FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

ASSIGNMENT 1

INTRODUCTION TO EDUCATION TRAINING AND DEVELOPMENT

ETD711S
ETD 711S SEMESTER 1/2019

FEEDBACK TUTORIAL LETTER FOR ASSIGNMENT 1

Dear student

General Comments
ETD is a difficult subject that needs some intensive research for understanding and application. Assignment one required some reading with understanding based on the information given. You still have a problem in analyzing questions in terms of whether answers should be extracted from the case study; require additional reading from the study materials or to do some research by consulting other sources such as the Internet, subject matter experts in companies or by visiting the library. However, most of you could at least score a mark above fifty.

Secondly, most of you misinterpreted some of the questions especially question three which was about developing a training policy for SADC Banking. The policy was supposed to be develop for a Banking environment and not for SADC as a Region as some of you thought. Next time if you experience any problems/difficulties in interpreting and understanding the content of the assignment or the questions themselves, please don’t hesitate to phone me at the contact me at the number given on the First Tutorial letter. This is mostly for the students from outside Windhoek.

Lastly, a breakdown of the assignment will be given below per question.

QUESTION 1
Identify the problems Johannes is currently experiencing that could lead to low staff morale and production decrease?

This question was based on the case study and all answers appear in the study.

- The training department has no formal training strategy or policy
- Johannes sees his role as only implementing a few packaged training courses supplied by their head office in Cape Town, South Africa.
- He gets very little support from senior management as they do not believe that training is that important.
- A very limited training budget is provided for every year.
• Johannes never has the opportunity to develop and train his own material
• He finds this quite difficult because mostly there are no trainer guides and the South African examples are difficult for the Namibian Environment.
• No proper needs analysis is done in order to establish the needs of the local markets in Namibia

(Any 5 x 2) = 10

QUESTION 2

Why do you think it would be to the advantage of SADC Banking (Pty) Ltd to have a proper training policy?

This was an open question that needed some reading from the study material or related resources. Training policies can be advantages in the following ways in that they are:

• Providing induction training for all new staff and for those staff members transferred to new departments.

• Providing day release facilities (a system whereby employees are released for training) at the discretion of the appropriate departmental manager in consultation with the company training officer.

• Ensuring that appropriate training is available to enable employees to reach, and through updating training, maintain satisfactory performance in their jobs.

• Providing the training required by those selected for promotion so that they are appropriately prepared for their new responsibilities.

• Providing information, instruction and training to ensure the health and safety of all employees.

• Defining the relationship between the objectives of the organisation and its commitment to the training function.

• Providing operational guidelines for management.

• Providing information for employees.

• Enhancing public relations.

• Improve knowledge, skills and attitudes of employees and thus enhance quality and products and customer services.

(Any 5 x 2) = 10
QUESTION 3

Draw up a short training policy for SADC Banking (Pty) Ltd based on the criteria given in the assignment question.

TRAINING POLICY FOR SADC BANKING (PTY) LTD

1 Introduction and Purpose/intention

SADC Banking (Pty) Ltd is a commercial financial institution that employs about 250 people is operates in a niche environment with few competitors. This organisation recognises that staff development and learning is an integral part of the organisation's strategic planning so that all members of staff can perform their individual jobs effectively and in doing so ensure that the organisation meets its' strategic objectives.

The main aims of this policy are to:

- Provide a working environment where continuous learning and development take place
- To ensure that employees are supported and enabled to meet the changing demands of the organisation and its service users.
- To ensure that the organisation achieves its strategic objectives
- To facilitate employee development at work and/or personal development through assisting employees to broaden, deepen and thereby further enhance their existing skill base.

2 Legislative/regulatory base

- Namibia Qualifications Authority Act 29, 1996;
- Vocational and Education Training Act 1, 2008;
- Labour Act 11, 2007;
- Social Security Act 34; 1994
- HIV Code on Employment
- Anti-corruption Act 8, 2003;
- Namibia HIV/AIDS charter of rights
- Occupational Health and Safety Regulations 18, 1997 and all subsequent amendments

(Any relevant three)
3 Responsibilities

- **Employees**
  Employee development is most effective when the individual employee takes responsibility for identifying any opportunities for self development which will enhance work performance through increased skills and knowledge. We expect all employees to also take a proactive approach to furthering organisational wide learning and development. Employees, through the support and supervision and appraisal process, must set out an Individual Learning Plan. [Employees are also responsible for maintaining their own learning log, which will also lend itself to identifying and supporting continuous professional development.]

- **Line Managers**
  Line managers are responsible for assisting staff to develop Individual Learning Plans and for ensuring that they review these with staff on a regular basis during support and supervision sessions. The employees' Learning logs should also be discussed at these sessions.

  Line managers have a responsibility to monitor and evaluate the effectiveness of learning for employees who have undergone training and development. Line managers should seek feedback on internal and external training programmes, including their quality and cost effectiveness. Line managers should ensure that employees implement the skills that they have gained through training.

- **Chief Executive**
  The co-ordination of the learning and development process is the responsibility of the Chief Executive Officer. The CEO will therefore ensure that evaluation of learning activities is undertaken including an annual organizational audit of learning needs, and by liaising with line managers to ensure that any identified needs are addressed accordingly.

- **Management Committee (MC)**
  The MC is responsible for agreeing the learning and development budget on an annual basis. The MC will agree an overall budget and advise the Chief Executive. The learning budget (or fund as it is referred to internally) is controlled by the CEO. Its subsequent allocation is monitored by the CEO and management team.

- **Trainers**
  They have the qualifications and experience to drive and conduct training interventions. They have knowledge of learners' needs gained from their position in their organization.
4 Contact person

Johannes Paulus  
Tel: 207 2337 (w)  
Fax: 207 2181  
Cell: 08160201184  
SADC Banking (Pty) Ltd

5 Applicability and Scope

The organisation is committed to ensuring equality of learning opportunity, hence no employee will be excluded from learning on the grounds of gender (including gender reassignment), age, marital status, disability, racial grounds (race, colour, nationality – including citizenship - ethnic or national origin), sexual orientation, religion or belief, responsibility for dependants, trade union membership or employment status. Learning opportunities will be flexible in terms of duration as well as formal (academic) or informal (in-house training and external short courses). Part time and fixed term employees will have equal access to learning and development opportunities. Induction training for all new staff and for those staff members transferred or promoted to new departments, will also be catered for.

6 Principles

The policy shall underpin the following principles:

Examples
• Fairness
• Equity
• Confidentiality
• Professionalism
• Human dignity

Each of these principles needed to be explained in full in your policy.

(Any three principles)

(2)

(5)

(3)
Policy Statements

Routes to Learning & Development

Informal Training Programmes

Options for learning & development may include:

- On the job learning including learning from other members of staff via job shadowing, mentoring, in house skill sharing, staff away days etc.
- Secondments and placements/visits to other organisations
- Setting up job development opportunities such as public speaking, in house presentations at team meetings
- Attending internal learning groups or events
- Attending internal or external training days/ workshops
- Attending conferences, forums
- An external course of study
- Web based e learning and use of intranet system

Formal Training Programmes

Higher Education

The organisation will consider requests for financial assistance towards programmes of higher education and approved professional qualifications where the course is considered to be relevant and will be of benefit to the employee and the organisation in the long term.

Employees should submit a request to their line manager for signing. The line manager should then forward this to the CEO for approval.

Study Leave

Study leave allows employees to pursue a recognised qualification or accreditation, which is seen as valuable and relevant to their work and provides a means of ensuring that the organisation attracts, retains and develops high quality staff. Study leave permits employees to take paid time off for exam preparation, sitting an exam and building a portfolio of work for accreditation, or attend a day release course. An employee may be granted paid leave of absence as follows:

Up to 2.5 days study leave in any 12 months period. Requests for study leave in excess of 2.5 days will be considered by the CEO, to ensure fairness across the organisation. Applications for study leave should be made as soon as reasonably possible to line managers.
Reimbursement of Fees
Where the organisation has agreed to contribute towards course fees the employee will be required to reimburse the full amount should the employee leave the organisation during the course or if they do not complete the course.

A percentage of the course fees would be reimbursed to the organisation if the employee leaves within a specified period of completion of the course as follows:

<table>
<thead>
<tr>
<th>Percentage to be repaid</th>
<th>Employee leaves within</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>6 months</td>
</tr>
<tr>
<td>50%</td>
<td>1 year</td>
</tr>
<tr>
<td>25%</td>
<td>1.5 years</td>
</tr>
<tr>
<td>15%</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Any monies that are owed will be deducted from the employee's salary.  

Where a level of financial contribution has been agreed, employees are required to complete a 'Return of Study Costs Agreement Form'.

Implementation Date: __________________________

Review Date: __________________________

Signed: __________________________

(for and on behalf of the Management Committee)
QUESTION 4
Design a Training Needs Analysis Questionnaire to establish the needs of the employees at SADC Banking (Pty) Ltd to differentiate between 'what is' be' and 'what should be'. The TNA should be based on the following three areas:

- Job need analysis
- Organizational needs analysis
- Individual needs analysis

JOB ANALYSIS QUESTIONNAIRE

CURRENT JOB TITLE: ________________________________

DEPARTMENT: ________________________________

TELEPHONE EXTENSION: ________________________________

SUPERVISOR: ________________________________

SUPERVISOR'S TITLE: ________________________________

DEPARTMENT PURPOSE/FUNCTION:
State the main purpose or function of the department using two or three brief sentences.

________________________________________

________________________________________

________________________________________

POSITION SUMMARY:
Summarize the major purpose or objective of the job. The summary should answer the question, "Why does this job exist?" and provide the reader with an understanding of the overall scope of the position.

________________________________________

________________________________________

1. PRIMARY RESPONSIBILITIES AND DUTIES

________________________________________

________________________________________

________________________________________
2. JOB REQUIREMENTS

☐ Vocational/Technical/Business School

☐ Some college/Associate’s degree

Plus ______ years of related experience

Required certification:

Preferred qualifications:

☐ Excellent oral and written communication skills
☐ Proficient in spelling, punctuation, grammar, basic business math
☐ Think critically and problem solve
☐ Handle confidential/sensitive information with discretion
☐ Good judgment
☐ Organizational skills
☐ Customer service skills
☐ Standard office equipment such as personal computer, laser printer, typewriter, copy machine, telephone, calculator, fax machine, etc.

3. SUPERVISORY RESPONSIBILITY

☐ Responsible for own work only
☐ Assists in providing training, work direction and problem solving assistance for student workers.
☐ Supervises, trains, provides work direction and problem solving assistance for student workers.

4. JOB BEHAVIOURS/RESPONSIBILITIES

- What are the major job objectives?
- Into what major does the job break down?
- Why are the tasks done?
- What is the frequency, importance and difficulty of each task?
- How are the tasks and tasks elements sequenced?
  How long does or should tasks/tasks elements take?
- Where are the tasks done?
• Who are the tasks done for?
• What methods are employed to accomplish the tasks?
• What job aids and equipments are used?
• What assistance is given to enable tasks to be completed?
• Who gives assistance?
• What standards of performance are required?

4.1 Responsibility (to)
• To whom is the job holder responsible?
• What is the frequency and degree of supervision?

4.2 Physical working conditions
Under what physical conditions is the job holder working in terms of:
• Environment (place of work, lighting, heating, noise, vibration, humidity, cleanliness, danger, hazards)?
• Physical workload (weight of materials, equipment, etc.)?
• Psychological load (stress, vigilance, decision making, etc.)?
• Posture (standing, sitting, bending, walking, stretching)?

4.3 Social working conditions
What is the nature of the social conditions in which the job holder operates in terms of:
• Size of work group, level of work group, cohesiveness of work group, attitudes of work group?
• Nature of rewards affecting work group?

4.4 Training
• What are the training prospects available for the job holder?
• What is the organisation’s training policy?
• How frequent is training available?
• Who does the training?
• Where does the training take place?
• Is full pay given during training?
• What are the stated difficulties, disasters and satisfactions of the job and what are the apparent consequences?
• What is the nature of unsatisfactory performance? In what terms is it expresses (qualitative or quantitative, i.e., time, money, numbers etc.)?
• How does the stated nature of unsatisfactory performance compare with the standards of performance required.
ORGANISATION NEEDS ANALYSIS

1. How conversant is the training department with the organizations, policies, corporate objectives and strategies and resources?
2. Is the training function operating in a reactive /maintenance role or in a proactive/change mode?
3. What kinds of training does the training function develop and carry out?
4. What methods does the training function employ to ascertain training needs?
5. What degree of liaison and co-operation is there with line managers in identifying individual and departmental needs?
6. Does the training function develop a training plan for every department? If so, how is it developed and what form does it take?
7. What statistical and evaluative information is collected by the training function on the current state of training in the organisation?
8. What encouragement, if any, is given by the training function to the transfer of training?
9. What forms of validation and evaluation are carried by the training department? How is such information used to reassess needs and redesign training strategies, tactics, and solutions?
10. What forms of training and planned experience are received by training personnel?
11. What involvement does the training department have in helping top management to formulate clear manpower objectives and strategies?
12. Are training plans formulated in relation to the organization's corporate objectives and plans (business strategy)?
13. What are the critical criteria of organizational effectiveness? To what degree do the activities of the training function focus on these critical areas?
14. Is the training function represented at board level? If so, what role does the training representative play both in relation to manpower development and other issues?
15. What is the image of the training function within the organisation? How is its present image assessed?
16. What contribution does the training function make to the creation of a 'learning organisation'?
17. How is the interface between training and the rest of the organization's management?
18. Does the training function consciously market its services to the rest of the organisation? If so, what form does the promotion take?
PERSONAL ANALYSIS FOR A TRAINER
‘TRAIN THE TRAINER’ CHECKLIST

This questionnaire is designed to help the coordinator of an upcoming ‘Train the Trainer’ workshop to determine your needs and interests. All responses are confidential.

**Directions:** Please indicate, by checking the appropriate column, the degree of need you have for gaining additional skill or information.

<table>
<thead>
<tr>
<th>Question</th>
<th>Great Need</th>
<th>Some Need</th>
<th>Little Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to write training objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How to conduct needs in a needs assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for trainees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How to prepare a lesson plan</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. How to motivate trainees to listen and respond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How to use audio/visual resources in training</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. How to deliver a training workshop with skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., good eye contact, gestures, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How to use a variety of instructional methods in training sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How to ask appropriate and stimulating questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How to make information interesting to trainees</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. How to facilitate group discussions  

11. How to design an effective training session  

How to deal with problem training participants  

Other: Please specify:  

RATING YOUR TRAINING SKILL  
Rate your training skill using a 1-5 scale  
Ratings are interpreted as follow:  
1 = very weak  
2 = weak  
3 = not sure  
4 = not always  
5 = always  

1. I effectively identify and assess what trainees need to learn using effective needs assessment tools  
Ratings  

2. I perform a well-organised task analysis of the training skills I teach  
Ratings  

3. I can write training objectives that are SMART  
Ratings  

4. I effectively organise the material that trainees need to learn.  
Ratings  

5. I use a variety of effective training methods during a Training session  
Ratings  

6. I use effective training resources such as overhead projectors And computer-generated graphics  
Ratings
7. I develop and use high quality lesson plans and Facilitator guides

8. I use effective delivery skills when training

9. I systematically and effectively evaluate training I conduct

10. I use adult learning principles when designing and Delivering training

ASSESSING YOUR COMMUNICATION SKILL

Rank order the following communication skills in order of importance to your job. Place a 1 in front of the most important item, a 2 for the second most important, and so on. Your least important skill will be ranked 7.

_______ listening

_______ note taking

_______ team problem solving

_______ persuasive speaking

_______ informative speaking

_______ participating in meetings

_______ leading meetings

Thank you so much for your co-operation and time.
QUESTION 5
What are the roles of the training department at SADC (Pty) Ltd should execute.

THE TRAINING FUNCTION IS RESPONSIBLE FOR THE FOLLOWING:

The key roles that should be present in all training departments are:

- Achievement and needs analysis.
- Development of curricula.
- Development and obtaining of training resources.
- Delivery of training.
- Advancement of training efficiency.
- Administrative management of learners.

The Training department often takes on the following additional duties:

- Marketing training courses and learner registration systems.
- Supply of training material for on-the-job training.
- Supply and management of training facilities and equipment.
- Organising achievement conferences.
- Representing the enterprise on professional bodies.
- Trading training programmes and training material with other enterprises.
QUESTION 6

Compile a competency profile for the trainers at SADC (Pty) Ltd. Figure 1, shows the roles/competencies of ETD practitioners to form the basis for a Southern African ETD practitioner model.

<table>
<thead>
<tr>
<th>Role</th>
<th>Suggested descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Providing support and logistical back-up to enable training</td>
</tr>
<tr>
<td>Assessor</td>
<td>Assessing the competency status of individuals against agreed quality standards, using outputs or outcomes as the basis for evidence</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Evaluating the impact of ETD on the effectiveness of individuals or enterprises</td>
</tr>
<tr>
<td>Group learning facilitator</td>
<td>Guiding interventions that enable individuals and/or groups to learn in a group context</td>
</tr>
<tr>
<td>Individual learning facilitator</td>
<td>Guiding interventions that enable individual learning needs to be satisfied</td>
</tr>
<tr>
<td>Learning experience designer</td>
<td>Designing interventions in terms of outputs or outcomes, learning opportunities and delivery to enable learning</td>
</tr>
<tr>
<td>Learning material developer</td>
<td>Developing learning materials that will assist practitioners and learners in achieving learning outcomes</td>
</tr>
<tr>
<td>Manager</td>
<td>Ensuring that the structured learning process is effective through coordination of ETD-related activities</td>
</tr>
<tr>
<td>Need analyst</td>
<td>Identifying learning and/or developing needs of individuals, groups and enterprises</td>
</tr>
<tr>
<td>Strategist</td>
<td>Formulating plans for training and development, organisation, policies and practices to accommodate its vision and mission.</td>
</tr>
</tbody>
</table>

Source: Erasmus et al; 2006  (Any 5 x 2 = 10)

Proof reading

Please proofread your work before submitting. Proofreading is a close reading of the final version to eliminate errors in grammar, spelling and punctuation, as well as typographical errors that have survived the revisions. Proofreading should be done slowly, preferable aloud. If possible allow some time to elapse between final writing or typing and proofreading. In this way the writer is more likely to read with a fresh eye.
When proofreading, check that:

- No words are omitted or carelessly repeated;
- No words are misspelt;
- No plurals are left out;
- No apostrophes are omitted for possessiveness or contractions;
- No full stops, dashes, commas or quotation marks are left out or used unnecessarily.

Referencing

To achieve credibility, writers must prove that their topic has been thoroughly researched and investigated.

Writers use a range of systems to acknowledge their sources. A system that works well from the reader's perspective is to:

- Cite the writer's surname in the body of the text (surname, year of publication and the page number, e.g., (Bock, 2005:19)

- A list of references should usually be given at the end of the assignment. It should provide the reader with details of the publications of the sources you used in your assignment. The common style of referencing is that of 'APA' referencing. The reader then has sufficient information to be able to trace a copy of the work and read further, if so desired.

- Example of a source in the reference list is as follow:

Pointers for assignment writing

- Make sure that you understand what is expected from you.
- Read the assignment two or three times.
- Analyse the assignment by breaking sentences up in order to try to make sense of it.
- Read the chapters relevant to the assignment in the prescribed textbook and write down preliminary answers.
- Read through your first attempt to make any changes if and where possible.
- Get someone to edit it first before you submit it. Failure to do so can cost you dearly.
- If not possible to type your assignment, please write neatly and legible.

Thank you,

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E-mail: bock@namcol.edu.na