


CRITERION REFERENCED INSTRUCTION. Available from Instruction Design, 92 Oxford Road, Houton, Johannesburg.


FOCUSED SELECTION INTERVIEWING SKILLS. Available from Professional Learning Systems (Pty) Ltd. P.O. Box 62100, Marshalltown, Johannesburg.


INSTITUTE OF PERSONNEL MANAGEMENT. (1982). *Prospectus*. Available from IPM, P.O. Box 31390, Braamfontein, Johannesburg.

INTERACTION MANAGEMENT. (Available from Contact Group Ltd. P.O. Box 31992, Johannesburg).


LIGHT, R.J. (1979). Capitalizing on variation: How conflicting research findings can be helpful for policy. Educational Researcher, 9 (9), pp7-?.


PRINCIPLES OF SUPERVISION, undated. Available from National Institute for Personnel Research, P.O. Box 32410, Johannesburg.

QUALITY CIRCLES. (Available from P-E Corporate Services (Pty) Ltd. P.O. Box 8550, Johannesburg.


TRACY, W.R. (1974). Managing training and development systems. AMACOM (full name?)


6M TRAINING SIMULATION, undated. Available from National Institute for Personnel Research, P.O. Box 32410, Johannesburg.

5796P/ih
EXTERNAL COURSES - BRIEF DESCRIPTION AND SOURCE

CRI (Criterion Referenced Instruction) is instruction designed to ensure that the learner attains the level of performance specified in performance objectives. Objectives for each module are available to each learner at the outset and learners take criterion tests whenever they feel they are sufficiently competent. Learners regulate their own pace - if they pass a criterion test, they are allowed to proceed. Learners have freedom in sequencing their own instruction and selecting their own sources of instruction in meeting objectives.

(Instruction Design, I G Bellis, Johannesburg)

ATS (Analytic Trouble Shooting) trains employees to find the problem or trouble, fix it, look beyond the fix, and find what else has been affected by the same problem. They learn to recognize separate problems and set priorities regarding seriousness and urgency of the fix. Employees learn to find Possible Cause of trouble, testing for Most Probable Cause, verification that the MPC is the True cause and learn to think beyond the fix. Employees also learn Preventative action to ensure that the problem does not reoccur.

(Fine Spamer Associates (Pty) Ltd., Johannesburg)

Quality Circles

Quality Circles deal with quality, productivity and profitability. Quality Circles can be defined as small groups of people who do similar or related work together and who meet voluntarily and regularly to identify and solve problems that hinder their normal work process. They analyse the causes of problems, recommend solutions to management and implement appropriate actions to improve the way work is done in their areas of responsibility.

(P-E Corporate Services (Pty) Ltd., Johannesburg)
APPENDIX A (Cont'd)

**IM (Interaction Management)**
A supervisory skills system, utilising interaction modelling, which enables first and second level Supervisors to manage critical situations (discussions) with subordinates in a manner satisfactory to both the organisation and the employee.
(Contact Group, Johannesburg).

**Principles of Supervision**
A basic course for first-line supervisors.
(National Institute for Personnel Research, Johannesburg).

**6M Training Simulation** covers elementary business principles and industrial concepts based on the six 'Ms' of an organisation (men, machines, materials, money, management, market) on an in-company basis. It explains fundamental business principles, especially financial constraints, to the individual worker. Various important aspects of the company are represented by models to make abstract concepts concrete.
(National Institute for Personnel Research, Johannesburg)

**Focused Selection Interviewing Skills**
No information available.
(Professional Learning Systems (Pty) Ltd., Johannesburg)
UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG
CENTRE FOR CONTINUING EDUCATION

EVALUATION OF TRAINING IN INDUSTRY PROJECT

EVALUATION OF MANAGEMENT TRAINING

QUESTIONNAIRE 1

PLEASE READ CAREFULLY BEFORE YOU BEGIN.

BLUE QUESTIONS 1, 2, 8 and 9 are to be answered by EVERYONE.

PINK QUESTIONS 3 and 4 are to be answered by those who have used the Kepner-Tregoe processes FORMALLY.

GREEN QUESTIONS 5 and 6 are to be answered by those who have only used the Kepner-Tregoe processes INFORMALLY or by those who have NOT used them at all.

YELLOW QUESTION 7 is to be answered by those who have also done Analytic Trouble Shooting.

Date of completion of questionnaire

1. Which of the following courses have you done? (tick one or more)
   - Problem analysis
   - Decision analysis
   - Time management
   - Delegation
   - Analytic Trouble Shooting

2. Have you used the Kepner-Tregoe techniques in a FORMAL way in your job since you did the courses?
   - Problem analysis
   - Decision analysis

IF THE ANSWERS IN QUESTION 2 ARE 'NO' PLEASE PROCEED TO GREEN QUESTIONS 5 and 6.

IF 'YES' PLEASE CONTINUE WITH PINK QUESTIONS 3 and 4.
3. If you have FORMALLY used the Kepner-Tregoe problem analysis process please provide the following information:

3.1 Briefly describe nature of problems(s):

... (spaces for multiple entries)

3.2 Dates of problem analysis meetings:

... (spaces for multiple entries)

3.3 Who initiated the problem analysis process?

<table>
<thead>
<tr>
<th>Occasions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>subsequent</th>
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</thead>
<tbody>
<tr>
<td>Self</td>
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<tr>
<td>Superior</td>
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<td>Peer</td>
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3.4 With whom did you work on the problem analysis?

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<tr>
<th>Occasions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>subsequent</th>
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<tbody>
<tr>
<td>Alone</td>
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<tr>
<td>Superior</td>
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<tr>
<td>Group with Superior directing</td>
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<tr>
<td>Group with Self directing</td>
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<tr>
<td>Group with Peer directing</td>
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<tr>
<td>Other, specify</td>
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</table>

3.5 What was the consequence of your problem analysis?

3.5.1 Problem solved

Problem resolution still in progress
Outcome uncertain
Don't know

3.5.2 What were the probable causes identified?

... (spaces for multiple entries)
3.6 Were there any written records of your problem analysis?

<table>
<thead>
<tr>
<th>Flipchart</th>
<th>Memo/letter</th>
<th>Minutes of meeting</th>
<th>Report</th>
<th>Other, specify</th>
</tr>
</thead>
</table>

3.7 What difficulties, if any did you encounter while following the problem analysis process?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3.8 What do you think of the Kepner-Tregoe problem analysis process?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3.9 As a result of using the Kepner-Tregoe problem analysis process, do you think:

<table>
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<tr>
<th>yes</th>
<th>no</th>
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</table>

- a more likely course was determined;  
- a better course of action was followed?

3.10 Comment on any of the above questions if necessary

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLEASE ALSO SEE QUESTIONNAIRE 2 on page 11
4. If you have FORMALLY used the Kepner-Tregoe decision analysis process, please provide the following information:

1. Briefly describe nature of decision(s)

2. Dates of decision analysis meetings

3. Who initiated the decision analysis process?

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4. With whom did you work on the decision analysis?

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<tr>
<th>Occasions</th>
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<th>3</th>
<th>subsequent</th>
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<tr>
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</tbody>
</table>

5. What was the result of your decision analysis?

   | Decision made |   |
   | Decision making still in progress |   |
   | Outcome uncertain      |   |
   | Decision not taken     |   |
   | Don't know             |   |
4.6 Were there any written records of your decision analysis?

- Flipchart
- Memo/letter
- Minutes of meeting
- Report
- Other, specify

4.7 What difficulties, if any, did you encounter while following the decision analysis process?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4.8 What do you think of the Kepner-Tregoe decision analysis process?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4.9

Does it fit your kind of work? [ ] yes [ ] no

When you use it does it make you a better manager? [ ] yes [ ] no

4.10 Comment on any of the above questions if necessary

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PLEASE ALSO SEE QUESTIONNAIRE 3 on page 12