Stakeholders' perceptions of a new training model

by

Peter Henry van der Linde

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ABSTRACT

Transformation in education and training in South Africa resulted in a move to a single national education system that focused on outcomes based education. Within Telkom the strategic equity partners, who had joined Telkom from America and Malaysia, insisted that training be provided in specialised 'paths'. This demand, as well as the demand for transformation from the education department, resulted in old training models being discarded and new training models being designed and implemented.

The frustrations of line management as well as operational staff towards candidates who had recently completed the new training model reflected ineffectiveness within the new training model. The purpose of this study was to determine the perception stakeholders have of the new training model.

A qualitative research approach was used to carry out this study. It included interviews with purposively selected participants, field notes, and was supported by a literature review. The constant comparative method of data analysis was used and provided five categories of information that reflected the perceptions the participants had of the new training model.

The perceptions and concerns expressed by the participants were found to reflect an underlying problem with regard to the manner in which Telkom South Africa-Center for Learning develop new training programs. The fact that stakeholders were not consulted when developing these training programs was considered to be *the* fundamental cause of this underlying problem.

The recommendation made in regard to this underlying problem is that proper program planning principles be applied when developing new training programs.

CONTENTS

1. INTRODUCTION

In this research essay the perspective of how stakeholders within Telkom perceive a new training model is reported on. Firstly an orientation and background to the problem will elucidate the rationale for the study after which the research problem will be stated. This will be followed by a discussion of the theoretical foundation of this study, which will focus on the basic principles involved in developing a new training model.

To achieve the aim of the study a qualitative research approach is used. A description of the research approach is followed by a description of the research method. The data analysis process is discussed and the findings of the research and related recommendations follow.

2. ORIENTATION

Telkom South Africa, Center for learning (TSA-CFL), presents learning and education programs to its staff, as well as to other organisations such as Standard Bank and Eskom on a non-formal education basis. The training covers a wide range of training programs and products that include adult basis education and training, skills, and management courses.

In the past Telkom used a training model based on a process by which learners were enrolled directly after leaving school and then sent through A, B and C courses over a three year training period (See annexure 1). Assessment was done on a norm reference basis with regards to theoretical knowledge, in other words, an individual's performance was graded against that of his peers, and criteria assessment was used to assess practical skills. Criteria assessment is a process by which actual results achieved are compared to predetermined criteria of the planned learning experience. "..... it involves matching *what is* to *what should be*" Rothwell & Sredl (1992:444).

After each course the learner was sent to the workplace to gain further training through spending time experiencing what has been learnt through a reinforcement process

referred to as "experiential training". During experiential training the learner was assigned to a journeyman who ensured that the learner received the necessary experiential training, as well as introduced the learner to additional objectives that would prepare him/her for the next course.

Throughout the three-year cycle of the A, B, and C courses, the learner would be assessed on the predetermined practical objectives allocated to the three annual experiential training periods. If successful, the learner would be appointed as a qualified artisan. If not, the training period would be extended and the learner would be assessed again at the end of that extended training period.

However due to the developments in education and the resultant establishment of the South African Qualifications Authority (SAQA) (Department of Education 1997: 17-23), Telkom was obliged to change its training programs to suit the outcomes based education approach (TSA-CF I business plan 1998: 14). In addition, the Strategic Equity Partners that joined Telkom in 1997 identified a need for workers that are specialised in one direction of work. (No human resource document existed when this research essay was compiled, however in discussions with the group manager this need was in actual fact confirmed). This further enhanced the need for a new training program.

As has been stated previously Telkom presents many different training programs, but this research study focuses only on the Cables Outside Plant program.

3. STATEMENT OF PROBLEM AND PURPOSE

Although Telkom is committed to outcomes based training, for the reasons stated above, the new training program that has emerged focuses training in specialised compartments (see annexure 2). These compartments leave no scope for acquiring a qualification that is accredited on the National Qualifications Framework. This becomes evident when taking into consideration the credits system associated with qualification as put forward for recognition on the National Qualifications Framework. Furthermore, the new training program has gone from a three-year training period, which encompassed comprehensive

experiential training to a new, shortened, limited experiential training mass output model. The new training program developers within Telkom see this as a competency based training model.

A competency-based training model according to Telkom (see Telkom South Africa, Center for Learning competency based training model 1998) states that learning tasks should be "learner-orientated and self-paced wherever possible". The competency model further states that feedback should be given throughout the learning process so that the learners can correct their mistakes as they are identified. However, due to the program duration being limited, and the increased number of tasks that learners have to complete, this cannot be accomplished. The duration of the actual training period (the actual time spent at TSA-Cfl), therefore also has a limiting effect on the assessment methods used and the majority of learners cannot be declared competent at the end of that training period.

A concern that I have, as an Instructional Designer within Telkom South Africa, Center for Learning, is a perception that the *right hand does not know what the left hand is doing* in terms of training program development. As a result of informal discussions with program participants, supervisors, managers and past program participants, it has become evident that stakeholders are not consulted with regard to program contents, program evaluation, and receive limited feedback with regard to results that relate to actual work performance.

Against the preceding background the purpose of this research was to determine the perceptions stakeholders hold of the new training model within Telkom.
An enquiry into these perceptions is viewed as important because negative perceptions are detrimental to the morale and productivity of Telkom. Stakeholders view training as fundamental to their and their personnel's development and growth, and to delivering a quality service to their clients.

4.0 ASSUMPTIONS AND PRESUPPOSITIONS

Prior to the commencement of this research problem I held certain assumptions, based on my perceptions of TSA-Cfl, with regard to the manner in which training programs were planned and executed within TSA-Cfl. These assumptions were:

- That all stakeholders were dissatisfied with the new training program, and that the candidates attending this course were all under trained and therefore under productive. I therefore perceived that this resultant under productivity resulted in greater work pressures being placed on other cable jointer's shoulders.

- That a needs analysis was not conducted and stakeholders were never consulted with regard to the formulation of training programs, and that TSA-Cfl forced their incorrectly 'researched' courses onto 'passive' stakeholders. I also assumed that because no needs analysis was conducted that no recognition of prior learning took place. Linked to the previous assumption is my perception that recognition of prior learning greatly reducs the time a candidate spent at TSA-Cfl attending courses.

- That evaluation, with regard to training programs and the resultant data, were the domain of TSA-Cfl only and results could only be obtained on request. This withholding of and failure to communicate data limited the ability of the stakeholders in implementing proactive measures to combat poor performance.

- That the human resources department within Telkom was employing people who were not suited to the jobs they had to perform. By appointing someone that was not physically able to perform any of the cable jointing outputs, I assumed that the production of the stakeholders would be affected. Similarly so with the regard to knowledge, if the candidate did not have the ability to think in the abstract (the reading of plans not drawn to scale as well as the fact that most cables are buried underground) he/she would not be productive.

Every attempt will be made however to be objective so that the findings reflected in this research report are the perceptions of the participants and not my own.

5. REVIEW OF RELEVANT LITRATURE

5.1 Introduction

In order to elucidate the research problem of 'how do stakeholders perceive the new training model' the focus of this literature study will be on two aspects: Firstly, an explanation of perceptions and how they are formed will be provided. This is seen as important due to the fact that peoples perceptions play a major role in determining how they interpret information, and with regard to the research problem, how they perceive the new training model. Secondly, the literature study will focus on a suggested method for establishing a training model that will benefit all stakeholders. The primary source will be Caffarella (1994) with references from (1998) and human resource authors Rothwell & Sredl (1992).

5.2 Perceptions and how they are formed

The Microsoft Encarta encyclopedia explains perception as "a process by which sensory stimulation is organised into usable experience". In other words, in everyday life perceptions are made up of a number of percepts that are gained from past experiences. These percepts, (usable experiences), become organised subconsciously thereby increasing the range and speed of the individuals present perception (see "Perception" Microsoft ® Encarta 1995). This reflects Campbell's (1989) and Bruno's (1987) standpoint when they state that perceptions are seen as mental processes in which an object is recognised through the interpretation of, and association with, a collection of sensory experiences from the past based on memories of that experience. They go on to state that these experiences take the form of subjective and objective elements.

Perception, as it is used in this study, mirrors these viewpoints with regard to how interpretation of past percepts (usable experiences) of training models, within Telkom or within the country's education system, distort the interpretation of a new training model. This distortion could either be in a positive or negative way depending on whether subjective or objective elements form the basis of interpretation, and hence perception.

5.3 The planning of a training program

5.3.1 Introduction

The purpose of training programs in industry (used hereafter interchangeably with models) is to bring about change in the way the workers behave so that their performance is increased in such a manner that business objectives are achieved. Training programs should therefore show a return on investment in that the relationship between the money spent on the training and the increase in productivity becomes evident. Furthermore the purpose of education and training programs should be to encourage growth and development in individuals as well as assist in bringing about change in societal norms and values (Caffarella 1994: 30 & Warren 1985: 2).

In discussing a method for planning a training program I will first look at Cafferella's model and it's principles of program planning and and then Diamond's model with it's associated systems approach.

5.3.2 Two models

There are many phases to planning, implementing and improving a training program. Cafferella (1994: xxi) identifies eleven principles within her model which she refers to as the interactive model. The model is interactive because it involves cooperation between and among planners, organisational sponsors, and the participants involved in implementing the program. It's interactivity is also reflected by the interrelationship between the eleven principles. This model does not follow any specific sequence and allows for flexibility in that any principle can be focused on as the need arises.

The eleven principles of program planning as put forward by Cafferella are:

- Establishing a basis for the planning process
- Identifying program ideas
- Sorting and prioritising program ideas
- Developing program objectives
- Preparing for the transfer of learning
- Formulating evaluation plans
- Determining formats, schedules, and staff needs
- Preparing budgets and market plans

- Designing instructional plans
- Coordinating facilities and on-site events
- Communicating the value of the program

Diamond (I998: 10 and 43-45) also advocates a systematic approach. This systematic approach is interactive in that it involves a facilitator (a member from another work-phase), planners (representatives from other work-phases involved), a content expert (from the work-phase involved), learners who have been through a training program (who should only play a minor role), and an evaluation specialist in the design of a training program.

Although Diamond's model is aimed primarily at formal tertiary educational institutions it can be used in the design of training programs in non-formal training institutions as well. Diamond refers to 'faculty' as a department within the tertiary education system. The preceding explanation is directed at the work place and the term 'work-phase' relates to a specific job description within Telkom, and replaces the term 'faculty'.

According to Diamond (I998: 10) "The model follows a specific sequence that begins with an assessment of need and a statement of goals (moving from general to specific), which is followed by the design, implementation, assessment, and revision of your course curriculum. This sequence assures a mesh of goals, instruction and assessment". This does not necessarily mean that the model is rigid, merely that there should be some actions preceding others. As an example, a statement of need should precede the formulation of a statement of goals (Diamond 1998: 10, 17).

Diamonds basic model consists of:

- Statement of need (learner, community, field of knowledge)
- Statement of goals (general to specific)
- Design (instruction, assessment)
- Implementation and assessment
- Revision (as needed)

However in light of the research question "How do stakeholders perceive the new training model", I will focus primarily on Caffarella's principles of:

- identifying program ideas
- developing program objectives
- preparing for the transfer of learning
- formulating evaluation plans
- communicating the value of the program

These elements mentioned above are crucial to stakeholder perception development with regard to the new training model and I consider that stakeholders are more directly involved with, and have a greater interest in, these principles than with any of the other.

5.3.3 Principles of program planning (Cafferella)

5.3.3.1 Identifying program ideas

The "identifying program ideas" principle of the program is also referred to as a needs assessment or needs analysis (Caffarella 1994: 67-81, Rothwell & Sredl 1992: 90-123, and Vella 1994: 41-52). It is during the identifying of program ideas (hereafter referred to as a needs analysis) that stakeholders become aware of the purpose, need, and benefits of a training program.

Many companies see training programs as the answer to all problems, and this is not necessarily the case. For a company to be performance driven, the needs of the company, the needs of the environment the employee works in, and the needs of the employee should balance out. When the one outweighs the other, a drop in performance will be experienced. Training needs are regularly added to this list. The needs of the company, the environmental needs the employee works in, and the needs of the employee are business needs and not training needs and will only serve to hamper the training process if included (compare Robinson and Robinson 1989: 24; Rothwell & Sredl 1992: 90-123). Further, a needs analysis should include appropriate sources of information, as well as reliable methods to determine the needs.

Sources of information include participants that have direct involvement with the learning model, as well as stakeholders which include supervisors, managers, employers, educators, labour organisations, as well as past participants (compare Caferella 1994: 51; Diamond 1998: 43-45). The mission statements, policies, and commitments to social development of the organisation should also be borne in mind when conducting a needs analysis.

With regard to methods of conducting a need analysis it is vital that the people involved in the need analysis have an interest in the outcomes of the analysis, and therefore the interest in the training program. Methods include observations, surveys, task analysis, interviews, and written materials (compare Diamond 1998. 59; Cafferella 1994: 73, 74; Rothwell & Sredl, 1992:109-111). Methods of data collection could vary depending on the accessibility, time constraints, and availability of stakeholders. Once data is analysed, the resultant information must be reported to all stakeholders and decisions should be jointly made regarding the course of action that should be followed. If a new training program is required, objectives for the training model should be developed.

5.3.3.2 Developing program objectives

Program objectives should form the basis for establishing learning plans, as well as the formulation of evaluation criteria (Diamond 1998: 128; Cafferella 1994:100). In addition they should provide clear statements of the anticipated results to be achieved through the educational program. Furthermore, program objectives should focus on "participant learning" which reflects the individual, organisational, and community changes (Cafferella 1994, 100,101; Department of Education, March 1997: 17). Boyle, Sork and Cafferella in Cafferella (1994:103) provide the following questions to assist in developing objectives:

- Is there a clear relationship between the objectives and the ideas, problems and needs that have been identified as priority areas?
- Does the objective focus on a crucial part of the program?
- Is the objective practical and can it be done?
- Is the objective attainable in the time frame proposed?
- Does the objective communicate the proposed outcomes or accomplishments?

- Is the objective meaningful, and will it be understood by all interested parties?
- Is the objective supposed to be measurable, and if so, is it?

However with regard to the new outcomes based education system in South Africa and the resultant formation of the SAQA, all training provided by any training institution must be outcomes based. Therefore when developing program objectives for new training models, objectives need to be formulated in terms of outcomes to be in line with SAQA and the National Qualification Framework (NQF) (Department of Education, March 1997:11, 12, 17, 25). The formulation of these outcomes should take into consideration the questions mentioned above, but in addition to this, the actual learning outcome should be in the form of a learning outcome statement for example, "Terminate Quante indoor distribution points". These learning outcomes form part of a unit standard that is recognised in the NQF, and accreditation is given for achieving each unit standard (Department of Education, 1997:15). On completing a number of unit standards, the individual can obtain a certificate, diploma or a degree depending on the time allocated for the completion of each unit standard.

5.3.3.3 Preparing for the transfer of learning

Transfer of learning takes place when participants who take part in learning programs indicate that they can apply what they have learnt after attending that learning program Caffarella (1994: 108). Cafferella also states that it is referred to as the "so what" or "what now" phase of learning.

With reference to the program focused on in this study, once learners complete the learning program in the new model, they must be able to apply what they have learnt to the work situation, the situation which they are trained to perform in. Organisations, educators, and individuals therefore need to see that the outcomes provided by the training model are applicable to the tasks that are to be performed. Furthermore, stakeholders should take cognisance of the fact that many people need assistance in reflecting on and taking action on newly acquired knowledge. Broad and Newstrom in Caffarella (1994: 109) state that only limited transfer of learning occurs in job performance

through voluntary transfer of knowledge. What is required is an increase in the support and guidance on the job from supervisors, manager and peers.

Transfer of learning should therefore be monitored during, and after the program is completed (Caffarella 1994:113,114). Rothwell & Sredl (1991: 42) refer to "*naturalistic observation*" and " *summative evaluation*" as methods of assessment and in my opinion could be used to monitor the transfer of learning.

Stakeholders include present learners, supervisors, managers, human resource department professionals, past participants, and labour organisations (compare Caffarella 1994:11; Rothwell & Sredl: 419). For transfer of learning to occur, it is essential that stakeholders have input into the transfer of learning methods in order to assist participants to apply what has been learnt in the learning process (Caffarella 1994: 113). This is done in order to determine development areas within the program and how the learner applies what has been learnt. Once a development area has been identified remedial action can be taken to solve the problem, be it with the program or with the learner.

Linked directly to the transfer of learning is planning for evaluation. The program has to be evaluated to determine whether or not the transfer of learning has been effective and appropriate.

5.3.3.4 Formulating evaluation plans

Program or learning evaluation takes the form of formative evaluation, which is evaluation while the program or learning is in progress, and summative evaluation, which focuses on the results or outcomes of a program or learning situation. Irrespective of how or why evaluation takes place, it should be seen as a continuous event (Diamond 1998: 140). Furthermore, it should indicate whether the design and delivery of the program and if the proposed outcomes of the program were met.

Evaluation with regard to the instructional process should be gathered before, during, after, and well after the instructional process has taken place (compare Rothwell & Sredl 1992: 421, 424; Cafferella 1994:135).

- Evaluation before the individual attends the program should be done in order to identify the individuals' present skills, knowledge, and attitudes.
- Evaluation during the program should be done to identify the individuals' learning progress and how the individual reacts to the program while it is in progress.
- Evaluation after the program should be done to identify what the individual has learnt and how the individual applies what has been learnt in the program. This evaluation normally takes place directly after the program has been completed.
- Evaluation well after the program should focus on the performance improvement of the individual as well as how the learning has improved the productivity of the organisation (Cafferella 1994: 135).

Data collection methods with regard to both program and instructional evaluation should focus on the results, outcomes, and consequences of attending the program. Cafferella (1994: 133) highlights nine techniques that are most widely used and these include:

- observations
- interviews
- written questionnaires
- tests
- product reviews
- performance reviews
- records and documents
- portfolios
- cost-benefit analysis

Rothwell & Sredl (1992:426, 427) mention three methods that link directly and indirectly with the nine suggested by Caffarella. They are:

- performance audit
- curriculum evaluation
- peer review

All stakeholders should be involved in identifying when evaluation should take place, the evaluation criteria, the evaluation techniques and approach, the time with regard to the duration of evaluation, and who the evaluators will be (compare Rothwell & Sredl 1992:419; Cafferella 1994:120-123). In order to promote a positive perception towards a new model, the validity, approach, feedback methods, and relevance of the evaluation should also be agreed upon before any program is launched. Any judgements that are made about the program after evaluation and analysing the data, be it in the planning or instructional phase, should be highlighted, discussed and amendments made (Cafferella 1994: 140-145).

5.3.3.5 Communicating the value of the program

Diamond (1998: 151) when referring to the essential data that is collected with regard to assessing training programs states that, " All too often excellent data are ignored and even suppressed". He goes on to state that the problem can be avoided if all the individuals who will need to use this information are "...actively involved in designing the procedures and selecting the data that will be collected". This sentiment is echoed by Guba & Lincoln (1989: 51-53) who states that program information can be used to exploit (using the information against those for whom it is intended), disenfranchise (withholding information from stakeholders), and disempower (making information available to only certain stakeholders) stakeholders within an organisation.

It is therefore imperative that stakeholders who have been part of the development of the program through all its stages, be appropriately informed as to the results that emanate from assessment of the program, and this includes the assessment of the learner.

Knowles (in Caffarella 1994:233) states that all groups involved in the program should regularly receive reports. These communiqués could take the form of a written report, an oral presentation, a media presentation, poster, or product display and should address the function scope and audience the report is intended for. Also the report should be in the correct format that conveys the message in such a way that it can be "seen and heard" by the target audience. Furthermore, the report should be released timeously in other words,

as and when the information is needed. As an example a formal written report demonstrating program accountability, and containing a description of the cost effectiveness of the program could be sent to the senior manager before he prepares his budget (compare Cafferella 1994: 229-235; Rothwell & Sredl 1992:445).

5.3.4 Summary

In order to establish a training model that is acknowledged and accepted by all stakeholders, and that meets with the demands of the SAQA and the workplace, it is important that a collaborative stance is taken within a training organisation. This collaborative stance requires that all stakeholders are involved in the formulation, implementation and the assessment of the training model. The principles of identifying program ideas, developing program objectives, preparing for the transfer of learning, formulating evaluation plans, and communicating the value of the program are therefore seen as essential to the planning of training programs within non-formal training institutions. I see them as involving the stakeholders more intensely into areas directly related to the outputs and performance that is required of the learner.

Of equal importance are the perceptions stakeholders have of the new training model. As the success of any training program largely depends on the perceptions stakeholders have of that training program. If a person has had a negative experience while attending another training program, this experience will be carried over to the new training experience. It is therefore important that these perceptions are taken into account and acknowledged when planning a new program.

6. RESEARCH METHODOLOGY

6.1 Research approach

A qualitative research approach was used and formed the basis of this research due to the fact that qualitative research "..... examines people's words and actions in narrative or descriptive ways more closely representing the situation as experienced by the participants" (Maykut & Morehouse 1994: 2). Patton states that qualitative research demands that researcher understand the meaning events have for the persons being studied (Maykut & Morehouse 1994: 3). This research focused on the perceptions

stakeholders have of a new training model and this can only be achieved entering into dialogue with the stakeholders and understanding their situation.

6.2 Sampling

Purposive sampling was used because it ".... increases the likelihood that variability common in any social phenomenon will be represented in the data" (Maykut & Morehouse 1994:45). This basically means that as the research progressed, I identified, using my knowledge and experience related to the settings and stakeholders, who would be included in the sample for the following interviews. Also interviewees were asked to identify others in the sample spectrum that have similar opinions to him/herself. Maykut & Morehouse (1994: 57) refer to this as "snowballing".

Merriam (1992: 61) states that the participants in purposive sampling must include individuals who can offer the most relevant information to the problem being researched. To this end I included participants from across the work environment spectrum, namely

- Three learners with experiential learning / training (already qualified)
- Three supervisors of learners
- Two managers of sections
- Three training officers from TSA-Cfl

No senior management was involved in the interviews, as the true reflection of the workers at the 'coal face' was required due to the reasons mentioned above.

6.3 Data collection method

Once the participants were identified and they confirmed via telephonic confirmation, an interview guide was sent to each individual one week in advance in order to prepare for the interview (see annexure 3). This process was followed to limit the duration of the interview to forty-five minutes by enabling the participant to prepare their answers to the key questions that were to be asked beforehand. The participant then provided direct and relevant information, based on his situation, to the questions that were asked in the interview.

As I would be dealing with people who have already been through the old three-year training period and who have had substantial experiential training since, I decided to use the semi-structured interview method of data collection. As the researcher I have had twenty three years experience on the 'outside plant: cables' work phase. The last thirteen being at TSA-Cfl presenting courses and entering into dialogue with the course participants regarding their work situations on the sections. I felt therefore that I would in the light of the above be able to, through an interview, relate to the participants in a collaborative manner based on shared knowledge and experience. This would allow me insight into the day to day running of a section (work place) and how the participants being interviewed perceived the new training model.

Even though I sent the interview guides out prior to the interview, the interview was still conducted in a semi-structured and informal manner. Before the interviews began I informed the participants that the outcomes and any discussions emanating from the interview, would be treated with the utmost of confidence, and requested their permission to use a tape recorder. I then tested the operation of the tape recorder with the participant and proceeded with the interview.

6.3.1 The data collection process

During the interview, an open-ended question was asked to initiate proceedings. The question was formulated as follows "How do you perceive the new training model"? Then, from the participants' responses I focused on experience or behaviour, opinion or value, feelings, knowledge, and sensory questions as put forward by Patton (Maykut & Morehouse, 1994:90) (See annexure 3).

Examples of questions asked are:

- Experience or behaviour:

Q. What can you do to ensure that this new model is effective?

- Opinion or value:

Q. What opinion do you have in connection with the new training model?

- Feelings:

Q. What kind of feelings did you experience when you heard about the new training model?

- Knowledge:

Q. Do you know what the new model entails?

- Sensory:

Q. What have you heard about the new training model?

- Background / demographic:

Q. What is your age, race, qualifications, and experience.

In order to obtain more detail, probing questions that focused on detail were asked. Examples of these questions are:

- Who? (Who should be involved in the selection process)?
- What? (What should the experiential training duration be)?
- Where? (Where should experiential training take place)?
- When? (When should experiential training take place)?
- How? (How should the selection process take place)?

Examples of questions used to encouraged the interviewee to elaborate his answers are:

- Tell me more about training for impact.
- Please provide examples as to who you would have involved in setting up a training program?
- How do you feel about the theoretical aspect of this training model?
- What do you think about the selection process of the person that is to become a maintenance cable jointer?

Examples of clarification questions that were asked are:

- I am not sure I understand, could you please repeat or clarify or explain training for impact.

(Adapted from Maykut & Morehouse, 1989:83-100)

During the interview it was necessary that more questions were asked and answered than those mentioned above, yet all the questioning was directed at establishing a response as to how the interviewee experienced the reality of the research question. Each question mentioned above was therefore posed to the participants in relation to the perceptions and experiences they have of new training model.

6.3.2 Documentation

Throughout the research process, field notes were kept in order to keep track of what was seen and heard. The field notes (annexure 4) recorded such aspects as appointments, settings, office layouts, sounds, people, events and observations during the interview and events leading up to the interview. The interviews were also taped and transcribed. Added to this in the interview guide a section titled, "My responses, feelings and attitudes stimulated during the interview" was included which was completed after the interview. In it all my responses, feelings and attitudes that surfaced during the interview were recorded. This was done in order to relate to what I was experiencing and understanding at the time of the interview when transcribing the taped interview at a later date (see Maykut & Morehouse 83-100).

6.4 Data analysis

The constant comparative method of data analysis as described by both Guba & Lincoln, (1989) and Maykut & Morehouse, (1989:126) was used to analyse the result data on a continuous basis. The data was continuously compared to other collected data and allocated to a category directly related to it.

The complete process of data analysis will be discussed during the presentation of data phase of the research.

In order to ensure (try to ensure) the trustworthiness with regard to inferences drawn from the data (validity and reliability), I tried to set up an audit trail in the study. The audit trail, as put forward by Merriam (1998: 207), took the following format:
Once I had established the research question I set about interviewing willing participants (as discussed earlier in this research report). All interviews were subsequently taped, transcribed and field notes kept (annexure 4). The transcribed data were then categorised using the constant comparative method of data analysis (as discussed earlier in this research report) (Maykut & Morehouse, 1994: 126-144). The findings were then based on the differences between what the perceptions of the participants were and what the educational experts, from the literature study, suggest should happen when developing a training program. Furthermore, member checks were conducted. This meant asking the respondents to confirm whether their inputs and experiences were understood (during the interview) and transcribed accurately (after the interview)(Maykut & Morehouse, 1994:147).

6.5 Ethical considerations

During the interview the interviewee did not feel threatened, anger was not provoked, and suspicion was not aroused. This was achieved through conveying trust, respect, and courtesy. Active listening, asking for clarification to avoid forming assumptions, and conducting the interview in the interviewees language of choice further added to a relaxing environment being created.

Any risks to the participants involving the revelation of any and all information was dealt with in the strictest of confidence. The interviewees were given and still have a personal guarantee that no information offered during the interview would be disclosed to anyone. The role of the interviewer was seen as collector of data and not as a change agent. As Patton put it, the role of the researcher "is first and foremost to gather data, not change people" (Patton in Merriam 1998:214).

7.0 PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

7.1 The constant comparative method of data analysis

To get a holistic understanding of the research problem, all the transcriptions of the interviews were scrutinised and read a number of times. The interview transcriptions were coded for identification purposes in the top right hand corner as T1/1 to indicate transcript one, page one. Preliminary categories were then identified (Maykut & Morehouse 1994:126-144). These categories were then written on a square piece of paper (each 10cm by 20cm) with relevant identification code to ascertain later which interview it came from for example T1/1/1 is translated to mean transcript one, page one, category one. These squares were then pinned to a board allowing for spaces between the different categories to allow for separation.

The initial categories that emerged were:

- Needs analysis
- Evaluation
- Selection procedures
- Experiential training

Semantic units of data that could be associated with the previously identified categories were then identified. These units of data were then cut out, glued to a 10cm by 20cm card, and pinned under the appropriate or relevant category. Where units of data could not be related to a category, these units that emerged were put under new category labels (see Maykut & Morehouse1994: 126-148). A new category that emerged for example was, recognition of prior learning (RPL).

Writing rules of inclusion for each category further refined categories. All categories and units were read through once more moving and redistributing units of information to other existing or new categories.

Examples of rules for inclusion and the final categories that emerged are:

Category code and name: Assessment and evaluation (A and E)

Rule for inclusion:	Stakeholders feel that assessment and evaluation at CFL and the work place ensures a competent learner.
Category code and name:	Needs analysis (NA)
Rule for inclusion:	Stakeholders feel that they should be involved in determining the learner's curriculum.
Category code and name:	Course duration and Experiential training (CET)
Rule for inclusion:	Course duration and experiential training is essential to a learners development, but is being undermined and therefore limited.
Category code and name:	Selection procedures (SP).
Rule for inclusion:	Stakeholders feel they should be involved in determining the criteria for who should be selected to become cable jointers.

7.2 Discussion of findings

7.2.1 Introduction

What was most evident in the findings was the underlying pattern that the participants do not reject the new training model. They feel that it could work, in light of the work load, and could assist in reducing the "mean time to repair" (terminology used for the quick restoration of telephone service). On the other hand, the lack of communication and a perceived autocratic management style led the stakeholders who were interviewed to believe that they and their input were not valued.

The categories that emerged from the data were, needs analysis, evaluation, selection procedures, experiential training, and the new category, recognition of prior learning.

7.2.2 Needs analysis

Robinson & Robinson (1989: 24) state that in order for the company to increase its performance and therefore its productivity the needs of the company (business needs), the needs of the individual (performance needs), and work environment needs and

training needs need to be taken into account. It would seem that this is the goal Telkom is striving for. However, it is evident from interviews, in the case below with supervisors, that a needs analysis based on the needs of the company, the needs of the individual, work environment needs and training needs was not conducted.

> Q: Has anybody approached you or anybody on your section, your manager or anybody that you know of or that you heard, with regard to input to this course this new training model?
>
> A: None whatsoever
>
> Q: Nobody approached you?
>
> A: Nobody. This is the first time when I spoke to you.

This indicates that the underlying problem that exists is that little or no communication is taking place between TSA-Cfl, management and the workforce. Diamond (1998:31) states that before a needs analysis is undertaken, support for it's success must be assured. This support comes from entering into dialogue with the stakeholders (Vella 1994: 5). If dialogue had taken place the learning needs would be known and support would be forthcoming from the stakeholders.

Rothwell & Sredl (1992: 90-123) define a learning need as "..... a gap between desired and actual job performance that results from a lack of appropriate knowledge, skill, or attitude". The fact that concern was shown by all interviewees with regard to the skills, knowledge, and attitude of the new worker after attending the new training program is evidence that a comprehensive needs analysis involving all stakeholders was not, and should in future, be conducted.

7.2.3 Evaluation

Stakeholders involved in the interviews stated that they were concerned with the standard of evaluation and that evaluation was not seen to take place in a before, during, and after context (compare Rothwell & Sredl 1992: 421,424; Cafferella 1994: 135). The following is

a quotation from an interview with a training officer describing how he sees evaluation taking place.

> If I can mention evaluation, evaluation is something that not only the lecturer must do and that I picked up on a competency workshop that I have attended. Evaluation takes place before a candidate goes on a course (to determine competency level), while he's on the course (to determine progress), and then after the course is completed (to determine the candidate's ability to apply what has been learnt). And then once again long after the course so that they can do a gap-analysis to see where there are still grey areas.

Although Rothwell & Sredl (1992) focus on evaluation from a human resource perspective, I feel that their comments on evaluation serve as an ideal guide for evaluation based on the what and when, where and why, how and who.

7.2.3.1 Who should be evaluated and when?

Rothwell & Sredl (1992:42) advocate the use of *"Front-end analysis or performance analysis"* as a way of assuring that the correct strategy has been selected to solve a performance problem. This is linked to determining whether the needs analysis was correctly conducted and solves what it set out to solve. They also refer to "formative evaluation" as evaluation of the material before it is used the classroom, "naturalistic observation" as evaluation as learning is being offered, and "summative evaluation" as evaluation at the end of the program as well as evaluation on the job. This correlates with the desires of the interviewees who would like to see evaluation in a before, during, and after context. This is to determine who should attend the course, what they should be taught, whether they are making the grade, are they competent, and do there need further training.

Telkom has identified nine core competencies that a maintenance cable jointer must have in order to carry out his job properly (see annexure 2). However they only assess the learner once he is at CFL, and stakeholders feel that this is not enough. The following extract explains how an interviewee with an HRD certificate sees competency, training for impact, and how it links with assessment.

> In the past, we had training for activity I mean training for impact. That is where our training has been meaningful. It has no unnecessary information on the course, has what the person needs, and he gets time to experience it outside before he comes on a course. Then he comes on a course, goes back and he gets more time to experience it and to apply his knowledge. Only after that then, can a person be competent. This is training for impact. But currently, what I mean by, training for activity, is that they just have a group of people come on course. They haven't gained past experience, they come on a course they get training, they are assessed once on the course, Ok... you pass, you fail, you go out, and the next group comes in.

Telkom should realign their approach to evaluation so that the before, during and after evaluation can assist with the selection process, recognition of prior learning, and evaluation of experiential training can be used to limit and compliment the training provided by Telkom South Africa, Center for Learning.

7.2.3.2 Where and why should evaluation take place?

Evaluation should take place before the learner is sent for training (on the new model), while on course, and in the work environment. This is to ensure that the learner has the abilities to warrant appointment as a cable jointer (*"formative evaluation"*), and to shorten the training period at CFL.

Once on training, evaluation should take place throughout the training period on an ongoing and even day to day basis (*"naturalistic observation"*). This is done in order to correct any problems as they occur. At the end of the course, *"summative evaluation"* should take place to determine the extent to which the learner has understood the knowledge, skills and attitudes taught. Similarly so when the learner gets back to the work place. Evaluation should be *naturalistic* in a summative context. What I mean by this is that evaluation should be ongoing and take place at regular intervals. This is to ensure that the competency level with regard to skills, knowledge, and attitude of the worker stays at the desired level (based onRothwell & Sredl, 1992:42).

Once again this goes to show that evaluation in a before, during and after context is essential for competency based training and for limiting the duration of courses and experiential training in the after context.

7.2.3.3 Who should be involved in the evaluation process?

Rothwell & Sredl (1992: 419), as with the needs analysis, would have all stakeholders including the human resources department involved in determining the evaluation criteria. Stakeholders should include; present learners, supervisors, top managers, human resources department professionals, past participants, and labour organisations. To this list they add; Government regulators for ensuring the laws of the country are adhered to; human resource department professionals from other organisations for the purpose of sharing information; and academic experts as they are familiar with evaluation procedures.

To this list I would add manufacturers and suppliers. They spend years researching and developing as well as promoting a product and are in a sense subject matter experts with regard to their product. Their input is therefore essential in ensuring the product is used, installed and handled properly. This information is linked to, and has a direct bearing on selecting the right candidate for the job.

7.2.4 Selection procedures

With regard to the new training model in Telkom, stakeholders feel that some sort of process should be in place to ensure that the right person for the job is hired. They feel that they should have input as to the criteria used as well as have input in the assessment of the candidate. Hannun and Briggs in their analysis of instructional systems design, lists the design of a program as being sensitive to the "...entering competencies of the students and to their short- and long-term academic goals" (Diamond 1998: 15). It is understood that this reference is made to candidates attending academic instructional programs. However, if a candidate is not competent to perform on a program, be it technical or academic, it stands to reason that he/she will not be able to produce, academically or technically, when called upon to do so. The following is a quote from a supervisor who has to deal with the wrong people being hired for the job they are to perform:

> They got to be good to put it in a nutshell, they got to be precise on what they are doing. Now at the moment they are not. One of the guys has to be with the female jointer. Not to say it's sexist or anything but taking into consideration the heavy security lid that she has to pick up herself. She cannot do it alone. These kind of issues. Then also, I was supposed to get one guy, I don't know who did the interviews, that's most probably on another point, but in any case, this chap, they took him on, signed him on. They started training him and before he came to me he was taken away, for health reasons. He started getting epileptic fits or something of that sort. He is on my books, but he is not here in other words. So you look at it, it's inadequate.

Hamstead (1995: 26) in a article dealing with the conducting a job analysis that is to be used as a tool for new employee selection, states that skills assessment can be used for determining the appropriateness of a worker for a specific job. As with Hamstead's project origin, Telkom stakeholders have a perception that employees who are hired are often unable to perform at the required level. This leads to a drop in morale in both manager and worker alike. Needless to say, the productivity levels, set at the new employment quota, and as indictated to by top management, cannot be maintained.

Taking Hamstead's job analysis into consideration (Hamstead 1995: 26), Telkom needs to identify the complete range of tasks workers need to perform, how often they perform these tasks, identify generic skills, and identify job specific skills. I agree with Hamstead when she states that during the assessment procedure, a qualified person with experience in the related work field conducts the assessment. The qualified person can accurately assess critical thinking skills required to perform at the output level required of new recruits.

In Telkom, the human resource department is responsible for recruiting new employees. The stakeholders who have to work with these new recruits have not been approached to compile a profile, or determine the criteria for a person to become a cable jointer. These aspects of assessment include taking into consideration, claustrophobia, vertigo, asthma, arachnophobia, fear of reptiles, allergies to dust and pollen, and albinism. These are but a few of the limiting factors of being a cable jointer and in essence seem to be discriminatory, yet if an individual suffers from any of the above his/her productivity will

drop, and his/her life could also be in danger. Similarly with the weight of some of the plant used. A concrete manhole lid could weigh as much as l20kg and even with the lifting tools presently available, a person who weighs less than 50kg will not be able to open the manhole.

I conclude with a quote from a supervisor who has visited a training environment in which a new recruit was being trained. His statement summarises the perception held by stakeholders with regard to recruiting learners for the new training model:

> The thing is, look at the interests of the company. This chap will never make it on maintenance jointing. He wouldn't, he can't climb into a manhole he wouldn't fit, 'cause he's overweight. This chap is a problem, he wouldn't be able to climb the steps (ladder). He might have some health problems, not might, he will, we will probably suffer with asthma, he will suffer with this and suffer with back problems. All these things now, what is Telkom doing? To take such a person, they say now all right, you are now a maintenance jointer, you going to be trained. Fair enough, I know I am going off, just stop me if you have to. Then training spends so many thousands on him or whatever, come down the line two three years, this guy's now starting to produce, and then he starts with the problems. Now who sits with the problem in the end? Not just the section Telkom. Now Telkom has to run around.
> "Hey listen we got to board this guy".
> "Hey we can't board him we have to put him somewhere else".
> In the mean time we trained him specifically for jointing. But I mean, these are the type of people that you are going to see that are going to work for us in the future. How was that selection done? Was it done haphazardly just to fill those posts? Or was it done on sympathy? Or was it done, ok now I'm going to sound hypocritical, but was it done to fill AA (affirmative action) quarters? If so then ..... I'm telling you we are sitting with problems.

As can be seen above, it is imperative that a proper job analysis be conducted involving all the role players, workers, management, labour, and manpower. The aim will be to establish criteria for the allocation of new recruits to the 'outdoor plant: cables' work phase. The practice is not discriminatory but vital for the well being of the company, the present workers who might be re-deployed, and new recruits.

7.2.5 Experiential training

Experiential training as referred to in this research report and as referred to by participants refers to experience as the foundation for training from a trade perspective. From a constructivist approach, which this research takes, it is understood that learners construct their own knowledge from their life-world experiences. Boud (1993:34) sees "... learning from experience, reflection on experience, self assessment and collaborative learning as central to the ways in which we, should view higher education". I see this as vital in non-formal education as well.

The participants in the research conducted into the new training model would like to see the new recruits spend time in the actual work environment they will be working in. This is to ensure that a solid foundation of the job is created, and this foundation can be used to assist with the linking of new knowledge and skills that will lead to reflection on experience and self-assessment. The following is a quotation from a supervisor stating that course duration and experience are an essential part of training. Although the supervisor speaks Afrikaans, he chose to speak in English during the interview.

> The way I feel about it is fine, and I think we all know it, jointing is a thing you learn through experience. It's fine to say, teach the 'oke' the skills. You might be able to teach him one or two skills or even all of these skills in the three-month period, but for him to function effectively, he is going to have to get experience. Like in the old days where they, the journeymen of the company, taught these 'okes' the skills. They must come, like we've said outside, they will pick up the experience but, if they are going to pick up this experience at the cost of our customers, it is not acceptable, because this is what is happening at the moment.

From a teaching point of view, experiential training will reduce the duration of the training period as the learner will bring into the classroom experience relevant to the training situation that the teacher can then use to link new material.

Experiential training could also be used once the learner has returned to the work place. Boud (1993:39) refers to this as "... reflection on the experiences after the event". Although Boud's reference is to experiential learning, I see it as being applicable to experiential training as well. Cafferella (1994: 54) would like to see supervisors support

the candidate in a before during and after context, and this opinion coincides with that of the interviewees. They state that if the learner does not show competence with regard to certain tasks, then these tasks must be identified and the incorrect procedures/knowledge either rectified on the job, or the learner should be sent to Telkom South Africa, Center for Learning for retraining.

The period of experiential training after the learner has been to Telkom South Africa, Center for Learning will depend on the manner in which the learner displays his/her competency in the objectives that need to be achieved (determined in the needs analysis). The number of objectives that have to be achieved at present in a two-month period stands at nine, (see annexure 2). I concur with the supervisors that this is too short a period of time for a learner to display his competency in all nine objectives. What is needed is enough time for the learner to engage into reflection of their prior learning, and then gain confidence in their own efficacy (Boud 1993:40).
The tendency in Telkom to hire people to perform a certain specialised function, without prior experience, can only benefit from experiential training conducted over the correct period of time.

7.2.6 Recognition of prior learning
Recognition of prior learning as seen by the Department of Education is to "...through assessment, give credit to learning which has already been acquired in in-formal ways e.g. through life/work experience". (Department of Education, March 1997:15)

This coincides with the needs of the stakeholders in Telkom in that they would like their workers and new employees to be assessed before going on course so that they can receive RPL. This is to eliminate the practice of having learners attend courses covering material that they are already proficient in. The worker can then spend more time being productive and gaining experiential training with regard to existing new skills, knowledge and attitudes. The following quote from an interview with a manager reinforces this statement:

> This way, remember CBT (competency based training) is training a man what he needs to know to do a job. I don't think in reality we are applying it effectively, but remember an

> adult comes in here he has certain skills which he has developed. We should do, as I say, a pre-evaluation to determine those skills. Those skills we shouldn't be training him again. So if you are linking the two, this is really what we are saying, this whole concept evolves around. Taking prior learning into consideration and then train him just the skill he needs to do the job.

Telkom has a problem in this regard (recognition of prior learning), as many of its technically competent people are illiterate. The emphasis on literacy in ABET programs is justified as all South Africans should be able to read and write. However, the problem that exists is that these people need to be assessed and accredited for their practical skills acquired over many years of working in a technical environment. This will enable them to earn more money and lift their standard of living and also ultimately benefit the economy of the country. They are being productive and earning revenue for Telkom but because they cannot read and write they earn less than an equally productive colleague who can. To date no assessment method exists to accredit these workers. The only recognition that is given for the training courses provided by Telkom is Telkom, and they have not standardised them to link in with the National Qualifications Framework.

Added to this is the fact that the newly employed candidates, who are literate (can read and write), are sent on the new training model and they (the new employees) will require that the training they have gone through be recognised as prior learning on the National Qualifications Framework. Telkom does assess the new employees while they attend the program and recognition within Telkom is acknowledged but no weight factor or standard exists to link the program with the National Qualifications Framework. This leaves the new employees with knowledge and experience that is not recognised nationally or internationally.

One needs only to refer to the National Qualification Framework, the framework against which recognition of prior learning will be measured, to realise that a lot of work still needs to be done to get it up and running. In order to meet with the demands from the SAQA with regard to the development of unit standards for the recognition of prior learning, TSA-Cfl should proceed with a program involving all stakeholders to ensure that Telkom's

personnel is correctly accredited on the NQF. This program will also ensure that the correct standards are written for the accreditation of qualifications on the NQF.

8.0 CONCLUSION

In this study I focused on how stakeholders within Telkom perceived the new training model. The theoretical foundation of this study focused on the basic principles involved in developing a new training model and was used to highlight the shortcomings of the training model used on the 'outdoor plant: cables' work phase. An assumption was made beforehand that all stakeholders were dissatisfied with the training program and the manner in which it was developed.

A qualitative research approach was used to carry out this study. It included interviews with purposively selected participants, field notes, and was supported by a literature overview. The constant comparative method of data analysis was used and provided five categories of information that reflected the perceptions the participants had of the new training model.

In order to ensure the trustworthiness, reliability and validity, I tried to set up an audit trail along the following lines: Once the research question had been established the participants were interviewed. All interviews were taped, transcribed and field notes kept. The transcribed data were then categorised using the constant comparative method of data analysis. The categories that emerged were used to conduct a literature study. The findings were then based on the differences between the perceptions of the participants and the literature study. In addition member checks were conducted.

From analysing the data I concluded that the participants did not reject the new training model but merely the manner in which it was researched and implemented. This leads me to conclude further that by involving the stakeholders in aspects of training program development, as mentioned in the research report, the resultant training program would be acceptable to all stakeholders.

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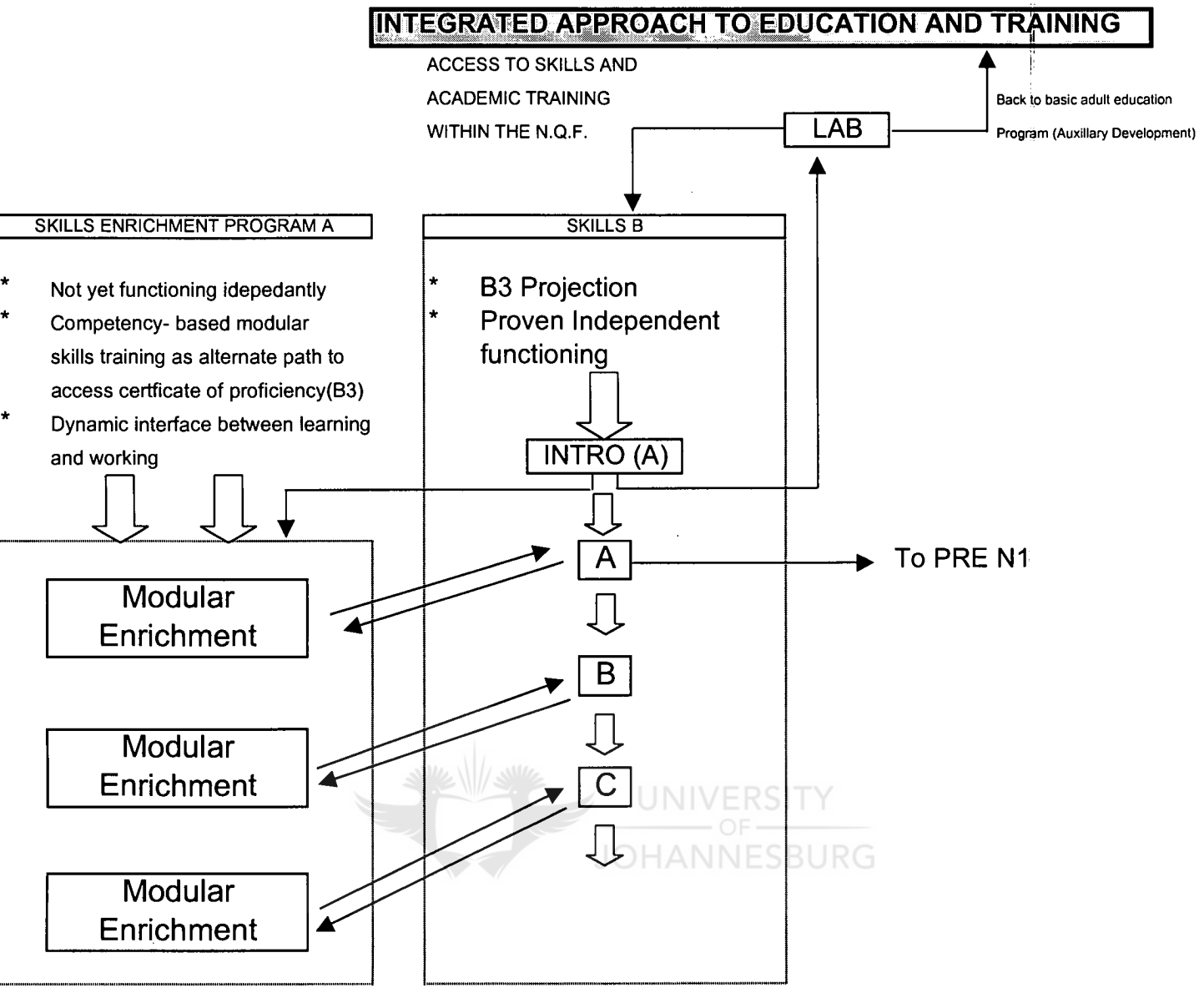
OLD TRAINING MODULE

ANNEXURE 1



* INCREMENTAL SKILLING B M O THE INTEGRATION OF FORMAL AND ON THE JOB LEARNING
* TRANSITION OF SIMPLE TO COMPLEX, QUALITY CONTROL, ROUTINE MAINTENANCE OF EQUIPMENT AND DIAGNOSIS OF ON THE JOB PROBLEMS ETC. (WORKPHASE SPECIFIC) TA DEVELOPMENT.

LEARNING OUTCOME:

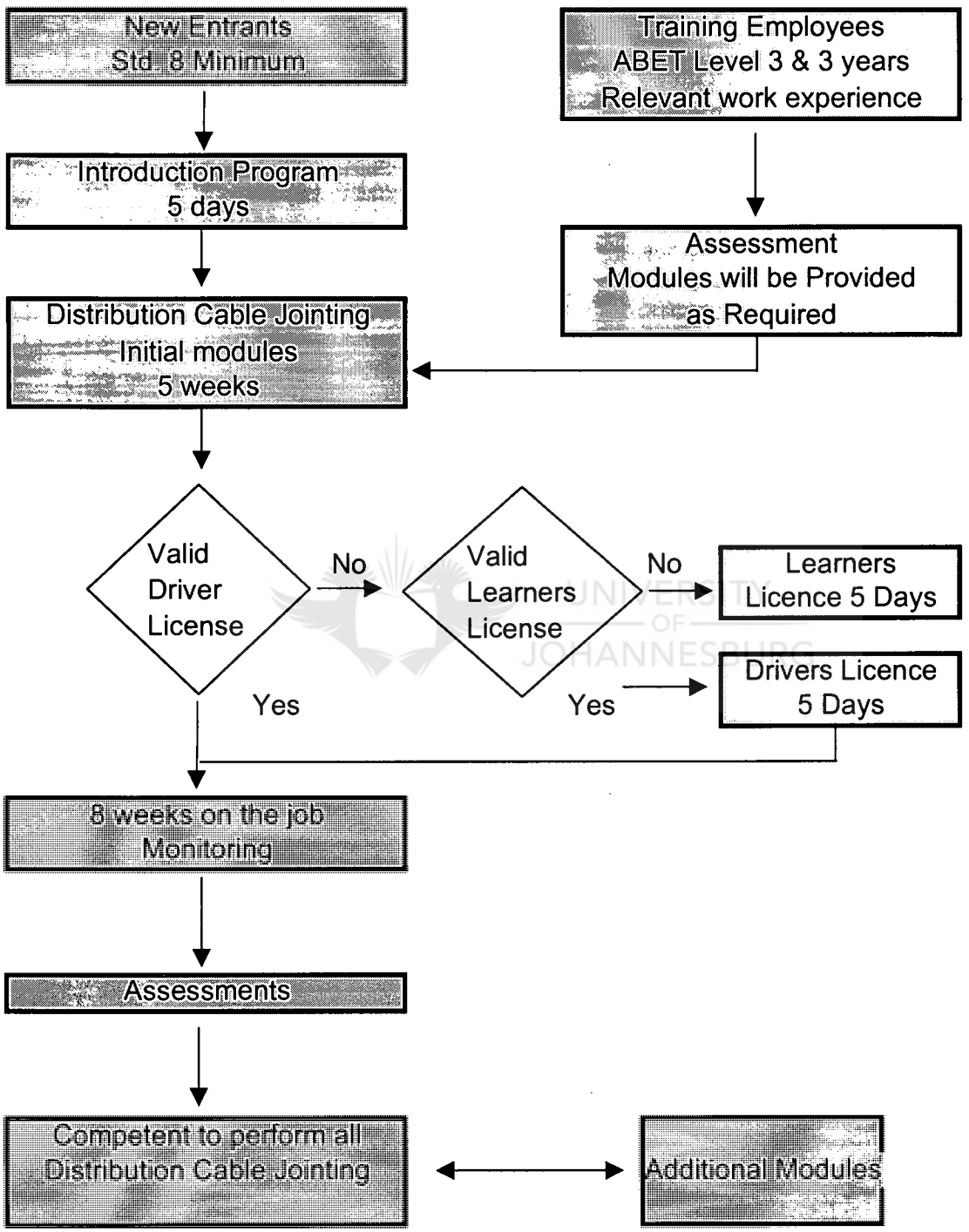
* CERTIFICATE OF PROFICIENCY IN TELECOMMUNICATION
* FUNTIONAL IN OPERATIONAL LEVEL
* ACCESS TO SUPERVISORY DEVELOPMENT PROGRAM (B3-C2/C3)
* SUBJECT TO ACADEMIC INTEGRATION WITH STD 8 OR N1 OR LEVEL 4 (ASECA), WITH LANGUAGES.

ABBRIVIATED VERSION OF THE ORGINAL

Proposed Training Program

Distribution Cable Jointing

Telkom SA- Centre For Learning
CABLE JOINTING
Distribution Cable Jointer training Path



Distribution Cable Training Path

Induction Program 5 days

Module Code	Module Title	Days/Hours	Pre-requisites
	1. Welcome Lets' Get Aquatinted	2.25Hr	
	2. TSA Opperations		
	3. Basic Overview of the Telecommunications Network		
	4. The Telkom SA Customer		
	5. Leadership and Teamwork		
	6. Equal Opportunities for TSA Employees		
	7. Telkom and Social Responsibility		
	8. Affirmative Action		
	9. Labour Relations		
	10. Health and Safety Introduction		
	11. Centre For Learning Initiatives		
	12. Problem Analysis / Problem Solving		
	13. Performance Management		
	14. Your benefits as a Telkom SA employee		
	15. Financial Health and Reading The Bottom Line		
	16. Management Services Information System		
	17. Pending		
	18. Course Closure		

Distribution Cable Jointer - Initial Modules 5 Weeks

Module Code	Module Title	Days	Pre-requisites
	DP's, SDC's and MDF	5	
	Distribution Joints	5	
	Join Closures	5	
	End to End Testing	3	
	Distribution Cable Maintenance	4	
	Share Pole Routes	1	
	Crown Gas Detector	1	
	Instruction Documents & Project	1	

Distribution Cable Jointing - Additional Modules

Module Code	Module Title	Days	Pre-requisites
	Windows	2	
	Nicotra System	4	
	Cable Test Instuments		

Distribution Cable Jointer - Drivers License

Module Code	Module Title	Days	Pre-requisites
	Learner's License	5	Functional Literacy
	Driver's License	5	Learner's License

INTERVIEW GUIDE

ANNEXURE 3

HOW DO YOU PERCIEVE AND EXPERIENCE THE NEW TRAINING MODEL

Experience/behaviour Questions: Asks what the people do or have done.
What can you do to make this model effective?

Feeling questions: Asks about effective states
What kind of feelings did you experience when you heard of the new training model?

Opinion/value questions: Taps into beliefs that are primarily cognitive in nature.
What is your opinion of the new training model?

Knowledge questions: Tapping into what they know about a topic. Their actual knowledge.
Do you know what the new method entails?
This question could put the interviewee in a difficult position.

Sensory questions: Designed to tap into what the interviewee sees, touches, hears, smells and tastes.
Ask for specifics, how, what, where, when.
What did you first notice about the new training method?
What have you heard about the new training model?
Background/demographic questions: Characterises the interview and the sample of the interview.

Time frame of questions: Past, present, future.

Guide:
Do the questions relate to the focus of the inquiry?
Have you clearly identified the type of questions you have developed using Patton's typology?
Have you identified the time frame for each question?
Is meaning of each question clear?
Is each question a singular question?
Is the wording accurate? Does it illicit a clear response?

ANNEXURE 3.1

Experience/behaviour Questions: Asks what the people do or have done.

Open Q. What can you do to make this model effective??

Detail Probes. What would you have done iro .....

What are you doing ito .....

Elaborate P. Tell me more about

Can you give me example wrt .....?

Talk more about .....

Clarifica P. I'm not sure I understand .....

I want to make I understand

Feeling question: Asks about affective states.

Open Q. What kind of feelings did you experience when you heard of the new training model?

Detail Probes. What would you have done iro .....

What are you doing ito .....

How do you feel about it now?

Elaborate P. Tell me more about ...

Can you give me an example wrt .....?

Could you please talk more about .....

Clarifica P. I'm not sure I understand .....

I want to make sure I understand

ANNEXURE 3.2

Opinion/ value questions: Tap into beliefs that are primarily cognitive in nature.
Open Q Your opinion of new training model.

Detail Probes. Where do you see training going into the new training system?

Do you think the new method adds value to the training situation?

Do you think other people hold you views?

What would you have done iro .....

What are doing ito .....

Elaborate P. Tell me more about .....

Can you give me an example wrt .....?

Talk more about .....

Clarifica P. I'm not sure I understand .....

I want to make I understand

How would you describe this new training method to others?

Knowledge questions: Tapping into what they know about a topic. Their actual knowledge.
Qpen Q Do you know what the new method entails?

Details Probes. What would you have done iro .....

What are you doing ito .....

Elaborate P. Tell me more about .....

Can you give me an example wrt .....?

Talk more about .....

Clarifica P.	I'm not sure I understand .....
	I want to make sure I understand
	Do you know what the new method entails?
	What do you understand about .... Eg the new training system?

ANNEXURE 3.3

Sensory questions: Designed to tap into what the interviewee sees, touches, hears, smells and tastes.

Open Q What have you heard about the new training model?

_____

_____

Detail Probes What would you have done iro……..

_____

_____

What are you doing ito …….

_____

_____

How are dealing with the situation?

_____

_____

Elaborate P. Tell me more about ……

_____

_____

Can you give me an example wrt ……?

_____

_____

Talk more about ……..

_____

_____

Clarifica P. I am not sure I understand …….

_____

_____

I want to make I understand ……

_____

_____

Ask for specifics, how, what, where, when.

_____

_____

What did you first notice about the new training method?

_____

_____

Backgroud/demographic questions: Charaterises the interview and the sample of the interview.

RACE: _____ AGE:_____ SEX:_____YEARS EMPLOYED:_____

YEARS IN POSITION:_____ EXPERIENCE: _____

QUALIFICATION:_____

Time frame of questions: Past, present, future.

Salient Points. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ANNEXURE 3.4

My responses, feelings, and attitudes stimulated during the interview.

Key points to ask questions on.

FIELD NOTES

ANNEXURE 4

- 18th August. The setting is to be my office as both participants are at present busy with course presentation. Arrangements have been made with them to meet me at predetermined times. A day between the interviews was set aside to enable me to determine the salient points that emerge from the first interview.
- I have had to move the interviews to the same day as a result of work pressure. The interviews will take place at 08.00 on Monday the 24th of August and 10:00 on the same day. This leaves little time for accurate determination of salient points. To facilitate the procedure of the interview a copy of the key questions has been given to the first interviewee.
- 24th it is now 08:20 and once again the interviews have to be postponed for an hour. The interviewee arrives at 09:10 because of car failure. Both interviewees are apologetic, but my interviews are falling behind.
- I am concerned about to the manner in which I will conduct the interview. I am afraid that I will rush the process and leave areas of doubt, I have looked for replacements but people are scared to come forward.
- The first interviewee arrives at 10:00. The interview goes smoothly and I am pleased. I keep eye contact and we both begin to relax later. The telephone cannot be transferred and regularly interrupts but we laugh about it.
- The second recipient has more excuses, I will find a replacement. I managed to get a replacement and the interview will be conducted in my office at 10:45 on the 24th August. Every effort is made to make the interviewees comfortable in my office. Their office cannot be used due to noise levels and people using it as a call office.
- I keep eye contact and we both start to relax. The telephone cannot be transferred and regularly interrupts but we ignore it and I unplug it.
- Two weeks go by and due to work pressure, no further interviews can be conducted.
- To keep the interview times limited I sent out the interview guide to all participants so that they can prepare themselves. My concern is that their tainted views. The plus factor is that through the interview I will be gathering the views of the entire section.
- I have phoned and made appointments with three people with more to follow, I am using the selection process as advocated by Merriam (1998,61).

- I realise my sample is limited to the Wits region and that the entire Telkom might not have this viewpoint. The reality is that I assume that a negative climate prevails on the sections with regard to the new model.
- I am concerned that my biases influence this research. I therefore and in addition to the reasons mentioned above have asked the respondents to prepare for the interview.
- A further concern with regard to the model is that it does not link in with the National Qualifications Framework.
- I now have 2 managers, 3 training officers and 3 supervisors who are willing to be interviewed. I still need 3 jointers.
- 4th September 09:00. Appointment with a manager and I feel nervous. The manager expresses fears of repercussions. I explain the position with regard to anonymity, and confidentiality yet he still feels apprehensive.
- 7th September 09:00. The venue is a supervisor's office, and two supervisors are present. His office is noisy and we have to seek another venue. We are in the supervisor's environment and I have no control over the noise levels. Interruptions are few yet the noise in the background is hampering the taping. I decide to proceed due to having no more time at my disposal.
- The supervisors are eager and were impressed that someone had actually come to them to seek their input. I see training from a new perspective. The salient points that are emerging, are identical to the other interviews. A great emphasis is on section criteria for cable jointers.
- 7th September 13:00. I arrive for an interview with a manager in his office. The office is extremely hot and there is a cock crowing outside causes us to laugh. There is a very relaxed atmosphere and I am beginning to feel more relaxed with conducting interviews. The manager agrees with that which happened in the interview.
- 9th September and due to time constraints on the section, three jointer that are attending a course agree to be interviewed. The interviewees feel uncomfortable and require a lot of encouragement. This occurs despite guarantees of anonymity. The venue is my office but there is no other venue available. The interviewees do not know about the new training model but their input otherwise links in with the responses of other interviewees.

- 11th September. I have an appointment with a supervisor. I need to take photos of ladders and take someone with. The venue is a "war room" and the interview flows smoothly, Once again the problems that emerge are identical to the other interviewers.
- 15th September. I have typed out all the interviews and need to apply the data analysis procedures.