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?  
   - [ ]

4.10 Comment on any of the above questions if necessary

PLEASE ALSO SEE QUESTIONNAIRE 3 on page 12
5. If you have only used the Kepner-Tregoe processes INFORMALLY, please answer the following questions:
(these are some of the reasons given during informal interviews)

5.1 Problems associated with the techniques: (tick one or more)
- Inappropriate to the nature of your work
- Too time consuming
- Involves others, beyond your control
- Other, specify

5.2 If the processes are inappropriate to the nature of your work, please specify the nature of your work
- Personnel
- Finance
- Accounting
- Warehousing and distribution
- Manufacturing CWM/BCW
- Converting
- Marketing
- Sales

5.3 Problems associated with your colleagues/superiors: (tick one or more)
- Uncommitted to process
- Failure to recognise that a problem exists
- Failure to appreciate that a decision is required
- Problem/decision analysis group not created
- Other, specify

5.4 Problems associated with the organisation: (tick one or more)
- Lack of co-operation between divisions
- Lack of delegation of authority
- Lack of communication
- Lack of commitment by top management
- Other, specify
5.5 Give an example of how you use the processes INFORMALLY:


5.6 Any other comment:


6. If you are NOT using the Kepner-Tregoe processes at all, please explain why not:


7. If you have done the ATS course, please answer the following questions:

7.1 When did you do the ATS course?
   Before the management training courses
   After the management training courses

7.2 Which course helped you more with problem analysis?
   ATS course
   Managerial Effectiveness courses

7.3 Give reasons for your answer in 7.2:

7.4 Have you used ATS on the job?  yes  no

7.5 Have you been a member of a problem analysis group?  yes  no

7.6 Give an example of a problem you have analysed

7.7 Was the problem analysed?  yes  no

7.8 Can you initiate action to get a problem analysis group formed?  yes  no

7.9 If yes, please explain how you would go about it
8. Please rate the value to you of these aspects of the total management development programme:

PLEASE TICK ONE

1 of no value
2 of little value
3 of neutral value
4 of some value
5 of great value

8.1 The psychological tests (by Redlinghuis or Armstrong):

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

8.2 The training needs analysis questionnaire:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

8.3 The feedback by training staff:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

or [ ] not received

8.4 The MPAT test:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

8.5 The components of the training course:

8.5.1 Reddins management style:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

8.5.2 The management of meetings:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

8.5.3 Delegation:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

or [ ] not received

8.5.4 Time management:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

or [ ] not received

8.6 Any comments:

________________________________________
9. What do you feel about the management development training programme generally?

PLEASE TICK ONE

1 of no value
2 of little value
3 of neutral value
4 of some value
5 of great value

9.1 Benefit to the organisation:

\[
\begin{array}{ccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

9.2 Impact on:

9.2.1 Company problems

\[
\begin{array}{ccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

9.2.2 Organisation communication

\[
\begin{array}{ccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

9.2.3 Conduct of meetings

\[
\begin{array}{ccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

9.2.4 Myself

\[
\begin{array}{ccccc}
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

9.3 Do you feel follow up is required? yes no

9.3.1 If yes, should it be (tick one or more)

Regular refresher courses
In-department consultation
Creation of problem solving groups
Setting an example by top management
Appointment of Programme Director and Administrator (as in ATS)
Memory joggers (eg pocket cards)

9.4 Any comments:
QUESTIONNAIRE 2
CUSTOMER SERVICE PROBLEM ANALYSIS

1. What has your involvement been?
   Date(s):
   Occasion(s):
   Purpose(s):

2. What do you think has been achieved?

3. Where do you think the Customer Service problem now stands?

4. What do you think should happen next?
QUESTIONNAIRE 3

MACHINE REBUILD DECISION ANALYSIS

1. What has your involvement been?
   Date(s):
   ______________________________
   ______________________________
   ______________________________
   Occasion(s):
   ______________________________
   ______________________________
   ______________________________
   Purpose(s):
   ______________________________
   ______________________________
   ______________________________

2. What do you think has been achieved?
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

3. Where do you think the machine rebuild decision now stands?
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

4. What do you think should happen next?
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
## CHECKLIST ON INDUCTION PROGRAMME

As a new employee of Carlton Paper Company you would have been expected to participate in the Induction Programme. This included the use of the Induction Guide, the Employee Handbook, your attendance at presentations and a personal induction programme prepared by your superior. Please complete the following check list with a tick in the appropriate column.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you receive an Induction Guide?</td>
<td></td>
</tr>
<tr>
<td>2. Did you receive the Induction Guide on your first day at work?</td>
<td></td>
</tr>
<tr>
<td>3. Did you receive the Employee Handbook?</td>
<td></td>
</tr>
<tr>
<td>4. Did your supervisor have a specific induction programme prepared for you related to your job description and your principal accountabilities?</td>
<td></td>
</tr>
<tr>
<td>5. Did you receive a brochure entitled 'Inside Carlton Paper'?</td>
<td></td>
</tr>
<tr>
<td>6. Have you seen a video tape entitled 'The paper making process'?</td>
<td></td>
</tr>
<tr>
<td>7. Have you seen a slide tape presentation entitled 'Job evaluation and your salary'?</td>
<td></td>
</tr>
<tr>
<td>8. Have you seen a slide tape presentation entitled 'A flair for fibres'?</td>
<td></td>
</tr>
<tr>
<td>9. Have you seen examples of company products and packaging?</td>
<td></td>
</tr>
<tr>
<td>10. Have you seen a file of company products and brands?</td>
<td></td>
</tr>
<tr>
<td>11. Have you been on a comprehensive mill tour?</td>
<td></td>
</tr>
<tr>
<td>12. When did you start work at Carlton Paper?</td>
<td></td>
</tr>
</tbody>
</table>

Please return this form to:

Mrs. Kim Gaskell,  
Personnel Department, together with the accompanying letter.

Thank you.

M.B. COLE  
PROJECT CO-ORDINATOR AND EVALUATOR

MBC/jpa  
24 June, 1983
## APPENDIX D

**Mining Industry Training in South Africa, 1982**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Company</th>
<th>Aims/Objectives/Programmes</th>
<th>Established</th>
<th>No. of Training Staff/No. of Trainees per Annun</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Anglo American Corp. of S.A. Ltd.</td>
<td>Management Development prog.</td>
<td>Since 1957</td>
<td>9 staff/3000 trainees</td>
<td>At Naccoonville, Vereeniging</td>
</tr>
<tr>
<td>1.2</td>
<td>Head Office Training and Development Unit</td>
<td>Training of ANC Head Office staff</td>
<td>Since 1976</td>
<td>16 staff/... trainees</td>
<td>Includes an Adult Education Centre for compensatory education</td>
</tr>
<tr>
<td>1.3</td>
<td>Gold and Uranium Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1</td>
<td>Western Deep Levels Centralised Training Centre</td>
<td>Training of senior Blacks in all divisions of ANC.</td>
<td></td>
<td></td>
<td>At Carltonville</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Vaal Reef Centralised Training Centre</td>
<td>Mining and metallurgical training</td>
<td>Varies</td>
<td>800-1000 trainees/annum</td>
<td>At Eldorado/Olifantsworth</td>
</tr>
<tr>
<td>1.3.3</td>
<td>Centralised Engineering Training Centre</td>
<td>Engineering and personnel training, aptitude testing, central TV.</td>
<td></td>
<td></td>
<td>At Welkom</td>
</tr>
<tr>
<td>1.4</td>
<td>Diamond Services Division</td>
<td>Training &amp; development for improved performance</td>
<td>Varies</td>
<td>Staff and trainees at each mine</td>
<td>All diamond mines</td>
</tr>
<tr>
<td>1.5</td>
<td>Coal Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.1</td>
<td>ANKOL Training Centre</td>
<td>Training for Coal Division</td>
<td>Since 1974</td>
<td>19 staff/1000 trainees</td>
<td>At Mepitus near Middelburg</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Coollery training</td>
<td></td>
<td></td>
<td>20 staff/3000 trainees</td>
<td>14 colliers in E. Natal, K. Natal and Vaal Triangle</td>
</tr>
<tr>
<td>1.6</td>
<td>Human Resources Advancement Unit</td>
<td>To promote Black Advancement to senior level</td>
<td>Since 1981</td>
<td>4 staff/... students</td>
<td>Undergraduate Cadet Scheme with UNI of Witwatersrand</td>
</tr>
<tr>
<td>1.7</td>
<td>Group Chairman's Fund</td>
<td>To fund project development in education/training and other areas</td>
<td></td>
<td></td>
<td>Has funded numerous innovative, multi-racial developments throughout S.Africa</td>
</tr>
<tr>
<td>2.</td>
<td>Johannesburg Consolidated Investment Company Limited</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Group Training Centre</td>
<td>Mining &amp; metallurgy, finance &amp; administration, surveyors, environmental control, engineering</td>
<td></td>
<td></td>
<td>All employees receive some training each year (100% turnover). Group training budget in excess of Rm.</td>
</tr>
<tr>
<td>2.2</td>
<td>Mine Training Centres</td>
<td>Operator, artisan aide, supervisory training</td>
<td>Since 1974</td>
<td>35 staff/8000 trainees</td>
<td>per annum</td>
</tr>
<tr>
<td>3.</td>
<td>Goldfields of S.A. Limited</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Head Office training</td>
<td>Management &amp; admin staff</td>
<td></td>
<td></td>
<td>1 staff/trainees variable</td>
</tr>
<tr>
<td>3.2</td>
<td>Group Training Centres</td>
<td>Industrial relations, supervisory &amp; management training</td>
<td>Since inception</td>
<td>Staff/1-2 million trainee days p.a.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Mine Training Centres</td>
<td>Induction, on-the-job training, training of Blacks</td>
<td>28 to 20 years</td>
<td>100 staff/trainees variable</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Welfare Projects</td>
<td>Training staff seconded to teach trades at semi-skilled level.</td>
<td>Since 1960's</td>
<td></td>
<td>In Lesotho and Transkei</td>
</tr>
<tr>
<td>4.</td>
<td>General Mining Union Corp. Ltd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Management Training Centre</td>
<td>Management training</td>
<td></td>
<td>12 staff/2000 trainees</td>
<td>At Springs</td>
</tr>
<tr>
<td>4.2</td>
<td>Learner Official &amp; Apprentice Training Centre</td>
<td>Training of mining officials and apprentices</td>
<td>Established</td>
<td>6 staff/1000-20000 trainees</td>
<td>At Evander</td>
</tr>
<tr>
<td>4.3</td>
<td>Group Training Centre</td>
<td>Employee development</td>
<td></td>
<td></td>
<td>At Stillfontein</td>
</tr>
<tr>
<td>4.4</td>
<td>Mine Training Centres</td>
<td>Literacy, pre-service technical training</td>
<td></td>
<td>20-100 staff/15-20000 trainees</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name of Company</td>
<td>Aims/Objectives/Programmes</td>
<td>Established</td>
<td>No. of Training Staff/No. of Trainees per Annum</td>
<td>Comment</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>5.1</td>
<td>Head Office Training</td>
<td>Training of managers and administration staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Group Apprentice Training Centre</td>
<td>Training of artisans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Learner Official Training Centre</td>
<td>Training of artisans, artisans, engineers and operators</td>
<td>1969</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Mine Training Centres</td>
<td>Training of artisan aides, artisans, engineers and operators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>Prieska Copper Mine Training Centre</td>
<td>Training of Coloured ex-servicemen for specific purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Management Development Centre</td>
<td>Training in functions of management</td>
<td>1979</td>
<td>7 staff/450 trainees p.a.</td>
<td>At White Lodge on Crown Mines</td>
</tr>
<tr>
<td>6.2</td>
<td>Technical training Centre</td>
<td>Supervisory training, Black development, mining, etc.</td>
<td></td>
<td>4 staff/... trainees</td>
<td>At Consolidated Main Reef Mines</td>
</tr>
<tr>
<td>6.3</td>
<td>Group Engineering Training Centre</td>
<td>Training of apprentices &amp; engineering technicians</td>
<td></td>
<td>1 staff/140 trainees</td>
<td>At Harmony Gold Mine, OFS</td>
</tr>
<tr>
<td>7.1</td>
<td>Training Centre for Apprentices</td>
<td>Learner technicians, draftsmen, trainee engineers, apprenticeship training, management and supervisory training, operator training</td>
<td>1934</td>
<td>81 staff/1600 apprentices</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Training Centre for Blacks</td>
<td>Training at Works Head Office</td>
<td>Since 1955</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Operator Training</td>
<td>Operator Training</td>
<td></td>
<td>6 training staff</td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>S.A. Coal, Oil &amp; Gas Corp. Ltd</td>
<td>Training for Mining diploma and blasting certificate</td>
<td>Since 1955</td>
<td>95 staff/500 trainees p.a.</td>
<td>Head office at Randfontein plus 9 colleges; Main college at Witbank; branch college at Dunkers.</td>
</tr>
<tr>
<td>9.1</td>
<td>Chamber of Mines</td>
<td>Training for mining diploma and blasting certificate</td>
<td>Since 1911</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Training Colleges</td>
<td>Training of miners and engineers for coal mines</td>
<td>Since 1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>Colliery Training College</td>
<td>Training of miners and engineers for coal mines</td>
<td>Since 1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4</td>
<td>Colliery Officials Training Centre</td>
<td>Research, testing, evaluation and training in CO</td>
<td>Since 1965</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of the Witwatersrand
Centre for Continuing Education
Evaluation of Training in Industry Project

VALUEE META-EVALUATION -
QUESTIONNAIRE ON EVALUATION RESEARCH UTILIZATION

Please respond freely in your own words

1. Did you directly utilise the evaluation reports and training programme for making decisions concerning training at Carlton Paper or for any other purpose?

1.1 TECHNICAL TRAINING EVALUATION

1.1.1 How was it utilised?

Feedback by the researcher was provided often to the Group Personnel Manager, Technical Training Manager, Plant Personnel Manager and training staff. These discussions were most useful in improving training resources.

1.1.2 For what purpose?

I was keen to expose the Personnel and training staff to the views of an interested external observer. I did not expect agreement in every case, but wanted people to think about what and how they were doing. I believe this was valuable. There was some resistance to accepting the researchers views, for 2 reasons.

1. they were not entirely convinced that the researcher was competent in their field, namely technical training.

2. They felt the researcher was still learning about evaluation and as their own perception of evaluation was very narrow, they questioned the validity of the researcher's views to their situation.

I believe their resistance was borne out of ignorance. I must add that it was not a negative resistance and they fully collaborated with the researcher.
1.2 INDUCTION TRAINING EVALUATION

1.2.1 How was it utilized?

It was circulated amongst all personnel staff for comment and for them to review what they were doing about induction.

1.2.2 For what purpose?

To improve the induction process.

1.3 MANAGEMENT TRAINING EVALUATION

1.3.1 How was it utilized?

Lengthy discussions were held with the new Management Development Manager. This was without doubt the most used and most useful report.

1.3.2 For what purpose?

- to improve effectiveness of the training input
- to evaluate what needs analysis mechanisms to continue with
- to improve the quality of each training element
- to examine ways of introducing alternative learning devices.

1.4 EVALUATION TRAINING PROGRAMME

1.4.1 How was it utilized?

This event was meant to improve the evaluation skills of the training staff. One briefing was held but the main training never took place.

1.4.2 For what purpose?
APPENDIX E (Cont'd)

2. Did you indirectly utilise the evaluation reports and training programme in any of the following general ways (as identified by Weiss 1990)?

2.1 Use of the trend of the evaluation research as an aid in formulating policy and setting direction.

2.1.1 YES OR NO

Describe an instance(s):

The above NO answer needs clarification. It was my intention that all training staff should include an evaluation element in all training design. Due to staff turnover this never happened. I still believe it to be essential. As regards the use of the evaluation research, much of the data provided by the researcher varied as she discovered it for herself. To integrate her specific findings in evaluation methods and strategies was therefore difficult. Perhaps at the end of the research project the findings will be more effectively integrated.

2.2 Use of the evaluation research to identify training needs and need for new training provision.

2.2.1 YES OR NO

Describe an instance(s):

1. Improved elements of the induction process as recommended.

2. Improved processes in the KT & meetings programmes.

2.3 Use of evaluation research to indicate what aspects of the training programmes worked, or were successful.

2.3.1 YES OR NO

Describe an instance(s).

Induction Training needs analysis for management development

The feedback provided through the researchers findings convinced us that we were on the correct path.
Use of the evaluation research to keep up with the field, as a medium of communication about evaluation, and as continuing education.

2.4.1

YES OR NO

2.4.2 Describe an instance(s).

It is perhaps too early to answer this. We would need to review the final report.

Use of evaluation research to lend authenticity or scientific respectability to organisation reports, proposals, presentations.

2.5.1

YES OR NO

2.5.2 Describe an instance(s).

Very useful in changing much of the management development activity.

- we change the learning process in the Kepner Tregoe & meetings programmes.

- introduced team building.

- co-ordinated interface between the management K.T. programme and the ATS programme.

Use of evaluation research to support a point of view and persuade other participants in the decision-making process i.e. as political ammunition in organisation debate and bargaining.

2.6.1

YES OR NO

2.6.2 Describe an instance(s).

Only used by the Group Personnel Manager with the human resource people.

Use of evaluation research to justify the adoption of a position before entering negotiation on training or training-related issues.

2.7.1

YES OR NO
2.7.2 Describe an instance(s).

Induction
Management training as referred to earlier.

2.8 Use of evaluation research in gaining insights, concept formation, the development of intellectual perspectives, or the shaping of ideas about training and training evaluation.

2.8.1 [YES OR NO]

2.8.2 Describe an instance(s).

Qualified yes. We would like to review the final report. The discussions and reviews held though did provide new insights and were used.

3. Did the evaluation reports and training programme directly affect any decision concerning training?

3.1 [YES OR NO]

3.2 What decision was made?

Assessing training strategy & not actual programmes as comment on the latter has been made earlier.

3.3 How did the evaluation research affect the decision?

The only reason for saying NO is because I believe what we wanted to achieve was well founded.

4. Did the evaluation report and training programme indirectly affect any decision concerning training?

4.1 [YES OR NO]

4.2 What was the 'decision' outcome?

See answer on page 7

4.3 How was the outcome arrived at?

4.4 What role did the evaluation research play in arriving at this outcome?
5. What other sources of information were useful and important to you in making decisions or shaping your views concerning training and training evaluation at Carlton Paper?

5.1 Other sources used:

- **Own experience (or lack of it)**
- **Lack of information about effectiveness of training.**
- **Training literature - vast quantities!!**

5.2 Please arrange these sources in order of importance to you and show the place of the evaluation research in relative importance.

_I am reluctant to do this. I think all the issues above and the evaluation research would rate as 1._

6. Who else in the organisation received copies of the evaluation research?

6.1 Positions:

- Management Development Manager
- Technical Training Manager
- Personnel Manager
- Personnel Administrator
- Training Officer

6.2 Reasons for dissemination of evaluation research findings to these persons.
7. Were any of the recommendations made by the evaluator implemented?

7.1 TECHNICAL TRAINING EVALUATION (no explicit recommendations were made but issues were raised)

7.1.1 [YES OR NO]

7.1.2 Which issues were acted upon?

Mainly organisational and management of training issues.

7.1.3 How were they acted upon?

7.1.4 With what result?

7.2 INDUCTION TRAINING

7.2.1 [YES OR NO]

7.2.2 Which recommendations were acted upon?

Improvement of follow-up and the consistent application of the learning process after the first 2 weeks of employment.

7.2.3 How were they acted upon?

Personnel officers at Head Office followed up each employee after 3 or 4 weeks of starting with the company. There was reluctance on the part of one Personnel Manager to implement the programme.

7.2.4 With what effect?

Good in the short term but staff turnover has forced us to review this activity.

7.3 MANAGEMENT TRAINING EVALUATION

7.3.1 [YES OR NO]
7.3.2 Which recommendations were acted upon?

1. Appointment of ATS programme administrators.

2. Problem analysing groups covering major business problems - plus follow-up of these discussions.

3. Follow-up of training with subsequent skills training in other KT skills.

7.3.3 How were they acted upon?

See 7.3.2.

7.3.4 With what effect?

1. ATS/KT still used formally to solve production problems - very frequent application.

2. Very positive - the groups significantly increased the productivity in certain business areas.

3. KT problem solving was followed up with decision analysis and potential problem analysis.

7.4 THE EVALUATION TRAINING PROGRAMME (not implemented)

7.4.1 Was any indirect benefit gained from this?

Not really. It did accentuate the need for a stable training staff. It also demonstrated the almost complete lack of understanding of evaluation by our training staff.

8. Any other comments on utilization of the evaluation research at Carlton Paper?

1. Would still like to have a major briefing for all human resource staff.

2. Would like to see some evaluation concepts integrated into all human resource planning and strategies.

3. From 2 would want to plan formal evaluation of all training & other organisation effectiveness programmes.

4. Would like to see evaluation methods & criteria which are so integrated with management activity such that they appear automatically in such activities. This sounds idealistic but is essential for all goal setting.

5. Finally its a great pity that, like so many other South African companies, there is so little understanding of the benefits of training by line people & so much labour turnover amongst training people.
**APPENDIX F**

**CITATION FORM FOR THE USE OF THE JOINT COMMITTEE STANDARDS**

The Standards for Evaluations of Educational Programs, Projects, and Materials guided the development of this (check one):

- request for evaluation plan/design proposal
- evaluation plan/design proposal
- evaluation contract
- evaluation report
- other - 

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluations. Standards for Evaluations of Educational Programs, Projects, and Materials. New York: McGraw-Hill, 1981.

The Standards were consulted and used as indicated in the boxes below (check as appropriate):

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>The Standard was deemed applicable and so the relevant Standard was taken into account</th>
<th>The Standard was deemed applicable but could not be taken into account</th>
<th>The Standard was not deemed applicable</th>
<th>Exception was taken to the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Auditory Input/Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Evaluative Criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Information Source and Selection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Relational Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>Report Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>Additional Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>Report Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Evaluation Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>Financial Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Principal Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Student Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Core Elements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Format of Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Content of Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>Full and Final Disclosure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4</td>
<td>Public's Right to Know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C5</td>
<td>Rights of Human Subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6</td>
<td>Human Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C7</td>
<td>Appraisal Reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C8</td>
<td>Formal Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>Object Identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Line Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>Conceptual Base and Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>Operating Information Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>Data Measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td>Reliability Measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D7</td>
<td>Systematic Data Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D8</td>
<td>Quality of Quantitative information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D9</td>
<td>Analysis of Quantitative information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10</td>
<td>Analytical Conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D11</td>
<td>Statistical-Reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: M. G. Cole

Date: 9 January 1981

Position or Title: Evaluation Project Co-ordinator

Agency: Centre for Continuing Education - BTC Project

Address: University of the Witwatersrand, Johannesburg.

Relation to Document: author, evaluator and internal auditor

*The Publisher gives permission to photocopy this form.

(Joint Committee, 1981, p148)
Author Cole M B
Name of thesis User-focused evaluation of training programme effectiveness in a South African Industrial company 1987

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.