

4.6 Were there any written records of your decision analysis?

Flipchart	<input type="checkbox"/>
Memo/letter	<input type="checkbox"/>
Minutes of meeting	<input type="checkbox"/>
Report	<input type="checkbox"/>
Other, specify _____	<input type="checkbox"/>

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?
When you use it does it make you a better manager?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4.10 Comment on any of the above questions if necessary

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 _____

APPENDIX B (Cont'd)

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
<input type="checkbox"/>	<input type="checkbox"/>

7.5 Have you been a member of a problem analysis group?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>

7.6 Give an example of a problem you have analysed

7.7 Was the problem analysed?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>

7.8 Can you initiate action to get a problem analysis group formed?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>

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):

1	2	3	4	5
---	---	---	---	---

8.2 The training needs analysis questionnaire:

1	2	3	4	5
---	---	---	---	---

8.3 The feedback by training staff:

1	2	3	4	5
---	---	---	---	---

or not received

8.4 The MPAT test:

1	2	3	4	5
---	---	---	---	---

8.5 The components of the training course:

8.5.1 Reddins management styles:

1	2	3	4	5
---	---	---	---	---

8.5.2 The management of meetings:

1	2	3	4	5
---	---	---	---	---

8.5.3 Delegation:

1	2	3	4	5
---	---	---	---	---

or not received

8.5.4 Time management:

1	2	3	4	5
---	---	---	---	---

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:

1	2	3	4	5
---	---	---	---	---

9.2 Impact on:

9.2.1 Company problems

1	2	3	4	5
---	---	---	---	---

9.2.2 Organisation communication

1	2	3	4	5
---	---	---	---	---

9.2.3 Conduct of meetings

1	2	3	4	5
---	---	---	---	---

9.2.4 Myself

1	2	3	4	5
---	---	---	---	---

9.3 Do you feel follow up is required?

yes	no
<input type="checkbox"/>	<input type="checkbox"/>

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)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

9.4 Any comments:

Code No

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?

Code No

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?

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG CENTRE FOR CONTINUING EDUCATION EVALUATION OF TRAINING IN INDUSTRY PROJECT
--

TO: _____

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.

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

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

Mining Industry Training in South Africa, 1982

No.	Name of Company	Aims/Objectives/Programmes	Established	No. of Training Staff/No. of Trainees per Annum	COMMENT
1.	<u>Anglo American Corp. of S.A. Ltd.</u>				
1.1	Central Training Unit	Management Development trng.	Since 1957	9 staff/3000 trainees	At Maccauvlei, Vereeniging
1.2	Head Office Training and Development Unit	Training of AAC Head Office staff	Since 1976	16 staff/... trainees	Includes an Adult Education Centre for compensatory education
1.3	Gold and Uranium Division				
1.3.1	Western Deep Levels Centralised Training Centre	Training of senior Blacks in all divisions of AAC.	)	)	At Carltonville
1.3.2	Vaal Reef Centralised Training Centre	Mining and metallurgical training	)Varies	)180 000 trainees/annum)264 trainers	At Klerksdorp/Orkney
1.3.3	Centralised Engineering Training Centre	Engineering and personnel training, aptitude testing, central TV.	)	)	At Welkom
1.4	Diamond Services Division	Training & development for improved performance	Varies	Staff and trainees at each mine	All diamond mines
1.5	Coal Division				
1.5.1	ARCOL Training Centre	)	)	19 staff/1000 trainees	At Meerlus near Middelburg
1.5.2	Colliery training	)Training for Coal Division	)Since 1974	28 staff/5000 trainees	14 colliers in E. Natal, N.Natal and Vaal Triangle
1.6	Human Resources Advancement Unit	To promote Black Advancement to senior level	Since 1981	4 staff/..... students	Undergraduate Caded Scheme with Univ. of Witwatersrand
1.7	Group Chairman's Fund	To fund project development in education/training and other areas			Has funded numerous innovative, multi-racial developments throughout S.Africa
2.	<u>Johannesburg Consolidated Investment Company Limited</u>				
2.1	Group Training Centre	Mining & metallurgy, finance & administration, surveyors, environmental control, engineering	)	24 staff/300 learner officials/2000 trainees/annum	
2.2	Shop Training Centres	Operator, artisan aide, supervisory training	)Since 1974	35 staff/8000 trainees per annum	All employees receive some training each year (100% turnover). Group training budget in excess of R2m.
3.	<u>Goldfields of S.A. Limited</u>				
3.1	Head Office training	Management & admin staff	)	1 staff/trainees variable	
3.2	Group Training Centres	Industrial relations, supervisory & management training	)Since inception	... staff/1/2 million trainee days p.a.	
3.3	Mine Training Centres	Induction, on-the-job training, training of Blacks	)	100 staff/trainees variable	At Kloof, Libanon, Leopardsvlei
3.4	Welfare Projects	Training staff seconded to teach trades at semi-skilled level.	Since 1960's		In Lesotho and Transkei
4.	<u>General Mining Union Corp. Ltd.</u>				
4.1	Management Training Centre	Management training	)	12 staff/2000 trainees p.a.	At Springs
4.2	Learner Official & Apprentice Training Centre	Training of mining officials and apprentices	)Established	6 staff/10000-20000 trainees	At Evander
4.3	Group Training Centre	Employee development	)ago		At Stilfontein
4.4	Mine Training Centres	Literacy, pre-service technical training	)	20-100 staff/15-20000 trainees	

APPENDIX D (Cont'd)

Structure of Mining Industry Training in South Africa, 1982

No.	Name of Company	Aims/Objectives/Programmes	Established	No. of Training Staff/No. of Trainees per Annum	COMMENT
5.	<u>Anglo Transvaal Cons. Inv. Co. Ltd.</u>				
5.1	Head Office Training	Training of managers and administration staff))	
5.2	Group Apprentice Training Centre	Training of artisans)))
5.3	Learner Official Training Centre		) Since 1950's	) 40 staff/300-400 trainees)) per annum	) At Hartbeesfontein Mine)
5.4	Mine Training Centres	Training of artisan aides, artisans, engineers and operators))	
5.5	Prieska Copper Mine Training Centre	Training of Coloured ex-servicemen for specific purposes))	
6.	<u>Rand Mines Limited</u>				
6.1	Management Development Centre	Training in functions of management	Since 1979	7 staff/450 trainees p.a.	At White Lodge on Crown Mines
6.2	Technical training Centre	Supervisory training, Black development, mining, etc.		4 staff/... trainees	At Consolidated Main Reef Mines
6.3	Group Engineering Training Centre	Training of apprentices & engineering technicians.		7 staff/140 trainees	At Harmony Gold Mine, OFS
7.	<u>S.A. Iron & Steel Ind. Corp. Ltd. (Iscor)</u>				
7.1	Training Centre for Apprentices	Learner technicians, draftsmen, trainee engineers, apprenticeship training, management and supervisory training, operator training	Since 1934	87 staff/1600 apprentices	
7.2	Training Centre for Blacks))
7.3	Training at Works Head Office		Since 1955	) 11 training staff)
7.4	Operator Training			6 training staff	
8.	<u>S.A. Coal, Oil & Gas Corp. Ltd. (Sasol)</u>	No information available at present			
9.	<u>Chamber of Mines</u>				
9.1	Chamber of Mines Training Colleges	Training for mining diploma and blasting certificate	Since 1911	95 staff/500 trainees p.a.	Head office at Randfontein plus 9 colleges
9.2	Colliery Training College	Training of miners and engineers for coal mines	Since 1967		Main college at Witbank; branch college at Dunotar.
9.3	Colliery Officials Training Centre	To train mine managers and engineers.	Since 1966	4 staff/120 trainees p.a.	At Blinkpan Colliery
9.4	Human Resources Research Laboratory	Research, testing, evaluation and training in OD	Since 1965	36 research/training staff	Johannesburg
9.5	The Employment Bureau of Africa (TEBA)	Use of media for entertainment, education and training	Since 1980	/400000 trainees (distance)	Studio in Johannesburg, Distribution to 48 mines.

Source: Cole, M B, 1982.

5403P

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

EVALUEE 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?

2. Did you indirectly utilise the evaluation reports and training programme in any of the following general ways (as identified by Weiss 1980)?

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

2.1.1 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

2.2.2 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

2.3.2 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.

2.4 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.

2.5 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.

e.g. - 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.

2.6 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.

2.7 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.

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 - *Thesis*

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 Evaluation *Standards for Evaluations of Educational Programs, Projects, and Materials*. New York: McGraw-Hill, 1980

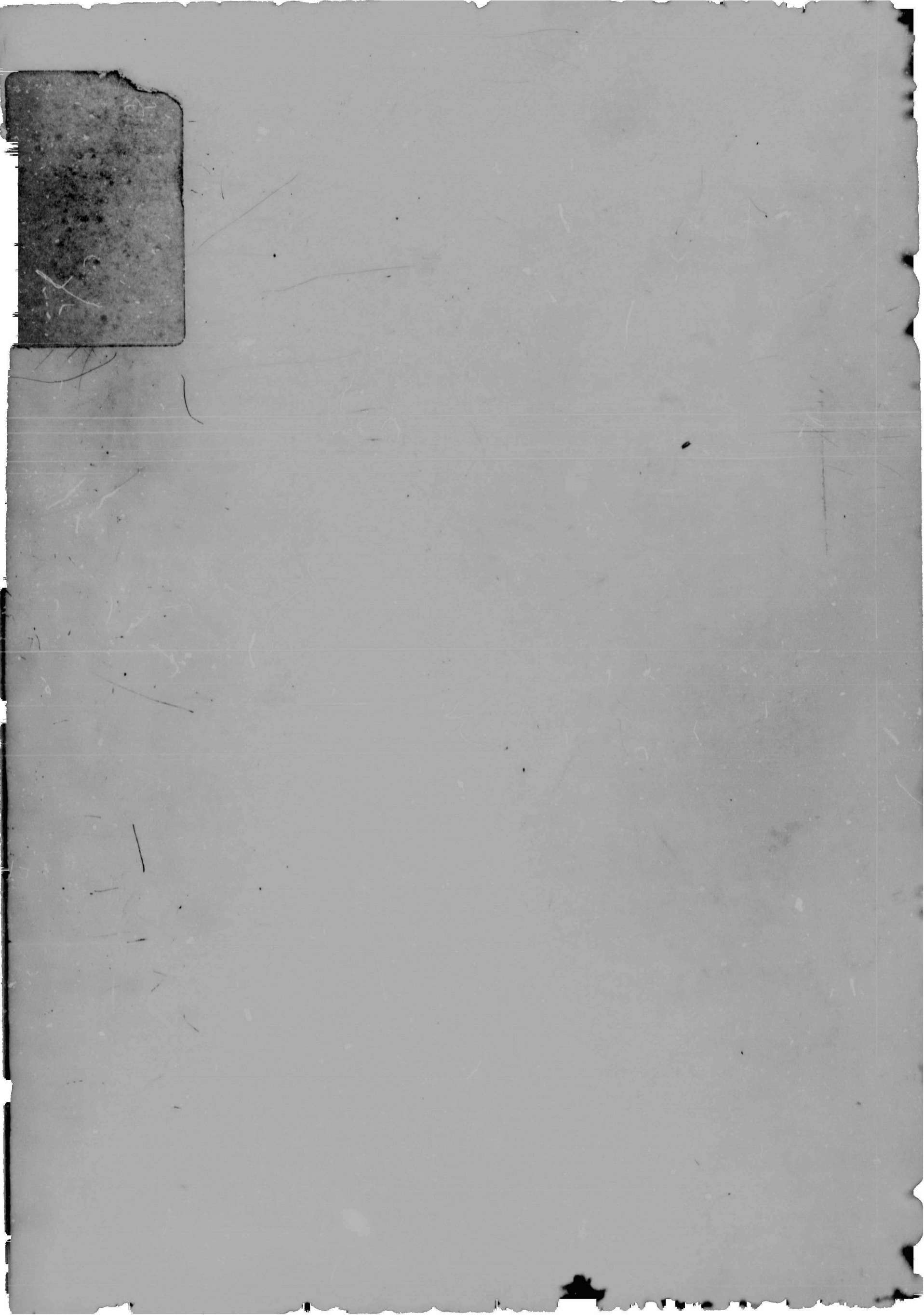
The Standards were consulted and used as indicated in the table below (check as appropriate):

Descriptor	The Standard was deemed applicable and to the extent feasible was taken into account	The Standard was deemed applicable but could not be taken into account	The Standard was not deemed applicable	Exception was taken to the Standard
A1: Audience Identification	✓			
A2: Evaluator Credibility	✓			
A3: Information Scope and Selection	✓			
A4: Valuational Interpretation	✓			
A5: Report Clarity	✓			
A6: Report Dissemination	✓			
A7: Report Timeliness	✓			
A8: Evaluation Impact	✓			
B1: Practical Procedures	✓			
B2: Political Viability	✓			
B3: Cost Effectiveness	✓			
C1: Formal Obligation	✓			
C2: Conflict of Interest	✓			
C3: Full and Frank Disclosure	✓			
C4: Public's Right to Know	✓			
C5: Rights of Human Subjects	✓			
C6: Human Interactions	✓			
C7: Balanced Reporting	✓			
C8: Fiscal Responsibility	✓			
D1: Object Identification	✓			
D2: Content Analysis	✓			
D3: Described Purposes and Procedures	✓			
D4: Defensible Information Sources	✓			
D5: Valid Measurement	✓			
D6: Reliable Measurement	✓			
D7: Systematic Data Control	✓			
D8: Analysis of Quantitative Information	✓			
D9: Analysis of Qualitative Information	✓			
D10: Justified Conclusions	✓			
D11: Objective Reporting	✓			

Name: M. B. COLE Date: 9 JANUARY 1987
 (typed) MBCole
 (signature)

Position or Title: MAB - Evaluation Project Co-ordinator
 Agency: Centre for Continuing Education - ETIP Project
 Address: At University of the Witwatersrand, Johannesburg.
 Relation to Document: author, evaluator and internal auditor
 (e.g., author of document, evaluation team leader, external auditor, internal auditor)

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Author Cole M B

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