

**An Investigation into the Transfer of Training  
in the Central Bank of Lesotho**

by

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A dissertation submitted in partial fulfilment of the  
requirements for the degree of

**Master of Business Administration**

**University of KwaZulu-Natal**

PIETERMARITZBURG

2004

**School of Business**

## **DEDICATION**

This dissertation is specially dedicated to my late father, Pascalis Qhoboi Makoae, who would have been proud to see me progress.

## DECLARATION

I hereby declare that this thesis is entirely my own work, except where due reference has been made. The work has not been submitted for a degree to any other university.

*Makoe*

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**Rosemary Nthabiseng Makoe**

## **ABSTRACT**

The purpose of the study is to investigate the transfer of training in the Central Bank of Lesotho.

To guide this study, the following questions were formulated and answered:

- ❖ How do managers assess transfer of training in the Central Bank of Lesotho?
- ❖ What is the extent of transfer of training in the bank?
- ❖ What are the reasons behind lack of transfer of training, if it exists in the bank?
- ❖ What can be done to promote transfer of training in the bank?

The research method that was used in this study was the survey method, which aims at gathering data about large numbers of people. Questionnaires were used to elicit answers to these questions and were given to the management of the Central Bank of Lesotho, as well as to the employees who have undergone training. This company was chosen because the researcher has worked there for seven years and understands how it operates.

The study found that behavioural performance appraisal is used by Central Bank of Lesotho management to assess transfer of training and that a high percentage of training is transferred immediately after training, when trainees are still excited about what they have learned.

It was concluded that there are barriers to transfer of training such as lack of management and co-worker support, lack of resources after training, lack of motivation and many others.

On the basis of these findings and conclusions, it was recommended that Performance Appraisal should not only be carried out by managers, but colleagues also have to assess an individual. Follow-up training and management support were encouraged, to motivate trainees to apply what they have learned.

## **ACKNOWLEDGEMENTS**

I would like to thank Dr. Clive Hunter, my Supervisor, for his direction, assistance and guidance.

I also wish to thank Marie Odendaal (my mother, my friend), who made it possible for me to come back to the University of Natal, Pietermaritzburg. Her love and support kept me going.

Thanks are also due to Mrs. F.M. Mohasoa (my second mother),<sup>1</sup> who helped me financially and emotionally, and Dr. Thato Shale (my friend in deed), who sacrificed to pay for my dissertation, in order for me to finish my degree.

Special thanks should be given to my student colleagues, family and friends, who helped me in many ways. Finally, words alone cannot express the thanks I owe to God Almighty, who makes the impossible become possible.

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## **LIST OF ABBREVIATIONS**

CBL	Central Bank of Lesotho
TT	Transfer of Training
USA	United States of America
SPSS	Statistical Package for Social Sciences
PA	Performance Appraisal
SD	Standard Deviation

# **CHAPTER 1**

## **1. INTRODUCTION**

The aim of this study is to investigate the transfer of training in the Central Bank of Lesotho. Prior to 1990, the Central Bank of Lesotho did not place much emphasis on training. Most employees at that time were not well educated and it is only in recent years that employees have been required to undergo training in order for the organization to work effectively and efficiently. The advantage to the employees has been that it gives them a chance to be promoted to the next level, hold managerial positions and receive a commensurate salary.

The first chapter of this dissertation will examine the statement of the problem, the objectives and research questions of the study and the scope and significance of the study.

The second chapter will review the literature in relation to the topic. Training and transfer of training will be studied through reading the publications of previous authors. In this chapter the researcher will investigate the factors that hinder transfer of training and also what solutions can be provided in order to overcome the problem.

The third chapter will describe the methodology followed in order to understand the problem of transfer of training in the Bank. In this case the survey method will be used. Quantitative and qualitative data will be discussed, but the study will mainly involve a quantitative approach.

The fourth chapter will delve deeper into the history of the Central Bank of Lesotho, its governance and functions. It will present the findings of the research, interpret and discuss these findings and try to see whether they agree or disagree with the objectives. The last chapter will present conclusions and recommendations based on the findings, as well as suggest future research.

## **1.1 BACKGROUND**

In the past, work in the Central Bank was done without proper training and in such situations there was much inefficiency, many errors occurred, which were not easy to correct. This involved loss of money, losses caused by errors and delays caused by duplication of work, because things had to be repeated until they were correct. All these problems affected output, but today at least the bank trains its employees, to correct the inefficiencies of the past.

For example, Singer (1977:59) found that supervisors in companies were not trained. In most cases they would complain that they were promoted to new positions without any training. Today they are clerical workers; the next day they were supervisors. Singer (1977:59) suggests pre-supervisory training and shows its importance. According to him, the advantage of pre-supervisory training is that it enables the supervisor and the company to decide whether a trainee is likely to make a success of his/her new job. He stated that, "To return a man to the workforce or to his previous job as a clerk after his failure as a supervisor is a harsh decision and can affect his capacity to work and the pride he has in his job".

According to Mabey & Iles (1994:156), in the 1960s the most important thing was systematic training, fuelled by skills shortages in a full employment economy. Systematic training was effective in the 1960s, especially in manual skills, but when it came to applying it to management development, there was a critical problem of transfer of training, which is still a problem today.

Mabey & Iles (1994:156) stated that programmes were well designed and trainees learnt much from those programmes, but when evaluation was done, it was discovered that their actions and behaviours at work did not change.

## **1.2 MOTIVATION FOR THE STUDY**

What motivated the researcher to select this topic is her intention to work as a human resource manager after finishing studying. For human resource managers to be effective and successful they need to have an interest in staff training and development. They must ensure that organizational members develop skills and abilities to enable them to perform their job effectively in the present and the future.

From 1991 to 1998 the researcher was working for the Central Bank of Lesotho, where training was very important, especially on new technologies, because technology is constantly changing. Bell & Kozloedki (2002:267) recommend advanced computer-based technologies and point out that these create a vast range of opportunities to create new training tools. Bell & Kozloedki (2002:267) point out that the cost of technology is declining and many organizations are beginning to implement technologically based training applications. The Central Bank of Lesotho is no exception.

In the Central Bank of Lesotho, employees were trained off-the-job in most cases, which meant that much money was spent on training every year, but employees, including the researcher, were able to transfer training only two to three weeks after they returned from training and after that they forgot their training. So the researcher would like to know, as a potential human resource manager, what causes this problem.

X In some cases, CBL employees were sent to learn a new technology and when they came back to their jobs there was no proper equipment. This hindered them from applying what they had learnt, so this was a waste of time and money.

After completion of her degree, the researcher wishes to work at the Central Bank of Lesotho, with the full knowledge of problems encountered in training and what causes lack of transfer and how other people overcome them, so as to make the bank competitive.



As a Business Administration student, the researcher will benefit from this research because she will gain more knowledge about the behaviour of managers and whether they use training effectively. She will be up-to-date with most things concerning training and development and she will understand how other businesses, apart from the banking industry, use training. This will contribute to her effectiveness and efficiency.

### **1.3 STATEMENT OF THE PROBLEM**

Transfer of training, is often very difficult to achieve. Wexley & Baldwin (1986:503) point out that training budgets increase every year, but there is very little that is transferred to the job. According to them, only about 10% of the money spent on training contributes to changes in trainee behaviour on the job and only 15% of the skills learned in training remain with trainees one year after training. "The transition from learning to doing may well be the most crucial and most neglected phase of training problems" (Wexley & Baldwin 1986:504).

Analoui (1998:108) feels that in most training situations, the trainers, the sponsors who fund the training and the trainees themselves do not take into consideration effective transfer of training back into the workplace. They expect transfer to happen automatically. They ignore the realities of the workplaces to which trainees return after training, where the social, cultural and management aspects of an organization may facilitate or frustrate the transfer of learning.

- ✕ Fecteau *et al.* (1995:1) and Wexley & Baldwin (1986) estimate that organizations in the United States of America spend approximately \$200 billion each year on training. The studies show that in the 1970s organizations in the U.S.A. were spending about \$75 to \$100 per employee, on average, on training expenses. The study by Fecteau and his colleagues shows a huge increase in budgets and that some of the big companies spent approximately \$2000 per employee each year on formal education and training.

According to the study by Kupritz (2000:427), companies spend billions of dollars annually on training and much of it either fails to transfer or has been extinguished over time. Most of the failure seems to have occurred with training in problem-solving, management development and interpersonal skills. His study shows that transfer of training is very low, though the precise figure is not known.

According to the CBL training policy, 10% of the annual budget goes towards training, but the return on investment is very little, though there is no accurate figure to confirm this.

X Most of the studies in connection with the problem of transfer of training and huge sums of money spent on training are in the United States of America, but that does not mean that in other countries, such as Lesotho, the problem is different. The Central Bank of Lesotho is facing a similar problem, though the budgets and the percentages of transfer will differ.

#### **1.4 RESEARCH QUESTIONS**

- How do managers assess transfer of training in the Central Bank of Lesotho?
- What is the extent of transfer of training?
- What are the reasons behind lack of transfer, if it exists in the Bank?
- What can be done to promote transfer of training in the Bank?

#### **1.5 THE OBJECTIVES OF THE STUDY**

- To establish how managers assess transfer of training at the Central Bank of Lesotho.
- To determine the extent of transfer of training in the Central Bank.
- To establish the reasons for lack of transfer.
- To determine steps that can be taken to promote or improve transfer.

## **1.6 SCOPE OF THE STUDY**

The study looks into the transfer of training in the Central Bank of Lesotho. Bank managers of the Central Bank of Lesotho and other employees who have undergone training from six Departments and twenty divisions are respondents in this study.

## **1.7 SIGNIFICANCE OF THE STUDY**

Every organisation is concerned with effectiveness and this study will help the Central Bank of Lesotho to gauge their excellence in transfer of training. The Central Bank of Lesotho will benefit because it will get a full research report after the study is complete.

Employees will benefit from this research because they will explain in the questionnaires the problems that hinder them in transferring what they have learnt to the job. They will suggest what they think can be done to make transfer effective and the researcher will give the managers feedback through her report.

Future researchers on this topic will benefit immensely from this study, as the researcher aims to find out why transfer is not happening and what can be done for training to be transferred effectively. They can continue from there.

## **1.8 LIMITATIONS**

This study was conducted during winter holidays and over a relatively short period of six months. Unfortunately some employees of the Central Bank were on leave at the time. Another problem was that the International Monetary Fund Commission was visiting the Bank and the Governor and his two deputies were not able to fill in questionnaires, as they were busy with meetings and showing the commission around.

There are places that were not reached due to security reasons, e.g. the Note Counting Section, in the Currency division. Only people who work in this division are admitted and this decreased the number of respondents. It was not easy to probe, as questionnaires which went there were given to one of the staff members, who could not answer the questions that could have been answered by the present researcher.

## **1.9 DEFINITION OF TERMS**

**Evaluation** - the process of determining the adequacy, value, outcomes and impact of instruction and learning.

**Needs assessment** - a systematic process for determining goals, identifying discrepancies between optimal and actual performance and establishing priorities for action. Related terms: training needs assessment, needs analysis, front end analysis, task and subject matter analysis.

**Transfer** - the application of knowledge and skills acquired in training to another environment, typically a work setting.

**Target population** - those persons for whom an instructional intervention is intended. Related term: the learners.

**Delivery system** - a means of organizing, presenting, or distributing instruction, typically employing a variety of media, methods and materials.

**Competency** – The application of knowledge, skill or attitudes in the workplace, so that work standards are achieved.

**Quality circle** – A group of about eight to ten employees that meets once a week for the purpose of identifying and solving problems in their work area.

## **CHAPTER 2**

### **2. LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter is divided into three sections. The first defines training and its transfer and the objectives of training. The second discusses factors that hinder transfer of training, while the last section deals with the steps that can be taken to improve the transfer of training.

There are many studies about training and its transfer to the workplace and there are many definitions of transfer of training. Before defining transfer, it is important to have a clear understanding of what training is, as there is no transfer without training. These two concepts work hand in hand.

According to van Dyk *et al.* (2001:147), training has been found to be a systematic and planned process to improve the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved. Van Dyk *et al.* (2001) define training as a learning experience, in that it seeks a relatively permanent change in an individual and will improve his/her ability to carry out his/her job. Van Dyk *et al.* (2001), states that training is about giving people the knowledge and skills they need to do their job.

Van Dyk *et al.* (2001:148) conclude that training is an essential component of the organization and is a major management tool to develop the full effectiveness of the organization's most important resource, which is its people. If the training function is to perform this task correctly, the results of training must be measurable in terms of individual and organizational performance. Consequently, training must be task-and-result-oriented; it must focus on enhancing those specific skills and abilities needed to perform the job. It must be measurable and must make a real contribution to improving both goal achievement and the internal efficiency of an enterprise.

The modern business environment is very competitive and every organization is seeking new ways to use its resources, so that efficiency can be improved. Organizations are training their employees in new skills and techniques that are needed to operate computerized machines or equipment (Jones *et al.*, 1998:301).

After management have finished with the process of recruiting and selecting employees, they look into training and development to ensure that their workforce acquires skills and abilities that will help employees to perform their tasks effectively. Technology keeps changing, so it is good for organizations to adapt to changing conditions and to be up-to-date with what is going on around the world.

Jones *et al.* (1998:302) argue that, to ensure that employees have the knowledge and skills needed to perform their jobs effectively, organizations should consider training and development. Training focuses on teaching employees how to perform their current jobs and helps them to acquire the knowledge and skills they need to perform effectively, while development concentrates on building employees' knowledge and skills in order to prepare them to accept new responsibilities and challenges.

Jones *et al.* (1998:302) further point out that training is normally used at low levels, while development is used with managers or professionals. Training is short-term, development long-term. "Developmental activities should take place continually throughout a manager's career and be an integral, ongoing part of the manager's job" (Carrell *et al.*, 1999:308).

According to Megginson *et al.* (1993:14), training is a short-term, structured and relatively focused activity, while development creates an image of a portfolio of learning activities which are learner-orientated, jointly managed and have a longer time-span. Even though this research was done ten years ago the definition of training and development seems not to have changed. "Training involves preparing someone to do a job, development involves preparing someone to be something" (Megginson *et al.*, 1993:15).

Carrell *et al.* (1999:308) describe different approaches towards training. They describe employee education as basic skills training programmes and divide these training programmes into two, that is general and specific training programmes. In their study they found general training to be training in which employees gain skills that can be used in a variety of jobs and organizations. They define specific training as training that gives employees information and skills that are customized to their own workplace. For example, specific training could involve learning how the specific organization's budget system operates.

Facteau *et al.* (1995:2) maintain that training is aimed at providing employees with knowledge and skills that are necessary or needed to do the job efficiently and effectively. Whenever training and development take place off the job, or in a classroom setting, it is vital for managers to promote the transfer of the knowledge and skills acquired to the actual work situation. Trainees should be encouraged and expected to use their newfound expertise on the job (Jones *et al.*, 1998:315). This means that, after the completion of training, employees are expected to put into practice what they would have learned and that is what is called "transfer of training".

Tracey *et al.* (1995:239) explain transfer of training as the degree to which trained employees apply the knowledge, skills, behaviour and attitudes that they obtained during training. The study of Holton III *et al.* (1997:96) on the transfer of training gives the same definition as Tracey *et al.* (1995:239), that is "Transfer of training may be defined as the degree to which trainees apply to their jobs the knowledge, skills, behaviours and attitudes they gained in training. Holton III *et al.* (1997:97) continue to say that the transfer of training is traditionally seen as a function of three factors, which are:

- ❖ Trainee characteristics, including ability, personality and motivation;
- ❖ Training design, including transfer design and content;
- ❖ Work environment, including support and opportunity to use learned material.

Baldwin & Ford (1988) similarly defined transfer of training as “the degree to which trainees effectively apply the knowledge, skills and attitudes gained in a training context to the job.” Holton III *et al.* (2000:334) called it ‘transfer of learning’, which involves the application, generalizability and maintenance of new knowledge and skills.

Analoui (1998:107) found that, in most training situations which involve off-the-job courses, the problem of effective transfer of learning back into the work organization is often not well considered by the trainers, the sponsors who fund the training and the trainee employees. The study reported that many managers expect positive transfer to happen automatically as an inevitable consequence of the formal learning process. Such expectations may ignore the realities of the workplace to which trainees return after training.

According to Bishop (1993:225), there are different forms of transfer: there are positive, zero and negative transfers. If a transfer is a positive one, knowledge and skills are applied on the job and maintained over a reasonable time-period; in a zero transfer, there is no effect from training; and in a negative transfer there are some problems, which hinder transfer. Bishop concludes that a positive transfer is achieved in very rare cases. Desimone *et al.* (2002:88) assert that a negative transfer occurs when training leads to a lower job performance than before.

According to Tesluk *et al.* (1995:608), training generalization and training transfer seem to have a similar definition. They both define transfer of training as the transfer of material learned in training to the job context. The difference is minimal. In training transfer, the focus is on the extent to which training for a specific purpose is used in the intended context, whilst in training generally, the material learned in training for a specific purpose is used in a different context, other than that which was originally targeted.



Tesluk *et al.* (1995:608) state that transfer of training occurs when individuals apply the knowledge and skills gained in training to their quality circle's activities and continue to use them over a period of time. However, once the quality circle members return to their regular jobs, they may find instances to apply skills, learned in decision-making training, to their core job activities.

## **2.2 FACTORS THAT HINDER TRANSFER OF TRAINING**

The literature review consulted for the present research suggests that there are many factors that inhibit transfer from the classroom to the work environment. Certain organizational factors in the work environment have been identified as impeding transfer, and some of them are:

- ❖ management and collegial support,
- ❖ resources and technology to support transfer,
- ❖ timeliness of training,
- ❖ relevance of training,
- ❖ potential application of training on the job.

Kupritz (2000:428) has documented the value of organizational reward processes to motivate transfer behaviour and the importance of transfer climate. His study determines that, organizational factors could also indirectly influence transfer, by decreasing motivation and self-efficacy beliefs and increasing job-related frustration.

The most likely period in which barriers tend to arise appeared in the category after training occurs. This indicated the distinctive presence of negative threats to learning transfer.

Barriers were more frequent problems during and after the training programme than before training. Another finding from these studies suggested that barriers were most dominant after the programme was formally over. These results are

consistent with the widespread and erroneous perception that transfer of training needs attention only after training has been completed.

The number of barriers with primary and secondary impact before and during training shows that attention must be given to these time frames as well. One of the major conclusions emerging from the analysis of the timing of behaviours is that an organization cannot wait until after a training programme is over to address the transfer of training problems. Barriers to transfer of training should be eliminated or reduced before, during and after training.

### **2.2.1 Work Environment /Transfer Climate**

Work environment refers to all the factors that influence work. In general, these include social, cultural, psychological, physical and environmental conditions.

The term “work environment” includes lighting, temperature and noise factors, as well as a whole range of ergonomic influences. It includes things like supervisory practices, as well as reward and recognition programmes. All of these influence work performance.

According to Holton III *et al.* (1997:96), most attention has focused on how work environment factors affect the transfer of learning on the job, through the transfer of training climate. Transfer climate is seen as a mediating variable in the relationship between the organizational context and an individual’s job attitudes and work behaviour. Thus, even when learning occurs in training, the transfer climate may either support or inhibit application of learning on the job (Holton III *et al.*, 1997:96).

Several studies have established that transfer climate can significantly affect an individual’s ability and motivation to transfer learning to job performance. Although the literature supports the importance of transfer climate, some stating that it may even be as important as training itself, there is still not a clear understanding of what constitutes an organizational transfer climate. More broadly, there is not a clear consensus on the factors affecting transfer of training

in the workplace. Transfer climate is but one set of factors that influence transfer, though the term is sometimes incorrectly used to refer to the full set of influences.

Holton III et al. (1997) state that other influences on transfer include training design, personal characteristics and opportunity to use training, and motivational influences. According to them, it is preferable to use a transfer system, which includes factors relating to the person, the training and the organization that influence transfer of learning to job performance. Thus the transfer system is a broader construct than transfer climate, but includes all factors traditionally referred to as transfer climate. For example, the validity of the training content is part of the system of influences that affects transfer, but is not a climate construct. Transfer can only be completely understood and predicted by examining the entire system of influences.

### **2.2.1 Workplace design**

Kupritz (2000:428) points out that the physical environment is taken for granted but that it has the potential for contributing to transfer of training. Kupritz's study shows that workplace design is overlooked, yet it is an integral part of the organizational context.

Workplace design, according to Kupritz (2000:430), can include the design of buildings, their interiors and the surrounding outdoors areas. It encompasses the "layout and appearance of buildings, the arrangement and properties of rooms, characteristics of equipment and furniture and the associated ambient conditions such as sound, light and temperature". All these can affect transfer of training, either positively or negatively.

Kupritz suggests that noise problems are caused by a lack of acoustical design barriers to support privacy. Noise problems are one of the main hindrances of job performance and satisfaction in the workplace. These problems are serious, especially in the light of the well-documented adverse health effects of job-related stress. Besides contributing to environmental dissatisfaction and job

dissatisfaction, office noise can disrupt job performance through stress, distraction or overload.

Noise, an ambient stressor, may place demands on a worker's ability to cope with the environment. Accommodating a worker's ability to manipulate the physical attributes of the workplace, to help the worker cope, is far more important than originally thought (Kupritz 2000:430).

Kupritz (2000:430) states that an unsupportive physical environment may constrain worker ability and opportunity to transfer. For example, employees trained to work in teams may not perform effectively when placed into a physical environment, which consists of individual cubicles, as these do not encourage teamwork. Teamwork effectiveness depends on the successful management of group-organization boundaries, corresponding territorial control and a supportive physical environment (Kupritz 2000:430).

Kupritz (2000:430) concludes that if an organization has good facilities it does not mean that such a company will be successful, and that if it does not have good facilities it will fail. The same thing applies to management, employees and equipment; their presence does not mean automatic success. His study suggests that all these parts have to be in harmony in order for an organization to be effective; none of them alone brings success to an organization, there has to be some integration.

### **2.2.3 Training design**

X Course content can be an important factor and potential barrier to training. If the training concentrates on features of software, which a trainee is not likely to use in the course of his/her work, the training will be a waste of time and money.

X Desimone *et al.* (2002:88) suggest that course content should be tailored to the individual or the work unit. Courses and materials should be matched to an employee's functional job role. For example, purchasing employees should not be trained to do accounts functions and payroll employees should not be trained to process purchase orders.

Training should be designed in a meaningful and factual way for the trainee to learn easily and remember what has been taught. If training is meaningful, it encourages employees to retain what they have learned. If trainers present an overview of learning topics at the beginning of training, the course content becomes easier to understand. Another way of helping trainees to retain learning is to use examples and terminologies that are familiar to trainees (Desimone *et al.*, 2002:87).

Desimone *et al.* (2002:85) also discuss conditions of practice which include active practice; that is, massed, compared with spaced, practice and over-learning. Active practice recommends that trainees be given an opportunity to perform a task repeatedly. Training can be conducted in one session (massed) or be divided into segments separated by some period of time (spaced practice). Over-learning is when trainees practise beyond the point at which the material is mastered.

## 2.2.4 Training delivery ✓

X Training has to be delivered effectively and efficiently in order for trainees to be able to transfer it to the workplace. It should not be delivered by anyone, but should be delivered by the right people in the right place and time and should be well structured.

✓ Thorne & Mackey (2001:44) point out that effective delivery depends on experience, because if the trainer is delivering training regularly, he becomes aware of points that can be used to make training effective. They feel that the trainers or managers must have undergone training before they can run formal training. What makes a good delivery is a carefully designed programme, but in

some cases the programme can be well-designed and the trainer is not able to bring life to it. The trainer should have material necessary for particular training.

Most methods are usually static and use only one method, namely, classroom instruction. Classroom-based training is seen as the preferred method of delivery, although it can be expensive in both cost and time for the trainees to attend.

Schmidt & Ford (2003:405) suggest that in order for training to be effective, organizations should consider new technologies and advancements in training design and delivery. They encourage companies to use computer-based training, particularly Web-based training. They argue that systems like this have the capability to provide learners with a great deal of control over their learning, because they allow choice over method, timing, practice and feedback, during training.

Brown (2001:271) supports computer-delivered training for the same reasons as Schmidt & Ford (2003:405), that is, it offers learners more control over their instruction, compared to instructor-led training. He believes that the computer-delivered instruction method is less costly and increases capability for computer technology. Brown's study shows the distinction between instructor-led training and the instruction delivered by computer. It shows that, it is possible for trainees to individualize their learning experience and do what they want with the training, when they want it. Computer-based training shifts responsibility from instructors to learners, as learners control important features of instruction, including the amount of practice and the time spent on a task.

Brown points that even though using new technology is advantageous, learners still fail to utilize the control they are given effectively. They frequently stop instruction before they reach mastery level. Brown's study encourages trainees to acquire skills for making appropriate decisions regarding learning strategies and allocation of effort. He found that learner choices regarding study time and practice were strong predictors of knowledge acquisition in a computer-based training programme (Brown 2001:271).

Brown (2001:276) criticizes instructor-led training for having external influences, which may limit the influence of individual differences on learning. In this method of instruction the trainer determines how much time a trainee spends on a task, while in computer-based training, a trainee does not experience the external pressures of a live instructor and of peers completing the same activities. Individual differences should thus be critical determinants of training effectiveness, largely because of the influence they have over choices that learners make.

### **2.2.5 Management/Supervisory Support**

Managers who send their employees for training to teach them new behaviour, but do not make the effort to encourage the transfer of those behaviours back to the workplace, may as well be throwing their training money out the door. Many managers do not realize the crucial role they play in encouraging trainees to actually use their newly acquired skills (Holton III *et al.*, 2000:333).

Holton III *et al.* (2000:333) relate a story of an accountant who came back from training and reported to his colleagues that the new system could never work in their organization. This accountant must have said this because he was aware that in his organisation there was not enough support from management, so the new system learnt would not be easy to implement. In another instance, a woman, also from training, tried implementing a leadership model she learned from training and her supervisor, instead of encouraging her, criticized her new way of doing things. So in situations like this, there is no way training can produce positive job performance changes. These employees were not complaining about training, in fact they were happy to transfer what they had learned from training, but they were not given a chance by colleagues or supervisors. Holton III *et al.* (2000:333) find this outcome for employees frustrating, confusing and diminishing the opportunity to implement improved ways of doing work.

Carrell *et al.* (1999:308) suggest emotional and financial support from top management. Without this support from the top, training and development is viewed as a form of entertainment. The top management must show support, by providing a sufficient budget to carry out a full training and development programme. Sometimes managers slash training budgets when times are hard and Carrell *et al.* (1999) suggest that this tendency must be avoided.

### **2.2.6 Collegial/Peer Support**

The study by Rouiller & Goldstein (1998:337) shows that there are times when a trainee may receive discouraging remarks or outright harassment from his/her peer group. If one received training not offered to others, colleagues become envious. Many workers have had to deal with the less motivated or poor performers in their work group who think they should also have been given training. Many times, these workers wasted training opportunities in the past and therefore top management are reluctant to offer training again.

According to Scobey (2001), trainees' attitudes and emotions, both positive and negative, are critical ingredients of effective training. Emotions are contagious. Other negative emotions, including anger, apathy, anxiety and frustration, decrease energy, while positive emotions like joy and satisfaction help generate more energy.

### **2.2.7 Training Credibility**

Training has a credibility problem, because much of it is perceived as ineffective, that is not delivering sufficient benefits. Managers do not perceive training as making a real difference in the workplace. Time away by employees from the workplace has an immediate cost and performance is sometimes not seen to be improving as a result of training. In most cases, managers are not impressed with the result of training by trained employees, as training is either not applied or, if it is applied, it does not persist. Individual behaviour does not obviously change for the better. The reason for unsuccessful transfer has been found to be the work



environment that is not supportive but inhibitive. Transfer is discouraged. Restraining factors include negative comments, lack of management follow-up, a large backlog of work and leader behaviour that contradicts what was learnt. Participant motivation to transfer training is eroded. The reason for an unsupportive work environment is that managers or leaders do not exert appropriate influence in the form of transfer strategies. They do not adequately encourage, assist or reinforce transfer (<http://www.changelever.com/LRFL>).

### **2.2.8 The Lack of Opportunity to Apply the Learning**

Another factor that can affect the transfer of technical skills to the job is the extent to which the trainee is given the opportunity to perform trained tasks on the job. Ford (1992:511) and his colleagues investigated this and defined opportunity to perform as the extent to which a trainee is provided with or actively obtains work experiences relevant to the tasks for which he or she was trained. In their study they found that the opportunity to perform is not simply a function of the assignment of tasks by a supervisor to a trainee, but also the active efforts of trainees to obtain work experience of the tasks for which they were trained.

### **2.2.9 The Lack of Opportunity to Practise what is Learned**

Brown (2001:273) suggests a number of behaviour-focused principles regarding knowledge gain. Practice and time on tasks are seen to be the most important. Research shows that learners who practise essential elements of a task more than others gain more knowledge and skill than those who do not practise. The same thing applies to the acquisition of expertise; learners who spend more time practising learn more than those who do not practise or who spend little time on practice.

Brown (2001:273) emphasises that, although it is important for learners to practise often and spend time on a task, these are just seen as choices made by learners. He insisted that the more learners practise and spend time on a task, the more they will learn. In order to gain expertise, learners require deliberate

practice, which means learners must attend closely to the task while practising. Brown emphasises that individuals who focus their attention on a task during practice should become more proficient than individuals who focus their attention off-task. The more learners thus engage in off-task attention, the less they learn.

### **2.2.10 Self-Efficacy Beliefs**

Self-efficacy, which is the belief in one's ability to perform a given task successfully, has been emphasized by many as the catalyst to behaviour change and maintenance. Some people often confuse self-efficacy with self-confidence, but they are different. Self-efficacy affects some of the factors that predict motivation. According to Mathieu *et al.* (1993:126), self-efficacy is people's judgments on their capabilities to organize and execute courses of action to attain designated types of performances. It is concerned with an individual's judgment about what one can do with whatever skills one possesses.

Jones *et al.* (1998:390) defined self-efficacy as "a person's belief about his or her ability to perform a behaviour successfully". If people do not believe that they can perform at a high level, they do not become motivated. If they believe that they can perform well, they become highly motivated. Jones *et al.* suggest that when people control their own behaviour, in most cases they set difficult goals for themselves that will lead to excellent accomplishments, but only if they think that they have the capability to reach those goals. Jones *et al.* continue to state that self-efficacy influences motivation when managers and workers provide reinforcement. The high level of self-efficacy leads to high levels of motivation and performance.

## Sources of Self-Efficacy

Identified sources of information that affect self-efficacy: (<file:///A:/self-efficacy1.htm>)

- **Mastery experiences**

Mastery experience is our personal experience with success or failure. If, for example, one has good performance on the previous mathematics exam, this positive experience will influence the perception of one's ability in mathematics, but if one performs badly that negative experience will influence one negatively.

- **Vicarious experiences**

Self-efficacy can be affected by observing the experiences of others. Students observing a model perform successfully in a threatening situation are more likely to develop an expectation that they can acquire the same skills. Learners can imitate their skills or copy the strategies that they are using.

- **Verbal persuasion**

Negative messages have an even greater influence on lowering efficacy expectations than positive messages do on increasing efficacy.

- **Psychological state**

When an employee shows symptoms of anxiety, nervousness, rapid heart rate and profuse sweating, he/she is probably facing a challenge that requires his/her competence to meet it. These physical symptoms or mental states reflect a learner's perception of his/her self-efficacy and affect his/her performance.

## **2.3 WHAT SHOULD BE DONE IN ORDER FOR TRANSFER TO OCCUR ON THE JOB**

The previous section discussed various factors that hinder transfer of training in the workplace and this section will discuss steps that can be taken to improve the transfer of training.

Wexley & Baldwin (1986:503) define positive transfer as the extent to which employees who have undergone training use what they learned during training in a job situation and this is really what is expected of employees when they return to work after training. In their research they discovered that positive transfer is not easily achieved. Transfer of training is an important problem in companies and this causes managers to think about what should be done to maximize transfer or, at least, to have a positive transfer.

According to Wexley & Baldwin (1986:504) the approaches taken are not enough to achieve much, in positive transfer of training. Most companies seem to focus on the period of acquisition of skills within a training process; that is, too much focus is put on the period after training, which seems to be the most crucial in facilitating transfer. In order to enhance transfer it might be better to include strategies for before, during and after training.

### **2.3.1 Goal Setting**

Hogan (2000:68) defines goals as targets or the end results of ambitions. He points out that goals give meaning and purpose to human lives and so they become the aim and purpose of life.

According to Wexley & Baldwin (1986:504), goal setting is a motivational strategy, which is effective for inducing behavioural change in various settings. Not so long ago, training literature has discussed in a serious manner assigned and participative goal setting as possible post-training transfer mechanisms. It has always been suggested that trainees be assigned specific behavioural progress

reports after completion of training, in order to monitor the extent of their goal achievement back on the job.

Wexley & Baldwin (1986:504) suggest that there is a difference of some kind between assigned and participative set goals with respect to productivity. The use of participative set goals is preferred by these researchers to assigned goals for the purpose of facilitating positive transfer of training. In cases where trainees have been given a chance to set their own behavioural goals, together with the trainer, this strategy was found to increase ownership of goals and as a result enhances transfer of training. They further suggest that there should be an agreement between trainees, trainers and supervisors, requiring trainees to achieve a set of mutually acceptable goals when they return to their jobs.

### **2.3.2 Behavioural Management**

Behavioural management is a way managers should behave in order to motivate employees and encourage them to perform at high levels and be committed to the achievement of organizational goals.

According to Jones *et al.* (1998:304), management often overlooks the many ways in which employees can contribute to the organization, when managers allow them to participate and exercise initiative in their everyday work lives. Jones *et al.* suggest that, if workers have the relevant knowledge, they should be in control of the work process itself and managers should behave as coaches and facilitators, not as monitors and supervisors.

Wexley & Baldwin (1986:505) point out that behavioural management helps employees who are being trained to retain their desirable behaviour. It also helps employees to do away with dysfunctional behaviour, by stimulating training-related thoughts and feelings and fostering consequences that strongly influence behaviour.

### **2.3.3 Needs Assessment**

Rouiller & Goldstein (1993:377) encourage needs assessment. In many situations or organizations, if needs assessment is done, it is unlikely for a company to perform badly, as the company has acquired the opportunity to know the needs of the potential trainees, in advance. If the needs of the employees are known in advance it is easy for training to be tailored accordingly. In situations like these, transfer might not be easy, but better, compared to where there was no assessment at all. Rouiller & Goldstein (1993) encouraged the needs assessment process to try to recognize the organizational dynamics that affect the transfer process.

Jones *et al.* (1985:313) suggest that, before creating training and development programmes, employers or managers have to do a needs assessment in which they determine which employees require training and what type of training or skills or knowledge they need to improve their work performance.

### **2.3.4 Supportive Climate**

Rouiller & Goldstein (1993:377) found that supportive climate was an important factor in transfer. They found a situation whereby managers were very considerate of their employees, but, as time went on, that support disappeared. The disappearance was found to have been caused by supervisors who were not supportive of the goals of the training programme.

Rouiller & Goldstein (1993:377) suggested a supportive organizational climate. They also found that transfer of training is more likely to be supported in organizations that find innovation important.

It is not easy for a trained employee to use learned skills if the organization or supervisors are not supporting training and the trained employee.

- ✕ Many managers do not realize the crucial role they play in encouraging trainees to actually use newly acquired skills. Change is not easy and employees need to be shown that what they have learned is important and appreciated and that their attempts to practise new skills are worth the effort. To help trainees get the full benefits from training, a supportive transfer climate should be present before, during and after training.

Rouller & Goldstein (1993:379) made suggestions for a supportive transfer climate:

- ✓ Before training: The manager should sit down with the employee before training and explain to him or her why training is important for his/her particular work. The manager should explain what skills are expected to be learned by the trainee and, when the trainee returns to the job, should make his objectives clear by applying these skills.
- ✓ During training: While trainees are training, managers should try not to interrupt or disturb them. They should allow trainees to concentrate on the learning process. Managers should not schedule meetings for trainees that force them to miss sessions and should not telephone with “urgent” messages. The more distractions managers introduce, the lower the value that the workers will get from the training.
- ✓ After training: Employees or trainees should be encouraged to try new skills. Managers should make sure that the appropriate tools, materials and resources needed are available when the trainee returns to work. Managers should give employees active, and not passive feedback.

✓ In organizations, different transfer training climates exist, “Climate” is defined as practices and procedures used in an organization that make people aware of what is important.

The study by Rouiller & Goldstein (1993) suggests that organizations are characterized by different climates:

- Management can provide a climate that encourages training and the use of learned skills.
- Management can also provide a climate that requires transfer of skills by providing practice time, reducing barriers and setting new expectations as a result of the training.
- Involve all parties in the exploration of training content prior to the training. It is critical that immediate supervisors understand the training and the reason for it, so that they can reinforce the new skills of their employees.
- Establish guidelines for managers on how to support training.
- Encourage immediate application of the skills learned.
- Provide feedback, encouragement, recognition and support for those involved in training.

Rouiller & Goldstein belief that, those trainees who learn more in training perform better on the job. Another belief was that if a trainee is assigned to an organization unit where performance is already high, he/she might be influenced to perform at a high level.

### **2.3.5 Training Design**

Research on design factors suggests that designing training tasks is similar to transferring tasks. In addition, including behavioural modeling elements, self-management and relapse presentations strategies in training, is likely to enhance transfer. Ensuring that training content is consistent with job requirements can influence transfer positively (Holton III *et al.*, 2000).



Training design includes issues such as conditions of practice that influence learning and also factors that impact on the retention of what is learned. Conditions of practice include active practice, massed as opposed to spaced practice sessions and overlearning (Desimone *et al.*, 2002:85). These authors suggest that training should be designed in such a way that learners are given an opportunity to practise over and over what they have learned. By repeated practice, the knowledge gained can be retained and this form of practice is called active practice.

Again, Desimone *et al.* (2002:85) suggested that when trainers or managers design training, they should look into the manner in which they conduct their session; that is, whether sessions should be divided into segments by periods of time or whether everything should be learned within one session. Both methods have advantages, but Desimone *et al.* (2002:85) found that with easy tasks, spaced practice sessions with a reasonable rest period between them bring good results, in that trainees perform better and are able to retain what they learned for a longer time than learning everything in one session (massed session). They point out, however that with difficult tasks it is better to use massed sessions, followed by spaced practice sessions, to improve performance.

There are cases whereby organizations are not flexible enough to choose what is best for trainees due to time and resource constraints. Sometimes these constraints force an organization to use a single training session, even where there was a need for spaced practice sessions. In situations like these it is not easy to retain what has been learned unless the organization schedules follow-up sessions that will help retention (Desimone *et al.*, 2002:86).

### **2.3.6 Pretraining Motivation**

Before a trainee goes for training he or she has to understand why the training is necessary and the benefits he or she is going to gain from the training. Adair (1990:100) supports this by pointing out that work implies balancing what we give with what we expect to receive. The trainee has to feel the need for training and the relevance of it and then he can be motivated to attend training.

Sometimes the need for Training and Development is not clear to employees. They may consider it a waste of time and resist being taken away from their jobs. Carrell *et al.* (1999:333) point out that one effective way to motivate trainees is to show them how T & D will help accomplish organizational or personal goals. These goals may include improved job performance and increased opportunities for promotion.

According to Fecteau *et al.* (1995:2), before an employee can attend a course, he/she has expectations about the quality of the course and whether or not it is relevant to the job he/she is currently doing. Some of the expectations may be related to past experiences with a specific training programme and some may come from subordinates who were on a similar course before. From these past experiences, if trainees perceive training as a waste of time, they may resist attending the training sessions.

Fecteau *et al.* (1995:2) further point out that pre-training motivation has an important influence on the extent to which trainees actually learn the material presented to them during a training programme. The amount of learning that occurs during training may influence other indicators of training effectiveness, such as trainees' behavioural changes on the job and other organizational criteria such as productivity or absenteeism. Because of its relationship to these training outcomes, pre-training motivation appears to be an important antecedent to training effectiveness.

### **2.3.7 Performance Feedback**

According to Mortuccio & Dulebohn (1994), performance feedback is an important training design characteristic. Feedback represents a form of persuasion that can be conveyed to recipients in oral or written form and it is expected to influence self-efficacy.

These authors state that constructive feedback not only helps employees do their work more effectively, but also improves communication between the supervisor and the employee. Supervisors, subordinates and co-workers often do not provide

enough constructive feedback to each other. When specific and accurate information is provided in a constructive way, both employees and supervisors can improve or change their performance.

It is important to provide feedback, for efficiency and effectiveness of the organization. All employees who are performing competently should receive frequent praise and encouragement. Those who are not performing at the expected level should be informed of any problems and "coached" on how to improve. Appraising employees of good performance helps maintain their motivation and signals them to continue in this direction. Communicating with employees in a positive manner when they need to improve their performance will help prevent chronic work problems and minimize surprises during the Performance Review.

### **2.3.8 Evaluation** ✓

Evaluation is a very important tool in training and it is ongoing. If there is no evaluation after training, trainees will not know whether their application of what they have learned is right and trainers or managers are not going to know how trainees felt about the training.

In order to know the effectiveness of training, proper evaluation is necessary. Youngman (1978:116) stresses that evaluation includes everyone in the training programme and responsibility and commitment are crucial in evaluation of training. Evaluation will reveal whether or not training is working and, if it is discovered that it is not working, it shows that there is a problem that needs to be addressed. Change of method could be a solution.

According to Blanchard & Thacker (1999:223), effectiveness is ultimately measured by evaluation and, in the light of evaluation, training methods can be amended, discarded, adapted or combined, to make them more effective and more appropriate.

Dionne (1996:279) discovered that trainers, managers and researchers are concerned with the evaluation of training. Most managers of organizations question their return on investment in training. Managers want to know whether or not they are benefiting from training and they want an inexpensive way of evaluating training.

Dionne's study suggests that evaluation of training must be treated as the study of a component – a part of an organizational subsystem that must be understood within an organizational context, where roles, responsibilities and tasks vary with time and circumstances.

Dionne (1996:282) points out that the human resource function evolves and there is an understanding that training must be considered a subsystem. It should be clear that organizational managers have obstacles. They must prove return on investment. Dionne's study shows that it is important to evaluate training activities, but managers must strive to determine carefully what type of evaluation is most appropriate for a particular activity in a specific organizational context.

Managers are accountable for the efficiency and effectiveness of their actions and their investments in training. Managers, trainers and researchers can work together as a partnership, to be able to answer questions of return on investment. Dionne's study argues that managers must realize that training is not a solution to all their problems and that when they use it they are partly responsible for the return on investment. They should find out what can be done to protect that investment. To some extent, they stand to gain from taking preventive action.

Managers must also carry out continual evaluation of their investment; they must not make judgements based only on cost-benefit ratios, but understand training activities as a set of interrelated acts. Every organization must come to better understand the ways in which it can benefit from training activities.

According to Brown & Gerhardt (2002:951), training evaluation and research and practice have been dominated by a focus on outcomes of completed training programmes, or on methods used to assess these outcomes. As too much focus

was put on outcomes and completed training programmes formative evaluation was neglected. The study states that formative evaluation involves evaluating training during design and development. The study was concerned with improving training delivered in work organizations. Training evaluation is defined as “the systematic process of collecting data to determine if training is effective” (Brown & Gerhardt (2002:952).

Brown & Gerhardt (2002) discuss two types of evaluation. These are formative and summative. They point out that too much focus has been put on outcomes of completed training programmes.

Brown & Gerhardt (2002:951) suggest that formative evaluation should be considered because it involves evaluating training during design and development and does not only examine the outcome.

Formative evaluation seeks to identify weaknesses in instruction with the intention of developing prescriptions for improving it. It takes place throughout the development of a particular training programme. The main purpose of formative evaluation is to improve the quality of the programme being developed, so that it will be as likely as possible to achieve the objectives for which it was designed.

Brown & Gerhardt (2001:951) point out that summative evaluation, as opposed to formative evaluation, describes efforts that assess the effectiveness of completed interventions in order to provide suggestions about their use.

Training evaluation research has focused almost exclusively on this effectiveness. Summative evaluation is conducted after all materials have been developed, in order to determine if those materials are ready for continued and perhaps broader use. The outcome is typically a report providing suggestions regarding whether to continue or discontinue the programme.

## **2.4 SUMMARY**

This chapter has attempted to examine the transfer of training. Training and transfer of training have been defined in more detail, so as to present a clear understanding of what they mean.

The objectives of training have been defined as providing employees with knowledge and skills that are necessary or needed to do the job efficiently and effectively.

The factors that hinder transfer of training have been discussed as follows:

- Work environment, refers to all of the factors that influence work.
- Workplace design, an integral part of the organization.
- Training design, involves the course content.
- Training delivery method, such as classroom instruction or computer delivered training.
- Management or supervisory support, shows that if managers do not make the effort to encourage the transfer of behaviours back to the workplace, then training is a waste of money.
- Collegial/peer support indicates that colleagues sometimes pass discouraging remarks to trainees.
- Training credibility, is a perception that training is not delivering sufficient benefits.
- The lack of opportunity to apply the learning, which poses a question of whether the trainee is given the opportunity to perform the tasks he/she learned on the job.
- Self-efficacy belief, which is not concerned with the skills that one has, but with judgements about what one can do with the skills one possesses.

Finally, this chapter looked at the improvements that could be made to achieve transfer of training and the following sub-topics were discussed:

- Goal setting, is explained as a motivational strategy, which is good for inducing behavioural change.
- Behavioural self-management, helps employees who are being trained to retain their desirable behaviour.
- Need assessment is encouraged in order to recognize the organizational dynamics that affect the transfer process.
- Supportive climate, which concerns encouraging trainees to actually use their newly acquired skills.
- Training design, which includes conditions of practice that influence learning and also the factors that impact retention of what is learned.
- Pre-training motivation, which is said to have an important influence on the extent to which trainees actually learn the material presented to them during a training programme.
- Performance feedback, states that constructive feedback improves communication between the supervisor and the employee.
- Evaluation, which must prove return on investment.

Chapter 3 will provide the methodology that was followed to investigate the problem of the transfer of training.

## **CHAPTER 3**

### **3. RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This methodological section broadly describes the research study site and the schedule that was followed to carry out this study, the population of the study, the sample, research design and instruments.

#### **3.2 STUDY SITE**

This study was conducted at the Central Bank of Lesotho in Maseru. The Central Bank of Lesotho was chosen among many other possibilities because the researcher worked for the CBL before coming to the University of KwaZulu-Natal for further studies.

#### **3.3 PURPOSE OF THE STUDY**

The main purpose of the study was to discover whether the Central Bank of Lesotho does train its staff and if it does, whether that training is transferred to the workplace, as expected, and to find out what hinders the transfer of training and what can be done to improve the transfer of training.

#### **3.4 RESEARCH METHOD**

The research method used in this study was the survey method. Haralambos & Holborn (1995:834) define a survey as a research project that seeks to collect standardised data about large numbers of people. A survey aims at gathering data regarding an identified phenomenon or felt need.



The present study used a descriptive survey. A descriptive survey refers to research designed to describe the characteristics of a population being studied. They usually include enquiring about the respondents' knowledge, attitudes, practices, current conditions, opinions, perceptions or attitudes concerning a given situation (Wimmer & Dominick 1994:108).

#### **3.4.1 Advantages of Survey Research**

McCormack & Hill (1997:26) pointed out five major advantages attributed to survey research methodology:

- It is a versatile method, which can be applied to almost all types of research.
- It enables the analysis of data to be based on the laws of mathematics and statistics, arguably reducing the likelihood that all considered conclusions will be drawn by the researcher.
- It is a cost-effective method for finding out about large populations.
- It can be administered in a variety of different ways, enabling geographically scattered respondents to answer the same questions.
- It can be constrained in scope, to meet budgetary constraints sacrificing the value of the findings.

#### **3.4.2 Disadvantages of Survey Research**

The survey research method, like any other method, does have some disadvantages. These are related to the ways in which error can creep into the process and undermine its usefulness. For example, respondents may be unable to answer questions, either because the questions are not clear or because they do not know the answer, or they may give the answer they think the researcher wants to hear. McCormack & Hill (1997) stressed that the more carefully a survey is planned, designed and executed, the less likelihood there is that it will affect the reliability and validity of the findings.

### **3.5 RESEARCH DESIGN**

A research design is the framework that specifies the direction that the research is planned or expected to take, that is what information is needed, where to source it and how to collect it. According to Bless & Higson-Smith (1995:63), a research design is a specification of the most adequate operations that should be performed in order to test a specific hypothesis, under given conditions. Durrheim (1999:29) cited in Terre Blanche (1999) stated that a research design is a plan that serves as a bridge between the research question and the execution or implementation of the research. Research design is important in the sense that it facilitates the smooth execution of the various research operations, thereby making research as efficient as possible and yielding maximum information with minimum expenditure of time, effort and money (Kothari 1990:40).

This survey was pursued using a qualitative and quantitative research format. The study showed that the two research methods need each other, but there is a belief that one is better than the other because qualitative data involves words and quantitative data involves numbers. The study pointed out that qualitative research is inductive and quantitative research is deductive. The qualitative approach is concerned with discovering meaning, developing some understanding and explaining facts as thoroughly as possible. The quantitative approach deals with information or data that can be expressed in terms of numbers, amounts and quantities (<http://writing.colostate.edu/references/research/observe/com2d3.cfm>).

### **3.6 POPULATION**

“Population” refers to a set of objects, whether animate or inanimate, which the research is focused on, about which the researcher wants to determine particular characteristics (Bless & Higson-Smith 2000:84). Although it is desirable to study the whole population, cost and time considerations usually make it impossible.

Neuman (1997:202) points out that “population” is a large pool of cases or elements from which a researcher draws a sample. The target population refers to

a specific pool of cases that a researcher wants to study, which might be students or institutions. In this present study, the population was the trained employees of the CBL.

The total population for this study was 183 employees of the CBL who had undergone formal training in the Bank. Some of the information was obtained through the Website of the CBL.

### **3.7 SAMPLING**

Sampling is the selection of a fraction of the total number of units of interest to decision-makers, for the ultimate purpose of being able to draw general conclusions about the entire body of units (Parasuraman 1991:474). A sample was used in this study instead of a census study because of its lower cost relative to a census. Parasuraman (1991:475) pointed out that if the number of units studied is large, the costs of collecting and analysing data become high. The advantage of using a sample study over a census study is that if a sample study is used, it takes a short time to complete the research, as opposed to a census, which takes longer because of the large volume of data (Parasuraman 1991:475).

The size of the targeted sample of employees was 35 Managers/Section Heads and 85 trained employees from the CBL, which makes a total of 120 respondents. The researcher gave out 120 questionnaires because, out of 183 CBL employees, 32 employees were on secondment and 31 employees were not available due to various reasons, like study leave, annual leave and meetings. However, out of 120 questionnaires that were distributed, the researcher received back 80 responses, which is a response rate of 67 %.

### **3.8 DATA COLLECTION METHOD**

After approval of the research proposal, a letter requesting permission to conduct the study was written by the researcher to the CBL (see Appendix 1). The letter explained the purpose of the study in order to enable the researcher to have access

to the company. The Personnel Manager of the CBL responded telephonically to the request and said that the managers of the Bank would have no problem with the researcher conducting her study at their company, as she had worked with them for more than five years.

The CBL will receive a copy of the thesis when the research is completed, so that the managers can see their strengths and weaknesses, as stated by the trained employees. It is hoped this report will help them to raise their strengths even more and make improvements on the weaknesses.

### **3.9 RESEARCH INSTRUMENT**

An appropriate research instrument is one that can collect information economically within the available time (Chinyemba 2002:64). There are various instruments that can be used to collect data. These include questionnaires, interviews and observations.

The questionnaire was designed to suit the purpose of the study. It was guided by the research questions and research objectives stated in Chapter 1 and also by the literature review. An interview involves a one-on-one verbal interaction between the researcher and the respondent and should have a plan.

Advantages of interviews over questionnaires are that the researcher can clarify answers and can follow-up on interesting answers.

### **3.10 THE QUESTIONNAIRE**

Before the distribution of questionnaires, the Human Resources Manager telephoned all the Heads of Divisions and the secretaries about the presence of the researcher and requested co-operation from all staff members.

A brief explanation of the questionnaire was made before the respondents could start answering the questions. The questionnaire was divided into three sections, A,B, & C.

Sections A and C of the questionnaire were for all employees of CBL, including managers. Section B was meant for managers only, as it inquired about assessing the behaviour of employees after training. Section B had 3 questions and Section C had 21 questions, a total of 24 questions in all (see Appendix II).

In this study the self-administered questionnaire method was adopted, where all respondents were given questionnaires to fill in, but the researcher was available to explain the questions where the respondent could not understand and also to probe, where necessary.

The questionnaires consisted of close-ended questions, but the last part of the questionnaire requested general comments from the respondents. This last part allowed the respondents to express their views, which resulted in a substantial amount of information being obtained.

According to Hall & Hall (1996:97), a questionnaire is a standard method for collecting data. It generates information in a systematic way, by giving all respondents questions in a similar manner and recording their responses methodologically. A questionnaire is "An instrument used for eliciting and recording responses in many, but not all, research projects employing the questioning approach" (Parasuraman 1991:208). The advantage of using a questionnaire is the reliability of responses and reduction and elimination of differences in the way questions are asked and presented.

The different types of questionnaires, according to Parasuraman (1991:220), are structured and non-structured. Questionnaires that are structured use closed questions, which do not allow the respondent to provide answers in their own words, but force the respondent to select answers from a fixed list of answers provided. There is an advantage for both the respondent and the researcher.

According to Gill & Johnson (1997:92), closed-ended questions allow comparison and statistical manipulation. They added that they allow for easier comparative data analysis. Gill & Johnson (1997:293) pointed out that this form has the disadvantage of limiting and distorting responses to a fixed schedule and it prevents respondents from answering in their own way.

In this study, open-ended questionnaires were not used, except for general comments because, according to Babbie (1995:142), they must be coded before they can be processed for computer analysis. This coding process often demands that the researcher interpret the meaning of responses, opening the possibility of misunderstanding and researcher bias. Another danger of using open-ended questions is that some respondents might give answers that are irrelevant to the researcher's intent.

The researcher physically took the questionnaires to the managers and employees of the CBL who have undergone training. The questionnaires were given to the managers of the CBL as they are expected to be competent enough to determine whether the employees had changed after training or not. The employees themselves were given questionnaires to fill in. The researcher waited for the questionnaires to be completed and for questions, where clarity was needed. Even though the questionnaire was structured, there was space for general comments at the end and this is where respondents were able to communicate their experiences and complaints concerning training.

The reason the structured questionnaire was chosen is that each respondent was restricted to specific questions with specific responses. The researcher could thus have some of the questions and answers in the form desired. Scale questions were used in the current research. Among the many scales available, the Likert scale was used. This is where statements are given and the individual is asked to respond with one of five answers, for example:

1. strongly disagree, 2. disagree, 3. neither agree/nor disagree, 4. agree, 5. strongly agree.

The reason for choosing the Likert scale is that it is easy to understand and fast to capture responses and it allows more questions than would open-ended questions in the same time span. The tabulation of data is easier than with other methods and it reduces bias.

The statements carry a strongly positive message about an issue or a strongly negative one, so that an emotional response is elicited.

### **3.11 TESTING THE QUESTIONNAIRE**

The questionnaire was pre-tested before it could be distributed to the respondents. The purpose of pre-testing the questionnaire was to refine the questions, so that respondents would have no or few problems in answering them. According to Babbie & Mouton (2001:244), “no matter how carefully you design a data collection instrument such as a questionnaire, there is always a possibility – indeed the certainty – of error. You are certain to make some mistakes: an ambiguous question, one that people cannot answer or some other violation ...”.

The researcher distributed 10 questionnaires for pre-testing to selected members of the staff of the University of KwaZulu-Natal and MBA students. Two questionnaires were given to staff of the Quality Promotion Unit, two to the Department of Finance members and six to MBA students, as they are managers of different companies. Pre-test subjects were requested to make as many comments as possible. The responses from the pre-test suggested that the questionnaire needed some correction. The researcher was advised to use more simple English in some questions, for example self-confidence should be used instead of self-efficacy. Advice from one QPU staff-member was that the negative questions should not be at the beginning, as they put the respondents off and created an impression that the researcher was already negative about their company.

Pre-testing enabled the researcher to obtain some assessment of the questions' validity and reliability of the data that was to be collected. The pre-test helped the researcher to go through the completed questionnaires, to ensure that respondents did not encounter problems in answering the questions and following all the instructions correctly (Saunders *et al.*, 2000:306).

The pre-test gathered information about the following, as suggested by Saunders *et al.* (2000:306):

- The clarity of instructions
- Questions unclear or ambiguous
- Questions the respondents felt uneasy about answering
- Clarity and general layout of the questionnaire.

### **3.12 DATA ANALYSIS**

Data analysis is the process by which new and additional meanings are sought, by comparisons between various aspects of the original data. According to Goldhor (1972:190) the purpose of analysis is to elucidate the truth or falsity of the hypothesis or research questions.

The information obtained from the respondents was analysed quantitatively. Responses were edited and processed and data was captured on the computer using the MS Excel package. The data was later transferred to the SPSS package for calculation of mean, median, mode, standard deviation and percentage scores. SPSS is a statistical software package that provides a number of tools needed for the analytical process. This was done for the purpose of making sense of the results and to infer some meaning and implications.



### **3.13 SUMMARY**

In this chapter, the research methodology provided the framework for collecting data. The survey method was followed in this study and entailed the following: research design, population, sampling, data collection, research instruments and data analysis.

Survey is a research method that is used to collect standardized data about large numbers of people and research design specifies the direction that the research is planned or expected to take. The total population was 183 employees of the CBL.

The sampling consisted of thirty-five managers from all departments and eighty-five CBL employees who have undergone training, selected on a random basis.

After collecting questionnaires from respondents, editing and capturing them using the MS Excel package, the data was analysed by means of a computer using the SPSS statistical package. The findings and interpretations of the results of this study will be reported and discussed in chapter 4.

## **CHAPTER 4**

### **4. PRESENTATION, INTERPRETATION AND DISCUSSION OF RESULTS**

#### **4.1 INTRODUCTION**

The purpose of this chapter is:

- To provide the history of the Central Bank of Lesotho, its governance and functions.
- To present the findings and interpret the results, which means examining the results within the larger context.
- To state the relationship between the research questions and the results.

##### **4.1.1 Historical Development**

The CBL was first established as the Lesotho Monetary Authority in 1978, under the Lesotho Monetary Authority Act of 1978. It started its operations on 2 January 1980. In 1982, through an Act of Parliament, the name Lesotho Monetary Authority was changed to the Central Bank of Lesotho (CBL) and additional functions and responsibilities were prescribed for the new institution. In August 2000, the Central Bank of Lesotho Act of 2000 came into force. This new Act has conferred considerable autonomy to the Central Bank and defines a singular objective for the Bank.

##### **4.1.2 Ownership and Governance**

The Central Bank enjoys a fair amount of independence in formulating and implementing monetary policy. The Governor, who is also the chairman of the Board of Directors, together with two Deputy Governors, is appointed by His Majesty the King on the advice of the Prime Minister. The Minister of Finance appoints the other Board Members.

### **4.1.3 Functions of the Central Bank of Lesotho**

The principal objective of the CBL is to achieve and maintain price stability in relation to goods and services in the economy as a whole. To attain this goal, the Bank performs a number of functions in accordance with modern central banking practices. An important function of the Bank is to formulate and execute monetary policy for Lesotho. Other functions include issuing currency, serving as a banker for the Lesotho Government and the commercial banks, acting as a custodian of the country's foreign reserves and supervision of financial institutions. The CBL acts as an advisor to the government on financial issues specifically and more generally on macro-economic issues.

### **4.1.4 Training Policy of the Central Bank of Lesotho**

#### **4.1.4.1 Objective of the Training Policy**

The CBL places high priority on activities that will foster the development of a pool of highly trained professionals who are needed by the Bank to enable it to operate efficiently. To achieve this objective, the Bank makes available to its employees a broad range of training opportunities, ranging from specialised in-house training programmes to programmes of study leading to diplomas and/or degrees from institutions both inside and outside Lesotho. It is the Bank's policy to encourage and, whenever possible, to provide financial support to its employees in acquiring the skill that they need to perform their duties effectively and efficiently.

#### **4.1.4.2 Nature and Scope of Training Supported by the Bank**

The nature and scope of training is supported by the Bank, directly or indirectly, and covers the range from short courses to formal programmes of study leading to diplomas or degrees and other professional qualifications. To provide these training opportunities, the Bank develops an in-house training programme for its employees and makes every effort to secure training opportunities offered by other public and private sector institutions in Lesotho, other countries in Africa, developing countries outside Africa and the industrialized countries.

#### **4.1.4.3 Identification of Training Needs**

The process of identifying needs starts at the level of Section Heads. They are responsible for identifying the specific training that their staff require to function effectively and efficiently. The Section Heads' assessment of the training needs of their staff is reviewed by their Division Head and compiled into a training programme for the Division. The proposed training programmes from all Divisions in a Department are then submitted to the Director of the Department for his/her review and revisions. The Director of a Department is responsible for identifying the training needs of the Division and Section Heads in his/her Department. Assistance from the Personnel Division is available to the Departments in establishing their staff training needs.

Each Head of Department submits his/her Department's training needs assessment, annually, to the Director of Administration, before the end of October. This information is compiled by the Personnel Division to develop the Bank's overall training programme for the next fiscal year, for approval by the Bank's Management.

The Deputy Governor charged with the responsibility of overseeing the Department of Administration is accountable for the overall implementation of the Bank's training policy and ensure that a report is prepared annually on the Bank's training programme, for the Board's attention.

#### **4.1.4.4 Financing of Training Programmes**

The Bank endeavours to allocate 10% of its annual salary budget (basic salary plus allowances) to training. The Bank also establishes contacts with bi-lateral donors and international development agencies, to seek their support for financing the Bank's training programmes that are offered outside Lesotho.

The Bank places a high priority on the allocation of its own resources on financing the in-country training programmes. The priorities for the support of training programmes offered in other jurisdictions is in the following order: other African countries; developing countries outside Africa; and developed countries.

The Central Bank of Lesotho has a total staff complement of 183. It operates from its head office in Maseru, the capital of Lesotho. This number includes 32 security officers stationed at the Bank, on secondment from the Lesotho Defence Force.

Below is the CBL structure which, states clearly the management of the Central Bank of Lesotho, its Departments and Divisions:

**Figure 4.1**

**Central Bank Of Lesotho**  
**Organizational Structure**

MANAGEMENT OF THE CBL	
	Governor
	Deputy Governor I
	Deputy Governor II
	Director of Operations Department
	Director of Supervision Department
	Director of International Finance Department
	Director of Administration Department
	Director of Research Department
GOVERNOR'S OFFICE	
	Secretary to the Board
	Public Relations
	Accounts and Budget
	Information Technology
	Internal Audit
OPERATIONS	
	Banking Operations
	Currency
	Securities
ADMINISTRATION	
	Human Resources
	General Services & Maintenance
	Security Services
INTERNATIONAL FINANCE	
	Policy, Regulation & Exchange Control
	Reserves Management
SUPERVISION	
	Rural Finance
	Supervisory Policies and Regulations
	Financial Institutions Supervision
	Development Finance
RESEARCH	
	Real Sector
	Finance
	Macro-Analysis

## **4.2 Research Results and Interpretation**

The history, the organizational structure and the training policy of the CBL will help the reader understand the analysis that follows in this section.

One hundred and twenty questionnaires were distributed across all twenty divisions within six departments. At least one Manager/Section Head from each division was given a questionnaire and any number of employees, depending on who was available at that time. Eighty questionnaires were returned and used for the study, which shows a response rate of 67%. Forty questionnaires (33%) were not returned, because some employees were not available. Of the eighty responses, thirty five (44%) were from the managers of the Central Bank and forty five (56%) were from employees who had undergone training in the Bank.

Some managers were not able to fill in the questionnaires because they were busy, as the data was collected while the International Monetary Fund Commission was visiting the bank and the researcher had only one week in the country.

### **SECTION A: Demographics of the Central Bank of Lesotho**

The following tables and charts provide details of the respondents of the CBL and their managers and include their years of service and their gender. The reason it was important to include these details in this report was because the researcher wanted to show the degree of representation of the various categories of employees, such as their Departments/divisions, gender and their years of service with the Bank.

Table 4.1 shows the managers of six Departments and twenty Divisions of the Central Bank, who were respondents to the questionnaires. Eight respondents (24%) were from the divisions under the Governor's office, eight (24%) from the Operations Department, three (9%) from the Administration Department, four (12%) from International Finance, seven (15%) from Supervision and five (15%)

from Research Department. Out of thirty five managers, two were Directors (Supervision and International Finance Department). This confirms that each and every department was represented, with the exception of the Security Division. Security personnel are on secondment, so the CBL is not responsible for their training.

**Table 4.1 Departments & Divisions of the Central Bank of Lesotho**  
**Managers who participated in the study**

DEPARTMENT	DIVISION	FREQUENCY	TOTAL	%
Governor's Office	Secretary to the Board	1		3
	Public Relations	1		3
	Accounts & Budgets	2		6
	Information Technology	2		6
	Internal Audit	2		6
			8	
Operations	Banking	3		9
	Currency	3		9
	Securities	2		6
			8	
Administration	Human Resources	2		6
	General Services	1		3
	Security			
			3	
International Finance	Policy, Regulation & Exchange Control	2		6
	Reserves Management	2		6
			4	
Supervision	Rural Finance	1		3
	Supervisory Policies & Regulations	2		3
	Financial Institutions Supervision	2		6
	Development Finance	2		6
			7	
Research	Macro-Analysis	1		3
	Real Sector	2		6
	Finance	2		6
			5	
		35		100



Table 4.2 shows the employees who were respondents from various divisions. Respondents were from the following departments: Thirteen (28.8%) respondents were from the Governor's Office, fourteen (31%) from Operations, six (13.2%) from Administration, three (6.6%) from International Finance, four (8.8%) from Supervision and five (11%) from Research, which makes a total of forty five employee respondents. The Operations Department has the highest number of respondents and International Finance the lowest. The reason for the low response rate in International Finance was that most of the employees were on study leave, which shows that the CBL believes in training its employees.

Table 4.2 Departments & Divisions of the Central Bank of Lesotho  
Employees who participated in the Study

DEPARTMENT	DIVISION	FREQUENCY	TOTAL	%
Governor's Office	Secretary to the Board	2		4.4
	Public Relations	2		4.4
	Accounts & Budgets	2		4.4
	Information Technology	4		9
	Internal Audit	3		6.6
			13	
Operations	Banking	9		20
	Currency	3		6.6
	Securities	2		4.4
			14	
Administration	Human Resources	3		6.6
	General Services	3		6.6
	Security			
			6	
International Finance	Policy, Regulation & Exchange Control	2		4.4
	Reserves Management	1		2.2
			3	2.2
Supervision	Rural Finance	1		2.2
	Supervisory Policies & Regulations	1		2.2
	Financial Institutions Supervision	1		2.2
	Development Finance	1		2.2
			4	
Research	Macro-Analysis	1		2.2
	Real Sector	2		4.4
	Finance	2		4.4
			5	
		35		100

Table 4.3

The Length of Service of Managers of the CBL  
Who Participated in the Study

MANAGERS		
NO. OF YEARS OF SERVICE	FREQUENCY	PERCENTAGE
0	-	-
1	3	8.6
2	3	8.6
3	1	3
4	1	3
5	3	8.6
6	4	11
7	1	3
8	-	-
9	-	-
10	1	3
11	-	-
12	1	3
13	6	17
14	1	3
15	1	3
16	-	-
17	3	8.6
18	1	3
19	-	-
20	-	-
21	2	5
22	-	-
23	3	8.6
<b>TOTAL</b>	<b>35</b>	<b>100</b>

Table 4.3 shows the length of service respondent managers have in the CBL. In 2003 the Central Bank was twenty three years old. Respondent managers who worked for the CBL for less than ten years numbered sixteen (46%), between 10 and 19 years fourteen (40%) and only five (14%) managers have worked for more than twenty years. There can be various explanations why there are more

managers within ten years than managers who have been with the bank for the past twenty years, whom one would think are more experienced. Fewer managers from the early years might mean the bank is growing in numbers, or people who were employed when the bank started are already on pension.

Table 4.4

The Length of Service of Employees of the CBL  
Who participated in the study

EMPLOYEES		
NO. OF YEARS OF SERVICE	FREQUENCY	PERCENTAGE
0	3	7
1	5	11
2	-	-
3	5	11
4	2	4
5	-	-
6	3	7
7	1	2
8	-	-
9	-	-
10	2	4
11	2	4
12	5	11
13	3	7
14	-	-
15	1	2
16	-	-
17	5	11
18	1	2
19	-	-
20	2	4
21	3	7
22	2	4
23	-	-
<b>TOTAL</b>	<b>45</b>	<b>100</b>

Table 4.4 shows the years of service of the respondent employees of the CBL. Nineteen (42%) trained respondent employees were employed for less than 10 years and the same number nineteen (42%) have worked between 10 and 19 years and only seven (16%) have worked for the CBL for over twenty years, which makes them more experienced.

There are very few employees who have worked at the Bank for more than twenty years. The reason could be that the Bank was small at the time and has grown. Another explanation could be that they left the bank because qualifications did not matter in the early nineteen-eighties, but now people who are hired are educated, so the older people felt intimidated and left the Bank.

When looking at Tables 4.3 and 4.4, of how long these managers and employees have been working for the CBL, one can see that more managers are new at the bank, which might be a problem to employees and training as well, because they might not understand the needs of the employees. With employees the number is equal (19), for people who were employed between 0 years and 9 years and also from 10 to 19 years. This could be a sign that there is employee retention, which might be the result of quality training.

Figure 4.2

Gender of Managers of the CBL  
Who Participated in the Study

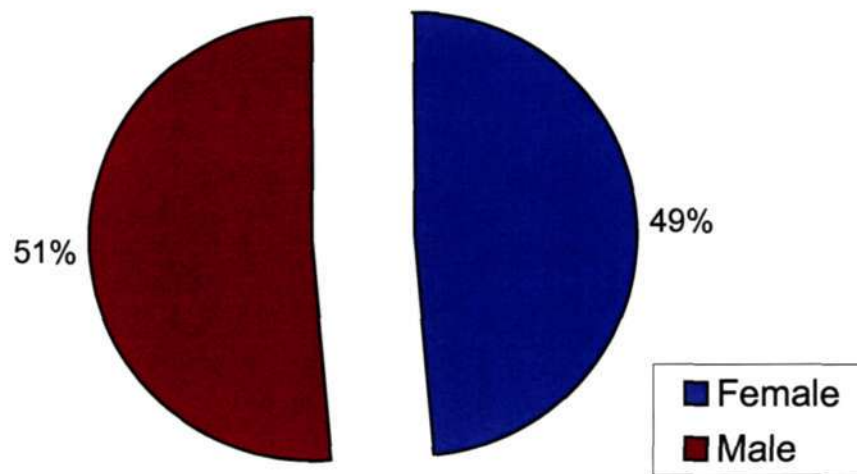


Figure 4.2 represents the gender of managers who were respondents to the questionnaires. Eighteen (51%) represent male managers, while seventeen (49%) represent female managers who responded to the questionnaire. There is a balance in management in terms of gender, as percentages of male and female managers are more or less the same.

Figure 4.3

Gender of employees of the CBL  
Who Participated in the Study

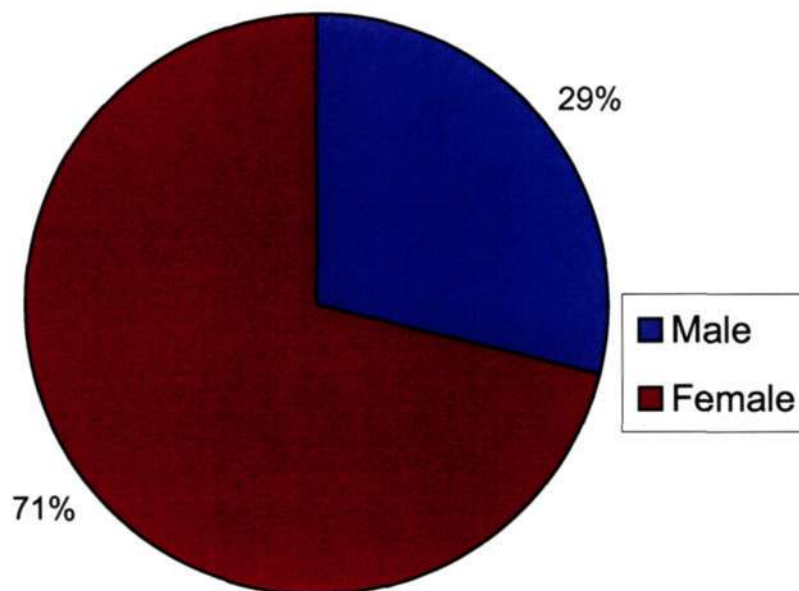


Figure 4.3 represents the gender of CBL employees who were respondents in the questionnaire. Male respondents numbered thirteen (29%) and female respondents thirty two (71%). Unlike managers, with employees there is a large discrepancy between males and females. This shows that there are more females than males in the CBL, even though in management there is a balance.

## **SECTION B: Employees' Assessment by Managers**

Section B of the questionnaire (see Appendix II) was meant for managers only, as it was asking about assessing the behaviour of employees after training.

**Question 1. How do you as managers assess the transfer of training in your organization?**

All managers answered that they are able to assess transfer of training through Performance Appraisals. Specific questions about transfer of training are asked in the Appraisal and this is where the manager and the employee discuss the employee's training needs and whether or not retraining is necessary.

At the end of each year, the Section Heads of the CBL fill in Performance Appraisals for each employee in that particular section/division. In the Appraisals, the heads are able to tell whether the employee is a hard worker, whether he/she needs training, or whether the training that he/she already has benefited the department or the company as a whole. These appraisals are instruments used for promotions, demotions and salary increases.

Various administrative decisions are made on the basis of the Performance Appraisal and these decisions normally affect salary increases, promotions and transfers. It provides an opportunity to review with subordinates their work-related behaviour. PA is the point at which one determines just how effective one has been at eliciting motivation and performance. Its purpose is to give subordinates feedback on how they are doing and to identify problems and take corrective actions.

The type of Appraisal that is used at the CBL is Behaviour Appraisal, where managers assess how workers perform their jobs. Behaviour Appraisal provides employees with clear information about what they are doing right and wrong and how they can improve their performance. In this type of appraisal, employees get a performance feedback, which is likely to lead to improvement in performance.



Question 2. What percentage of training received by employees is applied immediately after training?

Figure 4.4

**Percentage of Transfer of Training Applied by  
Employees Immediately after training**

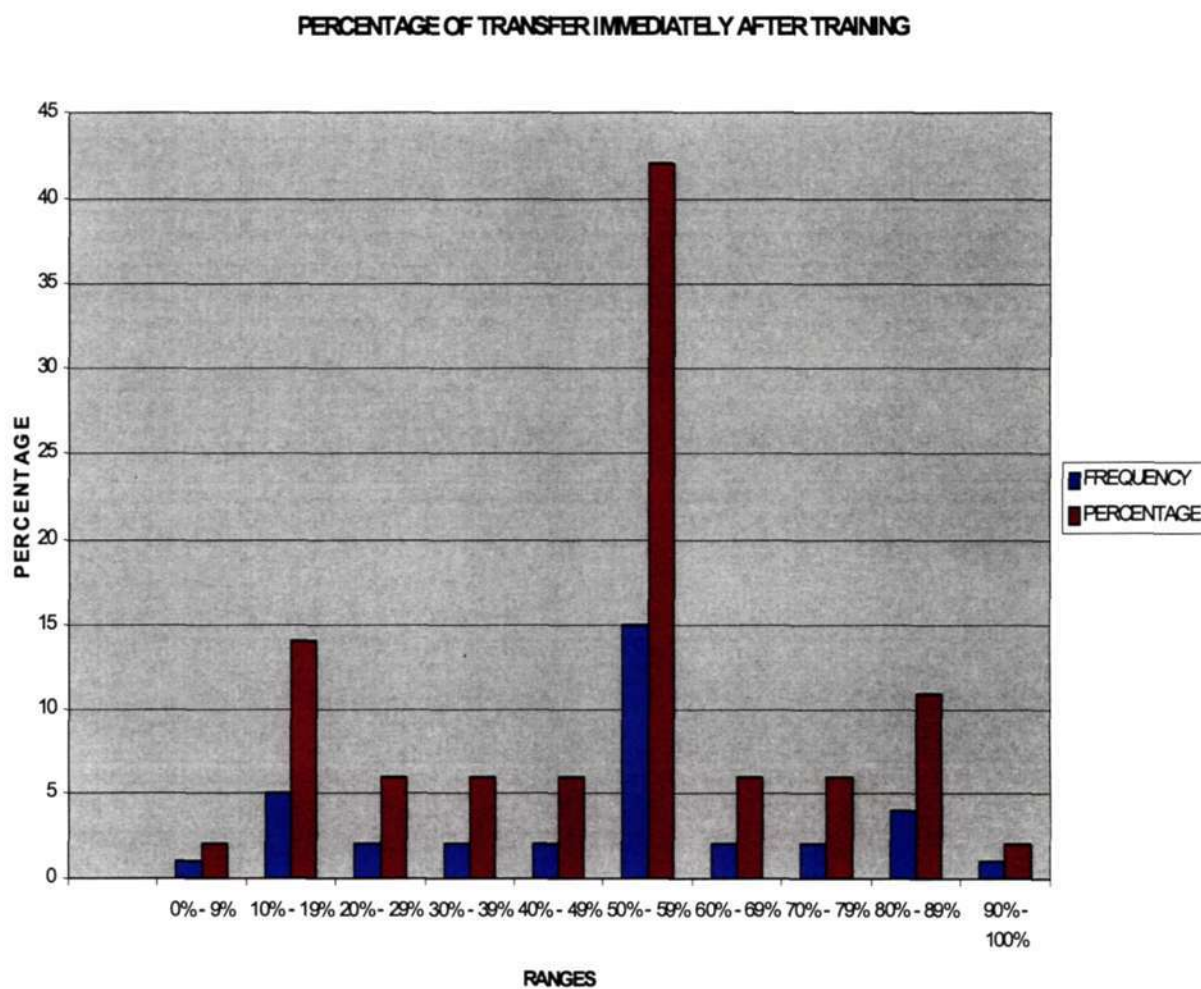


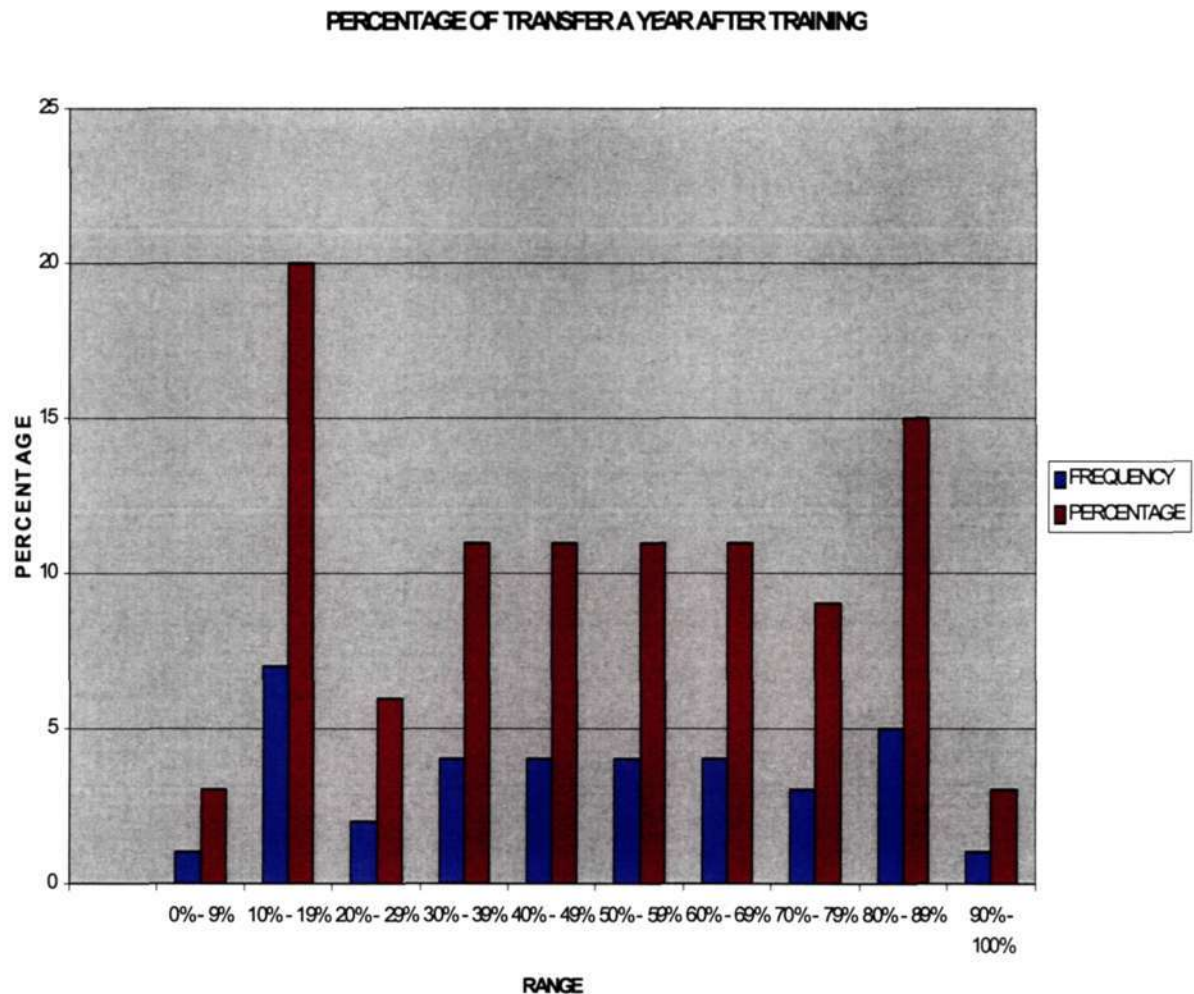
Figure 4.4 shows the percentage of training that managers estimate is transferred by trainees immediately after training. One manager (3%) indicates that trainees only transfer between 0% and 9% of what they have learned immediately after training. Five managers (14%) believe that trainees transfer between 10% and 19%. Two managers (6%) show a transfer of between 20% and 29%, two managers (6%) between 30% and 39%, two managers (6%) between 40% and 49%, Fifteen managers (42%) between 50% and 59%, two managers (6%) between 60% and 69%, two managers (6%) between 70% and 79%, four managers (11%) between 80% and 89% and lastly, only one manager (3%) indicates that trainees transfer between 90% and 100% immediately after training. The highest percentage, which is 42% of managers, believe that trainees transfer between 50% and 59% and this is a reasonable percentage. According to the results, the CBL employees seem to be transferring more than what most authors reports, as most of the literature shows transfer of training of around 10%.

**Question 3. What percentage of the transfer of training your employees receive, do you think is applied by them one year after training?**

Figure 4.5 shows the percentage of training that managers estimate is transferred by trainees to the job one year after training. One manager (3%) indicates that trainees only transfer between 0% and 9% of what they have learned, one year after training. Seven managers (20%) believe that trainees transfer between 10% and 19%, two managers (6%) a transfer of between 20% and 29%, four managers (11%) between 30% and 39%, four managers (11%) between 40% and 49%, four managers (11%) between 50% and 59%, four managers (11%) between 60% and 69%, three managers (9%) between 70% and 79%, five managers (15%) between 80% and 89% and only one manager (3%) believe that trainees transfer between 90% and 100% a year later. The highest percentage is 20% of managers, who believe that trainees transfer between 10% and 19% a year after training, which is not a very high percentage at all. Generally, 63% of employees transfer below 60% one year after training.

Figure 4.5

**Percentage of transfer of training applied by employees  
one year after training**



The conclusion that is drawn from Figures 4.4 and 4.5 is that a high percentage of transfer, that is between 50% and 59%, is applied immediately after training, while trainees are still excited about training and can still remember many things but, as time passes, seven (20%) out of thirty managers show that only 10% to 19% is applied on the job a year later, which means training is forgotten and the excitement is gone after a year.

## SECTION C: Statements of what hinders transfer of training and what can be done to improve transfer.

In Section C of the questionnaire, the statements were answered by both managers and employees who have undergone training. For every question there is a table, which indicates the rating, frequency, percentage, minimum, maximum, mean and standard deviation, which is followed by the explanation.

Standard deviation (SD) is descriptive and is used to describe the characteristics of the sample. SD is based on the distance of each score from the centre or mean, and describes the “spread” or variation around the sample mean. SD of 0.5 is low and shows small range and closely clustered responses/ratings. SD of 1.0 and above is high and shows a large, scattered range and means that opinions substantially differ.

Questions 4 to 24 were answered using a Likert Scale, as follows:

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Statement 1. <b>Training makes a real difference in the workplace.</b>
--

**Table 4.5A Employees’ responses to whether training makes a difference in the workplace.**

Rating	Frequency	%
1	24	53
2	18	40
3	3	7
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.53	
Std. Dev.	0.625	

Twenty four employees (53%) strongly agree that training makes a real difference in the workplace, eighteen (40%) agree and only three (7%) are neutral about training, with a mean of 1.53 and SD of 0.625, which is fairly low. This mean shows a positive agreement and the low SD shows that most employees agree that training makes a real difference in the workplace. The results show that more than 90% of trained employees are positive about training and support it and this percentage is substantial.

**Table 4.5B Managers' responses to whether training makes a difference in the workplace.**

Rating	Frequency	%
1	14	40
2	16	46
3	3	9
4	2	6
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.80	
Std. Dev.	0.833	

In the case of managers, fourteen (40%) strongly agree that training makes a real difference in the workplace, sixteen (46%) agree and three (9%) are undecided. Two (6%) disagree with the idea of training. To them training is a waste of time and money. In this statement the mean is 1.80, which is positive and SD is 0.833, which shows a fair amount of agreement. Eighty-six percent of managers agree with the idea of training and this shows that they agree with the employees; 86% is a substantial percentage.

Training is a vital process to every organization, as it is a very important method of improving performance, since improved performance leads to fewer errors and repetition of the task, as well as improved morale.



**Statement 2. If needs assessment is done before training, trained employees are likely to apply training on the job.**

**Table 4.6A Employees' responses towards needs assessment**

Rating	Frequency	%
1	24	53
2	19	42
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.5	
Std. Dev.	0.589	

Twenty-four (53%) employees strongly agree that needs assessment should be done before training in order for trained employees to apply training on the job. Nineteen (42%) agree and only two (4%) are not sure whether it is necessary to do needs assessment before training or not. No one disagrees. The mean of 1.5 shows a positive response, on average, and SD of 0.589 shows a low deviation around the mean, and this indicates a high level of agreement amongst the respondents on the idea of needs assessment.

**Table 4.6B Managers' responses towards needs assessment**

Rating	Frequency	%
1	16	46
2	17	48
3	2	6
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.60	
Std. Dev.	0.604	

Sixteen (46%) managers strongly agree with the idea of needs assessment, seventeen (48%) agree and only two (4%) are neutral. The mean of 1.60 is still positive and SD of 0.604 is low and indicates a high level of agreement. With a 95% agreement on the employees' side and 94% on the managers' side, it is obvious that both managers and employees support needs assessment.

According to the Training Policy of the Central Bank of Lesotho needs assessment is done in every Department, but what seems to be wrong is the implementation. Sometimes the managers do not satisfy the needs of the employees and employees' motivation declines. This leads to lack of transfer of training.

It is important to assess the needs of the employees and the organization in order to determine the nature of the problem and to device solutions.

Needs assessment reveals the training desired by staff and their expectations. It can provide information with regard to participants, entry-level knowledge and skills.

**Statement 3. If the trainees have work goals, it helps the managers and the trained employees in ensuring that training is successful.**

**Table 4.7A Employees' responses on work goals**

Rating	Frequency	%
1	22	49
2	21	47
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.56	
Std. Dev.	0.586	

Twenty-two (49%) employees strongly agree that training can be successful if the trainees have work goals. Twenty-one (47%) agree to trainees having work goals and two (4%) employees are not sure whether work goals are important in the success of training or not. The mean of 1.56 is positive and SD of 0.586 is low. This shows a high level of agreement of employees towards having work goals before training.

**Table 4.7B Managers' responses on work goals**

Rating	Frequency	%
1	15	43
2	18	51
3	2	6
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.63	
Std. Dev.	0.598	



Fifteen (43%) managers strongly agree with the idea of having work goals, eighteen (51%) agree and only two (6%) disagree. The mean of 1.63 shows a positive response and the SD of 0.598 shows a low deviation. This is an indication that there is a high level of agreement on the matter. Since more than 90% of managers and employees agree that work goals help to ensure that training is successful, it is clear that work goals are very important in the training process.

**Statement 4. Trained employees perceive training as a waste of time and money.**

**Table 4.8A Employees' responses on whether they perceive training as a waste of time and money**

Rating	Frequency	%
1	32	71
2	11	24
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.33	
Std. Dev.	0.564	

In the above two tables, the results were reversed, because the statements were negative. The high level of agreement will be replaced by a high level of disagreement.

Thirty-two (71%) employees strongly disagree that training is a waste of time and money. They believe that training is necessary all the time. Eleven (24%) employees disagree that employees perceive training as a waste of time and

money and only two (4%) are undecided about the issue. In Table 4.8A the mean is 1.33 and positive and the SD is 0.564. This shows a low deviation and indicates a high level of disagreement to a statement that employees perceive training as a waste of time and money.

**Table 4.8B Managers' responses on whether employees perceive training as a waste of time and money**

Rating	Frequency	%
1	17	48
2	15	43
3	3	9
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.60	
Std. Dev.	0.651	

Seventeen (48%) managers strongly disagree that trained employees perceive training as a waste of time and money. Fifteen (43%) do not agree with the statement and only three (9%) managers are not sure how employees feel. The mean is 1.60 and positive and the SD is 0.651. This indicates a high level of disagreement. Neither the managers nor the employees feel that training is a waste of time. They all feel that training is a necessity in every organization in order for the organization to be competent.

**Statement 5. Managers perceive training as a waste of time and money**

**Table 4.9A Employees' responses on whether managers perceive training as a waste of time and money**

Rating	Frequency	%
1	20	44
2	18	40
3	7	16
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.71	
Std. Dev.	0.727	

Twenty (44%) employees strongly disagree that managers perceive training as a waste of time and money. Eighteen (40%) disagree and only seven (16%) are not sure whether managers find training a waste of time and money or find it useful. The mean is 1.71 and it shows a positive response, on average, and the SD is 0.727 and fairly low. This indicates a fair agreement amongst the respondents.

**Table 4.9B Managers' responses on whether managers perceive training as a waste of time and money**

Rating	Frequency	%
1	18	51
2	13	37
3	4	12
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.60	
Std. Dev.	0.695	

Managers in this case seem to defend themselves, in that eighteen (51%) strongly disagree with the statement that they perceive training as a waste of time and money. Thirteen (37%) disagree that managers find training a waste of time and only four (12%) are undecided. The mean is 1.60 and indicates a positive response and the SD of 0.695 is low and indicates disagreement, as in the previous statement where the results are reversed.

**Statement 6. The work environment sometimes limits the trainees' ability to transfer what they have learned.**

Table 4.10A Employees' responses on work environment

Rating	Frequency	%
1	8	18
2	24	53
3	10	22
4	2	4
5	1	2
	45	100
Min	1	
Max	5	
Mean	2.20	
Std. Dev.	0.869	

Eight employees (18%) strongly agree that work environment sometimes limits the trainee's ability to transfer what they have learned; twenty-four (53%) agree, ten (22%) have mixed feelings, two (4%) disagree and only one (2%) strongly disagrees. The mean of 2.20 is negative and the SD of 0.869 is fairly high, as it is not far from 1.0. These results indicate a low level of agreement that work environment sometimes limits the trainee's ability to apply what they have learned on the job.

**Table 4.10B Managers' responses on work environment**

Rating	Frequency	%
1	6	17
2	21	60
3	7	20
4	1	3
5	-	-
	35	100
Min	1	
Max	4	
Mean	2.09	
Std. Dev.	0.702	

Six managers (17%) strongly agree to the statement that work environment can sometimes hinder the trainee's ability to transfer training into the job, twenty-one (60%) agree, seven (20%) are neutral about the situation and only one (3%) disagrees with the work environment being a contributing factor to lack of transfer of training. The mean of 2.09 is positive and the SD of 0.702 is fairly low. This indicates a positive response, though there is a high number of managers who are undecided.

<p><b>Statement 7. Course content should be tailored to the individual or the work unit.</b></p>
--

**Table 4.11A Employees' responses on course content**

Rating	Frequency	%
1	20	45
2	19	42
3	3	7
4	2	4
5	1	2
	45	100
Min	1	
Max	5	
Mean	1.78	
Std. Dev.	0.927	

Twenty (45%) trained employees strongly agree that course content is important if it is tailored to the individual or the work unit. Nineteen (42%) agree that course content should be tailored to the individual or the work unit, three (7%) are undecided, and two (4%) disagree by saying that course content does not make much difference, while one (2%) strongly disagrees that course content has anything to do with the transfer of training. The mean of 1.78 is positive and the SD 0.927, which is a little high as it is very close to 1.0, but still below 1.0.

Employees believe that if the course content could be tailored to an individual's day-to-day task or the unit itself, the training undergone could be utilized immediately.

**Table 4.11B Managers' responses on course content**

Rating	Frequency	%
1	8	23
2	18	52
3	4	11
4	4	11
5	1	3
	35	100
Min	1	
Max	5	
Mean	2.20	
Std. Dev.	1.023	

In the case of managers, eight (23%) strongly agree with the trainees that course content is important, eighteen (52%) agree, four (11%) have no idea about course content, four (11%) disagree that course content can contribute to the success of training and only one (3%) strongly disagrees. This has a mean of 2.20 and is negative. The SD is 1.023, which is high, as it is above 1.0. This shows that opinions are scattered. It looks as if there can be a serious debate on this issue. Even though the percentage agreement is high, because it is more than 70% for both employees and managers, the fact is that the deviations are high and cause confusion.

**Statement 8. The extent to which the trainee is given the opportunity to perform trained tasks on the job may affect application of training on the job**

**Table 4.12A Employees' responses on the opportunity to perform trained tasks on the job**

Rating	Frequency	%
1	14	31
2	19	42
3	7	16
4	4	9
5	1	2
	<b>45</b>	<b>100</b>
Min	1	
Max	5	
Mean	2.09	
Std. Dev.	1.019	

Fourteen (31%) employees strongly agree that the extent to which the trainee is given the opportunity to perform trained tasks on the job may affect application of training on the job. Nineteen (42%) agree with this statement and show that in this Bank trainees are not given the opportunity to plough back what they have learned. This results in loss of skills and no self-confidence on the part of trainees. Seven (16%) gave neutral responses, four (9%) employees neither/nor agree with this statement, and one (2%) strongly disagrees that being given the opportunity to perform may affect application of training on the job. The results show the mean of 2.09 and this indicates a negative response. The SD of 1.019 is high, as it is above 1.0, and this indicates a low level of agreement amongst the respondents.



**Table 4.12B Managers' responses on the opportunity to perform trained tasks on the job**

Rating	Frequency	%
1	7	20
2	24	68
3	3	9
4	1	3
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.94	
Std. Dev.	0.639	

Seven (20%) managers strongly agree that trainees should be given the opportunity to perform trained tasks on the job. Twenty-four (68%) managers agree with the statement, three (9%) managers gave neutral responses about the issue and one (3%) disagrees with the fact that when trainees are given the opportunity to perform trained tasks on the job, application of training on the job might be affected. The mean of 1.94 is positive, and the SD of 0.639 is low, and shows a high level of agreement.

**Statement 9. Training should be designed in such a way that learners are given an opportunity to practise again and again what they have learned.**

**Table 4.13A Employees' responses on training design and practice opportunity**

Rating	Frequency	%
1	25	55
2	17	38
3	3	7
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.51	
Std. Dev.	0.626	

Twenty-five (55%) employees strongly agree that employees should be given an opportunity to practise again and again what they have learned, 17 (38%) agree, while three (7%) are not sure whether practising again and again can make any difference towards the application of what has been taught. The results show a mean of 1.51, which indicates a positive response. The SD of 0.626 is low and shows a high level of agreement on the statement.

**Table 4.13B Managers' responses on training design and practice opportunity**

Rating	Frequency	%
1	17	49
2	18	51
3	-	-
4	-	-
5	-	-
	35	100
Min	1	
Max	2	
Mean	1.51	
Std. Dev.	0.507	

Seventeen managers (49%) strongly agree that training should be designed in such a way that learners are given the opportunity to practise again and again what they have learned and eighteen (51%) agree. The mean of 1.51 is highly positive and the SD of 0.507 is low. This indicates a high level of agreement among the managers. There is no disagreement among managers on this issue.

**Statement 10. If employees volunteer to go for training themselves, they have stronger beliefs that training is appropriate for them.**

**Table 4.14A Employees' responses on stronger beliefs in training when employees volunteer to go for training**

Rating	Frequency	%
1	25	55
2	17	38
3	3	7
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.51	
Std. Dev.	0.626	

Twenty five (55%) employees strongly agree that if employees volunteer to go for training they have stronger beliefs that training is appropriate for them, and they seem to enjoy it, seventeen (38%) agree and three (7%) neither agree nor disagree. The mean of 1.51 is positive and SD of 0.626 is low. This shows a high level of agreement amongst the employees.

**Table 4.14B Managers' responses on stronger beliefs in training when employees volunteer to go for training**

Rating	Frequency	%
1	10	29
2	20	57
3	3	9
4	2	6
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.91	
Std. Dev.	0.781	

Ten (29%) of the managers strongly agree that if employees volunteer to go for training they have stronger beliefs that training is appropriate. Twenty (57%) agree, three (9%) are undecided and only two (6%) disagree. The mean of 1.91 is fairly positive and the SD of 0.781 indicates a fair amount of agreement amongst managers.

**Statement 11. If employees volunteer to go for training, they are more committed to learning.**

**Table 4.15A Employees' responses on commitment when employees volunteer to go for training**

Rating	Frequency	%
1	24	53
2	20	45
3	1	2
4	-	-
5	-	-
	45	100
Min	1	
Max	4	
Mean	1.51	
Std. Dev.	0.626	

Twenty-four (53%) employees strongly agree that if employees volunteer to go for training, they are more committed to learning, twenty (45%) agree and only one (2%) is neutral. The mean is 1.51 and shows a positive response and the SD is 0.626. This is a low deviation and indicates a high level of agreement on the issue of volunteering among respondents.

**Table 4.15B Managers' responses on commitment when employees volunteer to go for training**

Rating	Frequency	%
1	11	31
2	17	49
3	6	17
4	1	3
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.91	
Std. Dev.	0.781	

Eleven (31%) managers belief that if employees volunteer to go for training themselves they become more committed to learning. Seventeen (49%) agree and only one (3%) manager is neutral about the whole issue. The mean of 1.91 still shows a positive response and the SD of 0.781 is average. Eighty one percent agreement is a significant percentage to conclude that managers believe that volunteer training makes trainees more committed to learning.

Facteau *et al.* (1995) found that employees who are more committed to the organization are more motivated to learn during training and to transfer skills and knowledge gained from training back to their jobs.

**Statement 12. The lack of application of training on the job is caused, to a certain extent, by lack of management/supervisory support.**

**Table 4.16A Employees' responses on management's lack of support contributing to lack of transfer of training**

Rating	Frequency	%
1	22	49
2	14	31
3	9	20
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.71	
Std. Dev.	0.787	

Twenty-two (49%) employees strongly agree that management does not give them enough support and this leads to lack of application of training on the job. Fourteen (31%) agree with the statement and nine (20%) are neutral. The results show a mean of 1.71 and indicate a positive response. The SD of 0.787 is average and indicates a fair amount of agreement.

If managers show some interest in what the trainees have learnt and make available the required resources needed to implement the training, and also ensure that people are placed properly in the positions that befit their qualifications, it would ensure the smooth running and success of the company.

**Table 4.16B Managers' responses on management's lack of support contributing to lack of transfer of training**

Rating	Frequency	%
1	8	23
2	23	65
3	2	6
4	2	6
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.94	
Std. Dev.	0.725	

Eight (23%) managers strongly agree that lack of application of training on the job is caused, to a certain extent, by lack of management/supervisory support. Twenty-three (65%) agree, two (6%) are neutral and two (6%) do not believe that if management is supportive transfer of training can be positive. In this statement a mean of 1.94 is shown. This indicates a positive response and the SD 0.725 is average and indicates a fair amount of agreement.

Managers/Supervisors are responsible for their subordinates' actions, should make sure that they provide enough training and follow-up and should provide training without discrimination. Managers/Supervisors are responsible for the actions of their subordinates if they are job/work related. When the supervisor fails to provide guidance, direction and training to subordinates, the programme itself soon becomes totally useless.

**Statement 13. Lack of application of training on the job is caused by lack of peer support.**

**Table 4.17A Employees' responses on lack of peer support contributing to lack of transfer of training**

Rating	Frequency	%
1	15	33
2	13	29
3	13	29
4	4	9
5	-	-
	45	100
Min	1	
Max	4	
Mean	2.13	
Std. Dev.	0.991	

Fifteen (33%) employees strongly agree that lack of peer support contributes to lack of training, thirteen (29%) agree, thirteen (29%) are neutral and four (9%) disagree. The mean is 2.13 and is negative and 0.991 is very close to one. This indicates low agreement by respondents. The high percentage of neutral employees makes the mean and the SD a little high.

**Table 4.17B Managers' responses on lack of peer support contributing to lack of transfer of training**

Rating	Frequency	%
1	3	9
2	24	69
3	6	17
4	2	6
5	-	-
	35	100
Min	1	
Max	4	
Mean	2.20	
Std. Dev.	0.677	



Three (9%) managers strongly agree that if colleagues are not supportive, application of training will not be successful. Twenty-four (69%) agree with peer support, six (17%) are neutral and two (6%) do not see the importance of peer support, so they do not agree that lack of peer support can hinder transfer of training. The results show a mean of 2.20 and indicate a positive response. The SD of 0.677 indicates a fairly high level of agreement on the statement that says that lack of peer support contributes to a lack of transfer of training.

According to the employees, some people are given more chances than others and this creates bitterness in the workplace, which leads to lack of peer support. Management of the CBL should share the opportunities fairly, though they cannot be shared equally, as responsibilities differ.

People's opinions are very much scattered when it comes to peer support. One might thus conclude that peer support does not bring much difference to the application of training.

**Statement 14. Employee's characteristics play an important role in determining the success of training.**

**Table 4.18A Employees' responses on characteristics playing an important role in determining the success of training**

Rating	Frequency	%
1	10	22
2	30	67
3	5	11
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.89	
Std. Dev.	.573	

Ten employees (22%) strongly agree that employees' characteristics can determine training success, 30 (67%) agree and five (11%) are neutral. In this statement the mean is 1.89 and this indicates a positive response. The SD is 0.573 and low and this indicates a high level of agreement amongst employees on the issue.

**Table 4.18B Managers' responses on characteristics playing an important role in determining the success of training**

Rating	Frequency	%
1	9	25
2	24	69
3	2	6
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.80	
Std. Dev.	0.531	

Nine managers (25%) strongly agree that employee's characteristics play an important role in determining success of training, twenty-four (69%) agree and only two (6%) are not sure whether characteristics can do anything to determine the success of training. In this statement the mean is 1.80 and positive and the SD 0.531. This indicates a high level of agreement by managers.

**Statement 15. Trained employees need appropriate resources (for example, proper equipment) after training.**

**Table 4.19A Employees' responses on the importance of appropriate resources after training**

Rating	Frequency	%
1	32	71
2	11	24
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.33	
Std. Dev.	0.564	

Thirty-two employees (71%) strongly agree that without proper resources after training, training can be a waste of time, eleven (24%) agree and two (4%) are not sure whether or not appropriate resources make any difference. The mean is 1.33 and indicates a positive response. The SD is 0.564 and low and indicates a high level of agreement amongst employees that appropriate resources after training are important.

**Table 4.19B Managers' responses on the importance of appropriate resources after training**

Rating	Frequency	%
1	16	46
2	19	54
3	-	-
4	-	-
5	-	-
	35	100
Min	1	
Max	2	
Mean	1.54	
Std. Dev.	0.505	

Sixteen (46%) managers strongly agree that trainees need appropriate resources after training, nineteen (54%) agree and none is undecided or disagrees. The results show the mean of 1.54. This indicates a positive response. The SD of 0.505 is very low and shows that there was very little disagreement by managers in the issue of appropriate resources. It is encouraging to find that almost all managers agree with the fact that appropriate resources are necessary after training.

**Statement 16. A reward after training influences the trainees' motivation to apply what has been learned from training.**

**Table 4.20A Employees' responses on the influence of reward on motivation after training**

Rating	Frequency	%
1	26	58
2	15	33
3	4	9
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.51	
Std. Dev.	0.661	

Twenty-six employees (58%) strongly agree with the idea that reward after training influences trainee's motivation to apply what he or she has learnt during training, fifteen (33%) agree and four (9%) are not sure whether or not a reward has any influence on the trainees' motivation. The mean is 1.51 and indicates a positive response. The SD is 0.661 and shows a low deviation. This indicates a high level of agreement amongst employees.

**Table 4.20B Managers' responses on the influence of reward on motivation after training**

Rating	Frequency	%
1	13	37
2	18	51
3	3	9
4	1	3
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.77	
Std. Dev.	0.731	

Thirteen managers (37%) strongly agree that reward can make a difference in employee's motivation towards training, eighteen (51%) agree, three (9%) are undecided and only one (3%) manager disagrees that the trainee's motivation cannot be influenced by a reward after training. The mean is 1.77 and indicates a positive response. The SD is 0.731 and shows a fair amount of agreement amongst managers on the issue of reward after training.

**Statement 17. Constructive feedback from management helps trainees to do their work more effectively.**

**Table 4.21A Employees' responses on trainees' effectiveness when there is constructive feedback from management**

Rating	Frequency	%
1	22	49
2	23	51
3	-	-
4	-	-
5	-	-
	45	100
Min	1	
Max	2	
Mean	1.51	
Std. Dev.	0.506	

Twenty-two employees (49%) strongly agree that constructive feedback from management helps trainees to do their work more effectively. Twenty-three (51%) agree that constructive feedback from management or trainers plays an important role in the workplace. The mean is 1.51 and indicates a positive response. The SD of 0.506 is low and indicates a high level of agreement by employees.

**Table 4.21B Managers' responses on trainees' effectiveness when there is constructive feedback from management**

Rating	Frequency	%
1	15	43
2	18	51
3	1	3
4	1	3
5	-	-
	35	100
Min	1	
Max	4	
Mean	1.66	
Std. Dev.	0.684	

Fifteen managers (43%) strongly agree that constructive feedback from management helps trainees to do their work more effectively, eighteen (51%) agree, one manager (3%) is not sure and one (3%) does not agree with feedback. The mean is 1.66 and indicates a positive response, on average, and the SD is 0.684. This shows a low deviation, indicating a high level of agreement amongst managers.

**Statement 18. Constructive feedback improves communication between supervisor and employee.**

**Table 4.22A Employees' responses on the improvement of communication between supervisor and employee when there is constructive feedback**

Rating	Frequency	%
1	21	47
2	22	49
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.58	
Std. Dev.	0.583	

Twenty-one employees (47%) strongly agree that constructive feedback improves communication between supervisor and employee, twenty-two (49%) agree and two (4%) are not sure if there is any improvement in communication due to constructive feedback. The results show a mean of 1.58, which is a positive response, and SD of 0.583, which is low, and indicates a high level of agreement amongst the respondents.

**Table 4.22B Managers' responses on the improvement of communication between supervisor and employee when there is constructive feedback**

Rating	Frequency	%
1	16	46
2	19	54
3	-	-
4	-	-
5	-	-
	35	100
Min	1	
Max	2	
Mean	1.54	
Std. Dev.	.505	



Sixteen managers (46%) strongly agree that constructive feedback improves communication between supervisor and employee and nineteen (54%) agree. This shows a mean of 1.54 and indicates a positive response. The SD of 0.505 is very low and shows a high level of agreement amongst managers, that constructive feedback improves communication between supervisor and employee.

**Statement 19. The evaluation of the effectiveness of training by managers and trainers should be carried out.**

**Table 4.23A Employees' responses on the evaluation of the effectiveness of training by managers**

Rating	Frequency	%
1	21	47
2	22	49
3	2	4
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.58	
Std. Dev.	0.583	

Twenty-one employees (47%) strongly agree that evaluation of training by managers or trainers should be carried out, twenty-two (49%) agree to the statement, while only two (4%) are not sure whether to evaluate training or not. The mean is 1.58 and indicates a positive response. The SD of 0.583 is low and indicates a high level of agreement by employees.

**Table 4.23B Managers' responses on the evaluation of the effectiveness of training by managers**

Rating	Frequency	%
1	16	46
2	19	54
3	-	-
4	-	-
5	-	-
	35	100
Min	1	
Max	2	
Mean	1.54	
Std. Dev.	0.505	

Sixteen (46%) managers believe that for the training to be effective, managers and trainers should evaluate it. Nineteen (54%) managers agree with evaluation. The mean is 1.54 and indicates a positive response by managers. The SD of 0.505 is low and indicates a high level of agreement amongst managers.

The employees in their comments complained that after training there is no monitoring of the trained employees to ensure that learned skills are effectively and efficiently executed and that the trained employees are remunerated appropriately.

**Statement 20. Follow-up training by managers after training helps training to be more effective.**

**Table 4.24A Employees' responses on follow-up training by managers**

Rating	Frequency	%
1	17	38
2	25	56
3	3	7
4	-	-
5	-	-
	45	100
Min	1	
Max	3	
Mean	1.67	
Std. Dev.	0.522	

Seventeen employees (38%) strongly agree that follow-up training by managers after training can make training more effective. Twenty-five (56)% agree and only 3 (7%) are not sure whether follow-up training is necessary. The mean of 1.67 indicates a positive response and the SD of 0.522 is low. It indicates a high level of agreement amongst employees.

**Table 4.24B Managers' responses on follow-up training by managers**

Rating	Frequency	%
1	13	37
2	20	57
3	2	6
4	-	-
5	-	-
	35	100
Min	1	
Max	3	
Mean	1.69	
Std. Dev.	0.583	

Thirteen managers (37%) strongly agree that follow-up training helps training to be more effective, Twenty (57%) agree and two (6%) are undecided. The mean of 1.69 indicates a positive response and the SD of 0.583 is low. It indicates a high level of agreement amongst managers. Both employees and managers have more or less the same level of agreement on this issue.

**Statement 21. Self-confidence develops gradually through repeated tasks.**

**Table 4.25A Employees' responses on gradual development of self-confidence when tasks are repeated**

Rating	Frequency	%
1	34	76
2	9	20
3	1	2
4	1	2
5	-	-
	45	100
Min	1	
Max	4	
Mean	1.31	
Std. Dev.	0.633	

In Statement 21, self-confidence was used instead of the word self-efficacy, as the term self-confidence is more familiar to most individuals. Thirty-four (76%) employees strongly agree that self-confidence develops gradually through repeated tasks. Nine (20%) agree, one (2%) seemed to be confused with the idea and one (2%) does not agree that repeated tasks can build someone's self-confidence. The mean is 1.31 and indicates a positive response. The SD of 0.633 is fairly low and indicates a fairly high level of agreement. If one does the same task almost every day, or more often, one ends up knowing how to do that task very well.

**Table 4.25B Managers' responses on gradual development of self-confidence when tasks are repeated**

Rating	Frequency	%
1	19	54
2	16	46
3	-	-
4	-	-
5	-	-
	35	100
Min	1	
Max	2	
Mean	1.46	
Std. Dev.	0.505	

Nineteen managers (54%) strongly agree with the statement that self-confidence develops gradually through repeated tasks and sixteen (46%) agree. The mean of 1.46 indicates a positive response and the SD of 0.505 is very low. It indicates that the managers agree that self-efficacy or self-confidence develops gradually through repeated tasks.

### **4.3 DISCUSSION**

In this section the results are discussed in terms of the research problem and the purpose of the study. Reference is made to the literature conducted in the same subject area.

The purpose of this study was to investigate the transfer of training in the Central Bank of Lesotho and propose recommendations to promote transfer of training in the Bank. The discussion will follow the order of the research questions and only the main topics will be discussed.

#### **How do managers assess transfer of training in the Central Bank of Lesotho?**

According to the management of the CBL, behavioural performance appraisal is used to assess transfer of training in the bank and is done once a year.

According to Dessler (1981:363), the term "performance appraisal" has been called by many names, including performance review, performance evaluation, personnel rating, merit rating, employee appraisal or employee evaluation. A performance appraisal has been defined as any personnel decision that affects the status of an employee regarding their retention, termination, promotion, transfer, salary increase or decrease, or admission into a training programme.

Dessler (1981:363) defined performance appraisal (PA) as a step where the employer finds out how effective he or she has been at hiring and placing employees and motivating them.

Managers of the CBL find that PA improves communication between manager and subordinate. This is supported by Newby (1992:46), when he shows that an appraisal can be the opportunity for a constructive communication between managers and subordinates, which can bring to light training and development needs. He finds appraisal subsequent to training to be an opportunity to evaluate the benefits of training.

### **What is the extent of transfer of training?**

Forty-two percent of the managers of the CBL, which is the highest percentage, according to the findings, indicated that, according to their assessment, trainees transfer between 50% and 59% of their training, immediately after training, as they are still excited about the training and still eager to apply what they have learned to their jobs. Twenty percent of the managers indicated that trainees transfer between 10% and 19% a year later. The results show a drop in the percentage of transfer of training as the year goes by, which might be caused by, for example, employees losing interest because they have been doing the same thing for a long time, or they start to forget what they have been taught.

### **What are the reasons behind lack of transfer?**

A number of factors that hinder transfer of training have been identified by the CBL employees and managers who were respondents in this study, supported by the literature. Some of the barriers are as follows:

Unreceptive work environment, lack of managerial and collegial support, lack of opportunity to apply the learning, lack of opportunity to practise what has been taught, lack of appropriate resources, lack of constructive feedback, lack of evaluation of training, lack of follow-up training, and lack of self-confidence or low self-efficacy on the side of the trainee.

According to the responses from both the management and employees of the CBL who were respondents in this study, the above barriers exist, but both sides felt that if the barriers can be removed, transfer of training will improve. It is encouraging to find that management of the CBL fully support the fact that managers should support employees after training, need to give them constructive feedback and need to provide the necessary resources, so that employees are given the opportunity to carry out what they have been taught.

Constraints such as lack of equipment or financial resources can influence transfer, by reducing motivation to learn or apply the newly learned skills to the job. Employees or trainees need appropriate resources after training. For instance, they should not be taught about computers if there are no computers to use after training and social support is needed before and after training.

It is true that training plays a critical role in organizations. Employees are trained to increase their knowledge and skill to accomplish their jobs. Walker (1992:212) points out that a high percentage of employee knowledge and skill is actually obtained on the job and not through formal training. This study indicates that what happens in the classroom had only a thirty percent impact on application to the job.

#### **What can be done to promote transfer of training?**

The CBL employees suggested the following factors to promote transfer of training in the workplace:

##### **Needs Assessment**

The results show that 95% of employees and 94% of managers who were respondents in this study feel that needs assessment is important before the training programme can be designed. According to the CBL training policy, needs assessment is done by section heads every year and reviewed by their division heads before it can be submitted to the Director of the Department.

According to Erasmus & Van Dyk (1999:108), training needs assessment is the determination of the gap between what employees “must do” and what they “actually can do”. It deals with identifying the gap between current and expected results. They suggest that there should be a prescribed standard with which the employee should conform and if the employee fails to do so, a deviation necessarily exists. The standards must be known during the process of determining training needs if any useful comparisons are to be made (Erasmus & Van Dyk, 1999:108).



Goldstein (1993:29) emphasized the importance of needs assessment before training. He says some companies become tempted to begin training without a thorough needs analysis. He describes needs assessment as an organizational intervention, which is a programme that interrupts employees' daily routines and patterns of work behaviour. If needs assessment is designed carefully it ensures little or no disruption. Needs assessment has to involve every employee, the training department and the rest of the staff. The purpose of needs assessment is to obtain accurate, valid and reliable information (Goldstein 1993:30).

### **Voluntary Participation in Training**

Ninety three percent of CBL employees and eighty six percent of managers who were respondents in this study indicated that if employees volunteer to go for training themselves, they have stronger beliefs that training is appropriate for them. Again, 98% employees and 80% managers who were respondents in this study believe that if employees volunteer to go for training they are more committed to learning.

Voluntary participation in training results in improved outcomes compared with imposed training. According to Fecteau *et al.* (1995), if employees volunteer to go for training themselves, they have stronger beliefs that training is appropriate and they *have* more commitment and more satisfaction with training. When people feel that they have to attend training, they feel forced and they lose interest. This is why it is always important for people to volunteer, or to go to training when they feel it is important to do so. Fecteau *et al.* found that if employees request a particular type of training and the organization agrees to that, the employees have high motivation to learn.

## **Feedback**

All (100%) of the CBL employees and ninety-four percent of the managers who were respondents in this study agree that constructive feedback from management helps trainees to do their work more effectively; ninety-six percent of the employees and all (100%) managers agree that constructive feedback improves communication between a supervisor and an employee.

According to Mabey & Iles (1994:118), giving individuals feedback on how well they are doing in their jobs is held to meet a variety of needs; from the organization's point of view, it assists effective learning so that tasks are completed correctly and it helps to maintain and stimulate effort towards specified goals; from the individual's viewpoint, feedback can satisfy any personal need for information on progress and to facilitate social comparison with others. However, the extent to which this feedback is made available to people varies greatly. One occasion when feedback is generally supposed to be available is in the performance appraisal interview.

According to Hogan (2000:125), constructive feedback increases self-awareness, offers options and encourages development, so it is important to learn to both give it and receive it. Constructive feedback is not only about giving positive feedback. If negative feedback is given skillfully, it can be important and useful and if it is given in a tactless way it becomes destructive, because it leaves the participant feeling bad, with nothing on which to build or without an option for using the learning.

Hogan (2000:125) stresses that the most useful but least-used feedback is praise. Praise is very powerful, not only as motivator, but praise also improves a person's self-esteem. This also shows that the managers do recognize the employees. He defines feedback as a way of learning more about ourselves and the effect our behaviour has on others.

## **Training Evaluation**

Ninety-six of the employees and hundred percent of the managers agree that evaluation of the effectiveness of training by managers and trainers should be carried out. What is interesting is that all managers of the CBL agree with this statement but they do not carry out much evaluation of training.

It is encouraging to find that managers of the CBL support this idea of training evaluation because according to King *et al.* (2001:348), training managers are not enthusiastic about evaluating training and they present many excuses for this attitude. They complain that formal evaluation is expensive and time-consuming. Some managers are afraid of bad news. They are scared that they might find out that no learning has occurred, job performance has declined and they think that they will have to answer questions.

The CBL managers are supported by Erasmus & Van Dyk (1999:192), who found evaluation necessary in any organization. They say the purpose of evaluation is not only to determine whether the investment in training made by the company is money well spent, but it also has to determine whether the individual has benefited from training. Evaluation is seen as a continuous process and not something that occurs only at the end of the training period and training is not only testing trainees, but the system as a whole (Erasmus & Van Dyk 1999:192).

## **Reward After Training**

Ninety-one percent of the employees and eighty-eight percent of the managers who were respondents to this study agree that a reward after training influences the trainees' motivation to apply what has been learned from training.

Hogan (2000:147) explains reward as some kind of remuneration that is given to others for an action or behaviour. Rewards are different and the value depends on the individual. Rewards can thus not be used for all.

If trained employees are rewarded after successfully completing training, this act influences the trainee's motivation to attend and learn from training. Rewards are incentives and are different. There are intrinsic and extrinsic incentives. According to Hogan (2000:147), these two characteristics determine whether training will result in improved performance and are the individual's intrinsic and extrinsic motivation. The intrinsic motivation is the person's feelings about his or her abilities and desire to improve. Of the extrinsic motivations to participate and benefit from training, none are more powerful than the employee's belief in organizational commitment and in the training programme. The training experience becomes more meaningful to the person if he or she believes that the company is going to support the post workshop implementation of a proven training programme. Without this meaningfulness, the value of the training is reduced in status to a time-consuming exercise.

#### **4.4 SUMMARY**

The purpose of this chapter was to provide the history, governance, functions and the training policy of the CBL and also to present, interpret and discuss the findings of this study.

The questionnaire was divided into three sections, Sections A, B and C. Section A was meant for all respondents, including managers. It provided the six Departments and twenty Divisions of the Central Bank of Lesotho, with the years of service and gender of respondents. This information was important to show the degree of representation.

Section B was responded to by managers only, as it inquired about the assessment of the behaviour of employees after training. The CBL uses Behavioural Performance Appraisal to assess transfer of training. A high percentage of managers show that 50% to 59% of training is transferred by employees immediately after training and only 10% to 19% is applied a year later.

Section C of the questionnaire was answered by all respondents, including managers, and the last part of it needed comments from respondents. In this section tables were used to respond to the statements. The mean and standard deviation were mainly used to explain the responses.

The latter part of this chapter was the discussion of the findings and the following chapter, which is the last chapter, will state conclusions and recommendations.

## **CHAPTER 5**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The purpose of this study was to investigate the transfer of training in the workplace, and it took the form of a survey of the Central Bank of Lesotho. The materials presented here are based on the objectives of the study and on the research questions that were formulated as guidelines for the research.

This chapter will present conclusions and recommendations based on the findings discussed in the previous chapter and the objectives of the study will be revisited.

#### **5.2 OBJECTIVES OF THE STUDY**

- To establish how managers assess transfer of training at the Central Bank of Lesotho.
- To determine the extent of transfer of training in the Central Bank.
- To establish the reasons for lack of transfer.
- To determine steps that can be taken to promote transfer or what can be done to improve it.

#### **5.3 CONCLUSION**

Almost every employee of the Central Bank of Lesotho, including managers, has at some point undergone training, either short-term or long-term. It is the policy of the CBL to train its employees, in order for the employees and the organization as a whole to be efficient and effective.

- ❖ The bank allocates 10% of its annual salary budget to training. In order for managers to see whether there is a return on investment, they assess performance using Behavioural Performance Appraisal, at the end of each

year. This determines whether an employee deserves a promotion, training or retraining, or if other actions need to be taken.

- ❖ According to the assessment by managers, it is concluded that 50% to 59% is applied by employees immediately after training, while the training is still fresh in their minds, and while they are still excited about the training. Only 10% to 19% is applied a year later, which means as time goes by the transfer of training decreases. This might mean that there is no one monitoring whether employees are applying training or not and that there is no encouragement from management.
- ❖ There is no fair allocation of resources, in that there are some employees who always go for training, while some are sidelined. This makes support amongst colleagues difficult.
- ❖ In the CBL, managers send employees for training and, on the employees' return, what is expected of them is a report on what they have learned. There is no follow-up after that. Nobody checks whether this particular employee brought any change to his/her department or organization.
- ❖ The CBL always sent their employees to computer courses. The problem with this is that these computer institutions use the latest programs or versions of whatever is on the market, and when employees get back to work, such programs or equipment do not exist and this makes transfer difficult.
- ❖ After training the employees are not getting any incentive, but, according to the responses from the questionnaire, management support the fact that employees who have undergone training have to get some form of encouragement from the organization as a form of recognition.

All employees support the idea of training, but need support from both management and peers. The statistics in relation to the responses to most statements show SDs of 0.5 to 0.7, which indicates that, both managers and employees agree to most statements. This could make training successful when they agree on similar things. They might decide to plan together and also to look into work goals together, before training can start.

According to the present research, there are barriers to transfer of training in the CBL, but these barriers can be lowered, by suggesting some improvements. Barriers include lack of management or peer support, lack of resources after training, lack of motivation and an unreceptive work environment.

#### **5.4 RECOMMENDATIONS**

In the light of the findings of this study and the comments from the CBL employees, the following recommendations are made so that the CBL could improve on the extent of transfer of training, which will increase the organization's efficiency. Even though positive transfer will not happen overnight, if these recommendations are taken into consideration change could happen quickly.

- ❖ The Performance Appraisal is not always a fair instrument to measure the employee's performance, or to assess an employee in any way. It is recommended that Performance Appraisal should be done more than once a year, at least quarterly, and not only be filled in by managers. There has to be some way of assessment from colleagues as well, so as to have a balance, to avoid the employee thinking some issues are personal.



Newby (1992:47) states the limitations that come with the appraisal:

Firstly, because the appraisal is done once a year, discussion of the training needs may be stored for a long time, creating an excessive lead time between a need arising, being identified at appraisal and, finally, training being provided. Secondly, the annual appraisal may not be constructive when it is seen as an occasion to browse through course brochures and to pick out those events which have not yet been attended, rather than to identify performance deficiencies to which training solutions may then be sought.

- ❖ As the rate of application of training seems to go down after a year, it is recommended that each employee be given follow-up training a few months later, to revive or to improve on what he/she has learned.
- ❖ The CBL management has to allocate resources fairly in order to eliminate bitterness amongst colleagues. Management of the CBL should share the opportunities fairly, though they cannot be shared equally, as responsibilities differ.
- ❖ There has to be a follow-up by management, as part of support to employees who have undergone training. Management has to improve on their support to trainees and should show interest in the employees, to encourage them.
- ❖ The Bank should have the necessary resources or appropriate equipment before sending an employee for training. Without this, training is a waste of time and money.
- ❖ A reward of some sort is crucial after training, because it shows recognition. Therefore it is advisable for the CBL management to motivate their employees, by either an intrinsic or extrinsic reward.

Facteau *et al.* (1995) point out that if trained employees are rewarded after successfully completing their training, this influences the trainee's motivation to attend and learn from training.

Facteau *et al.* (1995) define the intrinsic motivation as the person's feelings about his or her abilities and desire to improve. Of the extrinsic motivations to participate and benefit from training, none are more powerful than the employee's belief in organizational commitment and in the training programme. The training experience becomes more meaningful to the person if he/she believes that the company is going to support the workshop implementation of a proven training programme. Without this meaningfulness, the value of the training is reduced in status to a time-consuming exercise.

It is believed that if these recommendations are implemented, the degree of transfer of training could improve.

#### **5.4 SUGGESTIONS FOR FURTHER RESEARCH**

In the comments, the employees complain about the unfairness of the instrument that is used to assess performance or to assess transfer of training. The future researcher could investigate a different instrument that could be used to assess transfer, which could be fair to most employees.

Similar research could be done in commercial banks, so that, eventually all banks are competitive, not only the Central Bank, but this will still bring a good name to the Central Bank as the mother bank.

Researchers could also look into the transfer of training in other Central Banks or Reserve Banks in neighbouring countries and compare the findings. This could help all the banks, especially the Central Banks/Reserve Banks, to encourage employees not only to be trained, but also to transfer that training.

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**APPENDIX I**  
**Covering letter requesting access into the Central Bank of Lesotho**

**Student Leadership Development Office**  
Private Bag X01  
University of Natal  
PIETERMARITZBURG  
3209

Tel: 033 – 260 5864/69  
Fax: 033 – 260 6109  
e-mail: makoaer@nu.ac.za

15/05/2003

The Central Bank of Lesotho  
P.O. Box 1184  
MASERU 100  
Lesotho

The Manager, Human Resource

**REQUEST TO DO A RESEARCH PROJECT IN YOUR COMPANY**

I am an MBA student of the University of Natal (Pietermaritzburg) engaged in a Research Project. The research seeks to investigate the Transfer of Training in the Workplace, so I would like by your permission to interview Managers/Section Heads as well as trained employees in your Company on Transfer of Training. To fulfil this, I will use short questionnaires which I promise won't take much of your Company's time. I would like to visit your company to administer these questionnaires, at your earliest possible convenience, but preferably before mid-July.

I finished my coursework in 2001 and the only thing that is outstanding is my Thesis. In order to complete my Degree, I need to write a Dissertation/Thesis which I have to submit by the 15<sup>th</sup> of September, 2003, which is only 3 months from now.

I am advised by the Director of MBA together with my Supervisor to find a company that I already know that might give me the assistance that I need. To this end, you are the only company that I know and have worked for, for more than 5 years (1991 – 1997), therefore I hope you will give me that chance as there is no way my proposal can be approved if I don't have a company that is willing to assist me, and if there is no such company it means I cannot complete my degree.

I desperately need your help in this matter.

All the information you will provide will be kept in strict confidence.

Yours sincerely

**ROSEMARY NTHABISENG MAKOAER**

## **APPENDIX II**

### **Questionnaire to Managers and Employees of the Central Bank of Lesotho**

#### **UNIVERSITY OF NATAL – PIETERMARITZBURG**

#### **MASTER OF BUSINESS ADMINISTRATION**

#### **QUESTIONNAIRE FOR MANAGERS AND TRAINED EMPLOYEES OF THE CENTRAL BANK OF LESOTHO**

#### **AN INVESTIGATION INTO THE TRANSFER OF TRAINING IN THE WORKPLACE**

Sir/Madam

My name is Rosemary Nthabiseng Makoae. I am an MBA student of the University of Natal (Pietermaritzburg) engaged in a research project. The research seeks to investigate the Transfer of Training in the workplace. To this end you are among the many survey subjects whom I wish to learn about Transfer of Training in the Workplace.

I wish to ask you a few short questions, mindful of your busy schedule. All the information you provide will be kept **in strict confidence**.

Please answer all questions and tick where appropriate.

#### **SECTION A**

NAME OF COMPANY/ORGANIZATION: .....;

DEPARTMENT/DIVISION: .....

POSITION HELD: .....

GENDER:    1. MALE (    )                      2. FEMALE (    )

WHAT YEAR DID YOU START WORKING FOR THE CENTRAL BANK?...



## SECTION B

1. How do you as managers assess the transfer of training in your organization?

.....

2. What percentage of the training your employees receive, do you think is applied by them immediately after training .....%
3. What percentage of the training your employees receive, do you think is applied by them one year after training .....%

## SECTION C

**Rate the extent to which the following takes place in the Bank:**

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1	2	3	4	5

4. Training makes a real difference in the workplace.

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

5. If needs assessment is done before training, trained employees are likely to apply training on the job.

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

6. If the trainees have work goals, it helps both the managers and the trained employees in ensuring that training is successful.

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

7. Trained employees perceive training as a waste of time and money.

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

8. Managers perceive training as a waste of time and money.

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

9. The work environment sometimes limits the trainees' ability to transfer what they have learned.

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

10. Course content should be tailored to the individual or the work unit.

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

11. The extent to which the trainee is given the opportunity to perform trained tasks on the job may affect application of training on the job.

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

12. Training should be designed in such a way that learners are given an opportunity to practice again and again what they have learned.

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

13. If employees volunteer to go for training themselves, they have stronger beliefs that training is appropriate for them.

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

14. If employees volunteer to go for training, they are more committed to learning.

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

15. The lack of application of training on the job is caused to a certain extent by lack of management/supervisory support..

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

16. The lack of application of training on the job is caused by lack of collegial/peer support.

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

17. Employee's characteristics play an important role in determining success of training.

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

18. Trained employees need appropriate resources (for example, proper equipment) after training.

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

19. A reward after training influences the trainees' motivation to apply what has been learned from training.

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

20. Constructive feedback from management helps trainees to do their work more effectively.

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

21. Constructive feedback improves communication between supervisor and employee.

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

22. The evaluation of the effectiveness of training by managers and trainers should be carried out.

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

23. Follow-up training by managers after training helps training to be more effective.

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

24. Self-confidence develops gradually through repeated tasks.

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

**Comments (if any)**

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