the FNB Card Division. The respondents were also asked to mention ways in which they thought the management of training in the FNB Card Division could be improved.

CHAPTER SIX

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

A brief summary of this study is represented in this chapter. There is also a reflection on the major findings of the study, as well as the recommendations for the improvement of the current position of the management of training in the FNB Card Division.

From the literature consulted in the course of this study, it emerged that conducting a training needs analysis is one of the best practices in the management and administration of training. The literature also revealed that a culture of learning needs to be established. There was an emphasis on the use of mentoring, coaching and counselling. Several writers also state that it is vital to match training needs with supply, ensuring that staff is trained at the right time at certain standards. This makes it possible not only for employees to do their jobs efficiently and effectively, but also that they can develop their own capabilities and opportunities for self-advancement. Other writers (e.g. Beardwell and Holden (2001:325) and Pettinger (2002:66)) also caution that training can be an extremely expensive way of attempting to remedy a human performance problem if it is not the most appropriate strategy to use.

The data presented in the preceding chapter enables the researcher to make findings and recommendations, which are presented in this chapter.

FINDINGS

The primary finding relating to the primary research objective is that management of training can be improved at the FNB Card Division.

The first objective of this study sought to determine whether employees believe that the management of training at FNB Card can be improved.

This was indicated by Table 5.8, where more than half (55.2%) of the sample responded stated that training is first of all their responsibility. Respondents, 33.3% (from Table 4.1) of which are ordinary staff members, also stated that it is first their responsibility and then the managers' responsibility. Still Table 5.8 indicates that 3.4% of respondents were not sure of who is responsible for their training in their respective department and according to Davis and Davis (1998: 38), sometimes training is the specific job of specific people.

More than half (60.3%) of the total respondents indicated that training is regarded as being very important, 20.7% believes training is regarded as being just important and 10.3% said it is not regarded as being important. In addition Table 5.9 showed that 8.6% of respondents think that training should not happen only when the manager requires that it should happen, and 46.6%

indicated that it should happen as much as employees would require, as long as there is a rationale for doing it.

The second objective sought to determine how staff perceptions and actions impact on the management of training in the FNB Card Division.

Respondents indicated several perceptions they have around the management of training at FNB Card Division. Table 5.13 indicated that only 31% of respondents are of the perception that the people who are trained are the ones who really need training. Table 5.10 also indicated that 63.8% of the respondents think that training should be done to enhance performance. Lynton and Pareek (2000:83) also stresses that managers contribute too while training is going on by showing continuing interest in it and encouraging positive anticipation all round. They further state the importance of a partnership that must exist between trainees and training providers. Their goal is only one, which is that of putting candidates through an effective training programme that will make a difference in employee performance or production.

Table 5.13 further indicated that still 10.3% think staff members who are trained are only managers' favourites, 8.6% think it is only managers and team leaders who are trained and 18.9% think it is always the same people who are trained at FNB Card Division.

The third objective intended to determine employee perceptions around managing training for the benefit of both the company and staff.

In as far as who benefit from training Table 5.14 showed that less than half (27.6%) of respondents indicated that most people are trained because they are high performers and only 1.7% are trained because they are slow performers. Still 12.1% respondents indicated that managers' favourites are receiving training more than others. The implication from the above findings is that staff seems to benefit more than the company especially that the choice for who is trained is still subjective.

When asked whether there is return on investment with regard to training, Table 5.11 indicated that 44.8% answered Yes, 27.6% answered No and 27.6% were not sure.

The fourth and last objective sought to determine employee perceptions relating to how the management of training at FNB Card Division can be improved.

This was indicated by Table 5.15, were more than half (74.1%) of the sample responded that it is very important to conduct a Training Needs Analysis when doing training. The remaining percentages of respondents thought it is either just important, somewhat important and only 1.7% had no feeling about the use of training needs analysis. Most respondents therefore agree that conducting a Training Needs Analysis in FNB Card Division is highly important. That suggests that training at the FNB Card Division should always be done after having conducted a Training Needs Analysis.

More than half of the sample respondents, 53.4% (from Table 5.16) indicated that it is both very important and important to send everyone equally to training. That is despite the fact that

Table 5.14 indicated that 19% of the sample respondents indicated that most people trained are either friends or managers' favourites. In addition Table 5.17 indicates that more than half of the respondents (72.4%) think that it is very important and important to link training to performance. Similarly, Table 5.19 reveals that 79% of the respondents think that training should be done to overcome a performance problem.

When asked what level of importance is training, Table 5.12 indicates that 60.3% and 20.7% thinks it is regarded as being very important and important respectively. Only 10.3% indicated that it is not regarded as being important and only 6.9% did not know. Table 5.18 also revealed that more than half of the respondents (74.1%) indicated that it is important to continuously train everyone when only 3.4% think it is not important to do that.

In as far as doing training to comply with legislation is concern, Table 5.20 reveals that less than half of the respondents (29.3%) think that it is important and very important, while according to Table 5.21, training only the previously disadvantaged, which is often enforced by law is being favoured by more than half of the respondents (60.4%)

RECOMMENDATIONS

Recommendation 1

The most important recommendation is to include training as one of the business strategic objectives. An intensive campaign is critical for staff at the company to understand the rationale behind training. It is not cost effective to do training that does

not benefit employees. Staff members must first understand the rationale for undergoing training, the gains that can be obtained from training, and the future implications for doing training. This way they may commit better to training and its good intentions.

In essence all training interventions must be informed by the performance expectations discussed and agreed to by both the manager and the team member. Once the performance expectations and standards have been agreed upon, a team member's skills and knowledge should be analysed in relation to required competencies. Training requirements of each team member should be broken down into three levels of need:

- Company training requirements, in order to deliver the required standard.
- Multi-skilling needs, which are longer term, aspirational training objectives. These are competencies and skills that would enable individuals to fulfill additional roles and responsibilities.
- Personal career development, which addresses personal long-term goals and career aspirations.

Recommendation 2

Managers need to adopt a systematic approach to training where training is linked and forms part of all other operations in an organisation. Outcome-based training is important to enable any training intervention to relate to the job. Experiential learning is also another recommended way to administer training. That way the trainee is able to experience the value of training in practice as well. Experiential learning will benefit most of the staff since Table 5.1. showed that of the total respondents, more than half

(58.6%) were above the age of thirty (31). Therefore it must be noted to use means and methods of training adults.

Recommendation 3

A proper training needs Analysis must precede every intervention of training. This must be followed by evaluation, and continuous feedback to ensure effectiveness and efficiency. Conducting a training needs analysis must be an annual activity that will form part of an organisation's human resource plan. In completing the human resource plan, the FNB Card Division will establish all the skills and competencies it will require for the year and start investigating skills and competencies employees have. Finally establish what employees require, which will become the organisation's training plan.

To emphasise this recommendation Hargreaves and Javis (1998:104) state that one of the most vital aspects in managing training is to match training needs with supply, ensuring that staff are trained at the right time to certain standards so that not only can they do their jobs efficiently and effectively, but also so that they can develop their own capabilities and opportunities for self-advancement.

The data received revealed that staff still thinks that training at FNB Card Division is subjective. This was indicated by Table 5.13, where 37.8% of the sample indicated that the people who are mostly trained are either managers' favourites, managers and team leaders and most often the same people all the time. Table 5.14 continued to show that the reasons for training some more than others is also subjective. 19% respondents indicated that

some are trained more than others because they are friends and the favourites of managers, and 27.6% are trained because they are high performers.

According to Bukley and Caple (1995) "Solutions to problems are like keys to locks, they do not work if they do not fit, and if solutions are not the right ones, the problem does not get solved..."

Recommendation 4

The organisation should start to work on establishing a proper culture of learning where all employees are treated as partners in achieving training and development of others. Consultants can be called in to survey the present culture and its impact on training and learning and out of their finding develop a programme that will enable a conducive culture of learning. Training should be part of every manager's performance contract.

In as far as encouraging a learning culture Mentoring, Coaching and Counselling should be introduced. It is important to note that whatever is learned must be applied back at work were coaching, mentoring and counseling are appropriate. Accountability for training must be shared among everyone in the organisation. To ensure that it may be appropriate to include developmental plan of everyone in their performance contracts. It should not only be managers who are accountable about their staff development, but the staff must also be made accountable.

Recommendation 5

Nilson (1990:143) states that the first thing managers ought to remember is that buying training, even from your own in-house resource, is a business deal. Managers are putting up the money and getting a service, perhaps some products in the form of training materials for manuals and are expecting a good return on investment. If managers approach the training manager as a customer chances are that they might get what they need from the training department. Managers need to make sure that they are treated as valuable customers with very special training needs and with very specific requirements for training.

Recommendation 6

The literature in this study revealed the use of a systematic approach to training, which Bukley and Caple (1995: 97) defines as an approach that views training as a sub-system interacting with other sub-systems upon which an organisation depends for its progress and its survival. Training must be link with all aspects at the FNB Card Division. It must form part of the system, otherwise the importance of training may not be realised.

Recommendation 7

A training department should be established, especially that there is more concentration on the product training than any other form of training. This training department must be given the necessary mandate and power to fulfil training as a strategic need of the organization. It is also important that each department be allocated a qualified trainer, who will be tasked to conduct a

Training Needs Analysis, implement it, report on the implementation thereof and address all other ad hoc training issues. In addition to that a Training forum must be established which will focus on creating staff awareness on all issues of training, and developing strategies and policies necessary for the effective and efficient management of training.

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**SURVEY ON MANAGEMENT OF TRAINING AND DEVELOPMENT IN
FIRST NATIONAL BANK CARD DIVISION**

SECTION A: BIOGRAPHICAL DATA

Kindly answer the following questions by placing an X in the appropriate block.

1. Your age category in Years.

1.1. 30 and below	
1.2. 31 -35	
1.3. 36 - 40	
1.4. 41 - 45	
1.5. 46 - 50	
1.6. 51 and over	

2. Sex

2.1. Male	
2.2. Female	

3. Present Position in FNB

3.1. Senior Manager	
3.2. Middle Manager	
3.3. Junior Manager	
3.4. Team Leader	
3.5. Team member	
3.6. Other, specify:.....	

4. For how long have you been in your present job?

4.1 0 - 3 years	
4.2 4 - 5 years	
4.3 5 years and over	

5. For how long have you been working in FNB Card?

5.1 0 - 3 years	
5.2 4 - 5 years	
5.3 5 years and over	

6. What was the last position you held in FNB before your present position?

6.1. Senior Manager	
6.2. Middle Manager	
6.3. Junior Manager	
6.4. Team Leader	
6.5. Team member	
6.6. Started at FNB in this position	
6.7. Other, specify:.....	

7. Highest Academic Qualification

7.1 Below standard 10	
7.2 Standard 10	
7.3 Standard 10 plus one year study	
7.4 Standard 10 plus two years study	
7.5 Standard 10 plus three years study	
7.6 Other, specify:.....	

SECTION B: SURVEY QUESTIONS – TRAINING IN FNB

Kindly answer the following questions by placing an X in the appropriate block.

8. Who do you think is responsible for your training in your department?

8.1 Yourself	
8.2 Your CEO	
8.3 Your Manager	
8.4 Your team Leader	
8.5 Not sure	
8.6 Other, specify:.....	

9. In your opinion, how often should training take place?

9.1 Whenever	
9.2 When necessary	
9.3 Once a year	
9.4 As often as required by the employee	
9.5 As often as required by the manager	
9.6 Other,	

NWU

specify:.....

10. In your opinion, why do people need to be trained?

10.1 To enhance their performance	
10.2 Because they did not attend the previous training.	
10.3 Because the manager says so	
10.4 Because they want to be promoted .	
10.5 Because they want to be more competent	
10.6 Other (specify, and motivate).....	

Motivation:.....

11. Should we be doing training because government wants us to? Please motivate your answer.

.....

12. Are you satisfied with how training within FNB Card Division is being managed at present?

12.1 YES	
12.2 NO	
12.3 NOT SURE	

Motivate:.....

13. What level of importance does training receive in FNB Card?

13.1 VERY IMPORTANT	
13.2 IMPORTANT	
13.3 NOT IMPORTANT	
13.4 DO NOT KNOW	
13.5 OTHER	
Specify:.....	

14. Do you think we are getting a return on investment on training, please motivate your answer?

12.1 YES	
12.2 NO	
12.3 NOT SURE	

Motivate:.....

15. Who do you think are the people most often trained in your department?

14.1 Manager's favourites	
14.2 Managers and team leaders only	
14.3 The same people all the time	
14.4 People who really need training	
14.5 Others, specify:.....	

Motivate:.....

16. Why do you think some employees are trained more than others?

14.1 Because they are high performers	
14.2 Because they are slow performers	
14.3 Because they do not understand certain issues	
14.4 Because they are friends with managers	
14.5 Because they are favorites	
14.6 Other, specify:.....	

Comment:.....

SECTION C - MANAGEMENT OF TRAINING IN FNB

15. Using the scale below, please indicate which of the following, in your own opinion, need more attention with regard to the management of training and development within FNB Card Division.

Please place an X only in the block number corresponding to the scale item you think is MOST appropriate.

Scale

1. Very Important
2. Important
3. Somewhat Important
4. No feeling about this.
5. Somewhat Unimportant
6. Unimportant
7. Very Unimportant

15.1 Conducting a needs Analysis	1	2	3	4	5	6	7
15.2 Sending everyone equally to training	1	2	3	4	5	6	7
15.3 Linking training to performance	1	2	3	4	5	6	7
15.4 Providing feedback on training	1	2	3	4	5	6	7
15.5 Continuous training for everybody	1	2	3	4	5	6	7
15.6 Train only when there is a problem of performance	1	2	3	4	5	6	7
15.7 Training as required by law(training of previously disadvantaged employees	1	2	3	4	5	6	7
15.8 Other, specify:.....	1	2	3	4	5	6	7

16. What can you say is missing in the way we manage training in FNB Card?

.....

17. Do you have any other comment you would like to add?

.....

