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DO SKILLS DEVELOPMENT AND TRAINING PROMOTE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT IN THE BROADCASTING INFORMATION TECHNOLOGY (BIT) UNIT OF A BROADCASTING COMPANY?

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A research report submitted to the School of Education, Faculty of Humanities, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education

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DO SKILLS DEVELOPMENT AND TRAINING PROMOTE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT IN THE BROADCASTING INFORMATION TECHNOLOGY (BIT) UNIT OF A BROADCASTING COMPANY?

ABSTRACT

The information technology (IT) industry in South Africa has undergone major technological changes, and continues to do so. These changes are dynamic and demand significant interventions on the part of the workforce. If an organisation is to change, then systemic and sustainable changes are essential. Hence, a prerequisite is that employees within this industry need constantly to improve their knowledge and skills. The study was conducted within the broadcasting information technology (BIT) unit of a broadcasting company in South Africa. The aim of the research was to determine if skills development and training promotes professional and organisational development. A case study methodology within the qualitative paradigm was employed. Data was collected through a questionnaire, interviews, observations and document analysis. The research explored crucial issues in training and development in relation to professional and organisational development. The research findings indicated that perceptions of the success of skills development programmes far outweighed perceptions of failure. The research concluded that skills development and training programmes promote professional development. Organisational development, however, was promoted only to the extent that employees remained in the employ of the organisation. In addition, this research suggests that there is scope for future research in this field.

KEY WORDS

Skills Development

Training

Professional Development

Organisational Development

Workplace Education

Skills Programmes

DECLARATION

I, Nazira Hoosen, declare that this research report:

DO SKILLS DEVELOPMENT AND TRAINING PROMOTE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT IN THE BROADCASTING INFORMATION TECHNOLOGY (BIT) UNIT OF A BROADCASTING COMPANY?

is my own work and that all sources that I have used or quoted have been indicated and acknowledged by complete references.

This research report has not been submitted for a degree at any other university.

_____ _____

Nazira Hoosen Date

DEDICATION

This study is dedicated to my mum and dad for always making me believe in myself, for shaping me into the person I am and for always encouraging me to eat healthily, pray sufficiently and reach for the stars. You have done so much for me and I will forever be grateful to you. I love you.

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ACRONYMS AND ABBREVIATIONS USED IN THIS RESEARCH REPORT

BEE Black Economic Empowerment

BIT Broadcasting Information Technology

CCMD Canadian Centre for Management Development

DTT Digital Terrestrial Technology

EE Employment Equity

EMS Economic and Management Science

HR Human Resource

HRDC Human Resource Development Council

ICASA Independent Communications Authority of South Africa

ISETT Information Systems, Electronics and Telecommunications Technologies

IT Information Technology

NQF National Qualifications Framework

NSDS National Skills Development Strategy

NSF National Skills Fund

SADIBA South African Digital Broadcasting Authority

SAQA South African Qualifications Authority

SDA Skills Development Act

SDLA Skills Development Levies Act

SETA Sector Education Training Authority

WSP Workplace Skills Plan

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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND INFORMATION

> Organisations today are caught in a vortex of ever-changing external milieu, fast-changing technological obsolescence coupled with human obsolescence (Mishra et al, 2006:35)

One of the greatest challenges facing organisations today is how to keep on par with rapid changes taking place in the business world. These changes require that organisations continuously enhance or update the knowledge and skills of employees. An organisation as a whole, therefore, needs to develop strategies that encourage employees to acquire new knowledge which will enhance their skills, while fostering constructive attitudes towards professional and organisational development. Professional and organisational development can be actualised if organisations provide training environments that offer employees forms of participation that foster workplace learning, Fuller and Unwin, 2004 (cited in Rainbird et al, 2004: 127). In a similar vein, the regulation of employment relationships occurs on three levels. The first level involves the role that the government takes in shaping policies relevant to the education and training system in the workplace. The second level involves the relationship between the employer and employee, which is fundamental to understanding the context of workplace learning. The third level concerns the social and power relations of the workplace (Rainbird, Munro and Holly cited in Rainbird et al, 2004:6). It is noticeable that these three levels correlate, interact and influence the manner in which training and development manifests itself in an organisation.

This study deals explicitly with skills development and training in a South African context. The organisation in which I conducted my research refers to learning in the workplace as 'skills development and training'. This report, therefore, uses the term *workplace learning* to refer to the international arena, but

skills development and training when referring to the South African context.

"Short of a nuclear catastrophe, the growth of knowledge is not going to diminish enough to permit men and women to go confidently throughout their careers with the degree of mastery attained at the time of their acquiring their professional certification; they will always need to continue to learn" (Houle, 1992:224). Garrick (1999:217) concurs with Houle (1992) that "the idea of investing in human beings as a form of capital has, since the emergence of human capital theory, fuelled a very powerful discourse of organisational learning". The notion presented is that if an organisation invests in the upgrade of knowledge and skills of its work force, then it is setting a platform to improve its performance thus ensuring economic success. Therefore, from a human capital perspective the skills, development and qualifications of the workforce are pivotal to productivity within an organisation and investing in the workforce should result in economic dividends.

This study researched the Broadcasting Information Technology (BIT) business unit at Rainbow Broadcasting[1]. The BIT unit is continuously evolving because of technological advances and changing market dynamics in the broadcasting industry. A constant demand is placed on employees in this particular business unit to improve their knowledge and skills. Currently, in the South African context, employers and the government and its agencies are engaged in a general discourse concerning the need for increased employee learning (Rainbird et al, 2004:22). There is, however, not much agreement about the form, content, delivery mechanisms and realisation of knowledge gained from

[1] This pseudonym is used to protect the identity of the organisation that engaged in this research.

learning. Since BIT is at the technological forefront of Rainbow Broadcasting (one of two broadcasters), it became interesting and worthwhile to investigate whether skills development and training promotes professional and organisational development. For an in-depth view of the unit of analysis of this study, it is useful to refer to the context of this study below (1.5).

1.2 RESEARCH AIMS

This study aimed to:

- Explore the forms of teaching and learning, the modes of delivery, content of learning programmes and the realisation of knowledge gained through learning that employees in the BIT unit were exposed to in a particular timeframe.

- Explore how skills development and training could be improved to benefit both the employee and the employer.

1.3 RESEARCH QUESTIONS

The study posed the following research questions:

Primary Question:

- Does skills development and training promote professional and organisational development?

Supporting Research Question:

What factors influence the uptake of skills development and training to promote professional and organisational development?

The following critical questions were explored in seeking to answer the primary question and supporting research question:

- What skills development plan is BIT using to promote professional

and organisational development?

- How is skills development implemented to facilitate professional and organisational development?
- Whom does skills development target?
- Who facilitates the skills development programmes?
- How does skills development fit into the organisation's culture?
- What factors contribute either to the success or the failure of skills development in relation to professional and organisational development?

1.4 RATIONALE

As a senior educator in Business Studies, Economics and Management Sciences at a private institution, I am interested in exploring avenues within the corporate environment in terms of professional and organisational development.

In addition, although studies exploring the link between skills development and training and professional and organisational development have been conducted internationally, not much academic research has been conducted in this field in South Africa. No consistent effort has been made to capture local knowledge in this field in the South African landscape. This study aims to provide insight into the topic in the South African context.

1.5 CONTEXT OF THE STUDY

The context of this study is situated within the parameters of the broadcasting industry in South Africa. The study itself was conducted at the Rainbow Broadcasting Corporation in Johannesburg and the BIT business unit was chosen for specific analysis. The Rainbow Broadcasting Corporation is a commercially funded complex media organisation which broadcasts locally, regionally and internationally. Broadcasting involves delivering content on cellular phones, via the internet, through international as well as external radio services and on satellite and terrestrial television channels (SADIBA, 2002: 2).

The major players within the broadcasting spectrum in South Africa are the government (the policy makers), Independent Communications Authority of South Africa (ICASA, the regulator) and the distributors; who are the broadcasting organisations, namely, the SABC and eTV. Until recently, broadcasting in South Africa was solely implemented through analogue transmission which means that the majority of South Africans viewed television via TV sets which were linked to an antenna that picked up analogue signals transmitted from towers all around the country. Even now, only a small number of consumers receive digital TV transmissions through MultiChoice's DSTV pay-TV service. In richer nations, however, the global trend has been to engage in a digital "switchover" whereby analogue signals are being gradually phased out so that all signals at some time in the future will be digital (ICASA, 2004). As a result of the market-driven introduction of digital broadcasting technologies, we live in a digital age where the digital divide (the difference between those that have access to IT and those who do not) could be overcome through digital inclusion; hence the hype around digital technologies.

The trend to embrace digitisation means that information can easily be stored, manipulated, copied and used without any loss of quality. "Digital content can

also be easily, quickly and cheaply sent around the world through satellite or computer networks, over telephone or internet platforms, again without loss of quality. This is generally more economical than analogue transmission" (Armstrong & Collins, 2004: 3). The market demand for analogue transmission is, therefore, slowly coming to an end and Rainbow Broadcasting (one of the broadcasters) needs to engage in a managed migration from an analogue environment to a Digital Terrestrial Technology (DTT) environment. The government, as the policy maker, has to "… leapfrog to digital networks and roll-out as an instantaneous way of providing access to multiple services and multi-media universal service of which education is a key component" (SADIBA, 2002: 5).

Digital broadcasting would meet national broadcasting education objectives which require the engagement of new technologies. In recognising that BIT is the technological unit of the Rainbow Broadcasting Corporation, it is imperative for employees within this unit to cultivate abilities and skills to operate digital technology. This means that employees trained to work with digital technology would be better able to solve related problems, make informed decisions and become employees that are more effective, intrinsically and extrinsically, to the organisation.

1.5.1 The Researcher

My educational background and my career as a senior commercial educator at a private institution in Johannesburg are situated within the educational field. I am, therefore, familiar with issues relating to pedagogy and the associated policies and procedures. While identifying the research topic, I was, owing to my commercial background in industry, strongly drawn to the need to understand the workings of the corporate environment and its association with skills development and training. I enjoy working with adult learners more than

with learners at the secondary school level. My spouse, whose career aspirations fall within the corporate domain, immediately offered assistance with this project. He helped me gain entrance to the research site. From there I was on my own and in unfamiliar terrain in the IT sector. This brief foray into the world of technology and corporate training has reinforced my passion for working with adult learners. In addition, it has afforded me insight into the manner in which adults learn as well as an understanding of the personal value they gain from such learning.

1.5.2 Research Design and Methods

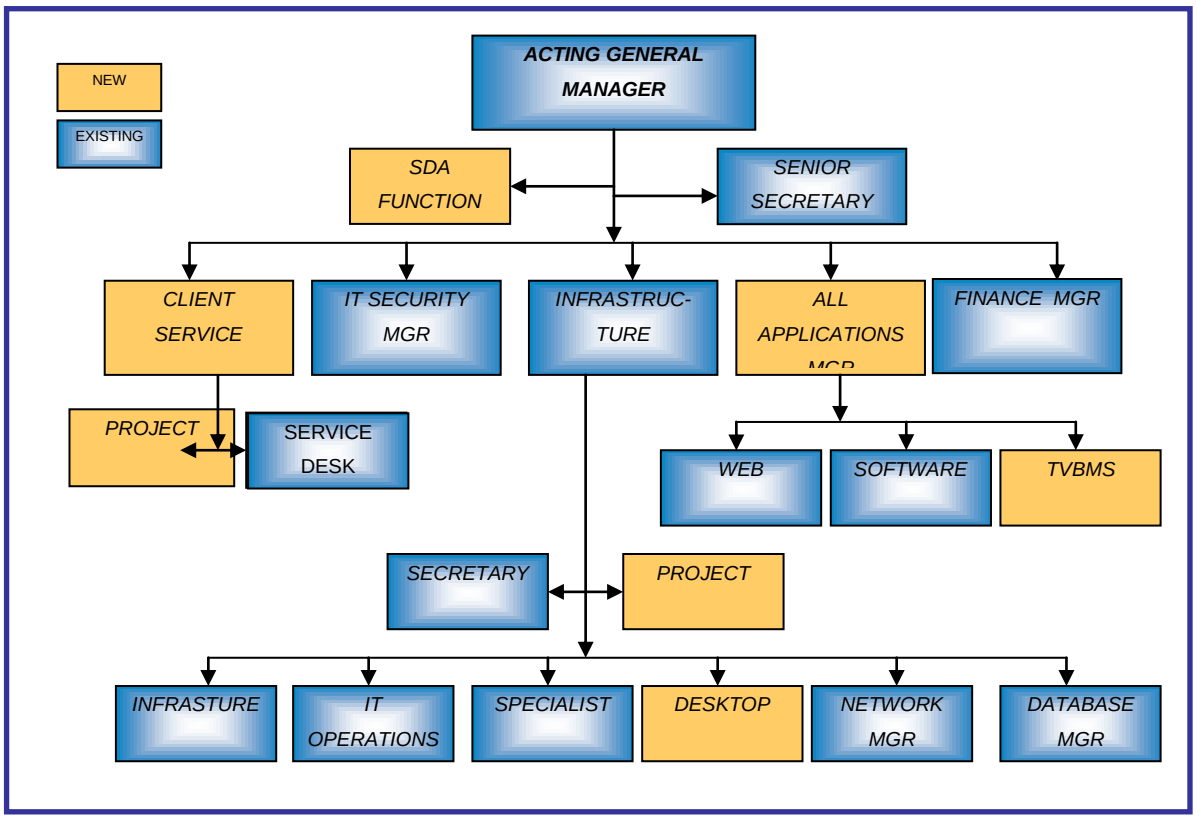
This research is empirically based and employs a qualitative paradigm that investigates whether skills development and training promotes professional and organisational development. The methodology focused on a single case study, confined to a single business unit within a broadcasting organisation. As a qualitative researcher, I used multiple forms of data collection which included questionnaires, interviews, observations and document analyses. Further theoretical issues relating to the design and methodology were also employed and are discussed in detail in chapter three.

1.6 SCOPE OF THE STUDY

This study is confined to the BIT unit at Rainbow Broadcasting, which consists of 80 personnel and forms the technological backbone of Rainbow Broadcasting. It is constantly evolving because of continuous technological advances in the field. This business unit is the IT facility responsible for supporting Rainbow Broadcasting's new media services, distributed computing services, network infrastructure as well as the data centre which hosts the organisation's critical information technology applications. It is interesting to study this particular business unit of the organisation because it is currently undergoing a technological revolution in the context of analogue broadcast migration to

digital. There is, as a consequence of this, an increased alliance of the broadcast processes/business with information technology. The skills required to operate the digital broadcast environment are predominantly IT based. Hence, employees of the BIT unit need to enhance their IT knowledge and skills to adapt to working with technology that is fast-paced and highly dynamic. The following organogram is useful to highlight the organisational structure of BIT at Rainbow Broadcasting:

Figure 1.1 Organogram of BIT



1.7 RESEARCH OUTLINE

Chapter One: Introduction

Chapter One provides a description of the broadcasting industry in South Africa and sets it in context. It also includes the background, aims, purpose, rationale and scope of this study.

The balance of this research report is organised as follows:

Chapter Two: Anchoring a Theoretical Perspective

This chapter presents a review of related literature that is informed by the questions posed in the study. It examines adult learning concepts and processes from an international perspective, leading to consideration of skills development and training relevant to the South African context. A theoretical framework based on organisational culture theory is presented. Educational policy in a democratic South Africa is also discussed. This analysis foregrounds how learning in the workplace is situated in the international domain and allows for an extrapolation regarding the legislation, structure and provision of skills development in South Africa.

Chapter Three: Research Design and Methodology

This chapter provides the rationale and theoretical foundation of the data collection methods that were implemented in the study. It provides profiles of the sample group employed in this study; this extends to include the associated stakeholders. The strengths and weaknesses of various tools employed to collect data are evaluated: these are the questionnaire, observation and interview. In addition, the following issues are also addressed: data coding and analysis, reliability and validity, respondent validation, generalisability and ethical considerations.

Chapter Four: Research Findings

A detailed account of and insight into the findings which resulted from the data collection process are presented in this chapter. The data is analysed and categorised according to the research questions posed in chapter one of the study. The chapter concludes with a synopsis of notions of partial success that override notions of failure of skills development and training to professional and organisational development.

Chapter Five: Discussion and Conclusion

Finally, chapter five summarises the study and makes recommendations in response to the data. An overall perspective is provided in the sequence of the research questions posed. Comments on the findings in respect to the research aims, research questions and current body of knowledge are presented. A reflection on the literature review in relation to the research findings, as well as on the research design and process, is provided. Implications for adult educators are discussed and suggestions presented for future research in the field of skills development and training within the South African context.

CHAPTER TWO: ANCHORING A THEORETICAL PERSPECTIVE

2.1 INTRODUCTION

The idea that learning occurs within the workplace and is necessary for the development of knowledge and skills is not new. This section, organised in four parts, outlines a number of themes which informed my review of related literature. Firstly, adult learning concepts and processes are examined. A definition is developed of terms such as education, learning, training and development, and professional and organisational development. Differing views on andragogy and pedagogy are presented and an attempt to reconcile them is made.

Secondly, international perspectives on adult learning in the workplace are presented and the concepts of lifelong learning, the learning society and the workplace as a learning environment are introduced. An historical overview of workplace learning is presented. The concept of the learning organisation is discussed in relation to organisational development. Through this discussion, the way in which workplace learning correlates, influences and interacts with the learning organisation is explored. The notion of change in the workplace as a result of workplace learning is promoted, while the forces that bring about change in the workplace are discussed by applying the principle of change management to the research problem.

Thirdly, the evolution of the South African workplace and training landscape is explored. This overview examines the legacy of apartheid and its impact on education, and evaluates educational policy in a democratic South Africa showing how it allows for the emergence of the skills development policies. This discussion leads to key conditions for the success of skills development and training in South Africa. These implications relate directly to the Rainbow

Broadcasting Corporation as one of the major broadcasting organisations in South Africa. Finally, I draw on the organisational culture theories of Schein (1985, 2003, and 2004) to create a theoretical framework which guides the current study.

2.2 EXPLORING ADULT LEARNING CONCEPTS AND PROCESSES

Since this study seeks to explore whether skills development and training promote professional and organisational development, it is necessary to clarify these terms.

2.2.1 Education, Learning, Skills Development and Training

The terms *education*, *learning*, *training* and *development* are often used as if they were polar extremes (Gravett, 2005). Van Dyk et al (1992:47) define education as "...activities aimed at developing the knowledge, moral values and understanding required in all aspects of life rather than knowledge and skills related to only a limited field of activity". Gravett, (2005:3) states:

> … education is seen as focusing on the development of the mind and of theoretical understanding, while training is viewed as the systematic development of skill patterns required by an individual to reach a particular level of competency or operative efficiency to perform adequately a specific, often vocational, task.

Education is, therefore, a comprehensive concept and can include the more specific concepts of training and development.

Learning, in the context of developing competence in workplace performance, is something that a person does, and it results in some kind of achievement (Merriam and Caffarella, 1999:250; Tight, 2002:23). Learning can also be described " … as a cognitive process that happens internally; whilst education is about meeting certain outcomes and learning needed for learners to achieve these outcomes" (Merriam & Brockett, 1997:6). Knowles, (1990:10) in distinguishing between education and learning, states "education focuses on the educator who is the agent that brings about change through stimuli and reinforcement for learning and this creates activities to cause that change within the learner whilst learning focuses on the person in whom change happens or is expected to happen".

Training may be defined as the "systematic process of changing the behaviour and/or attitudes of people in a certain direction to increase goal achievement within the organisation" (Van Dyk et al, 1992:148). It seems to me to be an essential component of any organisation and an important tool in developing the full effectiveness of an organisation's most vital resource: its employees.

Development is the primary process through which both individual and organisational growth can achieve their fullest potential over time. Development can be considered to be the learning opportunities within an organisation which are designed to help individuals grow. Given this clarification, it can be deduced that all education and training includes development.

The common thread running through all the concepts defined above is change. This means that training is a change in skills; education is a change in knowledge; and development is a change in attitudes or values (Steyn, 2000:3).

2.2.2 Formal and Informal Learning

Formal learning encompasses all traditional training through structured courses, in classrooms and through formal development programmes. This kind of learning is typically provided by an education institution or training provider, and is structured in terms of learning objectives and learning time. This training leads to certification. It is intentional from the learner's perspective (Eraut, 2000).

Informal learning is that which takes place in the informal processes of everyday work. It is learning resulting from daily-life activities related to work, family or leisure. It is not structured in terms of learning objectives, learning time or support and does not lead to certification. In most cases it is incidental (Eraut, 2000).

2.2.3 Professional and Organisational Development

Researchers define professional development in a variety of ways. Day (1999:4) defines it "as the acquisition of subject or content knowledge and skills". Guskey (2000) sees it as "the activities and processes that enhance the professional knowledge, skills and attitudes of employees so that they are able to improve their own learning".

Organisational development is the progression and improvement of the organisation as a result of the development of its employees. Many organisations encourage the development of employees because it provides them with a more skilled and knowledgeable workforce. Helping employees develop professionally benefits the organisation because it promises an increase in the proficiency of the employee in relation to his/her productivity, which saves the organisation time and money, thereby giving it a competitive advantage. An organisation is more successful if its employees learn more

quickly, and implement knowledge faster than the competitor's workers do.

2.2.4 Pedagogical and Andragogical Perspectives

Children attend school to gain knowledge and skills that they will use throughout their lives. Their education is compulsory and they are led through the learning process. This learning can be viewed as a process of giving information to the child. Rothwell and Sredl (1992: 326) state that this process is called pedagogy, which places emphasis on instruction rather than learning. Pedagogy is not a formal theory of learning, but rather an informal philosophy of teaching. In pedagogy, it is assumed that the learner learns by being exposed to subject matter where the purpose is to absorb information (Rothwell and Sredl, 1992).

Adults learn in different contexts. When adults attend a training session, they do so in search of knowledge and skills that they can use in their current job. Andragogy is a term coined by Knowles and refers to the art of helping adults learn (Knowles, 1990:54). It is crucial at this point to note that the mental process of learning is similar in both adults and children. This is something that Knowles eventually concedes as explained below. The difference between an andragogical and a pedagogical approach lies in the nature of the learner: for example, the resources they bring to bear on learning; the contexts of learning; and the reasons and motivations for learning. Knowles' concept of andragogy is based on several assumptions that set the stage for the development of effective training for adults *(*Knowles, 1990: 54-63*):*

- Adults need to know why they need to learn something: Adults need to see the benefits of learning or the consequences of not learning prior to opening themselves to learning.

- Adults learn best if allowed to direct their learning for themselves:

Adults have a distinct self-concept that children lack. They know who they are and what their needs are. If treated like children, they tend to resist the training and fail to learn.

- Adults have myriad prior experiences that affect their learning: Adults have experienced more of life than children have; therefore, they enter a training situation with a larger knowledge base. Adults require learning techniques that will allow them to expand on this knowledge base.

- Adults must be ready to learn: The readiness of adults to learn is determined by the value that they see in the learning and its relation to their lives and jobs.

- Adults' orientation to learning is grounded in life: Adults require learning to be oriented toward their current purpose. Learning for adults should thus be task or problem oriented rather than generalised, as is the case with children.

- Adults are often motivated to learn through internal factors: The motive for learning in children is directly derived from parental pressure for good grades. Motivation for adult learners is less obvious and more difficult to determine. Although external motivation does exist, the most powerful motivation comes from within the adult learner him/herself.

On the basis of the above information, it can be inferred that the pedagogical model assigns the teacher the role of making decisions about *what* will be learnt, *how* it will be learnt, *when* it will be learnt and *whether* it has been learnt (Knowles, 1990:54-56). The pedagogical and andragogical models appear to be antithetical in that pedagogy relates to child learning while andragogy relates to adult learning. These two models need to be put into perspective in order to align them. According to Knowles, in his later writings, the two models are

complementary rather than opposing. The concepts employed in each model can be used in parallel rather than being antithetical. This means that if a pedagogical concept is appropriate to a particular learner in relation to a particular learning goal, then that strategy is useful as a starting point in designing a learning process for that learner. Although andragogy was initially defined as "the art and science of helping adults learn" (Connor, 2004: 27), it has taken on a broader meaning that implies an alternative to pedagogy. As such, it refers to learner-focused education for people of all ages (Knowles, 1990). The following need to be taken into account when considering which approach to use in the workplace: the manner in which learning is organised, the social and power relations of the workplace, and the voice of employees within an organisation (Rainbird et al, 2004). It is important to gain insight into matters relating to the education of adults, and the following international perspectives provide a framework for this discussion.

2.3 INTERNATIONAL PERSPECTIVES ON ADULT LEARNING IN THE WORKPLACE

2.3.1 Introduction to Learning Theory

Many definitions of learning exist. Driscoll (1994) defines learning as a pertinent change in human performance or potential. According to Hergenhahn and Olsen (1993), learning is "a relatively permanent change in behaviour resulting from reinforced practice". Schwen, Kalman, Hara & Kisling (1998) aptly state that learning is a process of acquiring knowledge. With reference to the workplace, Yi (2005) defines learning as "the acquisition of skills for the purpose of improving job performance". Given the above definitions, two common themes evolve: learning involves the acquisition of knowledge and through acquiring this knowledge, a change takes place in the individual (this could involve skills or behaviour). Education, and indeed learning, should be an ongoing, lifelong process as it is a tool for the acquisition of knowledge and skills. Day (1999: 4) aptly describes professional development as follows:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct and indirect benefit to the individual or group which contribute to the quality of their education.

With reference to this research, professional development is a concept based on the provision of training (as a planned activity) with the aim of improving learning that develops professional knowledge, skills and performance of employees within an organisation. Professional development is a special case of lifelong learning (Stefani & Elton, 2002:117). The evolution of the demand for learning by society, the government, stakeholders, employers and individuals themselves, creates a complex panorama of the provision of education and performance, where social inclusion is also an important factor. In this context, learning is aligned to various factors, such as motivation, self-belief and strategies for learning that are linked to levels of social cohesion (Stefani and Elton, 2002). Learning, therefore, also encompasses aspects of social

development, since social factors shape the individual's identity and his/her potential to learn. Lifelong learning is viewed as a catalyst to social development. The concept of lifelong learning in relation to workplace learning is explored below.

2.3.2 Lifelong Learning

Lifelong learning is based on the view that education does not cease once an individual has completed schooling or obtained a degree or diploma. Globally, lifelong education is seen as an important concept for the education of adults in particular. It is important to note that this research is within the parameters of workplace training, which relates directly to the education of adults in the workplace. Garrick (1999) states that "lifelong learning is more than adult learning or workplace training; it is a mindset and a habit for people to acquire. It creates the challenge to understand, explore and support new essential dimensions of learning such as: self-directed learning, learning on demand, informal learning, collaborative and workplace learning".

Huber (1995:125) states that "lifelong learning emphasises the need for renewal in learning over time". This means that every individual must be in a position to continue learning throughout his/her life. The objective of lifelong learning is to rethink learning, teaching and education for the information age in an attempt to change mindsets. It involves and engages learners of all ages in acquiring and applying knowledge and skills in the context of authentic, self-directed problems and it explores the possibilities offered by workplace learning (Carnall, 2003). In a similar vein, Carnall concurs with Knowles (1978) who suggests that "andragogy assumes that the point at which an individual achieves a self-concept of essential self-direction is the point at which he psychologically becomes an adult and takes responsibility for his/her own learning, capable of becoming a self-directed learner". Likewise, Freire (1974,

1976) , in line with Knowles and Carnall promotes the idea of on-going education as a vehicle for conscientisation, self-direction and empowerment. The idea of lifelong education is a cornerstone of the learning society, which is discussed further below.

2.3.3 The Learning Society

A learning society is not built; it grows and evolves. Lifelong learning is an essential challenge for inventing the future of society and the workforce in particular. Work is often a collaborative effort among peers. In a knowledge based economy, an educated employee is someone who considers learning to be a lifelong process. This is when specialised knowledge is acquired well past the age of formal schooling (Illich, 1971, cited in Wiseman, 2003). If any society exists and manages to survive for an extended period of time, it must show that it not only learns something new, but also learns successfully so that it can sustain itself and continue to thrive (Elias, 1991). Jarvis, (2001), states that

> Societies and organisations might change but they do not learn… it is individuals who learn, but they are social beings. When people learn they sometimes subsequently change their behaviour and/or the procedures of the organisation in which they function. This generates change and induces other members of society to learn and change their behaviour. Likewise, society changes because of individuals' learning and changing due to what is learned.

This view claims that only individuals learn: societies change but they do not learn. The unit of analysis in the context of this study is the BIT unit in Rainbow Broadcasting. The above view reinforces the concept that it is the individuals (who are the social subjects) within BIT who learn and, as a result of their learning, invariably contribute to the BIT unit as an organisation. Habermas (1979:154) is apt when he states "to this extent, the evolutionary learning process of societies is dependent on the competences of the individuals that belong to them".

2.3.4 The Workplace as a Learning Environment

"The workplace may be conceptualised as an environment in which people learn because it provides opportunities for them to (co)-participate in activities and practices that enhance their skills" (Rainbird, et al, 2004:8). Recently, employers and policy makers have increased their interest in the workplace as a site for learning. Stern & Sommerlad, 1999 (cited in Fuller & Unwin, 2005:15) state "workplace learning has acquired visibility and saliency because it sits at the juncture of new thinking concerning the nature of learning, about new forms of knowledge, about the transformation of the nature of work and about the modern enterprise in a globalised economy". Thus, the concept of workplace learning is evolving because of political, economic and social transformation. It is important to note that because of the advancement of technology and expansion of service industries, changes in the context of the 'workplace' as learning sites are also occurring.

The notion of the 'workplace' is often taken for granted and is assumed to refer to a physical environment. This notion poses a problem, given new forms of work which have changed radically what the 'place' of work is. For example, many employees now make use of a mobile office. Felstead et al, (2000) posit that the meaning of 'workplace' could also embrace 'home-working' or 'working on the move'. This shift in the context of workplace structures and practices characterises conditions where the concept and practice of workplace learning results in different workplace contexts, knowledge and different workers.

Workplace learning has itself acquired a variety of meanings. This means that there is no singular or unified definition to indicate precisely what workplace learning is, should be, or who should be the recipients of it. Reeve & Gallacher (1999:125) contend that the expansion of the global economy, rapid

technological development and a growing emphasis on the 'knowledge economy' has "helped to give rise to a discourse of competitiveness in which a key element is the level and skill of the workforce". They view workplace learning as:

> A flexible form of learning, which enables employees to engage in the regular processes of up-dating and continuing professional development, which have been increasingly emphasised. Moreover, in so far as the learning is work-based, it is also seen as facilitating forms of learning, and types of knowledge which are of particular relevance to the work in which the learners are engaged.

Holliday (1994:28) views workplace learning as:

> …the process and outcome of learning that individual employees and groups of employees undertake under the auspices of a particular workplace. Both the processes and outcomes of learning involve changes in the meanings that individuals and all employees apply to their workplace. Learning in the workplace involves changes in feelings and value, knowledge, understandings and skills that have relevance for a particular workplace.

Marsick (1987:28) defines workplace learning as:

> The way in which individuals or groups acquire, interpret, re-organize, change or assimilate a related cluster of information, skills and feelings. It is also primary to the way in which people construct meaning in their personal and shared organisational lives.

Boud and Garrick (1999: 6) posit that:

> The workplace is a site of learning associated with two different purposes… the first is the development of the enterprise through contributing to production, effectiveness and innovation; the second is the development of individuals through contributing to knowledge, skills and the capacity to further own learning both as employees and citizens in the wider society.

These perspectives reinforce the view that employers need to take a keen interest in workplace learning because of the significant benefits attached to it. However, Forrester (1999:189) is critical of how the concept of workplace learning is portrayed and observes that a broader set of interests is normally promoted. He is of the view that the contribution of "employee learning to competitiveness and economic well being of the organisation is promoted as

part of every government's agenda to show off advantages for the employee, the employer and society as a whole". Therefore, workplace learning is characterised as potentially advantageous for employers, employees and the government.

It is important to note that in the global context, much literature employs the term 'workplace learning'. In the South African context, the term 'training' is more common. I view the workplace as a site of learning and work within an organisation or company away from home.

The difference between 'training' and 'learning' needs to be understood. The Human Resource Development Council (HRDC), 1997:9, and the Canadian Centre for Management Development (CCMD), 1994:9 concur on the difference between training and learning. Training is a term that has been used over the years to refer to instructors teaching individuals by presenting structured content in a controlled classroom environment. Training is something that is done to you or that you do for someone else. Learning, by contrast is a much larger umbrella that covers all our efforts to absorb, understand and respond to the world around us. It is something that you do to and for yourself. Learning implies a process of self-directed exploration and discovery in search of something not yet known, something yet to be found.

The above differentiation between training and learning underpins a theme in the literature related to workplace learning, namely the primacy of the employee as both a recipient (of training) and an actor (in learning) (Hoffman & Withers, 1995). The expectation is that each employee should take the initiative to gain additional knowledge through the process of learning, in whatever way possible so that he/she can contribute to the on-going development of the organisation and improve his/her job prospects (Byrd, 1995).

2.3.5 Historical Overview of Workplace Learning

It is important to note that in order to adequately explore workplace learning, the concept of learning would inevitably need to be explored. Learning involves the entire human being, rather than merely the brain. It is distinct because of its overall intentionality. It serves a purpose. Engestrom, 2004 (cited in Rainbird et al. 2004:6) views learning as "a subject that acquires some identifiable knowledge or skills in such a way that a corresponding, relatively lasting change in the behaviour of the subject may be observed".

According to Biggs (1982:1), "learning is an enduring change in the individual and is not a product or result of the individual's genetic make-up". Seifert in Van Dyk et al (1992:128) states that "learning can refer to permanent or lasting change in behavioural tendency, which is the result of experiences or repetitions of an experience". This can be seen to relate to the idea that practice in any learning situation is considered the cause of learning. In addition, it can be stated that learning occurs at some point between the cause and the result. It can, therefore, be inferred that learning has taken place when the individual can do something later, which he/she could not do before (Van Dyk et al: 128). Crow and Crow in Knowles (1990:5) believe that "learning involves change, since it is concerned with the acquisition of habits, knowledge and attitudes. It causes the individual to make personal and social adjustments. Change is inherent in the concept of learning, a change in behaviour would imply that learning is taking place or has taken place".

According to Senge, (1990:62), learning is an important part of the 'learning organisation'. The underlying reason for the recent emphasis on workplace learning is a result of the rapid pace of change. Historically, work was characterised as being conservative and difficult to change. As a result, learning was seen as being separate from work and innovation was seen as necessary

but rather disruptive because of the changes it would involve. Until the 1900s, there was not much structured research into the idea of learning in an organisation. Organisations focused more on their formal needs and neglected those of their employees. Everything was process driven because society has evolved over time from an agricultural sphere to an industrialised sphere that inadvertently transformed into a knowledge information society (Houle, 1992).

The 1980s brought about a realisation in organisations that led to the discovery of the idea of competitive advantage. Organisations, therefore, began to emphasise capabilities-based competition, with the focus on employees being able to be trained in relation to their work. This phenomenon meant that those that worked in organisations would improve because of training that was directly associated to the work that they were currently doing. The result would then be a positive impact on employee productivity that ultimately would benefit the organisation (Hourle, 1992). The result of this was the increase of process driven yet facilitated competition, among organisations. It highlighted the strength of hierarchical structures within organisations and the entrenchment of employees who were forced to focus on the needs of managers and supervisors who restrained any movement toward innovative approaches to learning that promoted individual and organisational development.

The above training and organisational output dispute evolved in the 1990s when scholars and practitioners advocated the concept of workplace learning that considers the employee as a form of human capital integral to the success of the organisation. Previously, training was primarily seen as a delivery system that focused solely on productivity. The trend now is to enhance the capabilities of the employee by encouraging him/her to engage in learning that involves individual and group reflection on their own experiences as part of the organisational whole. The aim is to develop a variety of skills and perspectives

in each individual. The belief is that to succeed in the marketplace of the future, the organisation should create an environment that encourages every employee to reflect critically upon what he/she does and what this action means with regard to the entire organisation. Felstead, et al (2005) found in a study relating to training and professional development, that the majority of participants felt training was an extremely effective way to improve professional development and work performance. The belief was that training resulted in productive employees.

2.3.6 The Learning Organisation in relation to Organisational Development

The concept of the learning organisation as a site for learning contributes to the development of workplace learning as a field of enquiry. Pressures experienced within the organisation are as a result of a combination of local and international factors (Mawer, 1999:2). To remain viable, organisations must deal with conflicting and interrelated pressures at either the economic, industrial or technological level. Mawer (1992) summarises some of the major challenges which organisations have to overcome:

- Stronger competition from international and local markets;
- A reduction in the number of employees;
- An increasing focus on quality standards;
- The introduction of new technology;
- A greater focus on skills development.

Governed by these challenges, issues of workplace learning and skills development and training have become recurring themes. Practitioners have realised that the learning organisation is one of the responses to these challenges. In the learning organisation, the expectation is that each employee should take the initiative in acquiring knowledge so that he/she can contribute to the continuous development of the organisation as well as to improve his or her particular prospects. An important point for reflection is that people learn continuously and such learning is an ongoing process in a shared environment. As mentioned above, it is important to remember that individuals learn, not organisations, but organisations do develop as a result of accumulated learning by individuals who have the interests of the organisation at heart. One wonders though, if this is always the case. This, however, can be seen in that the central foci of the learning organisation is twofold: that a key factor for success for any organisation in the age of global competition is its ability to innovate

continuously, appropriately and faster than its rivals and that this can only happen by unleashing the untapped capabilities of its workforce. The consequence of this would be organisational development (Senge, 1990).

2.3.7 Change Management and the Workplace

Change in the workplace is an intensely personal experience. In order for significant change to occur in the workplace, each individual within that setting must undergo a change, in terms of his or her thoughts, attitudes or actions (Duck, 1993). Many view change as being difficult, difficult to conceive and difficult to implement, not least because of the people issues involved (Carnall, 2003). Change management seeks to employ formal strategies to counter the issues raised within the workplace and the people concerned in times of change. Kimbrough & Burkett (1990:31) distinguish between two types of workplace change, namely planned and unplanned change. Planned change implies a deliberate alteration in the status quo. Some workplace issues require unplanned change. According to Harris (1985:75), planned change is preferred to unplanned change because it occurs according to specified goals and objectives. Kimbrough & Burkett (1990:131); Lipham & Hoeh (1974:107) and Taylor (1986:178) concur that change (whether planned or not) tends to take seven forms. The seven forms of change that manifest themselves in times of change are technocratic change, social change, interactive change, competitive change, optional change, incremental change and transformational change.

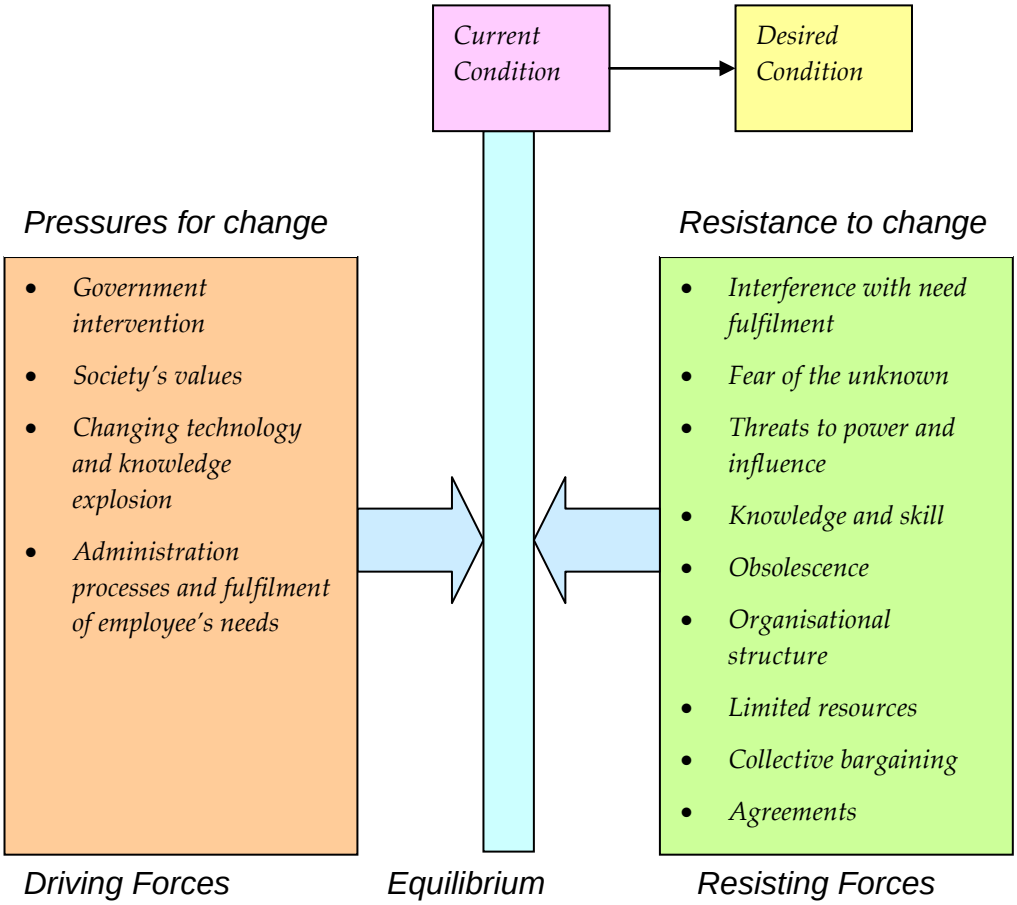
2.3.7.1 Forces that Bring about Change

The theories of Kurt Lewin (1935:80-85) on organisational change can be related to the workplace in this study. Lewin's theory involves force-field analysis. According to Lewin, changes in the workplace should not be seen as static, but as a dynamic balance of opposing forces active within the workplace. Any situation of change has driving forces that alter existing circumstances (pressure

to change), and forces of resistance opposing change (Lewin, 1935:86). These forces exist either inside or outside the workplace. External forces for change include demographic characteristics, technological advancements, market changes, knowledge explosion, social and political pressures. Internal forces of change include human resource problems and managerial behaviour and decisions.

Davis & Newstrom, (1985:245-246) and Ritchie (1986:99) concur that there are three ways in which the motion of forces of change can be altered: by increasing these forces; by reducing the resisting forces; or by creating new forces. Lewin, (in Lunenburg & Ornstein, 1991:219), posits that increasing the forces of change without reducing resistance to them results in tension and conflict. Similarly, reducing the resisting forces results in the reduction of tension and conflict. The following diagram illustrates the working of the various forces. It also illustrates that change occurs as soon as an imbalance exists between the driving forces and the resisting forces. As soon as the desired changes occur, the system regains equilibrium.

Figure 2.1



Adapted from Lunenburg & Ornstein, 1993:220

2.3.7.2 Applying the Principle of Change Management to the Problem

In this study, the BIT unit is the technological backbone of Rainbow Broadcasting and faces challenges to remain in touch with rapid changes on the technological forefront. These changes require the BIT unit to enhance and update the knowledge and skills of its employees continuously. The BIT unit needs to develop strategies that encourage its employees to acquire new knowledge to update their skills and foster better attitudes towards professional and organisational development. The reason for employing force-field analysis is because employees within BIT are generally forced to attend skills development and training courses to move away from analogue signal distribution to digital distribution. This strategy could inspire a certain amount of resistance from employees who are keen to continue operating according to

the previous system. Therefore, an adaptation of Lewin's (1947:363-364) change model seemed relevant to the research problem.

The change model is a three-stage model of planned change that explains how to initiate, manage and stabilise the change process (Lewin, 1947). The three steps under consideration refer to the processes of unfreezing, changing and refreezing. The focus of the unfreezing stage is to create a motivation to change. In BIT, employees could be encouraged to replace existing behaviour and attitudes to learning in relation to professional and organisational development with those desired by management. This implies that management could then begin the unfreezing process by disconfirming the usefulness of employee's present attitudes to learning and skills development. In other words, employees need to become dissatisfied with the old way of doing things. Managers need to create the motivation for change by presenting valid data regarding employees' levels of effectiveness and efficiency.

The second step involves the actual change in which a process is set in motion that changes procedures and behaviours. In BIT, change would involve learning new knowledge for skills development and thus doing things differently. This stage would entail providing employees with new information, new behavioural models, new processes and procedures, new technology and new ways of getting the job done. In addition, change might entail sending managers on leadership training programmes. The point that employees need to internalise is that change should be targeted as a desired end-result.

The final step involves refreezing. Change is stabilised by helping employees integrate the changed behaviour into their normal way of doing things. This could be accomplished by allowing employees the opportunity to exhibit new behaviour. Thereafter, positive reinforcement could be used to reinforce and sustain the desired change. To sustain change, additional coaching and extrinsic

rewards, such as monetary incentives need to be put into place.

2.4 THE EVOLUTION OF THE SOUTH AFRICAN WORKPLACE AND TRAINING LANDSCAPE

2.4.1 Overview

The South African education system and its performance have been profoundly shaped by the history of colonisation at the hands of the Dutch and British and the subsequent enshrinement of racism at the centre of social and economic policies under apartheid (Akoojee et al in HRSC, 2005:99). The development of the South African population was shaped by policies that divided the country and advantaged the white population educationally and economically at the expense of other population groups. Sustained "white power" distorted the economy and brought about "an excessive capital intensiveness in high-skilled white enclaves alongside low-skilled African labour, although the deliberate underskilling of Africans proved untenable over time" (Akoojee at al in HSRC, 2005). This ensured that all education and training resources were prejudiced towards the progression of the white population only, and resulted in a misaligned educational and economic legacy, which the current government recognises as a challenge. After the 1994 transition, a number of acts were passed with the intention of addressing the skills imbalance and providing access to learning for many adults who were inadequately prepared for skilled employment.

2.4.2 Education Policy in a Democratic South Africa

The first democratically elected government of South Africa set about instituting a major reconstruction of education that, among other foci, focused on lifelong learning and the creation of a learning nation. Education policy in South Africa is informed by the following legislation (DOE Report, 2002:3).

- **The South African Qualifications Authority Act 1995** provides for the creation of the National Qualifications Framework (NQF), that establishes the scaffolding for a national learning system which integrates education and training at all levels.

- **The National Education Policy Act 1996** identifies the policy, legislative and monitoring responsibilities of the Minister of Education.

- **The South African Schools Act 1996** ensures that all learners have access to quality education free of discrimination.

- **The Higher Education Act 1997** makes provision for a unified and nationally planned system of higher education.

- **The Further Education and Training Act 1998** provides the basis for developing a co-ordinated system of education and training.

- **The Adult Basic Education and Training Act 2000** provides for the establishment of public and private adult learning centres.

- **The South African Council for Educators Act 2000** provides for the establishment of a council that undertakes the registration and professional development of educators in schools.

With reference to the passing of the above acts, it is significant to note that just as we suppose that all humans are on a learning curve and are transformed by borrowing ideas and assimilating new ideas, so did the South African educational system. This means that the government, in a bid to address the skills imbalance and shortage, attempted to mimic the global knowledge economy and learning society by drawing heavily on and borrowing structures from other countries. This includes, among others, the concepts of lifelong learning and the NQF, which were briefly discussed above. Consequently, a

constructive criticism of the NQF, in terms of education and training is that it is narrowly focused on the concept of attaining qualifications, with the assumption that these bring about development and change in the individual and the organisation. Perhaps the NQF requires a radical review since too little of it reflects the needs and interests of marginalised members of South African society. Nevertheless, this criticism does not diminish the success of the present model and its impact on the skills imbalance and shortage problem in South Africa.

2.4.3 Emergence of a Skills Development Policy in a Democratic South Africa

In February 2001, the Minister of Labour launched the National Skills Development Strategy (NSDS). The mission of the NSDS is as follows:

> To equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society. (DOL, NSDS Strategy:3)

The NSDS is supported by two Acts, the Skills Development Act, no. 97 of 1998, amended to the Act no. 31 in 2003, and the Skills Development Levies Act, no. 9 of 1999. These Acts brought about new institutions, learning programmes and funding policies in South Africa. Learning programmes are termed as such to stress that the focus is now on the outcomes the learner will achieve rather than the syllabus or content that the teacher teaches. Sector Education and Training Authorities (SETAs) were established to implement the NSDS as well as to increase the skills of employees in their sectors. These sectors constitute economic activities that are linked and related: the banking, manufacturing and IT sectors. Consequently, the unit of analysis in this study (BIT) falls under the IT sector and as such affiliates to the Information Systems, Electronics and Telecommunication Technologies SETA (ISETT). The NSDS is funded by organisations that contribute to a skills levy of 1% of its payroll. SETAs are

vested with the authority and responsibility to ensure that the provision of training is of the required quality, to manage and administer grants received through the training levy, as well as to evaluate the workplace skills plans (a requirement for organisations to claim back grants against the levy). SETAs compensate these companies for costs that they have incurred by sending their employees for skills development and training. The assumption is that higher productivity returns from education and training programmes are registered at the level of the company.

SAQA stipulates that the NQF should play a crucial role in the provision of lifelong learning and provide a structure for registering qualifications in South Africa. The NQF translates the ideals of lifelong learning into practice by providing a framework based on the following principles (DOL NSDS Strategy, 2002:13).

- Access
- Redress
- Integration
- Transparency
- Quality assurance
- Flexibility
- Portability
- Articulation

Incorporating the above principles into educational programmes is supposed to enable South Africans to become a learning nation. A tremendous challenge faces the South African government if it is to attain the status of a learning nation. Some of the challenges include (SDA, 1998:4):

- Low absorption levels accentuated by the effects of globalisation
- Reduced employment opportunities in the formal economy
- A low skills base in comparison to other countries

- A rising level of unemployment owing to lower than expected economic growth
- An education and training system that has not been sufficiently responsive

2.4.4 Key conditions for Success of Skills Development and Training in South Africa

To respond to the above challenges, the South African state (through the Department of Labour) inaugurated the NSDS as a measure to train the workforce so as to increase the number of incumbents with a higher level of skills. The NSDS has five objectives and 12 success indicators, which are to be achieved through the SETAs, the National Skills Fund and the Department of Labour. The five objectives of the NSDS are as follows (DOL NSDS Strategy, 2002):

- Developing a culture of high quality, lifelong learning
- Fostering skills development in the formal economic arena for productivity and employment growth
- Stimulating and supporting skills development in businesses
- Promoting skills development or employability and sustainable livelihoods through social development initiatives
- Assisting new entrants into employment.

Skills development is recognised by the South African government as a pivotal tool in enabling the economy to change and grow. Therefore, the skills development acts and regulations represent a vision of an integrated skills-development system, promoting economic and employment growth. The above acts introduce new structures and programmes designed to increase investment in skills development and to improve the relevance of education and training to the economy. In addition, they introduce a planned approach to developing skills at national and organisational level. In the context of this study, Rainbow Broadcasting Corporation is adhering to the NSDS as it contributes to the Skills

Levy Fund and exploits the benefits of the skills levy to develop the critical skills that it needs to improve its productivity and be a part of the learning society.

2.5 A THEORETICAL FRAMEWORK: ORGANISATIONAL CULTURE THEORY

This study explored whether skills development and training promote professional and organisational development in the BIT unit of a broadcasting company. The objective was to explore the forms of teaching and learning, modes of delivery, content of the learning programmes and realisation of the knowledge gained through learning in the BIT unit. To investigate these issues, the phenomenon of organisational culture and its significance as a central aspect of the learning environment, will be explored.

Organisational culture is defined in the research of Deal and Kennedy (1982), Jones (1983), Schein (1982), Kotter and Heskett (1992), Van der Post et al (1998) and Deshpande and Farley (1999) as a set of values, beliefs and behaviour patterns that form the core identity of all organisations (Peel, 2006:10).

The manner in which an employee behaves is considered to be a vehicle for communicating an organisation's overall values and performance goals. This means that beliefs and values instilled within them through their understanding of their organisation's culture would impact their development which in turn impacts the organisation's development. Within the context of this study, the emergence of new technologies has ensured that the organisation must adopt new IT models to keep up with the global knowledge economy. This requires employees within the organisation to enhance their knowledge and skills development continuously so that they understand the workings of new technology and ideas.

If learning is to be effective, it needs to be a part of the organisation's culture. According to Handy (1987:107) culture is the "sum total of inherited ideas, values, beliefs and knowledge that determine a social structure and motivate people to enhance and cultivate traditions". The significance of culture in the context of skills development and training can be recognised in the concept of the learning climate (Pedler et al, 1991). This highlights the importance of support and help in learning from mistakes, employees taking the time to question their own practice, a general attitude of continuous improvement, asking questions when help is needed, and the role of managers in facilitating learning.

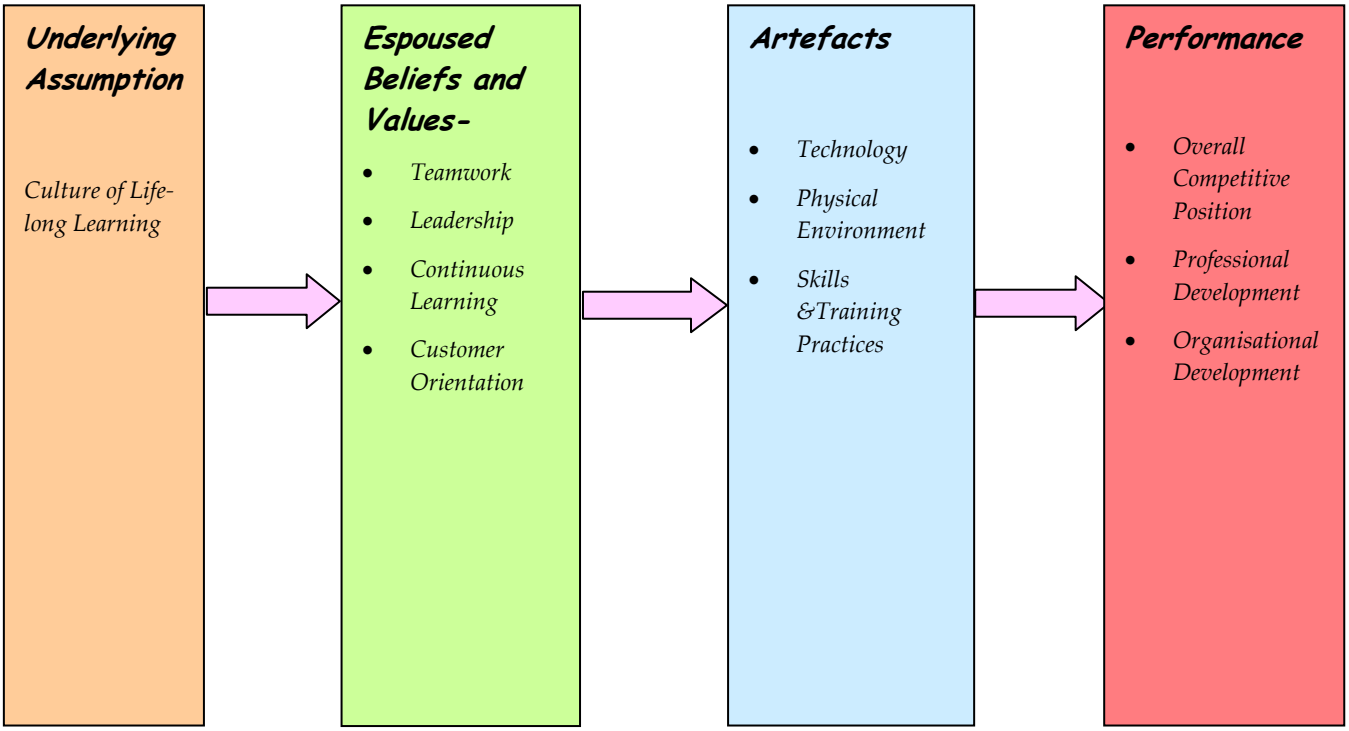
The notion of organisational culture is an attempt to capture the basic ethos or sense of the organisation. Lorsch (1985:84) defines organisational culture as "the beliefs top managers in a company share about how they should manage themselves and their employees". Schwartz & Davis (1981:33) define organisational culture as "a pattern of beliefs and expectations shared by the organisation's members that produces norms that powerfully shape the behaviour of individuals or groups in the organisation". Although differences exist in the above conceptions, there is common ground for defining organisational culture. According to Alvesson (2002), organisational culture is one of the major issues in both academic research and management practice because it is central to all aspects of organisational behaviour. Kotter and Heskett (1992) state that "strong cultures have powerful consequences" Theorists employ various typologies because of the richness of organisational culture. Handy (1987) for example, identifies four types of organisational culture under the following dimensions: power culture, role culture, task culture and person culture. Hofstede, 1985 (cited in Davidson, 2004:47) developed a cultural model that highlights the relationship between organisational culture and local cultures. It comprised four main levels:

symbols, heroes, rituals and values. Denison's, (2000) culture and effectiveness model (cited in Cooper, 2001) identifies four basic views of organisational culture that focus on cultural traits: involvement, mission, adaptability and consistency. Studies have also associated organisational culture with financial performance (Denison, 1990; Kotter and Heskett 1992; Nahm, Vanderembse and Koufteros, 2004, all cited in Davidson, 2004). Schein (2003) attributes the success of IT organisations or IT departments to their organisational culture. Schein (1985, 2004) defines it as:

> … a pattern of shared, basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore to be taught to new members as the correct way to perceive , think and feel in relation to those problems.

Schein's definition of organisational culture highlights the view that culture consists of varying levels ranging from overt manifestations to deep underlying assumptions that reinforce the actions of the organisation. This is illustrated in the following diagram:

Figure 2.2 Schein's Organisational Culture Model



Adapted from Xiao and Dasgupta (2005)

Schein (2004) perceived organisational culture as operating on three levels. These levels are a reflection of cultural phenomena to the observer. Within the above model "artefacts" refer to the visible structures and processes; "espoused beliefs and values" refer to the strategies, goals and philosophies; and "underlying assumptions" refer to the unconscious beliefs, perceptions, thoughts and feelings of individuals within organisations (2004:27).

Within the context of this study, "artefacts" include the various technologies that BIT employees engage with, the physical environment of the business unit, their skills development and training practices and, finally, their technical support procedures. The "espoused beliefs and values" of BIT are those that reflect the underlying culture that is situated within the paradigms of lifelong learning. In an organisation where lifelong learning is at the centre of its organisational culture, those in the management of such an organisation will

espouse values that support this assumption. Lifelong learning of members of an IT organisation (business unit) is accepted as crucial to the success of those within it and the organisation itself (El_Sawy, 1985; Kendra and Taplin, 2004, cited in Xiao and Dasgupta, 2005:4).

In synthesis, organisational culture is viewed as a system of shared orientations that hold the unit together and give it a distinctive identity. This identity can relate to organisational values, philosophies, beliefs, expectations and assumptions of a phenomenon, namely, skills development and training and the culture that surrounds it. In light of the above, Schein's (2004) organisational culture theory was adopted because of its theoretical rigour and practical relevance to the organisation.

2.6 CONCLUSION

Skills development and training have many implications within the context of a democratic South Africa. This chapter has explored the concepts and approaches that lead to skills development and training from the previous dispensation to the current structures and policies associated with the study. This exploration has illuminated issues pertinent to this research. A theoretical framework relating to organisational culture has been aligned to the research. Evidence from the literature suggests that adult learners have a desire to be taught differently from the way younger learners are taught. The chapter also highlights the various approaches to learning as well as the fact that the need for skills development and training in South Africa is both historical and political. This leads to the conclusion that the South African government has taken proactive steps through developing policies and procedures to redress the skills shortage problem. The following chapter presents a discussion on qualitative research and the case study methodology employed with the associated procedures in conducting and gathering data for this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This research is empirically based and centres on the collection, analysis and interpretation of data in order to draw a fair and meaningful conclusion regarding skills development and training in relation to professional and organisational development.

This chapter presents the research design and methodology that underpins the study. First, I provide a rationale for conducting research on this particular topic from a qualitative perspective. Second, the methods and techniques used in the research process are delineated. Discussion around the methods and techniques of the research process include: a plan to solicit the necessary permission for the use of the research site; a description of the selection of a sample of participants; procedures that informed the data collection and production in terms of research design; development and refinement of research instruments through a pilot study. Finally, the issues relating to data coding and analysis, respondent validation and ethical considerations including anonymity and confidentiality are considered.

3.2 QUALITATIVE RESEARCH

A qualitative paradigm was the framework for this investigation of whether skills development and training promote professional and organisational development. Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real world settings (where) the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2002:39). Strauss and Corbin, 1990:17 define qualitative research broadly as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" but, instead, the kind of research that produces findings arrived at from real-world settings where the "phenomenon of interest unfold naturally" (Patton, 2002:39). Cantrell (1993:90) suggests, "the qualitative approach uses small, information-rich samples purposefully selected…" while Hoepfl (1997:52) describes the qualitative approach as: "…seeking illumination, understanding, and extrapolation to similar situations unlike quantitative research that seeks causal determination, prediction and generalization of findings".

According to Winter (2000:4), quantitative researchers attempt to disassociate themselves from the research process as much as possible while qualitative researchers embrace their involvement and role within the research. Patton (2002) concurs with Winter (2000) that the researcher should be involved with the research on hand. Patton's view is that the researcher should immerse him/herself into the research and because "the real world is subject to change …, a qualitative researcher should be present during the change to record an event before and after the change occurs".

Patton (2002:45) summarises the main features of a qualitative methodology:

- The researcher is the human instrument of data collection because she/he captures and communicates stories.
- The researcher uses naturalistic methods to obtain rich, useful data.
- The researcher adopts an interpretive character within a changing phenomenon.

Through the application of the above features in my research, the manner in which employees within BIT arranged themselves and their settings, as well as the manner in which they made sense of the social structures that characterised their settings, were investigated. Attempting to understand the social structures within BIT provided insight into skills development and its influence on professional and organisational development in the context of Rainbow Broadcasting. The following discussion briefly explains the manner in which permission to research the BIT unit was solicited.

3.3 SOLICITING PERMISSION

The site of this research was the Rainbow Broadcasting Corporation. Realising that Rainbow Broadcasting is a broad and diverse organisation and that the challenges associated with establishing a sample across an organisation so large would be immense, I chose to confine the scope of my study to a single business unit within the technology cluster, namely the BIT (Broadcast Information Technology) business unit.

The plan used to solicit the necessary permission is outlined below.

3.3.1 Negotiating Entry into the Research Site

Negotiating entry with the Group Executive of Human Capital, Learning and Development:

- The Human Capital Department was contacted and a meeting scheduled

with the Group Executive to discuss the scope of the study.

- A comprehensive written description of the envisaged purpose and scope of the study was presented to the Group Executive of Human Capital (refer to Appendix 1).

- The mutual benefits of the derived outcomes of the study to both the organisation and myself were highlighted.

- Permission for using the BIT business unit as my unit of analysis was sought.

- A letter of consent was signed by the Group Executive of Human Capital Services and handed to me, granting me permission to use the BIT unit as my site of research (refer to Appendix 2). The original of this letter of consent was retained by the organisation and a copy that does not disclose the identity of the Group Executive Of Human Capital: Learning and Development is included in the Appendices in this research report,

- It was agreed that once participation was confirmed, a sensitisation meeting would be held with all the research participants, including management, the training facilitator and the technical employees (principal participants).

3.3.2 Soliciting Participation of Principal Participants

Participants were given a brief introduction of the study that included the problem statement, aims and rationale. In the sensitisation session participants were briefed according to the guidelines outlined below:

Briefing Guidelines:

Purpose:

- I am completing my Masters Degree in Education through the University of the Witwatersrand and towards fulfilment of the degree. I am conducting an investigation into whether skills development and training promotes professional and organisational development.
- This study will be conducted in a time that is mutually convenient for the researcher and the participants.
- I am interested in investigating learning in BIT.
- I would like to find out whether any learning that you (the participant) engage in, benefits you professionally as well as providing value to the organisation.

Procedures:

- Your participation is completely voluntary.
- You do not need to take part in this research as part of your job.
- The consent and confidentiality form must first be completed by you prior to your engaging in this research. A signed copy of the form will be given to you.
- This research will require you to offer suggestions as to the factors you believe impact on your personal learning success and the skills development of BIT.
- This research will require me to observe your learning and probe into issues around your learning success and the success of BIT.

Participation:

- You can at any point in the study decide not to continue to participate, without any repercussions.
- You can refuse to answer any question or offer any information at any point in the research process.
- Your decision not to take part will have no effect on your work or employment.

Benefits and Risks:

- Your participation could help with future provision of skills development and training in BIT.
- Research findings could improve learning practice and provision at Rainbow Broadcasting.

Confidentiality:

- Any information that you provide during this research is confidential and will not be made available to your employer, or to your direct line of report.
- To protect your confidentiality pseudonyms will be used; therefore no identifying information about you will be recorded in the research findings.
- Research records will only be used for the purposes of this study and for the writing up of my Masters in Education research report.
- You are participating in this research on a voluntary basis: remember that you can refuse to answer a particular question at any time or you withdraw from the research process at any time.

Compensation:

- There is no financial compensation for participating in this study.

3.4 METHODOLOGY

The methodology employed in this research was that of a single case study that explored skills development and training in relation to professional and organisational development. The rationale for a single case study draws on Merriam (1998:40) who states that there is little agreement on what constitutes a case study or how to approach this type of research. Case studies are defined in numerous ways and a standard definition does not exist. However, a broad definition compiled from a number of sources, (example Stone, 1978; Benbasat, 1974; Bonoma, 1985; Kaplan, 1985; and Yin, 1984, cited in Benbasat et al, 1987:370) suggests:

> A case study examines a phenomenon in its natural setting, employing multiple methods of data collection to gather information from one or a few entities (people, groups, class, programme, organisations, etc). The boundaries of the phenomenon are not clearly evident at the outset of the research and no experimental control or manipulation is used..

Stake (1995:45) describes the case study approach as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". He argues that the possibility of others using different "words or methods" is quite strong, when examining a similar situation, placing it in the interpretive paradigm. Yin (1984:108) highlights the real-life context of the research, by stating "… that examination takes place in situations in which the boundaries between the context and phenomenon are not clear".

Anderson (1998:152) writes that case studies are often mistaken for other types of research such as historical and evaluative research. Anderson defines a case study as an "approach to research investigations that deal with contemporary events in their natural context". Merriam (1998:41) states, "…case studies have proven particularly useful for studying educational innovations, for evaluating programs and for informing policy". Merriam argues that the strength in using a case study normally outweighs its limitations. Case studies provide a large amount of detailed information; illustrate the complexities of a situation; as well as elucidate people's personalities and influences on a particular situation. However, " …case studies can generalise or amplify a particular situation and both the readers of case studies and the authors themselves need to be aware of biases that can affect the final product" (Merriam, 1998).

According to Leedy and Ormrod (2005:135), case studies can be useful for learning more about a little known or poorly understood situation. They are also useful when investigating how individuals or programmes change over time as a result of interventions or changing circumstances. A limitation of case

studies is that when a single case is under investigation, one is not sure whether the research findings are generalisable to other situations or not. Mouton (2006:150), in a similar vein, states that some of the limitations of case studies include "a lack of generalisability of results; non-standardisation of measurement and data collection and analysis can be very time consuming". Mouton highlights certain strengths in the use of case studies by stating that there is "high construct validity; in-depth insights and the establishment of rapport with research subjects".

The case study research employed in this study corresponds to the view of Stake (1995:45) who highlights the use of a "single case study" in understanding "its activity within important circumstances". Since a case study aims to understand one phenomenon in-depth, this study explores the dimensions of skills development and training and its impact on professional and organisational development. It was, therefore, decided to engage in the use of a single-case study approach for this case because this "method of investigation focuses entirely on the subjects situated within the case and thus, holistically considers the interrelationships among people, institutions, events and beliefs" (Thurlow, 2007:48).

3.5 SAMPLING

Sample selection refers to a general process of focusing on and selecting what to study. It requires precise delineation of the population for investigation. The criteria for selecting a sample can be based upon theoretical or conceptual considerations, personal curiosity, empirical characteristics or other considerations (le Compte and Preissle, 1993:59). Taking this into account, the researcher has to consider whom to interview and when to interview in order to gain knowledge, meaningful information, experience and exposure to issues and people in relation to the phenomenon to be studied.

Purposive sampling enabled me to select approximately seventeen participants from the BIT business unit, who were considered "information-rich cases" (Merriam, 1998:61). Patton (1990:169-172) describes information-rich cases as those cases which the researcher could "learn the most from", in relation to issues of integral importance to the purpose of the study. Of the seventeen participants in this research, six, (the acting general manager of BIT, the general manager of Skills Development and Training, three line managers and the training facilitator) were chosen because of the expertise they possess on policy and governance in relation to skills development and training in BIT. The other eleven technical employees were the principle participants and were chosen according to their availability on the training programme so that they could be interviewed and observed in the same training group within which the study was conducted. In addition, it is important to note that the participants in the sample consisted of BIT management as well as technical personnel and as such, had the requisite literacy skills to participate in this study.

To assemble the sample, Mr Brush, (the acting general manager of BIT) requested all BIT employees (via email) to gather in the BIT boardroom for a briefing and sensitisation session with me one afternoon. Very nervously, I introduced myself and the scope of this research. I handed out the questionnaire with the consent and confidentiality form attached, to all the employees gathered in the boardroom (refer to Appendix 3 and Appendix 4). In addition, I politely requested that all completed questionnaires be handed to Mr Brush's office at an allocated date. When the questionnaires were received (42 were returned out of a total of 80), based on the outcome of data extracted from the questionnaires, I invited the two general managers, three line managers, the training facilitator and eleven technical employees to participate in the study. The purpose of the questionnaire was to provide me with a demographic background of the research participants and give me insight on the views of

employees in relation to skills development and training. If the envisaged sample did not respond to my invitation, I would have extended it to other employees within the population of BIT.

3.6 DATA COLLECTION AND INSTRUMENTS

Qualitative researchers often use multiple forms of data collection in any single study. The case study approach does not have particular methods of data collection unique to it, but selects traditional methods that are suited to a particular situation (Leedy & Ormrod, 2006:143). Patton (2002:4) considers the three major research techniques that are attributed to qualitative studies to be in-depth, open-ended interviews; direct observation; and written documents.

Interviews yield direct quotations from people about their experiences, opinions, feelings and knowledge. The data from observations consist of detailed descriptions of people's activities, behaviours, actions and the full range of interpersonal interactions and organisational processes that are part of the observable human experience. Document analysis includes studying excerpts, quotations, or entire passages from organisational, clinical, or program records; official publications and reports; personal diaries; and open-ended responses to questionnaires and surveys. (Patton, 2002:5)

Merriam (1998:40), concurs with Leedy and Ormrod (2006) when she argues that case studies may not be aligned to any particular method for data collection. The understanding is that any or all methods can be used in a case study. In the context of this study, it was proposed that a questionnaire, direct observations, document analysis and semi-structured interviews be employed in the research process.

The questionnaire is an instrument issued to the respondent, where no assistance is offered by the researcher to complete it. Some advantages of using

questionnaires are that there is a substantial saving of time and money, a greater assurance of anonymity and a lack of interviewer bias. The limitations of using a questionnaire are the possibility of having a low response rate, a lack of control over the research setting, as well as the impossibility of observation. In this research, I facilitated and administered a questionnaire to all BIT employees (refer to Appendix 4). The questionnaire provided a demographic (race, age, gender) background of the participants and assisted me to gain an understanding of the qualifications and levels of expertise of the research participants. It also helped in gaining an understanding of employer/employee relationships and provided insight into the relationships and atmosphere that exist in the learning environment. This gave an indication of whether participants were comfortable or uncomfortable in their learning environment. The questionnaire provided an indication of how the participants viewed the learning programme. It also provided an understanding of what responsibilities the participants had in the context of learning and aided in identifying factors that may cause participants to be either successful or unsuccessful in the completion of their learning programmes.

The interview as an instrument of data collection is a special case of social interaction between persons and, as such, is subject to some rules and restrictions, as is the case with social interactions (Bailey,1982 cited in Anderson, 1998). The strengths of interviews are the generally higher response rates, flexibility, control over environment and control over question order. Among the limitations, factors to consider are the consequences of cost, time spent in interviews and lack of accessibility to respondents. In this study, a semi-structured interview was conducted with management to gain an understanding of how the BIT unit functions in relation to skills development and training (refer to Appendix 5). A further semi-structured interview was conducted with the training facilitator to investigate her opinion of the training

programme and its appropriate delivery methods (refer to Appendix 6). Semi-structured interviews were also conducted with principal participants. A transcript of the interview with one of the principal participants is attached (refer to Appendix 7).

Observations in qualitative studies are unstructured and free flowing. "The researcher shifts focus from one thing to another as a new and potentially significant object and event presents itself" (Leedy and Ormrod, 2005:145). The primary advantage of conducting observations is flexibility because the researcher takes advantage of unexpected data as they emerge. The drawback is that the researcher will not always know which things are the most important to look for and could overlook entities crucial to his/her research. In addition, the researcher's presence could alter the behaviour of those being observed. In this study, three training sessions were observed in progress. While the research was being conducted, a record was kept of what was seen and heard. This afforded me the opportunity to contemplate and understand classroom and company dynamics as well as the relationships that existed between the various research participants.

Most of my observations were in the context of the training classroom and observed the dynamics that existed between the training facilitator and the participants and among the participants themselves. The atmosphere within the classroom and the style of the facilitator were also observed. These observations were recorded as field notes (refer to Appendix 8). Specific interactions were also observed, and through observation I tried to determine to what extent the learning impacted on the professional development of the learner. These sessions were observed using the observation schedule in Appendix 9 and recorded in field notes and on audiotape. Taped lessons were later transcribed to gain a deeper understanding of the dynamics at play in the learning

environment. These notes and recordings were beneficial in developing ideas, questions and critiques as I sought to verify my understanding of the information gathered in the research process. Through observation and through the recording of observations, a deeper understanding of the context of the programme as well as a deeper understanding of the factors that impacted on the professional development of the participants was gained; factors that might otherwise have gone unnoticed in more formal interviews or questionnaires.

Observations focused on the following:

Who? This included relationships among participants.

What? This included content related issues relating to the learning programmes. There was also a focus on the different types of learning taking place.

How? I observed research participants, and made audio recordings and field notes (refer to Appendices 8 and 9). These observations included how the research participants engaged with each other, what methods were used in the classroom and how the learning programme was supported.

Why? This question was asked to service my main research question:

DO SKILLS DEVELOPMENT AND TRAINING PROMOTE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT?

A final major source of data collection that is often omitted is the analyses of documents, which are the written materials that contain relevant information relating to the phenomenon under study. In order to develop a sound understanding of organisational practices, it was important to analyse the documents relating to skills development and training within the BIT business unit. This analysis allowed me to become familiar with the policies regulating

the learning within and growth of the organisation through its workforce. An advantage of any document study is the accessibility to otherwise inaccessible documents. A disadvantage is "the bias stemming from the fact that the document could have been written for another purpose other than for social research" (Bailey, 1994:318).

3.7 DATA CODING AND ANALYSIS

Data was analysed using the constant comparative method of analysis (Glaser and Strauss, 1967 cited in Leedy & Ormrod, 2005). This involved the collection of data; the search for emerging themes and recurrent events; categorising them according to the research questions; and then re-evaluating the themes and categories of the study. Thematic coding was used, whereby data was clustered according to themes and concepts.

3.8 RELIABILITY AND VALIDITY IN QUALITATIVE RESEARCH

The credibility of qualitative research depends on the ability and effort of the researcher, since "the researcher is the instrument of research" (Patton, 2002:14). The concepts of reliability and validity are not viewed as being separate in the qualitative research paradigm. Terminology such as transferability, credibility and trustworthiness are used with reference to both terms.

Although 'reliability' and 'validity' are concepts generally used for testing or evaluating quantitative research, the terms are often employed in qualitative research as well (Stenbacka, 2001:552). If one considers the idea of testing as a form of information elicitation, then an important test of any qualitative study lies in its quality. Qualitative research aids the researcher *to* "understand a situation that would otherwise be enigmatic or confusing" (Eisner, 1991:58). Patton (2002) states that reliability and validity are important considerations when designing a qualitative study, analysing the results and judging the quality of it. This corresponds to Lincoln & Guba's (1985:290) question in which

they ask, "How can the researcher persuade his or her audiences that the research findings of an inquiry are worth paying attention to?" The answer lies in Healy & Perry's (2000:120) assertion that "the quality of a study in each paradigm should be judged by its own paradigm's terms".

Guba & Lincoln (1985) employ the concept of 'dependability' since they believe that it closely accedes to the notion of reliability. To enhance dependability of qualitative research, Guba & Lincoln (1985:317) place emphasis on the idea of an "enquiry audit that examines the process and product of research to determine consistency, [namely, the examination of items] such as raw data, data reduction products and process notes". In a similar vein, Seale (1999:266) endorses the notion of dependability so that it aligns with the consistency or reliability of qualitative research. Trustworthiness of a research report lies in its reliability and validity (Seale, 1999).

In displaying the congruence of reliability and validity in qualitative research, Lincoln & Guba (1985:316) aptly state that "since there can be no validity without reliability [and thus no credibility without dependability], a demonstration of the former is sufficient to establish the latter". Patton (2002) concurs with the view of Lincoln & Guba (1985) with regards to the researcher's ability and skill in qualitative research and also states that reliability is a consequence of validity in research.

To improve the reliability and validity of research findings, Patton (2002:247) advocates the use of triangulation and states that "triangulation strengthens a study by combining methods. This means using several kinds of methods or data to verify that the truth of each". Mathison (1988:13) elaborates on the issue of triangulation by stating, "Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation [so as to] control bias and establish valid propositions".

In summary, it is important to note that reliability and validity are conceptualised as trustworthiness, rigour and quality in any research report. To ensure the reliability and validity of this study, the data was collected in a detailed and trustworthy manner. Validity can be authenticated by triangulation defined as "a validity procedure where the researcher searches for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000:6). The range of data sources employed in this study was a questionnaire, semi-structured interviews, direct observation and document analysis.

In essence then, validity lies in the representation of those involved in the study, the purpose of the study and the appropriateness of the processes involved in the study. Since, in a qualitative research, "the researcher is the instrument of research" (Patton, 2002), validity will not be attributed to any particular process or measure. All that remained is the manner in which I described and justified the findings within the confines of the case study. This is reflective of the nature and purpose of the study.

3.9 RESPONDENT VALIDATION

The practice of checking and soliciting feedback on data collected from the target sample should reduce or eliminate misinterpretations in the representation of data and analysis of results. Data that provides a comprehensive picture in terms of occurrences in this case study should "counter the twin dangers of respondent duplicity and observer bias by making it difficult for respondents to produce data that uniformly supports a mistaken conclusion" (Becker, 1970, cited in Maxwell, 1996:95). In this study, participants were engaged in a respondent validation process (as agreed upon in the sensitisation process) whereby the conclusions that were reached through the analysis of data, were taken back to the participants in the study and they were

asked whether they agreed that the appropriate interpretations had been made and valid conclusions from the data presented had been drawn. Only one of the participants stated that I had misunderstood what she had tried to relay to me in response to a particular question in her interview. I apologised and immediately corrected this part of data that had been misinterpreted.

3.10 GENERALISABILITY

The purpose of this study did not aim for generalisability. There were, however, insights or features that emerged that are applicable to other organisations that would promote skills development and training in other situations.

3.11 ETHICAL CONSIDERATIONS

Qualitative researchers are "guests in a private space or world, where their manners should be good and their code of ethics strict" Stake, 1978 (cited in Merriam, 1998:214). In other words, researchers need to respect the rights, needs, values and desires of their participants. This emerges from the risks the participants might sense when disclosing confidential information to the researcher. Participants could also be embarrassed by certain questions and could reveal information that "was never intended to be revealed" (Merriam, 1998:214). Whenever human beings are the focal point in any type of investigation, there are several ethical issues that require careful consideration.

Most ethical issues in research fall into the following categories: protection from harm; informed consent; right to privacy; and honesty with professional colleagues (Leedy & Ormrod, 2005:101). Although any research has a core commitment to establishing the truth at all times, it needs to place the welfare of its participants first and foremost. This entailed ensuring that the participants willingly and knowingly participated in the study. This required obtaining informed consent from all participants. Cohen & Manion, (1994:354) and Anderson (1998:18) concur that one of the most important principles for ethical

considerations is that of informed consent. In addition, it was also necessary to obtain permission to have access to the site as the chosen site for research.

For the purposes of this case study, consent was obtained from the Group Executive: Learning and Development of BIT. A detailed description, in writing, of the envisaged purpose and scope of the study was provided (refer to Appendix 1). As a result, a letter of approval to use BIT as the chosen site for research was received (refer to Appendix 2). As the involvement with participants in the study began, a sensitisation session was conducted in which they were given a clear explanation of the proposed research. Informed consent was obtained from all participants, who were invited to participate voluntarily in the study first through this verbal briefing; then through a written consent sheet that was handed in to all participants with the questionnaire (refer to Appendix 3 and Appendix 4). An application was made to the Human Research Ethics Committee at the university. This application included copies of all proposed questionnaires, interview schedules and observation schedules as well as documentation relating to informed consent from participants.

It is a common understanding that individuals would not be forthcoming with information if they perceived a risk in disclosing the level of information required; therefore it was ensured that the identities of the participants were protected during the course of research. Confidentiality of all participants was maintained at all times with data being coded in order to protect the participant's right to privacy, both at time of publication and during any reviews with supervisors and colleagues. The research, therefore, makes use of coded names. An F with a number, for example, F1 for female 1 or an M, example M2 for male 2 was attached to each participant's name. The actual name was known only to the researcher, as the coded name was placed next to the participant's name while the data that was collected from the various

participants was analysed. As promised to the participants, in the write-up of this research, only the coded names were used when referring to particular quotations from the respective participants.

3.12 APPROPRIATENESS OF RESEARCH DESIGN AND METHODOLOGY

In synthesis, qualitative data was collected and analysed to give this study credibility. In general, the instruments that were used in this study, after refinement as a result of a pilot study , appeared to have served their purpose. A brief discussion of the pilot study which aided in shaping the design and methodology follows.

3.12.1 Development of Research Skills in Pilot Study

The Notion of 'Researcher as Instrument'

The nature of this study is important in that my research interest emanated from my own narrative of experience. In the context of the school as an organisation, especially within the confines of my Business Studies classroom, issues of professional and organisational development often emerge. My association with the corporate world many years ago, often causes me to wonder whether what is taught in the Business Studies classroom influences the manner in which my students learn, which therefore also influences the manner in which they conduct themselves as a microcosm of my classroom. I am extremely passionate about linking the learning in my classroom to the development of my students, as well as to the development of the school as an organisation. Richert (1992) cited in Russell (1995:100) states:

> Listening to yourself as an authority on your experience is an important part of learning. In fact listening to your words and attempted explanations is fundamental to reflective practice that results in learning and exploration.

I realised that the notion of 'self as instrument' is an essential feature of qualitative research, which gives the research methodology a first person

perspective. My perceptions and skills in making sense of a situation were identified as crucial to the research process. Eisner (1991) states that the self is the instrument that engages the situation and makes sense of it. Schuck (1996:67) says:

> To describe a situation without interpreting it through the lens of the researcher's experience is to give a barren and incomplete picture of the phenomenon under investigation. It does not acknowledge that any discussion of the phenomenon is seen through the eyes of the researcher and therefore cannot be a value free and objective description.

My own reflections on my experiences are my memories of what impacted on me most as I grappled to understand my role as a researcher. I constantly wondered about the biases and assumptions about learning and development (within the school context) that I unconsciously could have brought into this research project.

Development of Research Skills as a result of the Pilot Study

To develop my research skills as well as to justify and initiate the study, I solicited permission from the training manager (a colleague of mine) of a large company (MBI) to conduct an on-site pilot study within its technology business unit. MBI is a multi-national company in the technology sector, operating in a highly competitive market and is typical of many South African companies with regard to its experience of transformational change both in the past and currently. It was also chosen because of its high level of awareness of learning issues at both professional and organisational levels because of its explicit aspirations of becoming a learning organisation.

Apart from developing my research skills, the purpose of the pilot study was to test the feasibility of the proposed research methods and to refine data collection instruments and techniques in anticipation of beginning the current study this year. Owing to time constraints, my pilot observation schedule was conducted at the school where I taught. An opportunity presented itself in the form of a 2-week assessor course that all educators were required to attend. I sought the permission of the head of the school to observe the training sessions that ensued. It was granted, provided that I coped with the work schedule (since I was also one of the learners in the class).

To explore learning at the individual level, a two stage approach was used at MBI. Firstly, a questionnaire was administered to seven employees who were invited to participate in the pilot study. Questions covered issues of demographics, learning culture, and included issues such as: what was learnt, why participants choose to learn; and how they learn most effectively. A semi-structured interview was then conducted with the training manager to unpack her views on skills development and training and its links to professional and organisational development. I had access to the company's policy documents relating to skills development and training that are available on the Internet. The relevant policy documents thus investigated were important because they formalised and clearly stated organisational commitment to employee development. They also gave clear guidelines to employees on the terms and conditions of company support for skills development and training and set out the obligations on the part of employees who were recipients of such support. Whilst the survey population was too small for results to be considered as statistically significant, various trends regarding the organisations learning and training climate did emerge.

Development of Research Instruments resulting from Data from the Pilot Study

Initially, the questionnaire (one of my key research instruments) was designed to include thirty-six questions. After the seminar presentation to my peers in the Master of Education class, I was advised to reduce the number of questions in the questionnaire and include some of the questions in interviews. My peers were, thus, my initial pilot study. They averred that the questionnaire could not be completed in the 25-minute time span suggested in the briefing session. After considering that the questionnaire would be administered to participants to whom time was important, the number of questions was reduced to sixteen. An open-ended question was included in section C because I felt that, as an outsider, I could have omitted some relevant questions. As I was not able to pre-empt all aspects of training and development relevant to BIT, I gave participants the opportunity to volunteer information that they regarded as relevant. This proved to be valid at the pilot site.

In terms of myself as an instrument of research, I realised that the equipment I used to record my observation (my dictaphone) was in working order. When I attempted to use it during my observations at school, I realised that the batteries were low and I had to abandon the use of it at the last minute. I realised that I needed to have skills in shorthand writing as I could not keep up with what was unfolding in the training session. In addition, I changed the format of my observation schedule to include a field notes observation schedule and a training observation schedule. These instruments integrated to include my observations of the who? what? how? and why? with the corresponding analysis and factors that contributed to professional and organisational development. In addition, I included an observation section for the lesson introduction, activity; assessment and so on (refer to Appendix 8 and 9).

3.12.2 Errors and Problems Encountered in the Research Process

The following problems were encountered during the course of the research:

- The time required for the conducting of the research was curtailed because of my other responsibilities.

- I realised that the less risky questions needed to be asked first and that leading or biased questions must be avoided.

- I needed to have someone else take notes, if at all possible, during the observations.

- I needed to ensure that my recording equipment worked properly so that I could later fill in gaps and verify quotes.

- Preparing myself mentally to be able to focus, listen and think quickly was needed if I were to be an effective instrument of research.

- I also should have arrived early at the venue and practised my introduction and any questions, as well as having a to-do list ready before the participants arrived.

- I realised that I needed to stay focused at all times as participants easily deviated from the topic. I was also the dominant talker on many occasions, and the data that was collected was not very useful as I often heard myself talking instead of the participant.

- When data was reviewed and analysed, it was important to identify preconceived notions to ensure that I was checking the notes for signs of bias on my part. This may sound unnecessary, but it was very easy to become involved in data that was not essential to the study. To ensure quality, I realise that I needed to look at themes relating to the research

problem only and keep personal memos about my thoughts and feelings separate.

- I realise that it is also important to consider words as well as meanings of the words used by participants, because a variety of words have the same meaning when the data are coded and analysed.

3.13 Conclusion

This chapter described the research design and methodology employed in the research, and provided a rationale for adopting a case study approach. It provided a theoretical base for prudent data gathering. It summarised the appropriateness of the research design and methodology bringing to the fore the value of qualitative data. To this end, I have become more aware of the importance of the researcher as an instrument of research. The following chapter presents the research findings as a result of the refinement of the above methodology.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of this study. The research was concerned with skills development and training and whether they promote professional and organisational development. The findings of the study are presented in the sequence of the research questions that were set out in Chapter One.

4.2 RESEARCH FINDINGS IN THE SEQUENCE OF THE RESEARCH QUESTIONS

WHAT SKILLS DEVELOPMENT PLAN IS BIT USING TO PROMOTE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT?

The annual review of employee performance conducted by the human resource department (HR) contains a section on training. The manager and employee use the annual performance review process as a catalyst to initiate discussions about training needs and to draw up the workplace skills plan (WSP). This plan is rather vague and provides only the course names, division and names and surnames of employees who attend (refer to Appendix 10). Many participants stated that these sessions involved discussion surrounding previous training plans, creating individual development and training plans and identifying training courses related to current work practices. Some managers, in conjunction with the employee, developed career path frameworks as they believed that this provided guidance for progress beyond current jobs. It was observed that mainly black participants were mentored via such frameworks, so that they could develop further. One manager stated that he went the extra mile in this regard, even though it is not a policy requirement, since "it complements corporate efforts and sets out training courses appropriate to particular groups and levels, especially BEE candidates". All managers interviewed stated that the workplace skills plan is used to establish and

formalise career goals for each employee: reinforce the importance of training; and facilitate its ongoing management beyond the annual appraisal review of employee performance. The workplace skills plan is supported by the HR department and skills development and training department.

HOW IS SKILLS DEVELOPMENT IMPLEMENTED TO FACILITATE PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT?

Practical training ensured that personalised attention was given to the learner/employee at the computer station. I observed that this was where the actual transfer of skills took place, since many learners attested to the fact that they learnt and simulated new technologies and instructional methodologies from the facilitator who corrected their errors on the spot. All participants felt that this contributed to their professional development as it was sustainable and was pertinent to their current areas of expertise. Many commented that it was not a matter of one-size-fits-all approach to training. Some comments were as follows:

F5: "I like to look and learn, so I prefer practical training with some theory because this helps me with my job… I am more productive."

M1: "Some of the courses I went on were not very formal; it was more hands-on … we first go through the manuals and then move to the computer stations. I find this works for me and I have an inner sense of having achieved something."

This study found near universal agreement that a consideration of learning theoretical work, which was intermittently integrated with practical training, was critical to the success of many participants. Technology based skills development methodologies require a focus on the learners' environment. During practical observations, I noticed that the ease with which the learner navigated through the training environment affected the amount of learning that occurs, as well as the learner's level of satisfaction with the course. The tools available to the learner are equally imperative. When learners were moved from the classroom setting to their computer stations, many felt more at ease.

This observation was further reinforced by most learners during the tea break.

M3 stated that he did not like reading from a manual and preferred to read from a computer screen. All participants agreed that they were comfortable with a less formal setting that was not reminiscent of traditional classrooms. It was also noted that many participants did not like to click the mouse more than three times. They appreciated a navigation frame that was consistent, and a graphic screen design. They disliked distinguishing course pages from external hyperlinked pages and they preferred more personalised attention.

Internal company documentation which describes corporate training and development policies, systems, frameworks and responsibilities of key personnel within senior management was analysed. I found that a training policy existed to improve and enhance the human capital of Rainbow Broadcasting which cascaded to all the business units within it through the provision of training that imparted the skills necessary for the organisation to fulfil its broadcasting mandate.

The BIT unit, in particular, constituted an important part of this mandate and the acting general manager of BIT stated that "if technology is constantly evolving, so should the employees who work with such technology". His major concern in relation to the constant evolution of technology was the digital revolution. He stated that employees in BIT were familiar with analogue technology and needed skills development and training to increase their knowledge and skills in digital technology. In addition, the training policy (HCTP Policy, 1309) of the organisation included the following:

Training Philosophy

Training and development includes any learning activities whose specific

objectives are the acquisition of knowledge, skills or techniques to attain or maintain a level of proficiency consistent with the standards set by Rainbow Broadcasting to reform current duties, to assume future responsibilities or to cope with the changing priorities and needs of the organisation.

Goals and Objectives of the organisation include the aims to:

- Provide training programmes that target all staff.
- Provide training that will inculcate a culture of learning and encourage personnel to develop themselves as valued components of the organisation.
- Work with all units of the organisation to ensure that all personnel are given the opportunity and time to develop themselves.

Furthermore:

- Training will be defined by the needs of the various business units and link directly to their activities.
- Training results will be evaluated to ascertain its relevance to personnel and its contribution to the organisation.
- Training will be aimed at developing Rainbow Broadcasting's capacity for ongoing development on the basis of self-sufficiency and self reliance.

Needs Identification and Criteria for Selection

When considering training needs and selecting personnel for training and development, business units must take into account the policies and objectives of the organisation, as well as individual development objectives set through performance assessments and the operating objectives of the unit.

Change in Work Methods, Practice and Technology ensures that training will assist personnel whose jobs are undergoing changing work methods and practices; and provide opportunities for employees whose jobs are affected by changing technology.

Close scrutiny of the training policy revealed that one of the policy objectives for the organisation was to "ensure mobility for target groups and provide opportunity within the corporation and for career development". During the interview with the general manager for skills development and training, I enquired whether this was one of the organisation's training objectives and pointed it out in the policy document. He smiled and replied that in full recognition of the organisation's skills problem, new measures had been put in place that would ensure that the organisation counteracted its past failures in terms of skills retention. He felt that these failures were largely attributed to a lack of knowledge transfer on the part of HR and the Human Capital Department, as well as the incorrect scoping of the training policy (mismatch of the policy to the corporate strategy) that cascaded down to the business unit level.

He also indicated that the human capital services in the organisation had devised a retention plan that would be implemented in August 2008. This plan entailed paying employees a skills allowance for not only attending skills development and training programmes but for passing them as well. This would be carried out in conjunction with a contract that would also specify a predetermined amount of time that the employee who had undergone training was obligated to serve the organisation before deciding to seek employment elsewhere.

WHO FACILITATES THE SKILLS DEVELOPMENT PROGRAMMES?

The general manager of skills development and training at the site indicated that they did not have contact with external skills development facilitators as such, but liaised on 'a need to know basis' with the overall service providers of IT courses that BIT employees attend. Communication between the organisation and service providers generally occurred when bookings were made for employees to attend skills development courses and when certificates were issued indicating that the learner had passed the course. Further to this, no other engagement takes place between service providers and the organisation. Some research participants indicated that they were not happy with the quality of the facilitation. Some of the comments from participants were as follows:

M4: "Wrong trainers are used without experience who just read from manuals and they don't train us properly. I have issues with the trainers!"

M6: "…some are okay but some are really bad because they don't care if we understand or not; as long as they are getting paid for the job, it's okay".

In an interview with the skills development facilitator, I learned that two facilitators were utilised with integrated courses, one for theory and one for practical sessions. It was protocol to work with theory on the first day or two. Thereafter, learners were transferred to computer stations to practise what was learned in the theory sessions. As such, both a theoretical and practical (hands-on) assessment took place of each learner (albeit successively and not intermittently) which determined whether the learner had passed or failed the course. In a purely theoretical course (the one I observed over three days), the source of training was a manual and prescribed textbooks. It was solely classroom based and at the end of the course a written examination took place indicating a pass or fail. The facilitator stated that "It does not accurately test whether learning has occurred, since the true test of learning is whether or not the learner can actually apply what he or she has learnt in these sessions which

develop them; I am not a specialist in technology enabled learning and training but I only do what I have been instructed to do".

In BIT, skills development facilitation is understood to be the delivery of content to learners in a training session. Some participants stated that alternative methods should be utilised because the most common method used in training sessions was the lecture. Some participants indicated that the application phase of training when they were given an opportunity to practice the knowledge gained initially was most beneficial. Participants felt that often they were not presented with this kind of opportunity until they returned to their workstation when the training course had been completed. Participants preferred an intermittent session involving both theory and practice. The benefit of practical training is greater when learners take an active role in their learning.

The general manager of skills development and training stated, "Ideally, one third of training time should be spent on subject matter and two thirds of the time should be spent on practical training and feedback, since these are learners who are always engaged at a computer station and are very technologically savvy, but I will speak to the service provider about this!" Perhaps one reason why most IT training does not come anywhere near this ideal ratio is because most trainers are much more comfortable with their role as lecturer.

Many participants highlighted the good quality of service they received from specific facilitators. Follow-up assistance from training facilitators assured learners that continuing advice and assistance was available when they began implementing techniques learnt in training sessions. Many participants indicated that e-mail addresses and business cards were handed to them so that they could receive additional help if required even when the course had been completed. The general manager of skills development and training stated that

the company has been using service providers that are familiar with the IT industry and that many providers have been vocal about the assurance of follow-up assistance from their facilitators since much of IT is hands-on.

HOW DOES SKILLS DEVELOPMENT FIT INTO THE ORGANISATION'S CULTURE?

Time and time management were issues that arose in many of the interviews. Both managers and employees recognised the dilemma of whether time should be given to service delivery or allocated to skills development and training. Resistance to promoting professional development of employees existed at an operational level, even if support existed among senior management. The reasons seemed twofold: supervisors often had a conflicting set of operational targets and objectives. Secondly, since BIT, as the IT unit of the company, is critical to the operation of Rainbow Broadcasting, issues of rotas and staff release came to the fore. If servers "went down" during normal working hours, staff critical to the proper functioning of such technology were required even of they were on standby. Therefore, staff shortages and the inability to find staff to cover for those engaged in skills development and training was major barriers to staff release. In addition, many participants were reluctant to engage in learning outside pf work time particularly if the training was closely aligned to employer needs or if staff had already undertaken a long work shift.

In synthesis, the impression I gained was that an investment in training does not simply amount to the cost of a course but also to the additional resources required to support and cover an employee whilst in training. Shorter courses were seen as a way of addressing this problem.

Three participants commented that a lack of support from their managers was a major barrier to enhancing their professional development. A point that came across very strongly was that the promotion of skills development and training for professional and organisational development required more than simply having the right structures in place. They also remarked that there were other factors that were less tangible but as important, and support from management (line or upper) was one of them. The following remarks were noted with regard to management support:

M2: "I completed my Cisco Certified Network Professional Training course and passed with an 'A' but my manager was not impressed. He did not even consider a scale increase or a pat on the shoulder congratulating me!"

M3: "I feel my manager is unhappy with his post and no promotion so that is why he is not supportive of me going on courses!"

In light of the above, all managers interviewed expressed a universal concern that the benefits of training staff might not be realised by the organisation. All (although not in the same words) reported their fears that training enabled greater mobility of staff and poaching of the best trained staff by their competitors. Some of the comments from line managers were as follows:

"You send them on training then other companies take away your skilled workforce."

"IT services in South Africa are facing a huge battle for talent … even the current trend, right now, is like literally stealing staff."

"Whatever, your salary is, they [the competitor] give you 40-50% more and recruit you … this is how we lose them to private sector companies."

Overall, it seems that although management claims to encourage and assist skills development and training, there remain significant and real issues in terms of satisfactory support structures to embed and sustain employee development. I was told that structures and systems were in place in BIT that supported the development of skills development and training and there was clear communication of key messages between management and staff by two managers. Apart from the formal skills development and training courses

offered to employees via the SETAs, it was also brought to my attention in the interview with the acting general manager of BIT, the general manager of skills development and training and line managers that there were proactive initiatives by BIT to train staff, appropriate to particular groups and levels, through the allocation of internal training budgets. Not all business units within the company engaged in this type of training and it was a prerogative of management to embark on such training. This formed part of a wider transformation strategy to change the culture within the business unit after an unsettling period of change at senior management level. The acting general manager of BIT stated that he needed to establish a stable management team that moved away from a "blame culture" towards a culture of personal responsibility where employees took accountability for their professional development. He believed this would enhance service delivery.

To achieve this cultural shift, a project was undertaken by the BIT unit, in keeping with the company's strategies, vision and mission, to attend a three day "know your employee course" or a skills oriented course called "commitment to your subordinates first". The courses were specifically designed for senior management and line management because it was believed that managers played a crucial role in building and sustaining employee development and commitment which enhanced the development of the company as a whole. The acting general manager of BIT also stated that these courses gave managers an understanding of how to recognise employee motivations, development needs, career aspirations, motivation and coaching skills as well as developing competence in conversations at work. The line managers that were interviewed stated that going on these courses was indeed a shift in terms of the manner in which they previously operated. One stated that it helped to overcome the silo mentality that had previously existed. In his closing statement, the acting general manager of BIT stated

> " …to reinforce the idea of learning and skills development, a culture that involved communication, respect and civility, where professional development is valued, encouraged and available to all employees in addition to recognising and rewarding them for their creativity is crucial".

WHAT FACTORS CONTRIBUTE TO EITHER THE SUCCESS OR FAILURE OF SKILLS DEVELOPMENT IN RELATION TO PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT?

Factors contributing to the Success of Skills Development and Training in relation to Professional and Organisational Development are outlined below.

Various factors contributed to the success of skills development and training within BIT. They are discussed in detail below under the headings Self Motivation and Attitude; Attitude of Management; Team Collaboration and Peer Learning; and, finally, Keeping Pace with Policy and Practice.

Self Motivation and Attitude

Participants regarded skills development and training as "very useful and relevant to what we are doing". The majority of them were motivated and acknowledged that it was important for them to go on skills development and training programmes to improve themselves and their jobs. One participant, M1, expanded on this indicating that he had to be motivated. If not, he would not pass the course. Participant F4 felt that her experience of skills development and training in the workplace context motivated her more than in her school context. She further commented: "When I was in school, I never ever paid much attention, now that I am older and wiser I am responsible for my own self!"

All participants were particularly enthusiastic about being introduced to prototypes of new software and programmes (in the testing phase) that were extended to them for their insight and comments on feasibility. Most of them believed that this enabled them to extend and deepen their knowledge of new software, apart from giving them perceived status and boosting their self-

esteem.

Some participants commented as follows:

M1: "Everything that is in here [the computer] is part of my job but it makes you question things and the way that you do them … it makes you look for areas you can improve on."

F5: "When I learn something new on course, I put a lot of effort in memorising things that will help me while I work since this leads to my development. "

F2: "While one of the main attractions for me is to learn new things on course, I find that it also increases my chances of getting a higher paid job … maybe here or elsewhere, so I self-motivate and push myself to go because I know it will be for my own benefit!"

All participants welcomed opportunities to acquire new skills, to improve existing ones and to reflect on professional practice. They recognised the value of the workplace skills plan in helping them develop their roles within BIT. In summary, many felt that it was important to be provide with opportunities for progression which would enable them to increase their skills in a manner that stimulated and challenged them which, they felt, promoted their professional development.

Attitude of Management

Many participants commented that one of the major contributors to the success of their skills development and training was the enthusiasm and commitment shared with their supervisor or line manager. In addition, they universally agreed that the pivotal role played by their supervisor, if not line manager, in developing and encouraging their participation in skills development and training made them want to perform better at their jobs so that management would be impressed.

It was interesting to note that those managers who agreed to participate in this study were probably some of those most engaged in skills development and training and yet they still felt that there was room for improvement when it came to engaging industry and developing the skills of their staff. Some

comments were as follows:

F5: "if I go on courses my manager will ask later if I passed, what happened and we will then chat about it [the course]."

F2: "My line manager showed me yesterday the WSP and told me that I must go on more courses that will help me."

Management support is crucial in providing support to employees as this adds to their sense of professional development. The two managers interviewed stated that they recognised the need to provide professional development for staff in the form of skills development and training. They also recognised the need for release time for such training since "staff work with diverse and rapidly changing technology". Most participants felt that skills development and training plans that were formulated with their managers (rather than industry representatives) were often the most successful form of skills development. This motivated them very highly to give their best and improve business results.

Team Collaboration and Peer Learning

There was general consensus that skills development and training had substantial benefits for all participants. Participants who were together on a particular course, often remained in contact with one another on completion of the course and discussed the meaning of the courses that were attended as well as problems encountered in installations at work. Many commented on the personal development gains that they saw in their peers as a result of these courses. For instance, people grew in confidence and felt more valued. There were frequent references to growth in their sense of professionalism. Many viewed this as personally satisfying as well as an opportunity to gain qualifications. Some commented as follows:

F5: "We work as a group in the computer room down on K1 and Ronnie [the supervisor], who also attended the course, always asks if we need help and if we do he explains it … i also think this boosts his confidence."

F1: "I was busy with an installation and I asked the DBA [database administrator] who was on course with me for help…. You know he left his work to help me first."

Keeping Pace with Policy and Practice

The quality of training afforded to participants was believed to be influenced by the manner in which the facilitator was trained to do her job. The facilitator stated that she was more than aware that not only did she need to keep her skills up-to-date, but policy needed to reflect the demands of industry in a transparent manner that would allow her to deliver high quality training to employees. She stated: "We can't change the curriculum ... It's the responsibility of government to effect change policy, therefore ... It's a complex problem that we need to work around."

In a similar vein, the general manager of skills development and training commented that even when policy does change, it is necessary yet difficult to respond quickly and effectively to change. Economical, social and technological changes happen so rapidly that he finds it difficult to keep pace; it was, therefore, necessary for companies to be supported by external bodies formed by policymakers. In a more positive light, he stated:

> "I think the SETAS [Sector Education and Training Authorities], through the manner in which they are structured, the way in which they represent key sectors and the way in which workplace skills plans are submitted, are a very genuine attempt to identify what BIT's skills needs are, and this in turn prompts us to internally align the skills needs of employees to the courses on offer."

He further stated that the Skills Development Levy Act stipulates that employers must contribute 1% of their total staff salaries to skills levies which lends itself to the delivery of training. As the general manager of skills development and training, he testified to the fact that the organisation pays the 1% levy and, according to him, all business units within it, including BIT, were reaping the benefits of the skills levy in the form of a training budget allocated to them. He is of the opinion that since this is the law, the organisation needed

to abide by it. To support, this M5 stated: "There is a WSP [Workplace Skills Plan] that my manager told me was important and sometimes I don't choose the courses that I have to go on …. It [the WSP] is correctly aligned to my job scope and it is market related."

Factors contributing to the Failure of Skills Development and Training in Relation to Professional and Organisational Development.

The data that was collected at the BIT site highlighted factors that impact on the failure of skills development and training in relation to professional and organisational development. The following factors emerged in the study and are discussed in the paragraphs that follow: Demotivation; Language Barriers and Inappropriate Lesson Content.

Demotivation

Participants in the study went on SDT courses at external venues, at a cost to the organisation. Four participants requested that their managers send them on courses that are relevant to current work situations and to increase their skills. Their managers looked out for courses that they thought were relevant to the employee's job and motivated these to the HR (Human Resource) Department which made arrangements for attendance on the course. The other participants approached their managers during their annual performance appraisal sessions to suggest courses that they would prefer to attend (based on prior research or enquiry) and this was approved by their managers. Participants often lacked knowledge about the specific courses available to them and where to look for them. For example, the kinds of courses available, when they were available and where they were conducted. Some participants stated the following:

F3: "I am not performing as I should; skills development and training needs my initiative and I am only going on these courses because it will look good on my CV."

M1: "We are only allowed to attend courses that relate to our current function and role;

there is no catering for career development and growth."

M2: "As much as I try, because of BEE [Black Economic Empowerment] criteria, I won't move up. I know; I tried to be always one step ahead of everyone else in BIT but it does not work as I am not black enough."

M3: "You get to a point when there is no way you can go further on, since things don't change in BIT."

F2: "We get certificates if we pass our courses but there is no reward, so money wise BIT is not so good."

Information gleaned from the questionnaire also highlighted a range of perceptions. These included:

- Lack of confidence and fear of approaching the line manager about attending skills development and training courses.
- Concerns of being too old and not wanting to be picked on by younger learners.
- Belief that going on courses "wouldn't really offer anything."

My observations at the training venue were that six learners (out of a class of fifteen) were engaged in activities other than those related to the course at hand. During two sessions that involved pure theory, I observed some learners doodling unnecessarily or browsing through their cellular phones. I later learned that one learner chatted on *Mix it* during one of these sessions. She confessed that she was bored. When the facilitator was in conversation with an individual learner, a group of black African learners would converse in their mother tongue. Although I am not familiar with the language, I could not help but notice that their actions displayed disinterest in the course. Perhaps the issue of demotivation is linked to promotion prospects or salary increases within the organisation. For senior staff, learning was linked to monetary rewards. Some managers received increases in their salaries as they gained knowledge and acquired certificates showing professional development. For junior staff, there was less progression and their rewards were more dependent on their supervisor's knowledge of their performance. Often supervisors were not familiar with all the staff they were responsible for, which resulted in

employees not being recommended for a pay increase and feeling resentful and demotivated that their training efforts were not being recognised.

Language Barriers

The issue of language was difficult to allocate as a factor that contributed to either success or failure. It was a barrier to success because most of the respondents that I interviewed or observed, whose mother-tongue was not English, stated that if their instruction was in their vernacular (mother-tongue) they would be in a stronger position to transfer their language structures into English. My observations of two sessions were that the facilitator was a white female whose first language was Afrikaans. She translated her words from Afrikaans to English, which did not make sense at times. This impeded many of the learners in the classroom who spoke another first language. Interviews with two participants revealed the following:

M4: "Our trainers are mainly whites who talk the English or the Afrikaans, eh… because of this I can't follow fast in the courses and uhm... I get stuck and lost… so it doesn't make sense to me!"

F3: "…mostly I have to read things in the manuals without understanding it because I don't talk so much of English so I don't understand it so much and my job is more technical."

Inappropriate Lesson Content

One participant (F2) stated that she was not too pleased with the content of the skills development and training programmes meted out to her. She felt that the content was not always beneficial to her work and was badly written. She commented: "If our soft skills courses are internally done with manuals then it's fine, but why is our technical skills also taught from badly written manuals…I mean we spend four out of five days with books and manuals yet we are from the technology division."

The facilitator expressed her concerns about the changing nature of the learners

and the "… difficulty of getting through to learners from such diverse backgrounds and educational standings". The facilitator was, perhaps, surprisingly honest about the fact that she felt that they were not always supplying the training that employees with diverse language and educational backgrounds needed. The interview recognised that more was needed to be done if providers were to develop a system that matched the supply and demand of skills development and training. She remarked: "Perhaps one of the reasons why there's a mismatch is that the training provided is very different from the actual work environment; when they go into the real world transferring the skill to the actual environment, that's the problem with what is in the manual and what they have to do out there. Some manage and some don't, that's why different programmes should be developed for new staff and for the more experienced ones."

In synthesis, some participants felt that a partnership between the service provider, training facilitators and skills development department in the organisation would share the responsibility for choosing appropriate skills development programmes to align with each employee's needs.

4.3 SKILLS DEVELOPMENT AND TRAINING: NOTIONS OF PARTIAL SUCCESS OVERRIDE NOTIONS OF FAILURE IN RELATION TO PROFESSIONAL AND ORGANISATIONAL DEVELOPMENT

My quest to investigate whether skills development and training promote professional and organisational development is central to this research report. In analysing the data, I noticed that notions of success in skills development and training far outweighed the notions of failure among all participants. When I posed the question: "Do skills development and training contribute to enhancing your professional development?" and, thereafter, asked participants to give reasons for their responses, most participants indicated that they were

successful and stated that they strongly believed (even though there were minor objections as well) that going on training courses gave them more self-esteem, more knowledge and the confidence that they could perform better at their jobs. The following comments were made in regard to the success of skills development and training sessions from participants who stated the following:

M5: "I explored my natural leadership qualities."

M2: "It allowed me to take heed of my potential by taking notice of my communication skills."

F3: "It aided in my stress and time management."

F4: "Training helped me in decision making and action planning."

F2: "It improved my self-esteem and assertive behaviour."

F5: "I identified my strengths, challenges and areas that I could improve on."

M6: "… as a supervisor. I can now successfully implement change strategies by management, techniques put forward and solutions to operational problems in BIT".

In addition, the participants felt that they acquired techniques that helped them to handle intrapersonal challenges, which arise because of the diversity of the employees, which they encounter each day within the workplace. In analysing these issues, apart from the technical skills that they acquired on courses, they believed that training lent itself to organisational development that was needed to build sound business practice.

On the other hand, when the following question were posed to participants: "Does skills development and training contribute to organisational development?" and they were asked to give reasons for their responses, most indicated that they thought that this was not the case and answered in the negative. The following reflect the contributions made by participants:

F2: "I don't think that this can always be the case… I know I develop but no, not BIT".

F4: "How can BIT develop if we get the qualification and move on to greener pastures?"

M1: "BIT has so many vacancies. Have you not thought why?"

M2: "Firstly, the organisation is a parastatal and the money is not too good like the private sector, so I know that once I got the qualifications, it is time to apply out … So, honestly I can't see the organisation developing if we move on."

M5: "The organisation only wins [develops] as long as I am doing what I learnt on course here; if I move. they need to retrain someone else to do the job and this is costing them more money, so how can they win?"

M6: "Many posts are frozen because it is hard to find skilled labour in IT in the government …. most skilled labour has moved to the private companies or overseas, who pay more."

4.4 Conclusion

From the above quotes, it is interesting to note that participants believed that skills development and training contributed to their professional development but not to organisational development. Success was something intrinsic that they controlled as a result of knowledge and expertise gained through skills development and training. They carried this with them, irrespective of where such knowledge and skills were enacted.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

Chapter four summarised, analysed and presented the findings of the research. This chapter provides a brief summary of the research findings and presents conclusions and recommendations. An overall perspective of the research findings is summarised in the sequence of the research questions posed in the study. Then, the findings of the study in relation to the research aims, research questions and current body of knowledge are commented on under the following broad headings: implementation of skills development and training in BIT; facilitation of skills development programmes; and organisational culture. Thirdly, I reflect on the literature review in relation to the research findings, as well as on the research design and process. I comment on the success of the overall design and discuss problems encountered in this research. Finally, the implications of this research for adult educators are discussed and recommendations for future research are made before an overall conclusion to this research report is provided.

5.2 KEY FINDINGS

The Skills Development Plan that BIT is using to Promote Professional and Organisational Development

The WSP (refer to Appendix 10) is used to establish and formalise career goals for each employee, for a particular year, in BIT. This plan tends to be vague and provides only the course names, division and names and surnames of employees that attend courses. The plan arose as a result of a discussion between the manager and employee at the annual performance review. The review session involved discussion about previous training and identified courses related to current work practices. Over and above the WSP, some managers in BIT developed career path frameworks that provided guidance for

employee progress beyond current jobs. Mainly black participants were mentored via such frameworks, to further develop their skills.

The Manner in which Skills Development and Training is Implemented to Facilitate Professional and Organisational Development

Integrated courses with two facilitators were used, one for the theoretical sessions and the other for the practical sessions. It was protocol for the theoretical trainer to provide sessions that involved lectures during the first two or three days of the course. Thereafter, learners were transferred to workstations to practise what was learnt in the theory sessions. As such, both a theoretical and practical (hands-on) training session ensued (albeit successively and not intermittently). The source of training was the prescribed textbooks and the training manual, which was drawn up by the service provider to the courses. Assessment was solely classroom based at the end of the training course. All research participants expressed a dislike towards the successive theoretical and practical sessions, as they preferred those that were intermittent.

Who facilitated the Skills Development and Training Programmes

The skills development and training department of the organisation initiated the process of skills development and training courses with external training providers for BIT. Bookings were then made and participants attended the courses on the respective dates. Once at the training site, the service provider had trainers available who facilitated the courses in the manner in which they deemed correct. Some participants were unhappy because they felt that some trainers (especially those that trained them in the theory sessions) were not sufficiently trained to deal with learners with IT backgrounds. Others were satisfied with the trainers.

How Skills Development Fits into the Organisational Culture

There is no internal technological training department for BIT employees. All IT training is outsourced to external service providers.. In most interviews, managers and employees identified time and time management featured as a challenge. There was some resistance to employees attending training sessions because of operational targets and objectives. Supervisors saw this as a conflict of interests. I gained the impression that investing in skills development and training did not only amount to the cost of a course, but also to the additional resources required to support and cover an employee who was in training. Some participants did not receive support from their managers, which they felt was a barrier to their professional development. Overall, managers expressed the concern that training enabled greater mobility of staff and the best trained staff moved on to "greener pastures".

Management supports skills development and training because their intention is to create a culture of learning and skills development, communication, respect, civility and recognising and rewarding creativity. They attended courses (funded from internal budgets set aside for this purpose) that aided in building and sustaining employee development and commitment, which enhanced the organisation as well. Theses courses enabled them to understand employee needs, aspirations and the development of competence in conversations at the workplace.

Factors which Contribute to the Success or Failure of Skills Development and Training in Relation to Professional and Organisational Development

The factors that contributed to the success of skills development and training were as follows:

Self Motivation and Attitude

The majority of participants were self-motivated and acknowledged that it was important for them to attend skills development courses because it enabled them to improve themselves and their jobs. Participants believed that this allowed them to deepen and extend their knowledge of new software as well as giving them perceived status and boosting their self-esteem. Many stated that their attitude changed after the implementation of the WSP, which was a catalyst in developing their specific roles within BIT. This resulted in their progression and enabled them to increase their skills in a manner that stimulated and challenged them, which they felt promoted their professional development.

Attitude of Management

Most participants stated that another major contributor to the success of skills development and training is the enthusiasm and commitment shared with their direct reporting line. They believed that management plays a pivotal role by displaying encouraging behaviour. This encouraged them to perform better at their jobs so that management would be impressed. Interestingly, it was noted that those managers who agreed to participate in this study were the most engaged in the implementation of skills development and training in BIT. They also believed that there was still room for improvement in skills development and training.

Team Collaboration and Peer Learning

Participants believed that they learnt from one another when they were grouped in a particular course and engaged in discussion or remained in contact with one another after the completion of the course to discuss the meaning of the courses and problems encountered. Because they were on the

same level, they felt that they could relate to one another, thereby communicating with equity. Many commented on the gains in personal development and confidence, as well as in relation to work that they saw in their peers. Frequent references to profession growth were made.

Keeping Pace with Policy and Practice

The general manager of skills development and training felt that it is difficult to respond swiftly and effectively to sudden policy changes relating to economic, social and technological developments because of time constraints, the organisation is consistent in its attempt to maintain the pace of change. He believed that the implementation of the WSP was a genuine attempt to identify the skills and development needs of BIT which prompts the unit to align employee skills to the courses on offer. This means that the organisation adheres to the SDA and SDLA promptly.

The factors that contributed to the failure of skills development and training were as follows:

Demotivation

Four participants lacked motivation to attend skills development and training courses because they continuously had to request their managers to send them on courses. Even when they were eventually sent on courses, their managers booked them on courses that they (the manager) believed were relevant to the job but did not consult the participants regarding their preferences and needs. These participants stated that they lacked information about the courses available to them. Information gleaned from the questionnaire also highlighted that some participants lacked confidence because of fear of approaching the line manager about attending skills development and training courses. There were also concerns about being too old and not wanting to be looked down on by

younger learners. There was a belief that going on courses "wouldn't really offer anything". The other demotivating factor was that some senior staff was rewarded in monetary terms for attending training courses, although these courses were not at the same venue. There was less progression for junior staff, and their rewards were more dependent on their supervisor's knowledge of their performance.

Language Barriers

Language was a barrier to the success of skills development courses. Participants, whose mother-tongue is not English, stated that if instruction was given in their vernacular (mother-tongue) they would be in a stronger position to transfer their language structures into English. I noted, in fact, that the facilitator was a white female whose first language was Afrikaans. She translated her words from Afrikaans to English, which did not make sense at times. This hindered many of the learners in the classroom who spoke another first language from gaining the full benefit of the course.

Inappropriate Lesson Content

One participant in particular expressed a dislike of the content of the learning programme because she believed that it was badly written and not beneficial to her work. The training facilitator expressed her concerns regarding the difficulty experienced in training learners from diverse backgrounds and educational standings and recognised that more needs to be done if providers are to develop a system that matches the supply and demand of skills development and training.

Synthesis

Notions of success in skills development and training far outweigh notions of failure among all participants. M most participants indicated that they believed

that attending these courses provides them with self-esteem, more knowledge and the confidence to perform better in their jobs.

Based on the above key findings summarised above, it can be concluded that:

- Skills development and training promotes professional development for employees within BIT.

- Skills development and training promotes organisational development only if the employee is in the employ of BIT. Once the trained employee seeks employment elsewhere, the organisation has to retrain staff to ensure that it has a skilled workforce equipped to carry out functions necessary to ensure its sustainability.

5.3 DISCUSSION OF FINDINGS

Implementation of Skills Development and Training in BIT

It is evident from the study that there is little direct correlation between the development of the employee base and the overall development of BIT. While this study focused on the BIT unit, it was also found that there is no comprehensive overarching human capital development plan applied consistently across the whole organisation. Although the WSP was an initiative from the HR and skills development departments, there were no other overarching plans in place that applied to the entire organisation to align training with the government policy. It would seem that the problem identified within BIT is not necessarily restricted to that locus. It is my understanding that a policy needs to be followed by a plan of action, since it is the policy that drives the plan. Although the Rainbow Broadcasting Corporation has complied with legislation as set out by the SDA, there is a clear absence of a strategic plan applying to the entire organisation. While management has cognated the importance of adhering to the SDA, there is no strategic plan in place within the

organisation which cascades to the level of the business unit to deliver on this imperative. Only recently and with the aid of a consulting house, has there been any conscious effort to create such a plan. This came to my notice because part of the research arrangement was that I could engage in occasional sessions with the general manager of skills development and training. During one of these interactive sessions, I was informed of initiatives currently underway within the organisation in relation to the study.

Another area of concern in relation to the research findings is the matter of Employment Equity (EE). While the EE Charter within the organisation's documents sets forth certain prerequisites in terms of transformation objectives, it should not delimit the objectives for equal opportunity with regard to the development of the existing workforce. Rainbow Broadcasting predominantly employs individuals from previously disadvantaged communities (mainly Black Africans). According to findings from research question 3, skills development targets all employees within the organisation, hence within BIT. The perception from the previously advantaged workforce (mainly white individuals), however, is that skills development is focused on the development of only black employees. While certain accelerated programmes may be meritorious in the interests of bridging the knowledge gap, they should not seek to marginalise employees within the organisation and hence BIT who hold a non-designated status. The consequence of such decisions could be catastrophic as there will be a lack of willingness on the part of non-designated individuals to share the tacit knowledge they have gained over the years.

Facilitation of Skills Development Programmes

The characteristics of skills development facilitators/trainers are crucial to the success of skills development programmes. In facilitating these programmes, trainers need to speak clearly and succinctly to provide an interactive and

successful training session.

Skills development facilitation is understood to be the delivery of content to learners in a training session. The manner in which adults learn is different from the way children learn, therefore some participants felt that in acknowledging this, alternative methods should be utilised in teaching adults rather than using the most common method in the training sessions, which is the lecture. They prefer intermittent sessions involving both theory and practice. As adults take an active role in their learning, the benefit of practical training is obvious. In a similar vein, Knowles (1990) is of the belief that adults learn because they want to reap certain benefits as a result of their learning. This means that when adults attend a training session, they do so in search of knowledge and skills that they can utilise in their current job and that will benefit them in various ways. If such training is not facilitated in accordance with these ideas, there is bound to be discord among learners.

In adult learning, transmittal techniques like lectures are not as useful as experiencing techniques. The idea of learning from one's experience is essential for self-actualisation. Adults see mistakes as opportunities to learn. Adult learning is problem-centred as opposed to being theoretically oriented (Buckley & Caple, 1992). They need to apply their learning in real situations and trainers need to recognise this. Without intermittent active sessions to lock in their learning, adult learners would not necessarily transfer their learning to their jobs. Research shows that when adult learners learn on their own initiative, the learning is permanent and a better understanding is achieved (Van Dyk et al, 1992). This concept had not occurred to me prior this research was undertaken. As a result of the large volume of exploratory readings that I undertook and which is outlined in chapter two, as well as the data gathered from this research, I have realised the intrinsic value of learning to adults when

compared to children. Based on the interviews and observations undertaken, I am now more inclined to appreciate the views of Malcolm Knowles on andragogy and pedagogy. Knowles' (1990) proposition is that adults and children should be taught differently because they learn differently. Many critics have, however, pointed out that the learning process is. in fact. the same in adults and children. It is posited that they do not learn differently. Knowles countered this by stating that adults have characteristics and resources, such as prior learning, and motivation to learn because of their social/life roles, which require a different kind of teaching to support their more experiential and problem-based learning. He went on to elaborate that this is more relevant than the subject-based learning and mandatory attendance (learning) which are metered out to children in school.

In terms of the adult learner, this indicates that different work or modes of learning are appropriate. Knowles also mentioned that adults have the opportunity of immediacy in applying their learning, whereas with children this immediacy is postponed since not many aspects learnt at school are applied until later stages of development. In light of the findings specific to this research, I tend to agree partially with Knowles because all participants were adult learners and many did not like the idea of a classroom set-up where they are lectured to without being able to immediately apply what is learnt. They are of the opinion that skills development programmes ought to show them immediate results in terms of their jobs, as well as the associated benefits of their developing of their skills. I understood these associated benefits to learning and training to entail rewards in the form of monetary benefits, personal benefits and social benefits. This view highlighted the idea that adults engage in learning and training because they want to, not because they have to. In appreciating Knowles; views on adult learning objectively, I realise that perhaps these are not theories of learning but are rather more concepts about

the various approaches of how best to teach adults. Learning best takes place when approached intrinsically, whether via acquisition, accommodation or instruction. I believe that the learning process is the same for both adults and children, except that with adults, it is assumed that there is more experience and imagination to draw from.

Organisational Culture

The manner in which employees act, demonstrates the values and goals of an organisation. Beliefs and values that are inculcated within them as a result of their understanding of their organisational culture affect the manner in which they interact within the organisation. In relation to this study, there was a very clear communication channel of key messages between management and staff. Apart form the formal skills development and training programmes, employees were also sent on training courses made possible through the allocation of internal training budgets. I noticed that not all business units within the organisation followed the same procedures; this was evidenced in that BIT wished to change its culture in view of global and local economic, social and technological changes.

In aligning what various research participants stated about organisational culture and skills development and training, it was evident that BIT as a microcosm of Rainbow Broadcasting Corporation is a business unit that responds quickly to change. In light of my literature exploration, this lines up with what Handy (1987) states about organisational culture being "… *the inherited ideas, values, beliefs and knowledge that surrounds the social structure of the organisation*". As a result of this social structure, employees are motivated to enhance and cultivate traditions in keeping with the culture of the organisation. This aligns to the study that Felstead, A et al (2005) conducted, which found that the majority of participants interviewed were of the opinion that training is

the most effective means of improving professional development and also that, advice, understanding and mentoring from managers emerged as crucial to employee development. In a similar vein, Schein's (2003) view is that the success of IT organisations or departments is dependent on the culture of that department. In synthesis, organisational culture is viewed as a system of shared perceptions that literally hold a department or organisation together, at the same time giving it a distinct identity (in terms of values, philosophies, assumptions of a phenomenon). This highlights the notion of organisational culture as an attempt to capture the basic feel or ethos of the organisation through the lens of its employees.

The fact that there is no internal training department for BIT employees, significantly relates to the organisational culture. We question the kind of organisational culture that outsources a large component of its technological training needs to external service providers. While reviewing the research findings, I realised that BIT was a very important unit in Rainbow Broadcasting. BIT is affected by the world of technology and technological change. It is attempting to respond and adapt quickly to these changes, especially to the new challenge posed by digital migration that required a skills audit and analysis in accordance with the new DTT environment. It must be noted, however, that BIT is also governed by a budget which means it is not able to buy all the necessary expertise in-house; therefore, it made sense to outsource a major part of its training requirements. In addition, it appears that a technocratic culture ensued within BIT because they adhere to the SDA and the SDLA. The organisation pays the 1% levy to the SETAs to facilitate skills development and training, which encourages the development of a technocratic culture.

Many theorists do not deny that organisations exhibit organisational culture; however, the most prominent critique is that if culture drives an organisation,

how can such culture be measured, categorised or even changed? In view of the research findings, I am of the opinion that culture drives the organisation and not the organisation that drives culture. The organisation, however, can, to its benefit, influence (although not control) the culture that surrounds it. This is usually achieved as a result of external forces that come into play in the form of policies that the government sets out and the subsequent enactment of such policies within the organisation (SDA and SDLA). This view is reinforced by the notion that in an organisation where lifelong learning (skills development and training) is at the centre of its organisational culture, then those who hold positions of authority will espouse values and beliefs that would support this assumption. This aligns adequately with Schein's (2004) organisational culture model in the theoretical framework.

This study indicates that there is not only one model for organisational culture. Organisations do not need to possess certain aspects of organisational culture to achieve success, because culture may be an extension of management and needs to be relevant to the challenges stemming from similar organisations. The BIT case study analysis highlights a key factor in BIT's relevance to industry. Owing to changing dynamics of technology and market structures, employees cultivate a culture of lifelong learning to keep up with the change that results in procuring new knowledge. This reaffirms the notion that "*strong cultures have powerful consequences*" as Kotter and Heskett (1992) state, because BIT's culture has allowed employees to intrinsically keep up with the extrinsic challenges of the markets.

5.4 REFLECTIONS ON THE LITERATURE REVIEW AND RESEARCH FINDINGS

While the literature reviewed illuminated the research findings, it also raised questions about the findings. The literature illuminates the concept of

andragogy, which has taken on a broader meaning that implies an alternative to pedagogy. As such, it refers to learner-focused education for people of all ages. This is something that Knowles (1990) eventually conceded. In the workplace context, this has consequences for the issue of who plans the learning and the manner in which it relates to skills development and training and professional and organisational development. In reflecting on this statement, Rainbird et al (2004) state that the manner in which learning is organised, the social and power relations of the workplace and the voice of the employees within an organisation need to be considered.

Education and learning is a lifelong process and a tool to acquire additional skills in achieving professional development. The evolution of the demand for a learning society by government, industry and employees highlight that education, performance and social inclusion is complex in that learning is aligned to motivation, self-belief and strategies that are linked to levels of social cohesion. Lifelong learning is viewed as a catalyst of social development. The question raised, in light of the research findings, concerns the role and responsibility of government, industry and employees. This is because an effective workforce development strategy involves varying degrees of responsibility for the abovementioned stakeholders. Government sets the policy on skills development and training, while it is accepted that the responsibility of the organisation is to implement overarching plans that align with the policy. The role of government should, however, not stop at the point of policy implementation. Government should endeavour to further participate in delivery of training to ensure that the overall skills development process is complete. This should entail constructive interventions from SETAs (in the form of "watchdogs") in ensuring that a smooth and efficient system of skills development and training is facilitated by all stakeholders involved, from the beginning to the end.

5.5 REFLECTIONS ON THE RESEARCH DESIGN AND PROCESS

It must be noted that the responses of all participants in the sample, form a snapshot of a particular subset of employees in the BIT unit. They do not present a true picture of the entire organisation. While it was a challenge to ascertain from the responses received and observations noted, how far a perception extended or how relevant it might be within the organisation, it was possible, via triangulation, to see that a set of attitudes existed within the sample group consulted that may be equally valid for all employees within the organisation.

In synthesis, qualitative data was collected and analysed to provide credibility to this study. The study employed the use of a questionnaire, interview, observation and document analysis as the predominant research instruments. In general, these instruments appeared to have served their purpose after refinement as a result of the pilot study that was conducted at the pilot site. On reflecting on the research design and process, I would, however, change the following should I engage in further research:

The benefits of email illuminate the "paper to paperless" notion of correspondence. I would definitely engage in the use of email correspondence in the process of administering a questionnaire and gathering data from research participants. This would provide a substantial saving of time, transport costs and administration.

In future, I would consider the sample size of the research in relation to the span of the research. This would help in curtailing monotony with regard to data capture.

5.6 IMPLICATIONS OF THE RESEARCH FOR FACILITATORS OF ADULT

LEARNING

In addressing the implications of this research for educators of adult learners, my research report has been located within a chain of knowledge in relation to the manner in which it adds to what is already known on the topic. This means that I am now more aware of the following in the field of adult education, which adult educators need to consider:

- In a technological environment, practical training techniques are crucial for the sustainable acquisition of skills through training.
- Training needs to be relevant to the work experience of employees.
- Training needs to be relevant to the tasks employees perform in the workplace.
- It is important that the breadth and depth of training programmes be customised to the training needs of the various groups of employees within the organisation.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

Future research in relation to this study needs to build upon and not duplicate recent and ongoing research initiatives. The current skills development strategy (NSDS), which is the backbone of skills development and training initiatives in South Africa, does not reflect an adequate research base of strategic issues. It is lacking on the following matters that require further research:

- The proper organisation and delivery of skills development and training.
- The establishment of suitable content in skills programmes needs to be reviewed.
- The assessment of the level of skills an employee possesses, that is duly certified and acceptable to all the stakeholders involved.
- Research on the jurisdiction and impartiality of SETAs needs to be conducted to determine the degree and commitment of their

involvement in skills development and training.

Finally, this research study suggests that there is scope for future research in the field of skills development and training by training practitioners, academics, policy developers and others involved to enhance the understanding of the relationship between skills development and training in relation to professional and organisational development. In addition, this study highlights the importance of investing in the human capital of an organisation through training, education and skills development. Continuous professional support is a crucial feature in terms of the organisational climate or culture of the organisation.

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APPENDICES

Appendix 1: Letter of Introduction

5 Keldern Street
Ormonde
Johannesburg
2091

07 May 2007

The Group Executive of Human Capital, Learning and Development

Dear Sir/Madam

My name is Nazira Hoosen and I am a senior educator at St Martin's Private School. I am currently completing my Masters degree in Education at the University of Witwatersrand on a part time basis. The research report is a part requirement toward the completion of the M Ed Degree.

The subject matter that I intend to research is around skills development and training and as such, I would like to investigate whether skills development and training promotes professional and organisational development within the BIT (Broadcasting Information Technology) business unit at the Rainbow Broadcasting Corporation, (pseudonym used to protect identity of the organisation). My proposed research will use a qualitative paradigm and be based on case study methodology. Since a case study aims to understand one phenomenon in-depth, my study will explore the dimensions of skills development and training in BIT and its impact on the professional development of employees in BIT as well as the development of the organisation. This method of investigation will focus entirely on the subjects situated within the case and thus, will holistically consider the interrelationship among the employees, the organisation and its beliefs. Therefore, I would like to request permission to conduct such research within BIT at your organisation. In addition, confidentiality of all participants will be maintained at all times. This translates to the research engaging in the use of pseudonyms for all participants. Participants will be given a brief introduction

of the study that includes the problem statement, aims and rationale. Participants will be briefed according to the briefing guidelines in the sensitisation session outline. The briefing guidelines include the purpose, procedures, participation with informed consent, benefits, and matters regarding confidentiality in relation to the study.

The research would be conducted on site and would take the form of observations, questionnaires, interviews (at a time suitable to all participants) and an analysis of the relevant documents pertaining only to skills development and training in the organisation. Your co-operation in granting permission for this research could help in terms of the future provision of training for BIT employees. The benefit of this research to me is two-dimensional. I will firstly learn more of the topic under investigation as well as attain my M Ed Degree. Holistically, research findings could improve professional and organisational development provisioning in BIT at Rainbow Broadcasting. In addition it must be noted that the organisation will have access to the results and use it to the organisation's benefit.

Please give this request due consideration. I look forward to your favourable response.

Regards
Nazira Hoosen

Appendix 2: Letter of Approval from Group Executive

Rainbow Broadcasting Corporation
Radio Park
Cnr Arty and Hen Roads
Johannesburg
2092

Letter of Consent

Permission is hereby granted to Nazira Hoosen for the participation of the BIT business unit site as a research subject in her Master of Education studies. The organisation understands that the data collected and analysed as a result of the research will form part of the main body of the master's research report. The organisation also understands that her studies will be used only for educational purposes. In addition the organisation will have access to the research results and use it to the organisation's benefit.

The person responsible for aiding Miss Hoosen in her research will be Mr C Brush (The acting general manager of BIT, on behalf of the organisation). Furthermore there will be no remuneration for this effort and corresponding output.

I also agree that Miss Hoosen use the name of Rainbow Broadcasting in her research report. In addition, confidentiality of all participants will be maintained at all times. This translates to the research engaging in the use of pseudonyms for all participants.

_____

Group Executive Human Capital Services (HCS)

6/8/07

(The above names are pseudonyms and the original letter of consent is retained to protect the identity of the Group Executive of Human Capital and the person responsible for Miss Hoosen's research, at Rainbow Broadcasting)

Appendix 3: Consent and Confidentiality

Part A: Letter of Consent

(To be signed by all research participants)

I ……. have consented to participate as a research subject in Nazira Hoosen's Master of Education studies. I understand that the data collected and analysed as a result of the research will form part of the main body of her Master's Research Report to be submitted to the School of Education at the University of the Witwatersrand. I also understand that her studies will be used for educational purposes. I understand that I will be guaranteed anonymity (by using pseudonyms) during the actual research process as well as in the final research report.

By signing this letter of consent, I consent to the following - [Cross (X) the relevant blocks]:

- ❑ Completing a questionnaire
- ❑ Participating in interviews
- ❑ The researcher being present in the training venue
- ❑ The researcher observing training sessions
- ❑ The researcher taking field notes
- ❑ Training sessions being audio-taped

I expect to be given a copy of this consent form to keep.

Signed ……Date ……

Part B: Guarantee of Confidentiality

I, Nazira Hoosen, hereby guarantee anonymity and confidentiality to all research participants in BIT, at Rainbow Broadcasting. This confidentiality will be guaranteed during and after the research process as well as in the final research report.

Researcher: Nazira Hoosen ……Date …….

Appendix 4: Questionnaire

The purpose of the attached questionnaire is to:

1. Get a general overview of staff that comprises BIT.
2. Investigate skills development and training in BIT.

You are invited to complete the attached questionnaire, which should not take you longer than 20 minutes. Please be assured that any information you provide in this questionnaire will remain confidential and this information will not be made available to your employer or direct reporting line. To protect your confidentiality fictitious names will be used; therefore, no identifying information about you will be recorded in the research findings. Research records will only be used for the purpose of this study and for the writing up of my M Ed research report. Your participation is on a voluntary basis and will be highly appreciated.

N.B. PLEASE COMPLETE THE ATTACHED QUESTIONAIRE AS WELL AS THE CONSENT AND CONFIDENTILITY FORM AND PLACE IN ENCLOSED ENVELOPE TO BE HANDED IN TO THE OFFICE OF THE ACTING GENERAL MANAGER: BIT.

Section A Demographics

CODED NAME:
(A Fictitious name will be used)

GENDER: {1=Male; 2=Female}

AGE:

POPULATION GROUP: {1=Black; 2=Coloured; 3=Asian; 4=White; 5=Other}

HOME LANGUAGE: {1=Afrikaans; 2=English; 3=IsiNdebele; 4=Sepedi; 5=Siswati; 6=Xitsonga; 7=Tshivenda; 8=Setswana; 9=IsiXhosa; 10=IsiZulu; 11=Sesotho; 12=Other}

DISABILITY STATUS: {1=Sight; 2=Hearing; 3=Physical; 4=Multiple; 5=Epilepsy; 6=Other; 7=None}

OTHER – ELABORATE:

No. YEARS OF WORKING EXPERIENCE AT CURRENT ORGANISATION:

ACTUAL PERSONAL CATERGORY: {1=General Manager; 2=Line Manager; 3=Technical Personnel; 4=Other}

ACTING – IF DIFFERENT FROM ACTUAL: {1=General Manager; 2=Line Manager; 3=Technical Personnel; 4=Other}

NATURE OF APPOINTMENT: {1=Permanent; 2=Temporary; 3=Contract; 4=Substitute}

QUALIFICATION CATERGORY:

99=Without Matric and no Training at all; 10=REQV 10 (Matric, no training);
11=REQV 11 (Std 6,7,8,9+ 2yrs training); 12=REQV 12 (Matric + 2yrs training);
13=REQV 13 (Matric + 3yrs BA, B Sc, etc); 14=REQV 14 (Matric + 4yrs training);
15=REQV 15 (Matric + 5yrs training); 16=REQV 16 (Matric + 6 yrs training);
17=REQV 17 (Matric + 7yrs training).
NB – the duration of the qualification is taken into consideration and not the time taken to complete the qualification

QUALIFICATION TYPE:

(Choose the highest qualification)
1=Professional Diploma / certificate
2=Academic Degree
3=Professional Degree
4=Technical Diploma / certificate

INDICATE WHETHER ANY TRAINING WAS ATTENDED WHILST IN EMPLOYMENT AT BIT

{1=Yes; 2=No}

PLEASE INDICATE THE TYPE OF TRAINING ATTENDED:

TYPE	DURATION

Section B Specific Questions

General views of learning in BIT (in the context of BIT, the use of the word training also means learning – both terms can be used interchangeably)

1. What is the vision of BIT in relation to learning?

2. Do you subscribe to this vision or do you have alternative views? Explain.

3. What is the mission of BIT in relation to learning?

4. Do you subscribe to this mission or do you have alternative views? Explain.

5. Has BIT implemented a learning plan that promotes your professional development? If so, how? If not, why not?

6. In your opinion, does this learning plan also promote the organisations development? If so, how? If not, why not?

7. Do you think that your professional development is enhancing the productivity of the organisation? If so, how? If not, why not?

8. How were you made aware of this learning plan? Elaborate

9. Have you engaged in any learning programmes in the last 12 months? If so elaborate.

10. What do you attribute the success of learning programmes to?

11. What do you attribute the shortcomings of learning programmes to?

12. What are your views of the content of the learning programmes?

13. Did BIT ensure that your skill was aligned to their learning plan? If so, how? If not, why not?

14. What have you done to align your skills to this learning plan?

15. Do you have a personal development plan? Explain

16. Do you have a career development plan? Explain

Section C Open Question

Is there any other information that you would provide that is, in your opinion, relevant to the researcher gaining a better understanding of skills development and training in BIT?

Appendix 5: Interview Schedule for Management

Confidentiality

Please be assured that any information you exchange in this interview is confidential and this information will not be made available to your employer or direct reporting line. To protect your confidentiality fictitious names will be used; therefore, no identifying information about you will be recorded in the research findings. Research records will only be used for the purpose of this study and for the writing up of my M Ed research report. Your participation is on a voluntary basis and will be highly appreciated.

You are participating in this research on a voluntary basis. You can refuse to answer a particular question at any time or withdraw from this research process at any time.

POSITION IN COMPANY	

Interview Schedule for the General Manager: Skills Development and Training

1. How do you set your skills development and training?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What are the various sources of input that informs the content of learning programmes?

   _____
   _____
   _____
   _____
   _____
   _____

3. Do you have specific learning programmes for different employees in BIT?

   _____
   _____
   _____
   _____
   _____
   _____

4. Do you use any international benchmarks?

5. Are there any improvements that you would like to make to the existing skills development and training plan? Explain

6. Have you experienced any barriers to the current skills development and training plan?

7. Do you involve employees (at any level) in your planning forecasts?

Interview Schedule for the Acting General Manager of BIT

1. Do you actively champion the need for a learning budget? If so, how?

2. Does the learning budget cater for the need of promoting learning within your business unit?

3. Are you fundamentally involved in setting up the budget?

4. Do you believe that the learning plan aligns itself to the vision and ultimately, to the strategy of BIT? Explain.

5. Do you believe that it is important for your employees to be part and parcel of setting up the learning programme?

6. Do you have international benchmarks in setting your learning plan?

Interview Schedule for the Line Managers

1. How do you promote learning within your department?

2. Are you satisfied with the current learning programmes?

3. Is the training budget sufficient to cater for the training needs of employees?

4. Does the training plan meet the needs of your department?

5. How could you change the current plan to add more value to it?

_____
_____
_____
_____

6. Do you experience any barriers to rolling out the learning plan in your department?

_____
_____
_____
_____

7. Do you believe that staff needs to be incentivised when they achieve certain learning milestones?

_____
_____
_____
_____

8. Are the incentives currently adequate?

_____
_____
_____
_____
_____

ADDITIONAL NOTES

Appendix 6: Interview Schedule for the Training Facilitator

Confidentiality

Please be assured that any information you exchange in this interview is confidential and this information will not be made available to your employer or direct reporting line. To protect your confidentiality fictitious names will be used; therefore, no identifying information about you will be recorded in the research findings. Research records will only be used for the purpose of this study and for the writing up of my M Ed research report. Your participation is on a voluntary basis and will be highly appreciated.

You are participating in this research on a voluntary basis. You can refuse to answer a particular question at any time or withdraw from this research process at any time.

POSITION IN COMPANY	

1. In your view what do you think of the content of the learning programmes?

   _____
   _____
   _____
   _____
   _____

2. What are the strengths of these learning programmes?

   _____
   _____
   _____
   _____
   _____

3. What are the weaknesses of these learning programmes?

   _____
   _____
   _____
   _____
   _____

4. What do you think are the learner's challenges/triumphs in terms of the contents of the learning programmes?

   _____
   _____
   _____
   _____
   _____

5. What areas do learners grapple with in the learning programmes?

_____
_____
_____
_____
_____

6. What do you attribute these problems to?

_____
_____
_____
_____
_____

7. What kind of remediation would you use to intervene in order to solve these problems?

_____
_____
_____
_____
_____
_____
_____
_____

8. Is there anything in general that you would like to state?

_____
_____
_____

ADDITIONAL NOTES

Appendix 7: Transcript of Interview with one of the Principal Participants

Code : T/Mat/F1
R : Researcher
P : Participant
Date : 07 March 2008
Time : 14hoo
Venue : BIT Boardroom

R: Good afternoon, thank you for completing the consent and confidentiality form that allows me to interview you on your experience of skills development and training in BIT in relation to professional and organisational development.

P: Hi, good afternoon to you to.

R: I am completing my Masters Degree in Education at the University of the Witwatersrand and as such I am conducting an investigation as to whether skills development and training promotes professional and organisational development in BIT. [Read out briefing guidelines from page 48]. Okay, I will be asking you some questions pertinent to this topic so please answer as briefly as possible.

A learning strategy for professional and organisational development

R: What learning plan is BIT using to promote professional and organisational development?

P: The workplace skills plan

R: Do you feel that skills development programmes are easily accessible to you? Explain.

P: Most of the time, because the manager gives you access to training about 4 times a year.

R: Are these programmes continually updated to cater for the changing needs of the business unit? If so elaborate.

P: Yes, I'm into IT, because the technology is changing, there is a new

learning plan each year.

A structured approach to learning

R: Are your current skills assessed so as to be in line with the Workplace Skills Plan? Elaborate.

P: Sort off, the database course and the operating system course are all job related.

R: Is there a requirement that specifies the amount of time that you should spend in skills development and training?

P: there's a maximum of 4 per year.

R: Are learning programmes one of the formal approaches that BIT is using to promote professional and organisational development? What are your views of the contents of these learning programmes?

P: Ya, mainly. The courses help us but some are boring. Too much theory!

R: How relevant are these learning programmes to your current job specifications? Explain.

P: Very, if I am busy with server installations and go on a Sequel server Course 2000. When I come back to work, I know my job much better.

R: Who facilitates these learning programmes?

P: External companies or providers that MS [pseudonym used] tells us about.

R: How are these learning programmes facilitated?

P: First they give us lectures; say 2 to 3 days then we move to the workstation. Eh, this happens most of the time.

R: In your opinion, do you think that the facilitator is suitably qualified to facilitate these learning programmes?

P: Yes, most of the time because I understand English and Afrikaans. They even give you their e mail addresses if you have problems.

R: What type of teaching style does the facilitator use when facilitating the learning programmes? Explain.

P: First it's theory then we move on to practical. We finish one and move to the next.

R: Is this teaching style compatible to your own learning style? Explain.

P: Hm … me I like interactive teaching like practical teaching not theoretical. Ya so it's not compatible to my learning style.

R: What recommendations would you make to improve these learning programmes and the delivery of them? Elaborate.

P: Training manuals are too long to go through in one week. Silence. Maybe, time should be broken up because BIT is paying for them and if you don't go through it, you fail.

R: Do you believe that management within BIT has considered international benchmarks when drawing up learning programmes? Elaborate

P: I think so because we go on courses that are internationally certified.

The learning culture in BIT

R: How do you view the culture within BIT, in terms of organisational learning?

P: They are very interested in learning. We get together to talk about the courses that we can go on. There is a lot of transformation. It is open to everybody.

R: At what employment level is the development of skills focused?

P: I am still at entry level but I think it is open to everybody.

R: During the course of working, do groups/teams engage in discussions pertaining to problems or solutions regarding the work at hand? If yes, elaborate. If no, why not?

P: Yes. I was busy with an installation and I asked the senior DBA, R [database administrator] for help. You know, he helped me.

R: Have you identified any barriers to learning in BIT?

P: Yes.

R: What are the barriers to learning in BIT?

P: Training should be done by BIT. Going out is a big barrier to me

R: Do you feel that these barriers affect your professional development and the organisations development? If yes, elaborate.

P: Silent.

R: Are these barriers communicated to management? If no, why not?

P: Silent

R: How would you change the culture of learning within the business unit?

P: Silent

The allocation of resources that facilitates learning in BIT

R: Does BIT have a designated skills development and training budget?

P: Yes.

R: Is there a designated skills development and training department at your organisation? If yes, what is the staffs complement in the training department?

P: Yes, silent

R: Is your skills development and training sessions held on site or at external venues? Explain.

P: External venues, only soft skills are done here.

Rewards, remuneration and recognition

R: Does management in BIT, acknowledge your particular skills development and training milestones?

P: Yes.

R: Are there any incentives for you when you meet your skills development and training milestones? If yes, explain.

P: None I am aware of.

R: Do skills development and training programmes contribute to enhancing your job capabilities? How?

P: Yes, they show you how to troubleshoot and when you get back, the

knowledge is still in here [refers to head]. If you don't understand you can check the training manual.

R: Are there derived learning benefits for BIT as well as yourself?

P: For me … ya, but for BIT I don't know because many of us go to get the credits for our CV. So, how can BIT benefit all the time if we are moving?

R: Do you actively participate in the learning programmes? If so, how?

P: Yes, if practical only. Theoretical, no!

R: How would YOU change the learning programmes?

P: I think that they should do a bit of both all the time. Not finish theory and go to practical. Why can't we do it simultaneously?

R: Do you believe that more can be done to promote the learning programmes?

P: For sure!

R: Since your employment at this organisation, do you believe that you have grown in knowledge and experience? Elaborate.

P: Yes, I am more confident of myself, and I speak better in most of my conversations than before.

R: Do you believe that there is adequate reward for learning? Elaborate

P: Yes, I'm gaining the experience and certifications, but there is no reward from BIT. They don't up the salary.

R: Compared to others within the industry, do you believe that BIT is doing more to promote learning? Elaborate

P: Yes, Example, if Microsoft is launching new software or hardware. We get samples or what you call them …. Ya … prototypes. And we meet others from other companies. So BIT is on par but not with the money, eh…eh…

R: Is there anything, in general that you would like to state?

P: I hope that this can help us in getting a salary raise. Maybe they will see that we work hard!

R: Perhaps. But nonetheless, thank you for your time and is it okay if I keep in touch with you to verify certain statements made?

P: No problem. You can get L to call me from the bottom.

ADDITIONAL NOTES

Appendix 8: Field Notes Observation Schedule

Date:	13 April 2008	
Context / Setting:	Training centre X-Rm B12 (Day 1 of 3) (session 1 of 9)	
Research Participants	F1, F2, M2. M3, M4, M5 Training facilitator	
Observations	Analysis	Factors contributing to professional & organisational development
Who? • M1, M2, M4, F1, F2, M5 • Training facilitator	• Theoretical session • M1 not too happy • F5 same • F1 same • Facilitator merely doing what she is required to do	• Preference to practical sessions mainly
What? • Dynamics between participants and facilitator • Content of L Progs • Type of learning	• Comfy with each other • Probing questions by participants • L Progs, readable, understandable • Textbook learning	• Peer learning • Help from facilitator
How? • Field notes • Audio recordings • Engagement with each other	Methods employed in classroom: • Lecture • Textbook analysis • Manual analysis • Group activity	• Peer learning • Content of L Progs • Facilitator help
Why? To answer Rx question (main)	Skills development and training promotes mainly professional development thus far	Refer to observation schedule

Appendix 9: Training Observation Schedule

Observation of Training		
Date	:	13 April 2008
Venue	:	Training centre X-Rm B12 (Day 1 of 3) (session 1 of 9)
Time	:	9:30 am – 10 am (Break); 10:30 am – 1 pm (Lunch)
Training Topic	:	IP Telephony/ VOIP intermediate
Number of Participants	:	7

	Observation	Analysis	Implications for professional & organisational development
Lesson Introduction	• Lecture type • Continuous talking by facilitator • Aim of lesson communicated to class	• Pedagogical situation	• Positive for professional development
Lesson Body	• Lecture + - 15 min • Part. Ask questions M1…F1 • Facilitator used manual/textbook	• Interactive discussions at times	• Knowledge enhancement • Positive for professional development
Lesson Activity	• Totally lecture type • Comments considered between groups • Complete questions in manual	• Theoretical • Manual and textbook used x2 • Textbook based learning	• Positive for professional development
Lesson Conclusion	• Need to learn off VOIP segment for exam at end of course	• theoretical	• Not so sure

	Observation	Analysis	Implications for professional & organisational development
Group Work Discussions	• Broke out x2 • M4 bored with work • M2 need smoke break	• Boredom sets in during mid lecture only	• Peer learning and teamwork noticed • Positive for professional development • Facilitator checks on each group for comments
New Concepts Learnt	• New media application in terms of IP • Advanced and intermediate phasing processes	• Wait for application sessions to see if it can be applied	• Need for practical application
Classroom Management	• Facilitator controlled since classroom based • Lecture type	• n/a	• n/a
Assessment	• None at this stage	• n/a	• n/a
General	• Most learners seem bored, edgy, fiddling with cellular phones • Language: some can't grasp pace of facil. English	• Monotonous • Learners can't wait to be at computer station • Facil. translates from Afrik. To Eng	• Negative for professional development i.t.o those that have different languages

Appendix 10: Copy of Workplace Skills Plan for BIT

Technology Department - Workplace Skills Plan ***(*Pseudonyms have been used to protect the identity of participan**ts)

BUSINESS UNIT *BIT* ***MANAGER*** *BIT*

COURSE

A+	***Section***	***Surname***	***Full Name***
	HELP DESK	Mbongani	Ishaac
	HELP DESK	Mgodiniswe	Nathapelo Scarlett
Adabas Internals	***Section***	***Surname***	***Full Name***
	DATABASE ADMINISTRATION	Van Heuse	Andy
Advanced Job Control Language	***Section***	***Surname***	***Full Name***
	IT OPERATIONS	Mtsengali	Khazamula
Communication Skills	***Section***	***Surname***	***Full Name***
	SPECIAL PROJECTS	Van Nick	Tanley
	SPECIAL PROJECTS	Singhora	Micky
Crystal Reports 8.5 Advanced	***Section***	***Surname***	***Full Name***
	SOFTWARE SUPPORT : C/S SYSTEMS	Oos Leef	Oosthuizen
Crystal Reports 8.5 Introduction	***Section***	***Surname***	***Full Name***
	SOFTWARE SUPPORT : C/S SYSTEMS	Oos Leef	Oosthuizen
Customer care	***Section***	***Surname***	***Full Name***
	CABLING	Lethetsasa	Thabosise
	CABLING	Ndebeleeng	Zaphaniate
	CABLING	Simaisiing	Linganiswe
Delegation Authority Training	***Section***	***Surname***	***Full Name***
	IT OPERATIONS	De Villiing	Rolando Anthonia
	NETWORKS	Van De Love	Arial
First Line Leadership Course	***Section***	***Surname***	***Full Name***
	IT OPERATIONS	De Villing	Rolando Anthonia

BUSINESS UNIT	*BIT*	*MANAGER*	*BIT*
COURSE			
HP Server & Insight Mng Basic	***Section***	***Surname***	***Full Name***
	NETWORKS	Blign	Angelo
	NETWORKS	Uysav	Uys
	DATABASE ADMINISTRATION	Singhora	Ron
	SYSTEM SOFTWARE	Patella	Mo
IBM UNIX SYSTEMS Services	***Section***	***Surname***	***Full Name***
	SYSTEM SOFTWARE	Vermeulening	Vern
IBM z/VM Basic installation	***Section***	***Surname***	***Full Name***
	SYSTEM SOFTWARE	Vermeulening	Vern
Implementing A MS Windows Server	***Section***	***Surname***	***Full Name***
	HELP DESK	Mabilaang	Dash
Installation: Electronics	***Section***	***Surname***	***Full Name***
	CABLING	Mamoleletsi	Sekhombasa
	CABLING	Ndebeling	Zaphaniasa
	CABLING	Lethetsang	Joshua ling
Intro. to Program With VB.NET	***Section***	***Surname***	***Full Name***
	SOFTWARE SUPPORT : MAINFRAME	Zeifertino	Errol Dawid
	SOFTWARE SUPPORT : MAINFRAME	Thomsonville	Gary
	SOFTWARE SUPPORT : MAINFRAME	Phoshokoane	Thalithabi
IP Telephony/VoIP intermediate	***Section***	***Surname***	***Full Name***
	CABLING	Mamoleletsi	Davie
	CABLING	Simaising	Linganise