

CHAPTER 5

CONCEPTUAL SYSTEMS MODEL FOR THE TRAINING AND DEVELOPMENT OF EDUCATORS

5.1 Introduction

The success of training and development programmes in an organisation depends on the effective implementation of its training and development plan. The training and development plan of a particular training and development programme in an organisation must be informed by a specific training and development model. This is done so that training is managed effectively and efficiently, in order that the transfer of training can be optimised, and the set objectives achieved.

In this chapter reference and discussion has been made to some theoretical training models in the context of a system approach. These are aimed at changing the training participants' knowledge, skills, attitudes and behaviours. Thereafter, an integrated systems model is suggested that could be applied for the training and development of educators in the Limpopo Department of Education in general and the Vhembe District in particular. These training and development programmes are designed to meet the trainees' requirements and their specific needs that have been identified by the organisation. In the process, both the individual and the organisation benefit from the training and development procedure. The individual employee is capacitated in terms of knowledge and skills – as they are developed through training. The organisation, in turn, will benefit from the well-capacitated employees when goods and better services are provided effectively and efficiently, as the employees maximise their potential while executing their tasks.

In addressing the challenges faced by both the educators and the Department on the training and development of educators towards the successful implementation of the new curriculum, the NCS, 2002, the study borrowed Nadler's critical events model. After

a careful consideration of Nadler's model in the study, a conceptualised systems model for training and development is proposed. It could be argued that the proposed conceptualised systems model in the study would be used to address the challenges that are faced by the educators and the Department, as indicated in this study. The argument presented in the study is of the view that the proposed model would yield positive results for the training and development of educators during the implementation of the new curriculum, if correctly applied by the Vhembe District.

5.2 A systems approach for training and development models

The training and development models that are discussed here are mainly anchored in the systems approach. This is a systematic training model that has, according to Sloman (1999: 45), shaped the approach to training since 1960. It is an approach that has been referred to as a traditional method of training. Organisations operate in an open environment that may influence them either positively or negatively; hence, there are threats and opportunities that influence organisations of which trainers must be aware during their planning for training and development programmes.

An approach that an organisation chooses in planning for training and development helps to determine a particular theory that has to be formulated (Hanekom and Thornhill, 1993: 51). In this study, the systems approach has been chosen, in order to help in determining the training and development model for the effective implementation of the new curriculum, the NCS, 2002. However, other training and development models informed by the systems approach are also described here.

A systems approach takes into consideration the needs and/or problems of the people or the educators, which is the target group for training and development in this study. The identified problem must be clearly defined, so as to be able to identify the content of training and development informed by the defined objectives. Van Dyk *et al.* (1997: 238) are of the view that the advantage of using the systems approach is in assisting the designer of the training programme to be able to define the problem more clearly, so

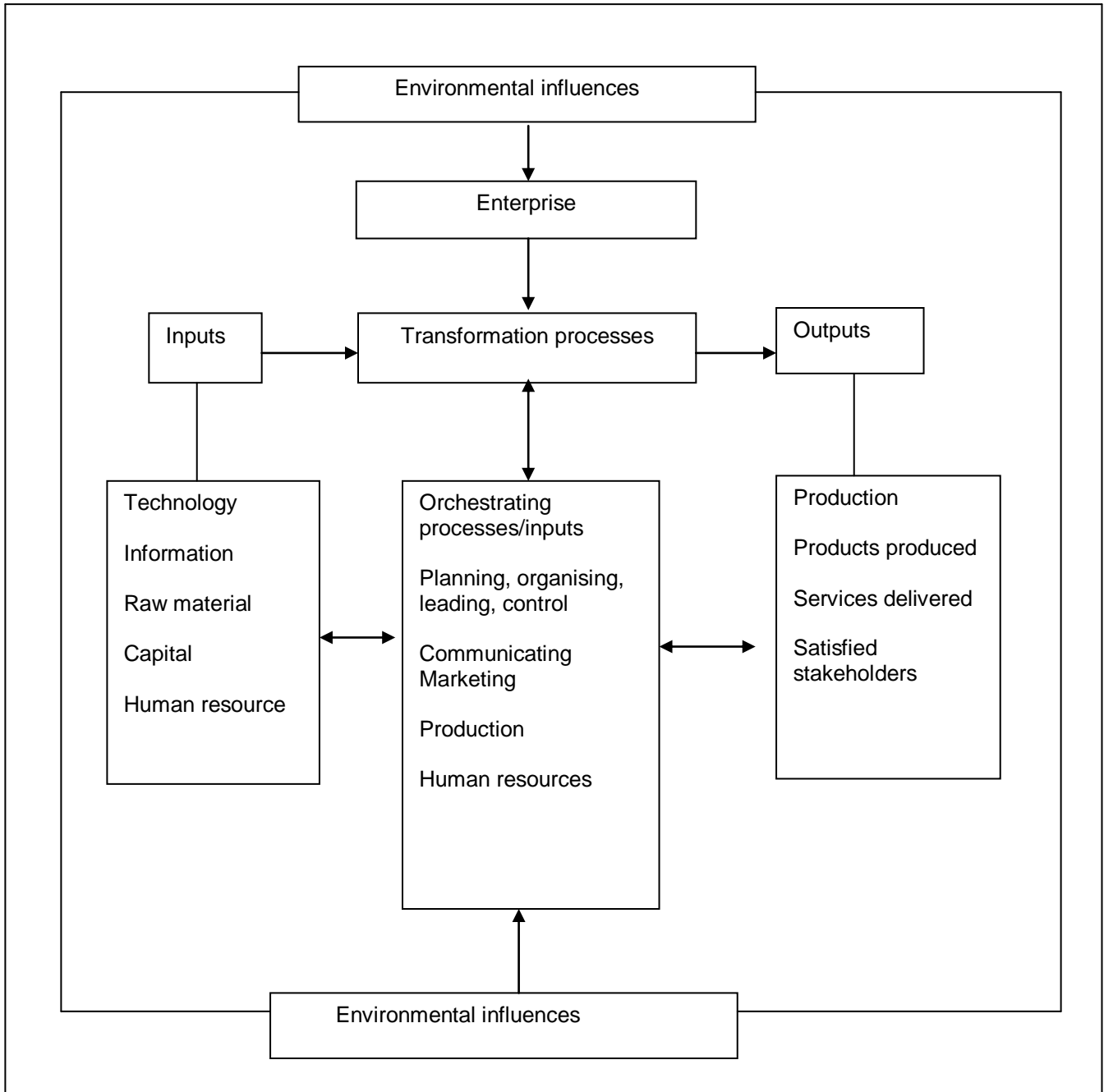
that training and development can focus on working towards possible solutions of the identified problem. It could be argued that a systems approach is very common in addressing political, social, economic and educational problems. This is because the needs of the people must be responded to. Education in this study is discussed in the political context, whereby the educational imbalances of the past are addressed through the implementation of the new curriculum, the NCS, 2002.

5.3 The Open-Systems model

The concept system in the context of an open system is, according to Bayat and Meyer (1994: 85), an ecological term that refers to an organisation as a system that is interacting with its environment, both internally and externally and is, in turn, influenced by it. Its focus is on the set, commonly referred to as a subsystem of the whole; the interrelatedness of the units, as well as the relationships between the subsystems and the external environment that influences the system means that the organisation, as a system, receives its inputs from its environment.

The influential factors from the surrounding environment may be economical, legal, technological and political changes within which the organisation is operating (Erasmus *et al.*, 2006: 7). In this study, the Limpopo Department of Education, under discussion here, operates as a subsystem within a government system. The following is a diagrammatic representation of an organisation as a system, as portrayed by Erasmus *et al.* (2006: 8):

Figure 4: The organisation as a system



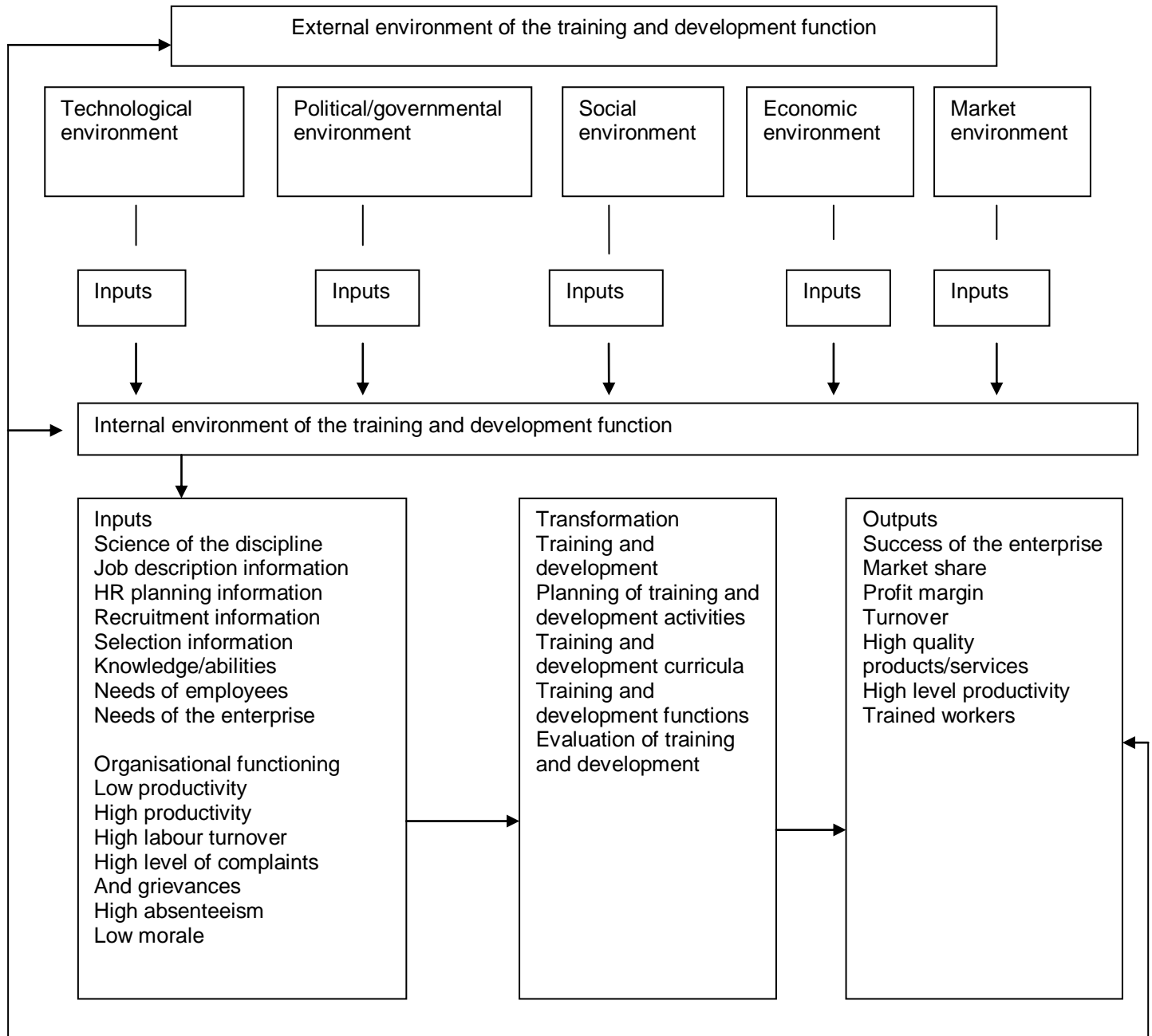
Source: (Erasmus, B.J., Loedolff, P.Z., Mda, T. and Nel, P.S. 2006. *Managing training and development in South Africa*. Oxford University Press, Cape Town, p.8)

The environmental influences that are referred to, in this diagrammatical representation include; technological, political, social, economical and market environments. According to Erasmus *et al.* (2006: 8-9), the economic state of any country has an enormous influence on the country's products and services. If the demand for the product and services increases, more employees will have to be employed, and there would then be a need for them to receive training and development, so that they can become more effective and efficient. Internally, the training and development environmental inputs that an organisation needs comprise the technical input and the organisational functioning. The political environment plays an important role in an organisation. It is difficult to separate politics from public administration and other systems, such as the social and economic environment. As a result, the education system in South Africa is largely shaped or influenced by the political system - referred to here as the political environment, which works interdependently of other systems.

According to Van der Waldt and Helmbold (1995: 23), the political system in South Africa is enforced by the ruling political party; and it is underpinned by the constitution of the country, in this case the Constitution of the Republic of South Africa, 1996. In supporting the influence that politics has in organisation, Luthans (1981: 389) defines politics in an organisational context as referring to the structure and process of the *“use of authority and power to effect definitions of goals...”*

The technical inputs and organisational functioning, as part of the internal environment of the training and development function, are outlined in figure 5 below (Erasmus *et al.*, 2006:9). Figure 5 below shows the link between the external and internal environments, and the influence that those factors surrounding the organisation as a system have on the training and development functions of the organisation. The transformation process in the figure becomes the conversion box, in which the inputs or factors from the external environment influence the internal environment of the training and development function – either positively or negatively in the achievement of the set training and development objectives.

Figure 5: Internal and external training and development environment



Source: (Erasmus, B.J., Loedolff, P.Z., Mda, T. and Nel, P.S., 2006. *Managing training and development in South Africa*. Oxford University Press, Cape Town, p.9)

The outputs, amongst others, reflect the quality of the products or services, lower labour and absenteeism costs, a reflection of the attitudes that have changed, and the level of ability and skills that have been improved after the training and development programme has been rendered. The outputs produced or achieved after the training and development programme has been rendered, should be evaluated. After training and development has been conducted, an evaluation process must be conducted, in order to determine the areas that need further training and development in the organisation, as a system that is composed of integrated elements (Erasmus *et al.*, 2006: 9-10).

The meaning of a system is explained by Van Dyk *et al.* (1997: 238), who argue that a system is a set of integrated elements or subsystems that interact with each other. A system may be regarded as either “open” or “closed”. According to Erasmus *et al.* (2006: 7), an open system is one where there is an interaction between the system and its surrounding environment, while a closed environment is the opposite of an open system. Here, there is no interaction between the system and the surrounding environment. In the context of this study, it could be argued that the training and development of educators in the Limpopo Department of Education in the Vhembe District may be regarded as a subsystem within a government system.

In the context of a systems approach, training and development are regarded as comprising a transforming process, whereby the educators’ needs, such as the correct understanding of NCS, 2002, policy and OBE are turned into inputs. These inputs are processed through the training and development programmes, and their training syllabus is transformed into intangible outputs in the form of abilities, skills, knowledge and attitudes. It is only after the transformation process has been rendered that quality education can be achieved. From the above description of a system, Van der Waldt and Helmbold (1995: 17) identified the environment, inputs, process, and outputs as the basic variables of an open systems model.

The environment variable provides a framework within which training and the development of educators can take place. According to Erasmus *et al.* (2010: 6), the

training and development functions of an organisation receive their inputs from both the internal and external environment. The external environment, amongst others, includes the technological, political, social, economic and legal factors. All these, in the context of the study, could be associated with the demands or needs of the educators. Any changes in the organisational functioning of the Limpopo Department of Education, such as low morale and motivation, fall into this category, while technical factors would include job descriptions, recruitments and assessment of educators' performance.

According to Van der Waldt and Helmbold (1995: 17), inputs that influence training and development in the organisation would be the environmental constraints that place restrictions on the performance of employees in the organisation. As a result, demands are made in the form of needs, whereby opportunities can be created and resources made available, so that the needs of the employees are met. In the context of the training and development of educators in the Limpopo Department of Education, the changes that are brought about by the new curriculum, the NCS, 2002, place a need for the retraining of educators in the correct and effective interpretation of the new curriculum and its teaching methodology, the OBE.

The inputs factors in an open system are outlined by Mosley and Dessinger (2010: 343) as including factors such as trainee qualifications, programme design, trainer quality and resources. The processing of inputs into outputs is viewed by Moskowitz (2008:108) as referring to the process variables. These include the learning process, whereby the relationships and interactions of the trainers develop together with their trainees. According to Van der Waldt and Helmbold (1995: 17), the processing of inputs into outputs is composed by four aspects, namely: the task, which is the activity that has to be performed, the individual trainees and trainers involved in the performance of the task, formal organisational rules and informal organisational rules – such as patterns of power, influence, values and norms.

Erasmus *et al.* (2006: 9) and Mosley and Dessinger (2010: 343) agree on the representation of the transformation process. Both of these sources argue that the

processing factors include variables, such as the planning, the development of the training curricula and the delivery of the training programme. The processing in this study reflects the training and development process of the public schools educators, so that they are capacitated for the effective implementation of the new curriculum, the NCS, 2002, in the achievement of quality education in the Limpopo Department of Education.

The outputs in an open system are in the form of goods and services, which are the results of the inputs that are processed. According to Van der Waldt and Helmbold (1995: 18), outputs are a reflection of the efficiency and effectiveness of the organisation's achievement in relation to the realisation of its strategic objectives. The new curriculum, the NCS, 2002, can be regarded as an output after the demands and the need to redress the educational imbalances of the past have been processed and responded to through the transformation process in education in South Africa (i.e. decisions and actions as outcomes of processing). Mosley and Dessinger (2010: 343-344) argue that outputs may be viewed as short-term results, such as the trainees reactions, their knowledge and skills that they have gained after training, as well as any improvement in their job performance, whereby productivity is maximised. It means that the positive output that training and the development programme achieve are rendered visible by the improved level of competence that educators can now demonstrate in terms of the implementation of the new curriculum, the NCS, 2002, in the achievement of quality education.

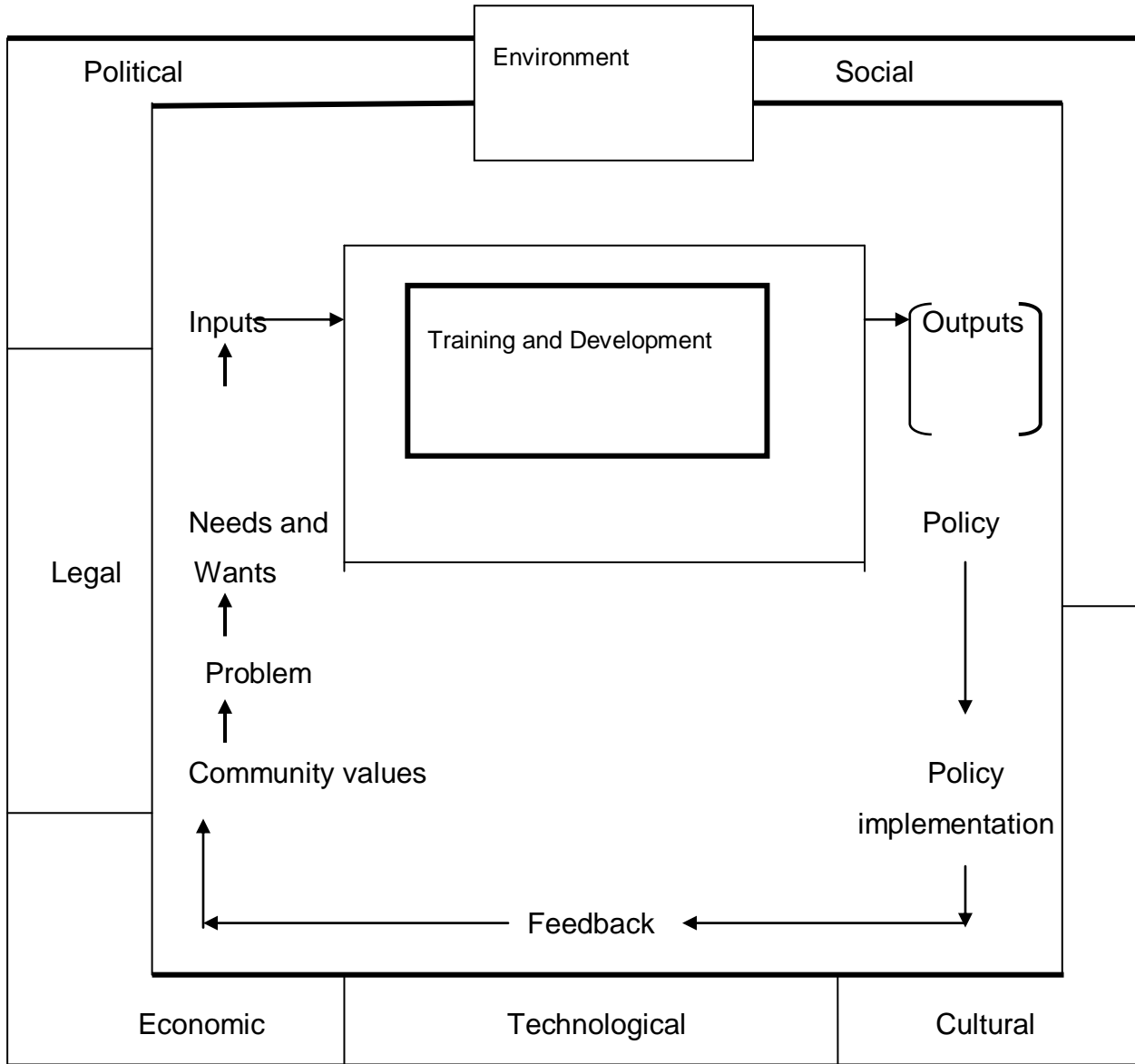
The training and development process that is implemented through an open system model gives emphasis to the need for feedback through evaluation, so that information is provided on the state of readiness of the human capital as an organisational asset (Mosley and Dessinger, 2010: 360). According to Silber and Foshay (2010: 554), evaluation is done for the purposes of getting feedback; it is an essential component of the instructional design process. Feedback allows individuals – from their different organisational levels during the training and development process – to monitor support and correct their own actions at work. Furthermore, feedback enables a person or an

employee to know whether his or her effort is adequate, or needs to increase (DeCenzo and Robbins, 2010: 243). Through feedback that is attained via evaluation, the cyclical and continuous process of training and development in a systems model can be completed.

The above components can be linked with the new curriculum implementation, the NCS, 2002 and the ultimate conceptualisation of the training and development model, which is the focus area of this study. It is the environment from which the system receives its inputs which are processed, so that they become outputs. These are either products or services that must eventually be evaluated. The products or services are evaluated to check whether they are of quality. In the case of this study, evaluation is done in order to get the feedback on the value or impact that training and development programme have had on the trainees. The intention is to get the feedback that would determine whether retraining is needed – as well as any specific areas that need attention. It is through evaluation that a detailed external view on how the programme was conducted is provided (Moseley and Desinger, 2010:277).

As a subsystem, Figure 6 below shows an open systems model in the context of a systems' approach within which training and development evolve:

Figure 6: A simplified figure of an open systems model for development and training



Source: (Adapted from: Van Der Waldt, G. and Helmbold, R. 1995. *The Constitution and a new Public Administration*. Juta, Kenwyn, p. 18)

The above figure has been simplified from Van der Waldt and Helmbold (1995: 18). It shows the relationship with the implementation of the new curriculum, the NCS, 2002,

and its related educational policies. The implementation of the new curriculum, the NCS, 2002, happens within and/or is influenced by different environments, such as political, social, economic, legal, technical and cultural. The systems model presented here shows an employee as a subsystem working within an organisation as a system (Gerber *et al.*, 1987: 45). In this study, the employees are the public school educators operating in the Limpopo Department of Education as an organisation. The inputs from the external environments are presented to the legislature, either as problems or needs for debating in the legislature, so that an informed decision can be taken to address the identified problem or need.

In the South African situation, the problem is the need to achieve quality education. As a result, the final output reached is in the form of an educational policy that has been designed as the new curriculum, the NCS, 2002. This should be implemented in order to address the identified need. The new curriculum, the NCS, 2002 is an output that seeks to address the educational imbalance created by the apartheid system, so that quality education, based on equality, is achieved in South Africa.

At the same time, the training and development needs of the educators is a problem that needs to be addressed if quality education is to be achieved. However, continual assessment of the progress in the effective implementation of the new curriculum, the NCS, 2002, should be done, in order to get feedback, so that corrective measures can be taken. The assessment of both the employees and the organisation, in order to get the feedback is, according to Gerber *et al.* (1987: 45), characteristic of the organisation as a social system.

There are five stages that the systems model within a systems approach as a methodology follows, according to Van Dyk *et al.* (1997: 239):

- (a) Problem definition (in systems terms);
- (b) Analysis (to generate alternatives);
- (c) Selection and synthesis of an optional solution;
- (d) Controlled implementation; and
- (e) Evaluation and possible revision.

The five stages of the systems model referred to here are also applicable to the training and development process that is conceived in this study. The need for training and development has to be defined, so that the relevant content can be selected, and then followed by the choice of the right training and development method. For example, the ineffective implementation of the new curriculum, the NCS, 2002, may be an indication of inadequate training that has been given to educators.

Alternative solutions to address the identified problem should always be carried out. The alternative may be either the provision of in-school support for educators or a need to arrange off-the-job training in the form of a workshop that has to be conducted for the educators, depending on the training and development gap identified. Critical assessment and synthesis of the available solutions would have to be selected, so that they can be effectively implemented. Constant evaluation of the implementation process, as informed by the training and development programme, has to be done – so that feedback received can provide an opportunity for effective revision to the employees.

It is on the basis of the above argument that it could be concluded that the study findings shows that there is some relevance between the systems model and how training and development of educators is conducted in the Limpopo Department of Education. The training and development model that the study conceives could be used for the correct and effective implementation of NCS, 2002, in the public schools – in the Limpopo Department of Education. As a result, quality education in the Limpopo Province, in particular, and the Republic of South Africa, in general, could be achieved.

5.4 The Nadler's critical events model for training and development planning

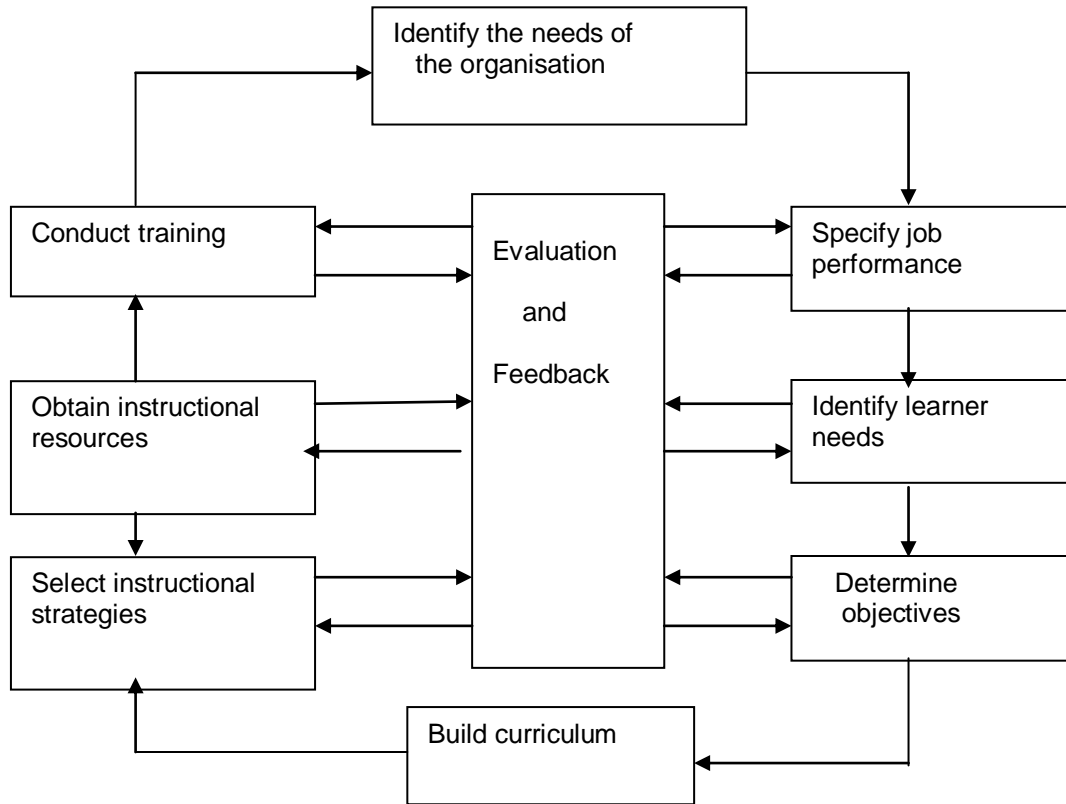
The study has identified Nadler's critical events model as a model whereby training and development for educators can be conceived – in order to address the challenges faced during the implementation of the new curriculum, the NCS, 2002 by both the educators and the Department. The study views this model as being responsive to the needs of

the educators and the Department wanting to see the successful implementation of the new curriculum for the achievement of quality education.

Nadler's model is presented in nine different steps or stages that quality training and development have to go through, whereby each step or stage has to be evaluated, so that feedback can be obtained. The feedback obtained helps in taking corrective measures, so that the intended training and development objectives can be realised. According to Nadler (1982:14), the critical events model is the training and development model that views the training and development process holistically in the context of a systems approach. A systems approach critically looks at all the factors – both from the internal and the external environment affecting the organisation as a system. As a result, the training design should be properly chosen, so that the training programmes can become effective.

The following figure, Figure 7 represents Nadler's critical events model (Erasmus *et al.*, 2006: 15). The model comprises nine steps through which the training process could be carried out in an organisation. The Nadler's critical events model is illustrated diagrammatically as follow.

Figure 7: Nadler’s critical events model



Source: (Erasmus, B.J., Loedolff, P.Z., Mda, T. and Nel, P.S., 2006. *Managing training and development in South Africa*. Oxford University Press. Cape Town, p.15)

Step 1: Identifying the needs of the organisation

The organisation as a system is affected by both the internal and external factors. The organisation continuously interacts with the environment within which it is operating. The needs for training and development are generated by factors, such as change in the product or service that is provided, change in the rules or policies or machinery, together with the new service that is provided in this step. Both the individual and the organisation should be taken care of (Erasmus *et al.*, 2006: 14). The Departmental needs identified in this study have been triggered by educational transformation that saw the new curriculum design in the form of the NCS, 2002. The new curriculum

created a need for educator retraining for the successful implementation of the new curriculum.

Step 2: Evaluation and feedback

Evaluation is regarded as an important step of the model, a process that needs to be continuous in a training and development sequence, so that each step can be effectively carried out. Conyers and Hills (1986: 172) argued that resource constraints in organisations – in the third world and developing countries – make evaluation process to be undertaken, more necessary after the training and development programme have been implemented. The evaluation should be seen as a process to be catered for in every step during the training and development process. It serves as a reflection, so that the objective set is not deferred.

Step 3: Specifying performance

This is done in order to determine an employee's work that needs critical analysis. The purpose is for the supervisors to measure the performance standards of each employee (Erasmus *et al.*, 2006: 14). When the performance of the employees is good, the organisation becomes effective. Furthermore, the effectiveness of an organisation should be assessed. According to Carnall (1990: 69), the purpose of assessing effectiveness is to identify those sources that contribute to the ineffectiveness of the organisation. With the training and development of educators for the successful implementation of the new curriculum, sources that may contribute to the ineffectiveness of the department in the successful implementation of the new curriculum can be quickly identified – and addressed or removed.

Step 4: Identifying training needs

This is the critical step whereby the training content is identified. The gap between the individual performance and the set standard has to be minimised or removed. The needs identification is summarised in the following formula (Erasmus *et al.*, 2006: 15):

$$P - KD = N$$

This is where,

P = the expected performance

KD = what the employee already knows

N = needs

The development of the training and development programme is largely dependent on or informed by the needs that have been identified. As a result, the success of the training would be determined by the precision with which this step is carried out. In the study, the training and development curriculum should be correctly stipulated. This would include the new curriculum and its related policies, as well as the new teaching methodology, the OBE that educators should correctly comprehend and internalise. Adequate time and resources needed for quality training should be provided if quality education is to be achieved.

Step 5: Formulating training objectives

The purpose of training should be clearly outlined in the form of the training objectives against which the performance will be measured. This can comprise both specific and general objectives. Conyers and Hills (1986: 76) argued that the goals and objectives serve as an expression of what the organisation has planned. The formulation of the objectives represents the initial stage in a planning process. The study would argue that the overall training and development of educators and curriculum advisors as trainers in the new curriculum, the NCS, 2002 is to achieve quality education in South Africa, and the Vhembe District in particular.

Step 6: Compiling a syllabus

A carefully planned training and development programme would be based on the training content that forms a training syllabus to attain the set organisational training objectives (Erasmus *et al.*, 2006: 16). The training and development syllabus has to be

carefully compiled; this should include new subject content for both educators as trainees and trainers, so that they are able to give support in schools.

Step 7: Selecting instructional strategies

The syllabus and content for training will determine the training methodology or methodologies that the trainer will choose when conducting training and development of the employees of the organisation. The training and development methods could be varied in the same training and development programme. Sometimes, the selection of an instructional method for the purpose of providing effective training and development would depend on the uniqueness of the training situation.

There is no single training and development method that fits all situations (Erasmus *et al.*, 2006: 16). The selection of the training and development method may be situational. The most commonly used training and development strategy that the Limpopo Department of Education use for educators and trainers is off-the-job training methods, such as workshops. These are the workshops that educators have indicated that they were not allocated adequately, hence the need to further undergo some training and development in the new curriculum.

Step 8: Acquiring instructional resources

The success of any training and development presentation depends on the training resources that are provided by the organisation. The resources available for training and development strategies that trainers use within the organisation play an important role in determining the success of the training and development programme. These resources are physical resources that include training equipments, financial resources and human resources – who are trainers, instructors and trainees (Erasmus *et al.*, 2006: 16). The challenges regarding resources that the study has identified include the under-utilisation of training and development funds that the Vhembe District faces, a shortage of competent educators in scarce skills subject and a shortage of curriculum advisors as trainers, as well as a shortage of laboratories and libraries.

Step 9: Presentation of training

The step indicates the actual activity of a training process whereby all the preparations from step one down to step eight are combined, so that training can be carried out effectively in the organisation. It is at this stage – in the case of the study – that educators would be receiving their training for the successful implementation of the new curriculum, the NCS, 2002.

The relevance of Nadler's critical events model in the study is because the model is responsive to the needs of training and development, an approach which, if correctly applied, is good in the planning process. It is therefore against this background that the proposed conceptualised systems model in the study seeks to respond to the needs of both the educator and the Department in the effective implementation of the new curriculum, the NCS, 2002.

The model further proposes that evaluation and feedback could be done at any time during the process – without first waiting for the implementation of the training and development programme. For example, when the trainees' needs have been identified, evaluation could be done, so that an informed feedback is given on whether all the trainees' needs have been correctly addressed to their satisfaction, in such a way that they are competent in discharging their tasks. Although Nadler's critical events model is, according to Erasmus *et al.* (2006:15), taking a holistic systems approach, the model does not first prioritise the objectives of the organisation before the trainees' needs. The needs of the organisation, as presented by the model, should have been followed by the set organisational objectives, after which the identified trainees' needs should be in line with the achievement of the organisational objectives.

5.5 The conceptualised systems model for training and development

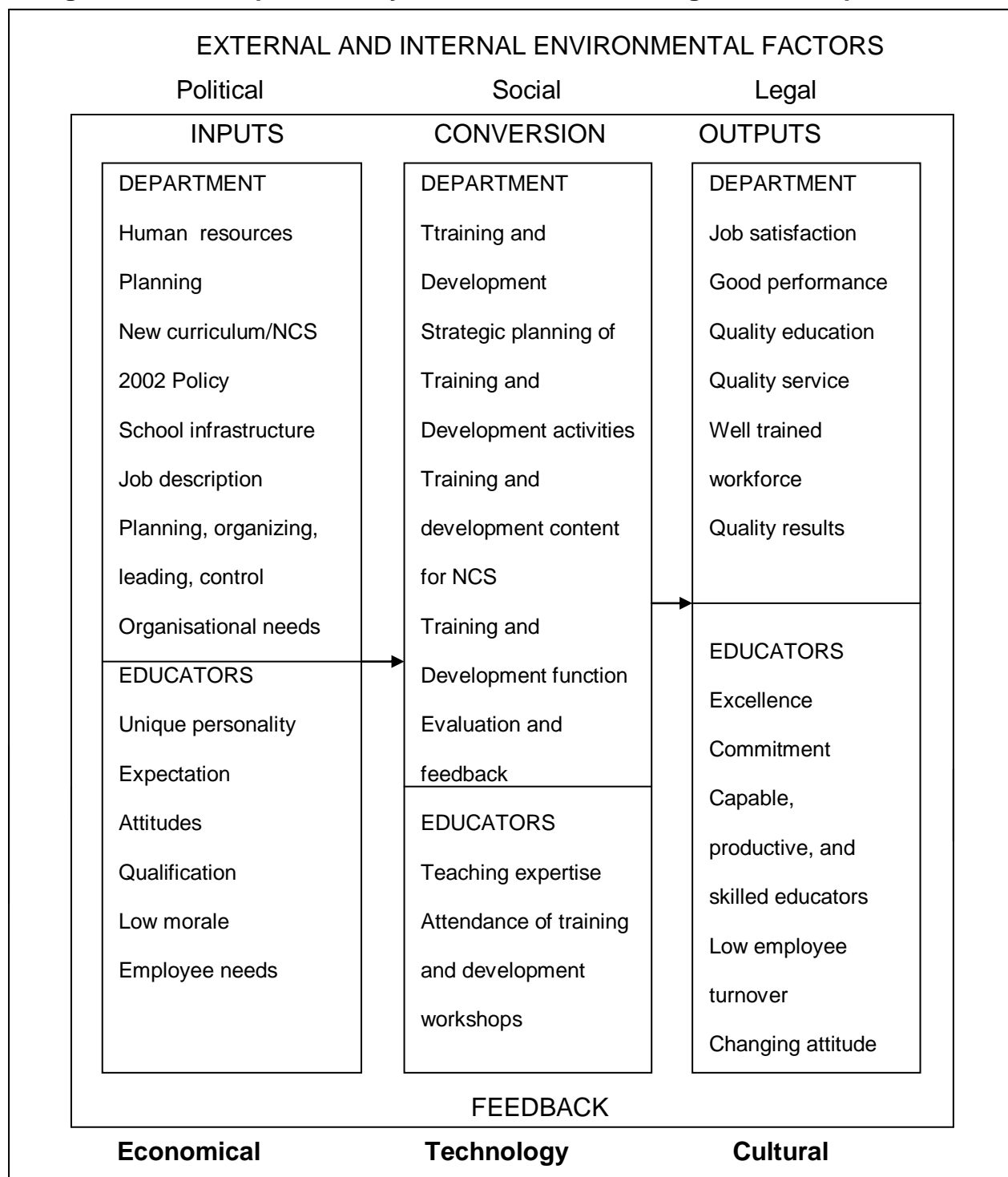
The training and development programmes in the study relevant to the effective implementation of the new curriculum, the NCS, 2002, in the Limpopo Department of Education for the achievement of quality education are largely informed by the systems model. It is from the systems model that the training and development model is

conceptualised; hence, the conceptualised systems model for training and development is proposed by the study.

The conceptualised systems model for training and development that is proposed in the study in the context of a systems model outlines the roles played by the Department and educators as major stakeholders in the process. Both the Department and the educators operate as systems. The model reflects the inputs, the conversion reflecting the activities carried out, or the transformation process and the outputs that are achieved in the process. As in the systems model, the conceptualised systems model for training and development is influenced by the external and internal environmental factors within which the systems operate.

The following is a proposed figure (Figure 8) representing a conceptualised systems model for training, and the developmental process of the public school educators in the Limpopo Department of Education, in general, and the Vhembe district, in particular, for an effective implementation of the new curriculum, the NCS, 2002, as influenced by the environment within which it is operating. The proposed conceptualised systems model gives emphasis on the role that both the Department and educators play in providing inputs that should be converted into outputs. The Department and educators are presented as important stakeholders that should be committed towards the achievement of training and developmental objectives. They are stakeholders that should reflect mutual relationship. The success of one stakeholder in achieving its desired objective is dependent on the commitment of the other. As a result, constant feedback should be given to assess the training process so that challenges that are identified can be quickly responded to. The following is a diagrammatical representation of the proposed conceptualised systems model in the study as adapted from David Easton's systems model:

Figure 8: A conceptualised systems model for training and development



The above conceived systems model is recommended in the study, as one of the relevant models that could be adopted and used by the Limpopo Department of Education, in general, and the Vhembe District, in particular, for the provision of training

and the development of public school educators in the correct implementation of the new curriculum, the NCS, 2002. The training and development that is proposed in this study would be responsive to the needs of the trainees in the form of inputs from the two main stakeholders, the Limpopo Department of Education and the public school educators.

The proposed conceptualised systems model in the study could help in addressing the above challenges that the study has identified. These include the responses received from the questionnaires sent out to both the educators and curriculum advisors, some of which were quoted in the preceding chapter. These challenges include, amongst others: the negative attitude that educators have towards the new curriculum; inadequate time allocated to the training and development programme; unintended consequences of selective training; inadequate knowledge levels of curriculum advisors; shortage of evaluation and/or feedback and the training and development moratorium.

All these challenges were outlined in Chapter Four of this study. The conceptualised model would then try to address these challenges, as needs that come into the conceptualised systems model as inputs from both the Department and educators that should be quickly responded to, so that the intended training and development objective of the attainment of quality education could be achieved by productive, capable and committed educators, who present excellent service. The Department of Basic Education converts the inputs into outputs, by providing the training and development service to the educators, so that the new curriculum, the NCS, 2002 is correctly implemented in schools.

The main objective that has to be achieved by the stakeholders is the effective implementation of the new curriculum, the NCS, 2002, in public schools for the achievement of quality education. The educators, as employees, in the study are a subsystem within the Limpopo Department of Education as a system that continues to interact with its influential environments, both internal and external. All the stakeholders contribute towards the input of the system that has to be processed in the conversion

box. According to Hanekom *et al.* (1987: 32), the inputs from the external environment serve as the basis for actions that have to be taken, or tasks and activities that need to be carried out by the policy-maker. This involves responding to issues, such as community needs and any problems that have been identified by the organisation.

In this study, the Department provides amongst others, as an input, the human resources that must receive training and development, the job description, the new curriculum to be implemented, the resources and planning information. The educators, as a subsystem, have the necessary experience and ability, teaching qualifications, and an organisation as a system that is dependent on the input, an intake of energy that helps the functioning process to convert inputs into outputs. In the conceptualised model, both the Department and the educators provide the inputs that activate the transformation process, which in the case of this study, relates to the training and development process of educators.

The conversion in the proposed model becomes the stage where educational transformation regarding training and development takes place. The conversion stage in this study is, according to Hanekom *et al.* (1987: 32), the stage in which the inputs are converted into outputs. The conversion becomes the stage in the conceptualised systems model where training and development activities are carried out or processed. This is mainly informed by the packaged training and development content, the strategic planning, the expertise offered by the workforce that attend the training and development programmes. The conversion task is what Henry (1975: 233) called the conversion process, where the inputs are processed into outputs in the form of goods and services.

It could be argued that through the conceptualised systems model, the training and development process becomes the conversion process that is carried out and made possible when the clients or educators, as recipients of the training and developmental process, are available for the training and development workshops that are planned for them by the department or district. The ultimate outcomes achieved become the desired

output of both the department and the educators. Challenges by all the stakeholders during the process of training and development may be inevitable, and should be addressed accordingly, if the training and development objectives are to be achieved.

The entire process of training and development, as outlined in the study's conceptualised systems model of training and development, needs to be evaluated to assess its successes and challenges, so that feedback information can be given back to the organisation or department in this regard. These include: job satisfaction, quality service, a trained workforce, excellence, commitment, low employee turnover, changed attitude. The feedback information given assists in the planning and selection of the specific training and development content for further training and development programmes. This becomes possible as the results or outputs delivered become the means of providing new inputs, and thereby creating a repetition of the internal process of training and development. As a result, the systems process becomes cyclical, until the desired set training and development objectives are fully achieved. Gerber *et al.* (1987: 527) argue that the achievement of the set objectives could include, amongst others, the reduction of costs, lower employee turnover, reduced absenteeism or grievances, an increase in the quality of service and the quantity of production and improved morale. In this study, the achievement of set objectives would mean producing skilled, capable, competent and committed educators - for the achievement of quality education as good school results would also be achieved. However, evaluation process is important to check unintended negative results of the training process. The evaluation is a process that should be continuously conducted; and it must not be a once-off organisational exercise.

As in any other training and development models, the conceptualised systems model proposed in the study strives to achieve the training and development objectives of the educators in the effective implementation of the new curriculum, the NCS, 2002. The achievement of the objectives would be informed by the common main elements that each trainer needs to consider when planning, in order to conduct a training and development programme for the implementation of training and development design.

The design, in this context should have been informed by the conceptualised systems model that was suggested in the study.

According to Van Dyk *et al.* (1997: 241-2), there are five common elements of a training design that are characteristics of a systems model. All these characteristics may also be relevant in designing an approach through which the proposed conceptualized systems model could be effectively applied during the provision of educator training in the Vhembe District. These characteristics are as follows:

- (a) The identification of training need;
- (b) The training objective;
- (c) The selection and design of programmes;
- (d) The carrying out of training; and
- (e) The evaluation feedback loops.

The objective of training and development should be clearly stated, after which the preferred and suitable training and development method must be selected that would make it easier for the trainees to understand the content and purpose of the training and development programme. The implementation of the conceptualised model of training and development should effectively be carried out if the training and developmental objectives of the Limpopo Department of Education regarding the new curriculum, the NCS, 2002, are to be achieved.

The conceptualised systems model for training and development that the study has provided may be, in the context of a systems approach, related to the general critical events model that was proposed by Nadler (1982: 14). The relevance of this model to the conceptualised systems model of training and development is mostly related to the actual carrying out of the training and development activities by the trainers involved in the process. For the planning process, the trainer may find relevance in using Nadler's critical events model as a plan for the effective implementation of the conceptualised training and development model. As a result, a brief explanation of the Nadler's critical events model was outlined in Chapter five. In view of the conceptualised systems model of the study, the needs that have become inputs – from both the Department and the

educators – and these must be duly taken into consideration, when planning for the training and development that is being carried out.

The choice of the implementation plan of the conceptualised systems model for the training and development of educators in the study depends on the trainer. The Limpopo Department of Education as a system, in the context of a conceptualised systems approach, is largely influenced by both the internal and external environmental factors, so that the envisaged positive outputs, as set objectives are achieved. Above all, the significance of the training and development process, after having selected a particular training and development model - which in this case is a conceptualised systems model - should, according to Ndevu *et al.* (2007: 162), provide the following advantages:

- (a) The development of individual skills, knowledge and abilities to perform job-related tasks effectively and efficiently;
- (b) A familiarity on the part of employees with the new system, procedures and methods on how to perform their tasks; and
- (c) The necessary assistance to employees for them to become familiar with the particular requirements of their jobs and that of the organization.

The proposed conceptualised systems model for the training and development programmes in the study could be used to examine broad issues within the organisation or department, such as the objectives, functions and aims that are formulated. The systems approach uses step-by-step procedures to solve organisational problems. From the above, given the conceptualised systems model for the training and development of educators, the successful implementation of the new curriculum, the NCS, 2002, in public schools in the Limpopo Department of Education as a system, is anchored by four major inputs. These inputs are: technology, human resources, material, and time. These inputs are required to produce goods and services. According to Van der Walddt and Helmbold (1995: 19), a government is an open and dynamic system; government departments as subsystems, cannot be separated from the environment, either internal or external, from which they are operating. It is the

responsibility of the trainers to be aware of the internal and external forces; these are the environmental factors that may influence the process of training, either negatively or positively, as threats or as opportunities.

In this study, the curriculum advisors, who are trainers of the public school educators in the Vhembe District in the Limpopo Department of Education, would be affected by some of the threats, such as poverty, inequality and the lack of resources in the effective training and development of the Vhembe District educators. As has already been stated in Chapter 4 of the study, the inadequate provision of adequate training funds, as a result of underspending, has negatively affected the provision of quality training and the development of educators for the effective implementation of the new curriculum, NCS, 2002. A well-planned and well-executed training and development programme is likely to produce capable, productive, skilled, committed and competent educators, who are knowledgeable and possessed of a positive attitude towards the attainment of quality education in the Limpopo Province, in general, and the Vhembe District, in particular. Final resources that are budgeted for training and development of educators should be effectively and efficiently managed and used accordingly. For the purposes of good financial management, Silber and Foshay (2010: 662) argue that strategies should be put in place that determine the total expenditure to be incurred, through which expense reporting, the purchasing of resources and the annual budgeting processes can be strictly adhered to.

The curriculum advisors are expected to be confident and expert trainers in their field or subject specialists who are more knowledgeable than the trainees. As trainers of educators, they should have familiarised themselves with the implementation plan to be used in the implementation of the conceptualised systems model of training and development of educators, so that quality education is achieved. Such quality education will only be achieved when there is a well-trained workforce that gives quality results and service – as a result of excellent performance. Goad (1982: 24) argued that if a trainer is frequently challenged in a training situation, and cannot put the issues that are problematic to the trainees to rest, the efficacy of training would be seriously affected.

An example in this regard is highlighted by the Final Report of the Task Team for the review of the implementation of the NCS (2009: 56), in which a poor understanding of the new curriculum, the NCS, 2002, and its related policies and OBE methodology resulted in confusion and uncertainty among the educators, thereby leading to the development of a negative attitude towards the new curriculum.

5.6 Conclusion

On the basis of the systems approach models of training and development, discussed above in the context of a system approach, the Limpopo Department of Education can address its educational training needs via the implementation of the new curriculum, the NCS, 2002, through the conceptualised systems model of training and development that is proposed in this study. The curriculum advisors, as trainers responsible for the provision of training and the development of educators in the Vhembe District and the Limpopo Department of Education, may thus adopt Nadler's critical events model during their planning process.

The evaluation and feedback that the plan provides will enable trainers to effectively assess whether the training and development of educators has achieved the desired departmental objectives. The feedback helps in identifying any training and development gaps that would require the provision of targeted training in a particular selected training and development content. In the process, the trainer may revisit and/or change the training strategies, so that the retraining and development that is provided may become properly effective.

The new curriculum, the NCS, 2002, must be clearly understood by educators, as they are the most important stakeholders, and are responsible for its meaningful and effective implementation in public schools. The training and development provided through the proposed model, the conceptualised systems model for training and development helps educators to interpret and understand the new education policy documents, such as the NCS, 2002. Ornstein and Hunkins (2004: 298) argue that one

of the reasons why curriculum implementation may miscarry in any country is because of the fact that the implementation process has not been critically considered. The process needs thorough planning and the correct selection of the implementation model, whereby all the stakeholders' interests and concerns are seriously considered. As a result, the success of any training and development process is mainly vested in a well-planned and carefully chosen training and development model by an affected organisation. All governments encourage good management and administrative practices from human resources and/or training managers, so that all the operational plans could be well executed.

Through these plans and the adopted training and development model, which are expected to be effectively implemented, employees or educators in this regard would be able to enhance their knowledge and skills in their job performance. Sloman (1999:64) argued that the formulation of a coherent training and development model promotes professionalism of the training function within the organisation. In the context of this study, the training and development of public school educators in the Limpopo Department of Education and in the Vhembe District, in particular, could effectively receive their training and development in the suggested conceptualised systems training and development model. Most importantly, the success of the proposed conceptualised training and development model would be determined by the practical realities of the environmental factors within which the Vhembe District, as an organisation, is operating, namely: the political, social, legal, economic, technological and cultural factors.

The next chapter of the study will focus on the recommendations and conclusion of the findings that have already been discussed. The recommendations given by the study could, if applied, help in the effective training and development of the Vhembe District educators for the correct implementation of the new curriculum, the NCS, 2002. As a result, their knowledge and skills in the implementation of the new curriculum, the NCS, 2002, would be enhanced.