

**THE  
SUPERVISORY TRAINING  
COURSE OF THE  
SANDF:  
AN OCCUPATIONAL SOCIAL  
WORK EVALUATION**

By

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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE

**MAGISTER ARTIUM IN SOCIAL WORK**

WITHIN

**THE FACULTY OF HEALTH SCIENCES**

POTCHEFSTROOM CAMPUS

**NORTH WEST UNIVERSITY**

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Potchefstroom

May 2006

## **SUMMARY**

### **THE SUPERVISORY TRAINING COURSE OF THE SANDF: AN OCCUPATIONAL SOCIAL WORK EVALUATION**

#### ***Key words:***

Occupational Social Work, Supervisory Training Programme, Military Social Work, South African National Defence Force (SANDF), South African Military Health Service (SAMHS).

#### ***Background:***

The productivity and well-being of the SANDF are dependent on the effective functioning of its individual members, positive relationships amongst various groups of members and between members and the organization. Military social work, based on occupational social work, was established in order to support the well-being of the organization. Supervisors within the South African National Defence Force play a fundamental role in the management and assistance of employees and organizational units whose performance is affected by a range of problems. These supervisors are the key role players in the identification and effective referral of employees whose performance is affected by problem situations. The Supervisory Training Course was developed and implemented by military social workers as a training aid to equip supervisors in appropriate ways of managing and assisting employees and organizational units. The Supervisory Training Course (a very comprehensive package) is currently presented on a small scale amongst SANDF supervisors. These supervisors are not using acquired knowledge and skills effectively regarding the management of their subordinates. This situation motivated the researcher to undertake this study.

## OPSOMMING

### DIE SUPERVISORS OPLEIDINGSPROGRAM VAN DIE SANW: 'n BEDRYFSMAATSKAPLIKE WERK EVALUASIE

#### *Kern woorde:*

Bedryfsmaatskaplike Werk, Supervisors Opleidings Program, Militere Maatskaplike Werk, Suid Afrikaanse Nasionale Weermag (SANW), Suid Afrikaanse Militere Gesondheids Diens (SAMGD).

#### *Agtergrond:*

Die produktiwiteit en welstand van die SANW is afhanklik van die effektiewe funksionering van sy individuele lede, positiewe interpersoonlike verhoudings binne groepsverband asook die verhouding tussen lede met die organisasie. Militere maatskaplike werk is gebaseer op bedryfsmaatskaplike werk en het ontwikkel ten einde die welstand van die organisasie te bevorder. Die supervisor in die Suid Afrikaanse Nasionale Weermag vervul 'n fundamentele rol in die bestuur en ondersteuning van werknemers en die organisatoriese eenhede wie se funksionering deur probleme geaffekteer is. Supervisors vervul 'n sleutelrol in die identifisering en effektiewe verwysing van werknemers wie se funksionering deur probleem situasies geaffekteer word. Die Supervisors Opleidings Kursus is ontwikkel en geïmplementeer deur militere maatskaplike werkers ten einde supervisors te bemagtig met die bestuur en ondersteuning van werknemers en organisatoriese eenhede. Die Supervisors Opleidings Program ('n omvattende pakket), word tans deur militere maatskaplike werk offisiere op 'n baie klein skaal aan supervisors aangebied. Hierdie supervisors pas nie hierdie kennis en vaardigheid effektief toe rakende die bestuur van hul ondergeskiktes nie. Hierdie situasie dien as motivering vir die navorser om die studie te onderneem.

## **ACKNOWLEDGEMENTS**

*I, would like to convey sincere thanks to the following:*

### **MY HEAVENLY FATHER AND SAVIOUR**

- for His grace, love and guidance which has enabled me to achieve my dream.

### **PROF P. RANKIN – MY STUDY LEADER**

- for his guidance and support.

### **DR AMANDA VAN DER MERWE**

- for her linguistic guidance.

### **MY PARENTS**

- for their encouragement, love and support.

### **DONOVAN McGIMPSEY- MY SON**

- for being the purpose of my existence.

### **JACO COETZEE – MY FRIEND**

- for his encouragement, love and support.

### **LT COL ANDRÉ PRETORIUS**

- for his guidance and encouragement.

### **LT DORA MANYAMALALA AND LT TEBOGO NTLATLANE**

- for their assistance in the arrangements and presentation of the Supervisory Training Courses.

### **MY COLLEAGUES**

- for their encouragement and support.

### **THE SOUTHAFRICAN NATIONAL DEFENCE FORCE**

- for financial support.

### **THE STATISTICAL CONSULTATION SERVICE OF THE POTCHEFSTROOM CAMPUS OF THE NORTH WEST UNIVERSITY**

- Dr Ellis for her assistance with the processing of the statistical data.

## PRESENTATION OF RESEARCH RESULTS

This research will be presented in article format according to Rule A.11.5.3 and A.11.5.4 as stipulated in the North West University Year book (2002:17). The content and technical requirements of the articles are based on the South African Journal *Social Work/Maatskaklike Werk*.

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## **SECTION A**

### **INTRODUCTION AND ORIENTATION**

#### **1. PROBLEM FORMULATION**

This research focused on the evaluation of the Supervisory Training Course of the South African National Defence Force (hereafter abbreviated SANDF). The SANDF consists of four arms of services, namely the South African Army, the South African Air Force, the South African Navy and the South African Military Health Service (hereafter abbreviated SAMHS).

The productivity and well-being of the SANDF depends on the effective functioning of its employees, the interpersonal relationship between employees as well as the relationship between employees and the organization (Department of Defence, 5/2000:1). The concept productivity signifies that an individual or organization must achieve their goals in the best possible way at the lowest possible cost (SAMHS, 2001:7). The productivity of employees related to the SANDF can be affected by various factors, such as their level of functioning and experience in a specific field. However, the most important factor affecting productivity of soldiers is their health status (SAMHS, 2001:4). The SAMHS refers to health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (SAMHS, 2001:4). The SAMHS is mainly responsible for health promotion in the SANDF. The Directorate of Social Work has been established as an important part of the SAMHS, contributing to the promotion of good health. A socially healthy member of the SANDF is characterized by the absence of vulnerability and the relative presence of resilience (SAMHS, 1993:3). Resilience can be defined as the positive behavioral patterns and functional competence individuals, families communities and organizations demonstrate under stressful or adverse circumstances (SAMHS, 1993:4).

The Directorate of Social Work comprises approximately 130 Military Social Workers, deployed in military units throughout South Africa. These Military Social Workers are responsible for providing a comprehensive occupational social work service in alignment with the Directorate's Business Plan (SAMHS, 1999:4). Straussner (1990:2) describes occupational social work as "a specialized field of social work practice which addresses the human and social needs of the work community through a variety of interventions which aim to foster optimal adaptation between individuals and their environment".

The Directorate of Social Work developed the Supervisory Training Course (hereafter abbreviated STC) during 2001 as an aid to assist Military Social Work Officers with the training of supervisors in the SANDF. The supervisor in the SANDF who is working directly with the employees can function as an important resource for the military social work officer concerning the identification and

referral of employees at risk. Supervisory training involves knowledge of how managers can refer troubled employees who experience declines in work performance (Cunningham, 1994:28). The implementation and management of the STC is sanctioned by the Department of Defence Instruction (hereafter abbreviated DODI) regarding employee and workplace well-being. The aim of DODI 5/2000 is "to ensure conditions which will allow members, their families and the organization as a whole, and sub-systems thereof to function effectively and productively in a healthy environment by the provision of appropriate services to ensure human capacity building, healthy lifestyles and healthy organizations" (Department of Defence, 5/2000:10).

The Military Social Work Officers are responsible for the implementation of the STC in their units of responsibility. This course became available for implementation during 2001. Every Military Social Work Officer in the SAMHS received a complete Supervisory Training Course package, which directed how it should be used. The content of the course package consists of a course reader for presenters, a presenter's guide, the presentation plan, transparencies for a projector, and a workbook. The outcome of the Supervisory Training Course has not been officially evaluated before. This motivated the researcher to evaluate the programme in order to determine the outcome thereof.

## **2. RESEARCH GOAL**

The research goal was to evaluate the impact of the South African Military Health Service Supervisory Training Course.

## **3. OBJECTIVE**

The following objectives were formulated and pursued in order to achieve the research goal:

- To evaluate the contents of the Supervisory Training Course in order to determine its consistency with the theory of supervisory training courses.
- To evaluate the impact of the Supervisory Training Course on the knowledge, attitude and behaviour of supervisors in the South African National Defence Force.
- To determine the way the quality of presentation of the course influences the effect of the course.
- To formulate guidelines for the improvement of the content and presentation of the Supervisory Training Course.

#### **4. HYPOTHESIS**

The following hypothesis was tested during the research:

The Supervisory Training Course will have a practical significant effect on the knowledge, attitudes and behaviour of the SANDF supervisors.

#### **5. RESEARCH DESIGN**

The experimental research design has been employed during the research. Fouche and De Vos (2002:144) describe the purpose of experimental research as to determine the effect of an independent variable on a dependent variable.

This research focused on the impact of the STC on the knowledge, attitudes and behaviour of the supervisors in the SANDF. In order to measure the effects of the course on participants, a randomized pretest-post-test control group design was used. Gravetter and Forzano (2003:248) referred to the term random sampling as the application of a random process to assign participants to groups. The experimental groups were exposed to the effect of the independent variable while the control groups were not exposed to the independent variable.

#### **6. RESEARCH PROCEDURE**

The research procedure used to evaluate the course consisted of the following steps:

##### **6.1 LITERATURE REVIEW**

Relevant South African and international publications were studied for this research. Although the SANDF follows an occupational social work programme to deal with the problems of its members, EAP literature provide valuable information in this regard. The literature study was narrowed down to material focusing mainly on supervisory training programmes as well as policy documentation directing the implementation of such a course in the SANDF.

Documented, reliable literature formed the basis of the research. The researcher mainly used databases like:

- ERIC: Educational Resources Information Center.
- NEXUS: Database regarding current and completed research in South Africa.
- Social Work Abstracts.
- Social Sciences Index
- Psychlit: Psychology database.

## 6.2 PHASES OF THE RESEARCH PROCESS

The execution of the research process involved the following three phases:

### 6.2.1 Phase 1: Preliminary study

This phase consisted of a preliminary exploratory study, which has been implemented as part of the routine Military Social Work functions before committing to the present research process. Two Supervisory Training Courses were independently implemented in 4 Artillery Regiment and the Military Police Unit. Experience gained during this process was applied in the design of the present research project.

### 6.2.2 Phase 2: Pilot study

This phase included the development of the Knowledge Attitudes and Behaviour (hereafter abbreviated KAB) questionnaires and the evaluation thereof by a group of experts. Four senior military social work officers related to Area Military Health Unit North West evaluated the comprehensiveness of the questionnaires. The questionnaires were tested by applying it during two scheduled Supervisory Training Courses involving 25 Supervisors related to 4 Artillery Regiment. The applicable alterations were made before employed in the main study.

### 6.2.3 Phase 3: Main study

Four STC's were implemented during this phase. Each of the four courses was independently implemented in different units. The experimental groups attended the STC presentation and completed the KAB pretest and post-test data-collecting instrument, the presentation evaluation scales as well as the value and relevance of the course scales. The presenters completed the presenter's evaluation of the course presentation scale after presentation of every STC. The four control groups did not attend the STC presentation. The control groups have only been subjected to the KAB pretest and post-test data collection instruments.

### 6.2.4 Data analysis

The Statistical Consultation Service of the Potchefstroom Campus of the North West University assisted with the processing and interpretation of the empirical data collected from the pilot and main study.

### 6.2.5 Compiling of research report

The research report (part c) was compiled after processing and interpretation of the empirical data collected from the main study.

### 6.3 THE RESEARCH GROUPS

The experimental groups consisted of 80 participants and the control groups of 31 participants. Stratified random sampling was used to select participants. Gravetter and Forzano (2003:119) identify the basic requirement for random sampling as that “each individual in the population has an equal and independent chance of being selected”. Strydom (1999:66) describes a stratified random sample as being suitable for a heterogeneous universe. Gravetter and Forzano (2003:121) refers to the population as consisting of a variety of identifiable subgroups. The different subgroups can be viewed as different layers of strata. The researcher identified the following subgroups as the different layers of strata in the SANDF at unit level:

- Lance Corporal/Lance Bombardier, Corporal/Bombardier and Sergeant.
- Staff Sergeant and Warrant Officer.
- Lieutenant and Captain.
- Major, Lieutenant Colonel and Colonel

Equal random samples were selected by means of simple random sampling from each of the identified subgroups within different units. The size of each group was determined in order to select participants proportionally. The following units were involved during the research process:

- 4 Artillery Regiment.
- Military Police Unit.
- Army Support Base.
- Area Military Health Unit North West.

### 6.4 DATA COLLECTING INSTRUMENTS

The STC has been developed to fit the unique circumstances of the SANDF. Because the uniqueness of the course, focusing on “health” instead of the “troubled employee” and because of the inclusion of the troubled workplace, standardized measuring instruments could not be used to determine the effect of the independent variables on the dependant variables (Fouche & De Vos, 2002:144).

The researcher was obliged to develop unique data collection instruments to measure the effect of the STC on the KAB of the supervisors. In addition, the

researcher used data collecting instruments developed by the SAPS during 2001 and utilized during 2004 as part of the Substance Dependency Programme evaluation of the SAPS (Du Plooy, 2004). The researcher reconstructed these data collecting instruments in order to fit the profile of the SANDF. Hilton, as quoted by Du Plooy (2004:46) refers to the combination of two or more theories, data sources, methods, or investigations in one study of a single phenomenon to converge on a single construct as triangulation. The within-method of triangulation, where various instruments are employed in order to measure the same variable, was implemented (Bryman, 2003:23).

Likert-type scales were utilized in the compilation of all the questionnaires. This “numerical scale that accompanies each question typically presents a range of response alternatives from very positive to very negative” (Gravetter & Forzano, 2003:100).

The following data collection instruments were applied during this research:

- The KAB questionnaires that measured the effect of the STC on the knowledge, attitude and behaviour of the supervisors (Appendix 1 and 2). Members from the experimental groups as well as the control groups had the opportunity to complete the measuring instrument, labeled PRE-COURSE QUESTIONNAIRE during the same time slot. After completion of the first questionnaire, members of the experimental group were exposed to the STC, whereas the members of the control groups were not subjected to any information regarding the STC. After the experimental group had attended the STC, the control group joined them and both groups completed the measuring instrument labeled POST-COURSE QUESTIONNAIRE. The purpose of the second measuring instrument was to evaluate the level of growth or development regarding the knowledge, attitude and behaviour of members included in the experimental and control groups.
- The Presentation Evaluation Questionnaire, which was only completed by the experimental group after attendance of the STC (Appendix 3). Members from the control groups were not exposed to this questionnaire since it focused on the evaluation of the course presentation and would not have been applicable to them. The questionnaire consists of six sections and employed 31 questions. Section one to four as well as section six evaluated the influence of the quality of presentation of the course on its effect. Section five focused on the value and relevancy of the program, which is also measured by the value and relevance questionnaire. The within-method of triangulation, where various instruments are employed in order to measure the same variable, was implemented here.

- The Value and Relevance Questionnaire, which was only completed by the experimental group after attendance of the STC (Appendix 4). The control groups were not exposed to this questionnaire, since it focused on the evaluation of the perceived relevance and value for members who attended the course presentation. This questionnaire consists of two sections. The first section mainly evaluated the value of each module presented independently while the second section evaluated the value of the course regarding job satisfaction, management and productivity.
- The Presenter's Evaluation of the Course Presentation Questionnaire, which was separately completed by the chief and co-facilitator after presentation of the course (Appendix 5). This questionnaire consists of six sections joined by a written comments part regarding the presentation. The questionnaire included a self-assessment, self-evaluation of presentation skills, evaluation of the learning process, the content and the relevance/value of the course and concluded with general aspects.

## 6.5 DATA PROCESSING PROCEDURE

According to Gouws, et al (1982:48) the processing of data is the description and analyzing of all gathered data. The Statistical Consultation Service of the Potchefstroom Campus of North West University assisted with the processing and interpretation of the empirical data.

The following formulas for the evaluation of the reliability of the measuring instrument as well as determining of the effect size have been employed.

### 6.5.1 Procedures and formulas for the evaluation of reliability

The reliability of a measuring instrument refers to the consistency in measuring what it is supposed to measure irrespective of the occasion of application or the format of utilization (Huysamen, 1988:24). Reliability also refers to the approach that each individual measurement has an element of error. The measurements will be reliable if the error component is relatively small (Gravetter & Forzano, 2003:391). Cronbach has developed the Cronbach alpha formula for use in tests with more than two response choices (Gravetter & Forzano, 2003:391). The Statistical Consultation Service of North West calculated the Cronbach alpha coefficient  $\alpha$  of each scale.

### 6.5.2 Procedures and formulas for the evaluation of effect size

In order to analyze the results of the research study is it essential to determine the effect size of the various sections obtained by the KAB questionnaires. The pretest and post-test results obtained from the KAB questionnaires were employed to determine whether the STC had a significant effect on the level of knowledge, the attitude and behaviour of the supervisors who attended the course. Cohen's formula for measuring the effect size of treatment was used during the research project. The resulting measure of effect size is defined as Cohen's *d* and computed as:

$$d = \frac{\text{Sample mean difference}}{\text{Sample standard deviation}}$$

Cohen also used the following objective criteria to evaluate the effect size (Gravetter & Forzano, 2003:384):

- $0 < d < 0.2$  = Small effect (mean difference; less than 0.2 standard deviation)
- $0.2 < d < 0.8$  = Medium effect (mean difference; around 0.5 standard deviation)
- $d > 0.8$  = Large effect (mean difference; more than 0.8 standard deviation)

## 7. ETHICAL ASPECTS

The research focused mainly on the content of the STC and not so much on the individuals involved. The research participants remained anonymous throughout the process and only biographical data were available. The researcher obtained informed consent from the participants before implementation of the STC. Kutchins as quoted by Strydom (1999:21) referred to informed consent as the commitment of the researcher to explain the entire research in clear and comprehensible language to the attendees. The opportunity for participants to have insight in the findings of the final report will be established. Huysamen as quoted by Strydom (1999:29) indicate that it is important to reveal the findings of the research to prove gratitude and to maintain positive relations with the community. The North West University Ethical Committee approved the research (project nr 04K17).

## 8. CHOICE AND STRUCTURE OF THE RESEARCH REPORT

The research report will be presented in article format with the final report consisting of two articles. The research report consists of the following four sections:

- Section A: This section serves as introduction to the study. All methods and procedures used during the research are explained in this chapter.
- Section B: **Article 1** focused on the nature of the Supervisory Training Course of the South African Military Health Service.
- Section B: **Article 2** involves the evaluation of the Supervisory Training Course of the South African Military Health Service.
- Section C: This section employs the conclusions and recommendations resulted from the research.
- Section D: Lastly, this section consists of all appendixes.

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## SECTION B

### ARTICLE 1

#### THE NATURE OF THE “SUPERVISORY TRAINING COURSE” OF THE SOUTH AFRICAN MILITARY HEALTH SERVICE

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#### ABSTRACT

***Background:*** The South African National Defence Force views its personnel as an expensive and important resource. The productivity and well-being of the organisation are dependent on the effective functioning of its individual members, positive relationships between and within groups of members and the relationship between members and the organisation. Military social work, based on occupational social work, has been established in order to support the well-being of the organisation. The supervisor in the South African National Defence Force plays a fundamental role in the management and assistance of employees and organisational units whose performance is affected by a range of problems. Supervisors are the key role players in the identification and effective referral of employees whose performance is affected by problems. These problems can be personal, social or workplace related. The Supervisory Training Course has been developed and implemented by military social workers as a training aid to equip supervisors in appropriate ways of managing and assisting employees and organisational units. This course concentrates on the promotion of employee and organisational health. It furthermore aims at bringing employees and the organisational units to an acceptable level of productivity within an environment conducive to productivity.

**Objectives:** The research had the following objectives:

- To analyse the content of the South African Military Health Service Supervisory Training Course in order to determine its consistency with the theory of supervisory training programmes.
- To evaluate the impact of the South African Military Health Service Supervisory Training Course with regard to the knowledge, attitude and behaviour of supervisors in the South African National Defence Force.
- To determine the influence of the quality of presentation of the course on its effect.

- To formulate guidelines for the improvement of the content and presentation of the Supervisory Training Course.

**Goal:** The goal identified for Article 1 is to analyse the content of the South African Military Health Service Supervisory Training Course in order to determine its consistency with the theory of supervisory training programmes.

**Method:** The outcomes, content and presentation of the course were analysed and evaluated by means of the existing theory related to the subject. The researcher focussed on each dimension of the Supervisory Training Course used by the South African Military Health Service.

**Results:** The outcome of the study confirms its consistency with the theory of supervisory training programmes.

## 1. INTRODUCTION

The South African National Defence Force (hereafter abbreviated SANDF) consists of four arms of services, namely the South African Army, the South African Air Force, the South African Navy and the South African Military Health Service (hereafter abbreviated SAMHS).

The SAMHS is mainly responsible for health promotion in the SANDF. The Directorate of Social Work has been established as an important part of the SAMHS, contributing to the promotion of good health. A socially healthy member of the SANDF is characterised by the absence of vulnerability and the relative presence of resilience (SAMHS, 1993:3). Resilience can be defined as the positive behavioural patterns and functional competence individuals, families, communities and organisations demonstrate under stressful or adverse circumstances (SAMHS, 1993:4).

The Directorate of Social Work comprises approximately 130 Military Social Workers, deployed in military units throughout South Africa. These Military Social Workers are responsible for providing a comprehensive occupational social work service in alignment with the Directorate's Business Plan (SAMHS, 1999:4). Straussner (1990:2) describes occupational social work as "...a specialized field of social work practice which addresses the human and social needs of the work community through a variety of interventions which aim to foster optimal adaptation between individuals and their environment".

The Directorate of Social Work developed the Supervisory Training Course (hereafter abbreviated STC) during 2001 as an aid to assist Military Social Work Officers with the training of supervisors in the SANDF. Supervisory training involves knowledge of how managers can refer troubled employees who experience declines in work performance (Cunningham, 1994:28). The

implementation and management of the STC is sanctioned by the Department of Defence Instruction (hereafter abbreviated DODI) regarding employee and workplace well-being.

The aim of DODI 5/2000 is:

*“to ensure conditions which will allow members, their families and the organization as a whole, and sub-systems thereof to function effectively and productively in a healthy environment by the provision of appropriate services to ensure human capacity building, healthy lifestyles and healthy organizations” (Department of Defence, 5/2000:1).*

This DODI describes aspects of the overall organisational strategy of health, well-being and development of the Department of Defence (Department of Defence, 5/2000:1). It focuses mainly on the following two aspects:

*“a system to promote a healthy work environment and lifestyle through the functions and tasks of the Military Community Development Committee” (Department of Defence, 5/2000:1)*

and

*“a system to proactively identify and refer individuals with impaired work performance” (Department of Defence, 5/2000:1).*

The SAMHS mainly used the processes and principles fundamental to Employee Assistance Programmes. However, it is necessary to stress that the SANDF does not use the STC as an Employee Assistant Programme (hereafter abbreviated as EAP). The EAP's consist of a referral system through which employees are referred for help on personal and other issues that impact on productivity in the workplace, as well as a service delivery system that delivers counselling services. Practitioners from various professions became part of the EAP service delivery system and as such do not represent any specific profession, like psychology or social work. The SAMHS is structured in terms of different statutory directorates, which render health services. For the SAMHS to implement an EAP, new structures must be created to accommodate the EAP services, providing a different structure than the directorate's structure of service delivery that exists currently. The EAP is normally not structured as a part of the health care service, although it interface with the health care service habitually (SAMHS, 2001:3)

The purpose of this article is to provide an overview of the SAMHS Supervisory Training Course.

## **2. THE BACKGROUND OF THE SAMHS SUPERVISORY TRAINING COURSE**

The productivity and well-being of the SANDF depends on the effective functioning of its employees, the interpersonal relationships between employees as well as the relationship between employees and the organisation (Department of Defence, 5/2000:1). The concept productivity signifies that an individual or organisation must achieve their goals in the best possible way at the lowest possible cost (SAMHS, 2001:7). The productivity of employees related to the SANDF can be affected by various factors, such as their level of functioning and experience in a specific field. However, the most important factor affecting productivity of soldiers is their health status (SAMHS, 2001:4). Scanlon (1986:18) acknowledges the approach of EAP's to address employee and family related problems, but he is of the opinion that some programmes expanded their intervention and emphasise health rather than problems. These programmes can be called wellness programs. The STC implemented by the SAMHS mainly focuses on the promotion of the health of soldiers in the SANDF. The SAMHS refers to health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (SAMHS, 2001:4). This definition corresponds with the definition of health maintained by the World Health Organization (SAMHS, 1993:3). It is also the philosophy of the SANDF that the soldiers have to experience total health in order to be deployed effectively according to the mission readiness requirements.

The military social work officer who functions as part of the multi-disciplinary team is sanctioned to render an effective social work service focusing mainly on the social well-being of the employees and the organisation. The supervisor in the SANDF who is working directly with the employees can function as an important resource for the military social work officer concerning the identification and referral of employees at risk. Googins and Godfrey (1987:139) refer to the routinised interaction that occurs between supervisors and employees, which enables supervisors to observe dysfunctional performance. They also stress the importance of confronting and referring employees for help as well as resolving deteriorating job performance.

The at-risk employee is a person whose "work performance is impaired", likely due to some or other personal issue or problem that is being experienced (SAMHS, 2001:9). Oher (1999:62) stresses the importance of managers to recognise problems before it can be addressed, although recognition can be difficult. Colleagues and managers often recognise problems within the workplace before the family or the employer are aware of it. Managers are usually in the unique situation to intervene at an early stage of dysfunction and can refer the at-risk employee to a professional person for assessment and assistance. However, the managers in the SANDF often neglect their responsibility concerning the referral of at-risk employees. Ralfs and Morley (1990:73) identified a few factors, which might hamper effective referrals. One of

these factors is that managers often identify more with their workers than with management and fear the referral will result in the retrenchments of employees. Secondly, managers do not want their workers to think they are on a witch-hunt, and thirdly they often hesitate to confront employees. This resistance is obstacles in the effectiveness of the referral system, which is the basis of the occupational social work service of the SANDF.

Ralfs and Morley (1990:74) argue that managers can overcome the barriers, which prevent effective referrals, through education on personal problems and knowledge of how to make effective referrals. With this in mind, the SAMHS Supervisory Training Course was implemented during May 2001. The exceptional goal of the STC is to "Equip supervisors at all levels of the SANDF in appropriate ways of managing and assisting employees and organizational units whose performance is affected by a range of problems specifically personal, medical, social and workplace related in order to promote employee and organizational health and to return employees and the organizational unit to an acceptable level of productivity within an environment conducive to productivity" (SAMHS, 2001:2). This goal of the STC can be directly linked with the core function of occupational social work which is described by Straussner (1990:2) as " a specialized field of social work practice which addresses the human and social needs of the work community through a variety of interventions which aim to foster optimal adaptation between individuals and their environment.

The content of the STC will now be discussed, followed by an overview of the theoretical principles on which it is based.

### **3. THE OUTCOMES AND STRUCTURE OF THE SUPERVISORY TRAINING COURSE**

To understand the nature of the course is it important to discuss the outcomes and structures of the STC. The composition of these elements will also be discussed.

#### **3.1 THE AIM AND OBJECTIVES OF THE COURSE**

The course mainly focuses on equipping supervisors in the service of the SANDF to identify, assist and manage employees and organisational units whose work performance are affected by a range of problems, in order to promote productivity. Googins and Godfrey (1987:126) describe training as a powerful tool for communication and change. They stress the importance of including information regarding company policy and procedures for identification, confrontation and referral of employees with job performance problems. The SANDF formulated and implemented DODI 5/2000 specifically to provide company policy and procedures regarding the management and improvement of impaired work performance.

The aim of the STC is to equip supervisors at all levels in the SANDF in appropriate ways:

- to manage and assist employees and organisational units
- whose performance is affected by a range of problems
- including personal, social and workplace related problems
- in order to promote employee and organisational health
- and return employees and the organisational unit
- to an acceptable level of productivity
- within an environment conducive to productivity (SAMHS, 2001:2).

The aim of the STC corresponds with the definition of the EAP as defined by the Employee Assistant Program Association. The EAP has been described as a "work-site based program, designed to assist work organizations in addressing productivity issues and employees in the identification and resolving of personal concerns, including but not limited to health, marital, family, alcohol, drug, legal, emotional, stress or other personal issues that may affect performance" (Oher, 1999:60). Productivity and the management of factors or problems affecting productivity are the main focus of the EAP as well as the STC.

The aim of the STC is supported by the course objectives, which relate to the session aim and session objectives on which the presentation of the course focused. The objectives entail that the supervisors will:

- have an overview of supervisory and professional functioning regarding health and productivity management in the SANDF;
- have an overview of available social work services;
- identify the troubled or at-risk employee based on work performance criteria;
- be able to refer a performance-impaired or at-risk employee to the multi-professional team;
- understand the workplace as a human system in which problems/issues must be addressed; and

- understand the functioning of and utilise the Military Community Development Committee (hereafter abbreviated MCDC) (SAMHS, 2001:1).

The course is structured according to these course objectives. The course content follows a logical trend to promote optimal understanding, preparing participants to function confidently as part of the multi-professional team to improve employee and organisational productivity.

#### 4. THE COURSE CONTENT

Scanlon (1986:86) explains that supervisory training should focus on the recognition and documentation of patterns, which indicate deteriorating job performance. The point of departure of the SAMHS Supervisory Training Course is that supervisors play an important role in the identification and management of employees whose performance is affected by a range of problems, including personal, social and workplace related problems. It consists of the following five parts.

- an overview of supervisory and professional functioning regarding health and productivity management in the SANDF;
- the identification of the troubled or at-risk employee;
- the referral of a performance-impaired or at-risk employee to the multi-professional team;
- the understanding of the workplace as a human system in which problems must be addressed; and
- an understanding of the functioning and utilisation of the MCDC.

The contents and main teaching activities of the course are presented in the table below:

**TABLE 1: THE THEMES AND PRESENTATION OF THE SUPERVISORY TRAINING COURSE**

| <b>SUBJECT</b>   | <b>METHODS</b>   |
|--|--|
| <b>Part 1:</b> <i>Introduction to the Supervisory Training Course (SAMHS, 2001: Appendix A).</i> | Facilitator presentation: Overview of course contents and introduction to the STC.<br>Facilitator presentation: Present the goal of the STC.<br>Group discussion on the concept of health.<br>Facilitator presentation on the locality/positioning of health.<br>Facilitator presentation: Introduce the continuum and |

|   |   |
|---|---|
|   | <p>definition of Health.</p> <p>Individual activity: Indicate individual, section and unit locality of health on the continuum.</p> <p>Small group activity: Brainstorm about the importance of health to the SANDF.</p> <p>Small group activity: Brainstorm on factors specific to military life contributing to ill and good health.</p> <p>Facilitator presentation on concept of productivity.</p> <p>Group discussion: Case study on productivity.</p> <p>Facilitator presentation on the concept impaired work performance.</p> <p>Group discussion: Brainstorm on responsibilities for management of health, impaired work performance and productivity.</p> |
| <b>Part 2:</b> <i>The At-Risk Employee (SAMHS, 2001: Appendix B).</i>                         | <p>Facilitator presentation: Definition of at-risk employee.</p> <p>Group discussion: Brainstorm on problems and symptoms of problems associated with the at-risk employee.</p> <p>Small group discussion: List signs of impaired work performance and possible impact on work environment if not addressed.</p> <p>Small group discussion: Case study and compiling work performance incident sheet.</p>   |
| <b>Part 3:</b> <i>The troubled workplace (SAMHS, 2001: Appendix C).</i>                       | <p>Small group discussion: Case study.</p> <p>Group discussion: Brainstorm on the components and purpose of organisations in human society.</p> <p>Group discussion on organisational negation of the existence of problems.</p> <p>Facilitator presentation on organisational problem management phases.</p> <p>Group discussion: Linking management phases with scenarios in case studies.</p> <p>Facilitator presentation on approaches to problem issues and principles organisations can use in the management thereof.</p>  |
| <b>Part 4:</b> <i>Referral to professional services (SAMHS, 2001: Appendix D).</i>            | <p>Facilitator presentation on the referral process.</p> <p>Group discussion: Brainstorm about factors hampering the referral process.</p> <p>Facilitator presentation on the referral interview.</p> <p>Group discussion: Role-play the referral process using the same case study.</p> <p>Facilitator presentation on the procedure following the referral.</p>   |
| <b>Part 5:</b> <i>The Military Community Development Committee (SAMHS, 2001: Appendix E).</i> | <p>Facilitator presentation on the aim of DODI 5/2000.</p> <p>Facilitator presentation on the two aspects central to DODI 5/2000.</p> <p>Facilitator presentation on the purpose, composition and functioning of the MCDC.</p> <p>Facilitator presentation on the interactive nature</p>  |

|  |   |
|--|---|
|  | <p>between the MCDC and the Referral System at unit level.<br/> Group discussion on the structuring of inputs from supervisors and key role players to the MCDC.</p> <p>Case study: Group members to read through case study and brainstorm on various established questions.<br/> Small group activities: Groups generate action plans to address needs or concerns raised in case study.<br/> Presenter obtains feedback.</p> |
|--|---|

The above-mentioned five parts will be discussed briefly to provide a core outline of the content of the course.

#### 4.1 PART 1: INTRODUCTION TO THE SUPERVISORY TRAINING COURSE

Part 1 of the course focuses on the presentation of general information regarding the STC, different key concepts involved and the utilisation of such courses in the SANDF. The focus will not only be on the provision of information but also on the establishment of a basic knowledge foundation from which development can take place.

The following activities take place in Part 1:

- Presentation of an orientation of the day's activities.
- Presentation of an introduction to the STC.
- Presentation of the goal of the STC.
- Group discussion on the concept and locality of health.
- Introduction to the continuum of health.
- Presentation of the definition of health.
- Group discussion on the importance of health.
- Group discussion on factors contributing to ill health and good health.
- Presentation of the description of productivity.
- Group evaluation of case study.

- Presentation of a description of impaired work performance.
- Group discussion on the responsibility of managing health, impaired work performance and productivity.

The presentation of an orientation to the day's activities focuses mainly on highlighting the different sections that will be addressed with the course presentation. The course participants will also have the opportunity to view these different sections as an integral part of the total STC and not as sections functioning independently of one another.

With the presentation of the introduction the presenter mainly focuses on the fact that the STC is not a new service or structure. The course aims at the optimal utilisation of existing military health services in the SANDF (SAMHS, 2001:2). Furthermore, it can be employed as a management tool to direct/guide people and situations in the workplace (SAMHS, 2001:2). The presenter stresses the familiarity with and value of the course as a management tool in order to create interest in the content and to promote its suitability. An understanding of the usefulness of the course will promote an environment suitable for training and development.

A transparency on a projector may be used as an aid to visually present the total image of the goal of the STC. This goal is formulated as follows:

*“to equip supervisors at all levels of the SANDF in appropriate ways of managing and assisting employees and organisational units whose performance is affected by a range of problems, including personal, social and workplace-related problems, in order to promote employee and organisational health and to return employees and the organisational unit to an acceptable level of productivity within an environment conducive to productivity.” (SAMHS, 2001:1).*

Because the goal of the STC is so comprehensive, it is necessary to segment it into shorter, more manageable units. Once the goal has been presented as a unit, its different components are discussed separately. Through the segmented discussion of the different components, practical examples can be added in order to promote familiarity and the development of insight. Oher (1999:62) describes supervisory training as the provision of means to intervene at an early stage or dysfunction and to refer the employee to a professional for assessment and assistance.

The concept health is one of the key elements implied in the goal of the STC. Scanlon (1986:18) remarks that courses often focus on health rather than on problems as normally perceived. In order to generate comprehensive insight into the concept, the group members are engaged in brainstorming to generate a variety of different ideas about the dimensions of health that are involved. The

facilitator then used the inputs received from the brainstorming exercise to create understanding into the broader scope of health. Health is no longer seen as only consisting of physical health but also includes mental and social health (SAMHS, 2001:2).

The presenter will present a mini lecture to introduce participants to the locality or positioning of health. It is of utmost importance to create the understanding that health is not only situated in the individual, as has been broadly believed, but it can also be situated in whole communities or countries. The SANDF is viewed as a military community and can thus suffer ill health when a practice like gender discrimination is allowed. Through the implementation of this exercise, participants will have the opportunity to expand their own perception of health positioning from an individual to a global level. The adult learning principle, based on the approach that people learn best when the material is meaningful and related to the work situation, is applied here (SAMHS, 2002:2).

The continuum of health is introduced to the participants by means of a transparency distinguishing between the different levels of health. Through this distinction, the participants will be sensitised towards various health intensity levels, contrary to the general perception that there are only two levels of health, namely health and illness. The participants will also receive the opportunity to plot their own state of health as well as the state of health of the department and the unit on the continuum. Awareness of the interrelationship between individual, departmental and unit health is normally stimulated through this exercise. The presenter will also request participants to identify responsible people to manage the health of these entities. Participants will at this point normally realise their own responsibilities concerning the management of personal and organisational health.

The presenter concludes the theoretical discussion on health with the provision of a visible definition of health on transparency. Health is defined as:

*“a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (SAMHS, 2001:2).*

The above definition corresponds with the definition of health presented in the South African Military Health Service Order 7/7/93 (SAMHS, 1993:3). The establishment of health is based on two opposing factors, namely the eradication of ill health on the one hand and the development of good health on the other. The presenter explains the two angles to the participants in order to ensure their understanding.

The SANDF depends highly on good health in order to achieve its main goal, namely to be mission ready (SAMHS, 1993:5). However, it is important that the course participants develop insight in the prominence of health for the SANDF in

order to understand the magnitude thereof. The presenter makes use of small group activity to generate various responses to the following question:

*“Why is the health of members important to the SANDF?”*

The responses to this question normally trigger the group discussion about health and the ability to work, which indicates the level of productivity. In order to stimulate an even better understanding about the relevance of health, the presenter will put the following two questions to the small groups for discussion:

*“Which factors inherent to military life will contribute to ill health?”*

and

*“Which factors inherent to military life might contribute to good health?”*

The presenter gathers responses to these two questions and will stimulate more ideas to establish a balance between factors related to the SANDF, which contribute to ill and good health. The adult learning principle, based on the approach that people learn best when the material is meaningful and related to work situation is again applied here (SAMHS, 2002:2).

It has already been mentioned that health directly affects productivity. Oher (1999:62) points out that problems at work can manifest as decreased productivity, decreased ambition, decreased quality and decreased interpersonal effectiveness. To stimulate a more intense understanding of the concept, the presenter gives the following description of productivity, by means of a projector:

*“... when goals are achieved in the best possible way at the lowest possible cost” (SAMHS, 2001:4).*

The presenter stresses the notion that the SANDF level of productivity will be affected when its employees suffer ill health. Gould and Smith (1988:8) indicate that 50% of all productivity problems can be related to substance abuse or personal problems. A case study, which illustrates the impact of ill health on productivity, in support of this theory, is distributed within small groups. The groups are instructed to evaluate the scenario and to present feedback about the necessity of addressing the impact of ill health on the productivity of its employees. This discussion normally opens the door for questions like:

*“What happens if ill health is not addressed?”*

The presenter responds to the question by explaining that neglecting the management of ill health often leads to impaired work performance. The adult learning theory based on the approach that learning is stimulated by a problem

which needs to be solved and is therefore rooted in practical experience, is applied here (Bogo & Vayda, 1987). The description of impaired work performance is visually displayed by means of a transparency as follows:

*“A member does not function according to the expectations for the post and/or the required level of interpersonal effectiveness.”  
(SAMHS, 2001:5).*

The presenter emphasises the approach that the STC does not address productivity directly, but that it addresses impaired work performance and the management thereof. The responsibility for the management of productivity and impaired work performance is discussed in small groups and reflected within the bigger group. The presenter will clarify any misconceptions by means of a presentation on a projector, which clearly distinguishes between the different role players in this regard.

#### 4.2 PART 2: THE AT-RISK EMPLOYEE

Part 2 of the course focuses on the identification of personal problems that may put employees at risk and the symptoms related to it. Oher (1999:63) identifies “supervisory observation of a performance problem” as the first step of importance regarding supervisory intervention and assistance. The focus is later diverted to specific signs within the workplace that can indicate impaired work performance and the recording thereof on the Work Performance Incident Sheet. The “documentation of observed performance deficit” is the second step of importance concerning supervisory intervention and assistance identified by Oher (1999:63).

The following activities take place in Part 2:

- Presentation on the definition of the at-risk employee.
- Brainstorming and presentation of specific problems that may put employees at risk.
- Brainstorming on symptoms of possible problems.
- Brainstorming and presentation of signs indicating impaired work performance.
- Brainstorming and presentation on possible negative impacts on the workplace if not addressing impaired work performance.
- Case study and completion of work performance incident sheet.

In order to familiarise the participants with the unexplored concept of the at-risk employee is it necessary for the presenter to first provide a definition of the concept. A transparency on a projector may be employed as a tool to reinforce the learning process. The at-risk employee is described as a person whose:

*“work performance and/or health is impaired, possibly due to some or other personal issues or problems that are being experienced”  
(SAMHS, 2001:9).*

Gould and Smith (1988:4) describe at-risk people as people with various human problems. Googins and Godfrey (1987: 127) indicate that employees' personal problems would manifest themselves in negative behaviours within the workplace as well as deteriorating job performance. The presenter links the definition of the at-risk employee with the description of impaired work performance, to create an understanding of the relationship between the two concepts. The adult learning principle that people learn best if the content is meaningfully presented is applied here (SAMHS, 2002:2).

Brainstorming is employed to generate various inputs concerning personal problems employees can experience which can put them at risk. Participants will have the opportunity to identify personal problems within their own working environment, which will be familiar to them and with which they will be able to relate. The adult learning principle that people learn best when they are actively involved in the learning process is applied here (SAMHS, 2002:2). The presenter will extend their vision through the presentation of a comprehensive list of personal problems by making use of a projector.

Straussner (1990:28) identifies numerous problems, including substance abuse problems, family and marital issues, emotional difficulties, depression, psychosis or medical problems which can contribute to poor work performance.

The identification of symptoms related to the specific identified personal problems is stimulated through brainstorming. The presenter promotes increased understanding of the exercise through the simplification of the instructions. The following two questions are normally used in this regard, namely:

*“What are the signs that we use to decide whether a person is experiencing some or other problem?”*

and

*“By what signs do we recognise that a person is experiencing a personal problem, for instance alcohol abuse or marital problems?”*

The presenter stresses the fact that different personal problems often have the same symptoms, which makes it difficult to decide exactly what the actual problem is. Gould and Smith (1988:48) emphasise the approach that supervisors are not expected to diagnose or assess personal or psychological problems.

Participants are requested to use small group discussions to identify a list of signs, which can indicate impaired work performance. This is also an opportunity to receive feedback from the small groups and to ensure that the participants understand the difference between symptoms of problems and signs of impaired work performance. The adult learning principle that people learn best when they are actively involved in the learning process is applied here (SAMHS, 2002:2).

Roman and Blum as quoted by Sonnenstuhl (1992) observe that in the past supervisors were mainly trained to identify problems on the basis of symptomatology before referring employees to the company medical department for diagnoses and treatment. Today supervisors are trained to manage problems affecting job performance and to refer poorly performing employees to the company medical department for diagnosis and treatment of underlying personal problems. A comprehensive list of possible indicators of impaired work performance is presented to the participants by means of a projector. Googins and Godfrey (1987:127) refer to absenteeism, tardiness, sickness, accidents and overall employee deterioration as signs of impaired work performance. Gold and Smith (1988:49) identify unexpected vacation requests, sporadic productivity and erratic performance, missing deadlines, increased strife with co-workers, loss of enthusiasm for work, increased conflict with supervisors, costly errors and complaining and moodiness as additional signs of impaired work performance.

Small group activities are used to generate ideas regarding the negative impact on the workplace if instances of impaired work performance are ignored. In response to the small group feedback, the presenter provides a list of possible negative impacts on the workplace if impaired work performance is not managed. Gould and Smith (1988:55) point out that supervisors who ignore impaired work performance "permit the employee to avoid the consequences of impaired performance, give greater time for personal problems to develop, and fail to use the leverage they have to encourage the employee to seek professional help".

Cunningham (1994:28) stresses the importance of supervisory training models to focus on the "techniques to be used by supervisors to document productivity failures instead of making judgements about the person's mental or emotional health". The presenter distributes three case studies among the participants within their small groups. Each group receives the opportunity to evaluate the case study and to plot the relevant information onto the Work Performance Incident Sheet. Feedback in this regard will be received from the different groups, stressing that only tangible, visible information can be indicated on the document. The adult learning theory that learning is stimulated by a problem

that, needs to be solved and which is therefore firmly rooted in practical experience is applied here (Bogo & Vayda, 1987).

#### 4.3 PART 3: THE TROUBLED WORKPLACE

Part 3 of the course addresses the workplace as a human system. Activities will revolve around the identification and addressing of problems within the workplace.

The following activities will take place in Part 3:

- Case study analysis.
- Brainstorming and summarising of feedback related to the organisation as a living human system.
- Presenter clarification on the components of the organisation.
- Brainstorming and visual presentation of motivational factors which organisations use to deny the existence of problems.
- Presentation of the phases which organisations move through while managing problems or issues.
- Small group presentation regarding allocated case studies.
- Presenter clarification on approaches and principles, which organisations can use regarding the management of problems or issues.

The presenter distributes four different case studies among the various small groups. Each small group gets the opportunity to evaluate their allocated case study and to respond to the four questions posed in the scenario. The small groups assign representatives that will minute the answers in order to provide verbal feedback during a later stage. The adult learning principle that people learn best when they are actively involved in the learning process is applied here (SAMHS, 2002:2).

Brainstorming is used to stimulate different perceptions regarding the following supposition:

*“ Organisation as a living human system.”*

The following two questions are discussed within small group activities to generate insight regarding the supposition above:

"Why do we have organisations in human society"

and

*"What are the components of an organisation?"*

The presenter summarises the discussions with the aid of a projector, explaining that organisations are human creations, which serve the interest of the human society (SAMHS, 2001:15). Straussner (1990:20) describes the client as an individual member of a larger organisational system, and he refers to the client as the corporation. He argues that the Occupational Social Worker needs to be aware of the influences which one system has on the other – this is described as an interactive model.

The presenter provides clarity on the composition of organisations, explaining that they consist of human beings and that they are therefore a source of problems. The presenter also explains the impact of problems and issues of the larger society on organisations (SAMHS, 2001:15). Straussner (1990:21) identifies global, political and economical issues, which can affect the operation of an organisation. He indicates that a multinational economy affects industries in areas such as planning and development, management, finances etc., which in turn affect human resources in terms of lay-offs, transfers and work pressure, which impact on the lives of individual workers. The tendency of organisations, like humans, to deny the existence of problems or issues is highlighted. Through brainstorming, small groups identify the reasons why organisations might tend to deny the existence of problems or issues. The presenter summarises the various inputs through a presentation on a projector. The adult learning principle that people learn best when they can devote most of their energy to the learning is applied here (SAMHS, 2002:2).

The presenter provides clarity about the phases through which organisations move while dealing with problems or issues. This discussion may be presented by means of transparencies on a projector. Each group must also identify the specific phase applicable to their own case study, which was allocated to them during the first exercises. Feedback in this regard is obtained together with the responses to the questions formulated as part of the case studies. The presenter assists each group to generate ideas for moving to the next phase in dealing with the problems or issues specific to their case study. The adult learning approach that learning is stimulated by a problem, which needs to be solved, and which is therefore rooted in practical experience, is applied here (Bogo & Vayda, 1987). The different approaches regarding the management of problems or issues within organisations are demonstrated by means of a projector.

Cunningham (1994:24) explains that it might be helpful to recognise the system's own way of handling problems over time, which can be very functional or dysfunctional. Furthermore, the different principles an organisation can use to

manage problems or issues may also be presented by means of transparencies on a projector. The presenter emphasises the role of supervisors in diagnosing and addressing organisational issues.

#### 4.4 PART 4: REFERRAL TO PROFESSIONAL SERVICES

Part 4 of the course focuses on enabling supervisors to refer at-risk employees to professional services. Oher (1999:63) identifies the following three steps of importance regarding supervisory intervention and assistance:

- Review of the performance with the employee.
- Identification of specific problem areas and delineation of improvements sought.
- Referring to the EAP for assistance in resolving personal problems that may be contributing to poor performance.

The referral process and the characteristics of each method of referral will be covered in detail, as well as the factors obstructing effective referrals.

The following activities take place in Part 4:

- Presentation on the three types of referral.
- Presentation and discussion of the referral process.
- Brainstorming on factors obstructing effective referrals.
- Presentation of successful referral guidelines.
- Role-play activities related to the referral of at-risk employees.
- Presentation of follow up interventions after the referral interview.

The presenter uses a projector to provide an overview of the three types of referrals. Emphasis is placed on the similarities and differences between the different types of referral. The importance of mandatory referrals is stressed, since it is fundamental to the effective implementation of the Supervisory Training Course. Mandatory referral is mainly based on productivity or health status issues (SAMHS, 2001: 20). The supervisor must confront the employees with the concrete evidence of their inability to function adequately in their work (Cunningham, 1994:28). According to Sonnenstuhl (1992), supervisors must identify employees with personal problems on the basis of job performance and take collective action to improve the job performance. He has also found that supervisors trained to focus on job performance are more willing to confront

troubled employees and to refer them for help than supervisors trained to spot symptoms.

The referral process may be clarified with the aid of transparencies on a projector. The importance of the specific sequence of the process is affirmed and the presenter requests feedback on the level of understanding. The adult learning principle that people learn best if the content is meaningfully presented is applied here (SAMHS, 2002:2). Emphasis is placed on the fourth aspect of the referral process, namely constructive confrontation. Sonnenstuhl (1992) describes constructive confrontation as that "supervisors confront employees with evidence of unsatisfactory work, coach them on how to improve their work, urge them to use the services of the EAP if they have personal problems and emphasize the consequences of continued poor performance". This process correlates with the constructive confrontation principle used as part of the SAMHS Supervisory Training Course (SAMHS, 2001:20).

Brainstorming is used to generate various inputs concerning factors hampering the effective referral process. Ralfs and Morley (1990:73) identify a few factors, which might impede effective referrals, such as the fact that managers often identify more with their workers than with management and fear the referral will result in the retrenchments of employees. Secondly, managers do not want their workers to think they are on a witch-hunt, and thirdly they often hesitate to confront employees. Gerstein and Lynn (1991) feels that supervisors need to believe the employee's problem is unrelated to the work site and stable before they will make a referral. Cunningham (1994:54) mentions that it is not uncommon for managers to feel they have failed in their responsibilities to the company or the employee because they are not able to handle the problem on their own. In addition to these factors, various other factors are illustrated by means of transparencies and a projector. Some of these factors involve the absence of productivity-related information, and the anticipation of aggression from the member (SAMHS, 2001:21). The presenter summarises the exercise by recognising the difficulties involved with the referral of at-risk employees.

The presenter provides guidelines for effective confrontational referral interviews by making use of transparencies. The discussion, which accompanies the guidelines, is practical and focuses on various ways in which these interviews are normally conducted ineffectively by supervisors attached to the SANDF. The presenter stresses the importance of the availability of productivity-related incidence during the confrontational interview.

Cunningham (1994:54) indicates that declines in performance could be communicated to the employee if these performance declines are clear-cut and well documented. There is also a possibility that the employee will deny the incidences. Sonnenstuhl (1992) identifies the following three important constructive confrontational steps during the confrontational interview:

- Supervisors communicate impaired work performance to the employees.
- Supervisors encourage them to request help for personal problems.
- Supervisors implement standard disciplinary procedures if impaired performance does not improve.

Employees are motivated at every step to seek help from the SAMHS professionals. Group members receive the opportunity to apply the guidelines within practical role-play settings to enhance profound understanding. Scanlon (1986:35) stresses the importance that supervisors should master the techniques and processes in order to prevent failure of the confrontational interview. The practical exercise consists of the following steps:

- Participants are divided into three groups.
- Each group receives two case studies. The first case study provides a scenario to be employed by the supervisor and the second case study provides a scenario to be employed by the at-risk employee.
- Each member evaluates the supervisor's case study guideline and completes the distributed work performance incident sheet accordingly.
- Each group appoints two members to conduct a role-play based on the case study.
- One of the members will act as the supervisor and the second member will act as the at-risk employee during the role-play.
- The alternative group members function as observers. Their main tasks are to evaluate the positive as well as the developmental areas.
- The role-play will continue for approximately 10 minutes.
- The presenter obtains feedback regarding the role-play from all the role players involved. These feedbacks are listed on newsprint.
- The presenter provides supplementary feedback from his/her own field of reference based on the positive and negative aspects.
- A second role-play is conducted. The presenter will function in the role of the supervisor and an alternative group member will function in the role of the at-risk employee.

- Feedback is attained from the large group. The presenter instructs the observers to employ the guideline for successful referral received earlier to structure their feedback.
- The group members are instructed to conduct a third role-play exercise within their small groups. The group members identify alternative members to participate in the role-plays.
- The presenter obtains feedback from the participants related to the third role-play. The specific point of interest will be whether the third attempt was experienced easier than the first.
- The presenter concludes the exercise by acknowledging the importance of preparation and practice before effective confrontational interviews can be conducted. The group members are also encouraged to acquire assistance from their unit social work officer before conducting the first referral interview.

This practical experience by means of a role-play provided the participants the opportunity to progress through the four different phases of the learning process as identified by Kolb (SAMHS, 2002:3-7).

Oher (1999:63) identifies the “establishment of follow-up interventions and the consequences if performance does not improve” as the sixth step of importance regarding supervisory intervention and assistance. The presenter provides the different follow-up interventions that need to be taken by the supervisor after conducting the confrontational referral interview. Sonnenstuhl (1992) emphasises the importance of follow-up interventions by the supervisor. The supervisor needs to monitor the employee’s progress through treatment as well as his behaviour after returning to work. A transparency on a projector may be employed to illustrate this process. Emphasis is placed on the importance of providing a consummated performance incident sheet to the professional to whom the referral is directed. This will direct the professional about the required and efficient service delivery. The manager is also encouraged to request feedback from the SAMHS professional. Cunningham (1994:54) points out differences in policies regarding the amount of information that can be shared with the manager. Generally the information is restricted to whether the employee followed through with the referral or the degree of cooperation with the treatment plan (SAMHS, 2001:22).

#### 4.5 PART 5: THE MILITARY COMMUNITY DEVELOPMENT COMMITTEE

Part 5 of the course focuses on the use of the Military Community Development Committee (hereafter abbreviated MCDC). The group members must have clarity on the various functions to be performed by the MCDC as well as the

means, which the MCDC will employ in order to, avail it to its full potential. The various roles of each party involved also need to be explored and evaluated.

The following activities take place in Part 5:

- Presentation of the aim of DODI 5/2000.
- Presentation of the two aspects central to DODI 5/2000.
- Presentation of the purpose and composition of the MCDC.
- Presentation and group discussion on the functions of the MCDC.
- Presentation on the functioning of the MCDC within the units.
- Group discussion on the structuring of MCDC inputs.
- Case study and brainstorming activities regarding the utilisation of the MCDC.
- Group discussion on the construction of an action plan to address concerns identified in the case study.

The aim of DODI 5/2000 is presented by means of a transparency. The presenter stresses the comprehensive nature of the DODI, since it focuses on health promotion of the employee, the involved family as well as the organisation as a whole. In addition it also stresses the importance of appropriate services to ensure human capacity building, healthy lifestyles and healthy organisations (Department of Defence, 5/2000:1). The duality of the DODI is also explained to the group members. This ensures conditions that will allow effective functioning in a healthy environment, which need to be facilitated by means of the establishment of a referral system as well as the MCDC.

The purpose of the MCDC is explained by means of a transparency on a projector. The main function of the MCDC, namely to promote a healthy environment and lifestyle in the organisation for the members and their dependants, are affirmed. The presenter accentuates the fact that the MCDC mainly focus on prevention and not so much on rehabilitation (Department of Defence, 5/2000:5). Practical examples are presented to ensure understanding and insight in this regard.

The composition of the MCDC is explained by means of transparencies on a projector. The purpose of every inclusion in the committee is explained and the presenter requests feedback about the necessity of inclusion of different entities by means of group interaction. The practicalities of including all the different disciplines are also discussed. The adult learning principle that people learn best

when they are actively involved in the learning process is applied here (SAMHS, 2002:2).

The functions of the MCDC are explained by means of a transparency on a projector. The presenter stresses the main functions of the MCDC, namely prevention and development. Other important functions, like the identification of tendencies within the organisation and establishing and maintaining a system for early identification and referral, are stressed (SAMHS, 2001:25-26).

The presenter describes the interactive relationship between the MCDC and the referral system during a short presentation. It is emphasised that the MCDC and the referral system are not the same. The referral system is concerned with the identification of individuals with impaired work performance and linking them with professional services, while the MCDC is responsible for the establishment of the referral system and the facilitation of the training of relevant unit members to utilise the system (SAMHS, 2001:26).

The presenter encourages the main group to suggest ways in which the unit may structure inputs from supervisors and other key role players in the MCDC. Their inputs are discussed and printed on newsprint. The adult learning principle that people learn best when they are actively involved in the learning process is applied here (SAMHS, 2002:2).

The presenter divides the main group into smaller groups. The group members are then requested to scrutinise a case study provided to them and to brainstorm for ten minutes on the following questions:

- What is the expressed need or concern?
- What can be done to confirm that there is a need or concern?
- What are the potential ways of addressing the need or concern?
- What may happen if the need or concern is not addressed?

The group members are instructed to generate a plan of action to address the needs and concerns raised in the case study. Feedback is obtained from each of the smaller groups. The adult learning principle that people learn best when they are actively involved in the learning process is applied here (SAMHS, 2002:2)

## **5. THE COURSE PACKAGE**

All the material necessary for the presentation of the Supervisory Training Course is combined in one course package. The content of the course package is summarised in Table 2.

**TABLE 2: THE CONTENT OF THE COURSE PACKAGE**

| <b>NO</b> | <b>SECTION</b>                                  | <b>CONTENT OF SECTION</b>   |
|-----------|---|---|
| 1.        | <i>The <u>course reader for presenters.</u></i> | The course reader for presenters encompasses the comprehensive content of the course. The theoretical basis provides the presenter with the essential knowledge to present the Supervisory Training Course.   |
| 2.        | <i>The <u>presenter's guide</u></i>             | This section consists of two divisions. The first division includes the title page, the aim of the course, the objectives of the course, the course outline, guidelines for the presenter's preparation, the materials and equipment needed and the course evaluation guidelines. The second division contains the conceptual foundation of the course as well as practical guidelines concerning the compilation and implementation of groups. |
| 3.        | <i>The <u>presentation plan</u></i>             | This section contains guidelines that will direct the presenter regarding the implementation of the different sessions. Each section consists of session aims and objectives, specific timetables attached to various topics and preparation requirements.  |
| 4.        | <i>The <u>transparencies</u></i>                | This section is a summary of the most important aspects addressed in the presenter's guide. The presenters guide provides clear direction regarding the use of each projector transparency according to the numbering allocated to each transparency.   |
| 5.        | <i>The <u>workbook</u></i>                      | The workbook is a compilation of all the transparencies, case studies and exercises employed throughout the course. Each participant will receive a workbook that will become his personal property.  |

The content of each section will be discussed briefly.

#### 5.1 SECTION 1: COURSE READER FOR FACILITATORS

This section provides the basic theoretical knowledge essential for the presentation of the Supervisory Training Course. It contains background knowledge regarding the aim, origin and approach that will be maintained. Various key concepts unique to the course that will be used during the presentation are also explained chronologically.

#### 5.2 SECTION 2: THE PRESENTER'S GUIDE

The presenter's guide consists of two divisions. The first division provides a total image of the various modules that will be addressed with the presentation of the course. A timetable is used to guide the presenter regarding the number of minutes allocated to each module. The division also contains guidelines regarding required preparation by the presenter and the participants as well as

the materials and equipment needed for the presentation. The second division consists of the conceptual foundation of the STC. Key concepts are confirmed in order to promote insight and understanding of the various elements of the course. Practical information is provided to guide the presenters regarding the compilation of specific target groups as well as required training group sizes.

### **5.3 SECTION 3: THE PRESENTATION PLAN**

This section includes five detailed plans to guide the presenter during the implementation of the different sessions. It is of the outmost importance that the presenter should have comprehensive theoretical knowledge regarding the STC and that he/she is thoroughly prepared before the implementation of the course. The presenter's plans are constructed chronologically and contain practical guidelines regarding the implementation of scenarios, activities and projector transparencies. This section provides structure to the presenter to ensure its effective implementation.

### **5.4 SECTION 4: THE TRANSPARENCIES FOR THE PROJECTOR**

The transparencies for the projector are mostly a summary of the most important concepts or discussion points presented throughout the presenter's guide. The transparencies are professionally conducted, have a theoretical foundation and are numbered in order to facilitate their application according to the presenter's guide.

### **5.5 SECTION 5: THE WORKBOOK**

The workbook is a document, which will be used by the participants throughout the course presentation. It contains copies of all the transparencies used throughout the presentation of the course, as well as all the case studies and practical exercises. The document is the participant's property and is intended to be used for the documentation of key elements and as a guide during the implementation of the course in the area of functioning.

Each Social Work Officer attached to the SANDF refers to a total Supervisory Training Course package, to be used during the presentation of all the Supervisory Training Courses.

## **6. PRINCIPLES UNDERLYING THE PRESENTATION OF THE COURSE**

The implementation of the STC is sanctioned by the Department of Defence Instruction 5/2000 (Department of Defence, 5/2000:1). This document also states that personnel attached to the SANDF, functioning in any kind of supervisory position, needs to receive training regarding the programme. An adult education approach is necessary to stimulate the optimal development of these supervisors. Adult education is described in the New Dictionary of Social

Work (1995:2) as a "process involving people beyond school-going age, primarily aimed at disseminating knowledge, training the mind in objective reasoning and teaching skills to enable individuals to fulfil themselves and play a full part in the development of the society to which they belong".

Adult learning can best be described by the following principles of adult learning (Kadushin, 1992:183-2000):

- People learn best if they are highly motivated to learn.
- People learn best when they can devote most of their energy to learning.
- People learn best when positive satisfaction is connected to the learning process.
- People learn best when the material is meaningful and related to the work situation.
- People learn best if their uniqueness as a learner, as well their tasks- and problem-oriented learning abilities are considered.

Adult learning principles have been applied in the development of each of the five parts of the SAMHS Supervisory Training Course. The deployment of brainstorming activities, case studies, small group activities, presentations, flip charts, overhead projectors and role-plays are all training techniques, which support the principle of adult education.

## **7. THE LEARNING PROCESS**

The adult learning theory is based on the approach that "... learning is stimulated by a problem which needs to be solved and is therefore firmly rooted in the practice experience" (Bogo & Vayda, 1987). Kolb as quoted by Hardingham (1998:148-149) has suggested the following four-stage learning cycle:

- concrete experience is followed by
- observation and reflection which leads to
- the formation of abstract concepts and generalisations which leads to
- hypotheses to be tested in future action which in turn leads to new experience.

The SAMHS Supervisory Training Course has been developed exploiting the four stage learning cycle as building blocks. The learning cycle requires participants to progress step by step through the four different phases of the learning process. The composition of the course assists participants to apply the knowledge they gain during the generalisation stage, based on their analysis of a past experience.

## **8. CONCLUSION**

The purpose of this article was to analyse the content of the SAMHS Supervisory Training Course in order to determine its consistency with the theory of supervisory training programmes. The researcher was able to point out similarities between the content of the SAMHS Supervisory Training Course and the content for supervisory training programmes proposed by respected authors in the field of Employee Assistance Programmes. The outcomes and presentation of the SAMHS Supervisory Training Course also correspond with the outcomes and presentation of supervisory training programmes in general.

The researcher concludes that the content of the SAMHS Supervisory Training Course is consistent with the theory of supervisory training programmes.

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## SECTION B

### ARTICLE 2

# THE EVALUATION OF THE “SUPERVISORY TRAINING COURSE” OF THE SOUTH AFRICAN MILITARY HEALTH SERVICE

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### ABSTRACT

**Background:** The South African National Defence Force views its personnel as an expensive and important resource. The productivity and well-being of the organisation are dependent on the effective functioning of its individual members, positive relationship between and within groups of members and the relationship between members and the organisation. Military social work, based on occupational social work, has been established in order to support the well-being of the organisation. The supervisor in the South African National Defence Force play a fundamental role in the management and assistance of employees and organisational units whose performance is affected by a range of problems. Supervisors are the key role players in the identification and effective referral of employees whose performance is affected by problems. These problems can be personal, social or workplace related. The Supervisory Training Course has been developed and implemented by military social workers as a training aid to equip supervisors with appropriate ways to manage and assist employees and organisational units. This course concentrates on the promotion of employee and organisational health. It also aims at bringing employees and the organisational units to an acceptable level of productivity within an environment conducive to productivity.

**Goal:** This article will address two research goals. The first research goal is to evaluate the impact of the SAMHS Supervisory Training Course on the knowledge, attitude and behaviour of supervisors in the SANDF, and the second research goal is to determine the influence of the quality of presentation of the course on the effect of the course.

**Method:** A randomised pretest-post-test control group design was implemented to measure the effect of the course on participants. Three alternative measurement scales were designed and implemented in order to measure the quality of the course presentation and the value and relevance of the course.

**Result:** The outcome of the study confirms the hypothesis formulated during the initiation of the study, namely that the Supervisory Training Course does have a significant effect on the knowledge, attitudes and behaviour of the SANDF supervisors. In addition to this, the quality of presentation of the course has a positive effect on the supervisors.

## 1. INTRODUCTION

The Supervisory Training Course (hereafter abbreviated STC) has been developed during 2001 as an instrument to assist Social Work Officers with the training of supervisors in the South African National Defence Force. Supervisory training mainly consists of information regarding the referral of troubled employees who experience declines in work performance (Cunningham, 1994:28). The aim of this study is to determine the impact of the STC on the knowledge, attitude and behaviour of supervisors in the South African National Defence Force (hereafter abbreviated SANDF). Supplementary to the first aim, the second aim of the research is to determine how the quality of presentation of the course influences the effect of the course.

## 2. COURSE CONTENT

Scanlon (1986:86) expresses the opinion that supervisory training should focus on the recognition and documentation of patterns indicating deteriorating job performance. The point of departure of the SANDF's Supervisory Training Course is that supervisors plays an important role in the identification and management of employees whose performance is affected by a range of problems, including personal, social and workplace-related problems (SAMHS, 2001:2).

The content and main teaching activities of the course will be presented in the table below:

**TABLE 3: THE THEMES AND PRESENTATION OF THE SUPERVISORY TRAINING COURSE**

| <b>SUBJECT</b>   | <b>METHODS</b>   |
|--|--|
| <b>Part 1: Introduction to the Supervisory Training Course (SAMHS, 2001: Appendix A)</b> | Facilitator presentation: Overview of course contents and introduction to the STC.<br>Facilitator presentation: Present the goal of the STC.<br>Group discussion on the concept of health.<br>Facilitator presentation on the locality of health.<br>Individual activity: Indicate individual, section and unit locality of health on the continuum.<br>Small group activity: Brainstorm about the importance of health to the SANDF.<br>Small group activity: Brainstorm on factors specific to military life contributing to ill- and good health. |

|  |   |
|--|---|
|  | <p>Facilitator presentation on concept of productivity.<br/> Group discussion: Case study regarding productivity.<br/> Facilitator presentation on the concept impaired work performance.<br/> Group discussion: Brainstorm on responsibilities for management of health, impaired work performance and productivity.</p>   |
| <p><b>Part 2:</b> <i>The at-risk employee (SAMHS, 2001: Appendix B).</i></p>                         | <p>Facilitator presentation: Definition of at risk employee.<br/> Group discussion: Brainstorm on problems and symptoms of problems associated with the at risk employee.<br/> Small group discussion: List signs of impaired work performance and possible impact on work environment if not addressed.<br/> Small group discussion: Case study and compiling work performance incident sheet.</p>   |
| <p><b>Part 3:</b> <i>The troubled workplace (SAMHS, 2001: Appendix C).</i></p>                       | <p>Small group discussion: Case study.<br/> Group discussion: Brainstorm about the components and purpose of organisations in human society.<br/> Group discussion on organisational negation of the existence of problems.<br/> Facilitator presentation on organisational problem management phases.<br/> Group discussion: Linking management phases with scenarios in case studies.<br/> Facilitator presentation on approaches to problem issues and principles organisations can use in the management thereof.</p>   |
| <p><b>Part 4:</b> <i>Referral to professional services (SAMHS, 2001: Appendix D)</i></p>             | <p>Facilitator presentation about the referral process.<br/> Group discussion: Brainstorm about factors hampering the referral process.<br/> Facilitator presentation on the referral interview.<br/> Group discussion: Role-play the referral process using the same case study.<br/> Facilitator presentation on the procedure following the referral.</p>  |
| <p><b>Part 5:</b> <i>The Military Community Development Committee (SAMHS, 2001: Appendix E).</i></p> | <p>Facilitator presentation on the aim of DODI 5/2000.<br/> Facilitator presentation on the two aspects central to DODI 5/2000.<br/> Facilitator presentation on the purpose, composition and functioning of the MCDC.<br/> Facilitator presentation on the structuring of inputs from supervisors and key role players to the MCDC.<br/> Case Study: Group members to read through case study and brainstorm on various established questions<br/> Small group activities: Group generate action plans to address needs or concerns raised in case study.<br/> Presenter obtains feedback.</p> |

### **3. RESEARCH DESIGN AND PROCEDURE**

#### **3.1 RESEARCH GOAL AND OBJECTIVES**

The research goal was to evaluate the impact of the South African Military Health Service Supervisory Training Course. The following objectives were formulated and pursued in order to achieve this goal:

- To evaluate the contents of the Supervisory Training Course in order to determine its consistency with the theory of supervisory training courses.
- To evaluate the impact of the Supervisory Training Course on the knowledge, attitude and behaviour of supervisors in the South African National Defence Force.
- To determine the way the quality of presentation of the course influences the effect of the course.
- To formulate guidelines for the improvement of the content and presentation of the Supervisory Training Course.

#### **3.2 RESEARCH DESIGN**

An experimental research design has been employed during the research. Fouche and De Vos (2002:144) describe the purpose of experimental research as to determine the effect of an independent variable on a dependent variable. Logan and Royce, as quoted by Thyer (2001:203), emphasises that experimental designs "... provides a persuasive argument about causal effects of a course on participants". This research focused on the impact of the Supervisory Training Course on the knowledge, attitudes and behaviour of the supervisors in the SANDF. In order to measure the effects of the course on participants, a randomised pretest-post-test control group design was used throughout the process. The experimental groups were exposed to the effect of the independent variable (STC). Strydom (1999:107) confirms that the control group should not be exposed to the independent variable.

The impact of the STC has been measured independently after each implementation of the course. Roche (2000:546) describes this method as the ex-post impact analysis. The total evaluation of the STC can thus be regarded as an impact assessment.

### 3.3 RESEARCH PROCEDURE

The research procedure used to evaluate the course consisted of the following steps:

#### 3.3.1 Literature review

Relevant South African and international publications were studied for this research. Although the SANDF follows an occupational social work programme to deal with the problems of its members, EAP literature provides valuable information in this regard. The literature study was narrowed down to material focusing mainly on supervisory training programmes as well as policy documentation directing the implementation of such a course in the SANDF.

Documented, reliable literature formed the basis of the research. The researcher mainly used databases like ERIC, NEXUS, Psychlit, South African as well as foreign journal articles, Social Work Abstracts, Social Sciences Index and Dissertation Abstracts International.

#### 3.3.2 Data collection instruments

In the absence of suitable, standardised data collecting instruments, the researcher developed the data collecting instruments, which were to be used during the research process. Five instruments were developed.

The first two instruments, which were also the main data collecting instruments, were designed to measure the effect or impact of the STC on the knowledge, attitude and behaviour (hereafter abbreviated KAB) of the supervisors. These two instruments were introduced as the pretest and post-test course measurement instruments. These instruments encompass mainly scaled items (Bloom et al., 1991:182). The South African Military Health Service Supervisory Training Course document was used as the source document to design the KAB data collection instrument in order to align its content with the elements of the STC. The measurement instruments were finalised with the assistance of the section for Statistical Consultation Service at the Potchefstroom Campus of the North West University. These instruments were tested in a pilot study involving 25 respondents.

The remaining three instruments were acquired from the SAPS Substance Dependency Programme Evaluation implemented during 2001 (Du Plooy, 2004). These instruments were adapted to fit the specific needs of the SANDF study and were utilised to measure the quality of the course presentation. The instruments were designed to measure the following variables:

- The participant's perception of the presenter, the presentation skills, the learning process, the course content, the value/relevance of the course and general aspects.
- The participant's perception of the value and the relevance of the course.
- The presenter's self-assessment of his/her theoretical knowledge, presentation skills, the learning process, the course content, the relevance/value of the course and general aspects.

### 3.3.3 Phases of the research process

The execution of the research process involved the following three phases:

- **Phase 1: Preliminary study.** This phase consisted of a preliminary exploratory study, which has been implemented as part of the routine Military Social Work functions before committing to the present research process. Two Supervisory Training Courses were implemented in 4 Artillery Regiment and the Military Police Unit. Experience gained during this process was applied in the design of the present research project.
- **Phase 2: Pilot study.** This phase included the development of the KAB questionnaires and the evaluation thereof by a group of experts. Four senior military social work officers related to Area Military Health Unit North West evaluated the comprehensiveness of the questionnaires. The questionnaires were tested by applying it during two scheduled Supervisory Training Courses involving 25 supervisors related to 4 Artillery Regiment.
- **Phase 3: Main study.** Four STCs were implemented during this phase. Each of the four courses was independently implemented in different units. The experimental groups attended the STC presentations and completed the KAB pretest and post-test data-collecting instrument. The experimental groups also completed the presentation evaluation scales as well as the value and relevance of the course scales. The presenters completed the presenter's evaluation of the course presentation scale after presentation of every STC. The four control groups did not attend the STC presentations. The control groups have only been subjected to the KAB pretest and post-test data collection instruments. They did not complete the presentation evaluation scales or the value and relevance of the course scales. The members selected for the control groups will be included in various STCs scheduled for 2006.

### 3.3.4 Data analysis

The Statistical Consultation Service of the Potchefstroom Campus of the North West University assisted with the processing and interpretation of the empirical data. Cohen's theory of effect sizes was used to establish whether a significant statistical difference existed on the pretest-post-test basis between the experimental and control groups (Cohen, 1977). The EPI 6 system was primarily used to process the data.

## 3.4 THE RESEARCH GROUPS

Stratified random sampling was used to select participants. Strydom (1999:66) describes a stratified random sample as being suitable for a heterogeneous universe. Gravetter and Forzano (2003:121) refers to the population as consisting of a variety of identifiable subgroups. The different subgroups can be viewed as different layers of strata. The researcher identified the following subgroups as the different layers of strata in the SANDF at unit level:

- Group 1: Lance Corporal/Lance Bombardier, Corporal/Bombardier and Sergeant.
- Group 2: Staff Sergeant and Warrant Officer.
- Group 3: Lieutenant and Captain.
- Group 4: Major, Lieutenant Colonel and Colonel.

Equal random samples were selected by means of simple random sampling from each of the identified subgroups within different units. The size of each group was determined in order to select participants proportionally. The following units were involved during the research process:

- 4 Artillery Regiment.
- Military Police Unit.
- Army Support Base.
- Area Military Health Unit North West.

Gravetter and Forzano (2003:119) identify the basic requirement for random sampling as that "each individual in the population has an equal and independent chance of being selected". A total of 80 members were selected by means of a random sample from the various units to compile the experimental

group. The same method was used in order to select the control group independently from each of the identified units. The control group consisted of 31 members.

The following table displays the distribution of the experimental and control groups per unit:

**TABLE 4: UNIT DISTRIBUTION**

| Groups              | 4 Arty Regt  | Military Police | Army Support Base | Area Military Health Unit NW | Total         |
|---------------------|--------------|-----------------|-------------------|------------------------------|---------------|
| Experimental groups | 22<br>(28 %) | 20<br>(25 %)    | 20<br>(25 %)      | 18<br>(22 %)                 | 80<br>(100 %) |
| Control groups      | 9<br>(29 %)  | 8<br>(26 %)     | 8<br>(26 %)       | 6<br>(19 %)                  | 31<br>(100 %) |

- Baily as quoted by Strydom (1999:108) explains the goal of all selection procedures for experimental and control groups as being “to make the groups as similar as possible in terms of the dependent variable, and thus necessarily in terms of all factors affecting it”. Similarity regarding the dependant variables of the experimental and control groups are visible in table 2.
- A relatively large control group was selected compared with the experimental group. The control group consisted of 38.75% of the experimental group, making it large enough to produce reliable measurements.

The following table demonstrates the gender representation of the experimental and control groups:

**TABLE 5: GENDER REPRESENTIVITY**

| Group              | Male         | Female       | Total         |
|--------------------|--------------|--------------|---------------|
| Experimental group | 56<br>(70 %) | 24<br>(30 %) | 80<br>(100 %) |
| Control group      | 21<br>(68 %) | 10<br>(32 %) | 31<br>(100 %) |

- The gender distribution of both the control and experimental groups is a reflection of the gender distribution in the units. The smaller

representation of females should be seen in the context of the SANDF being a male dominated organisation.

- The policy on equal opportunity and affirmative action also stated that women should be included in combat roles (Department of Defence, 1998:5). In practice, females are to a greater extent employed in supportive functions. The South African Military Health Services are considered a secondary function of the SANDF and it included a high percentage of females. The inclusion of Area Military Health Unit NW thus contributed to the high female representation in the research project.

The following table reflects the rank distribution in the research project:

**TABLE 6: RANK DISTRIBUTION**

| Group                 | LCpl/Cpl,<br>LBdr/Bdr-<br>Sgt | SSgt-WO      | Lt-Capt      | Maj, Lt Col<br>- Col | Total         |
|-----------------------|-------------------------------|--------------|--------------|----------------------|---------------|
| Experimental<br>group | 40<br>(50 %)                  | 12<br>(15 %) | 21<br>(26 %) | 7<br>(9 %)           | 80<br>(100 %) |
| Control<br>group      | 13<br>(42 %)                  | 6<br>(19 %)  | 8<br>(26 %)  | 4<br>(13 %)          | 31<br>(100 %) |

- The representation of each rank in the control group matches the representation for each rank in the experimental group. The only slight deviation was amongst the rank of Major to Colonel where the control group was marginally underrepresented.
- The rank distribution is in line with the rank representation of each rank group at unit level. The rank group of Lance Corporal (LCpl), Corporal (Cpl), Lance Bombardier (LBdr), Bombardier (Bdr) and Sergeant (Sgt) is representative of the largest managerial group at unit level. This group represents the junior Non-Commissioner Officers (NCO) and functions in direct relation with the troops, who have no managerial responsibilities. This group represents the largest group involved in the research.
- The rank group of Lieutenant (Lt) and Captains (Capt) is representative of the second largest managerial group at unit level. This group represents the Junior Officers and functions in direct relation with the Junior Non-Commissioner Officers and the Senior Non-Commissioner Officers. This group represents the second largest group involved in the research.

- The rank group of Staff Sergeant (SSgt) and Warrant Officer (WO) is representative of the third largest managerial group at unit level. This group functions as senior Non Commissioned Officers (NCO) with very prominent managerial positions and responsibilities. This group represents the third largest group involved in the research.
- The rank group of Major (Maj), Lieutenant Colonel (Lt Col) and Colonel (Col) is representative of the smallest managerial group at unit level. The Department of Defence Instruction describes this rank group as middle management related to the structure of the SANDF (Department of Defence Instruction, 52/2001:20). At unit level this group functions as Senior Officers with prominent functions such as Company Commander, Battery Commander or Unit Commanding Officer. This group represents the smallest group involved in the research.

### 3.5 DATA COLLECTION INSTRUMENTS

The STC has been developed to fit the unique circumstances of the SANDF. Because of the uniqueness of the course, focusing on “health” instead of the “troubled employee” and because of its inclusion of the troubled workplace, standardised measuring instruments could not be used to determine the effect of the independent variables on the dependant variables (Fouche & De Vos 2002:144). The researcher was obliged to develop unique data collection instruments to measure the effect of the STC on the KAB of the supervisors. In addition, the researcher used data collecting instruments developed by the SAPS during 2001 and utilized during 2004 as part of the Substance Dependency Programme evaluation of the SAPS (Du Plooy, 2004). These tools were originally developed in order to evaluate the Capacity Building Course presented in the SAPS. The researcher reconstructed these data collecting instruments in order to fit the profile of the SANDF. Hilton, as quoted by Du Plooy (2004:46) refers to the combination of two or more theories, data sources, methods, or investigation in one study of a single phenomenon to converge on a single construct as triangulation. The within-method of triangulation, where various instruments are employed in order to measure the same variable, was implemented (Bryman, 2003:23).

The following data collection instruments were applied during this research:

- The KAB questionnaires that measured the effect of the STC on the knowledge, attitude and behaviour of the supervisors. The experimental groups and control groups completed these two instruments during the same time slot.

- The Presentation Evaluation Questionnaire, which was only completed by the experimental group after attendance of the STC.
- The Value and Relevance Questionnaire, which was only completed by the experimental group after attendance of the STC.
- The Presenter's Evaluation of the Course Presentation Questionnaire, which was separately completed by the chief and co-facilitator after presentation of the course. A section provided some opportunity for specific suggestions regarding the various session outlines secluded this questionnaire.

### 3.5.1 The KAB Questionnaire (Appendix 1 & 2)

The main function of this questionnaire was to measure the level of knowledge, the specific attitude and most relevant behaviour of supervisors in the SANDF regarding the STC. Members from the experimental groups as well as the control groups had the opportunity to complete the measuring instrument, labelled PRE-COURSE QUESTIONNAIRE (Scale 1) during the same time slot. After completion of the first questionnaire, members of the experimental group were exposed to the STC, whereas the members of the control groups were not subjected to any information regarding the STC.

The KAB Questionnaire consists of Likert-type scales. This "numerical scale that accompanies each question typically presents a range of response alternatives from very positive to very negative" (Gravetter & Forzano, 2003:100). Strydom (1999:224) describes this scale as a collection of suppositions regarding a specific subject. The research objects must indicate on a scale to which extent they agree or disagree with the statement.

After experimental group had attended the STC, the control group joined them and both groups completed the measuring instrument labelled POST-COURSE QUESTIONNAIRE (Scale 2). The purpose of the second measuring instrument was to evaluate the level of growth or development regarding the knowledge, attitude and behaviour of members included in the experimental groups and control groups. The outcomes of the experimental groups and control groups were compared in order to determine the impact of exposure to the STC. Strydom (1999:109) emphasises the importance of measuring the effect of the independent variables to determine their impact.

The different variables, scales and the various aspects, which were measured, will be displayed in the following table:

**TABLE 7: COMPILATION OF KAB QUESTIONNAIRES**

| <b>Variables</b> | <b>Scales 1 &amp; 2</b>                                       | <b>Aspects measured</b>  |
|------------------|---|--|
| Knowledge        | Section 1:<br>Question 1 - 16<br>Section 2:<br>Question 1 - 9 | Knowledge regarding various descriptions of concepts unique to the STC, purpose and goal of the STC, social problems and its effects on human beings, signs of impaired work performance, various types of social work referrals, work performance incident sheet as well as the content and aim of Department of Defence Instruction 5/2000 and the Military Community Development Committee. |
| Attitude         | Section 3:<br>Question 1 - 13                                 | Attitude regarding the purpose and utilization of the STC, at-risk employees, Military Community Development Committee and Work Performance Incident Sheets. The attitude regarding social problems, signs of impaired work performance and the referral process.  |
| Behaviour        | Section 4:<br>Question 1 - 16                                 | Behaviour regarding the utilization of the STC and Work Performance Incident Sheets, the management of productivity, promotion of health and referrals to Military Health Professionals. Behaviour regarding the utilisation and support of the Military Community Development Committee and the management of organisational problems.  |

### 3.5.2 The Presentation Evaluation Questionnaire (Appendix 3)

Only members of the experimental groups completed the Presentation Evaluation Questionnaire (Scale 3) after attendance of the course. Members of the control groups were not exposed to this questionnaire since it focused on the evaluation of the course presentation and would not have been applicable to them.

The experimental group received the opportunity to evaluate the presenter's knowledge, enthusiasm and ability to present information in understandable terms. The presenter's presentation skills regarding audibility, use of teaching media, ability to generate participation and preparedness were also evaluated. The evaluation of the third section mainly included the presenter's ability to provide a clear overview and summary as well as the ability to communicate the information in understandable terminology. The quality of the learning material and the teaching media, the practical arrangements and the venue were covered in section four, while section five focused on the value of the course regarding application of knowledge within the work environment as well as personal circumstances. The stimulation of creative thinking and recommended course exposure were also evaluated. The sixth section focused on the duration of the course, pace of the presentation, the equilibrium and language use. The same identifying particulars were applied as in the KAB questionnaire, in order to

match the questionnaires. The Presentation Evaluation Questionnaires consist of Likert-type scales.

The following table displays the various sections, aspects measured and different questions included in the Presentation Evaluation Questionnaire:

**TABLE 8: STRUCTURE OF THE PRESENTATION EVALUATION QUESTIONNAIRE**

| <b>Section</b> | <b>Aspects measured</b>                           | <b>Questions</b> |
|----------------|---|------------------|
| Section 1      | Evaluation of the presenter                       | Question 1 – 5   |
| Section 2      | Evaluation of the presenter's presentation skills | Question 6 – 10  |
| Section 3      | Evaluation of the learning process                | Question 11 – 17 |
| Section 4      | Evaluation of the presentation context            | Question 18 – 21 |
| Section 5      | Evaluation of the relevance/value of the course   | Question 22 – 27 |
| Section 6      | General   | Question 28 – 31 |

### 3.5.3 The Value and Relevance of the Course Questionnaire (Appendix 4)

Only the experimental groups completed the Value and Relevance Questionnaire, after attendance of the course. The control groups were not exposed to this questionnaire, since it focused on the evaluation of the perceived relevance and value for members who attended the course presentation. As such it was not applicable to the control groups.

The same identifying particulars as in the KAB and Presentation Evaluation Questionnaires were used, in order to match the questionnaires with each other. The questionnaire consisted of two main sections. The experimental groups evaluated the value of each module presented independently as part of the first section. The second section concentrated firstly on the evaluation of the value of the course regarding job satisfaction, management and productivity. Secondly, course participants could evaluate the applicability of the STC in their individual sections as well as in the SANDF.

The Value and Relevance Questionnaire consists of Likert-type scales.

The following table displays the different sections, aspects measured and various questions involved in the Value and Relevance of the Course Questionnaire:

**TABLE 9: THE VALUE AND RELEVANCE OF THE COURSE QUESTIONNAIRE**

| Section   | Aspects measured        | Questions       |
|-----------|-------------------------|-----------------|
| Section 1 | Value of the course     | Question 1 – 5  |
| Section 2 | Relevance of the course | Question 6 – 12 |

**3.5.4 The Presenter's Evaluation of the Course Presentation Questionnaire**  
(Appendix 5)

Only the chief and co-facilitators completed this questionnaire after presentation of each course. Neither the experimental nor the controlling group participated in completion of this questionnaire. Limited identifying particulars were required since the questionnaires only needed to be matched with specific courses presented on particular dates. The Presenter's Evaluation of the Course Presentation Questionnaire consists of six sections joined by a written comments part regarding the presentation. The first section encompasses questions regarding the presenter's self-evaluation. The presenters evaluated their own knowledge and ability to communicate the information successfully to the course members. The presenter's enthusiasm and ability to communicate their knowledge were also evaluated during the first section. The second section involved a self-evaluation regarding the presenter's presentation skills. The presenters had the opportunity to evaluate their own presentation skills, which included the use of teaching media as well as their ability to involve participants in discussions. The presenters were also evaluating their preparations for the course and their ability to communicate the information in understandable terms. Section three focused on the evaluation of the learning process. The logical flow of the learning process progressing from the introduction, the mastering of one learning objective before progressing to another learning objective and the condensation of key elements were evaluated. The ability of the course participants to master the information, and the development of an interest in and understanding of its usefulness were also measured. The fourth section concentrated on the evaluation of the context. The quality of the learning material, teaching media, venue and course arrangements were determined. The relevance/value of the course was measured during the fifth section. The presenters evaluated the applicability of the gained knowledge within normal daily activities as well as in supervisory functions. The effect of the course regarding job performance, the necessity of the course and the stimulation of creative thinking were also probed. The last section involved the evaluation of the course duration, course tempo, suitability of language use and the balance between presentations and group interactions.

The Presenter's Evaluation of Course Presentation Questionnaire consists of Likert-type scales. The Written Comments regarding the Presentation Form was managed as part of the Presenter's Evaluation of the Course Presentation Questionnaire. The presenters only completed this Questionnaire after

implementation of the course presentation. The questions focused on the clarification of responses, various topics that needed to be added, dropped or covered in greater depth, improvements to be made and factors contributed or hampered the presentation. Open questions were used to collect the required data.

The following table will display the various sections, aspects measured and different questions applicable to the Presenter's Evaluation of the Course Presentation Questionnaire:

**TABLE 10: PRESENTER'S EVALUATION OF COURSE PRESENTATION QUESTIONNAIRE**

| Section   | Aspects measured                                | Questions        |
|-----------|---|------------------|
| Section 1 | Self-assessment                                 | Question 1 – 5   |
| Section 2 | Self-evaluation of presentation skills          | Question 6 – 10  |
| Section 3 | Evaluation of the learning process              | Question 11 – 17 |
| Section 4 | Evaluation of the content                       | Question 18 – 21 |
| Section 5 | Evaluation of the relevance/value of the course | Question 22 – 27 |
| Section 6 | General   | Question 28 – 31 |
|           | Written comments regarding presentation         | Question 1 – 6   |

#### 4. RELIABILITY OF MEASURING INSTRUMENTS

The reliability of a measuring instrument refers to the consistency in measuring what it is supposed to measure irrespective of the occasion of application or the format of utilisation (Huysamen, 1988:24). Strydom (1999:215) explains the reliability of measurement as that "... it produces theoretically the same results under the same circumstances". Gravetter and Forzano (2003:91-92) indicate that measurement procedures are reliable if "... repeated measurements of the same individual under the same conditions produce identical values". Reliability also refers to the approach that each individual measurement has an element of error, for instance:

- Measured Score = True Score + Error.

Gravetter and Forzano (2003:92) argue that the measurements will be reliable if the error component is relatively small. Huysamen (1989:26) describes the reliability and unreliability of a test as two joint proportions equal to 1,00.

The measuring instruments, which were applied in this research, consisted mainly of Likert-scale items with four to five response choices. Cronbach has developed the Cronbach alpha formula for use in tests with more than two response choices (Gravetter & Forzano, 2003:391). The Statistical Consultation Service of North West University calculated the Cronbach alpha coefficient ( $\alpha$ ) of

each scale. The Cronbach alpha coefficient of each scale will be displayed by means of various tables.

#### 4.1 THE CRONBACH ALPHA COEFFICIENT ( $\alpha$ ) REGARDING THE KAB SCALES

The Cronbach alpha coefficient regarding the KAB scales is displayed in the table below:

**TABLE 11: CRONBACH ALPHA COEFFICIENT ( $\alpha$ )**

| Scale 1 & 2: Sections and Questions  | $\alpha$    |
|--|-------------|
| <p><b>Section 1:</b> Knowledge regarding STCs.</p> <ul style="list-style-type: none"> <li>• The STC can be used as a management tool.</li> <li>• Health is a state of complete physical, mental and social well-being.</li> <li>• Productivity means goals are achieved in the best way at the lowest cost.</li> <li>• The STC aims on enhancement of productivity in the SANDF.</li> <li>• Impaired work performance means the employee does not function according to the requirements of his post.</li> <li>• The at-risk employee is a person whose work performance is impaired due to personal problems.</li> <li>• Social problems like financial problems does not affect work performance.</li> <li>• Ignoring impaired work performance can lead to the registering of a grievance.</li> <li>• It is against Human Rights Regulations to refer at-risk employees for professional health care in a forceful way.</li> <li>• Referral implies the linkage of a performance-impaired member to a Health Care Professional.</li> <li>• DODI 5/2000 sanctioned the establishment of the MCDC.</li> <li>• DODI 5/2000 sanctioned the establishment of a referral system.</li> <li>• DODI 5/2000 aims to ensure human capacity building, healthy lifestyles and healthy organisations.</li> <li>• The main function of the MCDC is the identification of tendencies in the unit.</li> <li>• The MCDC manages the training of managers in the identification and managing of performance-impaired members.</li> </ul> | <b>0.87</b> |
| <p><b>Section 2:</b> Knowledge regarding various concepts related to the STC.</p> <ul style="list-style-type: none"> <li>• My knowledge of the concept STC in the SANDF can be described as ...</li> <li>• My knowledge concerning the purpose of the STC in the SANDF can be described as...</li> </ul>   | <b>0.87</b> |

|  |             |
|--|-------------|
| <ul style="list-style-type: none"> <li>• My knowledge about Military Social Work Services can be described as...</li> <li>• My knowledge of the definition of the at-risk employee can be described as...</li> <li>• My knowledge of the definition of health can be described as...</li> <li>• My knowledge of the signs of impaired work performance can be described as...</li> <li>• My knowledge on the utilisation of the work performance incident sheet can be described as...</li> <li>• My knowledge of the three types of social work referrals can be described as...</li> <li>• My knowledge about the purpose of the MCDC can be described as...</li> </ul>  |             |
| <p><b>Section 3:</b> Attitude regarding implementation of the STC.</p> <ul style="list-style-type: none"> <li>• The STC can be used effectively in promoting employee health.</li> <li>• The STC can be used effectively in promoting organisational health.</li> <li>• I cannot utilise an at-risk employee effectively in my section.</li> <li>• The early identification of at-risk employees can prevent impaired work performance.</li> <li>• The utilisation of Work Performance Incident Sheets will increase the administrative burden of managers.</li> <li>• I will refer employees in a mandatory way without incident related documentation.</li> <li>• The MCDC must focus on the development of employees.</li> <li>• I support the implementation of the MCDC in my Unit.</li> <li>• Sleeping during working hours indicates impaired work performance.</li> <li>• Gender discrimination affects work performance.</li> </ul>   | <b>0.75</b> |
| <p><b>Section 4:</b> Behaviour regarding implementation of the STC.</p> <ul style="list-style-type: none"> <li>• I have implemented the STC as a management tool in my section.</li> <li>• I have used the STC to promote the productivity of my section.</li> <li>• As section head, I have taken responsibility for the promotion of my own health.</li> <li>• I have referred employees with work related stress to the Military Health Service Professionals.</li> <li>• I have taken disciplinary steps against employees with impaired work performance when they resisted referral to the Military Health Service Professional.</li> <li>• As manager I have taken responsibility for diagnosing organisational problems like discrimination.</li> <li>• As manager I have taken responsibility for addressing organisational problems like sexual harassment.</li> <li>• I have supported the implementation of the MCDC in my unit.</li> <li>• I have supported the functioning of the MCDC to manage the referral of at risk employees.</li> <li>• I have supported the functioning of the MCDC to coordinate the</li> </ul> | <b>0.88</b> |

|   |  |
|---|--|
| implementation of the STC. <ul style="list-style-type: none"> <li>• I have been actively involved in the identification of tendencies in my section as part of the MCDC functioning</li> <li>• I have referred tendencies in my section to the MCDC.</li> </ul> |  |
|---|--|

Gravetter and Forzano (2003:391) indicate that Cronbach's alpha produces values between 0 and 1.00. A value of 0.5 can be viewed as a mean value and can be considered as acceptable for the purpose of the research. An indication of a higher value normally indicates a higher degree of internal consistency or reliability (Gravetter & Forzano, 2003:391). On the other hand, a lower value indicates a lower degree of internal consistency or reliability.

The Cronbach alpha coefficient ( $\alpha$ ) of the KAB questionnaires varied between 0.75 in the third section regarding the attitude towards implementation of the STC and 0.88 in the fourth section regarding the behaviour towards implementation of the STC. The other two sections both gained a Cronbach alpha coefficient of 0.87. These relatively high values obtained are an indication of internal consistency or reliability of the KAB scales.

#### 4.2 THE CRONBACH ALPHA COEFFICIENT ( $\alpha$ ) REGARDING THE PRESENTATION EVALUATION SCALE

The Cronbach alpha coefficient regarding the Presentation Evaluation scale is displayed in the table below:

**TABLE 12: CRONBACH ALPHA COEFFICIENT ( $\alpha$ )**

| <b>Scale 3: Sections and Questions</b>   | <b><math>\alpha</math></b> |
|--|----------------------------|
| <b>Section 1:</b> Evaluation of the presenter. <ul style="list-style-type: none"> <li>• The presenter is knowledgeable about the subject that he/she taught.</li> <li>• The presenter could link the material to the participant's level of knowledge.</li> <li>• The presenter was able to explain difficult and abstract concepts.</li> <li>• The presenter succeeded in keeping me interested in the subject.</li> <li>• The presenter was enthusiastic about the subject that he/she taught.</li> </ul>  | <b>0.83</b>                |
| <b>Section 2:</b> Evaluation of the presentation skills. <ul style="list-style-type: none"> <li>• I could clearly hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand).</li> <li>• The presenter was skilful in the use of the teaching media (e.g. transparencies and or writing on newsprint/the blackboard).</li> <li>• The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions).</li> <li>• The presenter prepared himself/herself thoroughly for the presentation.</li> <li>• What is your overall rating of the presenter's presentation skills?</li> </ul> | <b>0.72</b>                |

|   |                    |
|---|--------------------|
| <p><b>Section 3:</b> Evaluation of the learning process.</p> <ul style="list-style-type: none"> <li>● In the beginning, the presenter gave us a clear overview of what we could expect during the course.</li> <li>● The presenter made sure that participants understood a subject before continuing to the next subject.</li> <li>● At the end, the presenter gave a summary of the material that was covered.</li> <li>● The presenter was able to communicate on my level.</li> <li>● It was easy to understand the material that was presented.</li> <li>● The material that was covered will be useful.</li> <li>● The course stimulated my interest in the subject.</li> </ul> | <p><b>0.92</b></p> |
| <p><b>Section 4:</b> Evaluation of the presentation context.</p> <ul style="list-style-type: none"> <li>● How would you rate the venue?</li> <li>● How would you rate the quality of the learning material that was presented?</li> <li>● How would you rate the quality of the teaching media (e.g. transparencies and/or handouts)?</li> <li>● How well was the course organised?</li> </ul>  | <p><b>0.78</b></p> |
| <p><b>Section 5:</b> Evaluation of the relevance and value of the course.</p> <ul style="list-style-type: none"> <li>● The course stimulated my creative thinking.</li> <li>● I will be able to apply the new knowledge and insights that I have gained in my job.</li> <li>● I felt that the course will help me do my job better.</li> <li>● I will be able to apply the new knowledge and insights that I have gained in my daily life.</li> <li>● I feel that the course will help me to live my life in a better way.</li> <li>● All SANDF supervisors should receive this course.</li> </ul>  | <p><b>0.87</b></p> |
| <p><b>Section 6:</b> General.</p> <ul style="list-style-type: none"> <li>● How will you rate the length of the course?</li> <li>● How will you rate the tempo of the presentation?</li> <li>● How will you rate the balance between the time spent on the presentation and time spent on group involvement?</li> <li>● Which language did you use the most during the presentation of the course?</li> </ul>  | <p><b>0.83</b></p> |

The Cronbach alpha coefficient ( $\alpha$ ) for the various sections of the Presentation Evaluation Questionnaire varied between 0.72 for the evaluation of the presenter's presentation skills and 0.92 for the evaluation of the learning process. The evaluation of the relevance/value of the course presented with the second highest rating of 0.87 while the evaluation of the presenter and general aspects both received a rating of 0.83.

If it is taken into consideration that the Cronbach alpha produces values between 0 and 1.00, this scale presented a high value and therefore a distinguished

degree of internal consistency or reliability. This scale can thus be evaluated as reliable because it measures what it is supposed to measure, irrespective of the occasion of application or the format of application.

#### 4.3 THE CRONBACH ALPHA COEFFICIENT ( $\alpha$ ) REGARDING THE VALUE AND RELEVANCE SCALE

The Cronbach alpha coefficient regarding the Value and Relevance scale is displayed in the table below:

**TABLE 13: CRONBACH ALPHA COEFFICIENT ( $\alpha$ )**

| <b>Scale 4: Sections and Questions</b>  | <b><math>\alpha</math></b> |
|---|----------------------------|
| <p><b>Section 1:</b> Evaluation of the value of the course.</p> <ul style="list-style-type: none"> <li>• How would you rate the value of the section: "Introduction to Supervisory Training Course"?</li> <li>• How would you rate the value of the section: "The at-risk employees"?</li> <li>• How would you rate the value of the section: "The Troubled Workplace"?</li> <li>• How would you rate the value of the section: "Referral to Professional Services"?</li> <li>• How would you rate the value of the section: "The Military Community Development Community"?</li> </ul> | <b>0.83</b>                |
| <p><b>Section 2:</b> Evaluation of the relevance of the course</p> <ul style="list-style-type: none"> <li>• The course will have a positive impact on my job performance.</li> <li>• I will be able to apply my new knowledge in my job.</li> <li>• I will be able to apply my new skills in my job.</li> <li>• This course will enable me to manage my section more effectively.</li> <li>• This course will increase my job satisfaction.</li> <li>• This course will increase my productivity.</li> <li>• All the managers in the SANDF should receive the course.</li> </ul>        | <b>0.89</b>                |

The Cronbach alpha coefficient of the Value and Relevance Questionnaire varied between 0.83 for the evaluation of the value of the course and 0.89 for the evaluation of the relevance of the course. This high value is an indication of internal consistency or reliability of the specific scale that was applied.

The various scales, which were used in this research, can be described as consistent and reliable as result of the high Cronbach alpha coefficient measured in each section of the different scales.

## 5. THE EFFECT SIZE OF THE COURSE

The analysis of an experiment is of great importance (Strydom, 1999:108). Ruben, as quoted by Strydom (1999:108), elaborates on the above statement as follows: "Even the best run experiment with internal and external validity and a manipulation that has a significant effect on the criteria variables is of little use unless it is correctly analysed so that a policy can be formulated from the results". In order to analyse the results of the research study it is essential to determine the effect size of the various sections obtained by the KAB questionnaire. The pretest and post-test results obtained from the KAB questionnaires were employed to determine whether the STC had a significant effect on the level of knowledge, the attitude and behaviour of the supervisors who attended the course.

The researcher formulated a hypothesis during the initiation of the research project that needed to be tested. Gravetter and Forzano (2003:376) define a research hypothesis as a "tentative statement describing the relationship between variables". The data was selected by means of four measurement scales in order to determine the credibility of the hypothesis. The following hypothesis was formulated:

- The STC will have a practical significant effect on the knowledge, attitudes and behaviour of the SANDF supervisors.

Gravetter and Forzano (2003:383) describe the concept *practical significance* as an indication of whether the treatment's effect is large enough to have a practical application. They propose that the most direct way of reporting the effect size of treatment is to report the actual results of the research study. Cohen's formula for measuring the effect size of treatment was used during the research project. The resulting measure of effect size is defined as Cohen's *d* and computed as:

$$d = \frac{\text{Sample mean difference}}{\text{Sample standard deviation}}$$

Cohen also used the following objective criteria to evaluate the effect size (Gravetter and Forzano, 2003:384):

- $0 < d < 0.2$  = Small effect (mean difference; less than 0.2 standard deviation)
- $0.2 < d < 0.8$  = Medium effect (mean difference; around 0.5 standard deviation)
- $d > 0.8$  = Large effect (mean difference; more than 0.8 standard deviation)

The effect size of the four scales included in the KAB questionnaire is displayed in the following four tables.

### 5.1 EFFECT SIZE REGARDING THE DEVELOPMENT OF KNOWLEDGE

The course's effect related to the development of knowledge regarding the STC is presented in the two tables below:

**TABLE 14: KNOWLEDGE REGARDING THE STC**

| Experimental group (e) |         | Control group (c) |         |          | Effect size ( <i>d</i> ) |
|------------------------|---------|-------------------|---------|----------|--------------------------|
| N                      | $\mu_1$ | N                 | $\mu_2$ | $\sigma$ |                          |
| 74                     | 4.57    | 31                | 3.72    | .78      | 2.50                     |

The first section of scale 1 measured the development of knowledge regarding the STC. This section presented a *d* value of 2.5, which is an indication of a large effect. Identifiable development regarding knowledge has been measured as part of the KAB measuring instrument. The researcher came to the conclusion that the attendance of the STC contributed positively towards the development of knowledge regarding the STC.

Complementary to the first section, the second section was also compiled in order to measure the development of knowledge regarding the STC. The course's effect on the development of knowledge (second section) regarding the STC will be presented in the table below:

**TABLE 15: KNOWLEDGE REGARDING THE STC**

| Experimental group (e) |         | Control group (c) |         |          | Effect size ( <i>d</i> ) |
|------------------------|---------|-------------------|---------|----------|--------------------------|
| N                      | $\mu_1$ | N                 | $\mu_2$ | $\sigma$ |                          |
| 73                     | 3.52    | 31                | 2.36    | .87      | 2.51                     |

The second section of scale 1 presented a *d* value of 2.51, which is an indication of a large effect. This is also an indication that knowledge expansion regarding the STC was stimulated through attendance of the course.

### 5.2 EFFECT SIZE REGARDING THE DEVELOPMENT OF ATTITUDE

The course's effect related to the development of a positive attitude regarding the STC is presented in the table below:

**TABLE 16: ATTITUDE REGARDING THE STC**

| Experimental group (e) |         | Control group (c) |         |          | Effect size ( <i>d</i> ) |
|------------------------|---------|-------------------|---------|----------|--------------------------|
| N                      | $\mu_1$ | N                 | $\mu_2$ | $\sigma$ |                          |
| 74                     | 3.39    | 31                | 2.87    | .75      | 1.91                     |

The third section of scale 1 measured the development of a positive attitude regarding the application of the STC within the distinguished Units. This section presented a *d* value of 1.91, which is considered large, although indicating the smallest effect size of all the sections. This however does not have any significance regarding the effect of the programme on the development of a positive attitude towards the implementation of the programme. The researcher came to the conclusion that attendance of the STC contributed towards the development of a positive attitude regarding implementation of the programme.

### 5.3 EFFECT SIZE REGARDING THE DEVELOPMENT OF BEHAVIOUR

The course's effect related to the development of positive behaviour regarding the implementation of the STC is presented in the table below:

**TABLE 17: BEHAVIOUR REGARDING THE STC**

| Experimental group (e) |         | Control group (c) |         |          | Effect size ( <i>d</i> ) |
|------------------------|---------|-------------------|---------|----------|--------------------------|
| N                      | $\mu_1$ | N                 | $\mu_2$ | $\sigma$ |                          |
| 74                     | 3.66    | 31                | 2.58    | .88      | 2.21                     |

The fourth section of scale 1 measured the development of behaviour conducive towards the implementation of the STC in various Units in the SANDF. This section presented a *d* value of 2.21, which is an indication of a large effect. Based on the effect size, the researcher came to the conclusion that the attendance of the course contributed towards positive behaviour regarding implementation of the STC. It thus implied that the attendance of the course would have an influence on the behaviour of the participants.

One of the research goals was to evaluate the impact of the STC on the knowledge, attitude and behaviour of supervisors in the SANDF. Based on the research goal, the following hypothesis was formulated:

- The STC will have a practical significant effect on the knowledge, attitudes and behaviour of the SANDF supervisors.

Taken into consideration the *d* values measured by the KAB questionnaire demonstrating a global large effect size, can the researcher conclude with positive confirmation of the hypothesis. It means that the programme will achieve its aim.

## 6. THE QUALITY OF THE COURSE PRESENTATION

Only members from the experimental group were included in the evaluation regarding the quality of the STC presentation. These questionnaires were distributed and compiled after presentation of the STC.

The first five sections of scale 3 (presentation evaluation questionnaire) will be compared with the first five sections of scale 5 (presenter's evaluation of course presentation) in section 8 of this article. The frequencies and percentages of scale 3 (presentation evaluation questionnaire) in section six (general) will be displayed in the following four tables to demonstrate the quality effect of the course presentation:

**TABLE 18: COURSE DURATION**

| <b>Response<br/>N = 75</b> | It was much too long | It was a little too long | The length was just right | It was a little too short | It was much too short | Total |
|----------------------------|----------------------|--------------------------|---------------------------|---------------------------|-----------------------|-------|
| <b>Frequency</b>           | 0                    | 0                        | 54                        | 13                        | 8                     | 75    |
| <b>Percentage</b>          | 0 %                  | 0 %                      | 72 %                      | 17 %                      | 11 %                  | 100 % |

Table 18 displays the general attitude of course participants regarding the duration of the STC presentation. There was no indication that participants would prefer the duration to be any shorter; rather, the biggest percentage (72%) expressed satisfaction with the duration. A relatively small group (28%) of participants recommend that the course should be extended which is an indication that they have a need for more knowledge.

**TABLE 19: COURSE TEMPO**

| <b>Response<br/>N = 76</b> | The pace was much too slow | The pace was a little too slow | The pace was just right | The pace was a little too fast | The pace was much too fast | Total |
|----------------------------|----------------------------|--------------------------------|-------------------------|--------------------------------|----------------------------|-------|
| <b>Frequency</b>           | 0                          | 1                              | 72                      | 3                              | 0                          | 76    |
| <b>Percentage</b>          | 0 %                        | 1 %                            | 95 %                    | 4 %                            | 0 %                        | 100 % |

Table 19 displays the general attitude of course participants regarding the tempo of course presentation. The largest concentration of members (95%) supported the course progress, while a small contingency (1%) recommended that the tempo should increase and a slightly bigger group (4%) recommended a decrease in the presentation tempo. It thus means that the biggest percentage (95%) expressed satisfaction with the tempo of the course. The researcher came to the conclusion that the presentation tempo provided efficient opportunity for ultimate development to take place.

**TABLE 20: BALANCE BETWEEN PRESENTATIONS AND GROUP INTERACTION**

| <b>Response<br/>N=75</b> | Too much time spent on presentation | A good balance | Too much time spent on group involvement | There was no group involvement | Total |
|--------------------------|-------------------------------------|----------------|--|--------------------------------|-------|
| <b>Frequency</b>         | 1                                   | 72             | 2  | 0                              | 75    |
| <b>Percentage</b>        | 1 %                                 | 96 %           | 3 %                                      | 0 %                            | 100 % |

Table 20 illustrates the general attitude of course participants regarding the balance maintained between formal presentations and group interaction. The largest group of members (96%) agreed with the balance between time spent on presentation and group involvement. A small percentage (1%) of course participants were of the opinion that too much time was spent on presentation, while an insignificantly bigger group (3%) felt that too much time was spent on group involvement. These figures confirm the balance between time spent on presentation and group involvement. The variation can be related to the preference of attendants regarding group intervention or presentation

**TABLE 21: LANGUAGE USE**

| <b>Response<br/>N = 76</b> | Afrikaans | English | Sotho | Tswana | Zulu | Others | Total |
|----------------------------|-----------|---------|-------|--------|------|--------|-------|
| <b>Frequency</b>           | 0         | 76      | 0     | 0      | 0    | 0      | 76    |
| <b>Percentage</b>          | 0 %       | 100 %   | 0 %   | 0 %    | 0 %  | 0 %    | 100 % |

Table 21 provides an outline of the medium of instruction during the presentation of the STC. The presentation through English (100%) is in line with policy regulations, which sanction the use of English as the official language in the SANDF.

The experimental group consisted of 80 participants, and their responses for this section varied between 75 and 76. The discrepancy can be the result of the failure of participants to complete various questions.

## **7. THE VALUE AND RELEVANCE OF THE COURSE PRESENTATION**

Only members from the experimental groups were included in the evaluation of the value and relevance of the STC. These questionnaires were distributed and completed after presentation of the STC. The frequency, percentage and Cronbach alpha coefficient of the two sections included in the evaluation of the Value and Relevance Questionnaire (scale 4) will be displayed in tables 22 and 23.

**TABLE 22: VALUE OF THE SUPERVISORY TRAINING COURSE**

| Question  | N  | Distribution | It had little or no value | It had below average value | It had above average value | It had a lot of value | $\alpha$ |
|---|----|--------------|---------------------------|----------------------------|----------------------------|-----------------------|----------|
| How would you rate the value of the section: "Introduction to Supervisory Training Course"? | 75 | Frequency    | 0                         | 2                          | 29                         | 44                    | 0.83     |
|   |    | Percentage   | 0 %                       | 3 %                        | 38 %                       | 59 %                  |          |
| How would you rate the value of the section: "The at-risk employees"?                       | 75 | Frequency    | 0                         | 2                          | 25                         | 48                    | 0.83     |
|   |    | Percentage   | 0 %                       | 3 %                        | 33 %                       | 64 %                  |          |
| How would you rate the value of the section: "The Troubled Workplace"?                      | 74 | Frequency    | 2                         | 1                          | 29                         | 42                    | 0.83     |
|   |    | Percentage   | 3 %                       | 1 %                        | 39 %                       | 57 %                  |          |
| How would you rate the value of the section: "Referral to Professional Services"?           | 75 | Frequency    | 0                         | 1                          | 26                         | 48                    | 0.83     |
|   |    | Percentage   | 0 %                       | 1 %                        | 35 %                       | 64 %                  |          |
| How would you rate the value of the section: "The MCDC"?                                    | 75 | Frequency    | 0                         | 4                          | 27                         | 44                    | 0.83     |
|   |    | Percentage   | 0 %                       | 5 %                        | 36 %                       | 59 %                  |          |

The respondents rated the various parts contributing to the total STC package predominately as "above average" or as containing "a lot of value". This can be an indication that the attendees developed a total image of the programme content, understanding the importance of and interaction between the various parts.

Group members valued the sections on referral to the professional services as well as the at-risk employee as the most valuable (64%) parts, whereas the part dealing with the troubled workplace was rated 57% and placed in the category "it had a lot of value". Although still significant, it received the lowest rating in this category. Three percent of the course participants also responded that the latter section had "little" value, and 1% indicated that it had "below average". Five percent of the members experienced the section dealing with the MCDC as having "below average value".

The section on the referral to professional services was experienced as having had "above average value" by 35% of the group members and as having had "below average value" by 1% of the participants. The introduction to the STC as

well as the section on the at-risk employee were perceived as having had “below average value” by 3% of the participants respectively.

**TABLE 23: RELEVANCE OF THE SUPERVISORY TRAINING COURSE**

| Question  | N  | Distribution | Strongly disagree | Disagree | Agree | Strongly agree | $\alpha$ |
|---|----|--------------|-------------------|----------|-------|----------------|----------|
| The course will have a positive impact on my job performance.     | 75 | Frequency    | 0                 | 0        | 26    | 49             | 0.89     |
|   |    | Percentage   | 0 %               | 0 %      | 35 %  | 65 %           |          |
| I will be able to apply my new knowledge in my job.               | 75 | Frequency    | 0                 | 1        | 15    | 59             | 0.89     |
|   |    | Percentage   | 0 %               | 1 %      | 20 %  | 79 %           |          |
| I will be able to apply my new skills in my job.                  | 74 | Frequency    | 0                 | 0        | 6     | 58             | 0.89     |
|   |    | Percentage   | 0 %               | 0 %      | 22 %  | 78 %           |          |
| This course will enable me to manage my section more effectively. | 75 | Frequency    | 0                 | 3        | 12    | 60             | 0.89     |
|   |    | Percentage   | 0 %               | 4 %      | 16 %  | 80 %           |          |
| This course will increase my job satisfaction.                    | 75 | Frequency    | 0                 | 0        | 28    | 47             | 0.89     |
|   |    | Percentage   | 0 %               | 0 %      | 37 %  | 63 %           |          |
| This course will increase my productivity.                        | 75 | Frequency    | 0                 | 1        | 26    | 48             | 0.89     |
|   |    | Percentage   | 0 %               | 1 %      | 35 %  | 64 %           |          |
| All the managers in the SANDF should attend the STC.              | 75 | Frequency    | 0                 | 1        | 5     | 69             | 0.89     |
|   |    | Percentage   | 0 %               | 1 %      | 7 %   | 92 %           |          |

The respondents perceived the Supervisory Training Course as a relevant and important tool to be used in the SANDF. The participants are confident that attendance of the STC contributed to the development of knowledge and skills to assist them with more effective management of their section. They also acknowledge the limitations regarding available tools in the SANDF and support training opportunities of all managers regarding the programme.

Ninety-two percent of the respondents strongly agreed and 7% agreed with the statement that all managers in the SANDF needs to attend the Supervisory Training Course. Only 1% of the group members felt that it was not necessary for all the managers to attend the course. Furthermore, the second largest cluster (80%) strongly agreed and 16% agree with the statement that the STC will enable them to manage their sections more effectively. Only 4% of the group members did not support this view. Quite a large group (79%) strongly agreed and 20 % agreed with the statement that they would be able to apply their newly obtained knowledge in their job. An insignificant 1% of participants indicated that they would not be able to apply their newly obtained knowledge in their job. Seventy-eight percent of group members also strongly agreed and 22% agreed that they would be able to apply their newly obtained skills in their job. None of the members disagreed with this statement.

A significant group of course participants (65%) strongly agreed with the supposition that the course would impact positively on their job performance. Almost the same percentage (64%) strongly agreed that attendance of the course would contribute towards an increase in productivity. The smallest group (63%) indicated that they strongly agree with the tenant that the course would contribute towards job satisfaction. Only 1% disagreed with the latter statement, while no respondents opposed either of the other two statements.

The use of the STC in the SANDF was predominantly evaluated as being relevant; as the Cronbach alpha coefficient for scale 4 section 2 was found to be 0.89, this may be perceived as a true reflection.

The experimental group consisted of 80 participants, and the number of responses in the section varied between 74 and 75. The discrepancy may be the result of failure of participants to complete various questions.

## **8. EVALUATION OF THE PRESENTER**

The chief and co-facilitators were independently responsible for the completion of the presenter evaluation questionnaires (scale 5). These questionnaires had to be completed after the implementation of each STC.

Scale 5 mainly consists of six sections, including a self-assessment, self-evaluation of presentation skills, evaluation of the learning process, evaluation of the context, evaluation of the relevance and value of the course and general aspects. These sections are compared with scale 3, where the participants evaluated the presenter, presentation skills, learning process, presentation context, the relevance and value of the course and general aspects.

Likert-type scales as well as open questions were employed in the questionnaire. This section also contained space for written comments regarding alterations to the content of the STC.

Primarily three presenters were involved with the presentation of four STCs. A chief and co-facilitator were involved in each of these course presentations. The results measured by means of scale 5 (presenter's evaluation questionnaire) will be presented below and the correlation with scale 3 (presentation evaluation questionnaire) will be indicated. In tables 24-28, the score given by the presenters themselves will be reflected firstly, and secondly the score given by the course participants.

The specific questions in scale 5 are employed in tables 24-28 although closely related to the questions in scale 3. The presenter's self-assessment along with the participant's evaluation of the presenter are displayed in the table below:

**TABLE 24: SELF-ASSESSMENT/ EVALUATION OF PRESENTER**

| Questions  | N  | Distribution | Strongly disagree | Disagree | Agree | Strongly agree | Total |
|--|----|--------------|-------------------|----------|-------|----------------|-------|
| I am knowledgeable about the subject that I taught.                      | 8  | Presenters   | 0 %               | 0 %      | 50 %  | 50 %           | 100 % |
|  | 76 | Participants | 0 %               | 1 %      | 8 %   | 91 %           | 100 % |
| I was able to link the material to the participants' level of knowledge. | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100%  |
|  | 74 | Participants | 0 %               | 1 %      | 15 %  | 84 %           | 100 % |
| I was able to explain difficult and abstract concepts.                   | 8  | Presenters   | 0 %               | 0 %      | 50 %  | 50 %           | 100 % |
|  | 75 | Participants | 0 %               | 0 %      | 12 %  | 88 %           | 100 % |
| I succeeded in keeping participants interested in the subject.           | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|  | 76 | Participants | 0 %               | 1 %      | 8 %   | 91 %           | 100 % |
| I was enthusiastic about the subject that I taught.                      | 8  | Presenters   | 0 %               | 0 %      | 0 %   | 100 %          | 100 % |
|  | 75 | Participants | 0 %               | 0 %      | 04 %  | 96 %           | 100 % |

Likert-type scales with four selections were applied throughout the section, where the presenter's knowledge regarding the subject, ability to link the material with the developmental level of participants and ability to keep course participants interested were evaluated. None of the respondents strongly disagreed with any of the statements, while 1% indicated that they disagreed with three different

items. This 1% is considered quite insignificant, in light of the overall positive rating for these items.

A positive correlation was found between the selections in scale 3 (presentation evaluation questionnaire) and scale 5 (presenters evaluation of course). Most of the responses in this regard were in the categories “agree” and “strongly agree” which is an indication of the presenter’s dedication and ability to present the course effectively. The course participants experienced the presenters as more knowledgeable and as more skilled in the communication of knowledge than the presenters considered themselves. This result may possibly be ascribed to the fact that two junior Social Work Officers were employed as co-facilitators, and that they may have experienced insecurity about the STC content.

There is a similarity between scale 3 and 5 regarding the energetic and enthusiastic presentation of the course. The participants expressed the opinion that the presenters succeeded in keeping their interest (91% strongly agreed with this), while only 75 % of the presenters strongly agreed with this notion about their own ability. The presenters had to rely mainly on the non-verbal communication of the participants during the course and evaluated themselves accordingly. On the other hand, the presenters experienced themselves as 100% enthusiastic, by selecting the category “strongly agree”. Participants primarily agreed with this, and 96 % of them also strongly agreed with the statement.

The experimental group consisted of 80 participants, although the responses in this section varied between 74 and 76. The discrepancy can be the result of failure of participants to complete various questions.

The presenter’s self-evaluation of their presentation, along with the evaluation of the participants regarding the presentation skills of the presenters, are displayed in the table below:

**TABLE 25: SELF EVALUATION OF PRESENTATION SKILLS/EVALUATION OF PRESENTATION SKILLS**

| Question  | N  | Distribution | Strongly disagree | Disagree | Agree | Strongly Agree | Total |
|---|----|--------------|-------------------|----------|-------|----------------|-------|
| Participants could clearly hear what I was saying (e.g. loud enough). | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 1 %      | 8 %   | 91 %           | 100 % |
| I am skilful in the use of the teaching media (e.g. transparencies).  | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 1 %      | 15 %  | 84 %           | 100 % |

|   |    |              |     |     |      |       |       |
|---|----|--------------|-----|-----|------|-------|-------|
| I encouraged participant involvement (e.g. asking questions). | 8  | Presenters   | 0 % | 0 % | 25 % | 75 %  | 100 % |
|   | 75 | Participants | 0 % | 0 % | 12 % | 88 %  | 100%  |
| I prepared myself thoroughly for the presentation.            | 8  | Presenters   | 0 % | 0 % | 0 %  | 100 % | 100 % |
|   | 76 | Participants | 0 % | 1 % | 8 %  | 91 %  | 100 % |

Neither the presenters nor the participants indicated that they strongly disagreed here, but only 1% of the participants indicated that they disagreed regarding the audibility of the presentation, skilful utilisation of teaching media and the preparation done by the presenter. This 1% is considered insignificant, in light of the overall positive rating for this section.

A similarity was found between scale 3 (presentation evaluation questionnaire) and scale 5 (presenter evaluation questionnaire) in this section regarding presentation skills. Both in the case of presenters and participants the highest percentage of respondents “strongly agreed” with the statements, which is an indication of the effective application of the presentation skills.

Both the presenters (100%) and the participants (91%) strongly agreed that there was thorough preparation for the course. The participants experienced the presentation regarding the audibility (91%), use of teaching media (84%) and participant involvement (88%) more positively than the presenters themselves evaluated these aspects. The higher rating by the participants in this regard is a valuable indication of the high standard towards which presenters strive in the application of presentation skills.

The overall presentation skills, which are not displayed in the table above, were mostly indicated as either “good” or “very good”. Hundred percent of the presenters selected “good”, while the 96% of the participants selected “very good” in this item. Thus, it may be concluded that the presentation skills of the presenter was of above average standard.

The experimental group consisted of 80 participants, although responses in this section varied between 75 and 76. This discrepancy may be the result of the failure of participants to complete various questions.

The presenter’s evaluation of the learning process, along with the participants’ evaluation of this, is displayed in the table below:

**TABLE 26: LEARNING PROCESS**

| Question  | N  | Distribution | Strongly disagree | Disagree | Agree | Strongly Agree | Total |
|---|----|--------------|-------------------|----------|-------|----------------|-------|
| In the beginning, I gave a clear overview of what participants could expect.            | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 0 %      | 30 %  | 70 %           | 100 % |
| I made sure that participants understood a subject before continuing to a next subject. | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 1 %      | 20 %  | 79 %           | 100%  |
| At the end, I gave a summary of the material that was covered.                          | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 0 %      | 20 %  | 80 %           | 100 % |
| I was able to communicate on the participants' level.                                   | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 76 | Participants | 1 %               | 0 %      | 20 %  | 79 %           | 100 % |
| It was easy for participants to understand the material that was presented.             | 8  | Presenters   | 0 %               | 50 %     | 50 %  | 0 %            | 100 % |
|   | 76 | Participants | 0 %               | 0 %      | 23 %  | 77 %           | 100 % |
| The material that was covered will be useful.   | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|   | 75 | Participants | 0 %               | 1 %      | 17 %  | 81 %           | 100 % |
| The course stimulated participants' interest in the subject.                            | 8  | Presenters   | 0 %               | 0 %      | 50 %  | 50 %           | 100 % |
|   | 74 | Participants | 0 %               | 1 %      | 17 %  | 81 %           | 100 % |

A significant similarity was found between the scores of the presenters and participants. Most respondents in both groups selected either the category "agree" or "strongly agree". This is an indication that a process was followed in order to stimulate learning and to equip supervisors, which is also the aim of the STC.

More presenters (75%) selected “strongly agree” than participants (70%) only in response to the first question. The presenters indicated uncertainty regarding the ability of participants to develop insight in and understanding of the material presented as well as the development of interest in the subject. These perceptions were, however, refuted by the indication by 77% of the participants that they understood the material, which was presented, and by 81% of the participants who strongly agreed that their interest was stimulated by the course presentation.

The presenters (50%) disagreed with the statement that it was easy for the participants to understand the material that was presented. The material had to be repeated and presented in segments in order to ensure their understanding of it. One percent of the participants strongly disagreed with this statement, while 1% of the participants disagreed with these three questions. These questions were concerned with ascertaining that participants understood the subject before continuing to another section; with the usefulness of the material; and with the development of interest in the subject. The 1% of respondents who either disagreed or strongly disagreed is insignificant, in the context of the above average results for this section.

The experimental group consisted of 80 participants, but the responses for this section varied between 74 and 76. This discrepancy may be the result of failure of participants to complete various questions.

The presenters’ evaluation of the context, together with the participants’ evaluation of it, is displayed in the table below:

**TABLE 27: EVALUATION OF THE CONTEXT**

| Question  | N  | Distribution | Very bad | Bad | Average | Good  | Very good | Total |
|---|----|--------------|----------|-----|---------|-------|-----------|-------|
| How would you rate the venue?   | 8  | Presenter    | 0 %      | 0 % | 0 %     | 100 % | 0 %       | 100 % |
|   | 73 | Participants | 0 %      | 0 % | 5 %     | 59 %  | 36 %      | 100 % |
| How would you rate the quality of the learning material that you presented? | 8  | Presenter    | 0 %      | 0 % | 0 %     | 100 % | 0 %       | 100 % |
|   | 76 | Participants | 0 %      | 0 % | 4 %     | 30 %  | 66 %      | 100 % |
| How would you rate the quality of the teaching media?                       | 8  | Presenter    | 0 %      | 0 % | 50 %    | 50 %  | 0 %       | 100 % |
|   | 76 | Participants | 0 %      | 0 % | 3 %     | 25 %  | 72 %      | 100 % |

|                                   |    |              |     |     |     |       |      |       |
|-----------------------------------|----|--------------|-----|-----|-----|-------|------|-------|
| How well was the course organised | 8  | Presenter    | 0 % | 0 % | 0 % | 100 % | 0 %  | 100 % |
|                                   | 76 | Participants | 0 % | 0 % | 3 % | 23 %  | 74 % | 100 % |

Likert-type scales were applied to measure the responses to this section. Most of the presenters selected to describe the context as "good", while most participants chose to describe it as "very good". In both cases it is an indication that a high standard was maintained regarding practical arrangements and helping aid utilized.

The presenters evaluated the venues (100%), the learning material (100%) and the course arrangements (100%) as "good". The quality of the teaching media was evaluated as "average" (50%) or "good" (50%). In contrast, the participants mostly rated the presentation context as "very good", for instance the quality of the learning material (66%), the quality of the teaching media (72%) and the course arrangements (74%). The most important disparity was found regarding the teaching media, which was used. The presenters expressed the opinion that the teaching media was "average" (50%) or "good" (50 %). The researcher came to the conclusion that the teaching media regarding the utilization of transparencies is quit outdated and modern teaching media can contribute towards effective learning and development. Neither the presenters nor the participants opted to describe any item in this section as "very bad" or "bad".

The experimental group consisted of 80 participants; yet the responses for this section varied between 75 and 76. This discrepancy may be the result of failure of participants to complete various questions.

The value and relevance of the course, as evaluated by the presenters and the participants independently, are reflected in the table below:

**TABLE 28: THE RELEVANCE AND VALUE OF THE COURSE**

| Questions  | N  | Distribution | Strongly disagree | Disagree | Agree | Strongly agree | Total |
|--|----|--------------|-------------------|----------|-------|----------------|-------|
| The course stimulated the participants' creative thinking.   | 8  | Presenters   | 0 %               | 0 %      | 50 %  | 50 %           | 100 % |
|  | 75 | Participants | 0 %               | 1 %      | 36 %  | 63 %           | 100 % |
| The participants will be able to apply the new knowledge and insights that they have gained in their jobs. | 8  | Presenters   | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |
|  | 76 | Participants | 0 %               | 0 %      | 25 %  | 75 %           | 100 % |

|   |    |              |     |     |      |       |       |
|---|----|--------------|-----|-----|------|-------|-------|
| I feel that the course will help the participants do their jobs better.   | 8  | Presenters   | 0 % | 0 % | 25 % | 75 %  | 100 % |
|   | 75 | Participants | 0 % | 1 % | 24 % | 75 %  | 100 % |
| The participants will be able to apply the new knowledge and insights that they have gained in their daily lives. | 8  | Presenters   | 0 % | 0 % | 50 % | 50 %  | 100 % |
|   | 75 | Participants | 0 % | 1 % | 34 % | 65 %  | 100 % |
| I feel that the course will help participants to live their lives in a better way.                                | 8  | Presenters   | 0 % | 0 % | 50 % | 50 %  | 100 % |
|   | 74 | Participants | 0 % | 0 % | 43 % | 57 %  | 100 % |
| All SANDF supervisors should undergo this course.   | 8  | Presenters   | 0 % | 0 % | 0 %  | 100 % | 100 % |
|   | 76 | Participants | 0 % | 0 % | 14 % | 86 %  | 100 % |

Likert-type scales were used to measure the responses on this scale. One percent of the participants chose to “disagree” with the statements on the impact of the course on the stimulation of creative thinking, the improvement of job performance and the applicability of knowledge and insight in daily circumstances. This percentage is considered quite insignificant, in light of the overall positive rating for this category. Neither of the parties involved responded that they strongly disagreed with the items here.

Both the presenters and participants shared the opinion that the STC would contribute towards better job performance and that the acquired knowledge would be applicable in their jobs: 75% strongly agreed with this. The presenters and participants were also to a relatively small extent uncertain about the ability of the course to stimulate creative thinking and about the applicability in daily life of the knowledge and insights gained. Most of the responses here were either “agree” or “strongly agree”. The presenters and participants were, however, unanimous that all SANDF supervisors should be exposed to the Supervisory Training Course: 100% of the presenters strongly agreed with this suggestion, while 14% of the participants agreed and 86 % strongly agreed with it.

Based on these responses, it may be concluded that the course is experienced as relevant and valuable. Attendance of this course has also been strongly recommended by both the presenters and participants.

The experimental group consisted of 80 participants, but the responses for this section varied between 74 and 76. This discrepancy may be the result of failure of participants to complete various questions.

The last part of section 5 (presenter's evaluation of course presentation) included open questions where the presenters could clarify certain responses, identify topics which needed to be added, needed to be left out or should be covered in greater depth. The presenters could also identify factors affecting the presentation of the course as well as provide suggestions regarding improvements towards the course. The following responses were obtained from the presenters in this section:

- Question 1: I want to clarify the following responses to the "Presenter's Evaluation of Course Presentation" questionnaire.
  - ◆ There was a disparity regarding presenters' own experience of their level of knowledge concerning the STC. The results indicated that 50% agreed and that 50% strongly agreed that they were knowledgeable about the STC.
  - ◆ There was a disparity regarding presenters' own experience of their ability to explain difficult and abstract concepts. The results indicated 50% agreed and that 50% strongly agreed that they had the ability to explain difficult and abstract concepts.
  - ◆ The presenters had different impressions of the insight and difficulty which participants experienced concerning the STC material. 50% of the presenters agree and 50% strongly agreed on this issue.
  - ◆ The presenters differed regarding the extent to which participants' interest would be stimulated by the by course: 50% of the presenters agreed and 50% strongly agreed with this notion.
  - ◆ The presenters rated the quality of the teaching media used during the presentation of the STC as average: 50 % of the presenters considered it as average 50% considered it as good.
  - ◆ The presenters had different opinions about the ability of the course to stimulate creative thinking: 50% agreed with this idea, and 50% strongly agreed with it.
- The presenters had different opinions about the ability of the participants to apply their newly acquired knowledge in their

daily lives: 50% of the presenters agreed that they could, and 50% strongly agreed that they could.

- ◆ The presenters differed regarding the effect of the course on the quality of participants' lives: 50% agreed and 50% strongly agreed that the course would contribute towards a higher quality of living.
- Question 2: Topics that need to be added to the course.
  - ◆ No alternative topics were been identified.
- Question 3: Topics that need to be covered in greater depth in the course.
  - The troubled workplace. Viewing the organisation as a client is not a very familiar concept to the supervisors in the SANDF, as the needs of the employees receive preference in most circumstances. Elaboration in this regard, combined with more practically applicable examples, can contribute positively towards understanding of the topic.
- Question 4: Topics that need to be dropped from the course.
  - The presenters did not feel that any topics needed to be dropped from the course.
- Question 5: Things that were most and least helpful in presenting the course.

| <b><i>Most helpful</i></b>   | <b><i>Least helpful</i></b>   |
|--|---|
| Using chief and co-facilitators, who functioned as a positive support system.                                    | Unit routines and activities, like guard duties, disturbed the process in some cases.   |
| Positive team spirit between chief and co-facilitator.   | Unmotivated and uninterested participants.  |
| The comprehensive lesson plans provided clear guidelines and instructions for the presenters to follow.          | Utilisation of the learning opportunity for secondary benefits such as to relax and escape from normal work duties.               |
| The presenters guide providing a conceptual foundation regarding the STC.  | Disparity regarding developmental levels of supervisors, which hampered group process and slowed down the learning opportunities. |
| Comprehensive knowledge presenters consist of contributing towards flexibility regarding the presentation of the | Extensive deployment of supervisors internally or abroad. Affected the availability of selected members to                        |

|   |                    |
|---|--------------------|
| course.   | attend the course. |
| Logistical support regarding venues and material from various units ensured relaxed presentation opportunities. |                    |
| Representation of race, culture, gender and age disparity: presenters and participants.                         |                    |

- Question 6: Improvements that could be made to the course.
  - ◆ Modern, up to date teaching media.
  - ◆ Simplification of various concepts like the goal of the STC.
  - ◆ Distribution of difficult concepts. Most of the definitions of concepts are presented during the first part of the course.
  - ◆ Revising of the workbook.
  - ◆ Reviewing of the course package on a regular basis.

## 9. CONCLUSIONS

The various scales utilized during the research process produced high individual Cronbach alpha coefficient values. This indication of a high value normally refers to a higher degree of internal consistency or reliability of the measuring instruments utilized.

The first research goal of this study was to evaluate the impact of the South African Military Health Service Supervisory Training Course. The analysis of the results of research is extremely important. Various measurement instruments were employed to obtain the results for analytic purposes. The first two measuring instruments utilized were the KAB pretest and post-test questionnaires. These questionnaires were employed to measure the effect of the STP on the knowledge, attitude and behaviour of supervisors in the SANDF. A practical significant effect has been measured regarding the development of knowledge, attitude and behaviour.

The second research goal was to determine the influence, which the quality of presentation of the course has on the effect of the course. The third and fifth measuring instruments were employed to measure the quality of the course presentation.

The third scale measured the participant's evaluation of the quality of the course presentation. The participants evaluated the presenters as outstanding regarding their knowledge, enthusiasm and ability to link the theory with the developmental level of the attendees. They were positive regarding the presenter's presentation skills, which also contributes towards the favorable evaluation of the systematic progress of the learning process. The context of the programme focusing on the learning material, quality of the teaching media as well as the

practical arrangements was experienced as very good. The results obtained from the measuring instrument indicated satisfaction regarding the duration of the course, tempo of the course presentation, balance between presentation and group interaction as well as the medium of instruction utilized.

The fifth scale measured the presenter's evaluation of the course presentation. They evaluated their knowledge regarding the STP as quite well although indicated room for improvement. They also struggled to explain difficult and abstract concepts. The presenters evaluated their ability to present the knowledge in an enthusiastic and comprehensible manner as well as their presentation skills as good. They were also able to stimulate the learning process although experiencing the material sometimes as difficult and indicated uncertainty regarding the development of creative thinking or interest regarding the STC. The context of the program was mainly positively evaluated although the quality of the teaching media was experienced as quite average. The presenters were satisfied regarding the duration of the course, the tempo of the course presentation, balance between presentation and group interaction as well as the medium of instruction utilized.

The presenters evaluated the section regarding the troubled workplace as unfamiliar to the participants and recommended expansion in this regard. They were also recommended some revising of the participant's workbook as well as reviewing of the course package on regular basis.

The fourth scale was utilized to measure the value and relevancy of the course presentation. The program content was perceived as extremely valuable regarding the questions related to the at-risk employee and the referral to the professional service. The participants agreed strongly (92 %) towards the supposition that all the managers in the SANDF should attend the STP. There was an overall agreement that the course will enable supervisors to manage their sections more effectively.

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## **SECTION C**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **1. INTRODUCTION**

Military Social Work Officers are well versed in the knowledge, attitudes, values and skills of both generic social work as well as occupational social work practice. The person-in-environment is an integral part of the work of the Military Social Work Officer, which requires the promotion of a balance between the needs of the employees and the demands of the employer. Military Social Work Officers have to focus on the interface between the person and the environment. With this in mind, the South African Military Health Service developed the Supervisory Training Course (STC). This course became available for implementation during 2001. Every Military Social Work Officer in the South African National Defence Force received a complete Supervisory Training Course package, which directed how it should be used.

The content of the course package consists of a course reader for presenters, a presenter's guide, the presentation plan, transparencies for a projector, and a workbook. In spite of the comprehensiveness of the Supervisory Training Course package, the Military Social Work Officers only presented courses on a small scale, and the supervisors also did not use their newly gained knowledge and skills regarding the management of their subordinates. This scenario motivated the researcher to launch this research project.

The following objectives were identified at the beginning of the research project:

- To analyse the content of the SAMHS STC in order to determine its consistency with the theory of Supervisory Training Programmes.
- To evaluate the impact of the STC on the knowledge, attitude and behaviour of supervisors in the SANDF.
- To determine the influence which the quality of presentation of the course has on the effect of the course.
- To formulate guidelines for the improvement of the content and presentation of the STC.

The first goal was addressed in the first article, while the second and third goal was intercepted in the second article. The third goal, namely the formulation of guidelines for the improvement of the content and presentation of the STC, was addressed in this article.

## **2. CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURES**

One of the research goals formulated during the origin of the research project was to evaluate the impact of the STC on the knowledge, attitude and behaviour of the supervisors in the SANDF. The experimental research design was selected for the purpose of measuring the effect of the independent variables on the dependent variables. The randomised pretest-post-test control group design was successfully employed throughout the process in order to measure the effect of the course. This design could be used effectively in the determining of the effect of the STC on the knowledge, attitude and behaviour of the supervisor in the SANDF.

In addition to the experimental research design, triangulation was effectively used to limit the element of error. The researcher came to the conclusion that the experimental research design, combined with triangulation, can be utilised effectively regarding the measurement of the effect of any intervention course.

## **3. CONCLUSIONS REGARDING THE RELIABILITY OF THE MEASURING INSTRUMENTS**

The reliability of a measuring instrument refers to the consistency in measuring what it is supposed to measure, irrespective of the occasion of application or the format of utilisation (Huysamen, 1988:24). The Cronbach alpha coefficient varied between 0.72 and 0.92 in the first four scales, which were administered. The Statistical Consultation Service of the Potchefstroom Campus of the North West University did not determine the Cronbach alpha coefficient of the fifth scale. The relatively high Cronbach alpha coefficient is an indication of internal consistency or the reliability of the scales, which were used.

## **4. CONCLUSIONS REGARDING THE EFFECT OF THE COURSE**

The researcher formulated a hypothesis at the beginning of the research project, which needed to be tested. The researcher had to determine whether the STC had a practically significant effect on the knowledge, attitudes and behaviour (KAB) of supervisors in the SANDF. The *d* value obtained from the KAB measurements (scale 1) indicated a large effect in all four sections. The *d* value indicated that the STC had a practically significant effect on the KAB of the SANDF Supervisors. The effect sizes measured varied between 1.91 and 2.51, which is an indication of a large effect of the programme.

Supplementary to the KAB evaluation, the supervisors' experience of the value and relevance of the STC was measured. The use of the STC in the SANDF was predominantly indicated as valuable and relevant. The measuring instrument presented a Cronbach alpha coefficient of 0.83 and 0.89, which is an indication of a reliable value and a relevant instrument.

## **5. CONCLUSIONS REGARDING THE QUALITY OF THE PRESENTATION**

The third goal formulated during the origin of the research project was to determine the influence that the quality of presentation of the course has on the effect of the course. This evaluation mainly focused on the evaluation of the presenter, the evaluation of the presentation skills, the evaluation of the learning process, the evaluation of the presentation context and the evaluation of the relevance or value of the course.

The supervisors and the presenters were involved in this measuring process, and the two parties agreed on the positive contribution, which the quality of the presentation made towards the effect of the course. The presentations were mainly evaluated as good or exceptionally good.

## **6. FINDINGS**

The research results indicated the following findings:

- The content of the SANDF STC is consistent with the theory of Supervisory Training Programmes.
- The STC has a practically significant effect on the knowledge, attitudes and behaviour of the SANDF supervisors. This finding is also a confirmation of the hypothesis formulated at the beginning of the research project.
- The quality presentation of the STC contributes positively towards its effect.

Based on the above findings of this research project, the researcher concludes that the Supervisory Training Course fulfilled its purpose.

## **7. RECOMMENDATIONS**

The following recommendations can be formulated, based on the results obtained from the research project:

- The STC needs to be presented by an experienced Social Work Officer as the chief facilitator, while the co-facilitator may be a junior Social Work Officer. Live supervision can be used to provide a training opportunity for junior Social Work Officers. The junior Social Work Officers indicated uncertainty regarding their level of knowledge concerning the STC, which also affected their ability to explain difficult and abstract concepts.

- Members who are at the same developmental level need to be included in the same courses. There was a 1% - 5% indication that members, who attended the course, experienced it as having “little or no value” or “below average value”. 1% - 4% of the respondents who attended the course also disagreed that the course was relevant. 1% of the respondents disagreed on scale 3 regarding the evaluation of the presenters, the presentation skills, the learning process, the presentation context and value and relevance of the course. A total of 1% strongly disagreed that the presenter was able to communicate on the participant’s level. Although these percentages have been experienced as insignificant, the researcher needed to refer to it. This intimation can be an indication of a total lack of interest regarding the learning process, the inability to link the theoretical information with practical implementation or the fact that the theoretical information cannot be absorbed due to intellectual limitations. It is stressed that the developmental level of members selected for attendance of the Supervisory Training Course needs to be taken into consideration. The vast majority of respondents rated the course as valuable and relevant, which is also an indication of its applicability at a supervisory level.
- The quality of the teaching media needs to be upgraded. The use of transparencies on a projector is viewed as outdated in the context of the availability of modern technology, like Lypro facilities.
- The workbook must be revised. The workbook consists of all the transparencies used during the course, which provides a positive overview of the course. However, transparencies are considered a clumsy tool, and they are filed and forgotten soon after members completed the course.
- The subject of the troubled workplace (part 1) needs to be covered in more depth in the course. Viewing the organisation as a client is not a very familiar concept to the supervisors in the SANDF, as the needs of the employees receive preference in most circumstances, since these needs usually also apply to the supervisors themselves. Elaboration on the troubled workplace, combined with more practically applicable examples, can contribute positively towards understanding the topic.
- The presentation of the course in venues other than venues reserved for unit activities can contribute towards an undisturbed presentation. The presentation of the STC was affected by unit routine, like lunch and tea breaks, as well as unit activities, like guard duties. This would have been prevented if the course could be presented in a venue apart from the unit.

- Various concepts in specifically part 1 and 2 need to be simplified. Various long definitions, like the goal of the STC, can be presented in a more succinct version.
- The concentration of difficult concepts in part 1 is problematic and these concepts should be distributed to other parts. The first part consists mainly of presentations by the presenter, and this can be experienced as difficult or boring, leaving supervisors with a lack of interest. The presenters had to repeat and simplify the concepts to a great extent in order to ensure that participants understood them.
- Reviewing of the course on a more regular basis will benefit its applicability. The SADF is still in a transformation process and relevant issues regarding the changing purpose of the SANDF, performance ratings, gender equity issues and affirmative action need to be included in examples and scenarios.

## **8. CONCLUSION**

The STC is an effective tool for the training of supervisors in the SANDF. The Supervisory Training Course, however, needs to be revised on a regular basis in order to ensure its applicability.

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## SECTION D

## SUPERVISORY TRAINING COURSE (STC)

|   |
|---|
| <p style="text-align: center;"><b>QUESTIONNAIRE FOR SUPERVISORS IN THE<br/>SOUTH AFRICAN NATIONAL DEFENCE FORCE</b></p> |
|---|

## PRE-COURSE QUESTIONNAIRE

## SCALE 1

## 1. INTRODUCTION

You are about to complete the Supervisory Training Course (STC). The purpose of this project is to improve the Occupational Social Work course of the SANDF and it is thus in your direct interest. In order to achieve this goal we need ***your*** input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

## 2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

You will have to complete a questionnaire ***before*** and ***after*** course presentation.

2.1 Mark the answers **on this questionnaire** by making a **cross**  in the appropriate blocks.

The cross must not touch the outline of the block.

2.2 Mark only **one** answer per question.

2.3 Answer **all** questions.

2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will complete. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the researcher. By completing this questionnaire you give permission that the data may be used for research purposes.

## 3. HOW TO START

Parts 1 to 4 are designed to link you with a specific training centre. etc. In addition, these answers will be generating the **secret identification code** that only **you** will know.

## 4. PART 1: MODULE PARTICULARS

4.1 In the first row, write the **initials and surname** of the person who **presented** this particular module.

4.2 In the second row, write the **date** on which the module was presented.

4.3 In the third row indicate - by making a **cross**  in the appropriate block - the **training centre** where the module was presented.

4.4 In the fourth row, write the **name of your unit**.

|                           |                       |             |  |                               |            |  |
|---------------------------|-----------------------|-------------|--|-------------------------------|------------|--|
| <i>Presenter:</i>         |                       |             |  |                               | Office use |  |
| <i>Date:</i>              | ____ / ____ / 2005    |             |  |                               |            |  |
| <i>Place:</i>             | Constand Viljoen Mess | 4 Arty Mess | ASB<br>Conference<br>Room                | AMHU NW<br>Conference<br>Room |            |  |
|                           | Shamrock Mess         | 2 SAI Mess  | 1 Tact Int<br>Regt<br>Conference<br>Room |                               |            |  |
| <i>Name of your unit:</i> |                       |             |  |                               |            |  |

**PART 2: BIRTH DATE AND SECRET CODE**

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| In the next six blocks, indicate your birth date.<br>For example, if you were born on<br>15 January 1982, indicate it as follows: 150182 | D | D | M | M | Y | Y |
|--|---|---|---|---|---|---|

**PART 3: GENDER AND SECRET CODE**

|   |         |           |
|---|---------|-----------|
| Please make a cross <input type="checkbox"/> in the appropriate block | 1. Male | 2. Female |
|---|---------|-----------|

**PART 4: FORCE NUMBER AND SECRET CODE**

|  |  |                |  |  |  |  |
|--|--|----------------|--|--|--|--|
| Please indicate the first two numbers and the last two numbers of your force number in the appropriate blocks. | First 2 numbers  | Last 2 numbers |  |  |  |  |
|  | <table border="1" style="width: 100%; height: 25px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table> |                |  | <table border="1" style="width: 100%; height: 25px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table> |  |  |
|  |  |                |  |  |  |  |
|  |  |                |  |  |  |  |

**PART 5: RANK**

|   |                                |                |                |                  |
|---|--------------------------------|----------------|----------------|------------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | 1.<br>LCpl/LBdr/Cpl /Bdr - Sgt | 2.<br>SSgt- WO | 3.<br>Lt- Capt | 4.<br>Maj-Lt Col |
|---|--------------------------------|----------------|----------------|------------------|

**PART 6: PRESENT POSITION**

|  |                         |                    |                      |                                |                             |
|--|-------------------------|--------------------|----------------------|--------------------------------|-----------------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1.<br>Staff<br>officers | 2.<br>Manager<br>s | 3.<br>Supervis<br>or | 4.<br>Company<br>command<br>er | 5.<br>Battery<br>commanders |
|  | 6.<br>Other             | (Please specify):  |                      |                                |                             |

**PART 7: LENGTH OF SERVICE IN RESENT POSITION**

|  |                           |                    |                     |                             |
|--|---------------------------|--------------------|---------------------|-----------------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1.<br>Less than 1<br>year | 2.<br>1-5<br>years | 3.<br>6-10<br>years | 4.<br>More than 10<br>years |
|  |                           |                    |                     |                             |

**QUESTION 1: TRUE OR FALSE****Instructions:** To what extent is each of the following statements true or false?*(Please don't guess)*

| Questions  | 1.                                   | 2.                                   | 3.                        | 4.                                  | 5.                                  |
|--|--------------------------------------|--------------------------------------|---------------------------|-------------------------------------|-------------------------------------|
| 1. The STC can be used as a management tool  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 2. Health is a state of complete physical, mental and social well-being  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 3. Productivity means goals are achieved in the best way at the lowest cost  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 4. The STC aims on enhancement of productivity in the SANDF  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 5. Impaired work performance means the employee does not function according to the requirements of his post          | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 6. The At-Risk Employee is a person whose work performance is impaired due to personal problems                      | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 7. The At-Risk Employee is a person whose work performance is impaired due to work related problems                  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 8. Social problems like financial problems does not affect work performance.   | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 9. Ignoring impaired work performance can lead to the registering of a grievance                                     | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 10. It is against Human Rights Regulations to refer At-Risk Employees for professional health care in a forceful way | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 11. Referral implies the linkage of a performance-impaired member to a Health Care Professional                      | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 12. DODI 5/2000 sanctioned the establishment of the MCDC   | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 13. DODI 5/2000 sanctioned the establishment of a referral system  | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 14. DODI 5/2000 aims to ensure   | 1.                                   | 2.                                   | 3.                        | 4.                                  | 5.                                  |

Appendix 1 to STC

|   |                                   |                                   |                        |                                  |                                  |
|---|-----------------------------------|-----------------------------------|------------------------|----------------------------------|----------------------------------|
| human capacity building, healthy lifestyles and healthy organizations                                       | <i>1. I know that it is false</i> | <i>2. I think it may be false</i> | <i>3. I don't know</i> | <i>4. I think it may be true</i> | <i>5. I know that it is true</i> |
| 15. The main function of the MCDC is the identification of tendencies in the Unit                           | <i>1. I know that it is false</i> | <i>2. I think it may be false</i> | <i>3. I don't know</i> | <i>4. I think it may be true</i> | <i>5. I know that it is true</i> |
| 16. The MCDC manage the training of managers in identification and managing of performance impaired members | <i>1. I know that it is false</i> | <i>2. I think it may be false</i> | <i>3. I don't know</i> | <i>4. I think it may be true</i> | <i>5. I know that it is true</i> |

**QUESTION 2: MOST RELEVANT RESPONSE**

**Instructions:** Choose the most relevant response to each question. Use the following as a criterion for your answers.

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge re this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

| <i>Question</i>   | 1.                | 2.                      | 3.                    | 4.                     |
|---|-------------------|-------------------------|-----------------------|------------------------|
| 1. My knowledge of the concept STC in the SANDF can be described as...                            | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 2. My knowledge concerning the purpose of the STC in the SANDF can be described as...             | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 3. My knowledge about Military Social Work Services can be described as...                        | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 4. My knowledge of the definition of the At-Risk Employee can be described as...                  | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 5. My knowledge of the definition of health can be described as...                                | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 6. My knowledge of the signs of impaired work performance can be described as...                  | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 7. My knowledge on the utilization of the work performance incident sheet can be described as.... | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 8. My knowledge on the three types of social work referrals can be described as...                | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 9. My knowledge about the purpose of the MCDC can be described as...                              | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |

**SECTION 3: AGREE/DISAGREE**

**Instructions:** To what extent do you agree or disagree with each of the following statements?

| Question  | 1.                               | 2.                      | 3.                   | 4.                            |
|---|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. The STC can be used effectively in promoting employee health   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 2. The STC can be used effectively in promoting organisational health   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 3. I cannot utilize an At-Risk Employee effectively in my section.  | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 4. Employees always utilize family problems as excuse when they do not want to work.                              | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 5. The early identification of At-Risk Employees can prevent impaired work performance.                           | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 6. The utilization of Work Performance Incident Sheets will increase the administrative burden of managers.       | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 7. I am entitled to detailed feedback from the Health Care Professional about referred employee's social problems | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 8. I will refer employees in a mandatory way without incident related documentation                               | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 9. The MCDC must focus on individual problems employees experience  | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 10. The MCDC must focus on the development of employees   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 11. I support the implementation of the MCDC in my Unit   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 12. Sleeping during working hours indicates impaired work performance   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 13. Gender discrimination affects work performance  | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |

**QUESTION 4: HOW OFTEN...**

**Instructions:** How often had **each** of the following things occurred in the past?  
 (Please answer these questions absolutely honestly)

| Questions  | 1.                     | 2.              | 3.                 | 4.                          |
|--|------------------------|-----------------|--------------------|-----------------------------|
| 1. I have implemented the STC as management tool in my section.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 2. I have utilized the STC to promote the productivity of my section.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 3. I have taken sole responsibility for the management of my section's productivity.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 4. As section head, I have taken responsibility for the promotion my own health.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 5. I have taken sole responsibility for the promotion of the health of my section.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 6. I have referred employees with work related stress to the Military Health Service Professionals.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 7. I have only referred employees to the Military Health Service Professionals when I consist of complete detail about their social problems.            | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 8. I have used the Work Performance Incident Sheet for disciplinary purposes.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 9. I have taken disciplinary steps against employees with impaired work performance when resisting referral to the Military Health Service Professional. | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 10. As manager I have taken responsibility for diagnosing organizational problems like discrimination.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 11. As manager I have taken responsibility for addressing organizational problems like sexual harassment.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |

Appendix 1 to STC

|  |                                |                        |                           |                                     |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 12. I have supported the implementation of the MCDC in my Unit.  | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 13. I have supported the functioning of the MCDC to manage the referral of at risk employees.                        | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 14. I have supported the functioning of the MCDC to coordinate the implementation of the STC                         | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 15. I have been actively involved in the identification of tendencies in my section as part of the MCDC functioning. | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 16. I have referred tendencies in my section to the MCDC.  | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |

***Thank you for completing this STC questionnaire.***

# SUPERVISORY TRAINING COURSE (STC)

## QUESTIONNAIRE FOR SUPERVISORS IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE

### POST – COURSE QUESTIONNAIRE

#### SCALE 2

#### 1. INTRODUCTION

You have just completed the Supervisory Training Course (STC). Please complete the following questionnaire now **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

#### 2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

You will have to complete a questionnaire **before** and **after course** presentation.

2.1 Mark the answers **on this questionnaire** by making a **cross** ☒ in the appropriate blocks.

The cross must not touch the outline of the block.

2.2 Mark only **one** answer per question.

2.3 Answer **all** questions.

2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the researcher. By completing this questionnaire you give permission that the data may be used for research purposes.

#### 3. HOW TO START

Parts 1 to 4 are designed to link you with a specific training centre. etc. In addition, these answers will be generating the **secret identification code** that only **you** will know.

#### 4. PART 1: MODULE PARTICULARS

4.1 In the first row, write the **initials and surname** of the person who **presented** this particular module.

4.2 In the second row, write the **date** on which the module was presented.

4.3 In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training centre** where the module was presented.

4.4 In the fourth row, write the **name of your unit**.

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / 2005

Place: 

|                       |             |                                 |                         |
|-----------------------|-------------|---------------------------------|-------------------------|
| Constand Viljoen Mess | 4 Arty Mess | ASB Conference Room             | AMHU NW Conference Room |
| Shamrock Mess         | 2 SAI Mess  | 1 Tact Int Regt Conference Room |                         |

Name of your unit: \_\_\_\_\_

| Office use |  |
|------------|--|
|            |  |
|            |  |
|            |  |
|            |  |

**PART 2: BIRTH DATE AND SECRET CODE**

In the next six blocks, indicate your birth date.  
For example, if you were born on 15 January 1982, indicate it as follows: 150182

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

**PART 3: GENDER AND SECRET CODE**

Please make a cross  in the appropriate block

|         |           |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

**PART 4: FORCE NUMBER AND SECRET CODE**

Please indicate the first two numbers and the last two numbers of your force number in the appropriate blocks.

|                        |                       |
|------------------------|-----------------------|
| <b>First 2 numbers</b> | <b>Last 2 numbers</b> |
|                        |                       |

**PART 5: RANK**

Please make a cross  in the appropriate block

|                               |                |                |                  |
|-------------------------------|----------------|----------------|------------------|
| 1.<br>LCpl/LBdr/Cpl/Bdr - Sgt | 2.<br>SSgt- WO | 3.<br>Lt- Capt | 4.<br>Maj-Lt Col |
|-------------------------------|----------------|----------------|------------------|

**PART 6: PRESENT POSITION**

Please make a cross  in the appropriate block

|                      |                   |                  |                         |                          |
|----------------------|-------------------|------------------|-------------------------|--------------------------|
| 1.<br>Staff officers | 2.<br>Managers    | 3.<br>Supervisor | 4.<br>Company commander | 5.<br>Battery commanders |
| 6.<br>Other          | (Please specify): |                  |                         |                          |

**PART 7: LENGTH OF SERVICE IN RESENT POSITION**

|  |                                      |                               |                                |  |
|--|--------------------------------------|-------------------------------|--------------------------------|--|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | <b>1.</b><br><i>Less than 1 year</i> | <b>2.</b><br><i>1-5 years</i> | <b>3.</b><br><i>6-10 years</i> | <b>4.</b><br><i>More than 10 years</i> |
|--|--------------------------------------|-------------------------------|--------------------------------|--|

**SECTION 1: TRUE OR FALSE**

**Instructions:** To what extent is each of the following statements true or false?  
(Please don't guess)

| Questions   | 1.                            | 2.                            | 3.                 | 4.                           | 5.                           |
|---|-------------------------------|-------------------------------|--------------------|------------------------------|------------------------------|
| 1. The STC can be used as a management tool.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 2. Health is a state of complete physical, mental and social well-being.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 3. Productivity means goals are achieved in the best way at the lowest cost.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 4. The STC aims on enhancement of productivity in the SANDF.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 5. Impaired work performance means the employee does not function according to the requirements of his post.          | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 6. The At-Risk Employee is a person whose work performance is impaired due to personal problems.                      | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 7. The At-Risk Employee is a person whose work performance is impaired due to work related problems.                  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 8. Social problems like financial problems does not affect work performance.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 9. Ignoring impaired work performance can lead to disciplinary action.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 10. It is against Human Rights Regulations to refer At-Risk Employees for professional health care in a forceful way. | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 11. Referral implies the linkage of a performance-impaired member to a Health Care Professional.                      | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 12. DODI 5/2000 sanctioned the establishment of the MCDC.   | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |
| 13. DODI 5/2000 sanctioned the establishment of a referral system.  | 1.<br>I know that it is false | 2.<br>I think it may be false | 3.<br>I don't know | 4.<br>I think it may be true | 5.<br>I know that it is true |

|   |                                      |                                      |                           |                                     |                                     |
|---|--------------------------------------|--------------------------------------|---------------------------|-------------------------------------|-------------------------------------|
| 14. DODI 5/2000 aims to ensure human capacity building, healthy lifestyles and healthy organizations.         | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 15. The main function of the MDCDC is the identification of tendencies in the Unit.                           | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |
| 16. The MDCDC manage the training of managers in identification and managing of performance impaired members. | 1.<br><i>I know that it is false</i> | 2.<br><i>I think it may be false</i> | 3.<br><i>I don't know</i> | 4.<br><i>I think it may be true</i> | 5.<br><i>I know that it is true</i> |

**SECTION 2: MOST RELEVANT RESPONSE**

**Instructions:** Choose the most relevant response to each question. Use the following as a criterion for your answers.

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge re this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

| <i>Question</i>   | 1.                | 2.                      | 3.                    | 4.                     |
|---|-------------------|-------------------------|-----------------------|------------------------|
| 1. My knowledge of the concept STC in the SANDF can now be described as...                            | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 2. My knowledge concerning the purpose of the STC in the SANDF can now be described as...             | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 3. My knowledge about Military Social Work Services can now be described as...                        | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 4. My knowledge of the definition of the At-Risk Employee can now be described as...                  | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 5. My knowledge of the definition of health can now be described as...                                | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 6. My knowledge of the signs of impaired work performance can now be described as...                  | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 7. My knowledge on the utilization of the work performance incident sheet can now be described as.... | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 8. My knowledge on the three types of social work referrals can now be described as...                | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |
| 9. My knowledge about the purpose of the MCDC can now be described as...                              | 1.<br><i>Poor</i> | 2.<br><i>Inadequate</i> | 3.<br><i>Adequate</i> | 4.<br><i>Excellent</i> |

**SECTION 3: AGREE/DISAGREE**

**Instructions:** To what extent do you agree or disagree with each of the following statements?

| Question   | 1.                               | 2.                      | 3.                   | 4.                            |
|--|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. The STC can be used effectively in promoting employee health.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 2. The STC can be used effectively in promoting organisational health.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 3. I cannot utilize an At-Risk Employee effectively in my section.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 4. Employees always utilize family problems as excuse when they do not want to work.                                     | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 5. The early identification of At-Risk Employees can prevent impaired work performance.                                  | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 6. The utilization of Work Performance Incident Sheets will increase the administrative burden of managers.              | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 7. I am entitled to detail feedback from the Health Care Professional about the personal problems of referred employees. | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 8. I will refer employees in a mandatory way without incident related documentation.                                     | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 9. The MCDC must focus on individual problems employees' experience.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 10. The MCDC must focus on the development of employees.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 11. I support the implementation of the MCDC in my Unit.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 12. Sleeping during working hours indicates impaired work performance.   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I agree</i> | 4.<br><i>I strongly agree</i> |
| 13. Gender discrimination affects work performance   | 1.<br><i>I strongly disagree</i> | 2.<br><i>I disagree</i> | 3.<br><i>I Agree</i> | 4.<br><i>I strongly agree</i> |

**SECTION 4: HOW OFTEN...**

**Instructions:** How often will each of the following things occur in the future?  
(Please answer these questions absolutely honestly)

| Questions   | 1.                     | 2.              | 3.                 | 4.                          |
|---|------------------------|-----------------|--------------------|-----------------------------|
| 1. I will implement the STC as management tool in my section.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 2. I will utilize the STC to promote the productivity of my section.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 3. I will take sole responsibility for management of my section's productivity.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 4. As section head, I will take responsibility for promoting my own health.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 5. I will take sole responsibility for promoting the health of my section.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 6. I will refer employees with work related stress to the Military Health Service Professionals.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 7. I will refer employees to the Military Health Service Professionals only when I consist of complete detail about their personal problems.            | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 8. I will use the Work Performance Incident Sheet for disciplinary purposes.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 9. I will take disciplinary steps against employees with impaired work performance when resisting referral to the Military Health Service Professional. | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 10. As manager I will take responsibility for diagnosing organizational problems like discrimination.   | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |
| 11. As manager I will take responsibility for addressing organizational problems like sexual harassment.  | 1.<br>Seldom/<br>Never | 2.<br>Sometimes | 3.<br>Periodically | 4.<br>Frequently/<br>Always |

|  |                                |                        |                           |                                     |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 12. I will support the implementation of the MCDC in my Unit.  | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 13. I will support the functioning of the MCDC to manage the referral of at risk employees.                        | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 14. I will support the functioning of the MCDC to coordinate the implementation of the STC.                        | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 15. I will be actively involved in the identification of tendencies in my section as part of the MCDC functioning. | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |
| 16. I will refer tendencies in my section to the MCDC.   | 1.<br><i>Seldom/<br/>Never</i> | 2.<br><i>Sometimes</i> | 3.<br><i>Periodically</i> | 4.<br><i>Frequently/<br/>Always</i> |

***Thank you for completing this STC questionnaire.***

# Presentation Evaluation Questionnaire

All SANDF personnel that participated in the Supervisors Training Course should complete this questionnaire *directly after each course*.

## SCALE 3

### 1. INTRODUCTION

You have just completed the Supervisory Training Course (STC). This course is an important initiative of the SANDF; therefore we must know how effective they are in meeting your needs and interests. For this we need your input. Please complete the following questionnaire honestly and in full – it will help us to serve you better.

### 2. GENERAL INSTRUCTIONS

This questionnaire contains various questions regarding the *presentation* and *contents* of the course that you have just attended.

- 2.1 Mark **all answers** on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.2 Mark only **one** answer per question and answer **all** questions.
- 2.3 Please make your cross **inside** the block.
- 2.4 Complete the questionnaire **quickly** and on **your own**. Give your honest opinions.

The questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire*. When you have completed the questionnaire, place it in the envelope that will be provided and return it to the presenter who gave it to you.

#### PART 1: COURSE PARTICULARS

- In the first row below, write the initials and surname of the person or persons that presented the course.
- In the second row, write the date/dates on which the course was presented.

**Presenter/s:**

**Dates:**

|                |  |
|----------------|--|
| For office use |  |
|                |  |
|                |  |

#### PART 2: VENUE

In the section below, indicate the *Unit* in which the training course was presented by making a cross  in the block of the appropriate province.

|                       |             |                     |                         |               |            |                                 |
|-----------------------|-------------|---------------------|-------------------------|---------------|------------|---------------------------------|
| <b>0</b>              | <b>1</b>    | <b>2</b>            | <b>3</b>                | <b>4</b>      | <b>5</b>   | <b>6</b>                        |
| Constand Viljoen Mess | 4 Arty Mess | ASB Conference Room | AMHU NW Conference Room | Shamrock Mess | 2 SAI Mess | 1 Tact Int Regt Conference Room |

**PART 3: GENDER**

Indicate your gender.

|         |           |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

**PART 4: RACE**

Information regarding your race is required for statistical purposes only. Please make a cross ☒ in the appropriate block.

|             |             |                |             |
|-------------|-------------|----------------|-------------|
| 1.<br>Asian | 2.<br>Black | 3.<br>Coloured | 4.<br>White |
|-------------|-------------|----------------|-------------|

**PART 5: RANK/POSITION**

Write your rank on the block below.

Rank/Position

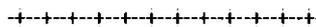
|                |  |
|----------------|--|
| For office use |  |
|                |  |

**PART 6: PRESENT POSITION**

|  |                      |                   |                  |                         |                          |
|--|----------------------|-------------------|------------------|-------------------------|--------------------------|
| Please make a cross ☒ in the appropriate block | 1.<br>Staff officers | 2.<br>Managers    | 3.<br>Supervisor | 4.<br>Company commander | 5.<br>Battery commanders |
|  | 6.<br>Other          | (Please specify): |                  |                         |                          |

**PART 7: LENGTH OF SERVICE IN PRESENT POSITION**

|  |                        |                 |                  |                          |
|--|------------------------|-----------------|------------------|--------------------------|
| Please make a cross ☒ in the appropriate block | 1.<br>Less than 1 year | 2.<br>1-5 years | 3.<br>6-10 years | 4.<br>More than 10 years |
|--|------------------------|-----------------|------------------|--------------------------|



Mark only one answer for each of the questions by making a cross ☒ in the appropriate block.

**SECTION 1: EVALUATION OF THE PRESENTER**

|  |                        |               |            |                     |
|--|------------------------|---------------|------------|---------------------|
| 1. The presenter is <b>knowledgeable</b> about the subject that he/she taught.           | 1<br>Strongly disagree | 2<br>Disagree | 3<br>Agree | 4<br>Strongly agree |
| 2. The presenter could <b>link</b> the material to the participants' level of knowledge. | 1<br>Strongly disagree | 2<br>Disagree | 3<br>Agree | 4<br>Strongly agree |
| 3. The presenter was <b>able to explain</b> difficult and abstract concepts.             | 1<br>Strongly disagree | 2<br>Disagree | 3<br>Agree | 4<br>Strongly agree |

4. The presenter succeeded in **keeping me interested** in the subject.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

5. The presenter was **enthusiastic** about the subject that he/she taught.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

**SECTION 2: EVALUATION OF THE PRESENTATION SKILLS**

6. I could clearly **hear** what the presenter was saying (*e.g. it was loud enough and in an accent that I could understand*).

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

7. The presenter was skilful in the **use of the teaching media** (*e.g. transparencies and or writing on newsprint/the blackboard*).

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

8. The presenter encouraged **participant involvement** (*e.g. by asking questions and or promoting discussions*).

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

9. The presenter **prepared** himself/herself thoroughly for the presentation.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

10. What is your **overall rating** of the presenter's presentation skills?

|                         |                         |                            |                         |  |
|-------------------------|-------------------------|----------------------------|-------------------------|--|
| <b>1</b><br><i>Poor</i> | <b>2</b><br><i>Fair</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good/excellent</i> |
|-------------------------|-------------------------|----------------------------|-------------------------|--|

**SECTION 3: EVALUATION OF THE LEARNING PROCESS**

11. In the beginning, the presenter gave us a **clear overview** of what we could expect during the course.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

12. The presenter made sure that participants **understood** a subject before continuing on to the next subject.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

13. At the end, the presenter gave a **summary** of the material that was covered.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

14. The presenter was able to **communicate on my level**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

15. It was **easy to understand** the material that was presented.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

16. The material that was covered will be **useful**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

17. The course stimulated **my interest** in the subject.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

#### SECTION 4: EVALUATION OF THE PRESENTATION CONTEXT

18. How would you rate the **venue**?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

19. How would you rate the **quality of the learning material** that was presented?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

20. How would you rate **quality** of the **teaching media** (e.g. transparencies and or handouts)?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

21. How well was the course **organised**?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

#### SECTION 5: EVALUATION OF THE RELEVANCE AND VALUE OF THE COURSE

22. The course *stimulated* my **creative thinking**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

23. I will be able to *apply* the new knowledge and insights that I have gained **in my job**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

24. I feel that the course will help me **do my job better**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

25. I will be able to *apply* the new knowledge and insights that I have gained **in my daily life**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

26. I feel that the course will help me to **live my life in a better way**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

27. **All SANDF supervisors** should **receive** this course.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

#### SECTION 6: GENERAL

28. How will you rate the **length** of the course?

|   |   |  |  |  |
|---|---|--|--|--|
| <b>1</b><br><i>It was much too long</i> | <b>2</b><br><i>It was a little too long</i> | <b>3</b><br><i>The length was just right</i> | <b>4</b><br><i>It was a little too short</i> | <b>5</b><br><i>It was much too short</i> |
|---|---|--|--|--|

29. How will you rate the **pace** of the presentation?

|   |   |  |   |   |
|---|---|--|---|---|
| <b>1</b><br><i>The pace was much too slow</i> | <b>2</b><br><i>The pace was a little too slow</i> | <b>3</b><br><i>The pace was just right</i> | <b>4</b><br><i>The pace was a little too fast</i> | <b>5</b><br><i>The pace was much too fast</i> |
|---|---|--|---|---|

30. How will you rate the **balance** between the time spent on the *presentation* and time spent on *group involvement*?

|  |                                   |   |   |
|--|-----------------------------------|---|---|
| <b>1</b><br><i>Too much time was spent on the presentation</i> | <b>2</b><br><i>A good balance</i> | <b>3</b><br><i>Too much time was spent on group involvement</i> | <b>4</b><br><i>There was no group involvement</i> |
|--|-----------------------------------|---|---|

31. Which **language** was used *the most* in the presentation of the course?

|                              |                            |                          |                           |                         |                           |
|------------------------------|----------------------------|--------------------------|---------------------------|-------------------------|---------------------------|
| <b>1</b><br><i>Afrikaans</i> | <b>2</b><br><i>English</i> | <b>3</b><br><i>Sotho</i> | <b>4</b><br><i>Tswana</i> | <b>5</b><br><i>Zulu</i> | <b>6</b><br><i>Others</i> |
|------------------------------|----------------------------|--------------------------|---------------------------|-------------------------|---------------------------|

***Thank you for completing this questionnaire.***

# SUPERVISORY TRAINING COURSE (STC) OF THE SANDF

## EVALUATION OF THE VALUE AND RELEVANCE OF THE COURSE

### SCALE 4

#### 1. INTRODUCTION

You have just completed the Supervisory Training Course (STC). Please complete the following questionnaire now **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

#### 2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

- 2.1 Mark the answers **on this questionnaire** by making a **cross**  in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **on your own**.

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the researcher. By completing this questionnaire you give permission that the data may be used for research purposes.

#### 3. PART 1: MODULE PARTICULARS

- 3.1 In the first row below, write the **initials and surname** of the person who **presented** this particular module.
- 3.2 In the second row, write the **date** on which the module was presented.
- 3.3 In the third row indicate - by making a **cross**  in the appropriate block - the **place** where the module was presented.
- 3.4 In the fourth row, write the **name of your unit**.

|                           |                       |             |                                 |                         |                   |  |
|---------------------------|-----------------------|-------------|---------------------------------|-------------------------|-------------------|--|
| <i>Presenter:</i>         |                       |             |                                 |                         | <b>Office use</b> |  |
|                           |                       |             |                                 |                         |                   |  |
| <i>Date:</i>              | _____ / _____ / 2005  |             |                                 |                         |                   |  |
| <i>Place:</i>             | Constand Viljoen Mess | 4 Arty Mess | ASB Conference Room             | AMHU NW Conference Room |                   |  |
|                           | Shamrock Mess         | 2 SAI Mess  | 1 Tact Int Regt Conference Room |                         |                   |  |
| <i>Name of your unit:</i> |                       |             |                                 |                         |                   |  |

**PART 2: GENDER**

|   |                |                  |
|---|----------------|------------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | <b>1. Male</b> | <b>2. Female</b> |
|---|----------------|------------------|

**PART 3: RACE**

|   |                 |                 |                    |                 |
|---|-----------------|-----------------|--------------------|-----------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | <b>1. Asian</b> | <b>2. Black</b> | <b>3. Coloured</b> | <b>4. White</b> |
|---|-----------------|-----------------|--------------------|-----------------|

**PART 4: RANK**

|   |                                      |                      |                      |                         |
|---|--------------------------------------|----------------------|----------------------|-------------------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | <b>1.</b><br>LCpl/LBdr/Cpl/Bdr - Sgt | <b>2.</b><br>SSgt-WO | <b>3.</b><br>Lt-Capt | <b>4.</b><br>Maj-Lt Col |
|---|--------------------------------------|----------------------|----------------------|-------------------------|

**PART 5: PRESENT POSITION**

|   |                             |                       |                         |                                |                                 |
|---|-----------------------------|-----------------------|-------------------------|--------------------------------|---------------------------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | <b>1.</b><br>Staff officers | <b>2.</b><br>Managers | <b>3.</b><br>Supervisor | <b>4.</b><br>Company commander | <b>5.</b><br>Battery commanders |
|   | <b>6.</b><br>Other          | (Please specify):     |                         |                                |                                 |

**PART 6 LENGTH OF SERVICE IN PRESENT POSITION**

|   |                               |                        |                         |                                 |
|---|-------------------------------|------------------------|-------------------------|---------------------------------|
| Please make a cross <input type="checkbox"/> in the appropriate block | <b>1.</b><br>Less than 1 year | <b>2.</b><br>1-5 years | <b>3.</b><br>6-10 years | <b>4.</b><br>More than 10 years |
|---|-------------------------------|------------------------|-------------------------|---------------------------------|

**SECTION 1: VALUE OF THE COURSE**

**Instructions:** Please evaluate the value of the course content by completing each of the following questions.

| Questions  | 1.                                     | 2.                                      | 3.                                      | 4.                                 |
|--|--|---|---|------------------------------------|
| 1. How would you rate the value of the section: "Introduction to Supervisory Training Course"  | 1.<br><i>It had little or no value</i> | 2.<br><i>It had below average value</i> | 3.<br><i>It had above average value</i> | 4.<br><i>It had a lot of value</i> |
| 2. How would you rate the value of the section: "The At-Risk Employees"                        | 1.<br><i>It had little or no value</i> | 2.<br><i>It had below average value</i> | 3.<br><i>It had above average value</i> | 4.<br><i>It had a lot of value</i> |
| 3. How would you rate the value of the section: "The Troubled Workplace"                       | 1.<br><i>It had little or no value</i> | 2.<br><i>It had below average value</i> | 3.<br><i>It had above average value</i> | 4.<br><i>It had a lot of value</i> |
| 4. How would you rate the value of the section: "Referral to Professional Services"            | 1.<br><i>It had little or no value</i> | 2.<br><i>It had below average value</i> | 3.<br><i>It had above average value</i> | 4.<br><i>It had a lot of value</i> |
| 5. How would you rate the value of the section: "The Military Community Development Community" | 1.<br><i>It had little or no value</i> | 2.<br><i>It had below average value</i> | 3.<br><i>It had above average value</i> | 4.<br><i>It had a lot of value</i> |

## SECTION 2: RELEVANCE OF THE COURSE

**Instructions:** Please evaluate the relevance of the course by completing each of the following questions.

|  |                                |                       |                    |                             |
|--|--------------------------------|-----------------------|--------------------|-----------------------------|
| 6. The course will have a positive impact on my job performance.     | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |
| 7. I will be able to apply my new knowledge in my job.               | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |
| 8. I will be able to apply my new skills in my job.                  | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |
| 9. This course will enable me to manage my section more effectively. | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |
| 10. This course will increase my job satisfaction.                   | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |
| 11. This course will increase my                                     | 1.<br><i>Strongly</i>          | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly</i>       |

|  |                                |                       |                    |                             |
|--|--------------------------------|-----------------------|--------------------|-----------------------------|
| productivity.  | <i>disagree</i>                |                       |                    | <i>agree</i>                |
| 12. All the managers in the SANDF should attend the Supervisory Training Course. | 1.<br><i>Strongly disagree</i> | 2.<br><i>Disagree</i> | 3.<br><i>Agree</i> | 4.<br><i>Strongly agree</i> |

***Thank you for completing this questionnaire.***

# Questionnaire: Presenter's Evaluation of Programme Presentation

**Note:** All presenters of Supervisors Training Course must complete the following presentation evaluation questionnaire *at the end of each* course. In cases where two presenters are involved with the presentation of one course, each must complete a *separate* questionnaire.

## SCALE 5

### 1. INTRODUCTION

You have just **presented** the Supervisors Training Course. This course is a very important initiative of the SANDF. Therefore we must know your views on their effectiveness, as well as your perceptions on the quality and effectiveness of your presentation and the circumstances under which they were conducted. Only in this way can we improve the courses and the overall quality of their presentation.

**Please complete the questionnaire honestly. You will not be identified in person in any research or other report.**

### 2. GENERAL INSTRUCTIONS

The Presenter's Evaluation of Course Presentation questionnaire contains various questions regarding the presentation and contents of the course, as well as the circumstances under which it was presented. Answer them on this questionnaire.

- 2.1 Mark the answers by making a cross  in the appropriate block.** The cross mustn't touch the outline of the block.
- 2.2 Mark only **one** answer per question and answer **all** questions.**
- 2.3 Complete the questionnaire on your own and at the same time that the participants complete their Presentation Evaluation Questionnaires.**
- 2.4 Under no circumstances may you look at the participants' Presentation Evaluation Questionnaires.** Their, as well as your own questionnaires are confidential.
- 2.5 In cases where two presenters are involved with the presentation of one course, each must individually complete a separate questionnaire.** Do not discuss the answers with each other. *We need your personal views.*
- 2.6 Attached you will also find the form titled "Written Comments re Presentation".** Please complete it and **staple it to the back of this questionnaire.**

When you have completed the questionnaire and form, seal it in an envelope, write the title of the course and the date/dates of the course on the envelope and return it to Head Office.

### 3. TO START

#### PART 1: COURSE PARTICULARS

- In the first row on the next page, write your initials and surname.
- If there was a second presenter, write his or her initials and surname in the second row.
- In the third row, write the date/dates on which the course was presented.
- In the fourth row, write the venue (place) where the course was presented.



9. I **prepared** myself thoroughly for the presentation.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

10. What is your **overall rating** of your presentation skills?

|                         |                         |                            |                         |   |
|-------------------------|-------------------------|----------------------------|-------------------------|---|
| <b>1</b><br><i>Poor</i> | <b>2</b><br><i>Fair</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good/<br/>excellent</i> |
|-------------------------|-------------------------|----------------------------|-------------------------|---|

**SECTION 3: EVALUATION OF THE LEARNING PROCESS**

11. In the beginning, I gave a **clear overview** of what participants could expect during the course.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

12. I made sure that participants **understood** a subject before continuing on to a next subject.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

13. At the end, I gave a **summary** of the material that was covered.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

14. I was able to **communicate on the participants' level**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

15. It was **easy for participants to understand** the material that was presented.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

16. The material that was covered will be **useful**.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

17. The course stimulated **participants' interest** in the subject.

|                                      |                             |                          |                                   |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|

**SECTION 4: EVALUATION OF THE CONTEXT**

18. How would you rate the **venue**?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

19. How would you rate the **quality of the learning material** that you presented?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

20. How would you rate **quality** of the **teaching media** (e.g. transparencies and or handouts)?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

21. How well was the course **organised**?

|                             |                        |                            |                         |                              |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|
| <b>1</b><br><i>Very bad</i> | <b>2</b><br><i>Bad</i> | <b>3</b><br><i>Average</i> | <b>4</b><br><i>Good</i> | <b>5</b><br><i>Very good</i> |
|-----------------------------|------------------------|----------------------------|-------------------------|------------------------------|

**SECTION 5: EVALUATION OF THE RELEVANCE/VALUE OR THE COURSE/COURSE**

|  |                                      |                             |                          |                                   |
|--|--------------------------------------|-----------------------------|--------------------------|-----------------------------------|
| 22. The course stimulated the participants' <b>creative thinking</b> .   | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
| 23. The participants will be able to <b>apply</b> the new knowledge and insights that they have gained in their <b>jobs</b> .        | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
| 24. I feel that the course will help the participants <b>do their jobs better</b> .  | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
| 25. The participants will be able to <b>apply</b> the new knowledge and insights that they have gained in their <b>daily lives</b> . | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
| 26. I feel that the course will help participants <b>live their lives in a better way</b> .  | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |
| 27. <b>All SANDF supervisors</b> should receive this course.   | <b>1</b><br><i>Strongly disagree</i> | <b>2</b><br><i>Disagree</i> | <b>3</b><br><i>Agree</i> | <b>4</b><br><i>Strongly agree</i> |

**SECTION 6: GENERAL**

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 28. How will you rate the <b>length</b> of the course?      | <b>1</b><br><i>It was much too long</i>        | <b>2</b><br><i>It was a little too long</i>        | <b>3</b><br><i>The length was just right</i> | <b>4</b><br><i>It was a little too short</i>       | <b>5</b><br><i>It was much too short</i>       |
| 29. How will you rate the <b>tempo</b> of the presentation? | <b>1</b><br><i>The tempo was much too slow</i> | <b>2</b><br><i>The tempo was a little too slow</i> | <b>3</b><br><i>The tempo was just right</i>  | <b>4</b><br><i>The tempo was a little too fast</i> | <b>5</b><br><i>The tempo was much too fast</i> |

|  |  |                                   |   |   |
|--|--|-----------------------------------|---|---|
| 30. How will you rate the <b>balance</b> between the time spent on the presentation and time spent on group involvement? | <b>1</b><br><i>Too much time was spent on the presentation</i> | <b>2</b><br><i>A good balance</i> | <b>3</b><br><i>Too much time was spent on group involvement</i> | <b>4</b><br><i>There was no group involvement</i> |
|--|--|-----------------------------------|---|---|

|  |                              |                            |                          |                           |                         |                           |
|--|------------------------------|----------------------------|--------------------------|---------------------------|-------------------------|---------------------------|
| 31. Which <b>language</b> did you use <i>the most</i> in the presentation of the course? | <b>1</b><br><i>Afrikaans</i> | <b>2</b><br><i>English</i> | <b>3</b><br><i>Sotho</i> | <b>4</b><br><i>Tswana</i> | <b>5</b><br><i>Zulu</i> | <b>6</b><br><i>Others</i> |
|--|------------------------------|----------------------------|--------------------------|---------------------------|-------------------------|---------------------------|

# Form: Written Comments re Presentation

**Instructions:** Please provide your written comments in the spaces provided below and staple this form to the "Presenter's Evaluation of Course Presentation" questionnaire. If the space provided isn't sufficient, please write on the back of this form.

1. I WANT TO CLARIFY THE FOLLOWING RESPONSES TO THE "PRESENTER'S EVALUATION OF COURSE PRESENTATION" QUESTIONNAIRE. (Please specify the section number or question number to which your responses relate.)

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2. TOPICS THAT NEED TO BE ADDED TO THE COURSE:

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3. TOPICS THAT NEED TO BE COVERED IN GREATER DEPTH IN THE COURSE:

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---

4. TOPICS THAT NEED TO BE DROPPED FROM THE COURSE:

---

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---

5. THE THINGS THAT WERE MOST AND LEAST HELPFUL IN PRESENTING THE COURSE:

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---

6. THE IMPROVEMENTS THAT COULD BE MADE TO THE COURSE (Very important!):

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**Thank you for completing this questionnaire and form**