INVESTIGATING THE INTERNAL FACTORS AFFECTING THE TRAINING AND DEVELOPMENT OF SUGAR ENGINEERS: A CASE STUDY OF TONGAAT HULETT SUGAR (SOUTH AFRICA)

Asanda M. Ndimande  
*Graduate of the Regent Business School, Durban, Republic of South Africa*

Dr Clever Chisoro  
*Dissertation Supervisor and Academic, Regent Business School, Johannesburg, Republic of South Africa*

Anis Mahomed Karodia  
*Professor, Senior Academic and Researcher, Regent Business School, Durban, Republic of South Africa*

Corresponding author: akarodia@regent.ac.za

Abstract

Extensive training and development has become the most important aspect of modern organisations in response to dynamically changing technology and market. Organisations engage in training and development initiatives to improve their performance in order to maintain a competitive edge over rivals as well as to survive turbulent markets. It has been hypothesised that there is a significant premium for having effective training and development programmes for any organisation. Researchers have invested their time and energy in understanding the factors affecting the training and development of employees and the impact of training and development in organisations. The shortage of sugar engineers in Tongaat Hulett Sugar has resulted in the poor management of operations in the factories, and, subsequently, reduced outputs. This has raised concerns to management and stakeholders about the effectiveness of the training and the development programme designed for sugar engineers. This study investigates the internal factors affecting the training and development programme associated with sugar engineers, with an argument that the shortage of sugar engineers in Tongaat Hulett Sugar has resulted from an ineffective training and development programme offered by the organisation. The study focuses specifically on ascertaining the effectiveness of the programme, determining the challenges of the programme, examining whether the challenges are resolvable and exploring ways in which the programme may be improved.

**Key Words:** Internal Factors, Training, Development, Engineers, Organizations, Performance, Competitive Edge, Markets, Employees

Introduction

Background to the Problem

Tongaat Hulett Sugar (THS) is involved in agriculture processing operations and focuses on the milling of sugarcane to produce sugar and other secondary products. The on-going activities of the company have resulted in the company having a substantial land portfolio for planting sugarcane. Through its sugar operations, the company produces a range of refined
carbohydrates products. The business’ sugar operations are well placed to profit from the growing dynamics of renewable electricity in South Africa (SA).

The sugar operation component is comprised of eight sugar mills in total: four in SA, two in Mozambique, and two in Zimbabwe. The sugar mills generate electricity from fibre in sugarcane during the crushing season. The eight sugar operations plants have a combined installed milling capacity in excess of 2 million tons of raw sugar per annum. Cane supplies come from a combination of owned estates, large-scale commercial farms, and small-scale farmers. The company employs more than 40 000 people working to achieve the long-term company goals.

With an installed milling capacity of approximately 2 million tons of raw sugar per annum, THS has only been able to produce about 65% of installed milling capacity, annually, over the past three years. The failure to produce the desired outputs has led to increased imported sugar from other countries. The eight sugar mills have been failing to meet their target outputs, resulting in a direct loss of profit for the company. This has originated from a lack of competent sugar engineers to manage operations in the factories.

The company runs a training and development programme to maintain a pool of qualified and competent sugar engineers to manage operations in the mills. Even so, almost every year, each mill has two or three vacant sugar engineer positions. The company is usually forced to employ general engineers who find it difficult to perform effectively in the sugar industry. This results in the poor management of operations, and, subsequently, the failure to meet target outputs. A shortage of sugar engineers indicates that there are factors affecting the training and development programme in THS. A thorough investigation of the internal factors affecting the training and development programme is necessary in order to make recommendations for improvements in the future.

Aim of the Study
The aim of the study is to investigate the internal factors affecting the training and development of sugar engineers at THS.

Objectives of the Study
- To assess the effectiveness of the training and development programme for sugar engineers.
- To determine the challenges associated with the training and development programme.
- To examine how the challenges associated with the training and development programme can be resolved.
- To make recommendations to improve the training and development programme.

LITERATURE REVIEW

Overview of Human Resource Management
According to Pearce and Robinson (2010:335), Human Resource Management (HRM) consists of activities designed to provide for and coordinate the human aspect of an organisation. It includes determining the organisation’s Human Resource (HR) needs, recruiting, selection, training, and development of employees to enable them to contribute effectively to the overall company direction and organisational goals. HRM seeks to build
and maintain the environment for quality excellence to better enable the workforce to achieve the company’s quality and operational performance objectives.

Rothwell (2011:12) asserts that a firm’s ability to attract and retain capable employees is essential to its success. Organisations with well-structured mechanisms for training and developing employees benefit from the continuous availability of needed skills and knowledge to run the business. HRM activities, such as recruiting, selecting, training and development, and retention should be given thorough attention in order to be successful. HRM activities help developing managerial talent and the competency of employees to achieve both personal satisfaction and organisational goals.

Pearce and Robinson (2010:340) state that most organisations, in trying to support their long-term objectives, incorporate extensive early training and on-going career development programmes to their expanding need of personnel with multiple competencies. The underlying foundation of HRM activities involves an effort to examine the use of human capital to create value in ways that maximise the human contribution in the organisation. It is important that all HR activities are tied closely to the overall objectives of the organisation.

**Defining Training and Development**

Edralin (2010:2) defines training as a well thought-of set of activities aimed at facilitating learning, knowledge, attitude, and skills among the people in the organisation to improve their current job performance. Development pertains to long-term planned efforts to enhance the total growth of HR that will lead to the fulfilment of personal and organisational goals. Armstrong (2010:66) claims that training and development in today’s employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes beyond the simple routine.

McNamara (2012:6) states that training is a job-oriented function of HRM, which involves an expert working with learners to transfer knowledge and skills with the aim of enabling them to perform better in their current jobs. Development is a career-oriented function of HRM aimed at preparing employees for higher responsibilities in the future. Training and development are essential HRM strategic functions aimed at effectively and efficiently achieving long-term organisational goals.

Davis (2011:83) states that for the development of human asset in the organisation, training is a tool to attain individual and organisational needs that relate to the jobs that are undertaken. Training and development intend to improve the work culture of the individual or group involved in a task. Training and development are, therefore, official and on-going educational activities within an organisation designed to enhance the fulfilment and performance of employees. HRM is concerned with organisational activities aimed at improving the business through bettering the performance of individuals within an organisation.

**The Purpose of Training and Development**

Grobler, Warnich, Carrell, Elbert, and Hatfield (2006:302) believe that the purpose of training and development is to better performance, modernise the skills of managers, deter managerial obsolescence, provide solutions to organisational problems, and prepare for promotional and managerial succession. Schuler and Macmillan (2012:06) state that most managers and front-line employees are achievement-oriented and need to face new challenges on the job. Training and development have a dual purpose, which is to provide
activities that result in both greater organisational effectiveness and increased personal growth for all employees.

Catalanello and Redding (2010:52) argue that the function of training and development is to increase organisational commitment, develop cognitive dimensions of the employees, and contribute to flexibility in adapting to changing internal and external factors. Dessler (2013:65) affirms that organisations that engage in training and development benefit from developed interpersonal skills, increased morale, developed creativity, and increased awareness of the environment from the employees.

THS engages in training and development with a purpose of maintaining a pool of experienced sugar engineers to manage operations in the factory and also take on senior management positions in the future. Trainees are rotated around different factories with the aim of familiarising them with different problems they are most likely to encounter when they qualify. In this way, the experience of sugar engineers increases rapidly and they are more ready to enhance performance in the organisation.

Furthermore, the THS training initiative also plays an important role in orienting trainees with different aspects of the business. It also serves to develop relationships within different company operations to ensure transfer of data and information between different operations. Through the training and development programme, sugar engineers become aware of the systems of operations in the organisation, making them good candidates for senior management positions in the future.

Thomas (2012:22) defines training as the systematic process of altering the behaviour and attitudes of employees. In order for organisations to be successful, the behaviour and attitudes of the employees should be altered in a direction that will achieve increased organisational goals. The purpose of training and development is to foster stronger organisational culture, reduce employee turnover and organisational conflicts, and help in retaining a competent and efficient workforce (Thomas, 2012:23).

Becker (2010:15) argues that an ideal training programme can be expected to change the attitudes, skills, and develop forward vision of the participants towards the tasks they complete. Training and development provide the means to sustain the organisation’s competitive advantage by attracting and retaining its employees. Organisations that fail to provide effective training and development programmes often lose their promising employees, and, subsequently, fail to perform effectively when compared to others in the same industry.

Kraiger (2010:16) asserts that the priorities of training and development in the twenty-first century, especially in countries with skills deficiencies, are quality improvement, technological change-related, and customer service programmes. Training and development in leadership, team building, goal setting, and problem solving is part of a quality improvement programme. The rate of advancement of technology has also been a key focus area of training and development. Furthermore, training and development focus on increasing the emphasis on service to customers as a possible competitive advantage to industries.
The Impact of Training and Development in Organisations

Nadeem (2013:15) states that training and development play an important role in the effectiveness of the organisation and to the experience of people at a workplace. Training and development have implications for productivity, health, safety and personal development in the workplace. Most organisations generally regard an investment in training and development as a waste of monetary resources that could be used in the day-to-day activities of running the organisation (Kraiger, 2010:22). However, some organisations regard an investment in training and development as a good management practice to maintain appropriate expertise to solve organisational problems efficiently.

Nadeem (2013:18) concludes that training and development are key tools for increasing the productivity of an organisation through employee orientation and induction. Orientation and induction is one of the key HRM functions and the benefits are seen in the quick adaptation of new employees in the workplace. When new employees engage in training and development, they learn effectively about the culture of the organisation and processes during their training programme. This enables them to quickly become active in the organisation upon the first day of assuming duties. Organisational culture improves teamwork and reduces conflict, which become vital in the success of every organisation.

For THS, comparing the level of competency, efficiency, and effectiveness across general engineers and sugar engineers has assisted in determining the impact of training and development. A THS Annual Report (2014:51) shows that there are a number of organisational conflicts between employees and general engineers, as compared to those between employees and sugar engineers. Another report reveals that the performance figures of sections managed by general engineers is lower compared to the performance figures of sections managed by sugar engineers.

Kraiger (2010:24) argues that employees are indispensable assets and key elements for any organisation to gain competitive advantage. Training and development increase the level of competency, skills, creativeness, innovativeness, inventiveness, knowledge, pro-activeness, and ability of the workforce. These elements are key factors for enhancing the performance of the organisation and increasing the competitive advantage of any organisation. Organisations that invest in training and development are likely investing in the sustainability of competitiveness of the organisation.

Khan and Aslam (2011:02) claim that training and development have a distinct role in the achievement of organisational goals by incorporating the interests of the organisation and the workforce. Training and development enhance the capabilities of employees. Employees who have experience in a particular job have better performance, and, thus, reduce operational costs and liabilities. Training and development also impact Return on Investment (ROI) because organisational performance depends on employee performance. Training and development are the most important factors in the business world because they increase the efficiency and the effectiveness of both employees and organisations.

Approaches to Training and Development

Rothwell (2011:28) states that all organisations, regardless of the nature of industry and size of the company, should adopt a systematic approach model of training and development in order to be successful. The systematic approach model places emphasis on four components of the training and development process in order for organisations to achieve a high premium.
The four components of the systematic approach include training needs analysis, designing the training programme, implementing the training, and evaluating the effectiveness of the training programme (Rothwell, 2011:29).

Foxon (2013:110) argues that a strategic training model is the most valuable tool for the success of any training and development programme. Strategic training includes determining the purpose of the programme, assessing the past programmes, assessing the organisation, assessing the industry, determining long-term strategies, evaluating strategies or results, and monitoring post-training effects. Most organisations fail to retain trainees after they qualify because they do not monitor post-training effects (Foxon, 2013:112).

Since the THS business is mainly influenced by internal and external factors, a strategic training model is used to plan and implement effective training and development programmes. The company performs an assessment of training needs for sugar engineers within the organisation in connection with industry dynamics. The assessment of previous training programmes is conducted and training is offered. However, the monitoring of post-training effects has not been given attention. In agreement with Foxon’s study, the company has failed to maintain a sufficient pool of sugar engineers within THS.

Buckley and Caple (2010:31) believe that a training framework model is the best approach towards the effectiveness of training and development programmes. A training framework model should include all features of the strategic training approach. Furthermore, an organisation that adopts a training framework approach must include the development of policies to govern the programme and should consist of a plan to sustain and continuously improve the programme. The models of training and development programmes stress the importance of comprehensive needs assessments, proper design and delivery of the programme, an evaluation of training events, and continuous improvements to sustain the programme.

**Evaluating the Effectiveness of Training and Development**

Ahmad and Din (2010:165) define the process of evaluating a training and development programme as an attempt to obtain feedback on the effects of the programme and to assess the value of the programme in light of that feedback. Evaluation is the systematic collection and analysis of information for deciding how best to utilise available training resources in order to achieve organisational goals.

According to Holton, Bates, and Naquin (2012:253), the evaluation of training effectiveness should measure improvements in knowledge, skills, and behaviour. Holton et al. (2012:254) believe that every training and development programme must be evaluated since there are no alternative ways of ensuring that investments in training programmes are worthwhile without doing a proper evaluation.

Goldstein (2011:28) states that the benefits of evaluating training programmes are to determine whether the programme accomplishes its objectives, identify strengths and weaknesses of the training programme, determine the cost-benefit ratio of training and development, and also to assist in establishing a database to assist management in making future decisions.
Tennant, Boonkrong, and Roberts (2012:12) claim that successful training and development programmes involve considerable efforts from both trainees and the organisation. It involves four distinct but highly related phases, which include assessment, design, delivery, and evaluation. The evaluation of a training and development programme will always present the results based on the application of the first three phases of training and development. Omission of the first two phases in a training and development programme will always result in programmes that are ineffective. The evaluation of such programmes without a standard will always provide misleading results.

The assessment phase may include proper organisational analysis conducted to uncover major problems areas that may indicate a need for training. The training programme must be designed to solve the problems previously identified through the assessment phase. The effectiveness of the delivered training and development programme must be measured by the extent to which the problem identified during the organisational analysis is resolved (Tennant et al., 2012:18). Organisations that deliver training and development programmes without proper analysis and design are less likely to provide effective programmes. The first two phases of a systematic approach to training form a base upon which the effectiveness of the programme is measured (Tennant et al., 2012:19).

According to Rolf (2014:1), the evaluation of training and development, in most organisations, is often an informal and primitive practice. Often, the assessments consist of completing a one-page evaluation form by both the trainee and the manager at the culmination of the training programme. The quality of information from such evaluation processes is of minimal value in terms of making effective strategic decisions regarding training and development. Usually, managers use their perceptions of the trainee to evaluate the performance delivered by the trainee. The relationship between an employer and a trainee will most likely determine the results of an evaluation form.

A one-page evaluation method is used at THS. Mostly, trainees are deprived of being innovative and suggestive because they fear to jeopardise their relationship with their managers. Although they may not entirely agree with the implemented processes, they accept everything that their managers suggest to maintain a good relationship with them. When they qualify, they either choose to resign or start questioning the processes. This evaluation technique deprives trainees of the opportunity to express their feelings and management to effectively manage trainees.

A one-hour review is also used to evaluate the effectiveness of the training and development of sugar engineers after every eight months. Usually, a pool of engineering, production, and technical managers from different operations spend an hour with each trainee after eight months to evaluate the progress of an individual by asking job-related questions. A one-hour evaluation is not reliable for ascertaining the knowledge achieved in eight months. At THS, most sugar engineers resign immediately after they qualify, leaving unoccupied positions within the organisation, and, thus, forcing the company to employ general engineers.

Pawson (2010:25) proposes that an integral evaluation process associated with a training and development programme is one that evaluates the effectiveness of the method used to train, determines whether the objectives set by both trainees and employers have been achieved, and ascertains whether the needs originally identified have been met. The extent to which the
programme fulfils the intended purpose is the best tool for determining the effectiveness of any training and development programme.

Phillips (2015:05) suggests that both qualitative and quantitative data can be used to evaluate the effectiveness of the training programme. Qualitative method helps managers ascertain whether the trainees are failing to acquire skills and knowledge because of their own inability or because of the ineffective of a programme. The evaluation of the effectiveness of the training and development programme ensures that employees learn the desired behaviour and understand how to apply such behaviour to obtain organisational objectives. Behavioural evaluations help achieve a positive outcome in the form of work performance, discipline, and employee satisfaction.

Qualitative data, such as work habits, attitudes, adaptability, development, and initiative taking are amongst the best tools used to measure the effectiveness of a training and development programme. Quantitative data, such as costs, output, quality, and time are the most common training and development evaluation tools (Phillips, 2015:07). Information, such as budget changes, projected cost variations, sales expenses, productivity, error rates, defective products, customer complaints, production time, training time, efficiency, and the meeting of deadlines may also be used to measure the effectiveness of training and development programme.

Wills (2013:03) argues that some methods associated with the evaluation of training and development fail to provide a true reflection of the effectiveness of a programme. Without accurate information about the effectiveness of the training and development programme, budgetary decisions do not ensure adequate returns on training fund investments. The full potential for the training and development programme to support critical organisational change and to promote improved employee growth and satisfaction is minimised by the failure to measure the effectiveness of the programme.

Plowman (2011:08) asserts that identifying whether or not the training and development initiative is effective depends on how well learners are able to apply what they have learned to improve their performance, how ready are they to assume greater tasks, and how long they remain effective within the organisation. The success of a training and development programme can be measured from the outcomes shown after the training. Today, the effectiveness of the training and development programme can be measured by the confidence gained by trainees during their training period. When trainees are eager to take on new duties within an organisation, it is an indication that the programme is effective.

**Signs of Effective Training Programmes**

Hamis (2012:45) concludes that there are indicators that one may use to ascertain the effectiveness of training and development programmes. The commitment of top managers in a programme is critical to its success (Watson, 2010:756). Organisations whose top management view training as a strategic advantage express more commitment to the training effort, which leads to successful training programmes.

Hamis (2012:45) states that another indicator of an effective training and development programme is the involvement of multiple methods to assess training needs and evaluating the programme. Thoroughly assessed and evaluated programmes usually result in trainees grasping knowledge and skills quickly, and, thus, resulting in effective training programmes.
With various methods of assessing and evaluating, pertinent information from different managers provides more value for ascertaining the effectiveness of the training and development programme.

**Signs of Ineffective Training Programmes**
Concerns over the lack of accountability of training and development programmes have prompted huge discussions in recent training and development literature (Hamis, 2012:46). HRM has come up with indicators of unsuccessful training programmes, amongst which, a link between training and organisational goals is the most critical. Organisations that view training as a nice-to-have reward usually plan training that is a relegated function, and, thus, results in unsuccessful training programmes. Such training programmes usually lack support from top management, and, subsequently, training budgets are among the first to be cut.

Phillips (2015:07) argues that an important indicator of an ineffective training and development programme is a lack of meaningful evaluation process. Foxon (2013:118) concluded that there is widespread under-evaluation of training programmes and that what is being done is uneven in quality. HRM has found that most companies do not engage in evaluation efforts because they do not know what to do. THS’ evaluation of trainees involved in the training programme is criticised by the majority of key players in the programme. The absence of a meaningful evaluation process results in negative perceptions on engineers, which affects the effectiveness of the programme.

**Transfer of Training**
Camp and Blanchard (2011:19) define the transfer of training as the extent of retaining and applying knowledge, skills, and attitudes from the training environment to the workplace environment and subsequent management of such over a period of time. Salas, Tannenbaum, and Mathieu (2011:762) state that most organisations have an informal way or no procedure for the transfer of training for their training programmes. This results in either giving trainees greater tasks too early or keeping them longer in training even when they are ready. At THS, the transfer of training occurs based on the availability of the position in the factory in which trainee is based and readiness level is not considered.

The degree to which training participants are able to learn and apply the material stated in the training and development programme manual will most likely determine the appropriate time for transferring training (Salas et al., 2011:765). Stevens and Gist (2013:960) assert that training inputs, such as trainee ability, personality, and motivation are determining factors associated with the transfer of training. Training design sequence and training content are important for ensuring that the transfer of training occurs at proper times.

Recent studies in work environment variables have resulted in a more mature understanding of the impact of work environment on training transfer (Camp and Blanchard, 2011:23). The importance of the supportive work environment plays a huge role in increasing the adoption of training transfer to trainees. Superiors and colleagues are other important factors affecting training transfer. Stevens and Gist (2013:960) conclude that superiors who view trainees as people who are going to take their jobs and leave them jobless hamper the process of training transfer.
Training and Performance Appraisal
Since training and development are activities intended to improve the performance of an organisation, researchers have linked performance appraisal with training programmes to help with delivering effective programmes. Baron (2010:86) defines performance appraisal as a grading exercise undertaken in organisations on its employees periodically or annually on the outcomes of performance based on the job content, job requirements, and personal behaviour in the position held. Organisations use performance appraisal with varying degrees of success as a tool to achieve a variety of human resource management objectives.

Fletcher (2013:42) believes that most organisations use different tools and have a number of goals for the performance appraisal of trainees. Upon completion of eight months in a particular section of training, THS trainees are promoted to the next level through a review that lasts about an hour. The review does not highlight matters of performance strengths and weaknesses. At its core, the performance appraisal process allows an organisation to measure and evaluate an employee’s behaviour and accomplishments over a specific period of time (Longenecker, 2010:225). Performance appraisal is a vital component of a broader set of training and development for evaluating the extent to which trainees’ performance achieves organisational goals.

Baron (2010:88) states that a performance appraisal for training and development purposes has administrative, informative, and motivational objectives. It provides an orderly way of determining the transfer of training, salary increase, and promotions. It also supplies data to both management and trainees on an individual’s performance and areas of improvement. Performance appraisal also creates a learning experience that motivates trainees to develop themselves and improve their performance.

Challenges of Training and Development
Training and development programmes are affected by many organisational and individual factors. The level in which a factor is closely related to the task will determine the impact it has on a programme and how it will be affected. Goldstein (2012:25) claims that the HR policy of the training and development programme is a major contributing factor to the challenges of training programmes. Too many training programmes place emphasis on behavioural change as a purpose behind the design of programmes and the original purposes and goals of training and development are lost, thereby resulting in ineffective programmes.

Poor management support and unfavourable departmental climates could limit the creativity and implementation of new ideas among trainees. The knowledge imparted by managers and peers to trainees is very important and valuable for increasing the skills and knowledge of an individual (Stevens, 2010:11). Training and development will be affected negatively if there is less support from the managers or if there are unfavourable training conditions. The willingness of managers to train employees is a major contributing factor to the effectiveness of a training and development programme.

When a problem has been identified through need assessment process, the next step in the process is to design the training programme to fit the requirements needed to resolve the problem. The design of the training and development programme plays a huge role in the effectiveness of the programme. Poor designs have negative impacts on training programmes because programmes usually fail to meet the objectives (Tennant et al., 2012:20). Planning
and designing the training and development programme results in a better fit between the desired objectives and the actual results.

Elizabeth (2011:24) states that a variety of trainees’ personal characteristics have been studied in relation to the challenges of training and development programmes. Self confidence and belief in trainees’ ability to acquire the skills required will affect the effectiveness of a training programme. Trainees who lack confidence and do not believe that they have the capability of grasping new concepts will not give the organisation the required results. Employees with great attitude and a willingness to work hard but lack confidence in assuming managerial duties usually fail to fulfil the desired results, which may depict an ineffective programme from the perspective of managers.

According to Tabassi (2012:06), one of the main challenges that affect training and development is motivation. Motivation is the strength that influences enthusiasm about a training programme. It is a stimulus that directs participants to learn and attempt to master the content of training and development programmes and a force that influences the use of newly acquired knowledge in employment situations. The impact of motivation in a training and development programme is one such that motivation increases employees’ productivity and willingness to follow the training programme and finish it in a specified time.

Orlando (2012:06) states that attitudes of employees as well the attitudes of managers towards a training programme are among the factors that affect the effectiveness of a training and development programme. If employees pay full attention to the requirements of the training programme, they increase the chances of post-programme success. Employees’ attitudes can be effectively managed by incorporating a training and development programme into their day-to-day duties (Orlando, 2012:06). Furthermore, managers’ attitudes may be improved by offering incentives for delivering effective training programmes.

Camp and Blanchard (2011:16) argue that the transfer of training is a major contributing factor to the effectiveness of training and development programmes. The transfer of training refers to the application of knowledge and skill gained from training back to on-the-job functions. Many organisations spend effort and resources training employees and do not give them a chance to perform real work in order to determine whether the training program was effective. The transfer of training should be segregated into two phases, which are during and after the training, to effectively facilitate and improve a training programme.

Elizabeth (2011:28) argues that clearly spelled learning objectives are very critical factors that impact the effectiveness and success of training and development programmes. Learning objectives help both trainees and managers to understand the requirements expected during or after a training programme. Effective learning objectives must specify a measurable criterion behaviour or performance that a learner should be able to accomplish at the end of a training programme. Deficiencies in the training practice, learner readiness, and ability may influence the effectiveness of the training and development programme.

**Training and Retention**

In a global context, employee retention is considered very important. Most companies are judged on the basis of their employee turnover rate. Low employee turnover rates indicate that an organisation is retaining its competent employees by providing a suitable environment that increases the satisfaction of employees. High turnover rates indicate the opposite.
Employee turnover rates affect the performance of an organisation. Employee motivation is another contributing factor that influences employee retention (Rothwell, 2011:45). Motivated employees remain in organisations for longer periods of time. The THS annual reports indicate that a number of sugar engineers and managers resign each year.

According to Newman, Thanacody, and Hui (2010:12), training is one of the important factors for retaining employees in organisations. Proper training results in employee satisfaction and leads to employee retention, whereas employee dissatisfaction leads to high turnover (Newman et al., 2010:14). When employees are involved in the training programme, they feel that the organisation is interested in them and want to develop their career. When employees perceive managers as investing in them, they are more likely to remain in the organisation for longer.

Factors that have a direct impact on employee retention are growth and development, reward, the work environment, and life balance. Training and development programmes that do not relate to the above-mentioned factors are less likely to retain employees at the end (Villegas, 2013:01). Employee retention forms a large basis of employee satisfaction. Researchers conclude that salary, benefits, and other awards are major contributing factors towards employee satisfaction. Employees usually expect these to increase after the training programme is complete, and, if they do not, they usually take their skills to competing organisations.

To encourage a learning culture; organisations need to offer incentives for both managers and trainees based on the results obtained from performance evaluation.

According to Heathfield (2010:03), greater emphasis should be placed on linking training with practical work that will be executed upon the completion of a training programme. Most training and development programmes put emphasis on trainee readiness and allow trainees to continue in the programme for longer periods of time. Heathfield (2010:03) indicates that employees can be engaged in practical work while they are still undergoing training in order to improve their attitude and behaviour in the workplace. Linking training with real work also helps managers identify a fit between different tasks and employees who are in a training programme.

**RESEARCH METHODOLOGY**

According to Saunders et al. (2009:152), an experiment refers to the strategy of creating a research process that examines the results of an experiment against the expected results. It can be used in all areas of research and usually involves the consideration of a relatively limited number of factors. Action research is characterised as a practical approach to a specific research problem within a community of practise. Case study research is the assessment of a single unit in order to establish its key features and draw generalisations. An archival research strategy is one in which research is conducted from existing material in order to establish the sum of knowledge in a particular area of study.

**Target Population**

Bryman (2012:28) states that all research questions address issues that are of great relevance to important groups of individuals known as a research target population. A research target population is generally a large collection of individuals or objects that are the primary focus of an inquiry. Kaapanda (2011:26) defines a target population as a group of elements or
cases, whether individuals, objects, or events, that conforms to a specific criterion to which the researcher intends to generalise the results of the research.

The credibility of the research results may be attributed to the level of cooperation and honesty exhibited from the participants in the study. The participants in a study are used to draw conclusions to the entire research target population. The target population consisted of fifty employees who were involved in the training and development programme at THS. The target population included the trainees, foremen, former sugar engineers, sugar engineers, and managers.

**Limitations of the Study**
Limitations are influences that the researcher cannot control. They are shortcomings and conditions that influence the results by placing restrictions on the research. Delimitations are deliberate choices that influence the results by placing restrictions on the research. This study was limited in that it only focused on the internal factors that affect the training and development for sugar engineers, but it did not explore the external factors that might also have an impact. This was done to concentrate the study on the organisational-based factors affecting the training and development programme and avoid making a general view of concepts that are not controllable.

Delimitations in relation to the target population were also imposed in that the study only included employees and managers heavily involved in the training and development programme as opposed to everyone that works for THS. This was done to have a more controllable amount of data to thoroughly analyse and interpret the findings to produce the results punctually.

**FINDINGS**

**Perceptions of the Training and Development Programme**

**Question 1: What can you use in the real-word to describe the training and development programme for THS?**

Participant A described the training and development programme as an operation of a robot and participant B likened it to teenage pregnancy. Participant G said that it is similar to hitchhiking. Participant J said it is like teething and participant K used lotto to describe the programme. In addition, participant M used labour pains to describe the THS training and development programme.

The responses above present a controlling programme (robot) with uncertainties (hitchhiking) or low probabilities of success (lotto). The results also present painful and frustrating situations (teenage pregnancy, teething, and labour pains), which are, however, desirable because their end results are enjoyable throughout the years of life. In an investigation to ascertain the effectiveness of the training and development programme, similes were used to present the perceptions of employees towards the programme. These immeasurable variables can be analysed to give a sense of the effectiveness of the training and development programme.
Fadaee (2011:22) states that similes are a means of comparing two objects to claim the likeness between the two things. A simile precisely explains the object and it is the simplest method of conveying the message concisely. Participant K’s lotto description of the training programme revealed that employees are not certain about their success throughout the programme and they only begin to enjoy their work after the programme is complete. These similes display that there are high levels of instability among employees who are involved in the THS programme.

The fact that employees view the training and development programme as painful, frustrating, or difficult in the beginning means that the journey through the programme is not enjoyable. This initially creates negative perceptions about the organisation and the training programme it provides. In relation to the first objective of this study, perceptions of employees are important because the effectiveness of the training and development programme is dependent on the players in the programme. Participant M’s use of labour pains provides evidence that, after the training programme is complete, there is a sense of enjoyment. However, this may not guarantee the fact that the first perceptions created are eradicated. The first perceptions may also impact the post-training knowledge of the trainees and affect the organisation’s future knowledge.

The findings from literature reveal that perceptions of both managers and employees have a huge impact on the effectiveness of the training and development programme. Murty and Fathima (2013:141) state that if employees perceive the training and development practices in a positive sense, it will have a positive impact on the enterprise. The reverse is also true. Lynch and Black (2012:41) assert that trainees will have different opinions about the training programmes and their views have an impact on the effectiveness of the training and development programme.

Murty and Fathima (2013:141) conclude that the perceptions and attitudes of employees basically depend on job satisfaction they derive from the organisation. Watson (2010:759) believes that managers’ perceptions also play a huge role in the effectiveness of the programme, because, if managers perceive the programme as of the utmost importance, they will provide facilities and objects that will provide job satisfaction to employees.

The purpose of engaging in the training and development programme by THS is to maintain a pool of competent sugar engineers to manage operations in the factory and also take on future senior management positions. Negative employees’ perceptions do not guarantee the ease of gaining experience and knowledge that is required to manage operations in THS factories. The implications of the negativity of employees and managers’ perceptions about the training and development programme will most likely result in incomplete final objectives for the entire training and development initiative. This may result in the organisation being unable to maintain a pool of highly motivated sugar engineers to impart their knowledge in their daily operations.

**Evaluation of the Training and Development Programme**

**Question 2: How is the programme evaluation conducted at THS?**

Participant C had no knowledge of the programme evaluation. Participant D believed that when managers go through trainees’ reports, they are evaluating the programme. Participant
H said that evaluation is conducted by daily checking the attitude of trainees at work. Participant J said that the programme was last updated in 1994 and had no idea how programme evaluation is conducted. Participant L also had no knowledge of how programme evaluation is conducted. Participant N stated that shortly before the performance review of an individual, the team reviews the programme internally and makes changes where necessary.

The above results present a number of conflicting ideas with respect to the programme evaluation. The fact that some employees who are key players in the programme are not aware of how training evaluation is conducted raises concerns about the effectiveness of the training evaluation, and, subsequently, the effectiveness of the entire programme. Ahmad and Din (2010:165) define the process of evaluating training and development as an attempt to obtain feedback on the effects of the training programme and to assess the value of the training programme in the light of that feedback. Evaluation is the systematic collection and analysis of information for deciding how best to utilise available training resources in order to achieve organisational goals. When key players are not aware of the evaluation process, the feedback used by managers to make changes is insignificant and is of no value to solving the challenges of a programme.

According to Rolf (2014:01), the evaluation of training and development in most organisations is often an informal and primitive practice. The review of the reports compiled by trainees at the end of the training programme is an informal way of evaluating training. The quality of this information to make effective strategic decisions regarding the programme is of minimal value. The effectiveness of training evaluation by using only trainees’ reports is questionable because managers usually use their perceptions of the trainees to evaluate the performance delivered by the trainees. Using this method, trainees are deprived of the opportunity of being innovative and suggestive because they fear jeopardising their relationship with their mentors.

The relationship between the employer and the trainee will most likely determine the results in the evaluation form. Although trainees may not entirely agree with the implemented processes, they accept everything that their managers suggest to maintain a good relationship. Reports on an evaluation technique deprives trainees an opportunity to express their feelings and the ability of management to effectively manage trainees. The changes made to the programme with insufficient information cannot prove to maintain an effective training and development programme.

The frequency of evaluation is directly proportional to the final outcomes of the training initiative. Based on the fact that the programme was last updated in 1994, the organisation will not have clear views about the allocation of resources for long periods. Gupta (2010:14) states that the allocation of resources is the process of assigning and managing a company’s tight assets in a way that supports reaching organisational goals. A lengthy frequency of evaluation also raises concerns as to whether the necessary resources have been allocated in the way that achieves the objectives of the training programme or not. In relation to the first objective for this study, a lengthy frequency of evaluation may result in a training programme that is ineffective.

According to the literature, observing employees’ attitudes is a strong tool for evaluating training programmes. Phillips (2015:05) suggests that both qualitative and quantitative data can be used to evaluate the effectiveness of a training and development programme.
Qualitative methods help managers ascertain whether trainees are failing to acquire skills and knowledge because of their own inability or because of an ineffective training programme. Wills (2013:03) argues that some methods for evaluation training programmes do not give a true reflection of the effectiveness of a programme.

Observing employees’ attitudes, only, is not sufficient to gauge the effectiveness of a training programme. Above all, time taken to conduct programme evaluation is also critical to obtaining trustworthy results. A short period given for training evaluation tends to leave a number of issues uncovered and presents results that are inadequate in terms of ascertaining the effectiveness of the programme. Tennant, Boonkrong, and Roberts (2012:12) claim that successful training and development programmes involve considerable efforts from both trainees and the organisation. The implications of improper training evaluation are evident in the low rate knowledge increase for trainees and negative attitudes toward the programme, and, thus, resulting in ineffective training and development initiatives.

**Employee Reaction**

**Question 3: How is the reaction of trainees with respect to the entire training and development programme?**

Participant F believed that the reaction of trainees is dependent on passing or failing during the stages of the training. Participant E said that trainees have a negative reaction towards the programme. Participant I also said that employees have a negative reaction towards the training programme. Participant J stated that employees have a very low morale in relation to the training programme. Participant K claimed that the reaction of employees is dependent on mentors and will be positive for a good mentor and negative for a bad mentor. Participant O said that employees possess a positive reaction in the beginning of the programme and it all changes along the way.

The above results, in relation to the reaction of trainees, present a view of a programme that is disliked by many trainees. Some respondents presented a fluctuating view of employees’ reactions, which depends on particular situations. Another group believe that the reaction of employees is positive and the majority stated that trainees have a negative reaction in relation to the programme. The negativity of employees’ reactions is articulated by the use of words such as ‘boring, headache and no drive.’ In relation to the objective of ascertaining the effectiveness of the training and development programme, a negative reaction can be used to conclude that trainees produced through the training programme are not highly motivated and may be reluctant to impart their knowledge and skills in the organisation.

Zinovieff (2008:12) states that reaction is a measure of trainee satisfaction that gathers the thoughts and feelings of an individual about the training programme. Reaction evaluation relies on measuring the attitudes of trainees about the entire programme as well as about some aspects of the programme. It helps in pointing out the areas that trainees felt were missing from the training initiative. Polchin (2014:04) notes that knowing the reaction of employees helps with managing the interest of trainees in the programme and is vital because, without trainees’ interest, organisations cannot get anything out of them. The assumption deduced from the negative reaction of trainees is that learning is less likely to occur smoothly because only a positive reaction can produce positive results of any training initiative.
The implications of negative employees’ reaction in the overall productivity of the organisation are that the experience expected by trainees will be very limited as compared to the experience obtained when the reaction is positive. In relation to the main aim of undertaking the training initiative, which is to maintain a competent pool of engineers in the factory, negative reactions result in poor progress of employees, and, subsequently, higher incompetency levels. When trainees have negative reactions towards the programme, it affects the relationship between them and mentors, and, thus, hinders the process of information flow from the mentor to the trainee.

Employee Learning

Question 4: Given a scale of 100%, by how much does the knowledge of trainees increase as a result of the training programme?

Participant A gave a 50% rating for an increase in knowledge as a result of the programme. Participant D gave a rating ranging between 40% and 90% depending on the mentor. Similarly, participant G said that knowledge increase is dependent on a trainee’s mentor and gave a rating ranging between 40% and 80%. Participant J claimed that a trainee’s knowledge increases by 50% after the programme. Participant L said that knowledge increases by 60%. Participant P gave a rating of 50% for increase of knowledge as a result of participating in the training programme.

The majority of participants believe that the knowledge of employees increased by an average of 50% as a result of engaging in the THS training programme. The remaining group believe that an increase in knowledge is dependent on the relationship between the mentor and the trainee and would increase by an average of 85% if the mentor-trainee relationship is good.

In relation to the objective of ascertaining the effectiveness of the training and development programme, a 50% increase in knowledge indicates that the programme is not achieving its main desired objective. The results also reveal that learning is closely related to the conditions under which an individual is training. In relation to the objective of determining the challenges of the training and development programme, a mentor’s competency and influence in supervising training can be regarded as one of the challenges because it is the determining factor associated with the improvement of knowledge of the trainee during the training phase. The results show that a good mentor may aid in increasing the knowledge of the trainees to about 90%, which can be regarded as a good score for an effective training programme.

Recent studies in work environment variables have resulted in a more mature understanding of the impact of work environment on training transfer (Camp and Blanchard, 2011:23). The literature reveals that the importance of the supportive work environment plays a huge role in increasing trainees’ learning. Glenn (2010:01) states that a mentor works with trainees to help identify areas for improvement and develops positive approaches to professional and organisational issues. The literature shows that mentors who lack interest in their trainees and have negative attitudes towards trainees hinder the process of knowledge flow from the mentor to the trainee.
The implications of unfavourable work conditions are that trainees tend to dislike their job continually as they enter into the work environment. A dislike for a working environment results in the reduced attainment of knowledge, and, thus, employees’ skills are not improved according to what they should with an increase in knowledge. A low increase in knowledge also impacts on the confidence of management and stakeholders in trusting newly qualified employees with duties in the factory. Moreover, the confidence of employees in decision-making is also hampered by lower increases in knowledge, resulting in poor decision-making. Poor decision-making has huge implications for the productivity and overall profitability of an organisation. In view of the fact that employee learning is mentor dependant, mentor’s incompetency with regards to execution of training hampers the main objective of the training programme because employees’ knowledge does not increase to the required level.

Employee Behaviour

Question 5: Compare the work (performance) of individuals who went through the training programme to those who did not.

Participant F said that non-sugar trained employees are more innovative than sugar trained employees. Participant C stated that individuals who did not go through the THS programme have no fundamental knowledge of the sugar industry. Participant H claimed that employees who did not train in the sugar industry are more exposed to technology and advanced in comparison to those who trained in the sugar industry. Participant J believed that performance is based on the individual and may be different from situation to situation. Participant K asserted that THS trained employees are well informed about the dynamics of sugar engineering than employees who did not train in THS. Participant N also believed THS employees perform better than outsiders.

In an attempt to rate the behavioural characteristic of Kirkpatrick’s Model of Evaluation, participants were asked to compare the on-the-job performance of individuals who went through the THS programme to those who did not go through the THS programme. A large number of the participants show that THS trainees perform better in comparison to general engineers. The reasoning behind this is that employees who did not receive extensive knowledge of the sugar industry will not perform better as compared to those who have been exposed to the sugar industry for many years. While it is true that performance is strictly based on the individual’s capabilities, some respondents revealed that trainees who did not undertake the THS training and development programme are more innovative and advanced in technological understanding when compared to THS trainees.

Although the question did not compare similar situations because of the work environment and background of individuals, a common ground of comparison was with the main objective of technical training. According to Kokemuller (2014:02), the aim of technical training is to teach employees to be more accurate, thorough, and innovative in technical components of their jobs. In relation to ascertaining the effectiveness of the training programme and in comparison with literature, there is a relationship between the innovativeness of employees and the effectiveness of training programmes.

Ronald (2014) states that organisations are investing in innovative management systems and technology to improve decision-making, achieve operational excellence, create a sustainable competitive edge, and obtain survival in turbulent environments. The knowledge of
advancing technological systems is important because every level manager requires such systems for greater efficiency and productivity. Since the business is currently experiencing turbulent market conditions, it is important that newly developed managers are familiar with technological advancements that are taking place around the world for business survival. Ronald (2014) concludes that new management systems and technology offer methods that are efficiency oriented and can provide forecast analysis to help managers develop strategic plans for competitive advantage over rivals.

The implication of non-innovative trainees is that the company may not move from its current state to being efficient and market leaders in the future. Due to THS trainees not being taught or exposed to innovative techniques, it reveals that the company will consist of obsolete management and old technology practices that may not be efficient in the future. Grobler et al. (2006:302) believe that the purpose of training and development is to better performance, modernise the skills of managers, reduce managerial obsolescence, provide solutions to organisational problems, and prepare for promotional and managerial succession. A programme that does not modernise the skills of managers and reduce managerial obsolescence is lacking the very purpose for engaging in training and development initiatives in organisations.

Training Results

**Question 6: Given a rating out of 100%, how would you rate the final results of the training and development programme?**

Participant B stated that the final results of the training programme range from 50 % to 60%. Participant E gave a rating of 60%. Participant I rated the final results of the programme at 50% and asserted that an increased rating of up to 100% is possible with changes to the programme. Participant J rated the final results of the programme at 60%. Participant L said that the final results range between 70% and 80%. Participant M believed that the final results could be given a 100% because the programme has been training and developing future company managers.

A number of respondents gave a rating of 55%, on average, for the final results of the training programme. As with employee reaction and learning and behaviour evaluation, the final results of the training programme can be used to ascertain the effectiveness of the training programme. Zinovieff (2008:14) asserts that the goal of evaluating the final results is to find out if the training programme has led to results that contribute to the profit of the business and superior functioning of the business. A low rating indicates that the programme did not boost organisational productivity and there is more to be done to improve the programme. A high rating indicates that there is a high level of satisfaction with the programme and it contributes to the overall profit of the business. The rating of final results is dependent on the environment and conditions from which each trainee is trained. Stevens (2010:11) states that an unfavourable departmental climate could limit the creativity and new ideas that are developed and implemented by trainees.

It is expected that the final results rating will be reliant on the reaction and learning and behaviour evaluation, and would not be appropriate if the aforementioned levels of evaluation are not satisfactory. Croes (2011:06) states that the final results of the training programme should achieve improved quality of work life, improved human relations, fewer grievances,
greater job satisfaction, and increased profits. Achieving the above-mentioned outcomes in the organisation is important because it reduces organisational conflict and promotes a good working environment for the trainees to get the required knowledge. The implications of a low rating are that the above-mentioned outcomes would not be met by the THS programme. This would result in an unpleasant working environment, and, thus, hinder the learning process for trainees.

Training Objectives

Question 7: Is the training and development programme meeting its objectives entirely?

Participant B said that the programme is not meeting its objectives entirely. Participant C believed that for some employees, the programme meets its objectives and for some it does not. Participant G said that it has met its objectives over the years. Participant J believed that the programme does not meet its objectives because the time spent in the programme is not sufficient. Participant K stated that the programme meets its objectives, whereas participant P believed that newly qualified employees do not know their work, and, thus, the programme is not meeting its objectives.

Participants believe that the main organisational objectives of engaging in the training programme are not entirely met. Although some believe that the programme meets its objectives because managers in higher positions went through the programme to be where they are. In view of the fact that THS has failed to produce to the desired milling capacity, which has been attributed to a lack of competent sugar engineers, the ability of the programme to meet its objectives is questionable. Some respondents believe that the programme meets the objectives based on factors affecting the environment in which training takes place.

Verifying Kirkpatrick’s model of training evaluation, the company objective of undertaking in the training and development programme was evaluated. Since 50% of the respondents believe that the programme is not entirely meeting its objectives, a conclusion that the programme is not effective can be drawn in relation to the first objective of the study. The literature shows that the benefits of evaluating training programmes are to determine whether the programme accomplishes its objectives and identify strengths and weaknesses of the training programme. Knowledge of strengths and weaknesses of a training programme helps managers invest money in training in productive ways.

The implications of programmes that do not meet their objectives are that an organisation suffers a loss due to costs incurred during training. The ROI for programmes that do not meet their objectives is low and sometimes limited. This shows a direct loss of profit for an organisation. Furthermore, programmes that do not meet their objectives pose a threat of skilled and competent employees in the future prospects of the organisation. When a training programme is not meeting its objectives, the competency of newly qualified candidates and their ability to make sound decisions is questionable.
Transfer of Training

Question 8: Are the trainees ready to assume duties and responsibilities without supervision after the training?

Participant F asserted that trainees are not ready to assume duties without supervision after training. Participant D said that further mentoring is needed. Participant H affirmed that further supervision is needed. Participant J also shared the same sentiments as the above participants. Participant L stated that further guidance is needed and participant O also said some degree of supervision is required.

The respondents unanimously agree that trainees are not ready to assume duties after training and further mentoring is needed after the training is complete. In relation to the objective of determining the challenges of training and development programme, transfer of training can be regarded as one of the challenges of the programme. The fact that employees need supervision after qualifying indicates that time between training and the transfer of training is not sufficient. The literature reveals that there is no set time for the transfer of training because only training objectives should decide the right time for the transfer of training. Salas et al. (2011:762) state that most organisations have informal ways or no procedure for the transfer of training for their training programmes. This results in either giving trainees greater tasks too early or keeping them longer, even though they are ready.

The implications of an early transfer of training in organisations are that employees feel under pressure and lose confidence, which may impede productivity. This results in poor decision-making, which costs an organisation a lot more than extending training until a satisfying level of readiness is achieved. When employees still require mentorship after the training programme is complete, they overload their supervisors with more work and prevent them from effectively performing their determined duties. Giving trainees responsibility-based tasks before they are ready is a recipe for a disaster for the entire organisation because their knowledge is not sufficient for such duties.

Employees’ Confidence

Question 9: Have the trainees displayed confidence and capabilities of taking on higher management positions within the company?

Participant E stated that young employees have no confidence in taking on higher management positions in the company. Participant A believed that the company always treats trainees as young people and no confidence is displayed among them. Participant I said that, in the past, employees used to display confidence, but now no confidence is displayed for higher management positions within the organisation. Participant J believed that some trainees who progress well during the training period gain confidence to assume higher positions and those who do not progress well lose confidence. Participant K stated that employees become very confident over time and start looking into higher positions. Participant P said that the training period must be 5 years to develop sufficient confidence amid trainees.
The participants state that employees display no confidence to take on higher duties after the completion of the programme. Another group believe that confidence is largely dependent on whether a trainee progresses well during the training phase. Relative to the objective of determining the challenges of the training programme, employees’ confidence can be regarded as a challenge that hinders the objectivity of the training programme. The literature reveals that employees who show low levels of confidence are more hesitant to advertise their skills and abilities and are less willing to contribute their ideas in the organisation.

Positive morale is essential to the success of an organisation and is mostly influenced by top management. The consequences of negative morale in a workplace are less productivity and less commitment. This results in extended training period requirements and increased resignations, as employees feel that they will be treated as minors forever. The experience and knowledge gained by employees with low confidence is limited and does not help the organisation achieve its objective of maintaining a pool of competent engineers in the factory.

Mentor-trainee Relationship

Question 10: What do trainees see in their managers or what do managers see in their trainees?

Participant A said that trainees perceive managers as incompetent beings that resist change and treat trainees like skivvies. Participant F said that trainees see managers as strict people who do not take suggestions. Participant G stated that trainees see managers as way-pointers and managers see trainees as direction-seekers. Participant J asserted that managers perceive trainees as incompetent people and trainees see managers as dictators. Participant L said that trainees are scared of their managers and participant M said that trainees are lazy and need guidance.

A large number of respondents provided negative responses about what managers see in trainees and what trainees see in managers. In comparing the responses of managers concerning trainees and those of trainees related to managers, one may assimilate the type of relationship that exists between the mentors and the trainees. Amongst the words that emerged from above that can help describe the nature of a relationship between mentors and trainees are scared, skivvy, incompetent, strict, and lazy.

The aforementioned words are negative and can clearly indicate that there are generally negative relationships that exist between trainees and managers. In relation to the second objective of determining the challenges of the training and development programme, one can easily identify the mentor-trainee relationship as one of the challenges to the training and development programme. Mentor-trainee relationships have a huge role in meeting the objectives of a training programme.

In explaining the concept of virtual training, Seedat (2014) notes that one of the principles of virtual training is that improved performance hinges on the relationship between the manager and the employee. Another principle of virtual training is that trainees’ attitude, to a greater degree, impacts improved performance during the training initiative. Nevertheless, trainees who feel that their mentors see them as stupid or incompetent become very scared of their mentors. This jeopardises the mentor-trainee relationship, and, subsequently, affects the
prime objectives of the training initiative. The perceptions and attitudes of trainees also change with respect to what they believe mentors see in them. This affects the ability of trainees to approach mentors in trying to gather useful information that would enable them to solve their problems more effectively in the future.

In relation to the mentor-trainee relationship is the type of leadership style that mentors adopt on daily basis in engaging in managing trainees. Respondents revealed that managers resist change and are dictators that cannot stand to be corrected. These describe a leader that does not seek to gain mutual understanding from employees, but expects them to do as one says. This style of leadership presented relates to a coercive leadership style, which coincides with Goleman’s six leadership styles. The literature reveals that different leaders adopt different leadership styles, and the use of each style has an impact on obtaining organisational goals.

Buble (2014:164) defines coercive leaders as leaders who demand immediate compliance from their subordinates. The advantage of this leadership style is that the manager obtains greater control over what is happening in the organisation. On the other hand, this style has a very negative impact on the overall climate of the organisation. Negative work climate negatively impacts the achievement of organisational goals. The creation of an unpleasant work climate can make employees feel that management does not respect them and this may result in organisational conflicts. Trainees who train in environments in which there are lots of organisational conflicts may not gain the necessary knowledge needed or desired through the training programme.

Nwadukwe and Court (2012:200) believe that a good match between the style of management and operating realities of an organisation will substantially influence its level of effectiveness. The central idea of Contingency Theory of Leadership is that effective leadership is dependent on a mix of factors and changes from situation to situation. The use of one leadership style tends to create a permanent picture about a leader and may hinder the performance of employees.

The implications of improper leadership style usage are that success is dependent on the style of leadership adopted by the mentor in leading or managing trainees. The style of leadership will most likely determine the type of the relationship between the two parties, and, if the relationship is not good, it will negatively impact the organisation’s ability to reach its training objectives. Unpleasant mentor-trainee relationships hinder the process of knowledge flow from the mentor to the trainee, and, thus, results in incompetent employees. This means that the organisation will depend on incompetent individuals to manage operations in the factory, and, thus, poor performance is expected in the future.

Performance Appraisal

**Question 11: How effective is the performance appraisal for the trainees?**

Participant C stated that a one-hour review is not sufficient, and, therefore, the appraisal is ineffective. Participant B said that performance appraisal reviews are useless. Participant H argued that performance appraisals are a good benchmark for determining trainees’ knowledge level. Participant J asserted that they are not effective and are not a true reflection of trainees’ knowledge. Participant K stated that performance appraisals are unfair; whereas participant O argued that they are effective and serve as a mirror of progress rate.
The participants believe that performance appraisal reviews are ineffective. The remainder believe that reviews are the best way to rate the level of trainees’ performance. This indicates that there are high levels of dissatisfaction with regards to the way in which performance appraisals are conducted. The majority of the participants believe that the performance appraisal system adopted by THS does not provide a true reflection of a trainee’s knowledge. In relation to the challenges affecting the effectiveness of the training and development programme, the view that employees regard an hour review for eight months of work as useless can be used to conclude that performance appraisal is a challenge to the programme.

Herman (2011:03) states that the contributions of performance appraisal are to increase motivation, boost self-esteem, and help employees to become more competent. Trainees state that after the reviews one forgets everything because the prime aim is to memorise the content needed for a position upgrade. This is not in accordance with the contributions that performance appraisal should have on individuals. Managers believe that reviews help with forming a consensual decision on the performance of an individual. However, trainees believe the decision is largely affected by the mood of the review panel on a particular day. Harter (2008:16) notes that for performance appraisal reviews to be successful, they should begin, continue, and end with a positive note. The fact that participants see the reviews as a waste of time signals that there are issues associated with conducting the reviews. Some researchers state that employees need to be rated based on known objectives. Some participants believe that the scope of the objectives for reviews is unknown; they assert that there are less probabilities of passing the reviews and compare it to a lotto situation. Ineffective performance appraisal reviews reduce employee motivation, and, thus, hinder the productivity within the organisation. It deprives the employees of the opportunity to identify areas of improvement to enhance their productivity in the organisation.

Amongst the identified issues that affect the effectiveness of the training and development programme is the issue of centralisation management. Every eight months, the group HR manager and managers from different THS factories meet to review trainees’ progress. Those that have not met the trainee before make a consensus decision about the trainee. Harter (2008:08) states that performance appraisal should also include behavioural traits to be regarded as valid. It is impossible for managers to have ideas about the attitude and behaviour of all trainees because they do not work with them on daily basis.

Gray and Kokemuller (2012:03) define centralisation management, as a business strategy in which businesses are located in multiple locations and have many functions that operate relatively independently from one another, are controlled by the authority of top management, usually in the headquarters of the organisation for decision-making. The advantages of centralisation management include cost savings, standardisation of content, and the ability to align training objectives to the corporate objectives. However, centralisation management does not empower trainees because it makes them feel controlled and dictated to by management.

Technical managers in the central office do not have personal interest in the work of trainees because they do not know them. The panel does not know trainees’ punctuality, attitude, behaviour, and conduct, and, thus, no trait characteristics are used to evaluate an individual. Although it is true that the organisation tests the progress of an individual based on
knowledge of the process in the factory, but there are some personal traits that could qualify a candidate to pass even if knowledge is not in the region of the required quantity. The consequences of such an appraisal system are that centralisation management neglects the operational conditions of different factories in different locations. Trainees gain different knowledge based on the factors affecting their individual sphere of operation. Decentralisation may be effective in evaluating trainees because each manager is aware of the factors that might impede the progress of trainees. Centralisation does not motivate trainees, and, therefore, the organisation suffers from decreased productivity, increased grievances, and increased resignations rates. This forces the company to employ general engineers and affects the main purpose of undertaking the training and development initiative by the organisation.

Training and Retention

Question 12: Is the company capable of retaining trainees after the training phase is complete?

Participant E stated that most employees resign after the training programme. Participant D also asserted that trainees resign after the training phase because of the pressure from the employer. Participant I said that the industry is not attractive, and, therefore, trainees resign. Participant J stated that everyone leaves after training because there is no career development. Participant L confirmed that trainees do not stay after training is complete. Participant N also said that trainees take a u-turn after training.

Unanimously, the participants confirm that the organisation has not been successful with the retention of employees after training. Retention can be regarded as a challenge of the training and development programme in view of that fact that when key employees resign, productivity takes a downturn. A failure to retain trainees in an organisation can cause other employees to question their own future in the organisation that is willing to lose key employees to competitors.

The literature agrees that an employee that has been with the company long enough becomes proficient in one’s job and becomes a profit centre for the organisation. Droge (2012:16) states that a failure to retain such employees implies that experience is lost from the company and there will be gaps in productivity during the transition. Productivity also suffers when the organisation fails to retain trained employees because customer or supplier relationships, which increase productivity and are developed over years, ends immediately when one of the parties resigns.

Challenges of the Programme

Question 13: Discuss the challenges of the training and development programme.

Participant A mentioned that training that is mentor reliant and lacks a succession plan and developmental trajectory pose a challenge to the programme. Participant C also stated that the challenges of the programme are a lack of development, money, and success that is dependent on mentors. Participant G asserted that the programme requires a lot of energy and time and progress is dependent on the mentor. Participant J believed that performance appraisal reviews are the single biggest challenge of the programme. Participant K stated that...
the structure of the programme and programme evaluation are challenges associated with the programme. Participant M believed that trainees’ only wanting to do what is on the training manual is the biggest challenge of the training programme.

A single advantage concerning challenges to the training and development programme, as stated by the participants, is that all factors affecting the programme are internal. Internal factors are usually caused by the operating philosophy of the organisation and will impact the effectiveness of the training and development programme based on how closely-related a factor is to employees. The challenges highlighted by participants indicate employees’ perspectives towards the training and development programme. They also bring to light the expected level of commitment from employees, the nature of the leadership style adopted by managers, and the relationship between employees and managers. To a lesser or greater extent, these challenges hinder the organisation from achieving its sole goal of obtaining the maximum benefit from the training and development programme

**Motivation and Money**

Participant M commented that trainees want to do only what is stipulated in the training manual indicates that motivation is one of the challenges that affect the training and development programme’s effectiveness. Employees state that when a trainee fails the review, there is lack of motivation from managers to propel trainees forward. Jones, George, and Hill (2000:427) define motivations as psychological forces that determine the direction of a person’s behaviour in an organisation, a person’s level of effort, and a person’s level of determination. When trainees feel that managers have little interest in their progress, they do not achieve the required knowledge needed by the organisation for the management operations in the future. Extrinsic motivational tools are very important to achieve the desired results because, even if trainees are intrinsically motivated, they need external motivation to excel.

Amongst the themes received from respondents was the issue of money. Employees feel that salaries are not sufficient, and, thus, trainees are not motivated to stay in the organisation. Teck-Hong and Waheed (2011:78) believe that money can be considered as a scorecard through which employees can assess how much an organisation values them. Young employees with low income are more concerned about money, whereas older employees with high income and management positions are motivated more by job security, interesting work, and recognition. Seeing that the age group of most trainees is below thirty years, one can classify them as young employees and confirm that they are concerned about money.

In relation to Maslow’s Hierarchy of Needs Theory, money is associated with physiological and safety needs. Trainees need money to satisfy their physiological and safety needs, and, thus, are more motivated to remain effective in the organisation when they are paid enough. The implication of a low salary for trainees is that they consider themselves as undervalued by the organisation, and, thus, are prone to resigning as soon as the chance presents itself. Teck-Hong and Waheed (2011:79) state that pay influences job satisfaction and leads to higher productivity. It means, therefore, that money is an important factor for THS trainees to increase their productivity. Other researchers argue that the love of money reflects employees’ wants and values, and employees who value money highly will be satisfied with the salary and, ultimately, their job when they receive a desired raise.
Job Satisfaction
In relation to motivation as a challenge to the training and development programme is the issue of job satisfaction. The fact that participants consider training to be useless indicates that there are high levels of dissatisfaction among employees. Shelton (2011:03) defines job satisfaction as attitudes and feelings that employees have about their work. A positive attitude towards a job indicates job satisfaction, whereas a negative and unfavourable attitude indicates job dissatisfaction. Divyaranjani and Rajaskar (2014:110) assert that factors affecting job satisfaction before training are company policy and administration, supervision, supervisor relationship, work conditions and salary. The above factors indicate that trainees feel that there is no tracking of their progress during the training programme. This signals that supervision is not being carried out appropriately to help trainees find the right direction in their training programme. The resulting effect is job dissatisfaction, and, thus, the entire goal of the organisation is thwarted.

The literature also reveals that some of the reasons employees are not completely satisfied with their job include conflict with a supervisor. The relationship between trainees and supervisors was dealt with in length above, and Glenn (2010:16) confirms that mentors who lack interest in their trainees and have a negative attitude towards them hinder the process of knowledge flow. Shelton (2011:04) concludes that not being properly paid for what an employee does, not having the necessary equipment or resources, a lack of opportunity for promotion, and having little or no say in decisions that affect an employee also create dissatisfaction about the job. Again, the issue of money as an extrinsic motivation tool was discovered to be a challenge associated with the training and development programme.

Having little input into decisions that affect trainees is also a key contributor to job dissatisfaction. It was discussed above that trainees feel that managers are controlling and they feel that managers are dictating them with little opportunity to voice their opinions. The literature shows that job dissatisfaction results in reduced productivity among trainees. The contributors of dissatisfaction mentioned in the literature are similar to those mentioned by employees. THS is less likely to obtain increased performance levels from its employees if they are dissatisfied.

Succession Planning
Participant C classifies succession planning as one of the challenges associated with the training and development programme. Participants feel that there is no succession plan or career path after training. This means that trainees can occupy the same position for lengthy periods without any promotional opportunities. In today’s business environment, most technical employees are not easily challenged by the existing technology and its trends. They need new challenges as they grow in their career, and, thus, succession planning becomes a prime thing they look for when joining new organisations. When there is a career-path that promises new challenges in the organisation for employees, they are most likely to be motivated to perform to the best of their capabilities.

Cannon and McGee (2011:03) describe succession planning as a process of identifying key positions in an organisation and developing employees to fill those positions. It assists an organisation to prepare for expansion and also to reorganise employees to best fitting higher positions when they exist. The absence of a succession plan gives trainees an idea that the position they will occupy after training will be the only position they will forever occupy,
and, for this reason, they may have little energy to get the required knowledge. Hills (2009:04) confirms that a succession plan is a good motivational tool for trainees because, instead of learning what is required only, trainees tend to learn more in order to gain the skills needed for higher positions that are specified in the succession plan. Moreover, trainees tend to finish their training quickly if the succession plan is present, in rush of filling the top positions.

In view of the fact that the organisation’s aim of partaking in the training and development programme is to retain a team of knowledgeable candidates who will be capable of managing operations in the organisations, the absence of a succession plan, therefore, defeats the very aim of the training and development initiative. The implications of having no succession plan are that the company ends up employing engineers from different fields who are not thoroughly competent as far as sugar knowledge is concerned. Employees with insufficient knowledge of the business principles and completely diverse cultures, in comparison to that of the organisation, do not often improve productivity in the organisation.

Cannon and McGee (2011:04) affirm that the 3 C’s (competency, connection and culture) are of prime importance for the effectiveness of an organisation. During the training phase, employees gain competency in different aspects of the business and also develop connection with the other employees and customers. Nadeem (2013:18) suggests that training and development are key tools for increasing the productivity of an organisation through employee orientation and induction. During training, employees learn to adapt to the organisational culture, which improves teamwork and reduces conflict, both of which become vital for the success of every organisation. In absentia of a succession plan, trainees neglect the organisational culture in view that they will not be in an organisation for very long and this negatively impacts the entire climate of the organisation.

For THS, comparing the level of competency, efficiency, and effectiveness between general engineers and sugar engineers has identified the impact of training and development. A THS Annual Report (2014:51) shows that there are a greater number of organisational conflicts between employees and general engineers as compared to those between employees and sugar engineers. Another report revealed that the performance of sections managed by general engineers is lower compared to the performance of sections managed by sugar engineers. Properly managed training and development programmes have positive effects on organisations and the opposite is also true.

**Training Manual**

The participants emphasised the importance of abiding by the training manual so that managers and trainees have a similar view of objectives expected by completing the training and development programme. Some participants, however, hold the view that the organisation must do away with the training manual. This presents striking evidence of the fact that understanding the importance of the training manual is not appreciated by some key players in the THS training and development programme. Some participants also feel that trainees only want to do what is stipulated in the training manual. Trainees feel that their training lacks tracking by managers and they feel that they get derailed for a long period without anyone noticing.

A well-structured training manual can be a very good tool for assisting trainees with progress tracking. Mayhew (2013:02) states that well-structured training manuals provide written training content that provides new trainees with valuable information needed for their
development. Although a training manual exists for THS trainees, participants feel that it is out-dated and needs to be revisited. Effective training manuals have a scope of work defined to extensive detail as well as time allocated for each task including the risks involved in performing a particular task and the sources from where the required information can be obtained. Getting rid of the training manual would not align with the views of training and development researchers who affirm that training manuals contain workplace rules and guidelines, which employees should be familiar with before they begin their responsibilities.

According to Silberman (2014:04) training manuals are like a standard operating procedure aimed at reducing the training time for new trainees. This statement talks to the reasons behind the insufficient training period challenge as stated by participants. Well-structured training manuals help trainees find relevant information on their own without having to consult their mentors. They serve as a great confidence booster for new trainees, enabling them to take on greater responsibility with full knowledge of the requirements. The absence of a proper training manual derails the trainee, portrays an image of trainee incompetency to managers, and, thus, may damage the relationship between the two parties. This may affect the ability of the two parties to work together, and, subsequently, affects the development of the trainee.

Mayhem (2013:02) states that the benefits of properly structured training manuals are well-defined content, quality management, historical reference, and the development of process manuals. Training manuals can serve as a benchmark against which trainees can be appraised. Comparing the knowledge of each trainee with the knowledge content of the training manual can eliminate the unfairness of the performance appraisal system as stipulated by participants. Abiding by the well-structured training manual can provide consistency during the performance appraisal reviews. Getting rid of the training manual may deprive an organisation of an opportunity to standardise trainees’ requirements to help with producing quality trainees over the years.

Resolving Challenges of the Programme

Question 14: What recommendations can you make to improve the training and development programme?

Participant D suggested that frequent meetings with mentors and similar training across different factories may be a used to resolve the challenges of the programme. Participant F believed that a change in performance appraisal review system may resolve the challenges identified. Participant H mentioned time extension as a recommendation for improvement. Participant J suggested that changes to the performance appraisal review system may resolve the challenges associated with the programme. Participant L believed that an increase in salaries and thorough adaptation to the training manual can resolve the challenges of the programme. Participant O stated that depriving trainees of offices and appraising them on practical work can help resolve the challenges.

The main advantage of a training and development programme that is affected by internal challenges is that the challenges are resolvable. External factors are not controlled by any parties within the organisation and cannot be resolved. Resolving internal challenges of the THS programme requires a collaboration of efforts from HR managers, technical managers, company executives, trainees, and other parties involved in the factors affecting the
programme. Another advantage of these challenges is that they are interlinked to each other. Resolving a single challenge may automatically eliminate other challenges of the training programme. The choice of employing efforts to resolve a particular challenge is dependent on a manager’s discretion and may be affected by the monetary value required to resolve the challenges identified.

The master problem and initiator of all other challenges is the issue of job satisfaction. It can be deduced from the respondents’ views that almost every challenge stated is, to a large extent, related to job satisfaction. Resolving job satisfaction is a very cumbersome task and may require a lot of funds to be effectively accomplished because there are lot of inter-related issues that lead to job satisfaction. Resolving the challenge of job satisfaction can be expected to change trainees’ perceptions about the organisation and the mentors, improve mentor-trainee relationships and improve trainees’ reactions, learning, behaviour, and results. Job satisfaction is also closely related to motivation in the sense that highly satisfied employees are highly motivated employees.

In his analysis of factors leading to satisfaction and dissatisfaction, Riley (2012:02) confirms that Herzberg’s motivation-hygiene theory can be applied in modern organisations to eliminate factors leading to dissatisfaction and increase satisfaction. Riley (2012:03) states that factors leading to dissatisfaction are company policies, supervision, relationships with supervisors, work conditions, salaries, and relationship with peers. These factors can be resolved within THS by doing thorough research on each factor and applying necessary actions to ensure that they are resolved. A change of stringent and poor company policies, the provision of effective and non-disruptive supervision, the creation of a culture of respect amongst the team members, the provision of competitive salaries and provision of meaningful work, and tasks for all employees may be a good start towards eliminating the factors leading to dissatisfaction.

Nevertheless, preventing factors leading to dissatisfaction does not automatically lead to satisfaction. Factors leading to satisfaction must also be applied to ensure that while dissatisfaction is prevented, satisfaction is promoted. This requires an environment that goes beyond looking at the responsibilities of employees to looking at the needs of employees. Providing opportunities for achievement and recognising workers contributions can promote satisfaction. Smerek and Peterson (2007:230) state that job satisfaction is critical to productivity and motivation, and increasing motivation is a key factor for every business to stay competitive.

Riley (2012:03) states that factors leading to satisfaction are achievement, recognition, the work itself, responsibility, advancement, and growth. Job satisfaction challenges can be resolved by reward and recognition systems that seek to highlight to employees that management is aware of their efforts in the work that they do. Smith (2013:04) confirms that informal celebrations throughout the year for acknowledging excellent employee performance are more effective for increasing job satisfaction to employees. Decentralisation management can also be employed to increase satisfaction by giving employees greater responsibility. Providing opportunities of advancement within the organisation through internal promotions and offering growth and development opportunities to employees can also increase job satisfaction. This needs to be accompanied by a succession plan to ensure that trainees are motivated to stay employed in the organisation.
With respect to the challenges outlined by the respondents, the THS training and development programme challenges can be resolved by focusing on placing much effort in performance appraisal. Respondents believe that performance appraisals should be conducted in frequent intervals to ensure that the progress is traced and kept on track before it derails. Longenecker and Goff (2008:38) believe that informal appraisals are more effective because they provide employees with an on-going source of feedback. This helps with solving minor problems before they build up to being uncontrollable. Performance appraisal challenges can be resolved by ensuring that there are no ambiguities in the process and both parties are aware of their requirements and the purpose of performance appraisal reviews.

Maroney and Buckely (2010:186) enforce that performance appraisal training must also focus on helping managers develop specific appraisal skills and the ability to effectively evaluate subordinates. The implications of familiarising managers with effective performance appraisal systems lie in the fact that a proper appraisal system can be a good tool for improving the mentor-trainee relationship. This will subsequently increase confidence levels of trainees and ensure readiness to take on bigger responsibilities in the organisation. Studer (2009:26) further affirms that quarterly reviews are far more accurate for reflecting trainees’ overall performance and they force managers to closely manage trainees year round.

CONCLUSIONS AND RECOMMENDATIONS

Findings from the Study
The findings from the study are discussed below and categorised based on the findings from literature review and the findings from the primary research. This section deals with the overall conclusions to the whole study.

Findings from the Literature Review
An extensive review of the literature was conducted in order to investigate the factors that affect training and development programmes in organisations. A summary of the findings is presented below.

- HRM is an imperative operation in any organisation because it seeks to build and maintain an environment for quality excellence that enables the workforce to achieve a company’s quality and operational performance objectives.
- Organisations support their long-term objectives by incorporating extensive early training and on-going career development programmes to their personnel.
- Training and development are official and on-going educational activities within the organisation designed to enhance the fulfilment of employee performance objectives.
- The purpose of training and development is to better performance, modernise the skills of managers, reduce managerial obsolescence, provide solutions to organisational problems, and prepare for promotional and managerial succession.
- Training and development have implications for productivity, health, safety, and personal development in the workplace.
- All organisations should adopt a systematic approach model towards training and development in order to be successful. The systematic approach model places emphasis on training needs analysis, designing the training programmes, implementing the training, and evaluating the effectiveness of the training programme (Rothwell, 2011:29).
- Training and development may be offered by both on-the-job and off-the-job activities depending on objectives, trainees profile, time, and availability of resources.
• Trainees have different opinions about training and development programmes, and their views have an impact on the effectiveness of the programme.
• Saikia (2013:45) found that managers’ perceptions have a greater impact on the effectiveness of the training programme when compared to employees’ perceptions. This can be expected to be the case because managers are an input of what trainees will display as an output after training is complete.
• Every training initiative must be evaluated since there is no alternative way of ensuring that investments about training programmes are worthwhile without doing evaluation.
• The benefits of evaluating training programmes are to determine whether the programme accomplishes its objectives, identify strengths and weaknesses of the training programme, and to determine a cost-benefit ratio of training and development.
• The transfer of training should not be informal because this might result in either giving trainees greater tasks too early or keeping them longer in training, even if they are ready.
• Performance appraisal is a vital component of training and development for evaluating the extent to which trainees’ performance achieves organisational goals and also helps with delivering effective training and development programmes.
• Training and development programmes are mostly affected by internal challenges and the level in which the challenge is closely related to the task determines the degree of impact on the programme.
• Effective training programmes result in employee satisfaction, which leads to employee retention, and a firm’s ability to attract and retain capable employees is essential to its success.
• Successful training and development programmes are possible with extensive strategic planning and financial support.

Findings from the Primary Research
The findings from the primary research are presented in relation to research questions below.
• The negative similes used by the participants to describe the THS training and development programme indicate that there are negative perceptions of the programme and training methods.
• The fact that the participants, who are key players in the training and development programme, are not familiar with the programme evaluation process indicates the issues associated with the ineffective implementation of the programme.
• The results indicate that 50% of the participants have a negative reaction towards training and development, and this signals dissatisfaction and relates to ineffective training programme.
• About 67% of the participants believe that the knowledge of employees does not increase fully as a result of participating in the training programme. A moderate increase in knowledge indicates that the programme is not entirely meeting its objectives.
• In addition, 67% of the respondents rated that the programme does not contribute to the superior functioning of the business and can be regarded as ineffective.
• The inability of trainees to take on higher responsibilities upon completion of the training programme indicates the extent of the ineffectiveness of the programme.
The respondents unanimously agree that trainees are not ready to assume duties after training and that further mentoring is needed, even after training is complete. A plan for the transfer of training is one of the challenges affecting the effectiveness of the programme.

The results indicate that 83% of the respondents provided negative responses pertaining to trainees’ perceptions towards managers and vice versa. The principle of virtual training states that success hinges on the mentor-trainee relationship. Negative responses point out that a mentor-trainee relationship is the challenge associated with the programme.

Approximately 67% of the participants believe that performance appraisal reviews are ineffective. The style used to appraise trainees is another challenge inherent to the programme, as trainees do not improve their performance after appraisal because they regard it as useless.

Participants unanimously confirm that the organisation has not been successful in retaining employees after training. Retention is another challenge of the programme because it affects productivity and hinders business success.

Other internal challenges of the programme are job satisfaction, which relates to low salaries, the absence of a succession plan, and unclear objectives of the training programme.

The challenges of the training and development programme may be resolved by applying Herzberg’s motivation-hygiene theory to eliminate factors leading to dissatisfaction and promote factors leading to increased satisfaction.

Conclusions
The study aimed at investigating the factors affecting the training and development of sugar engineers at THS. The study extended from literature on training and development and made use of the primary research findings to answer the research questions in the study. The objectives of the study were to assess the effectiveness of the training and development programme, to determine the challenges of the programme, to examine if the challenges can be resolved, and to make recommendations to THS to enhance the effectiveness of the training and development programme.

The findings from the primary research concluded that the THS training and development programme is not effective. From both primary and secondary research, issues that result from job dissatisfaction were the challenges associated with the training and development programme. Primary research concluded that the issues of the training and development programme may be resolved by eliminating factors leading to dissatisfaction and investing in factors leading to satisfaction, simultaneously. The study also highlighted the importance of a well-designed objective-based training and development programme to achieve the desired results.

Recommendations
The final objective of the study was to make recommendations to the THS management about what may be done to improve the training and development programme. In relation to the findings from the research, the following is recommended:

- Provide a new training manual with detailed information about the requirements of the programme and objectives expected upon completion of the programme. This will enable the trainees to be more responsible for their training and the mentors will obtain a greater understanding of what is required from their trainees.
reactions towards the programme will improve and the mentor-trainee relationship will also improve, which will lead to increased performance and productivity. The resources required to carry out this recommendation include time and managers inputs about what they expect from the trainees.

- Provide a new training system and performance appraisal review system that will cater for decentralised training and appraisal reviews. This will benefit the trainees in that it will increase their confidence levels and improve their performance. Time is the only resource that will be needed to carry out this recommendation.
- Offer frequent performance appraisal reviews with a standardised set of questions based on the area of exposure to detect, early, the strengths and weaknesses of trainees and offer help where needed. This will benefit managers to know the right time for transferring their trainees to real task situations and avoid early transfer of training. It will also eliminate bias in conducting reviews. This recommendation requires time resources to be effectively executed.
- Offer rewards and recognition to the best performing trainees and mentors. The goals of both trainees and mentors must be clearly identified and measureable. In this way, trainees and mentors will be motivated to accomplish more in a given time. This will also make trainees feel that the organisation is aware of their progress and has an interest in their training, and, thus, they will be motivated to remain in the organisation for long. Monetary resources will be necessary to accomplish this recommendation.
- Enrol all managers and potential future mentors into Master of Business Administration studies and offer training on how to train and offer good mentorship. Assessment of mentors needs to be undertaken to remove incompetent mentors from the programme. This will increase managers’ knowledge about the dynamic revolving trends of management strategies and the impact of such to organisations. Time and monetary resources are the required resources to ensure that this recommendation is carried out effectively.

Areas for Further Research
This study was limited in that it only focused on the internal factors that affect the training and development for sugar engineers, and future research can be based on the following:

- A similar study could be extended to incorporate external factors that affect the THS training and development programme.
- A quantitative study may be conducted to incorporate a large number of participants and provide statistical analysis of the factors affecting training and development.
- A study on factors affecting all training and development programmes in THS may be conducted.
- A study may be engaged to determine the impact of different training initiatives on the profitability of the THS organisation.
- A study on factors affecting different training and development initiatives in the sugar industry may be conducted.

Conclusion
This chapter concluded the study, made recommendations for improving the training and development programme, and suggested areas of further research. Achieving the objectives and answering the research questions fulfilled the overall aim of the study. The study utilised data from key players in the training and development programme to ascertain the effectiveness of the programme, identify the factors affecting the programme, examine if the
factors affecting the programme are resolvable, and to make recommendations for improvements.

This study aimed at investigating the factors affecting the training and development programme for sugar engineers at THS. In the competitive sugar industry, organisations rely on the competency of managers and employees to sustain a competitive advantage over rivals. This makes an investment in effective training and development programmes an important aspect of any competing organisation. Internal factors affecting the training and development programmes must, therefore, be investigated to ensure profitable investments are made.

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