

**TRANSFORMING THE LEARNING ENVIRONMENT:
CLOSING THE THEORY AND PRACTICE DIVIDE IN AN
UNDERGRADUATE INDUSTRIAL PSYCHOLOGY MODULE**

by

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for the

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at the University of the Western Cape

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DECLARATION

I declare that *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology Module* is my own work, that it has not been submitted before for any degree or examination to any other university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

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April 2021

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ABSTRACT

This study explored the learning and teaching of students registered for the undergraduate Training Management Module in the Industrial Psychology Department at a traditional university in the Western Cape Province of South Africa. The aim of the study was to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners. The criticism levelled at institutions of higher learning is that education, training and development practitioners are poorly trained to integrate theory taught, into practical situations.

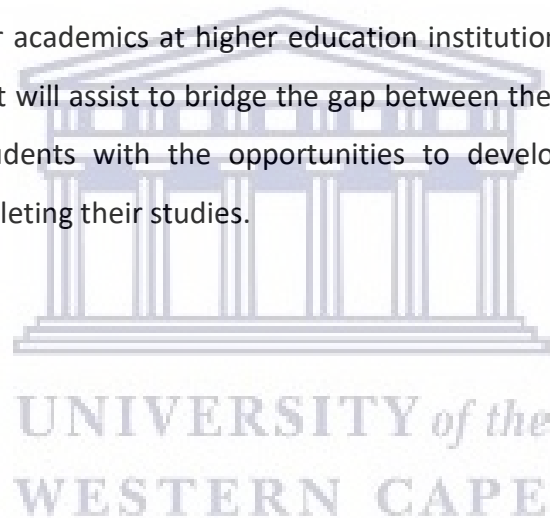
The objective of the study was to pilot a situated learning and teaching intervention strategy through a critical-emancipatory educational action research design at the research site, to arrive at a learning and teaching strategy on how to bridge the gap between theory and practice in the training management third-year undergraduate module at the University. Specific to this study was the employment of authentic South African-based realities and experiences, aimed at decolonising the curriculum and learning and teaching practices for training management students. The argument was that in the process of integrating the theory taught to practical, real industry applications within a South African context, students would construct their own understandings and develop the competencies required by employers in training and development.

The empirical work was grounded in Lave and Wenger's Situated Learning Theory. Lave and Wenger argued that through the learning of facts and the practising of technical procedures, students learn and developing an identity in a community of practice, while acquiring knowledge and skills from more experienced mentors (as apprentices), who are acknowledged as partners and held accountable for work activities. In Situated Learning Theory, the cognitive development of a student is considered together with the social interaction that transpires in the learning environment through the use of situated learning characteristics. For this reason, it was deemed the most suitable theory to use in this study.

The inquiry employed a critical-emancipatory education action research design, located within the critical social sciences framework. By applying McKernan's time process action research model, the lecturer teaching the subject moved from the traditional way of teaching

to create a learning-centred environment, which comprised of formal and informal learning opportunities for the students. The participants included industry practitioners, students, an academic and the researcher, as an inside/outside researcher. The inquiry was characterised by qualitative and quantitative data collection methods and the data were analysed per cycle, over a two-year period.

Two main findings emerged from the analyses, (i) the interrelatedness and interdependency of the characteristics of situated learning, and (ii) the scaffolding characteristic, which was the most fundamental one for the successful execution of theoretical content with practical activities for the students in the Training Management Module. The contribution to the creation of new knowledge lies in the fact that the findings of this study not only contribute to the existing literature on the theory and practice divide; but more importantly, they respond to the appeal for academics at higher education institutions to develop a learning and teaching strategy that will assist to bridge the gap between theory and practice. Such a strategy will provide students with the opportunities to develop relevant I-O specific competencies while completing their studies.



KEY WORDS

Community of practice

Competencies

Critical-emancipatory education action research

Education, training and development practitioners

Higher education

Human Resource Management

Industrial Psychology

Intervention strategies

Situated Learning Theory

Situated learning characteristics

Theory and practice

Training and development profession

Training Management Module

Undergraduate third-year students

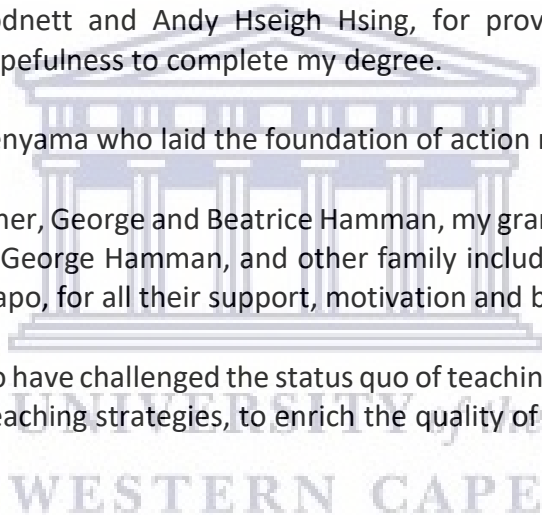


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- Finally, the National Research Fund (NRF) of South Africa, for awarding me a scholarship to complete this study.



DEDICATION

This thesis is dedicated to my twin daughters, Amy and Cara Fisher, whose love, positivity, and uniqueness, have moved me to make small footprints in the sand on our journey to understanding how we learn and how we teach.



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ABBREVIATIONS

AR	–	Action research
ASTD	–	American Society for Training and Development
ATD	–	Association for Talent Development
CEEAR	–	Critical-emancipatory education action research
DHET	–	The South African Department of Higher Education and Training
ETD	–	Education, Training and Development
HRM	–	Human Resource Management
HRD	–	Human Resource Development
NIIP	–	National Institute of Industrial Psychology
I-O	–	Industrial and Organisational Psychology
SABPP	–	South African Board for People's Practice
SL	–	Situated Learning
T&D	–	Training and Development
TM	–	Training Management
WLP	–	Workplace Learning Performance

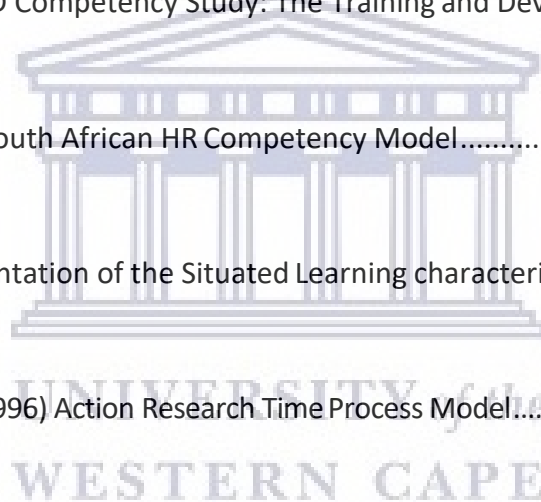


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KEY CONCEPTS

The meanings and understandings of the key concepts used in this dissertation are described below, listed in alphabetical order, for ease of reference.

Action Research

In this study, I use McKernan's (1996) interpretation of *action research*, which is entrenched within the critical social science perspective. In keeping with the critical scientific framework, *action research* is regarded as a systematic self-reflective process, followed by a practitioner, in an attempt to define and understand a problematic phenomenon, with the intent of constructing and implementing specific action plans, to effect improvements. Inherently, the processes of reflection, evaluation, and monitoring are essential characteristics that all participants in the *action research* study should follow, to establish the effectiveness of the actions taken.

Business competencies

As depicted in Table 2.4, the concept *business competencies* in this study comprise three areas, namely, *business knowledge, project management skills and budgeting, marketing and administration matters* related to training and development.

- *Business knowledge*

The term *business knowledge* is understood in terms of the opinions of Lin and Huang (2015), McLagan (1989) and Swanson and Arnold (1996), who state that the very purpose of training and development is to improve business and employee performance. From this perspective, the authors suggest that education, training, and development practitioners possess adequate *business knowledge*, as strategic partners to provide recommendations that will deliver organisational and employee improvements.

- *Project management skills*

ETD practitioners often apply *project management skills* when designing and implementing their Training and Development programmes (Coetzee & Botha, 2019). The term, *project management skills*, refers to students employing planning skills, organising skills and executing skills.

- *Budgeting, marketing and administration*

The terms *budgeting*, *marketing* and *administration* are grouped to reside under the business competency cluster, as denoted in Table 2.3. The term *budgeting* captures Coetzee's (2019) explanation of the ETD practitioner's financial ability to create and implement cost-effective programmes, which contribute towards employee performance improvement and organisational efficiency. Employers and clients are interested in T&D products that are reliable and value adding, but also cost-effective. Therefore, students are expected to provide a *budget* for the design of a basic T&D programme assessment.

The term *marketing* captures Erasmus, Loedolf, Mda, and Nel (2015), and Ludike (2016) stance that training and development interventions are developed by taking cognisance of the employers and clients' strategic needs and that the final T&D product appeals to the internal and external market place.

Finally, the term *administration* refers to the students' ability to compile and retain letters to participants and other stakeholders, for example, the venue administrator/s. It also includes the preparation of handouts, as well as the attendance register and the setting of an agenda.

Community of practice

According to Wenger (1998), the term *community of practice* does not simply epitomise a club of friends, or a network of acquaintances. It characterises a group of individuals who share a common interest and commitment to a specific domain. Hence, it holds a collective competence that separates its members from other people. In this study, the term *community of practice* upholds the explanation of Vygotsky (1978; 1981; 1997), and Wenger (1998), regarding how students acquire implicit and explicit knowledge and skills through their participation with more experienced practitioners, who hold varying expertise of the knowledge and skills they require.

This social construction of knowledge and skills in a community of practice enables legitimate peripheral participation, where students move from peripheral participation to central participation through negotiations and, thereby, becoming fully-fledged members of a community (Hung & Der-Thang, 2001; Whitcomb & Taylor, 2014). Therefore, a vibrant and

sustaining community would be able to manage and facilitate the flow of intense interactions of content and skills to the students (Vygotsky, 1978; 1981; 1997). This is the way it is used and understood in this study.

Competent and competency

In this study, the concept *competent* embrace the all-encompassing notion of the South African outcomes-based model. All behaviours, such as attitudes, beliefs, knowledge and skills must be exhibited by an individual when performing tasks that satisfy job-related outcomes (Botha & Coetzee, 2007a; 2012; Wörnich, Carrell, Elbert, & Hatfield, 2015; Meyer, 2016c).

The term, *competency*, refers to a narrower term. It describes an individual's performance in a particular work role to fulfil organisational, or workplace requirements (Potgieter & Van Der Merwe, 2002; Hall, 1988).

Critical-emancipatory Educational Action Research

McKernan's (1996) *critical-emancipatory education action research* design is used in this study as a theory linked to transforming a situation through human action. It rejects the passive positivistic and interpretive views by providing practitioners with conceptual skills through their communities by using a self-reflective process to understand a phenomenon and implement actions to improve it.

Curriculum

According to Jacobs (2015), the concept *curriculum* is derived from the Latin verb, *currere*, which means *to run a race*. Botha and Coetzee (2007b) present a comprehensive explanation that the term *curriculum*. It includes all teaching, learning and assessment opportunities in a learning institution, as provided by the South African Qualifications Authority Act (Republic of South Africa [RSA], Act No. 58 of 1995). It also includes the purpose and values of learning, learning outcomes, content, activities, methods, modes and media, teaching and learning facilitation strategies, forms of assessment and moderation; and evaluation delivery. Bellis (2000) adds that the *curriculum* considers the construction of assessments through the process of reflection and the evaluation of suitable delivery. For this study, the term *curriculum* embraces the above holistic understanding, as stipulated by SAQA (South African

Qualification Authority, 2008).

Decolonising the curriculum

The term *decolonising the curriculum* is a complex one. It first manifested in South African institutions of higher learning during the student protests in 2015 and 2016, when students challenged the application of Westernised theories that are imposed on South African conditions. In this study, the term *decolonising the curriculum* adopts the proposition of Motshabi (2018), who suggests that students be exposed to their Africanised social and environmental context, as executed in Westernised cultures. It is recommended that academics reflect on the teaching of theories produced elsewhere, in terms of its relevance and appropriateness to the local context.

Education, training, and development

The term, *education, training and development (ETD)* in this study is an integrated one. All three words are considered important tools in human resource development to expedite learning and help employees sustain their employability. The term is used as described by two South African scholars (Botha & Coetzee, 2007a; 2012). Firstly, the concept *education* refers to the provision of learning experiences by employers to employees to advance their academic qualifications to prepare them for vertical and or, horizontal promotion. It is considered more inclusive than training and development, because it aims to develop individuals' knowledge, social understanding, skill and intellectual ability (Botha & Coetzee, 2007a; 2012).

Secondly, the term *training and development* is understood as a critical, but shorter process than education. It is operationalised as a profession that comprises a dual role relating to (a) developing human expertise at all levels to perform specific organisational responsibilities; and (b) improve organisational performance (Coetzee, 2007a; 2012; Du Plessis & Sukumaran, 2015; Kum, Cowden, & Karodia, 2014; Nel, 2004).

Education, training and development practitioner

As applicable to South African organisations, the term *Education, Training and Development (ETD) Practitioner* is used throughout this study. It refers to individuals who are employed in organisations with the responsibility of educating, training and developing employees. It also

refers to outside consultants who offer their services as *ETD practitioners to organisations* to develop their employees and improve performance (Van der Merwe & Sloman, 2014; Wörnich, Carrell, Elbert, & Hatfield, 2015). Both groups of practitioners manage quality assurance, undertake programme auditing, conduct course evaluations and execute moderation and assessments at various competence levels.

This study therefore upholds Bhatnager and Sharma (2005), Coetzee (2012), Du Plessis and Sukumaran (2015), Erasmus, Loedolff, and Hammann (2010), Opoku, Arthur and Antwi (2016), Pillay and Wiljnbeek (2006), and Merwe and Sloman (2014) views. They assert that *Education, Training and Development Practitioners* develop the skills of individuals for optimal performance in complex South African organisations, and interact with various stakeholders to achieve the desired outcomes. This suggests that *Education training and development practitioners* should be competent, professionally qualified and have the ability to execute ETD roles that are aligned to the South African context.

Employability

Employability is the term used to describe the ability of students acquire knowledge, skills, behaviours, abilities, traits, competencies, qualifications and work and life experiences that make them employable in South Africa's current recessive economy, where jobs are limited (Coetzee, 2007b, Coetzee & Botha, 2019). This is the meaning adopted in this study.

Graduate

The term, *graduate*, in this study, is understood as being applied to an individual who has completed a course of study and has been awarded an undergraduate, or first degree (Oxford, 2001). According to the South African National Qualifications Framework and within the context of this research, such an individual would have received a degree in the Higher Education sector and have been exposed to specific learning complexities and cognitive challenges and experiences (South African National Qualifications Authority, 2009).

Human Resource Development

As described below, *Human Resource Development* is a sub-section of Human Resource Management. In this study, it takes on Erasmus, Loedolff and Hammann (2010) and Meyer's (2016b) description as a dual role of organisational strategies to train and develop employees

to improve their performance, as well as satisfy organisational goals.

Human Resource Management

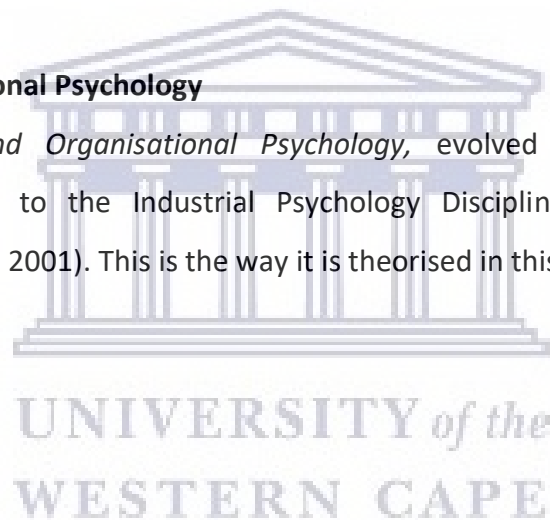
Human Resource Management, in this study, refers to a management function. It involves the relationship between organisational performance and employee satisfaction, in which both parties (employers and employees) are satisfied that their goals have been achieved (Barnard & Fourie, 2007; Srimannarayana, 2015; Van Vuuren, 2010).

Industrial Psychology

Industrial Psychology in this study is conceptualised as a branch of Psychology. The term *industrial psychology* defines the application of psychological theories and principles in organisations (Schreuder, 2001; Van Vuuren, 2010; Watkins, 2001).

Industrial and Organisational Psychology

The term, *Industrial and Organisational Psychology*, evolved with the addition of organisational behaviour to the Industrial Psychology Discipline (Van Vuuren, 2010; Ruggunan, 2016; Watkins, 2001). This is the way it is theorised in this study.



Intellectual competencies

As denoted in Table 2.3, the term *intellectual competencies* in this study, embraces the knowledge of *learning theories and principles, conceptual knowledge and analytical reasoning* and *problem solving skills*. Students who study training management are required to develop these competencies to meet the expectations of the training and development profession in South African organisations.

- *Learning theories and principles*

Learning theories relate to the knowledge of different learning theories that exist (Coetzee & Botha, 2019). In this study it refers to the methods that ETD Practitioners employ to deliver and enhance learning (Coetzee & Botha, 2019).

- *Conceptual knowledge and analytical reasoning*

The terms *conceptual knowledge* and *analytical reasoning* are regarded as a critical competency within the intellectual competency cluster in this study. ETD Practitioners are often provided with ambiguous information from employers and clients and have to use their *conceptual knowledge* and *analytical reasoning* abilities to understand a phenomenon and make recommendations (Coetzee, 2012; 2019). According to Coetzee and Botha (2019), *conceptual knowledge* comprises of the categories, principles, generalisations, models, structures and theories, often referred to as *factual knowledge*. Sternberg and Zhang (2001) describe *analytical reasoning* as the kind of competence needed to identify business problems, create various solutions, choose an appropriate solution, and apply it to the problematic situation.

- *Problem solving skills*

According to Young (1993), the term *problem solving* refers to finding a solution to a problem, recognising the sources that could provide the solution and implementing actions to provide solutions. In this study students analysed T&D phenomena, scoured for solutions, and implemented actions to generate improvements to training and development initiatives. Botha and Coetzee (2012) state that when a solution is found, students free up working memory to contend with more complex assignments.

Interpersonal competencies

Internationally (Arneson, Rothwell, & Naughton, 2013; Gray, 1999; McLagan, 1989) and nationally (Coetzee, 2012; 2019; Erasmus, Loedolff, & Hammann, 2010), *interpersonal competencies* are recognised as an important competency that all ETD practitioners should possess. Although many interpersonal skills could be identified for ETD practitioners to develop, in this study the focus is directed towards the development of *communication skills*, *negotiation skills* and *teamwork skills*, as illustrated in Table 2.3.

- *Communication skills*

The term *communication* in this study takes on DuBrin (2000) and Cacciattolo (2015) understanding. These authors describe *communication* as a two-way process of exchanging information from a sender, through a channel, to a receiver. It includes speaking, reading, and listening skills. Chen, Bian and Hom (2015) regard communication skills as an important T&D student practitioner skill to develop. They state that ETD practitioners require sound communication skills to communicate and interact with others to develop T&D initiatives. Gray (1999) suggest that good communication skills are cultivated when students interact with lecturers, practitioners, tutors and each other during lectures, tutorials, group work, and presentations.

Furthermore, students have to read material, lecture slides and emails. Listening is related to how students decode the message received from the sender. Reading skills and listening skills are therefore receptive skills (Cacciattolo, 2015). It is regarded as critical, as student practitioners need to receive the correct message, understand the views of others and respond appropriately to T&D matters (Bhatnagar & Sharma, 2005; Erasmus, Loedolf, Mda, & Nel, 2015).

- *Negotiation skills*

The term, *negotiation skills*, is understood according to the description of Windschitl (2002) that learning involves the process of interpretation and negotiation in the social constructivist-learning environment.

- *Teamwork skills*

The concept, *teamwork skills*, is understood as a structure comprising large and small groups, who learn through member-to-member interactions (Noe, Clarke, & Klein, 2014).

Intrapersonal competencies

As illustrated in Table 2.3, *self-development and emotional intelligence* are featured as intrapersonal *competencies*. Since 1978, *self-development and* ETD practitioners' *emotional intelligence* (the students' ability to adopt appropriate behaviours that will deliver employees' and organisational success) have featured as a critical condition (Pinto & Walker, 1978), In this study *intrapersonal competencies* relate to the personal obligation of the ETD student practitioner to remain *au fait* with the latest developments in the T&D profession and adapt his/her behaviours accordingly.

- *Self-development*

The concept, *self-development* refers to an interconnect triad relationship between the concepts of *observing, reflecting, and mirroring* (Brown et al., 1989; Vygotsky, 1979). *Observing* relates to the student's position of observing the way the practitioners resolve T&D problems. *Reflecting* refers to the student's construction of understanding, as a result of what they had observed. *Mirroring* denotes the student's imitation of the practitioners' behaviours (Brown et al., 1989; Vygotsky, 1979). This explanation captures the stance that activity, concept and culture are mutually dependent and teaching at universities should capture the authentic context and activities to encourage the students' understanding of complex problems (Brown et al., 1989; Vygotsky, 1979;).

- *Emotional intelligence*

The concept, *emotional intelligence*, relates directly to the previous discussion. It focuses on the students' ability to transform their beliefs, views and behaviours after observing the practitioners. According to Coetzee (2012) and Goleman (1996), *emotional intelligence* refers to an individual's ability to adapt to situations, and transform his/her outlook. In this study, the students were required to adjust their

beliefs, views and practices to accomplish training and development endeavours. Additionally, it accounts for the ability of students to understand their values, emotional state and objectives and their integrity to behave responsibly in relationships with others (Coetzee, 2012).

Learning

The term *learning* is conceptualised as a reflexive process that augments new knowledge development by building on existing knowledge (Vygotsky, 1978, 1981, 1997; Knowles, 1972). I propose that learning occurs when students engage with authentic contexts and activities under supervision to translate theory into practice, thereby, acquiring the relevant competencies in the workplace.

Learning and teaching

In this study, the term *learning and teaching* is understood as a multi-dimensional process. Firstly, it requires the lecturer to be a learner of teaching and an educator of students. Secondly, it obliges students to change their stance from passive recipients of knowledge to actively searching for, challenging and constructing knowledge. Thirdly, in the process of learning, students should be open to transforming their perception, views and beliefs. Finally, as a consequence of both the lecturers' and students' transformed views of learning, the lecturer and students should engage in a process of reflection to bring about improvements in classroom delivery and assessments (Bellis, 2007; Kreber & Canton, 2000).

Learning and teaching intervention strategy

Learning and teaching intervention strategy refers to a method of teaching the undergraduate training management module. It includes the implementation of the seven characteristics of Situated Learning. These characteristics are articulation through multiple roles and perspectives, authentic context and expert performance, authentic activities, collaborative construction of knowledge, integration of different assessments, scaffolding and coaching, reflection and evaluation of own learning (adapted from Herrington & Oliver's, 1995, 8 characteristics of Situated Learning), through a critical-emancipatory education action research design (McKernan 1996) to integrate theory and practice.

Organisation

Schein's (1980) interpretation for the concept of *organisations* is characterised by many activities that are performed by employees to accomplish mutual objectives, is the understanding adopted in this study. The term, *organisation*, includes private, public and non-profit organisations (NPOs).

Outcomes-based education

Outcomes-based education is not new concept. It was introduced into South Africa in 1994 with the transformation of the education system (Coetzee, 2007b; Vakalisa, 2015). In this study, the triumvirate understanding of Ertmer and Newby (2013) and Spady (1994) is captured. Firstly, that students be equipped with knowledge, competence and qualities to be successful after exiting the educational system. Secondly, that institutions of learning support the development of all students. Finally, that the integration of theory and practice is made. This requires of the lecturer to define a module's outcome and design the instruction of delivery with the outcomes *in mind*. Continuously reflecting on what students have to know and be able to do is necessary throughout the learning process.

Practitioner

The term, '*practitioner*', is used to describe an individual, who proposes recommendations about the management, or development of people in organisations (Gelade, 2006). In this study, the term *practitioner* refers to Education, Training and Development Practitioner (ETD practitioner).

Reflection

The concept *reflection*, is understood and used in accordance with the description of Alvesson and Sköldbberg (2000), Grundy (1987), Habermas (1984) and Schön (1987). They aver that *refection* is a process of exploring experiences to gain a deeper understanding of a phenomenon, and subsequently implementing actions to bring about improvements.

Situated learning

Throughout this study, *Situated Learning Theory* was employed as theoretical framework to deliberate on the cognitive development of the student, in conjunction with the social interaction that transpires in a learning environment (Lave & Wenger, 1991; Clancey, 1995; Young, 1993). The *Situated Learning Theory* facilitated the learning of knowledge and skills in contexts that reflect the way the knowledge will be applied in South African organisations. It was considered an appropriate way to integrate theory and practice in the Training Management Module at the University.

Skills

Botha and Coetzee (2007a) describe *skill* as the concept, which explains those aspects of behaviour that ensure effective job performance. It is also the capability to perform a particular task or job. This meaning is upheld throughout the study.

Training Management

The term, *Training Management*, is the module that is of concern in this study. The content of the module is focused on the training and development of employees in the workplace (University of the Western Cape, Faculty of Economic and Management Sciences, 2015b). It involves short term interventions that are aimed at modifying employees' behaviour in the best interest of themselves and the organisation (Nel, 2004). *Training Management* is embedded in the Human Resource Development domain, which is part of Human Resource Management, located in the Industrial Psychology Department at the research site.

Teaching

Teaching is understood as the facilitation of knowledge creation and knowledge construction by students (Kember & Gow, 1992). This meaning applied throughout the discussions in the various chapters of this study.

Theory and practice

The terms *theory* and *practice* in this study take on the stance of Habermas (1974, 1984, 1990) as it relates to critical social science, that *theory* and *practice* are interrelated, as opposed to the view that *theory* informs *practice* or practical judgements. Habermas (1990) and Grundy (1987) explain that the *theory* and *practice* relationship embraces the process of enlightenment as a social process, through which theoretical ideas and practical exigencies are interconnected.

Undergraduate education and undergraduates

In the context of this study, *undergraduate education* refers to an educational level that succeeds the National Senior Certificate, or equivalent educational level and resides in a level that is located before the postgraduate education level in South Africa (South African National Qualifications Authority, 2008). Therefore, the term *undergraduate education* includes educational programmes after the National Senior Certificate, or equivalent level, up to the level of a bachelor's degree (Faculty of Economic and Management Sciences, 2015a; South African National Qualifications Framework, 2008).

The term, *undergraduate*, in this study refers to an undergraduate student at university, who is studying towards his/her first degree (Sinclair, 2003). According to the South African National Qualifications Framework, such a student would be introduced to the knowledge base and skills, within a specific discipline (South African National Qualifications Authority, 2008). This meaning is upheld throughout this study.

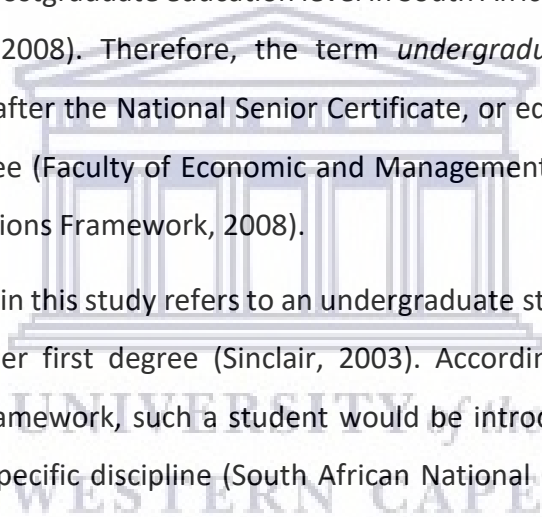


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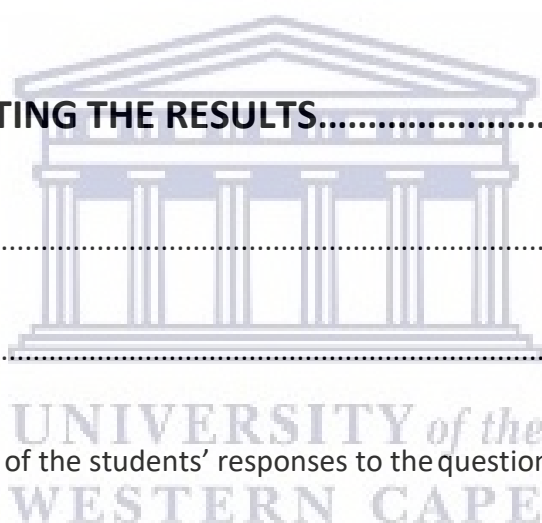
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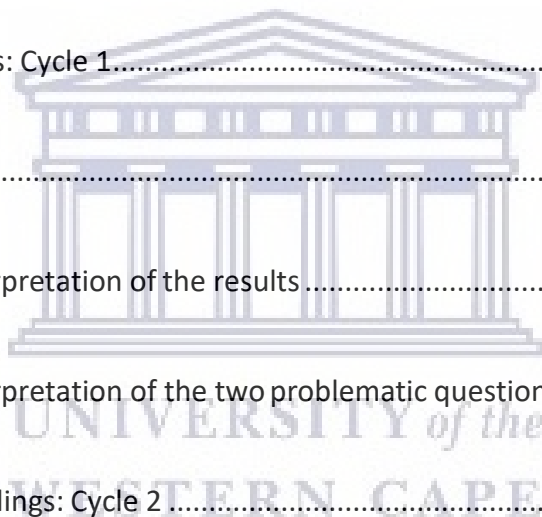
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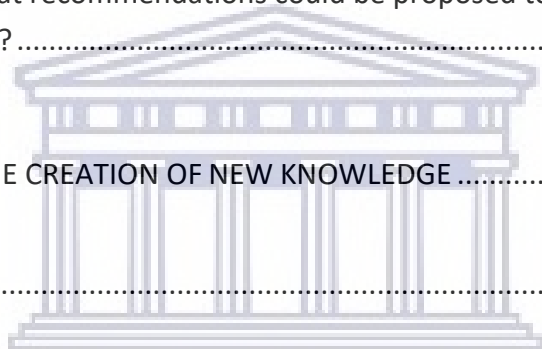
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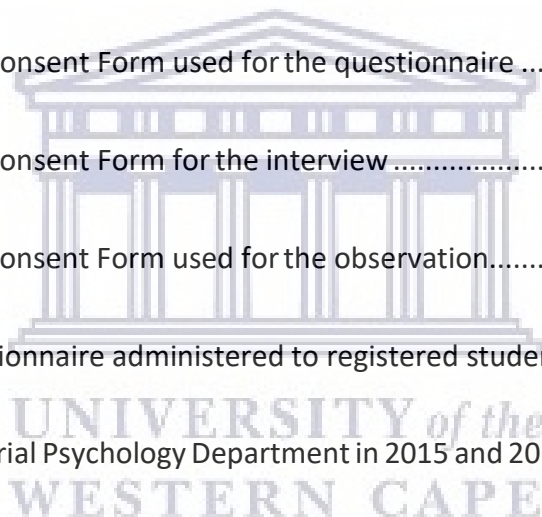
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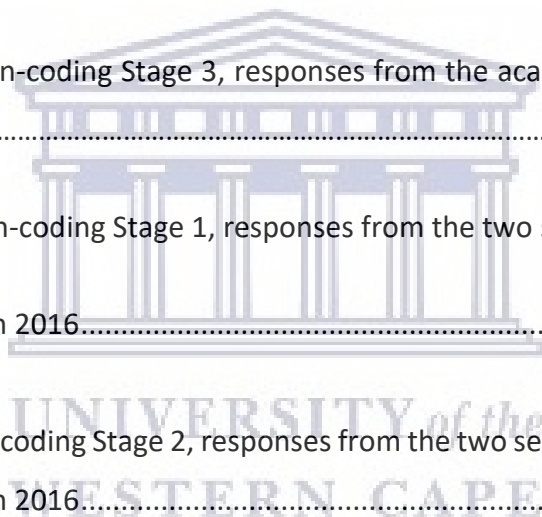
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND AND RATIONALE FOR THIS STUDY

This study was about the learning and teaching of a third-year undergraduate training management module that resides under Human Resource Development in the Industrial Psychology Department at a historically Black university in South Africa. Employers believe that training management graduates do not acquire the relevant competencies during their undergraduate studies at higher learning institutions because theory and practice are not taught interrelatedly (Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014). Hence, when students graduate, they do not know how to apply the learnt theory to practical workplace situations. As a result, they are deemed unskilled, as they had not developed the competencies required by employers in the workplace (Council on Higher Education, 2010, 2013).

According to Graham, Williams and Chisoro (2019) and Pauw, Oosthuizen and Van der Westhuizen (2008), a strong relationship exists between new graduate unemployment and skills development in the South African labour market. These authors are of the view that one possible justification for graduate unemployment in South Africa may be the disjointedness, which exists between the skills requirements of employers and the standard of the qualifications of graduates (Graham et al., 2019; Pauw et al., 2008). Despite the government's inventiveness to upskill and reskill its labour market with various initiatives such as labour legislation, the Broad-Based Black Economic Empowerment Policy, the Industrial and Sectorial Charters, Human Resource Development Strategy, and the National Skills Development Strategy, the South African landscape remains a daunting place for employers to find employees with the competencies that meet their required expectations (Mavunga & Cross, 2017; Meyer, 2016a; National Planning Commission, 2011).

It is within this context that employers rely on the expertise of education, training and development (ETD) practitioners to facilitate training and development in such a way that it will

enhance employee performance to positively contribute to business results (Coetzee & Truman, 2019; Kum, Cowdan, & Karodia, 2014; McGrath & Akoojee, 2007; Tshilongamulenzhe, Coetzee, & Truman, 2012).

Previous research conducted in the I-O discipline reveals that higher education institutions should review their academic programmes to integrate theory and practice to develop students' competencies, which will equip them for a constantly changing workplace (Augustyn & Cillié, 2008; Erasmus, Loedolff, & Hammann, 2010; Schreuder & Coetzee, 2010). Similarly, McGrath and Akoojee (2007), Pillay and Wijnbeek (2006), as well as Van der Merwe and Sloman (2014) recommend that South Africa's unique and challenging socio-economic circumstances require professionally qualified and skilled ETD practitioners to hold positions in the training and development of employees in organisations, with titles such as trainers; facilitators; education, training and development practitioners/professionals/consultants; learning and development specialists; and human resource development specialists (Van der Merwe & Sloman 2014).

According to Van der Merwe and Sloman (2014), irrespective of the title used, underpinning South Africa's National Qualifications Framework Act (2008) is the understanding that individuals who hold positions in the training and development of people are embroiled in an activity, which contributes value to an organisation, and the country at large. These authors state that persons who occupy positions involving the workforce's training and development are regarded as highly valued professionals. Also, Coetzee (2012), Katz (2016), Van der Merwe and Sloman (2014), and Opoku et al. (2016) suggest that these practitioners should be capable of applying the theory, methods, techniques, and processes learnt, to practical situations in the workplace.

Moreover, the Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority in South Africa that investigated the occupation-specific skills mismatches and the skills gaps in their business sectors also observed a disparity between the skills required in industry and the skills/knowledge taught in traditional universities and universities of technology (Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority, 2017). This finding is critical given the statistics that the service industry continues

to grow, leaving employers responsible for fulfilling their customers' expectations. The Council on Higher Education (2013), the Department of Labour (2005a), Kum et al. (2014), McGrath and Akoojee (2007), and Van Vuuren (2010) are of the opinion that there is a disconnectedness between what is taught in higher education institutions, and what employers in labour markets expect or need from graduates.

Hence, Augustyn and Cillié (2008); Barnard and Fourie (2007); Erasmus et al., (2010); Mavunga and Cross (2017); Moalusi, (2001); Padayachee, Matimolane, and Ganas (2018); Pillay and Wijnbeek (2006); and Van Vuuren (2010) suggest that, if higher education institutions were informed about the changing needs in the labour market, they could align their programmes with labour market needs, and become more responsive and relevant. I concur with these opinions as an academic who has trained and is currently teaching in the I-O psychology discipline. In addition, I had been employed in industry, previously, occupying various employee and managerial roles. As such, I was motivated to investigate this phenomenon to propose recommendations that could remedy the situation.

The above discussion compels an acknowledgement of the industry's criticism levelled at higher educational institutions regarding the training and development modules aimed at serving industry needs and meeting its expectations. The question of whether students in I-O psychology are exposed to the theory and practice that impact organisations have been a persistent enquiry in South Africa for many years (Augustyn & Cillié, 2008; Rothmann & Cilliers, 2007; Schreuder, 2001; Van Vuuren, 2010). Retief (1989) maintains that this introspection is critical to ensure that the I-O psychology discipline remains relevant in both science and practice. In fact, unless the existing state of affairs and the research paradigms that conserve it are frequently reflected upon, critically, unintentional tunnel vision may persist in the profession (Augustyn & Cillié, 2008; Retief, 1989; Van Vuuren, 2010).

Consequently, appropriately educated, trained, and competent ETD practitioners are required to address South Africa's skills and development needs in organisations, which could be accomplished by facilitating learning that will cultivate competence (Bhatnager & Sharma, 2005; Coetzee, 2012; Du Plessis & Sukumaran, 2015; Erasmus, et al., 2010; Opoku et al., 2016; Pillay & Wiljnbeek, 2006; Van der Merwe & Sloman, 2014).

Therefore, in this study, I respond to the call for empirical studies to find solutions to the theory and practice divide in the learning and teaching of Training Management in the human resource development context at higher education institutions.

1.2 PROBLEM STATEMENT

As explained above, the disconnection between theory and practice is a challenge that needs urgent attention at tertiary institutions. Evidently, many of the theories and models taught in academic institutions may have little relevance because they fail to address the real, practical issues in organisations (Mavunga & Cross, 2017; Moalusi, 2001; Opoku et al., 2016; Van Der Merwe & Sloman, 2014). In fact, Industrial and Organisational Psychology, with Training and Development as a subsection, may have become an academic discipline with students who are poorly trained in the application of psychology to the world of work (Anderson, 2007; Augustyn & Cillié, 2008; Barnard & Fourie, 2007). This is especially the case at the research site, as it is a traditional theory-driven institution.

Many researchers argue that graduates who enter the workplace in the 21st century should have the ability to apply the theoretical knowledge, concepts, and skills they acquired at higher education institutions (Anderson, 2007; Augustyn & Cillié, 2008; Barnard & Fourie, 2007; Schreuder, 2001; Van Zyl, Nel, Stander, & Rothmann, 2016). Accordingly, higher education institutions should equip students with relevant competencies that are transferrable to South African organisations (Augustyn & Cillié, 2008; Barnard & Fourie, 2007; Cascio & Aguinis, 2008; Council on Higher Education, 2013; Mavunga & Cross, 2017; Schreuder & Coetzee, 2010; Van Vuuren, 2010). A concerted effort should be made to address the gap between theory and practice (Augustyn & Cillié, 2008; Coetzee, 2007a, 2012; Coetzee & Van Zyl, 2015). This implies that, unless higher education institutions implement appropriate learning and teaching methods to equip students with competencies for the training and development profession, graduates will experience difficulty with adding immediate value to organisations (Cascio & Aguinis, 2008; Erasmus et al., 2010; Salleh & Sulaiman, 2013; Van Der Merwe & Sloman, 2014; Van Zyl et al., 2016).

Moreover, despite the National Qualifications Framework Act (Act 67 of 2008), the National Skills Development Strategy (Department of Labour, 2005b), large budgets, and the hard work of many people, South Africa has been unsuccessful in meeting its need for a skilled workforce (Kum et al., 2014; Mavunga & Cross, 2017; Paver, Rothmann, Van Den Broeck & De Witte, 2019; Tshilongamenzhe et al., 2012). Consequently, education, training, and development are seen as essential factors in the realisation of South Africa's economic goals and organisation's strategic and operational requirements (Department of Labour, 2005b; Hornsby, Osman, & De Matos-ala, 2013; Tladinyane, Coetzee, & Masenge, 2013; Van Dyk & Coetzee, 2012). Thus, there is an urgent need to equip students who study Training Management with the relevant theory and practical applications to be work-ready on completion of their undergraduate qualifications (Coetzee, 2012; Erasmus et al., 2010; Ho, Nguyen, Lo, Mclean & Teo, 2015).

Moreover, it is argued that the lack of competency development at tertiary institutions could be a contributing factor to the high youth unemployment rate in South Africa. For this reason, empirical research to find solutions to overcome the problem is urgently needed as a high unemployment rate is not conducive to the economic growth of the country (Council on Higher Education, 2010, 2013; Kum et al., 2014; Mavunga & Cross, 2017; Paver et al., 2019). Thus, in this study, I sought to find solutions to overcome the disconnection between theory and practice in the Training Management Module. Theory and practice were integrated throughout the delivery of the module in 2015 and 2016 in an attempt to provide students with fundamental industry practices to develop the competencies needed by employers in the training and development industry. In so doing, the curriculum was decolonised through the employment of authentic South African industry specific activities in the module (Fataar, 2018; Le Grange, 2016). The study also responded to the challenge of exclusion by creating more inclusive theories and practices of curriculum transformation experienced at the level of the classroom, the student, the lecturer and the University (Qhosola, 2017).

1.3 AIM AND OBJECTIVES

Based on the context described above, the aim of the study was to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at the research site, for graduates to exit with the relevant competencies needed in the Training and Development profession. Given the above aim, the over-arching objective of this study was

to pilot a Situated Learning (SL) and teaching intervention strategy through a critical-emancipatory educational action research (AR) design at the research site, to arrive at a learning and teaching strategy on how to bridge the gap between theory and practice in the Training Management third-year undergraduate module at the University.

The specific objectives were to:

1. Investigate the current gap between theory and practice in the third-year level Training Management module;
2. Implement a Situated Learning and Teaching intervention strategy through a critical-emancipatory educational action research design to bridge the gap between the theory and practice challenge, and simultaneously decolonise the curriculum; and
3. Propose a learning and teaching strategy for teaching training management to undergraduate students at the University so that they can develop the competencies needed by employers while completing their respective degrees.

1.4 MAIN RESEARCH QUESTION AND SUB-QUESTIONS

In order to achieve the objectives of this study, the main research question was, *How can the gap between theory and practice be narrowed in the learning and teaching of the undergraduate third-year level Training Management Module at the University?* Three sub-questions were identified to realise the main question, namely:

1. What were the reasons for the gap between theory and practice in the undergraduate Training Management Module?
2. How does a situated learning intervention reduce the theory-practice divide at the University?
3. What recommendations could be proposed to the University to improve the status quo?

1.5 FOCUS OF THE STUDY

Based on the aim and objectives as stated in Section 1.3, this study's focus was on the learning and teaching of undergraduate students registered in a third-year Training Management Module in the Department of Industrial Psychology in the University's business faculty. These students were studying towards B. A., B. Admin and B Com degrees, majoring in Industrial Psychology. The Training Management Module is a compulsory exit level module to complete their degree and a requirement for aspiring postgraduate studies in Industrial Psychology

(Faculty of Economic and Management Sciences, 2015b). However, because many students take up positions in the industry immediately after graduating, it is critical to equip them with workplace's competencies.

Lave and Wenger's (1991) Situated Learning Theory (SL) was used as the theoretical framework for this study. As discussed in Section 3.6, Situated Learning Theory could be used as a theoretical framework for research interests in the human sciences that examine the situated character of human understanding and communication. Lave & Wenger (1991, p. 35) state that "learning is an integral part of generative social practice in the lived-in world", and emphasise the "concerned" (engaged, dilemma-driven) character of situated activity (Lave & Wenger, 1991, p. 33). These authors arrived at Situated Learning Theory due to an examination of five ethnographic studies to conceptualise the concept of apprenticeship (Lave & Wenger, 1991). These studies were conducted during a phase when the terms 'Situated Learning', and 'apprenticeship' were used interchangeably (Lave & Wenger, 1991).

The concept of apprenticeship is also developed and explained by Brown, Collins and Duguid (1989) in their article entitled, *Cognition and the Culture of Learning*. In this article, Brown et al. (1989, p. 32) emphasise that learning and cognition are "fundamentally situated" and should not be separated in the learning process". These authors advocate that knowing and doing are interdependent to facilitate learning, which implies that activities and situations are essential for learning, and different perceptions of learning will result in different learning outcomes (Brown, et al., 1989; Van Gorp, Depaepe, & Simon, 2004). Brown et al. (1989) suggest that, generally, schools tend to separate the knowing from the doing, which diminishes the construction of knowledge. Accordingly, these authors believe that approaches such as cognitive apprenticeships, which focus on social and physical contexts, are more in line with the understanding of learning and cognition (Brown et al., 1989).

Hence, Situated Learning Theory considers the cognitive development of a student and the social interaction in the learning environment. It also fostered an authentic context and activities entrenchment, which allowed me to decolonise the curriculum. Decolonisation of the curriculum is particularly important given the current debate and discourse about it in the higher education sector spearheaded by the students' protest in 2015 and 2016. In this regard,

Fataar (2018), Higgs (2016) and Le Grange (2016) state that the higher education curriculum is still suffering from colonial dominance despite attempts to transform the curriculum since 1994. These authors argue that higher education in South Africa should focus urgently on what they refer to as the 'African Renaissance' to recognise African indigenous knowledge and practices (Fataar, 2018; Higgs, 2016; Le Grange, 2016). This perspective urged me to decolonise the curriculum in the training management module that I teach at the University.

As such, I argue that the introduction of Situated Learning Theory's characteristics would not only narrow the gap between theory and practice in the training management module, but will also enhance the knowledge base of the discipline and provide opportunities for students to develop the relevant competencies required in the I-O profession in South Africa. Further reasons for the employment of Situated Learning Theory as the theoretical framework and how it was employed in this study are discussed in Section 3.6.

1.6 SIGNIFICANCE OF THE STUDY

Much research has been conducted in the Industrial and Organisation Psychology Discipline and its subsections that reflect businesses' continuing needs to remain effective and productive (Barnard & Fourie, 2007; Bartlett & Francis-Smythe, 2016; Ho et al., 2015). As already stated, the literature also identified the challenge that graduates have theoretical knowledge but no practical experience and problem-solving skills required by businesses (Augustyn & Cillié, 2008; Erasmus et al., 2010; Coetzee & Schreuder, 2010; Moalusi, 2001; Van Vuuren, 2010). More particularly, there is a gap in the literature due to scant research on how to resolve the theory and practice dilemma in the learning and teaching of training management modules in the industrial psychology profession at tertiary institutions (Augustyn & Cillié, 2008; Erasmus et al., 2010; Ruggunan, 2016; Schreuder, 2001).

To add to the debate, Industrial and Organisational Psychology studies have shown a serious disconnect between research that is produced by academics and its applicability in industry (Gelso, 2006; Rynes, Bartunek, & Daft, 2001; Ruggunan, 2016; Rynes, Colbert, & Brown, 2002; Rynes, Giluk, & Brown, 2007). Anderson (2007), Dipboye (2007), and Salleh and Sulaiman (2013) state that many higher education institutions fail to adopt educational practices as suggested by empirical research. To alleviate this challenge, Anderson (2007) and Shapiro, Kirkman and

Courtney (2007) propose academic sabbaticals to investigate possible solutions that will lessen the theory and practice divide. This study responds to this need and is not only attempting to contribute to the global context on the theory and practice divide but more importantly:

1. It demonstrates how Situated Learning Theory could be employed in a traditional learning setting to bring together theory and practice, through the creation of authentic contexts and activities (and thereby decolonising the curriculum) as part of the learning process;
2. It responds to the appeal for academics at higher education institutions to develop a learning and teaching strategy that provides undergraduate training management students with practical experiences, which could lead to the development of competencies required by industry; and
3. It provides other higher education institutions with a step-by-step process of how to address the theory and practice problem in their own learning contexts with an added benefit of decolonising their curricula.

By providing training management students with practical experiences and South African-based work contexts, this study contributes towards a better skilled workforce, as these students would have acquired the competencies required by employers, which could enhance their employability and in so doing, reduce the high youth and graduate unemployment rate in South Africa.

1.7 RESEARCH METHODOLOGY

This study is located within critical social science, a perspective that grew out of critical theory (Grundy, 1987, Habermas, 1974, 1990; Mayo, 2004). A significant objective of critical theory is to examine the relationship between theory and practice, as well as posit a theory that seeks to emancipate people from positivist domination and thought through their own particular understanding and action of a phenomenon (Carr & Kemmis, 1986; Freire, 1970; Habermas, 1974). This interest arose when the Frankfurt School (a community of philosophers and social scientists) argued that science had become overly technical and contributing mainly to the support of instrumental reasoning, which provides the methods and principles for the solving of technical problems that individual scientists have no control over, and the facility to reflect on and change a situation through their own actions (Carr & Kemmis, 1986; Habermas, 1974).

Subsequently, critical scientists recaptured earlier philosophical elements of social thought, which wholly comprise the values, judgments and interests of mankind, to integrate them into a framework of understanding and possibly deliver a different and reasonable approach to social science (Carr & Kemmis, 1986; Freire, 1970; Grundy, 1987). By the 1970s, the concept 'theory' implied law-like generalisations to make predictions and manipulate appropriate variables to deliver favourable outcomes (Carr & Kemmis, 1986; Habermas, 1990). Therefore, in line with predetermined values, the sphere of the practical had been immersed into the sphere of the technical, and problems of right living were transformed into technical problems of regulating social arrangements (Habermas, 1990; Herr & Anderson, 2005; Mayo, 2004).

Subsequently, the work of Aristotle and his conception of praxis, which is derived from Greek men's practical actions in democratic Athens, was interrogated (Grundy, 1987; Carr & Kemmis, 1986; Habermas, 1974). In lieu of this, the practical arts, such as ethics, politics, and education, are not regarded as rigorous sciences since such disciplines' practical intent and nature contain a type of knowledge that is uncertain and incomplete (Grundy, 1987, Habermas, 1974). Therefore, in these areas, 'theory' is referred to exclusively as praxis that implies doing, and the nature to be cultivated is regarded as phronesis, which means the understanding of what should be done in practical situations (Carr & Kemmis, 1986; Mayo, 2004).

For the critical theorist, the loss incurred by this transformation was the replacement of the view of theory, which now included access to practice as a technical process to solve problematic situations (Carr & Kemmis, 1986; Grundy, 1987). What is noteworthy is the critical theorists' acknowledgement that not all of the rigour associated with science is negative (Habermas, 1974; Grundy, 1987). Instead, the introduction of a rigorous conception of objective knowledge into a study of human and social life is considered a significant advancement to the research fraternity (Carr & Kemmis, 1986; Grundy, 1987; Habermas, 1974). Given this important and critical role of science, the dilemma for critical theory was to develop an idea of social science, which would combine the practical, informing the classical view of praxis, with the rigour and explanatory power associated with modern science (Habermas, 1974; Grundy, 1987). As a result, Habermas (1974) coined the concept, critical social science, which could be located between philosophy and science.

The critical social science framework was considered best suitable for this study for two reasons. Firstly, the traditional knowledge development standpoint in the Industrial and Organisational Psychology Discipline is conducted from a positivistic perspective, predominantly, which has not addressed the workplace problems of marrying theory and practice adequately (Anderson, Herriot, & Hodgkinson, 2001; Islam & Zyphur, 2006; Moalusi 2001; Morf & Weber, 2000; Pietersen, 2005; Ruggunan, 2016; Schreuder & Coetzee, 2010; Van Vuuren, 2010). Augustyn and Cillié (2008) and Ruggunan (2016) agree that neglecting the critical paradigm is short-sighted and harmful to the value it could bring to the integration of teaching students' theory and practice in the I-O discipline.

Secondly, various researchers argue that many academics have little knowledge of how critical concepts could be integrated with the learning of theory and practice in training and development modules (Belzer, Bierma, Cseh, Ellinger, Ruona, & Watkins, 2001; Lawless, Sambrook, & Stewart, 2012; Mavunga & Cross, 2017; Ruggunan, 2016). Therefore, developing training management students through a critical social science perspective provides one way of addressing the theory and practice divide in Human Resource Development (Augustyn & Cillié, 2008; Glassman, Erdem, & Bartholomew, 2013; Githens, 2015). The Critical Social Science paradigm is discussed further in Section 4.2.

1.7.1 Research design

A Critical-emancipatory Education Action Research Design was chosen for this study for four reasons. The first reason is that critical-emancipatory education action research identifies curriculum problems as important factors which must be solved, instead of regarding them as mere technical issues (Grundy, 1987; McKernan, 1996). This implies that it is concerned with a more profound and meaningful understanding of curriculum challenges than simply surface-level issues. A second reason is that critical-emancipatory education action research involves integrating theory and practice as a consequence of reflection (Carr & Kemmis, 1986; Habermus, 1974). An inference can be made that critical-emancipatory education action research relies on the process of reflection to merge theory and practice in a particular context.

A third reason is that the context being examined is approached from a critical perspective to identify problems and construct interventions, to bring about favourable change (Carr &

Kemmis, 1986; McKernan, 1996). This allows for problem identification and the application of intervention strategies to overcome the problem. The last reason is that critical-emancipatory education action research allowed me to be central in the research process, through "a series of reflective spirals in which an action research process is developed" (McKernan, 1996, p. 25). Thus, a critical-emancipatory education action research design enables a researcher to be part of the data collection process, and devise steps of action to improve the researched phenomenon (Carr & Kemmis, 1986; McKernan, 1996). A detailed discussion of how this research design was applied in this study is presented in Section 4.3.

1.7.2 Research site

This research was conducted at a traditional public university in the Western Cape Province of South Africa. This University is a previously disadvantaged black university, historically established to serve a specific racial group during the Apartheid era (Cele, Luescher, & Barnes, 2016; Council on Higher Education, 2010; Walker & Badsha, 1993). It has since been transformed into a fully-fledged, internationally recognised research university (University of the Western Cape, 2017). The University produces various levels of graduates, with undergraduate to postgraduate qualifications. This University was chosen because I am an academic at the University and involved in the Department of Industrial Psychology, where the Training Management Module is hosted.

1.7.3 Research participants

The research participants in this study were drawn from various strata. The first strata comprised all students registered for the third-year undergraduate level Training Management, second semester module in 2015 and 2016. The second strata constituted one (1) colleague in the department to observe the classroom's implementation of Situated Learning Theory's characteristics. Both these strata were chosen using a convenience sampling method, as the students and a colleague were available and willing to participate in the study (Maree & Pietersen, 2016; Strydom & Delpont, 2011).

The third strata comprised three (3) experienced Education, Training and Development Practitioners from the training management industry. These practitioners were purposively selected as they were past students of the department at the University and/or had at least

five years' industry-relevant experience (Bryman et al., 2014). The final strata comprised me as the researcher, who participated as both an insider and outsider to facilitate positive change (Babbie, 2004; Carr & Kemmis, 1986; Herr & Anderson, 2005; McKernan, 1996). My insider role was that of the lecturer responsible for teaching the Training Management Module, while the outsider role was that of the researcher who conducted this study (Babbie, 2004; Herr & Anderson, 2005). The selection criteria for the participants is further discussed in Section 4.5.2 and my dual role in Section 4.5.5.

1.7.4 Data collection methods

This study used both qualitative and quantitative data collection methods. The qualitative methods comprised individual interviews with the three industry practitioners and the academic colleague's written observations. The interviews were conducted at the beginning of the first semester in 2016, for Cycle 1, and at the beginning of first semester in 2017, for Cycle 2 due to the student protests in the second semesters of 2015 and 2016. The academic colleague's observation was completed in August 2015 for Cycle 1.

The quantitative data collection method involved one questionnaire, which the student participants completed in 2016 (Cycle 1), and in 2017 (Cycle 2). Similar to the collection of data for the interviews, the data from the questionnaire were collected at the beginning of the first semester in 2016 for Cycle 1, and at the beginning of the first semester in 2017 for Cycle 2, due to the student protests. The data collection process is described comprehensively in Section 4.5.3.

1.7.5 Data analysis

The data collected for Cycle 1 were analysed during the first semester of 2016, and during the first semester of 2017 for Cycle 2. The qualitative data were analysed by employing content analysis through a three stage open-coding process (Bogdan & Bilken, 2007; Henning, 2004). This technique was chosen because it helped me assess the data systematically and logically in identifying themes and sub-themes (Schurink, Fouché, & De Vos, 2015; Henning, 2004).

The quantitative data were analysed using Excel software to draw descriptive statistics from the data collected (Norton, 2009). The results are represented in tables and graphs for a visual

presentation of the findings. A detailed description of the data analysis process is presented in Section 4.5.4.

1.7.6 Validity for action research

As mentioned in Section 1.7.4, the action research design prescribed to quantitative and qualitative data collection methods and analysis techniques. These methods and analysis strengthened the validity and trustworthiness of the results and the findings (Herr & Anderson, 2005; Norton, 2009). In addition, according to Herr and Anderson's (2005), recommendations for action research projects, I was also attentive to the study's outcomes, as these authors recommend the term 'validity' for action research projects to include validity, trustworthiness, and outcomes as criteria for good quality action research designs. By employing McKernan's (1996) action research time process model, which upholds a scientific-rational and collaborative method of problem solving, the knowledge generated was not only credible, but action-orientated outcomes were acknowledged (Davison, Martinsons, & Kock, 2004; Herr & Anderson, 2005; Li, Ross, Zhao, & Dennis, 2017). A comprehensive account of dialogic and process validity, outcome validity, catalytic validity, democratic validity, and process validity is presented in Section 4.5.6.

1.8 DISSERTATION STRUCTURE

This dissertation consists of seven chapters. This chapter (Chapter 1) presents the scope and methodology of this study.

In Chapter 2, a global overview of the Discipline of Industrial Psychology is provided. Thereafter, Industrial and Organisational psychology is discussed, including Human Resource Development, a subsection thereof. Subsequently, the role of training and development in organisations is discussed and the competencies required by education, training, and development practitioners in industry.

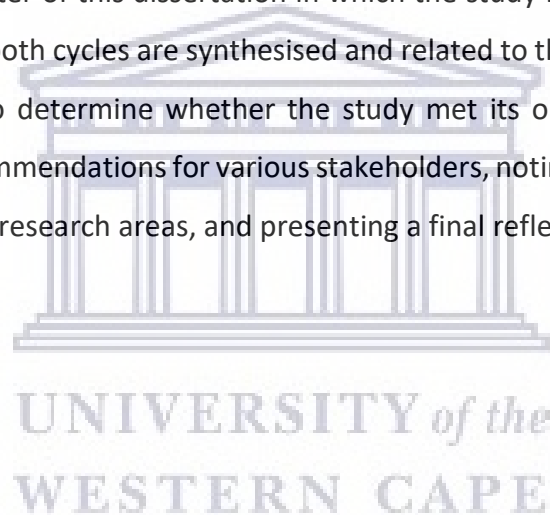
Chapter 3 provided a brief description of the South African Higher Education landscape and discussed Industrial Psychology at South African universities, followed by a comparison of training management at the four universities in the Western Cape Province where the research

site is located. In the latter part of this chapter, a detailed discussion of Situated Learning Theory as the theoretical framework of this study is provided

Chapter 4 is the methodology chapter. A detailed discussion and justification of the research process, the decisions made, and actions taken based on relevant theories and research methodology practices are presented. In Chapter 5, the results of the two cycles are presented.

In Chapter 6, the results are discussed and interpreted based on the theoretical framework and its characteristics, and the literature reviewed in Chapters 2 and 3. The chapter is divided into two sections. The first section discussed and interpreted the results of Cycle 1, and in the second section, the results of Cycle 2. The chapter is concluded with a synthesis of the findings.

Chapter 7 is the final chapter of this dissertation in which the study is synthesised and drawn to a close. The findings of both cycles are synthesised and related to the theoretical framework and literature reviewed to determine whether the study met its objectives. I conclude the chapter by proposing recommendations for various stakeholders, noting the study's limitations, identifying possible future research areas, and presenting a final reflection of my PhD journey.



CHAPTER TWO

CONTEXTUALISING THE INDUSTRIAL PSYCHOLOGY DISCIPLINE AND ITS SUB-BRANCHES

2.1 INTRODUCTION

As stated in Chapter 1, this study is focused on the learning and teaching of an undergraduate Training Management third-year module in the Department of Industrial Psychology at a historically black university. As the main goal of this study was to bridge the divide between the theory and practise challenge, this chapter serves to contextualise Industrial Psychology as a discipline and its sub-branches. As such, I commence this chapter with a global review of literature on the history of Industrial Psychology followed by an explanation of how the field evolved to become Industrial Organisational Psychology. A discussion of Human Resource Management and Training and Development is presented next, after which a detailed account of the role and competencies required by Education, Training and Development (ETD) Practitioners internationally and nationally is provided. I conclude the chapter with a summary of what was discussed.

2.2 A REVIEW OF LITERATURE ON THE FIELD OF INDUSTRIAL PSYCHOLOGY AND ITS SUB-BRANCHES

A global review of Industrial Psychology is presented first, followed by a discussion on Industrial and Organisational Psychology and thereafter, a discussion on Human Resource Management, Human Resource Development and Training Management.

2.2.1 A global review of the literature on the field of Industrial Psychology

Industrial Psychology originated from the discipline of Psychology, which was founded by Wilhelm Wundt and William James in 1857 (Crafford, Moerdyk, Nel, O'Neill, Schlechter & Southy, 2006; Katzell & Austin, 1992). Psychology focuses on the development of the human mind and the behaviour of people (Cascio & Aguinis, 2008; Van Vuuren, 2010). Although some scholars (Katzell & Austin, 1992; Van Vuuren, 2010) trace the use of industrial psychology in organisations back to more than 100 years, Schreuder (2001) reports the use of psychology in organisations to as early as 1527, when current industrial psychology terminology was used in organisations. Earlier studies in the I-O psychology discipline relate to the acquisition of

telegraphy skill (Bryan & Harter, 1897), as well as to job selection based on the concept of individual differences (Foxcroft & Davies, 2008; Woodworth, 1952).

In an examination on the history of Industrial Psychology, the names of two scholars, Walter Dill Scott and Hugo Münsterberg appear prominent in the literature. As far back as 1909, Walter Dill Scott, a professor at Northwestern University in the USA, started to apply psychological principles in advertisements, personnel selection and management issues as they related to sales people (Katzell & Austin, 1992; Schreuder, 2001). Between the years 1916 to 1917, Walter Dill Scott, who headed the Bureau of Salesmanship Research and his colleagues were the first to develop a selection system that comprised a score of personal history questionnaire, a standard interview schedule, a reference check procedure, and a mental alertness assessment (Katzell & Austin, 1992). According to Schreuder (2001) and Van Vuuren (2010), it is Scott's well-known work on psychology that underlies advertising and human efficiency in organisations, which drew people's interest in industrial psychology.

However, it is Hugo Münsterberg who is regarded as the father of Industrial Psychology, as he started to apply psychological principles to business (Augustyn & Cillié, 2008; Katzell, & Austin, 1992; Münsterberg, 1913; Schreuder, 2001). He was particularly interested in the application of psychology to streetcar motormen to advance efficiency (Katzell, & Austin, 1992; Münsterberg, 1913, Schreuder, 2001). He embarked on classifying job requirements and specific characteristics that employees should possess to perform a job well (Crafford et al., 2006; Münsterberg, 1913). In addition, he believed that it was crucial to determine the ideal conditions under which work could be performed, and human needs could be met (Crafford et al., 2006; Katzell, & Austin, 1992; Potgieter & Van Der Merwe, 2002). He maintained that it could be accomplished by applying psychometric testing in the selection of staff, using research in the training of staff, and applying psychological techniques to improve motivation, and lessen staff fatigue (Crafford et al., 2006; Watkins, 2001).

In the United States between 1917 and approximately 1947, the names of four women, Marion Bills, Elsie Bregman, Lilian Gilbreth and Mary Hayes were prominent (Crafford et al., 2006; Grobler, Wörnich, Carrell, Elbert, & Hatfield, 2005; Schreuder, 2001). Additionally a husband and wife team, Frank and Lilian Gilbreth were renowned at the time (Crafford et al., 2006;

Grobler et al., 2005). These pioneers contributed significantly to scientific practice in personnel matters and the application of psychology in industry and professional services (Katzell & Austin, 1992; Koppes, 1997). Their emphasis was on the best scientific methods to perform specific jobs (Koppes, 1997). They were also of the opinion that production would be more efficient, if each person occupied a job that was best suited to him/her (Crafford et al., 2006; Grobler, et al., 2005; Koppes, 1997).

During the same period in the United Kingdom, James McKeen Cattell, who had recently obtained his doctorate under Wundt worked with Francis Galton in the application of statistical methods to assess individual differences in the mental ability of people (Gorp, Depaepe, & Simon, 2004; Van Vuuren, 2010). Additionally, Cattell advanced the industrial psychology discipline by establishing a scientific journal that published the results of psychological research (Crafford et al., 2006; Gorp et al., 2004). He also developed the Psychological Corporation, which employed psychologist to solve business problems (Crafford et al., 2006; Gorp et al., 2004). Cattell and Galton advanced statistical methods, and mental and physical tests to measure the capability of individuals, referred to as psychometric tests (Katzell & Austin, 1992; Pietersen, 2005; Van Vuuren, 2010). These methods and tests were employed to predict employees' cognitive ability, personality, interests, values, integrity, and learning potential to ascertain their suitability for a job environment and organisation (Katzell & Austin, 1992; Pietersen, 2005; Van Vuuren, 2010). During World War 1, these psychometric tests were used by the American and British military to recruit officers and pilots and ascertain the applicants' capability of working in the army. After World War I, psychometric testing continued to be used for recruitment to civilian positions, and during World War II, to understand the abilities and limitations of individuals that had to be considered when designing machines such as aircrafts and submarines (Crafford et al., 2006; Kwiatkowski, Duncan, & Shimmin, 2006; Van Vuuren, 2010).

Not long before World War II in the United Kingdom, the National Institute of Industrial Psychology (NIIP) was established as a not for profit organisation by Charles Myers, a Psychologist and Henry Welch, an Industrialist, to encourage the practical application of the sciences of psychology and physiology in industry (Kwiatkowski et al., 2006). The NIIP was a scientific organisation that was concerned with the improvement of conditions for employees

in the workplace and the enhancement of the organisation's efficiency (Kwiatkowski et al., 2006; Seedat & MacKenzie, 2008). One of their interventions focused on methods of the training of apprentices and operators to reduce human deterioration and improve the mental and physical health of the industrial and commercial employees (Kwiatkowski et al., 2006; Raphael, 1970). A dispute with Rowntree, one of the main sponsors of the NIIP, who were averse to the NIIP employing its psychological techniques on employees working on products, other than its black magic assortment chocolates, led to the resignation of Myers from the NIIP (Bunn, 2001; Raphael, 1970). As a result, in 1951 the mandate of the NIIP was transformed. The application of psychology in business was changed to focus solely on the science (theory) of industrial and occupational psychology (Kwiatkowski et al., 2006).

Simultaneously Weber, a socialist and economist, analysed case studies and developed the Weberian institutional theory (Weber, 1968, 1992). He analysed the collaborative relationship between capitalism and what he referred to as the Protestant ethic, a view implying that hard work is not only virtuous, but a road to salvation (Furnham, 1990). Weber (1992) view was that organisations act as mechanisms of rationalisation and should perform practical functions, which are supported by society. Consequently, social relations became embroiled in technocratic fields that ignored the moral and ethical concerns of social action, in favour of a purely procedural focus (Islam & Zyphur, 2006; Katzell & Austin, 1992, Morf & Weber, 2000; Weber, 1992). The outcome of this view revealed the very structures that allowed the efficient functioning of an institution to become transformed into an iron cage, which impeded the free moral agency of social actors (Islam & Zyphur, 2006; Weber, 1992).

Influenced by the Weberian thought of control, the focus in the United Kingdom immediately after World War II was on their national strategy (Lee & Stead, 1998). At the time, organisations had rigid organisational structures and hardworking employees, who occupied positions to rebuild the country's stability. Clearly, the emphasis was on the management of human resources, rather than on the development of employees (Gubbins & Garavan, 2005; Lee & Stead, 1998). Organisational training interventions were well thought through, methodical, and strategic (Gubbins & Garavan, 2005; Lee & Stead, 2001; Van Vuuren, 2001). This approach was influenced by the Weberian belief of control through authority, which reinforced the power

base of national governments and Taylor's scientific concept of management that assumed economic reward, as the best motivator (Kwiatkowski et al., 2006; Morf & Weber, 1992).

In 1924, the field of industrial psychology extended considerably after the scientific studies that involved experimental and observational techniques, at the Hawthorne plant of Western Electric Company in Chicago, USA (Crafford et al., 2006; Katzell & Austin, 1992). Elton Mayo and his team observed that productivity had little to do with the physical environment in which employees worked (Crafford et al., 2006). Instead, employees' behaviour changed and productivity was increased due to certain social and psychological factors (Crafford et al., 2006; Grobler et al., 2005). As a result, many organisations implemented behavioural science techniques that included supervisory training programmes, which focused on support and concern for employees (Grobler et al., 2005).

This was the beginning of the human relations movement (Grobler et al., 2005; Moalusi, 2001). The work of Herzberg and his associates, which involved the design of jobs that were motivating, inspired consideration as it led to a better quality of life (Katzell & Austin, 1992). The human relations approach placed emphasis on the psychological characteristics of workers and managers, and emphasised the importance of morale, attitudes, values and the humane treatment of workers (Crafford et al., 2006; Wörnich et al., 2015). Through this lens, work was viewed as a social system, which highlighted the importance of positive interpersonal relations among co-workers, teamwork, leadership, job attitudes, and the social skills of managers rather than only a way to meet one's economic needs (Van Dyk, 2004).

In 1935, additional interesting studies on the psychological aspects of work emerged (Katzell & Austin 1992). Kurt Lewin, a Jewish refugee, working in the USA, examined the merits and limitations of Taylorism and scientific management, the effects of leadership, matters pertaining to group dynamics such as cooperation and competition, group structure, communication patterns and other organisational topics that arose in organisations at the time (Adelman, 1993; Anderson, Herr, & Nihlen, 1994; Katzell & Austin, 1992). He engaged in theoretical research, giving rise to the Victor Vroom's expectancy theory, which claims that an employees' performance is linked to effort and motivation (Githens, 2015).

Lewin's research with individuals and groups was integrated into his applied work (Githens, 2015; Lewin, Dembo, Festinger, & Sears, 1944). Between 1935 and 1945, Lewin expanded the research of John Collier, a Commissioner of Indian Affairs for the USA government. Collier alleged that Native American communities should be entitled to enjoy the benefits of research, instead of being expected to participate in research solely to understand their culture. Accordingly, Lewin set the theoretical grounding of action research in the workplace. Lewin's contribution to the study of the phenomenon is pursued by implementing changes and observing the effects of those changes so that neither the rigorous testing of hypotheses nor the relationship, is lost with practice (Anderson et al., 1994; Cassell & Johnson, 2006; Githens, 2015; Noffke, 1997). Lewin was interested in connecting theory with action and contributing to the wider community of knowledge, thereby improving efficiency in organisations (Anderson et al., 1994; Cassell & Johnson, 2006; Githens, 2015; Noffke, 1997).

However, by the late 1950s in the USA, action research declined significantly in business research due to the dominance of the positivist paradigm and the emphasis on generalising research results (Anderson et al., 1994). Despite this, in the United Kingdom, South Africa, and Australia, action research studies expanded in the areas of education, management, healthcare and community development (Aasgaard et al., 2012; Adelman, 1993; Anderson et al., 1994; Ferreira, Ebersöhn, & Botha, 2013; Kember & Gow, 1992; Ram, Edwards, Jones, Kiselichev, & Muchenje, 2015). Presently, action research continues to be employed in the Human Resource Development profession as an organisational development tool (Githens, 2015; Kemmis & McTaggart, 1988; Willert, Keller, & Stegeager, 2011).

In addition, two significant global issues in industrial psychology occurred – the one was the revival of the American Psychological Association in 1945, after being scrapped in 1923 and the other, the establishment of the National Training Laboratories in Connecticut. These issues were important, as the American Psychological Association promoted the application of psychological principles in industry through collaborative research (Adelman, 1993; Katzell & Austin, 1992). The key focus of the National Training Laboratories was to arrange training in organisations, which eradicated radical and religious prejudice, as well as racism that might hinder positive organisational transformation (Adelman, 1993; Glassman et al., 2013).

Despite the long global history of the application of psychology in the workplace, industrial psychology was first introduced to South Africa in 1945 (Baker, 2012). At the time, widespread dissatisfaction with the quantity and quality of research conducted in organisations was rife (Baker, 2012; Crafford et al., 2006). Appeals for the inclusion of research on human matters were made from the manufacturing and mining industries (Baker, 2012; Grobler et al., 2005; Wörnich et al., 2015). As a result, the Council for Scientific and Industrial Research (CSIR) was established to address these concerns (Baker, 2012; Crafford et al., 2006). They were particularly interested in the human side of production (Baker, 2012; Moalusi, 2001; Wörnich et al., 2015).

World War II increased South Africa's industrial capability and drew attention to its skills shortages (Baker, 2012). In 1946, the National Institute for Personnel Research (NIPR) was established in South Africa under the auspices of the Council for Scientific and Industrial Research (Crafford et al., 2006; Schreuder, 2001; Van Ommen, 2008). Headed by Simon Biesheuvel, as Director, the NIPR conducted research on the selection of flight attendants in South Africa (Crafford et al., 2006; Strümphfer, 2007; Van Ommen, 2008). Biesheuvel presented a number of scientific papers nationally and internationally (Schreuder, 2001), making him the most respected psychological researcher in the country at the time (Biesheuvel, 1984; Van Ommen, 2008; Schreuder, 2001). The establishment of the Human Sciences Research Council (HSRC) in 1969 made a significant contribution to the development of industrial psychology in South Africa (Ruggunan, 2016; Schreuder, 2001; Van Vuuren, 2010). The contributions of the Human Sciences Research Council's Institute of Manpower Research, Institute of Psychometric Research and Institute of the Statistical Research, in particular, contributed significantly to the subject of industrial psychology (Raubenheimer, 1974; Schreuder, 2001; Van Vuuren, 2010).

In the 1950s and 1960s, the human relations fell out of favour with management across the globe who were of the opinion that good feelings did not necessarily lead to high production (Grobler et al., 2005; Wörnich et al., 2015). This was replaced with personnel psychology (Cascio & Aguinis, 2008; Moyo, 2012; Van Vuuren, 2010) and practised as personnel management, which focused essentially on the management of employees and non- managerial employees in organisations (Crafford et al., 2006; Werner, 2014). During this era, personnel practitioners were concerned with recruiting and selecting employees, training and development, health and

safety, scientific management such as time and motion studies, fatigue studies, job analyses, job specifications and the implementation of wage incentive programmes (Lee & Stead, 1998; Van Vuuren, 2010). In addition, the personnel department in organisations supported welfare programmes that addressed the needs of the worker such as holidays, personal hygiene, job training, canteens, housing, employee loans, insurance plans and recreational programmes (Carrell et al., 1998; Crafford et al., 2006). Therefore, the personnel function, as described above, focused on people activities in organisations rather than on business issues (Bhatnagar & Sharma, 2005; Carrell et al., 1998; Crafford et al., 2006).

To summarise, the above discussion reveals the development of the discipline of Industrial Psychology on a global scale from 1527 to 1960. The discussion draws attention to the initial focus on the statistical methods and psychometric instruments to understand people's problems in the workplace, which expanded to include the human relations movement and the social and psychology factors that influenced employees. A highlight for me is the NIIP's transformational operational shift in 1951 from the psychological practice to the psychological theory in organisations internationally. However, it is important to note that the profession of Industrial Psychology was only introduced to South Africa in 1945 in an attempt to solve the problems experienced by employees in the manufacturing and mining industries.

2.2.2 Development of Industrial Psychology to Industrial and Organisational Psychology (I-O psychology) globally and nationally

In the United Kingdom, the United States of America and South Africa, during the period of 1960 to 1980, the Industrial Psychology discipline advanced to include organisational behaviour, as shown in Figure 2.1 below (Barnard & Fourie, 2007; Gelso, 2006; Katzell & Austin, 1992; Muchinsky, Kriek, & Schreuder, 2005; Schreuder & Coetzee, 2010; Van Vuuren, 2010; Van Zyl et al., 2016). This development occurred in response to psychologists acknowledging the need of employees to be satisfied in the workplace (Augustyn & Cillié, 2008; Bartlett & Francis-Smythe, 2016; Coetzee & Van Zyl, 2015; Dipboye, 2007; Veldsman, 2001; Van Vuuren, 2010). The focus was on human behaviour in the workplace at an organisational and group level (Coetzee & Van Zyl, 2015) and recognising the necessity for the alignment of the management of people to organisational objectives (Crafford et al., 2006; Schreuder, 2001; Porter & Schneider, 2014; Srimannarayana, 2015). Subsequently, the discipline advanced beyond

scientific management to include interpersonal relationships, motivation, management style, job satisfaction, employee commitment, research, leadership styles, and organisational issues (Katzell, & Austin, 1992; Kreitner & Kinicki, 2007; Rynes et al, 2002; Schreuder & Coetzee, 2010; Van Vuuren, 2010). It appears that scholars at the time started to grasp the need to understand how employees' function in organisations, and how organisations function as a whole.

Consistent with the above changes in I-O psychology, technologies for managing organisational change and development arose (Katzell & Austin, 1992). These techniques included laboratory training (sensitivity training and T groups), survey feedback, diagnostic interviewing and discussion groups, process meetings, team development, and integrated technologies, such as the Blake-Mouton Grid (Beer, 1976; Kwiatkowski et al., 2006). A feature of the I-O research methodology was the increased reliance on laboratory experimentation during this period (Sackett & Larson, 1990). Overall, there was some shifting in the field not only in the subject matter and methodology, but also in the approach to the subject.

According to Katzell and Austin (1992), a shift in the topics published about practice was particularly obvious. There appeared to be an increased emphasis on the techniques, applications, research and theory dealt with in practice (Barnard & Fourie, 2007; Katzell & Austin, 1992). It was at this juncture that organisational psychology was included as a subsidiary of industrial psychology (Lee & Stead, 1998; Van Vuuren, 2010). Katzell and Austin (1992) and Porter and Schneider (2014) state that the interest in organisational psychology grew rapidly in the 1980s with organisational behaviour included as a field of study in many business schools. Van Vuuren (2010) and Barnard and Fourie (2007) explain that this period witnessed the addition of organisational psychology with all its intricacies to the term industrial psychology in South Africa, as indicated in Figure 2.1 below.

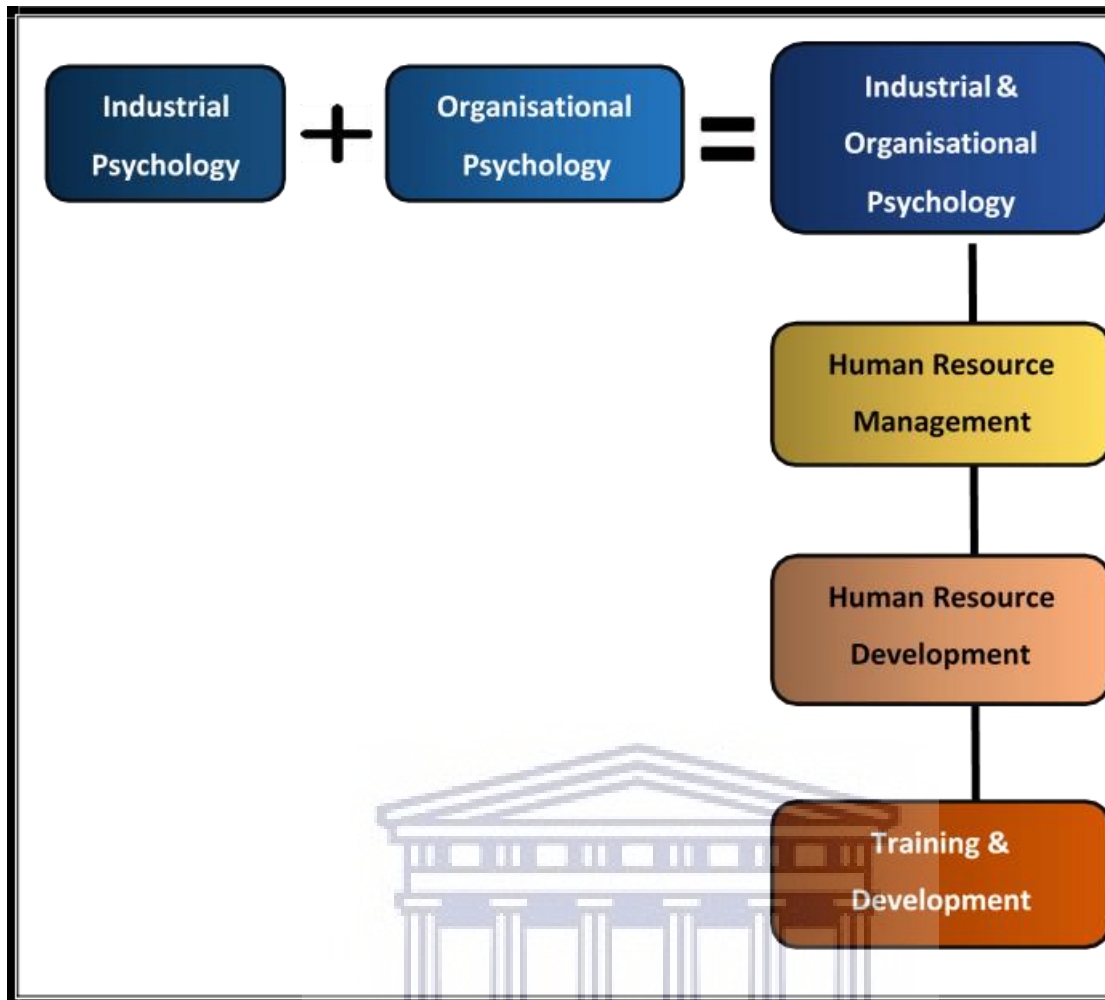


Figure 2.1: Amalgamation of organisational psychology with industrial psychology

In the United States businesses were also interested in employing I-O psychologists to work and conduct research in their organisations (Katzell & Austin, 1992). South Africa was no exception, with many I-O psychologists joining managerial ranks in organisations (Van Vuuren, 2010; Veldsman, 2001). During this period, I-O psychologists in the United States and South Africa were involved in personnel selection, training, and organisational psychology matters (Landy & Conte, 2007; Veldsman, 1986). Additionally, in the United States (Katzell & Austin, 1992; Watkins & Marsick, 2016) and South Africa (Barnard & Fourie, 2007; Schreuder, 2001), many I-O psychologists identified more with management in organisations and less with psychology (Barnard & Fourie, 2007; Cascio & Aguinis, 2008; Van Zyl et al., 2016). Therefore, many I-O psychologists were employed in managerial positions in the 1980s (Barnard & Fourie, 2007; Cascio & Aguinis, 2008; Van Zyl et al., 2016).

In various parts of the world a variety of names are used to describe the discipline (Strümpher, 2007; Van Vuuren, 2010; Van Zyl et al., 2016). In the United States it is referred to as Industrial and Organisational Psychology (Casio & Aguinis, 2008; Van Zyl et al., 2016); in the United Kingdom, as Industrial, Work and Occupational Psychology (Anderson et al., 2001; Anderson, 2007); as Work Psychology in Europe (Van Zyl, 2016), as Organisational Psychology in Australia (Moyo, 2012; Van Zyl et al., 2016) and in South Africa, as Industrial Psychology, which includes the Industrial Organisational Psychology Profession (Benjamin & Louw- Potgieter, 2008; Veldsman, 2001; Van Zyl, 2016).

In summary, globally and in South Africa, scholars have been evaluating whether the term industrial and organisational is being employed in organisations as it was intended (Augustyn & Cillié, 2008; Bartlett & Francis-Smythe, 2016; Van Zyl, et al., 2016). At the time, the conflict between the old term industrial psychology (with its emphasis on people at work) and organisational psychology (with its emphasis on individual differences, as well as organisational and social processes) was obvious (Porter & Schneider, 2014). As stated previously, the term industrial psychology, which included the industrial and organisational psychology profession became the norm in South Africa (Barnard & Fourie, 2007; Schreuder, 2001; Van Vuuren, 2010).

2.2.3 Development of Human Resource Management in South Africa

In line with global advancements, a sub-field referred to as Human Resource Management (HRM) developed within the Industrial and Organisational Psychology Profession in South Africa, as illustrated in Figure 2.1 above (Van Vuuren, 2010; Veldsman, 2001). Veldsman (2001) describes human resource management as a profession that is concerned with the management of the employment contracts that exists between organisations and their employees. This field of study was offered at traditional universities, universities of technologies, and business schools (Schreuder, 2001; Van Zyl et al., 2016). Some regard the term 'Human Resource Management as a replacement for the term Personnel Management (Crafford et al., 2006; Van Vuuren, 2010). Others view the term Human Resource Management as an approach that is aimed at developing and using the potential of an organisation's human resource to achieve its strategic objectives, vision and mission (Barnard & Fourie, 2007; Grobler et al., 2005; Ludike, 2016; Wörnich et al., 2015).

According to Barnard and Fourie (2007) and Wörnich et al. (2015), in HRM, organisational goals and employee needs are regarded as mutual and compatible, rather than as two independent factors of production to advance organisational imperatives. Van Dyk (2004, p. 6) offers a comprehensive definition, which describes Human Resource Management as “the process through which an optimal fit is achieved among employee, job, organisation and environment so that employees reach their desired level of satisfaction and performance and the organisation meets its goals.” This definition of human resource management is visually presented in Figure 2.2 below.

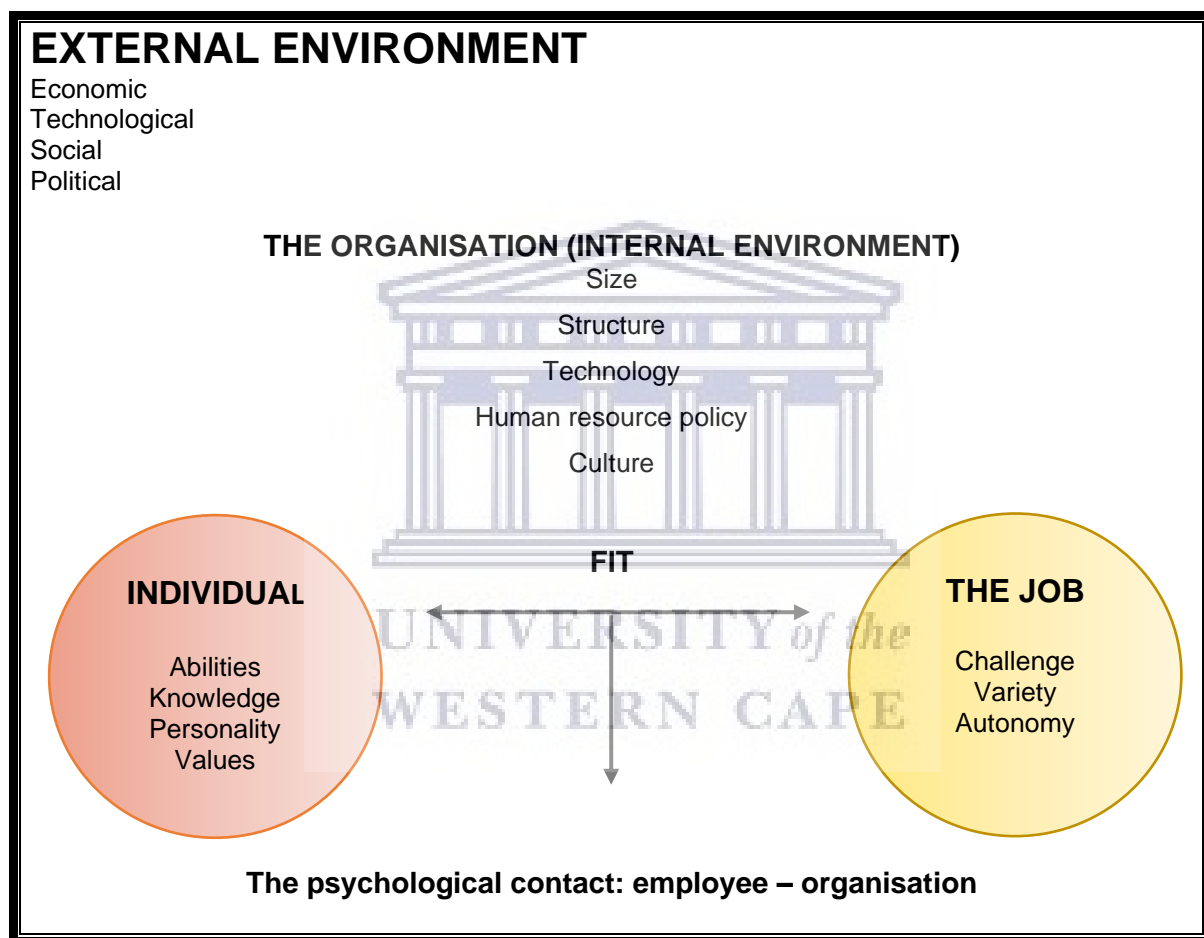


Figure 2.2: Components of Human Resource Management (Adapted from Van Dyk, 2004)

Figure 2.2 shows four important areas, namely, the external environment, the organisation, the work itself (the job), and the individual (the employee). The external environment describes the external factors that influence an organisation, such as the economic, social, political, and technological issues.

- The characteristics of size, structure, technology, human resources policies, and culture within organisations.
- The individual joining an organisation to perform a job, which involves varying degrees of challenge, variety, and autonomy. Accordingly, employees provide their individual abilities, skills, values, and personalities, to perform the job.

Therefore, Figure 2.2 illustrates how the external environment influences organisations and how employees are managed in organisations (Van Dyk, 2004). This resonates with the perspectives of Du Plessis and Sukumaran (2015), Veldsman (2001) and Wörnich et al. (2015) who assert that the term HRM draws attention to the employment contract that exists between an organisation and its employees. Also, South African studies that were conducted to conceptualise HRM reveal that organisations are concerned not only with attracting, selecting, and testing individuals for a job, but also with the retention, development and utilisation of human resources to satisfy the employees' individual goals, as well as the objectives of the organisation (Du Plessis & Sukumaran, 2015; Van Vuuren, 2010). This approach is similar to the global perspective of HRM, which perceives the HRM practitioner's role as enhancing individual and organisational performance through the alignment of organisational strategies (Du Plessis & Sukumaran, 2015; Lussier & Hendon, 2015; Ho et al., 2015).

These explanations of human resources management appear to embrace comprehensive business matters (Barnard & Fourie, 2007; Crafford et al., 2006; Lussier & Hendon, 2015). According to Ludike (2016), Van Dyk (2004) and Ulrich, Brockbank, Hohnson, Sandholtz, and Younger (2008), the human resource function of an organisation should contribute in a significant way to its employees, line managers, customers, the broader community, its partners and investors. This implies an interrelatedness between organisational and human resources strategies to create and maintain a competitive edge in the economy (Crafford et al., 2006; Van Dyk, 2004; Noe et al., 2014). Hence, the extent to which South African employees are trained and developed would be determined by whether they would enhance an organisation's competitiveness and its overall business performance (Barnard & Fourie, 2007; Du Plessis & Sukumaran, 2015; Meyer, 2016b).

2.2.4 Development of the Human Resource Development function

The sub-branch of Human Resource Management developed into four functions within South African organisations, namely, recruitment, remuneration, employee relations, and human resource development (Crafford et al., 2006; Van Vuuren, 2010). This study is concerned with the latter because training management resides under human resource development. Erasmus et al. (2010), Crafford et al. (2006), Meyer (2016b) and Slotte, Tynjälä, and Hytönen (2004) portray the human resource development function to include the actions and strategies that organisations employ to train and develop its employees in order to improve organisational performance and achieve organisational goals.

Crafford et al (2006) stipulate two ways in which this could be accomplished; firstly, by ensuring that the organisation has the correct number of skilled employees to achieve its objectives; and secondly, by developing systems that control and direct employees to contribute to the organisation's goals. It is this perspective that has led to the concept of strategic human resources management (Crafford, et al., 2006; Du Plessis & Sukumaran, 2015). Strategic human resources encompass human resources development because it facilitates processes that incorporate the transformation of its human resources to meet more effectively the expectations of its employees, who ply their efforts in meeting business goals (Crafford et al., 2006; Du Plessis & Sukumaran, 2015; Noe et al., 2014).

The human resource development practitioner has an important role to play in a country such as South Africa (Erasmus et al., 2010; Meyer, 2016b; Pillay & Wijnbeek, 2006). This, since the South African workforce is characterised by the under-development of skills and the under-utilisation of its peoples' potential, which impedes its ability to compete in global markets, successfully (Coetzee & Truman, 2019; Meyer, 2016b; Pienaar & Roodt, 2001). According to the World Digital Competitiveness Ranking Report (2016), no country can sustain economic development and international competitiveness when its human resources are not developed to contribute to its economy (IMD World Competitiveness Center, 2019). Accordingly, Coetzee and Truman (2019), the Council on Higher Education (Council on Higher Education, 2013), Mavunga and Cross (2017) and Opoku et al. (2016) suggest that organisations invest in human resource development to be at the cutting edge of competing in a global competitive marketplace.

Consequently, it is recommended that HRD practitioners involved with the training and development of people in South Africa be equipped with relevant competencies for the following four reasons:

1. To align and link HRD interventions with the organisation's strategic goals and objectives (Erasmus et al., 2010; Opoku et al., 2016).
2. To assist organisations to train, retrain and upskill employees as a result of constant transitory advances that influence organisations (Kum et al., 2014; Van der Merwe & Sloman, 2014).
3. Support organisations to align their learning initiatives to the skills development system and national skills development strategy of the country (Tshilongamenzhe, Coetzee, & Truman, 2012); McGrath & Akoojee, 2007).
4. Design and implement HRD interventions that contribute towards alleviating poverty and inequality, while improving the competitiveness of the nation (Mavunga & Cross, 2017; McGrath & Akoojee, 2007).

Each of these three areas highlight the need for HRD practitioners to be knowledgeable, appropriately skilled and in possession of suitable personality traits/attitudes to contribute successfully to learning in organisations and the country as a whole. Also, the literature reveals that the roles and competencies of HRD practitioners are being studied and updated continuously (Bernthal et al., 2004; Erasmus et al., 2010; Lin & Huang, 2015; McLagan 1989; Song, Kim, & Kim; 2007; Srimannarayana, 2015). Spencer and Spencer (1993) advocate that the primary goal of identifying discipline-specific competencies is to evaluate and enhance individual HRD practitioners' performance. According to Erasmus et al. (2010), Mavunga and Cross (2017) and Salleh and Sulaiman (2013), one of the benefits of pinpointing HRD competencies is that curricula at higher education institutions could be designed to include these competencies, which are indispensable in workplaces.

In the United States of America [USA], Nadler and Nadler (1998) define Human Resource Development as a learning experience organised by an employer within a specific period, with the objective of inducing performance improvements and/or personal growth. From a USA perspective, in a book entitled, HR competencies: mastery at the intersection of business and people, published by the Society for Human Resource Management, Ulrich, Brockbank, Hohson, Sandholz, and Younger (2008) maintain that the human resource function as a whole, should add value and make a meaningful contribution to the employees and line managers

inside the company, as well as the customers, communities, partners, and investors outside it. A more descriptive and comprehensive South African definition describes Human Resource Development to “include all the processes, systems, methods, procedures and programmes that an organisation employs to develop its employees in such a way that they are able to meaningfully contribute to organisational performance” (Meyer, 2016b, p. 2). This implies that the HRD function should add value, and contribute to organisational performance, by equipping its employees with skills to do so.

Previously, in South Africa and abroad, training and development was regarded as the only means of advancing employees to achieve organisational imperatives (Coetzee & Truman, 2019; Lin & Huang 2015; Meyer, 2016b; Pinto & Walker, 1978; Sthapit, 2010). This view has evolved, along with the changing needs of economic, society, and business trends to human resources development (McLagan, 1989; Meyer, 2016b). The study of McLagan and Bedrick (1983) provided insight into the holistic inclusion of the environment, to explain the roles, competencies, and outputs required by ETD practitioners in organisations. This finding motivated many scholars in the field to conceptualise training and development from this standpoint (McLagan, 1989; Piskurich & Sanders, 1998; Rothwell, 1996).

Subsequently, McLagan (1989) and later, Swanson (2001) presented their view of Human Resource Development as the synergetic combination of all three foci (Training and Development, Career Development, Organisational Development). Their aim was to bring greater organisational efficiency and effectiveness, through a larger number of fully engaged and skilled employees, whose performance and work outputs were linked congruently to the goals of the organisation. More specifically, McLagan (1989) defines human resource development as the integrated use of training and development, career development and organisation development to improve individual, group and organisational effectiveness. However, Slotte et al. (2004) suggest that Human Resource Development comprises functions related to Training and Development, namely Career Development, Organisational Development, and Research, as illustrated in Figure 2.3 below.

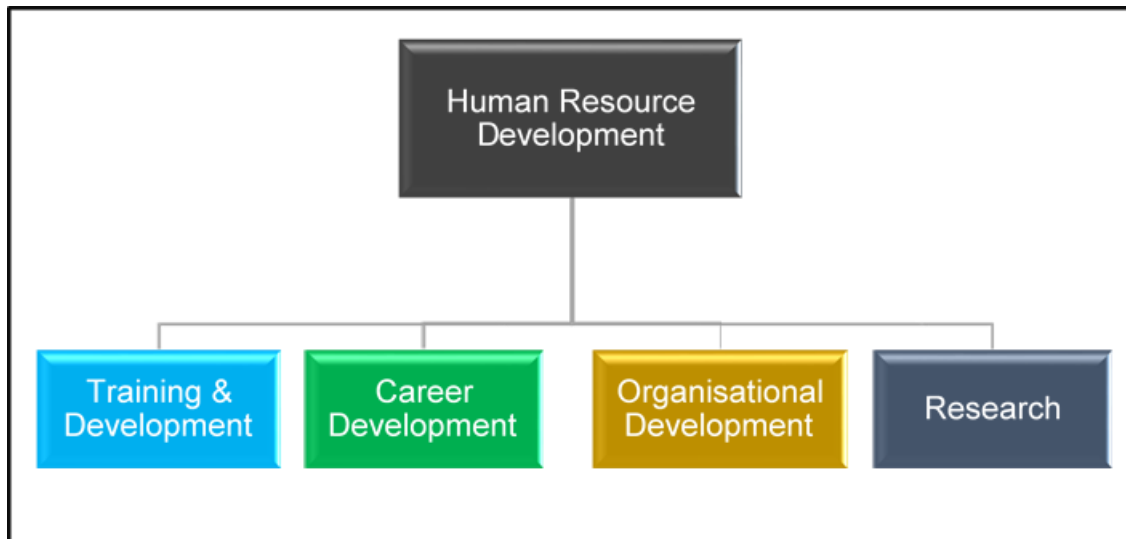


Figure 2.3: The functions of Human Resource Development

As indicated in Figure 2.3, Human Resource Development (HRD), globally and nationally comprises of four interrelated functions. The first function, training and development, can be described as a dual function. The term training refers to the transference of specific skills to employees to perform specific work. However, development occurs when learning opportunities are developed for employees to improve and develop high levels of performance (Crafford et al., 2006; Grobler et al., 2005). These two functions are interrelated in organisations to improve employee performance, update skills, avoid managerial obsolescence, solve organisational problems, orient new employees, prepare employees for promotional and managerial success and satisfy employee personal growth needs (Coetzee & Truman, 2019; Grobler et al., 2005; Salleh, Sulaiman, & Gloeckner, 2015).

The second function, career development, is described as a function that assists employees to achieve their career objectives. It involves individual career planning, processes, and organisational interventions, to support the achievement of employees' career plans (Wolfson, 2016; Ross, 2014). Van Tonder and Roodt (2008) state that the term organisational development, the third function, could be traced to the 1940s. They describe organisational development as a scientific discipline that relies on planned processes to enhance the adaptive and self-renewing capabilities of the employees, through organisational systems, to achieve organisational objectives.

The fourth function, research, focuses on the study of theory, principles, practices, technology and methodology, to support and enhance the development of human resources in organisations (Bartlett & Francis-Smythe, 2016; McGrath & Akoojee, 2007; Short, 2004, 2006). These descriptions of the four functions reveal the multifaceted nature of human resource development that integrates individual and organisational-level needs, to enhance organisational learning and advance organisational performance.

The Training Management Module resides under the sub-branch, Training and Development, as illustrated in Figure 2.3. Traditionally, the term, training, was used to designate the acquisition of skills by non-management employees, while the term, management development, was associated with the methods and activities designed to enhance the skills of managers (Grobler et al., 2005; Meyer, 2016b). The term, Training and Development is viewed as a critical process of developing human expertise at all levels to perform their specific responsibilities within the organisation and ultimately improve organisational performance (Akdere & Conceição, 2006; Du Plessis & Sukumaran, 2015; Kum et al., 2014; Salleh et al., 2015). Bhatnagar and Sharma (2005), Pillay and Wijnbeek (2006) and Wörnich et al. (2015) advocate that training and development is a key activity to advance an employer's strategic, business, and operational goals. However, the successful implementation of T&D initiatives depends on the co-operation, enthusiasm, and understanding of Education, Training, and Development practitioners, who implement training and development initiatives (Du Plessis & Sukumaran, 2015; Mavunga & Cross, 2017; Srimannarayana, 2015).

2.2.5 The role of training and development in organisations

Since this study is concerned with the development of competencies for the Education, Training and Development (ETD) practitioner, it is important to observe the role of the ETD Practitioners in organisations. According to Coetzee (2019), Kum et al. (2014) and Van der Merwe and Sloman (2014), a review of the literature highlights an interconnectedness between the roles that ETD practitioners fulfil, and the competencies required to perform such roles (Erasmus et al., 2010; Katz, 2016). The American Society for Training and Development (ASTD), later known as the Association for Talent Development (ATD), states that any individual role may comprise more than one grouping of related skills (Coetzee, 2019; Erasmus et al., 2010). I realised that this was in line with other researchers' findings, when they conducted studies in various

geographical regions, to determine HRD competencies for their context (Gray, 1999; Opoku et al., 2016; Salleh et al., 2015; Srimannarayana, 2015).

The transformation of roles over time was of particular interest. Coetzee (2012), Katz (2016), Meyer (2016d) and Wörnich et al. (2015) explain that the profession of training and development often brings to mind techniques, such as PowerPoint presentations, recording in workbooks, or the use of flipcharts to assist the facilitation process. However, these authors contend that such processes are only an insignificant part of T&D, since successful T&D interventions require substantial understanding of a phenomenon, as well as planning and effort, before and after, the ETD practitioner and participants meet up (Bushney, 2016; Wörnich et al., 2015). Accordingly, McLagan (1989) maintains that for too long the training and development profession was dedicated to the activity of training, considering themselves specialists, associated with some aspect of learning. However, Grobler et al. (2005), Kum et al. (2014), Lin and Huang (2015) and Ross (2014) argue that to design a training programme first requires an understanding of the company's strategies and influences in the environment, which impact the company strategy and needs of the employees (Akdere & Conceição, 2006; Noe et al., 2014).

In South Africa, this is specifically important, given the intention of government to decrease unemployment and poverty, fast-track employment equity, and advance black-economic empowerment through education, training and the development initiatives (Coetzee & Truman, 2019; Mavunga & Cross, 2017; McGrath & Akoojee, 2007). Supported by legislation, training and development intervention methods reinforce outcomes-based learning that promote learning training experiences, which could effortlessly be transferred to the workplace (Crafford et al., 2006; Coetzee & Truman, 2019). In addition, planning skills, technical skills, communication skills and experience while conducting training needs analyses, were identified as critical competencies to support managers in South African organisations (Coetzee, 2019; Erasmus et al., 2010; Wolfson, 2016).

It is the above complex comprehension of the ETD practitioners' role that require ETD practitioners to engage in complex cognitive processes. These complex cognitive processes will assist the ETD practitioners to design training and development interventions that could

transform employees from the ideal state to an optimal state of performance to meet the strategic intent of an organisation and the satisfaction of employees (Wolfson, 2016; Van der Merwe & Sloman, 2014). The complexity of the ETD practitioners' role implies that it is not an easy task to accomplish (Kruss et al., 2012; Tshukudu & Nel, 2015; Tshilongamulenzhe et al., 2012). Based on this complexity, it is imperative that South African employers invest in training and development initiatives, because if they do not, low productivity, high turnover, and large numbers of unskilled employees will continue to be a challenge in the South African workplace (Coetzee & Truman, 2019; João & Coetzee, 2012; Mcgrath & Akoojee, 2007; Van Dyk & Coetzee, 2012).

Hence, the focus for any Industrial and Organisational Psychology graduate entering the labour market must be on what competencies they bring to the workplace (Augustyn & Cillié, 2008; Batson, 2011; Coetzee, 2019; McGrath & Akoojee, 2007). According to Belzer et al. (2001), Coetzee (2007a, 2019), Molausi (2001) and Schön (1983), a profession such as Training and Development cannot take on the technical-rational paradigm of detaching theory from practice. Essentially, because training and development is an applied field, students learning in the ETD profession must be acquainted with the real-world roles that they will be expected to fulfil (Barnard & Fourie, 2007; Coetzee, 2012, 2019; Kreber & Canton, 2000; Watkins & Marsick, 2016).

To conclude this discussion, the question that needs to be asked is: "What kind of training should be offered to student ETD practitioners at South African tertiary institutions to develop competencies for these roles?" This question is unpacked in the next section.

2.2.6 Competencies needed by training and development practitioners

To answer the question regarding the competencies that are needed by ETD practitioners for optimal performance in South African organisations, different competency definitions were examined. The most used definition is McLagan's (1989) description of HRD competencies. McLagan, who conducted research for the American Society for Training and Development (ASTD), on the roles and competencies of ETD practitioners, describes competency as an area of knowledge, or skill that is critical for the production of key outputs (McLagan, 1989). This is similar to the South African definitions of Botha and Coetzee (2012), Meyer (2016b), and

Tshilongamulenzhe et al. (2012). They describe competencies as behaviours, such as attitudes, beliefs, knowledge, and skills, which individuals must exhibit when performing tasks to satisfy job-related outcomes within a specific organisational context (Botha & Coetzee 2012; Meyer 2016c; Tshilongamulenzhe et al., 2012; Wörnich et al., 2015).

It was with this understanding in mind that I reviewed fifteen (15) scientific HRD competency studies conducted between 1970 and 2015, from various parts of the world. This review was undertaken to (i) provide insight on how competencies have evolved over time; (ii) establish whether the competencies identified by the ASTD could be applied to different cultural settings; and (iii) to identify the competencies that should be developed in South African undergraduate students who register for training management modules.

2.2.6.1 Development of Global HRD competency models

The American Society for Training and Development (ASTD) has a history of playing a leading role in advancing training and development in organisations, and has sponsored many ETD/HRD competency studies over the years (Opoku et al., 2016; Srimannarayana, 2015). Their first study, entitled, *A study of Professional Training and Development Roles and Competencies*, was conducted by Pinto and Walker (1978), who proposed two recommendations; firstly, a change in the term, training and development, to human resource development, and secondly, a suggestion for the continuous self-development of human resource development practitioners.

The second study that the ASTD published was entitled, *Models for Excellence*, which was conducted by McLagan & McCullough (1983; Gray, 1999; Srimannarayana, 2015). McLagan and Bedrick (1983) identified thirty-one competencies and 102 outputs of the training and development function. They contextualised the term competencies to describe the knowledge and skills HRD practitioners required to perform HRD functions and outputs to explain the products and services of the HRD domain.

In 1989, the third study of the ASTD entitled, *Models for HRD Practice*, was conducted by McLagan (1989) and built on the second study (Srimannarayana, 2015). McLagan (1989) examined the significance of training and development in the contribution towards the success of an organisation. This study was the first modern attempt to define HRM as the combined

trio of training and development, career development and organisation development to increase employee, team, and organisational effectiveness (McLagan, 1989; Opoku et al., 2016). This model, which was presented in the form of a Human Resource Wheel, described the connectedness between HRM and HRD and its penetrating impact on the HRD profession (McLagan, 1989). McLagan (1989) also identified the future forces that would affect T&D and established the roles, outputs and competencies required of HRD practitioners in the 1990s.

According to McLagan (1989), the business world would be changing in the 1990s and a different set of competencies would be required by employees. These changes could be attributed to:

- The necessity to increase productivity in efficient and innovative ways that would produce low cost, high quality goods and services;
- The advent to ongoing advances in technology;
- A change in focus to the customer and the delivery of quality goods and services;
- The necessity for organisations to plan and expand their business operations to global boundaries;
- A view that business strategies would become reliant on the quality and versatility of their human resources; and
- The prospect that work structure, such as hierarchal structures, would become flatter, and the boundaries between jobs would become a blur (McLagan, 1989).

As a consequence of these perceived changes above, McLagan (1989) identified 74 key HRD focus areas, among which were the following: research designs; plans to market HRD programmes and services; the resolution of conflicts for organisations and groups; changes in group norms, values and culture; recommendations to management regarding HRD systems; definitions and descriptions of individual, or group performance; programmes or intervention designs; print-based learning material; instructor and facilitator guides; presentations of materials; facilitation of group discussions; as well as individuals with new knowledge and attitudes. McLagan (1989) further recommended the following outputs for the 11 roles:

- Administrator – provides support services and co-ordinates the delivery of HRD programmes and services;
- Evaluator – evaluates the effectiveness of T&D initiatives on individual and

organisational performance;

- HRD manager – supports and leads group work, and aligns their efforts to the organisation;
- HRD Materials Developer – develops written and/or electronic lessons;
- Individual career development advisor – assists employees to assess their personal competencies, values, and goals, to identify, plan, and implement development and enhance their careers;
- Instructor or facilitator – presents information, directs structured learning experiences, and manages group discussions and group processes;
- Marketer – markets and contracts for HRD perspectives, programmes and services;
- Needs analyst – identifies ideal and actual performance conditions and determines reasons for the discrepancies;
- Organisation change agent – influences and supports changes in organisational behaviour;
- Programme designer – prepares objectives, defines content, and selects and arranges activities for specific interventions; and
- Researcher – identifies, develops, and tests new information, such as theories, research, concepts, technology, models, and hardware. In addition, a researcher translates the information into repercussions for improved individual and or organisational outcomes.

Based on the above predicted changes in the business environment and the roles that HRD practitioners of the 1990s should hold, business competencies, interpersonal competencies, technical competencies and intellectual competencies were presented as critical competencies that the HRD practitioner, including the ETD practitioner, should possess (McLagan, 1989). In addition, McLagan (1989) identified 32 competencies (grouped under four clusters) that were recommended as critical for HRD/ETD practitioners of the 1990s to acquire. The four clusters are illustrated in Table 2.1 below.

Table 2.1: Four clusters of competencies needed in the workplace

Business competencies	Interpersonal skills	Technical competencies	Intellectual competencies
<ul style="list-style-type: none"> ♦ Business understanding ♦ Cost-benefit analysis skills ♦ Delegation skills ♦ Industry understanding ♦ Organisation behaviour understanding ♦ Organisation development understanding ♦ Project management skills ♦ Records management skills 	<ul style="list-style-type: none"> ♦ Coaching skills ♦ Feedback skills ♦ Group process skills ♦ Negotiation skills ♦ Presentation skills ♦ Relationship building skills ♦ Writing skills 	<ul style="list-style-type: none"> ♦ Adult learning understanding ♦ Career development understanding ♦ Computer competence ♦ Competency identification skills ♦ Electronic systems skills ♦ Objectives preparation skills ♦ Subject matter understanding ♦ Training and development theories 	<ul style="list-style-type: none"> ♦ Data reduction skills ♦ Information search skills ♦ Intellectual versatility ♦ Model building skills ♦ Observing skills ♦ Questioning skills ♦ Self-knowledge ♦ Visioning skills

In the same year of McLagan's (1989) study, McLagan and Suhadolnik (1989) extended McLagan and McCullough's (1983) model by conducting a quantitative study to ascertain HRD competencies. They augmented McLagan and Bedrick's (1983) previous 31 identified competences, to 35 (Gray, 1999; McLagan's & Suhadolnik, 1989). These competencies were grouped into four competency clusters, namely, Technical, Interpersonal, Business and Intellectual (Gray, 1999). The technical competencies described the knowledge and skills that relate to proficiency of needs analysis and presentation skills. However, Spencer and Spencer (1993) suggest that technical competencies may not be a key contributor of exceptional performance, as an HRD/ETD practitioner requires technical skills and knowledge to perform an HRD/ETD job.

The interpersonal competencies emerged as a critical requirement for the role of the HRD/ETD practitioner (McLagan & Suhadolnik, 1989). These authors described business competencies to comprise competencies that have a management, economics, or administration connotation, which are necessary for an HRD practitioner to perform HRD activities, satisfactorily. Finally, McLagan and Suhadolnik (1989) and Spencer and Spencer (1993), placed considerable value on

the intellectual competencies, such as data reduction, intellectual flexibility, visioning, self-awareness, and model building capability, of the HRD practitioner to perform his/her duties.

The above studies were replicated in various countries to determine the HRD practitioners' competencies. For example, McLagan and Suhadolnik's (1989) findings were employed in New Zealand (Gray, 1999), while Van Ginkel, Mulder and Nijhof (1994) conducted a quantitative study to the Dutch context in 1993 to ascertain the validity of the ASTD study conducted by McLagan (1989). The ASTD sponsored other studies as well, namely a fourth study, conducted by Rothwell (1996), entitled ASTD Models for Human Performance Improvement and a fifth study conducted by Piskurich and Sanders (1998), entitled ASTD Models for Learning Technologies. In 1999, Rothwell, Sanders and Soper (1999) conceived the Workplace Learning and Performance (WLP) model, which Chen et al. (2005) conceptualised, as well as the understanding of HRD from Asian studies (Yoo, 1999; Peerapornvitoon, 1999), to understand WLP concepts and the future directions of HRD practitioners in Taiwan. This initiative was undertaken to guide HRD practitioners on what they could expect in the future and empower them with knowledge to develop a world-class workforce (Chen et al., 2005; Lin & Huang, 2015). Chen et al. (2005) observed that despite the fact that the 52 competencies found by Rothwell et al. (1999) were revealed as important for Taiwanese HRD practitioners, it did not suit Taiwanese organisations.

As a natural progression from the ASTD 1989 study of McLagan (1989), as well as all the other models that followed (Rothwell, 1996; Piskurich & Sanders, 1998; Rothwell et al., 1999), Bernthal et al. (2004) theorised a model that could assist HRD practitioners to build and develop their careers in different HRD positions within their organisations. Consequently, in May 2004, the ASTD released their new Competency Model, the 2004 ASTD Competency Study of: Mapping the Future (refer Figure 2.4 below), at their 60th annual conference (Salleh, Sulaiman, & Gloeckner, 2015; Srimannarayana, 2015). The purpose was to provide an integrated framework from their study on the Human Resource Development practitioner to identify competencies linked to trends driving change in the profession and to update their past ASTD models (Coetzee, 2007a; Noe, 2008). According to Salleh et al. (2015), eight trends, comprising predicted harsh times, blurred individual job responsibilities, work and life balance, new work

expectations, fast and efficient execution and delivery of work, confidentiality, constant technological changes and a higher ethical standing influenced the work of WLP professionals.

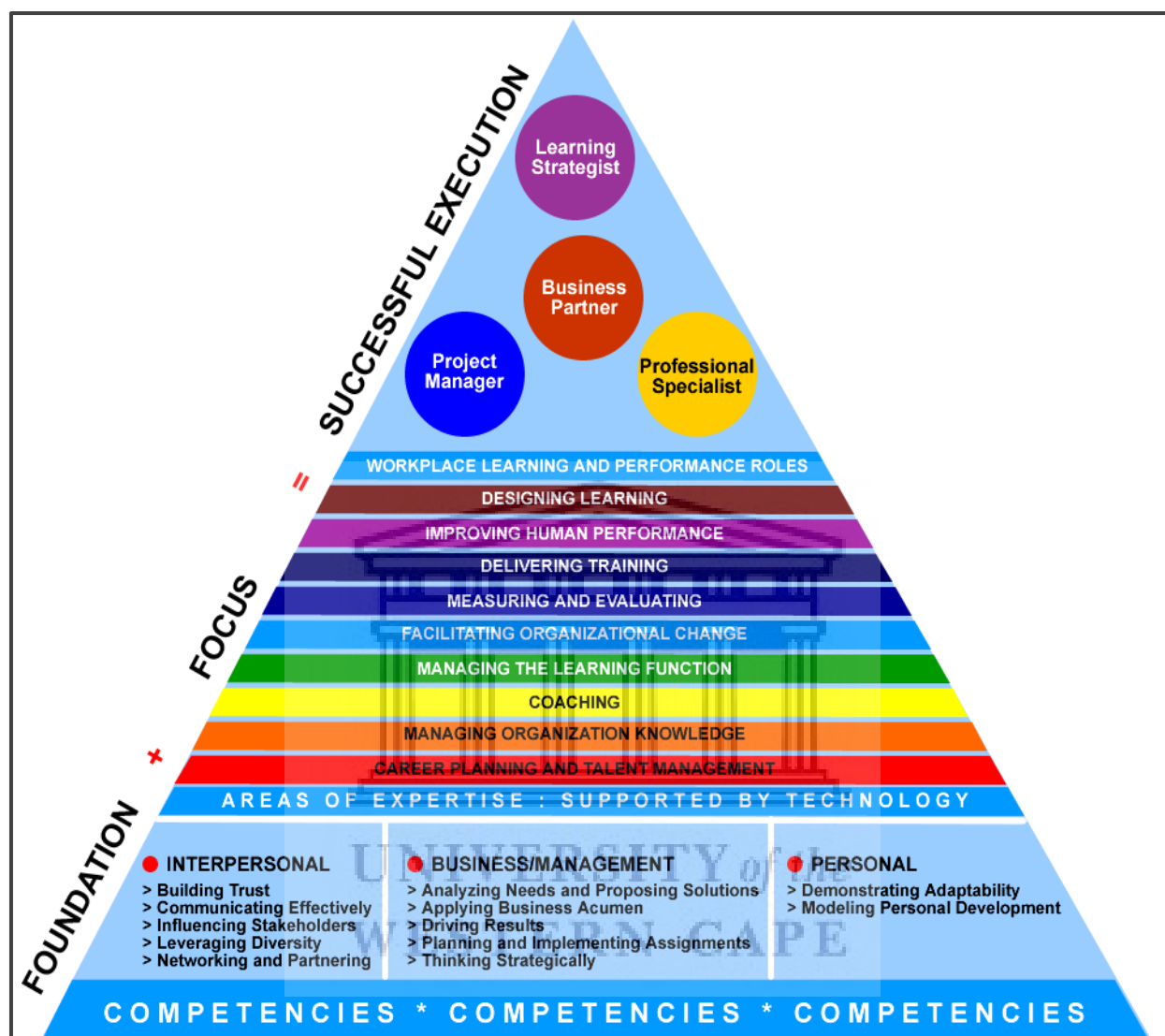


Figure 2.4: The 2004 ASTD Competency Study of Mapping the Future
 (Source: Bernthal et al., 2004)

As illustrated in Figure 2.4, the 2004 ASTD competency model placed more emphasis on three key layers of HRD competency and skill areas, namely foundational competencies, areas of professional expertise and the roles in the areas of responsibility (Opoku et al., 2016). The foundational competencies were regarded as clusters of skills, knowledge, abilities and behaviours for the successful implementation of any HRD role in organisations. They were regarded as necessary, irrespective of the practitioner’s area of expertise, interest, or role. As illustrated above, the ASTD Model of 2004 classifies the foundational competencies into three

main clusters, namely, interpersonal competencies [which expresses how well the learning and performance professional works with, manages and influences people, policy, and change]; business/management competencies [those that explain how well the learning and performance professional analyses situations, makes decisions, and implements solutions]; and personal competencies [those that relate to how well the learning and performance practitioner adapts to change, and makes personal decisions to enhance his/her career] (Bernthal et al., 2004).

Bernthal et al. (2004) describe the areas of professional expertise as the second layer of competencies. These comprise technical and professional skills, as well as knowledge, specifically required for the successful performance of HRD roles (Opoku et al., 2016). According to Bernthal et al. (2004), HRD practitioners, in addition to having the very basic foundational competencies, must hold expertise that set them aside from line managers, who may have acquired HRD practitioner competencies.

The third layer represents the four major roles expected of the HRD practitioner. These roles are learning strategist, business partner, project manager, and professional specialist. Noe (2008) asserts that an ETD practitioner's job may encompass one, or more roles, similar to those that represent the different hats they may have to wear. In addition, Noe (2008) adds that the learning strategist determines how HRD programmes could be utilised best, to help meet the organisation's business strategy. As a business partner the ETD practitioner uses business and industry knowledge to create training programmes that improve performance (Noe, 2008). The project manager plans, coordinates, and monitors the effective delivery of training programmes that support the business (Erasmus et al., 2010; Noe, 2008). However, as a professional specialist, the ETD practitioner also designs, develops, conducts, and evaluates training and development programmes (Kiley & Coetzee, 2016; Wolfson & Meyer, 2016).

This model contradicted the traditional training and development role of simply providing training and development services such as designing skills programmes and delivering training to employees (Rothwell & Sredl, 2000). The title of the ETD practitioner was redefined to Workplace Learning Practitioner (WLP) (Bernthal et al., 2004). This title change was justified on the grounds that the ETD practitioner's role, in the twenty-first century, had broadened beyond

the provision of training and development. According to Bernthal et al. (2004), the WLP role had taken on the responsibility of managing and leading integrated systems of talent management, which provided learning and skills development that contribute to organisational performance.

According to Opoku et al. (2016), the 2004 ASTD Model for Workplace Learning and Performance was the most generally applied model across the world. Song et al (2007)

applied the 2004 ASTD model to the Korean context, in an attempt to lessen the influence that the economic crisis was having on Korean organisations (Song et al., 2007). However, McLean and McLean (2000) were highly critical of the adoption of the ASTD 2004 model in other countries, without considering their unique circumstances. This was particularly the situation in a country, such as Korea, which embraced a significantly different organisational culture and systematic structure than the United States (Song et al., 2007).

McLean and McLean (2000) state that the HRD profession had not attempted to indigenise the concept of HRD to the Korean context at that stage. The fact that the ETD practitioners were performing their roles without guidance from a proper competency model was of greater concern (Park, 1997). Gong (1999) was of the view that Korea embraced a significantly different organisational culture and systematic structure from other countries. Therefore, the differences in ETD competencies would have to be apportioned accordingly. Hence, the questionnaire used in the Korean was an adapted version of the 2004 ASTD study (Bernthal et al., 2004; Song et al., 2007). It was translated into the Korean language and distributed via the web to Korean ETD practitioners. The results revealed four main roles, namely, learning strategist, business partner, professional specialist and project manager.

The data revealed that the ETD practitioners' roles expanded beyond learning and instruction, to include task responsibilities, and the necessity of competencies. This implied that the ETD trends in Korea connected strongly with business strategies. In addition, the current and future focus of Korean ETD was directed towards the learning transformation and performance of the organisation. Based on this, Song et al. (2007) proposed that ETD practitioners adopt the role

of strategic business partner in the future, and direct their attention towards effective learning transformation, and measuring the outcomes of performance.

According Opoku et al. (2016), even though the 2004 ASTD model had been applied by many, the ASTD sponsored another study to re-examine the skills and knowledge that HRD practitioners needed to execute work successfully knowledge and technology-based jobs, currently and in the future. Their latest study, conducted by Arneson, Rothwell, and Naughton (2013), was prompted by the recession and economic uncertainty; digital, social, and mobile technology; demographic shifts; and globalisation. These factors have influenced the competencies areas of professional expertise, and the roles of ETD practitioners. As depicted in Figure 2.5 below, the 2013 ASTD model revealed a move away from roles and a hierarchal structure, observed in their previous models.



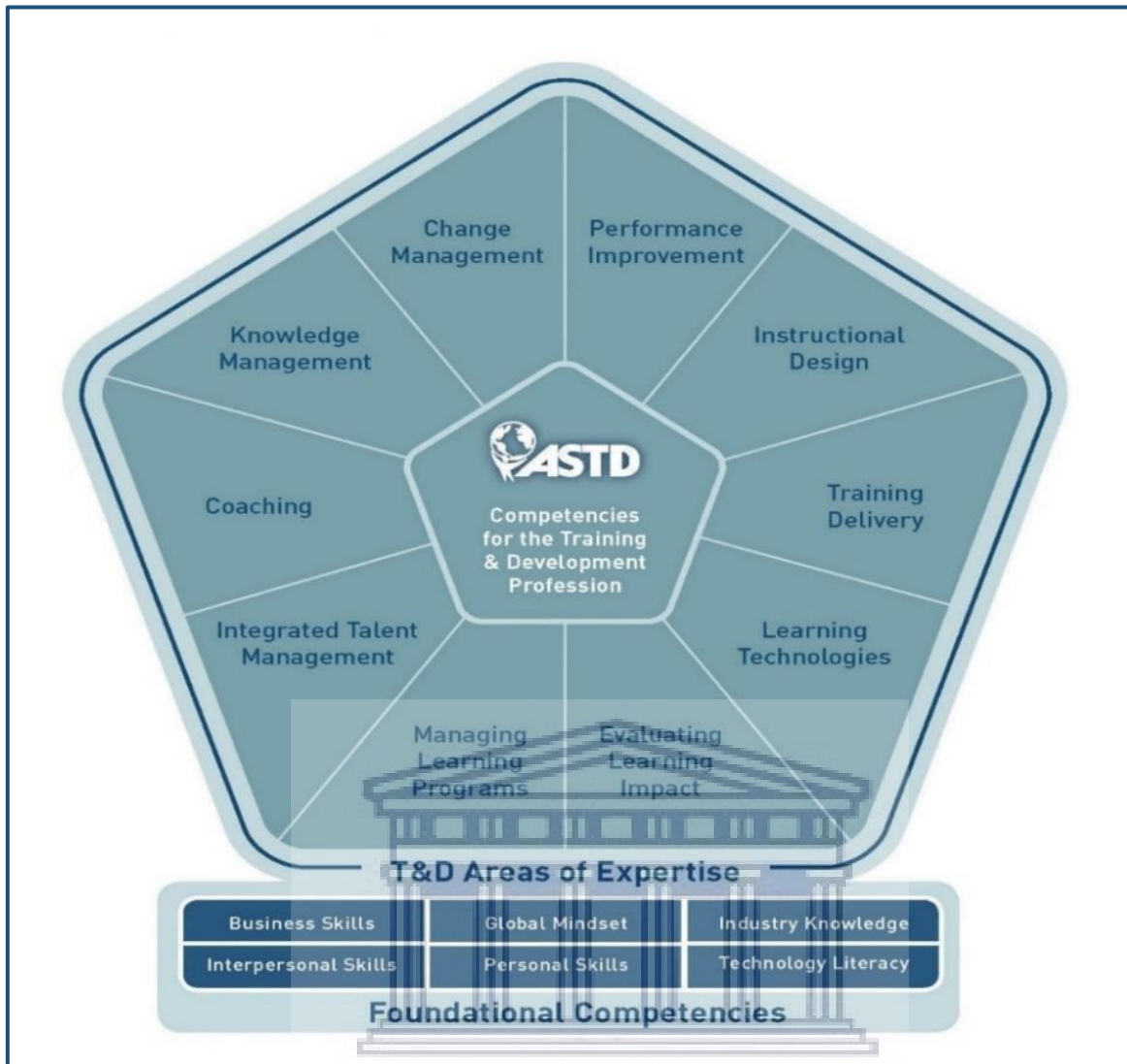


Figure 2.5: The 2013 ASTD Competency Study: The Training and Development Profession Redefined (Source: Arneson et al., 2013)

Similar to the 2004 study (Opoku et al., 2016), the 2013 ASTD study identifies key trends and influences that are predicted to have an impact on current and future ETD practices (Arneson et al., 2013). Consequently, the authors identified the following salient areas for ETD practitioners:

- A comprehensive knowledge of topics that ETD practitioners should know about in the current business environment; and
- Insight about the actions that should be taken to succeed in ETD space (Arneson et al., 2013; Opoku et al., 2016).

In addition, the recommendations are directly rooted in continuous global changes, with specific reference to:

- A global economic collapse experience, followed by four years of a recession;
- Advancing technological instruments;
- Demographic changes in the workforce; and
- Continuous global changes.

Arneson et al. (2013) advise that HRD practitioners should be prepared to deal with the above changes and be proficient in the following areas:

- Align the strategic priority needs of T&D to organisational imperatives;
- Search for innovative and creative ways to deliver training programmes, by employing technologies;
- Adjust to the changing demographics of individuals of all ages, who hold their own view about learning and work;
- Design and deliver training programmes that are accessible at any hour and place; and
- Be proficient at research skills that could be applied to improve training; and

As illustrated in Figure 2.5 above, Arneson et al. (2013) produced a high-level competency model to represent the knowledge, skills, abilities, and competencies for HRD practitioners. As indicated, the model contains a base structure, which comprises the foundational competencies. The foundational competencies are regarded as critical for the development of more specific competencies, and are considered important, irrespective of the organisation, industry, or HRD practitioner's area of expertise. They include business skills, global mind-set, industry knowledge, interpersonal skills, personal skills, and technology literacy.

The second structure, the pentagon, consists of specific areas of expertise. This layer describes the specialized, functional knowledge and skill sets, required by Training and Development practitioners for success. The new model excludes the four roles of learning strategist, business partner, project manager, and professional specialist, shown in the 2004 Model. The 2013 ASTD model also presents the following changes:

- (a) Designing Learning to Instructional Design;
- (b) Delivering Training to Training Delivery;

- (c) New content on informal learning methods, social media, and leveraging technology;
- (d) Measurement and Evaluation to Evaluating Learning Impact;
- (e) Includes learning analytics;
- (f) Managing Organisational Knowledge to Knowledge Management;
- (g) No longer contains activities typically carried out by information technology;
- (h) Career Planning and Talent Management to Integrated Talent Management; and
- (i) Learning Technologies are supplemented as an area of expertise.

Arneson et al. (2013) recommend that various human resources (HR) systems be built around the competencies identified. In addition, they recommend that ETD practitioners embed the foundational competencies, as well as their areas of expertise, into their own HR systems, to develop an integrated system, with a common set of competencies. Lastly, they recommend that the 2013 model be applied to all levels of T&D practitioners to render value to their stakeholders and organisations.

As noted earlier, two significant changes have emerged in the American Society for Training and Development [ASTD]. Firstly, in 2014 the ASTD changed its name to the Association for Talent Development [ATD] (Coetzee, 2019). The decision for the name change was made on the grounds that the new name, Association for Talent Development, was more in line with its standpoint to reflect on as well as maintain the global landscape, diversity and influence of the training and development profession (Coetzee, 2019). Secondly, by reviewing current societal changes, the business environment and changes in talent development, the Association for Talent Development (ATD) was in the process of presenting its new Capability Model to assist the ETD practitioners to remain relevant with up-to-date knowledge and skills (Homer, 2019).

Every five to seven years, the ATD updates its competency model (Chen et al., 2005; Salleh et al., 2015; Srimannarayana, 2015). The new model is focused on capabilities that enables the ETD practitioner to combine knowledge and skills, as well as adapt and transform as practitioners, to meet T&D demands. In addition, it is focused on three core areas of practice, namely: capabilities that arise from interpersonal skills; the cultivation of professional

knowledge that assists with the development of employees, as well as helps them to learn; and capabilities that influence an organisation's ability to drive results and success (Homer, 2019). This implies that the ETD practitioner should be responsive and committed to continual development to function successfully.

2.2.6.2 Competencies required by HRD practitioners in South Africa

The South African national scarce skills guide lists ETD Practitioners as a scarce skill (Coetzee, 2012; 2019; Department of Labour, 2005b). Accordingly, the identification and the development of relevant competencies are critical for HRD practitioners to contribute in a positive manner to organisational performance employee capability and the governments' plight to reduce unemployment (Coetzee, 2007a, 2012, 2019; Erasmus et al., 2010; Ruggunan, 2016). Rooted in human values, quality outcomes-based education principles and relevant theories, the aim of the National Qualifications Framework is to improve human and organisational performance for the benefit of the South African society (Bellis, 2000; Department of Labour, 2005b). Moreover, Coetzee (2007a, 2012, 2019) and Katz (2016) posit that education, training, and development in South Africa cannot occur in a vacuum. As such, the ETD profession should be guided by the unique macro environmental factors that influence the South African T&D profession. As previously mentioned (refer to Sections 1.1 and 2.2.5) the major challenge of the South African workforce is the undeveloped nature of South Africa's labour force.

Given the above, three important priorities have emerged from the education, training, and development (ETD) perspective, namely, the National Human Resource Development strategy, training and skills development legislation, and the outcomes of the Education, Training, and Development practices that culminated in the Education, Training, and Development unit standards (Tshilongamulenzhe et al., 2012; Wörnich et al., 2015). Within this context, the National Training Board developed the roles and job descriptions of the ETD practitioner. They identified the roles of the administrator, assessor, evaluator, group learning facilitator, individual learning facilitator, learning experience designer, learning materials developer, manager, needs analyst, and strategist (Coetzee, 2012; Katz, 2016). Meyer (2016b) and Van der Merwe and Sloman (2014) further inform that, depending on the level of responsibility of the ETD practitioner, as well as the size of the organisation, most ETD practitioners fulfil a

combination of these roles. Meyer (2016b) adds that these roles are interrelated and depend on one another for the performance of effective ETD practices.

Many scholars assert that a large percentage of the ETD practitioners' work occurs in social settings (Belzer et al., 2001; Coetzee, 2019; Githens, 2015; Govender, 2009; Mavunga & Cross, 2017). They explain that ETD practitioners, generally, work with educational bodies, the community and industry stakeholders to advance education, training, and development inventiveness successfully. These scholars, from an American perspective (Belzer et al., 2001; Githens, 2015), a Malaysian perspective (Salleh & Sulaiman, 2013), as well as a South African context (Govender, 2009; Mavunga & Cross 2017; Van Dyk et al., 1997) recommend that student/trainee ETD practitioners be exposed to real world contexts in which they function during their tuition.

Van Dyk et al. (1997) explain that it is within a work context that the trainee ETD practitioner interacts collaboratively with their superiors, employees and managers to develop training and development interventions, which will support the organisation's needs. According to these authors, trainees acquire knowledge, skills, and values of training management through interaction with their superiors and peers. Van Dyk et al. (1997) maintain that the trainee becomes familiar with the latest trends and developments in the T&D profession through this hands-on approach while learning.

Although the training and development profession is a craft discipline, it must be supported by an academic base (Coetzee, 2012, 2019; Pillay & Wijnbeek, 2006; Watkins & Marsick, 2016). The academic programme should be designed to provide students with the theory and practice of the ETD profession (Mavunga & Cross, 2017; Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014). According to Van der Merwe and Sloman (2014) and Mavunga and Cross (2017), students should be encouraged to exchange ideas and concerns with each other. Additionally, Pillay and Wijnbeek (2006) and Van der Merwe and Sloman (2014) recommend that prospects be created for students to integrate their learnt behaviours with the task of training and development interventions in organisations. These authors maintain that this will expose the students to the latest trends and developments in the profession (Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014).

Githens (2015), Watkins and Marsick (2016), Van Der Merwe and Sloman (2014) and Van Dyk et al. (1997) argue that newcomers to the training and development discipline should learn from experienced practitioners. These authors claim that this engagement between the newcomer and the experienced practitioner, facilitates the transfer of relevant and appropriate discipline-specific knowledge, skills, and values.

Five conclusions could be drawn from the above discussion for students who study education, training and development in South Africa. Firstly, South African scholars, Mavunga and Cross (2017), Pillay and Wijnbeek (2006), Van der Merwe and Sloman (2014) and Van Dyk et al. (1997) support ETD practitioners' learning in social settings. Secondly, students should be exposed to authentic work contexts (Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014). Thirdly, students should be encouraged to apply what they had learnt during tuition to real work contexts (Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014). Fourthly, students should learn about the profession from more experienced practitioners (Pillay & Wijnbeek, 2006; Van der Merwe & Sloman, 2014). Finally, students should share ideas and problems with each other to learn about the profession (Van der Merwe & Sloman, 2014).

Furthermore, three South African competency models were examined to shed light on the competencies required by ETD practitioners in this era. The first study reviewed was conducted by Erasmus, Loedolff, and Hammann (2010). Their study has merit because it is the first study in South Africa, which focused on identifying the competencies that South African ETD practitioners require, rather than the knowledge and skills requirements of ETD practitioners. The second examination was conducted on the model of Melinda Coetzee, a professor at a well-known university in South Africa, acknowledged for research in the field of education, training, and development in South Africa (Coetzee, Botha, Kiley, & Truman, 2019). Coetzee also publishes in many areas of industrial psychology (Tladinyane et al., 2013), industrial and organisational psychology (Schreuder & Coetzee, 2010), and human resource management (Coetzee, 2012). It is her insightfulness, in the broad spectrum of industrial psychology, industrial and organisational psychology and human resource management that makes her views valuable for this study.

The third model is the more recent work of the South African Board of People's Practice (Katz, 2016), which was presented at the 2012 HR Practitioners' Summit, held in the Gauteng Province (Glensor, 2012). The reason for the inclusion of this model is that the SABPP plays a similar role to the ASTD, and offers membership to people, who are operational in the areas of education, training, and development (Coetzee, 2007a; Wörnich et al., 2015). The SABPP is actively involved in research, certification, and, in 2002, was granted the status of being the Education and Training Quality Assurance body for human resources qualifications (Katz, 2016; Meyer, 2016d). In 2012, the SABPP's status changed to the Learning and Quality Assurance Body for learning qualifications in human resources, in South Africa (Katz, 2016). The SABPP, spearheaded by Maruis Meyer, the Chief Executive Officer at the time, presented the latest roles and competencies of human resources practitioners in South Africa in 2012. The competencies of each of the models are described below.

In the **first study**, Erasmus and his colleagues reported on research conducted with a sample of one-thousand-three-hundred-and-twenty business establishments, across various business sectors, in different parts of South Africa (Erasmus et al., 2010). These authors combined the competency clusters of McLagan (1989, refer Table 2.1) and the ASTD (Bernthal et al., 2004, refer, Figure 2.4) to compile a questionnaire to determine the roles and competencies needed by South African ETD practitioners. As a result, they decided on business competencies, interpersonal competencies, personal competencies, intellectual competencies, and technical competencies to construct a questionnaire, to which they requested South African ETD practitioners to respond. Each of the above-mentioned competency clusters consisted of a number of competencies, which the respondents were asked to rate on a five-point Likert scale.

Only forty-seven businesses, or business operations responded to the questionnaire. Sixty-eight percent were from private companies, nineteen percent from parastatals, six percent from government departments, and seven percent from an assortment of smaller business operations. An evaluation of the findings revealed that South African practitioners identified six sets of competencies, namely:

1. Business/management competencies;
2. Personal and interpersonal competencies;
3. Strategic HRD competencies;
4. Learning theories and principles;
5. Delivery of training; and

6. Occupational development.

The respondents highlighted occupational development as the most critical competency needed by ETD practitioners (Erasmus et al., 2010). This was followed by business competencies, learning theories, as well as the principles and delivery of training. Further analyses were conducted to determine whether the majority of their sub-competencies were critical, as well. This was achieved by constructing frequency tables for each competency cluster, to establish the number of respondents in each of the grid sections. The findings revealed that the respondents identified career planning, talent management, and budgeting, as critical competencies under the business management competency cluster. Similarly, they identified treating people fairly, as very important under the personal and interpersonal competency cluster. Finally, they identified electronic learning, as crucial under the delivery of training competency cluster.

The results of the study by Erasmus et al. (2010) revealed that ETD practitioners should not only understand the business in which they operate, but also possess knowledge of business and management pertaining to budgeting and financial management skills, to carry out their roles efficiently. The results suggested a wide range of technical competencies that the ETD practitioner needed to acquire (Erasmus et al., 2010).

However, the main competency clusters such as personal and interpersonal competencies, strategic HRD competencies, intellectual competencies, and occupational development competencies, were critical competencies for the ETD practitioner to acquire. Erasmus et al. (2010) further reported that knowledge and skills related to training and development needs analyses and administration of training, were more important in organisations with younger employees (between 20 and 39 years of age) than older employees (50 years and older). The findings of this study (Erasmus et al., 2010) support the views of McLagan (1989), Bernthal et al. (2004), and Meyer (2016b) who assert that the ETD practitioner was no longer merely a trainer, implying that they needed to be multi-skilled to contribute to organisations in a meaningful way.

The **second study** was conducted on the competency profile provided by Coetzee (2012). These competencies were based on various studies to establish the skills required by the ETD

practitioner. As a result, Coetzee (2012, 2019) maintains that all ETD practitioners should have the same competencies as any other practitioner in the HRD field, namely, intrapersonal skills, interpersonal skills, general T&D consulting skills, and T&D theory. Consequently, Coetzee (2012, 2019) describes the ETD practitioner's four competences as critical knowledge and skills requirements, namely, intrapersonal skills, interpersonal skills, general T&D consulting skills and T&D theory, which are expanded below.

Intrapersonal skills: According to Coetzee (2012, 2019), employers and clients often provide ETD practitioners with difficult and unclear information, expecting decisions to be made about their T&D requirements. As a result, Coetzee (2012, 2019) suggests that ETD practitioners cultivate the intrapersonal skills, reflected in Table 2.3 below, to support their understanding of the situation, which enables them to make effective recommendations. However, this sense-making process requires considerable conceptual and analytical skill (Coetzee, 2012, 2019).

In addition, Coetzee (2012, 2019) suggests that ETD practitioners understand their own values, feelings, as well as purposes and behave responsibly in supporting relationships with others, to understand a situation and make recommendations. Therefore, the practice of T&D requires constant modification and creativity, the development of active learning skills, the creation of a sensible balance between their rational and emotional sides and the ability to deal with stress in an emotionally intelligent way, to be successful with difficult and unclear information (Coetzee, 2019).

Interpersonal skills: It is argued that ETD practitioners develop the interpersonal skills listed in Table 2.3, to create and maintain relationships with clients, as well as other stakeholders, in order to execute their T&D mandate. However, Coetzee (2012, 2019) suggests that ETD practitioners combine the interpersonal skills with insight of an organisations culture together with a listening ear to clients' views and sentiments, to understand the phenomenon and produce apt recommendations. Coetzee (2012, 2019) emphasises that this should be the starting point for the diagnosis of any T&D problem; a diagnosis that has the intent of creating solutions.

General T&D consulting skills: According to Coetzee (2012, 2019), all ETD practitioners should possess diagnosis, assessment and T&D intervention planning skills, to enhance employees' job

satisfaction and work performance. Coetzee (2012) regards this as important because all T&D intervention commences with two critical matters, namely: (a) an understanding of the employers and clients' performance problems and skills development needs, and (b) an understanding of the sources of the problem(s) and the client's uniqueness to develop T&D interventions, which will provide employees with the competencies to improve their job satisfaction and work performance.

T&D theory: Coetzee (2012, 2019) posits that all ETD practitioners should understand T&D theories and their application to South African organisations. In addition, ETD practitioners should be creative in designing and applying outcomes-based workplace learning T&D techniques, to enhance their employability and performance, in an occupational work context (Coetzee, 2012, 2019). Specifically, ETD practitioners should understand their role in advancing skills development that is aligned to the National Skills Development Strategy and Occupational Learning system in South Africa. Coetzee (2012, 2019) maintains that the competent ETD practitioner will rise to the challenge of meeting industry expectations and lessen workforce challenges in a diverse South African workplace.

The **third competency model** was developed in 2012 by the South African Board for People's Practice (Katz, 2016), and comprised three broad areas, namely,

1. The four pillars of professionalism that form the square shape of the "house", as the foundation for professional HR practice;
2. Five core competencies required by HR practitioners to perform the exceptional HR work that establish the foundation; and
3. Five HR capabilities that are mandatory to ensure strategic HR impact, which constitute the roof.

The competency model is presented in Figure 2.6 below.

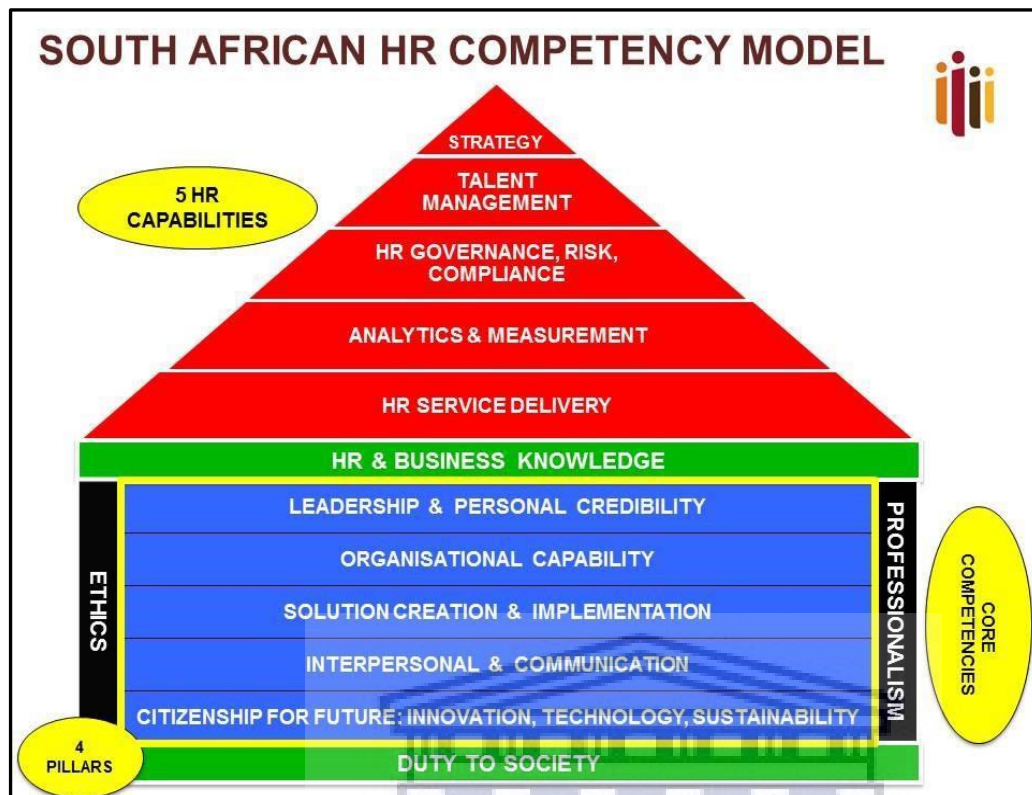


Figure 2.6: The SABPP’s South African HR Competency Model (Source: Katz, 2016)

The three broad areas are described below:

Four pillars of professionalism

The South African Board for Peoples Practice (2015) describe the four pillars of their model below:

Duty to society: HR practitioners have a duty to provide high-quality HR services that impact society in a positive manner.

Ethics: HR professionalism should contribute to ethics in organisations, and drive ethics in accordance with the SABPP HR guide on ethics.

Professionalism: HR practitioners should conduct themselves in a professional manner, as strategic partners.

HR and business knowledge: HR practitioners have a duty to attain thorough business acumen, to be regarded as professionals, as well as contribute as strategic partners in organisations.

Five core competencies required by HR practitioners

The five competency areas represent the bricks of the house (South African Board for Peoples Practice, 2015). They argue that these competencies must be inherent in all HR practitioners, for them to be effective in the workplace. These competency areas are elaborated on as follows:

Leadership and personal credibility: All HR practitioners should possess leadership skills, to drive the HR profession. In addition, they should have personal credibility in organisations, which follows the competence to execute HR duties, irrespective of the level.

Organisational capability: As observed in previous competency models, a comprehensive understanding of the organisational context, as well as needs of the business is required, to plan and produce HR practices.

Solution creation and implementation: HR practitioners create, plan, and implement HR solutions, including interventions and practices, according to the needs of the organisation;

Interpersonal and communication skills: This competence is critical, as all successful HR practices depend on reciprocal relationships, as well as highly developed interpersonal and communication skills.

Citizenship for the future: They maintain that, besides the HR strategic partner role, the new business environment requires HR practitioners, who could drive innovation, optimise technology, and contribute to sustainability. Therefore, HR practitioners become citizens for the future, by ensuring the sustainability of organisations, as well as the environment (South African Board for Peoples Practice, 2015).

Five HR capabilities that are mandatory

Katz (2016) maintains that when HR practitioners reach the roof of the house and apply the five capabilities of driving business excellence, they could proceed to perform high-level strategic HR duties. The South African Board of Peoples Practice (2015) describe the planning of the five HR capabilities as follows:

Strategy: It is commonly known that HR practitioners contribute to business strategy, by compiling HR strategies that are in sync with organisational strategy (Arneson et al., 2013; Grobler et al., 2005; Kum et al., 2014; Lin & Huang, 2015; Ross, 2014). However, the SABPP views it as more than alignment; they argue that it requires the HR practitioners' ability and influence to create people-driven business strategy, in partnership with other executives.

Talent management: the SABPP maintains that, once the above is in order, the HR practitioner should work alongside line managers to execute a talent strategy plan.

HR governance, risk and compliance: The SABPP asserts that governing the HR function to make effective decisions, managing risks and assuring compliance with employment legislation, practices, and standards, promotes HR practitioners from business partner to HR governor.

Analytics and measurement: The ability to generate a systematic and integrated approach to HR analytics and measures to illustrate HR influence in the business, demonstrates another fundamental contribution of HR practitioner to organisations.

HR service delivery: Finally, according to the SABPP, HR practitioners should be able to perform high quality service and deliver high standard products that would satisfy or exceed the needs of management, employees and other stakeholders.

Given the above competencies, it could be argued that the responsibility of HR practitioners to society forms the foundation of the competencies needed in the workplace. This is strengthened by ethics and professionalism, which constitute the walls of the house. In addition, the SABPP portrays HR business and knowledge as the ceiling of the house, which relies on well-developed HR and business knowledge, thereby increasing opportunities for the

HR professional to operate at the strategic level. A summary of the similarities and differences are presented in Table 2.2 below.

Table 2.2: Similarities and differences in competencies found in 3 South African studies

SIMILARITIES	DIFFERENCES
Business competencies Intrapersonal competencies Interpersonal competencies Intellectual competencies Technical competencies Strategic HRD competences Coetzee (2012) Erasmus et al. (2010) SABPP (2020) Katz (2016)	Consulting competencies (Coetzee, 2012) Leadership and personal credibility (SABPP, 2020; Katz, 2016; Coetzee, 2012)

Table 2.2 shows that there are more similarities than differences among the three studies. The business competencies, intrapersonal competencies, interpersonal competencies, intellectual competencies, technical competencies, and strategic HRD competences appear in all three studies. The organisational capabilities inherent with the SABPP model, were grouped under the business competency of Coetzee (2012) and Erasmus et al. (2010). The reason for this combination is that it relates to the production, as well as alignment of business plans and practices to organisational needs.

Two differences were found. The consulting competencies were only found in the Coetzee (2012) study, while the leadership ability and personal credibility were found in the SABPP (2020) and Coetzee (2012) studies, but not in the Erasmus et al. (2010) study.

The review of the three South African studies reflects the competencies that should be developed at institutions of higher learning in South Africa (Coetzee, 2012; Erasmus et al., 2010; Katz, 2016). The identified South African competencies resonate with most of the international competencies discussed earlier (McLagan, 1989; Bernthal et al., 2004; Arneson et al., 2013). It

provides a guide of competencies that institutions of higher learning could use to in-cooperate in the Industrial Psychology curricula, at both undergraduate and postgraduate levels. In fact, as far back as 2001, Moalusi (2001) and Schreuder (2001) suggested that higher education institutions create partnerships with public and private sectors to bring theory and practice together, to equip students in the profession of Industrial Psychology with the knowledge and skills to work in continuously changing organisations (Coetzee, 2019; Mavunga & Cross, 2017; Pietersen, 2005; Schreuder, 2001).

This suggestion was in line with earlier observations by Van Dyk et al. (1997), as well as Van der Merwe and Sloman (2014), indicating that the ETD practitioners' learning should occur in collaboration with more experienced ETD practitioners, while performing real training and development tasks. These authors claim that, during their interaction with experienced ETD practitioners, in the learning process, the students acquire relevant competencies of the training and development profession. These views correlate with the theoretical framework (Situated Learning), and the views of Carr and Kemmis (1986), McNiff and Whitehead (2002), as well as Salleh and Sulaiman (2013), who support the integration of theory and practice while students learn about the training and development profession.

In this study, I attempted to bridge the gap between theory and practice through the application of a Situated Learning and teaching intervention strategy. However, based on the competencies that emerged from the three South African models, I acknowledge that not all the identified competencies could be developed in a single semester Training Management Module. As such, I was guided by the module's main learning outcomes and arrived at an augmented competency model. These competency clusters are presented in Table 2.3 below.

Table 2.3: Augmented competency model

Business competencies	Intrapersonal competencies	Interpersonal competencies	Intellectual competencies
Business knowledge Project management skills (planning, organising, executing) Budgeting, marketing and administration	Self-development (observing, reflecting and mirroring) Emotional intelligence	Communication (speaking, reading and listening) Negotiation skills Teamwork skills	Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills

I designed the lectures, tutorials, activities and assessments to facilitate the development of the above competencies in the students. Since the objective of the study was to integrate theory and practice, I envisioned that presenting the module in this manner would cultivate the development of the above competencies in students studying Training Management at a third-year undergraduate level.

Table 2.4 below contains a break-down of the learning outcomes of the module and the corresponding competencies that the student should have developed by the end of the course.

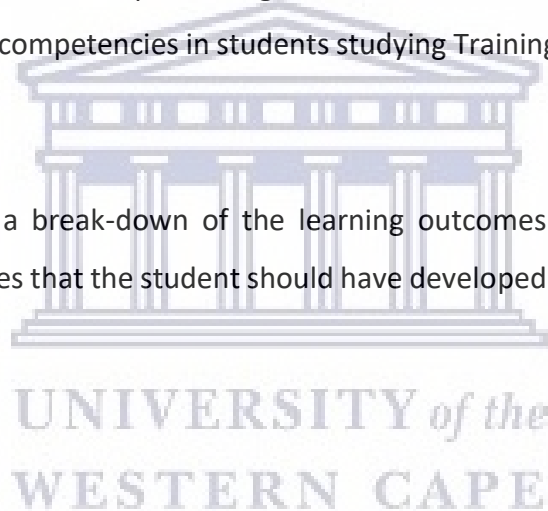


Table 2.4: IPS 337: Learning outcomes and knowledge and skills developed

Learning outcomes	Knowledge and skills developed
Identify international and local trends in HRD, with specific reference to EDT practices and legislation (The Skills Development Act, etc).	Business knowledge Communication skills (speaking, reading, listening) Conceptual knowledge and analytical reasoning
Comprehend the need for the establishment of a culture of life-long learning in the workplace, and the transition for a focus of training to a focus on performance improvement.	Business knowledge Self-development (observing, reflecting and mirroring) Emotional intelligence Communication (speaking, reading, listening) Negotiation skills Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills
Describe and provide practical guidelines for each of the phases of the training process – needs analysis, designing and planning, implementation and evaluation.	Business knowledge Self-development (observing, reflecting and mirroring) Emotional intelligence Communication (speaking, reading, listening) Negotiation Teamwork skills Conceptual knowledge and analytical reasoning Problem solving skills
Design a basic training programme, based on a need's analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration, etc.).	Business knowledge Project management skills (planning, organising, executing) Budgeting, marketing and administration Self-development (observing, reflecting and mirroring) Emotional intelligence Communication skills (speaking, reading, listening) Negotiation Teamwork skills Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills

As can be seen from Table 2.4, the four competencies' clusters identified in Table 2.3, were developed in students registered for the IPS 337 module, based on the learning outcomes. These were:

- **Business competency cluster** that includes business knowledge, project management skills (including planning, organising, executing), budgeting, marketing and administration;
- **Intrapersonal competency cluster** that includes self-development (including observing, reflecting, mirroring) and emotional intelligence
- **Interpersonal competency cluster** that includes communication (speaking, reading, listening), negotiation skills and teamwork skills; and

Intellectual competency cluster that includes learning theories and principles, as well as the critical thinking skills of conceptual knowledge and analytical reasoning, and problem solving skills.

2.3 CONCLUDING SUMMARY

Literature on the Industrial Psychology Discipline globally and nationally was reviewed in this chapter. I examined how the Industrial Psychology Discipline had evolved to include Industrial and Organisational Psychology and elaborated on the Human Resource Management profession as a sub-field of Industrial and Organisational Psychology, and Human Resource Development, which in turn is a sub-branch of Human Resource Management. Subsequently, different international competency models were discussed, followed by a discussion of three South African-based studies on the competencies required in the world of work. Finally, the competencies that should be developed in third year Training Management students, based on the learning outcomes of the module, were presented.

In the following chapter, a brief description of the South African Higher Education context is provided as well as a contextualisation of Industrial Psychology and Human Resource Management at the four universities in the Western Cape Province. The chapter is concluded with a detailed discussion of the theoretical framework used in this study.



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CHAPTER THREE

CONTEXTUALISING INDUSTRIAL PSYCHOLOGY AND TRAINING MANAGEMENT AT THE RESEARCH SITE AND THE THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In the previous chapter, I contextualised the field of Industrial Psychology and the competencies required by Human Resource Development practitioners globally and ETD practitioners nationally. I commence this chapter with an overview of the South African higher education context, followed by a discussion of Industrial Psychology as discipline at South African higher education institutions. Thereafter, a comparison of training management at the four universities in the Western Cape Province is provided and a description of the instructional design and execution of the assessments in the training Management Module in 2015 and 2106 is presented. This is followed by a detailed discussion of Situated Learning Theory as the theoretical framework of this study. The discussion includes an overview of learning theories, how Situated Learning evolved and how its characteristics are applied in this study. The chapter is concluded with a summary of what was discussed.

3.2 THE SOUTH AFRICAN HIGHER EDUCATION CONTEXT

Apartheid's legislation dictated the higher education context, similar to the primary and secondary education contexts in South Africa before 1994 (Equal Education, 2017; Mlachila & Moeletsi, 2019; Spaul & Kotze, 2015). As a result, there was a considerable disparity in the quality of education offered to the White and Black population of South Africa. The challenge for the democratic government in the post-apartheid era was to build a new South Africa on "the principles of universal human rights that would promote justice, equity and non-discrimination in all aspects, including race, colour, language, gender, disability and age" (Ischinger, 2008, p. 125). Accordingly, the need to redesign the education landscape processes was critical to address the inequalities that existed (Council on Higher Education, 2013; Rantsi, 2016).

However, the consequences of apartheid are too severe and will not easily be overcome. For example, because Black South Africans were marginalised and discriminated against, many Black children grew up in poverty. They had no choice but to attend primary and high schools that are poorly resourced, lacking proper infrastructure and funding, and staffed with under-qualified teachers (Spaull & Kotze, 2015). Thus, learners who graduate from these schooling conditions are ill-prepared for higher education studies. Moreover, the Diagnostic Report of the Department of Basic Education (2016) identified the following areas of concern in the national senior certificate examination: Grade 12 learners' inability to cope with logical, evaluative and problem-solving type questions; their poor language skills, and learners' lack of objective reasoning and analytical thought. These skills are expected to have been developed in prospective university students when they are admitted to a diploma or degree programme (Council on Higher Education, 2013, 2016).

Moreover, those learners who are fortunate enough to pass with a bachelor's pass and aspire to continue with postschool studies struggle to adjust to higher education demands and become part of the country's high failure and dropout rate (Council on Higher Education, 2013, 2016; Statistics South Africa, 2019). The few students who persevere and complete their degrees struggle to find employment because they do not have workplace competencies. In this regard, Statistics South Africa (2020) reported that the unemployment rate among young people aged 15–34 years was 59,0% in the 1st quarter of 2020. According to Statistics South Africa (2020), "Among graduates in this age group, the unemployment rate was 33,1% during this period".

Despite the South African government's strategies to rectify the situation, the youth unemployment rate did not decrease (Oluwajodu, Blaauw, Greyling & Kleinhans, 2015; Statistics South Africa, 2019, 2020). As such, Mavunga and Cross (2017) suggest that universities should partner with the government and find ways to remedy this problematic situation. They can do this by developing students' competencies through the tuition stages (Mavunga & Cross (2017). Doing so will ensure that students exiting the higher education system will have theoretical knowledge and have acquired competencies that will make them more employable. It will also assist in decreasing the high graduate unemployment rate in the country. This study attempted to integrate theory and practice in the Training Management exit level module to cultivate workplace competencies that will enhance students'

employability. An overview of Industrial Psychology at South African universities is presented in the next section.

3.3 INDUSTRIAL PSYCHOLOGY AT SOUTH AFRICAN UNIVERSITIES

As explained in Section 2.2.2, the discipline of Industrial Psychology includes Industrial and Organisational Psychology at South African universities. Consequently, an overview of Industrial Psychology at universities in South Africa is presented first. Thereafter, a comparison is provided of the four universities' course content in the Western Cape where the research site is located.

3.3.1 Industrial Psychology at South African universities

Industrial Psychology as discipline was taught in the Department of Psychology at South African universities (Crafford et al., 2006; Schreuder, 2001). A significant change occurred during the 1960s when the subject of Industrial Psychology was transferred to the Faculty of Economic and Management Sciences at an Afrikaans-medium university (Ruggunan, 2016; Schreuder, 2001; Van Ommen, 2008). This change occurred because it was argued that there is a relationship between Industrial Psychology and economic sciences and should, therefore, be hosted in a faculty where its application could be maximised (Schreuder, 2001; Van Vuuren, 2010).

In 1969, Professor Raubenheimer was appointed as the Head of the Department of Industrial Psychology at UNISA, the first Industrial Psychology Department in a Faculty of Economic and Management Sciences (Crafford et al., 2006; Schreuder, 2001). This department served as a vanguard for the traditionally black universities (Van Ommen, 2008; Schreuder, 2001). At that time, the traditionally black universities offered Personnel Psychology, Organisational Psychology, Psychometrics, Research Methodology, Career Psychology, Consumer Psychology, and Ergonomics (Schreuder, 2001; Van Vuuren, 2010).

All the above modules are still included in the undergraduate programme at the research site, as illustrated in Table 3.1 below. The differences are in the name changes from Organisational Psychology to Organisational Behaviour and Personnel Psychology, and then to Human Resources Management (University of the Western Cape, Faculty of Economic and Management Sciences, 2015a). These name changes occurred in the 1970s and 1980s because

of significant development, when it was argued that most students studying industrial psychology take up positions and roles in Human Resource Management (Barnard & Fourie, 2007; Pienaar & Roodt, 2001; Schreuder, 2001; Van Zyl et al., 2016).

It should be noted that higher education in South Africa has undergone a transformation process and some universities and technikons were merged in 2005 (Martin & Roodt, 1999; McGrath & Akoojee, 2007; Truman & Coetzee, 2007). The mergers resulted in universities and technikons being clustered into three categories, namely: Universities of Technologies (the former technikons that were more practically oriented); Traditional Universities (universities that were more theoretical oriented); and Comprehensive Universities (mergers that resulted in a combination of practical and theory-driven universities) (Truman & Coetzee 2007; Department of Higher Education and Training, 2013a).

The first and third categories of universities suggested a better alignment between theory and practice in the different modules at these universities than is the case at more theory-driven ones (Watkins, 2001). However, as discussed in Chapters 1 and 2, several researchers identified the theory and practice deficiency in the teaching of training management generally at all universities in South Africa (Augustyn & Cillié, 2008; Barnard & Fourie, 2007; Erasmus et al., 2010; Pillay & Wijnbeek, 2006; Van Vuuren, 2010). They argued that universities were not developing graduates with workplace skills (Augustyn & Cillié, 2008; Barnard & Fourie, 2007; Erasmus et al., 2010; Pillay & Wijnbeek, 2006; Van Vuuren, 2010).

Augustyn and Cillié (2008) and Schreuder (2001) identified three important factors that higher education institutions should consider to resolve the skills deficiency. The first factor relates to identifying skills that are critical for industrial psychologists to survive in organisations. The second involved the cultivation of structures and a learning environment in which appropriate skills could be acquired. The third and last factor highlighted a revision of the current curricula offered at higher learning institutions to include the practical application of the theoretical knowledge taught (Augustyn & Cillié, 2008; Schreuder, 2001).

These factors provide a rationale for this study's importance because the ultimate objective of this study was to develop a Situated Learning and Teaching Intervention Strategy that lecturers

could use at tertiary institutions to bridge the gap between theory and practice in their teaching.

A comparison of the course content of the undergraduate training management modules at the four universities in the Western Cape Province where the research site is located is presented next.

3.3.2 Course content of the under-graduate training management modules at the four universities in the Western Cape Province

A comparison among the four universities in the Western Cape Province was deemed important to establish whether the content in the undergraduate training management module at the University (the research site) was on par with the content of the other three universities in the Western Cape Province. Each of the four universities offer undergraduate and postgraduate Training Management modules. The institution, content of the undergraduate modules, and the assessments are reflected in Table 3.1 below. The information was obtained electronically from the universities' websites.

Table 3.1: Course content of the undergraduate training management modules at the four universities in the Western Cape Province

University A
<p>Content</p> <ul style="list-style-type: none"> • Identify the role of the ETD Practitioner in human resources forecasting • Reflect an understanding of the challenges facing the ETD Practitioner • Select an area of training and development or occupational practice for investigation • Write aims for a learning event in order to fulfil the needs from the situational analysis • Display insights into the assessment process • Display an understanding of the different instructional methodologies • Assist individuals to plan their own careers in order to reach their full potential. • Outline T&D in the South African context • Develop a workplace skills plan • Managing T&D in the workplace, • The psychology of learning • An outcomes-based learning programme • Present an outcomes based learning programme • Managing a learning programme • Personal development plan • Interpersonal training workshop • HIV/AIDS workshop (WIL). • Change management • Coaching and mentoring

- Project management
- Contemporary HRD topics

Assessment: Assignments, class tests, practical assessments, presentation, final formative assessment

University B

Content

- Introduction to training, education and development
- An overview of the macro-factors that affect training and development in South Africa
- The national training strategy of South Africa
- Aspects of managing training in an enterprise: the place and role of the training function in the organisation, training models
- The administration of training: training records and information systems, training costs and budgets
- The theoretical aspects of learning: basic learning principles, adult learning, training needs
- Programme design: formulating training objectives, factors that affect course development, competency based training
- The evaluation of training

Assessments

The assessments for this university were not available on the website. However, I was the external moderator for the module for the last three years and can confirm to assignments, class tests, practical assessments, presentation and a final examination

University C

Content

- Introduction to dominant learning theories
- Principles that inform training in the modern work organisation
- How Human Resource Practitioners design and develop programmes and interventions
- The context of South Africa

Assessment: Tutorial assignments, tests and final examination

Research site

Content

- International and local trends in human resource development
- The transformational purpose and principles underpinning the skills development legislation
- The learning organisation and performance management
- Conducting training needs analysis
- Practical guidelines for the designing of various interventions
- Managing the HRD function (e.g. marketing, budgeting etc.)
- Guidelines for developing learning programmes
- Conducting evaluation of a learning intervention in the workplace using appropriate techniques, based upon an outcomes-based assessment system

Assessments:

Written assessment (tutorial assessment, training manual, class tests final formative examination) practical assessments

Practical assessment (delivering a completed training manual and presenting it in a tutorial session), and a final examination

The information and the assessment of the four universities, as reflected above, are comparatively on par, with no major differences. The content at University A appears to exceed the other three. This could be ascribed to the fact that the content and the different sub-sections, are described in more detail, in comparison with Universities B and the research site, where the main content categories are presented, while University C provides a brief outline of the content of its training management module. It should be noted that three of the four universities are traditional universities that offer the training management module as part of the I-O Psychology programme, while one is a university of technology that offers the training management module as part of their Human Resource Management programme. An overview of the undergraduate modules' focus areas, which are offered in Industrial Psychology at the research site, is presented next.

3.4 FOCUS AREAS OF THE UNDERGRADUATE MODULES IN INDUSTRIAL PSYCHOLOGY AT THE RESEARCH SITE

There are eleven focus areas in the undergraduate courses of Industrial Psychology (Faculty of Economic and Management Sciences, 2015a). Some of the modules are chosen for study not only by the students' registered in the business faculty, but also by students registered in other faculties. These focus areas are illustrated in Table 3.2 below.



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Table 3.2: List of focus areas of the undergraduate modules offered in Industrial Psychology at the research site

Undergraduate courses	Semester 1	Semester 2	1 st year modules	2 nd year modules	3 rd year modules
Introduction to psychology in the workplace	√ (non-commerce students)	√ (commerce students)	√		
Career psychology		√		√	
Psychometrics		√		√	
Human Resource Management	√			√	
Labour relations	√			√	
Organisational Behaviour		√			√
Research Methodology	√				√
Ergonomics		√			√
Consumer Behaviour	√				√
Negotiation and Conflict	√				√
Training Management		√			√

As stated in Section 1.1, this study focuses on the third-year Training Management Module (IPS 337), which is the last one provided in the table above. It is a compulsory module for students majoring in Industrial Psychology who aspire to pursue postgraduate studies in Industrial Psychology (Faculty of Economic and Management Sciences, 2015b). The module's contact time consists of formal scheduled lectures, a compulsory tutorial, and four hours of consultation a week (Faculty of Economic and Management Sciences, 2015a). I am of the opinion that the name of the module 'Training Management' should change to 'Learning and Development'. My view is consistent with international opinion and the South African industry's perspectives on the employment of *Learning and Development Practitioners* as an appropriate term (Botha & Coetzee, 2019; Meyer, 2016e). The South African government still uses education, training, and development to describe HRD practitioners' work. However, some South African higher education institutions, including the research site, are in the process of

making the shift in the module name or have already made the shift to align itself with global and industry perspectives.

According to Botha and Coetzee (2019), the term 'learning and development' better reflects the significance of continuous, lifelong learning for development purposes, and self-directedness and independence associated with adult learning theories. The term better captures the transition to online and social learning, triggered by advances in smart mobile and internet technology (Botha & Coetzee, 2019) and the move to online learning since the start of the Covid-19 pandemic in 2020 in South Africa. Also, the term resonates with the Situated Learning Theory that describes knowing and doing as interdependent (Brown et al., 1989; Van Gorp, Depaepe, & Simon, 2004). Additionally, it upholds the argument that cognitive apprenticeship should focus on both the social and physical context (Brown et al., 1989).

The content and assessments in the Training Management (IPS 337) module were listed in Table 3.1. It indicates that the module's content covers international and local trends in Human Resource Development [HRD], the transformational purpose and principles underpinning the skills development legislation, and the learning organisation and performance management. In addition, it covers conducting training needs analysis, practical guidelines for the designing of various interventions, managing the HRD function (for example, marketing, budgeting, among others), and guidelines for developing learning programmes. Lastly, it also includes evaluating a learning intervention in the workplace, using appropriate techniques based on an outcomes-based assessment system. Thus, the content shows a heavy reliance on practical application to connect the theory with the practice. This is precisely the problem, as, before 2015, the types of assessments in the module were more theoretically-based than practical. This did not allow students to practise what they had learnt in a practical, natural industry context to develop the competencies required to complete the practical assignment, and be prepared for the industry. This is one of the main reasons I, as the lecturer teaching the module, started to reflect on this challenge and decided to conduct an empirical study.

3.5 STRUCTURE AND EXECUTION OF ASSESSMENTS IN THE TRAINING MANAGEMENT MODULE IN 2015 AND 2016

A detailed description of how the module coursework assessments were structured and executed at the research site in 2015 and 2016 was deemed important as it will assist with the discussion of the findings in Chapters Six and Seven. Lombardi (2007), Young (1993) and Zakrajsek and Schuster (2018) suggest that lecturers who adopt authentic learning strategies should adjust their assessment strategies accordingly. As such, the module outcomes, content, instruction design, student learning activities, the experienced ETD practitioners, the lecturer's role in the delivery of the module, the students' role and technological application were aligned with the assessments to strengthen the students' chances of developing the competencies discussed in Section 2.2.6.2 (Lombardi, 2007, Orlando, 2019; Young, 1993; Terrenghi et al., 2019). This approach also helped me to decolonise the curriculum as the ETD practitioners were based in South African organisations and shared their working experiences with the students (Motshabi, 2018). For example, South African-based content, pertaining to outcomes-based education, learning theories and principles, guidelines for training programmes, performance management, training needs analyses, and managing the HRD function (namely, marketing, budgeting, among others) were facilitated first with practical examples and discussions in the lectures, the class members with each other, and with the ETD practitioners before the students were expected to design a training intervention (refer to Section 2.3).

As a result of the mixed responses received from the students' answers to question 6 in Cycle 1 (2015), the scaffolding and coaching characteristics of Situated Learning were enhanced in Cycle 2 (2016). Additional facilitated-style lecture sessions were implemented. During these lectures, the ETD practitioners and I shared personal industry experiences and examples concerning the textbook's content. Hence, the ETD practitioners, the students and I engaged in lively discussions. In this way, I chose a balanced approach of moving the students' learning along a continuum. This occurred from the teacher's transfer of knowledge, in the direction of the independent learner-participation position (with tutors, experienced ETD practitioners, and peers), to a place where I relegated to the background. From this position, I could observe how the students applied the acquired knowledge to resolve practical industry authentic assessments assigned to them. (Brown et al., 1989; Lave & Wenger 1991; Vakalisa, 2015).

The term test was arranged before the due date of the practical assignment to help students become familiar with the content, which connects with the practical assignment (Hung & Der-Thanq, 2001; Jarvis, 2012). It provided students with an opportunity to build on the theory they had learnt for the test, to determine the knowledge and skills needed for the practical assessment of a training manual (Knowles, 1972). This is in line with Vygotsky's zone of proximal development because the timing of the term test supported the development of new knowledge, which was later translated into the practical application (Vygotsky, 1978, 1979). Therefore, rather than embracing a force-feed way of learning training and development, I adopted indigenous culture in the classroom for students to make sense of the application of knowledge through the participation of the industry practitioners, the tutors, the students and myself (Brown et al., 1989; Bruce, Klopper, & Mellish, 2015; Jarvis, 2012).

I realised that challenging a traditional teaching approach with a non-linear learning approach of connecting the theory and practice to develop students capable of succeeding in the workplace would be complicated (Clancey, 1995; Ertmer & Newby, 2013; Hondzel & Hanse, 2015). In line with Dewey's view of holistic education (Burke, 1994), I sought additional ways of implementing the social context into the learning environment (Hondzel & Hansen, 2015). Subsequently, I also included technology to enhance the students' learning (Chikasha, Ntuli, Sundarjee & Chikasha, 2014; Hondzel & Hansen, 2015). Brown et al. (1989) state that technology in the learning process creates Situated Learning environments that reflect the real world. Therefore, it was envisioned that technology would provide students with a visualisation of the real-work context and heighten their conceptual knowledge and problem solving skills (Hung & Der-Thanq, 2001; Özüdoğru & Özüdoğru, 2017; Young, 1993). The employment of technology also introduced students to updated and relevant information about the T&D profession (Clancey, 1995; Herrington & Oliver, 1995, 2000).

Moreover, the students were provided with the content, the main outcomes, and the module assessments at the start of the semester. This communication was critical for four reasons. Firstly, following Vakalisa (2015), upfront and straight communication of activities and outcomes demonstrated good classroom management, which minimised future potential problems in the classroom. Secondly, it upheld Nieuwoudt and Reyneke (2015) perspective that high-quality assessments are reliable when clear classroom practice is created and communicated by the lecturer. Thirdly, open communication prepared students on their field

trips to the workplaces as they would become mindful of what they should observe and how the knowledge observed would assist them in their assessments (Van Rooyen & Van Der Merwe, 2015). Finally, it maintained the National Assessment Guidelines that coursework assessments were not disconnected from classroom learning or secretive and only occurred at the end of the term or year (Jacobs, 2015).

The coursework assessments consisted of one main assignment and one test in both years (refer to Table 3.1). The main assignment was a training manual, which the students had to develop over the semester. In 2015, the training manual's development consisted of two tutorial assessments, two interactive classroom scheduled sessions between the students and the two practitioners, and four arranged informal sessions outside of classroom scheduled times. The students also emailed and met with the two practitioners in their workplaces as the need arose. Also, the students met with the tutors and me for consultations before completing the assigned assessments.

In conclusion, based on the students' feedback in the evaluations at the end of the course in 2015, four improvements were implemented in 2016. For the first improvement, the sessions with the practitioners were increased from two to four scheduled classroom sessions. The consultations outside of the classroom with the practitioners were increased from four to six sessions, which was improvement number two. Apart from visiting the practitioners in their workplaces, the students could email the practitioners at any time when they needed clarification, guidance, and support. Improvement number three was the inclusion of more technology than in 2015. This enhanced the overall understanding of the theory taught. Lastly, overall, the scaffolding and coaching characteristics of Situated Learning were heightened by technology employment, increased consultation hours with the tutors, experienced ETD practitioners and me, and an improved and interactive learning culture. **Appendix 20** provides a comprehensive description of the design of the learning and teaching of the module content in 2015 and 2016. It illustrates the alignment with the main content, main outcomes, and the different assessments that assisted the students to develop the competencies clusters reflected in Tables 2.3 and 2.4.

I envisioned that by presenting the module in this manner (**Appendix 20**), it would cultivate the development of the competencies in students studying Training Management at a third-year,

undergraduate level. It is argued that these competencies would assist in preparing the students for employment, as well as meeting some of the requirements of employers in the South African workplace. The theoretical framework is discussed in the next section.

3.6 SITUATED LEARNING THEORY AS THEORETICAL FRAMEWORK

The concept 'learning' and different learning theories are discussed first. Thereafter, a detailed discussion is provided regarding how Situated Learning originated and developed as a theory, why it was chosen as the theoretical framework and how it is used in this study.

3.6.1 What is learning?

There are different ways in which human beings learn and acquire new knowledge. Hence, there are different definitions and understandings of learning (Ertmer & Newby, 2013; Shaw, Turvey, & Mace, 1982; Taylor & Hamdy, 2013). Barron et al. (2015) and Bower and Hilgard (1981) maintain that, while there appears to be no significant inconsistency about the various definitions of learning, there is a debate about the foundations and interpretation underpinning the theories of learning. It is clear from the literature that some theorists view learning as a process by which behaviour is altered, formed, or structured (Bruner, 1960; Bower & Hilgard, 1981; Skinner, 1968). Others interpret learning as a process of growth and development to achieve personal fulfilment (Gagne, 1972; Maslow, 1954). These learning definitions prompted the development of the behavioural, cognitive, and constructivist learning theories (Shaw et al., 1982; Taylor & Hamdy, 2013).

The behavioural learning theories perceive learning as a process that results in observable behavioural change because of a stimulus that creates a response (Skinner 1968). The cognitive theories evolved during the late 1950s, promoted by psychologists Ausubel, Brunner, Gagne and Piaget. They de-emphasised observable behaviour and accentuated cognitive processes, such as acquiring knowledge, developing skill, forming mental structures, and processing beliefs and information (Schunk, 2008). However, both the behavioural and the cognitive learning theories were contested. Bednar, Cunningham, Duffy and Perry (1992), and Murphy and Knight (2016) argue that the behavioural and cognitive learning theories failed to consider the factors that influence learning and the learners' active involvement in the learning process. Similarly, Ertmer and Newby (2013) and Jonassen (1991b) claim that both the behavioural and

cognitive theories view the world as outside of the learner and do not include the factors that influence learning.

Bednar et al. (1992, p. 10) contend that knowledge "is a function of how the individual creates meaning from his or her own experiences". This learning interpretation prompted the development of the constructivist learning theory that connects learning with the creation of meaning from experience (Bednar et al., 1992; Vygotsky, 1979). As a result, Bednar et al. (1992), Jonassen (1991a) and Quay (2003) advocate that constructive learning theories do not ignore the real world. Instead, it perceives the mind as an instrument that filters information from the world to produce its unique understanding of matters (Bednar et al., 1992; Jonassen, 1991a; Windschitl, 2002).

Following social constructivism, Vygotsky (1978, 1979, 1981) explains that learning is developing new knowledge by building on known fundamentals. This author advocates that the instructional environment should comprise meaningful and relevant activities, which are introduced to students by more experienced others, to promote learning and skills development (Vygotsky, 1978). Similarly, Knowles (1972) and Lave and Wenger (1991) state that adults' previous experiences are rich reservoirs of learning. In this regard, Knowles (1972) and Taylor and Hamdy (2013) explain that adults, being self-directed and motivated, want to learn while doing activities and applying their new knowledge to various contexts. For this reason, Dewey (1916) advocates that education aims to develop human beings into reflective, creative, responsible thinkers and socially competent people.

Furthermore, while learning theories have been conceptualised as catalysts for change (Bower & Hilgard, 1981) or growth (Gagne, 1972), as a result of stimuli from the environment (Skinner, 1968), in this study, learning is conceptualised as a reflexive process that augments the development of new knowledge by building on what is known. It is argued that learning occurs when students engage with authentic contexts and activities under supervision to translate theory into practice, thereby acquiring the relevant competencies needed in the workplace. This argument is based on Dewey's (1916, 2011) notion that people learn best when actively involved in the learning process and provided with opportunities to apply what they learn.

Applying the above matrix of learning requires at least four modifications for the lecturer and the students. One, as a lecturer, I should embrace the scholarship of teaching as a dual purpose, namely, (i) a learner of teaching and (ii) an educator of students. Two, it requires that students change their responsibility from passive recipients of knowledge to actively searching for, challenging, and constructing knowledge. Three, it requires that students are open to transform their perception, views, and beliefs in the process of learning. Finally, it requires that, as a consequence of both the students' and lecturer's transformed views of learning, the students and the lecturer constantly engage in the process of reflection to bring about improvements in classroom delivery and assessments. This scholarship of learning characterises a learning and teaching environment (Bellis, 2007; Kreber & Cranton, 2000).

Accordingly, Jarvis (2012) and Sternberg and Zhang (2001) suggest that the instructional design be coordinated with meaningful and relevant education, training, and development activities. For this study, it implies that students should be provided with opportunities to interact with the South African organisational contexts and authentic organisational activities through the engagement with various stakeholders (in this instance, the lecturer, experienced ETD practitioners, tutors, and their peers). Additionally, according to Windschitl (2002) and Kreber and Cranton (2000), the relationships between the environment, students, and stakeholders should be reflected upon to produce learning that closes the divide between theory and practice.

3.6.2 Origin of the Situated Learning Theory

Based on the above perception of learning, Lave and Wenger's (1991) Situated Learning Theory is used as the theoretical underpinning of this study (refer to Section 1.5). The literature shows that situated learning is not a new idea. It has many origins, including Marx, Durkheim and Mannheim theory of Sociology of knowledge, Dewey and Bartlett's Functionalist (anti-associationism), Vygotsky, Leontiev, Luria; Cole, and Wertsch's Activity Theory, Bateson, von Foerster Cybernetics and systems theory, Garfinkel's Ethnomethodology Theory, Gibson, Jenkins, Bransford, Neisser, Barker's Ecological psychology theory and Gardner's history of cognitive science (Clancey, 1995). This shows that situated learning is not based on a singular theory but is premised on inclusion, educational psychology, social constructivism, and peer learning theories.

As noted in Section 1.5, Lave and Wenger (1991) discovered Situated Learning Theory while examining five ethnographic studies to conceptualise the concept of apprenticeship. In their book, *Situated learning: legitimate peripheral participation*, Lave and Wenger (1991) discuss the five studies that they have reviewed. These were: the apprenticeship of Yucatec Mayan midwives in Mexico; the apprenticeship of Vai and Gola tailors in Liberia; the apprenticeship of quartermasters in the United States Navy; the apprenticeship of butchers at supermarkets in the United States; and the interpretations of non-drinking alcoholics in Alcoholic Anonymous (Lave & Wenger, 1991). A summary of the findings in the five studies are provided below.

In the first study, with the Yucatec midwives, apprenticeship was about transferring midwifery knowledge and experiences to the next generation (mothers to daughters). In the second study, the Vai and Gola tailors' apprentices were non-relatives who would live with the master during the training period to learn simple tailoring techniques. The master tailor worked independently and was assisted only by their apprentices when necessary. In the third study, apprentice quartermasters leave home for about two or three years to join the navy. They are assigned to instructors, officers, and registered persons, to learn the quartermaster profession through technology. In the fourth study, apprentices entering the butcher profession join a union and are placed in trade schools, where they are given on-the-job training in supermarkets. The skills of meat cutting are passed from more experienced butchers and journeymen to their apprentices. In the last study, non-drinking alcoholic members of Alcoholic Anonymous (AA) attend regular meetings and slowly transform their alcohol drinking behaviour through their AA membership, which becomes an integral part of their life (Lave & Wenger, 1991).

Although the last study does not represent a form of apprenticeship, the learnings were observed to be comparable to the first four studies as they shared common features (Lave & Wenger, 1991). The five studies reflect the wide-ranging comprehension of apprenticeships and demonstrate three contrasting perspectives of apprenticeship learning. The first is that learning occurs in informal settings instead of formal school settings or higher education institution settings. Second, the master becomes the apprentice's role model, who observes the master and subsequently models the master's behaviour to construct his/her meaning and understanding of what is being learnt. This resonates with Vygotsky's zone of proximal

development (Vygotsky, 1978, 1979). Lastly, it reveals that learning occurs in a community of practice, which is part of the cognitive apprentice model (Lave & Wenger, 1991).

As described in Section 1.5, the apprenticeship concept is also developed and explained by Brown et al. (1989). They explain the fundamental situatedness of learning through four different, but related, factors, namely: (i) situated knowledge and learning; (ii) learning and tools; (iii) learning and enculturation; and (iv) authentic activity (Brown et al, 1989). They relate their explanation of situated knowledge and learning to language acquisition. Similar to language, knowledge comprises different layers, which are interdependent on the activities and the situations in which they occur (Brown et al., 1989). An inference can be made that knowledge construction is activity and context-specific in a Situated Learning setting.

Brown et al. (1989) further explain that the concepts of learning and tools are both situated and progressively developed through activities. They compare conceptual knowledge to a set of tools because they believe that tools encompass two critical characteristics with knowledge (Brown et al., 1989). They maintain that it is possible that an individual could acquire knowledge but would not know how to use and apply it in a real-life context. They argue that it is better to acquire knowledge and know-how to apply it in real specific contexts. Additionally, they perceive tools to be culture-specific, because it reflects the shared understanding, insights, and experience of the culture in which it is used. They argue that activity, concept, and culture are mutually dependent; therefore, teaching at universities should mirror students' authentic activities and contexts (Brown et al., 1989).

Brown et al. (1989) also view learning as a process of enculturation. These authors believe that students learn jargons, norms, and how to behave by observing members of a particular community. In the process, they acquire tacit knowledge that they would not have developed in a formal learning context. Enculturation is related to authentic activities that occur within a specific cultural context. Additionally, they define authentic activities "as the ordinary practices of the culture" (Brown et al., 1989, p. 34). Based on this definition, they explain that the "...meaning and purpose..." of authentic activities "...are socially constructed through negotiations among present and past members" (Brown et al., 1989, p. 34). Subsequently, "Activities thus cohere in a way that, in theory, if not always in practice, is accessible to members, who move within the social framework" (Brown et al., 1989, p. 34). Brown et al.

(1989) further explain how classroom-based activities are executed within a specific school culture, which does not reflect the workplace culture or life in general. Therefore, an inference can be made that this omission hinders the students' exposure to other contexts, such as the working world and life in general.

Finally, Brown et al. (1989) explain the similarity between cognitive apprenticeship and craft apprenticeship. In cognitive apprenticeships, learners acquire, develop, and apply cognitive tools to authentic domain activities. In craft apprenticeship, apprentices acquire and develop the tools and the skills of their craft through authentic activity. In both instances, apprentices enter a practice culture in a specific community. For these authors, the concept of apprenticeship symbolises the centrality of activity in learning and illustrates the inherently context-dependent, situated, and enculturation nature of learning. It also includes situated modelling, coaching, and fading, as part of the learner process (Brown et al., 1989).

The above discussion of Brown et al. (1989) focused on situated cognition that is entrenched in Situated Learning Theory, which is concerned with the way learning occurs because of interaction with the cultural and social environment (Henning, 2000; Lave & Wenger, 1991; Young, 1993). The social interaction, cultural history, and particular artefacts and physical dimensions of the learning environment generate these learning interactions (Brown et al., 1989; Henning, 2000; Lave & Wenger, 1991). This does not mean that teaching is relevant or occurs as a result of doing activities; instead, it is a theory that focuses on the totality of learning as it appears in socially and culturally constructed contexts (Brown, et al., 1989; Clancey, 1995; Lave & Wenger, 1991).

Subsequently, Situated Learning Theory advocates that learning does not result from gaining abstract knowledge, which is transported and reapplied in later contexts. Instead, the learner acquires the skill to perform activities by engaging in the process under the conditions of legitimate peripheral participation, which is a fundamental aspect of Situated Learning (Lave & Wenger, 1991; Clancey, 1995; Young, 1993). Lave and Wenger (1991) explain that peripheral participation is embedded within a community of practice. Wenger (1998) describes a community of practice as a process of collective learning over a period, in a shared initiative through social interaction. Therefore, it is in a community of practice that learners observe practitioners who are more experienced; they make sense of concepts, develop skills, and learn

behaviours and rules that are domain-specific to a particular profession (Brown & Duguid, 1991, 1996; Lave & Wenger, 1991; Lave, 1996). Lave and Wenger (1991) claim that participation in a community of practice, at first, is gained by observation from the boundary of legitimate peripheral participation. The participant moves from observer to a fully-fledged participant in a community through the participant's involvement in the community of practice (Lave & Wenger, 1991).

Similarly, Hung and Der-Thanq (2001) and Zakrajsek and Schuster (2018) claim that from the periphery, learners gain both implicit and explicit knowledge about a profession through participation with and observation of practitioners who are more experienced. An identity is formed as the learner, by engaging in activities with more experienced practitioners, advances from a peripheral participant to become a fully-fledged member of the practice community (Clancey, 1995; Lave, 1996; Pattalitan, 2016). Examples of such learning are demonstrated in the training of doctors, engineers, and lawyers, among other professionals, through the appropriation of beliefs, values, and skills required in practice, communicated by more senior members in a particular profession (Hung & Der-Thanq, 2001; Zakrajsek & Schuster, 2018). This implies that the activities performed by an individual and the environment are parts of a mutually constructed whole (Hung & Der-Thanq, 2001; Zakrajsek & Schuster, 2018). It could be concluded that if there is no interaction between more experienced and novice practitioners, the exchange of implicit and explicit knowledge will not transpire easily.

However, it is significant that, according to Billet (1994), learners do not adapt to the ways of a community of practice. Instead, learners make the learning from a community of practice their own. According to Maturana and Varela (1987) and Schunk (2008), the adaptation of a person and environment involves shared alteration rather than detached matching. Situated Learning embraces both the cognitive and behavioural frameworks by including the characteristics of attention, memory, motivation, and modelling in learning activities of the learning process (Pattalitan, 2016). However, it contradicts the behaviourism perspective of learning in higher education, which regards students as objects that should be transformed by a teacher (Batson, 2011). For decades, higher education institutions positioned the transfer of knowledge to involve lectures from lecturers (with prescribed readings and teacher-led discussions, related to the content of a curriculum) to learners who absorb knowledge without translating it to their understanding (Batson, 2011; Billet, 1994; Hasanpour-Dehkordi & Solati, 2016; Schunk, 2008).

The above learning perspective holds serious implications for learning in an environment that is constantly subjected to change. Batson (2011) states that, during the 1950s and earlier, higher education institutions adopted behaviourism. However, not much has changed since. In contrast to behaviourism, technology, such as social media, has changed the reality of the way individuals think and learn (Batson, 2011). This author advocates that teaching makes no sense in times of change when students' learning is solely dependent on the lecturers who focus predominantly on theoretical knowledge, as is the case at most higher education institutions.

Situated Learning builds on Vygotsky's framework of social cultural dimensions of cognition (Hung & Der Thanq, 2001). Consequently, Situated Learning Theory has been employed in multilingual learning settings (Brown et al., 1989; Orlando, 2019); studies on the practice of language (Duranti & Goodwin, 1992; Hanks, 1996; Özüdoğru & Özüdoğru, 2017); studies on technology learning (Hung & Der Thanq, 2001; Young, 1995); studies related to the conversation (Goodwin, 1981, 1994; Hanks, 1996); and studies on gestures and other paralinguistic events (Hall, 1959, 1966; Kendon, 1997; McNeill, 1992). It encompasses authentic practices that mirror the difficulties and uncertainties, which graduates will experience in the real world of work (Brown et al., 1989; Brown & Duguid, 1996; Collins, Brown, & Newman, 1989; Goodwin, 1994).

3.6.3 Characteristics of Situated Learning

Based on the discussion mentioned earlier, Brown et al. (1989) contend that Situated Learning presents a model of instruction with practical classroom application through its characteristics. McLellan (1994) summarises SL's characteristics as apprenticeship, collaboration, reflection, coaching, multiple practices, and articulation of learning skills. Building on McLellan's (1994) work, theorists such as Brown et al. (1989) and Collins et al. (1989) have expanded and refined the characteristics to a comprehensive framework for the design of learning environments. An analysis of the framework reveals many essential characteristics that should be included in Situated Learning instructional environments (Herrington & Oliver, 1995). Herrington and Oliver (1995, 2000) advocate that usable knowledge is best gained in learning environments, which feature the following characteristics:

- provide an authentic context that reflects the way knowledge will be used in real life;
- provide authentic activities;
- provide access to expert performances and the modelling of processes;

- provide multiple roles and perspectives;
- support collaborative construction of knowledge;
- provide coaching and scaffolding at critical times;
- promote reflection to enable abstraction to be formed;
- promote articulation to enable tacit knowledge to be made explicit, and
- provide for integrated assessment of learning within the tasks.

These characteristics are visually presented in Figure 3.1 below.

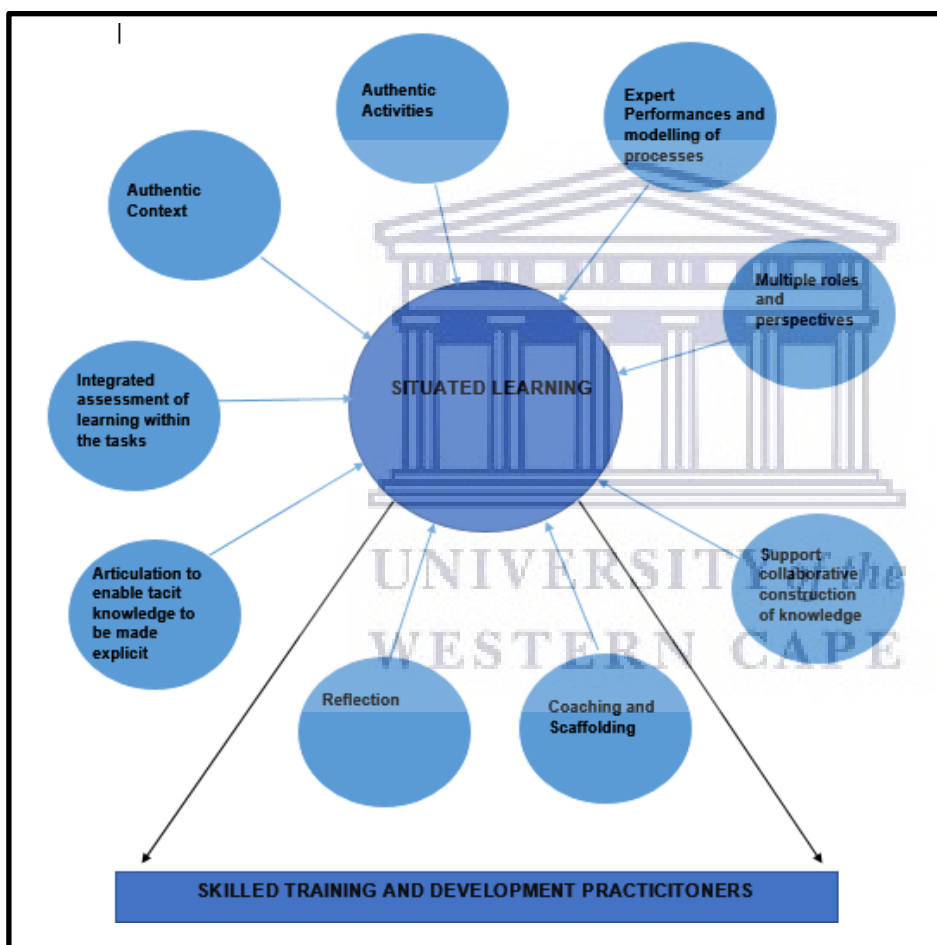


Figure 3.1: Visual representation of the Situated Learning characteristics

Based on the context of how Situated Learning emerged (as detailed in the previous section) and the nine characteristics above, the Theory of Situated Learning is used as the theoretical framework of this study. Fundamentally, Situated Learning Theory shifts the focus from the individual teacher and learner to the learner as a participant in the social world, emphasising the importance of context-specific learning (Lave & Wenger, 1991).

A second reason for its use is that Situated Learning Theory does not isolate the learning curriculum from random didactic terms, nor does it view learning as separate from the social and cultural context in which learning occurs (Lave & Wenger, 1991). On the contrary, Situated Learning Theory supports the transference of knowledge and the development of skills in the contexts in which learning occurs. Therefore, it is the most appropriate theory to combine theory and practice in the undergraduate training management module, which is the focus of this study.

A third reason is that it acknowledges the different sites of learning (formal and informal learning), apprenticeship and the principle of peripheral participation, as well as the community of practice (Brown et al., 1989; Lave & Wenger, 1991; Scribner & Cole, 1973; Wenger, 1998). These elements of Situated Learning correlate to Vygotsky's (1978) zone of proximal development, and Dewey's (1916) social constructivism theory of how people learn. Ultimately, Situated Learning Theory corresponds to the classification of an organic metaphor to describe learning (Davis, Sumara, & Luce-Kapler, 2000; Quay, 2003). These authors explain that researchers have two broad choices when deciding on which learning theories to use as theoretical underpinnings for their studies. The choices are between a machine metaphor and an organic metaphor (Davis et al., 2000; Quay, 2003). Davis et al. (2000) explain that a machine metaphor implies that learning is a simplistic cause and effect mechanical process, without consideration for the environment and other factors that influence learning. The organic metaphor acknowledges learning as a holistic learning process that embraces its context in its entirety (Davis et al., 2000; Popova-Nowak & Cseh, 2015; Quay, 2003).

Reason number four for the use of Situated Learning theory is based on the recommendation that I- O Psychology practitioners should acquire discipline-specific knowledge, as well as the practical application thereof, to have the competencies required in the workplace (Gelso, 2006; Gioia, Schultz, & Corley, 2000; Salleh & Sulaiman, 2013; Sarason, 1995; Ruggunan, 2016; Whetten & Godfrey, 1998; Whetten & Mackey, 2002; Van Tonder & Roodt, 2008). The recommendation is congruent with researchers who emphasise the integration of theory and application to contribute to organisations' efficiency (Anderson et al., 1994; Cassell & Johnson, 2006; Githens, 2015; Noffke, 1997). Similarly, Mavunga and Cross (2017) and Van Zyl et al. (2016) argue that curricula at universities should be stakeholder inclusive, and designed to find

ways of developing knowledge for graduates to acquire competencies, which would allow them to make a meaningful contribution to the South African economy.

Lastly, the Situated Learning characteristics are ideal for the decolonisation of the curricula, as it emphasises content-specific activities relevant to South Africa's transformative democratic working environments. This is particularly relevant to Human Resource Development in organisations as learning, development and knowledge creation are gaining importance (Coetzee & Botha, 2012; Popova-Nowak & Cseh 2015; Salleh & Sulaiman, 2013; Van der Merwe & Sloman, 2014).

3.6.4 Application of Situated Learning characteristics in the study

For this study's purposes, four of the nine characteristics as discussed in the previous section were combined (refer to Figure 3.1). This is because I was of the view that they were interrelated and interdependent. The authentic context characteristic and the expert performance characteristic were the first two characteristics that were combined. I perceived the two as interdependent and interrelated to be effective. Therefore, to strengthen the application of theory to practice in the training management module, the ETD practitioners ushered in authentic contexts and authentic activities related to real-life training and development realities in 2015 and 2016.

The second pair of combined characteristics was the articulation characteristic and the multiple roles and perspective characteristic. In this study, the students were encouraged to take on multiple roles (as learners, peers, observers, and apprentices) and construct new knowledge based on different perspectives (the lecturer, tutors, two ETD practitioners, their peers and the workplace). Taking on multiple roles and being exposed to different perspectives helped the students articulate their understanding of the content learnt and the application thereof in the practical assessment. In this manner, the Situated Learning and teaching intervention strategy aided the development of the students' competencies in the training management module.

Given that this study was exploring the implementation of a new learning and teaching strategy, I deemed it essential to add a reflective question, together with the seven questions that elicited answers about Situated Learning Theory in the student questionnaire. The inclusion of the reflective question was to encourage students to reflect on whether the

intervention strategy had transformed their views on how learning should occur in this module. This was an important question to include, as the objective of this study was to propose a Situated Learning and teaching intervention strategy that could integrate theory and practice in training management modules.

The seven characteristics and how they were employed in this study are explained in the next section.

Characteristic 1: Articulation through multiple roles and perspectives

According to Bransford, Vye, Kinzer, and Risko (1990), Collins et al. (1989) and Herrington and Oliver (1995, 2000), a Situated Learning environment supports articulation as it facilitates the clarity of tacit knowledge in the learning process. Accordingly, Hasanpour-Dehkordi and Solati (2016) and Lave and Wenger (1991) claim that an apprentice's ability to speak the language and tell the stories in a collaborative setting is fundamental to their learning about a profession. Padayache et al. (2018) concur that a collaborative environment between the lecturer and students is critical for the cultivation of knowledge and competency development required by South African employers.

Traditionally, the culture at universities was that management and staff have more power and a dominant voice over students (Brown et al., 1989; Joseph, 2010). What decolonisation shares with situation learning is creating opportunities for students' voices to be heard, as opposed to the past, when their voices were silenced. In this study, students worked in their peer groups, with the lecturer and tutors, and two ETD practitioners to discuss training management activities and present their findings. The lecturer, tutors, peers, and practitioners provided students with feedback to debate, articulate, negotiate, and defend their work.

Instead of presenting the training management content linearly, a Situated Learning environment provided the students with the opportunity to probe into an area of study from multiple roles and perspectives (Spiro, Feltovich, Jacobson, & Coulson, 1991; Young, 1993). The assessments included two tutorial activities, a practical assignment, a test, and an examination (refer to Table 2.5). In the tutorials, the students had to draw on the theoretical and practical components, to complete a training needs analysis case study, and present a training manual. Students could also rely on their previous learnings from other modules to distinguish between

related and unrelated material when completing industry-specific assessments. Therefore, similar to the tailor apprentices, students had to crisscross through various theoretical topics in the course outline and apply the knowledge in a non-linear manner to complete the assessments.

Characteristic 2: Authentic context and expert performance

Brown et al. (1989) explain that an authentic context refers to how knowledge is used in a real-life setting. In this study, an authentic context relates to the training and development contexts as they appear in a real working environment. It relied on the two experienced practitioners' presence in both cycles to frame the context to the theory that was taught. As argued by Brown et al. (1989) and Collins et al. (1989), the involvement of the practitioners gave the students access to the social periphery. They introduced their industry experiences through storytelling, and modelled how industry activities should be performed in South African organisations. This was done to clarify the theoretical knowledge and assess such theory's application to complete the practical activities (refer to Section 6.3). The students interrogated the practitioners' experiences and stories to understand better how to apply them to complete their practical assessments (refer to Section 6.2.1). Simultaneously, by providing students with the South African authentic ETD realities facilitated by the two experienced practitioners, the module context was decolonised. This is because the authentic context and expert performance characteristic of Situated Learning mirrored deconstruction and reconstruction elements as referred to by Smith's (1999) discussion on decolonisation methodologies, and the decolonisation debate in higher education as referred to by Fataar (2018), Higgs (2016), and Le Grange (2016).

Characteristics 3: Authentic activities

Within the context of Situated Learning Theory, authentic activities allow students (apprentices) to unpack the possibilities of how to approach real South African training and development situations (Brown et al., 1989). According to Herrington and Oliver (1995), as well as Lombardi (2007), the apprentices should have a voice in choosing the tasks and how to approach and execute the task that would suit their own learning needs. Similarly, Smith (1999) recommends that management and academics allow students' voices to be heard regarding their learning in a decolonisation process, which is also what the students' protests in 2015 and 2016 called for.

However, the tasks are not exclusively of importance, but the metacognitive processes and the holistic perspective of the task should also be considered. Herrington and Oliver (1995, 2000) explain that the concept of authentic activities is a holistic approach that incorporates the tasks and the metacognitive processes related to the task. In the context of this study, the experienced practitioners introduced real industry scenarios to the classroom, with which the students could engage. Consequently, the students could choose their own authentic industry training manual topics, as presented by the practitioners. The collaboration between the students and the practitioners in authentic activities helped the students acquire indigenous South African competencies in the training and development profession.

Characteristic 4: Collaborative construction of knowledge

Lave and Wenger (1991) argue that knowledge is created, engendered, used, and replicated in a socially cooperative manner in a Situated Learning environment. Therefore, instead of designing the training management module for the individual student to work and learn on his/her own, in this study, the training management module was designed for students to explore, in their groups, with the tutors, ETD practitioners and I, the various ways to connect theory and practice in order to complete the activities and the training manual.

Entrenched in the application of indigenous activities and an authentic context in the classroom, was the fact that, instead of exclusively learning and applying theory from a colonised perspective, with the assistance of the ETD practitioners, the students constructed their knowledge and developed appropriate competencies relevant to the South African context. According to Mamdani (2016) and Smith (1999), colonialism conveyed not only theory from Western education but also the view that such theory could be applied to its outside borders. Similarly, Grosfoguel (2007) states that a world view exists, suggesting that colonial situations require a colonial administration. Hence, the implication of decolonisation in this module was threefold: (i) the students collaboratively produced new indigenous knowledge; (ii) the students applied such indigenous understanding to the South African context; and (iii) new knowledge was constructed with a South African lecturer, practitioners, tutors, and their peers.

Characteristic 5: Integration of different assessments

Herrington and Oliver (1995), McLellan (1994), and Young (1993) inform that a Situated Learning environment offers apprentices an integrated assessment of learning within tasks. McLellan (1994) explains that assessments could take the form of various evaluation measures, namely, formal tests, portfolios, summaries of learners' journeys through a particular programme, diagnosis, reflections, and self-assessments, at different stages of the learning process. The integration of assessments in this study was achieved through assessments that provided building blocks, which allowed students to move from their first initial simplified assessment task to complex tasks to achieve the main assessment task of delivering a training manual (refer to Appendix 20).

Characteristic 6: Scaffolding and coaching

Brown et al. (1989), Collins et al. (1989), Griffin (1995) and Young (1993) argue that scaffolding and coaching provide students with support and guidance during critical times to help them master and complete activities. They maintain that this requires teachers to give the apprentices skills and links, which will enable them to complete assigned tasks (Brown et al., 1989; Collins et al., 1989). In this study, scaffolding was achieved in four ways. Firstly, I facilitated the theory in the lectures, where the issues were discussed and debated with the students, the ETD practitioners and me. Secondly, students met in their respective smaller groups, discussing the issues further with their tutors and among their peers. Thirdly, the students met for one-on-one and group consultation sessions with the lecturer, tutors, and the ETD practitioners where further scaffolding, guidance and clarification were provided. Lastly, the students visited the practitioners in their workplaces. They observed real-life T&D contexts, which enhanced their understanding of how the theory could be applied to their practical tasks and assisted them in completing their respective activities and assessments. Their reliance on this support eased when the students demonstrated that they could integrate theory and practice, and model the desired behaviours expected from the industry. All the aforementioned assisted students to understand the theory and apply it to real-life industry practical situations.

Characteristic 7: Reflection and evaluation of own learning

Brown and Duguid (1991) advocates that a Situated Learning environment encourages students to reflect on their learning to promote understanding. To encourage reflection in this study, the students had to engage with and reflect on authentic contexts and authentic activities in class,

outside of class, the workplace, and peers in their groups. They did this to learn and understand how to complete the module's assessments (Herrington, Oliver, & Reeves, 2002; Kemmis, 1985). Accordingly, the students regularly reflected on what they had learnt to articulate and evaluate their learning progress in the module. Similarly, in the spirit of moving towards a decolonised curriculum, the ETD practitioners shared their experiences with the students in anticipation that such learning could inform the completion of similar activities in the module or after graduation (Smith, 1999).

Lastly, as explained previously, I added another question to the student questionnaire. The aim of this question was two-fold. I requested the students' opinions regarding whether or not the intervention strategy was different to what they had become accustomed to (traditional teaching approach versus an interactive and collaborative approach). Also, I sought to ascertain whether the students believed that the interactive and collaborative learning and teaching strategy had transformed their views about how training management should be taught. This question was important as this study's ultimate objective was to arrive at a learning and teaching strategy that would bring theory and practice together in the University's training management module.

In summary, the above explanations provided an account of how the characteristics of situated learning and its principles were used in the module during 2015 and 2016. The data were analysed using these characteristics as a lens in Chapter 5. The characteristics formed the basis for the discussions and interpretations of the results in Chapter 6 and the findings and recommendations in Chapter 7. The manner in which the characteristics and principles of the Situated Learning Theory were employed in this study enabled the researcher to develop a situated learning and teaching strategy.

3.6.5 Critique against Situated Learning Theory

While a substantial volume of literature supports Situated Learning as a successful model of instruction (Batson, 2011; Brown et al., 1989; Collins et al., 1989; Whitcomb & Taylor, 2014; Wright, 2000), it has been debated and criticised by others (Cobb & Bowers 1999, Hummel, 1993; Tripp, 1993; Windschitl, 2002). The critics argue that Situated Cognition requires the learners to be exposed to masters in practice, which could not be transferred to the classroom (Tripp, 1993). However, the proponents of Situated Learning emphasise the significance of

culturally situated activity in learning domain-specific knowledge. McLellan (1994) states that while knowledge should be learnt in context, according to the Situated Learning model, the context could be the actual work setting, a highly realistic replacement of the actual environment, or an anchoring context, such as a video or multimedia. As such, it was important for me to involve the industry practitioners in the lecture settings, consultations and other situations where the students could observe them in natural workplace contexts.

In addition, I employed technology to introduce the real working environment into the classroom. This, together with the industry practitioners' direct involvement helped me overcome the critique that masters were not present in the learning environment and that the real work setting was not employed in the learning environment (Tripp, 1993).

Another form of critique against Situated Learning Theory came from cognitive psychology (Cobb & Bowers, 1999; Kessels & Korthagen, 1996). They maintain that educators should base their teaching on the cognitive principle that the classroom context can be generalised from one situation to another, but be guided by common sense and experience when issues arise in the classroom for which there are no answers (Cobb & Bowers, 1999); Kessels & Korthagen, 1996). Cobb and Bowers (1999) advocate the traditional cognitive view that learning between a lecturer and a student could be meaningful and impactful. Similarly, they are of the opinion that learning could be rich when transferred from a social context to students, and its experiences transferred from one similar learning situation to another. These authors further explain that the aim is to generate a scientific body of knowledge, which could function as the primary resource on which educators could rely (Cobb & Bowers, 1999).

In support of Situated Learning, Brown et al. (1989, p. 40) explain that "cognitive apprenticeship attempts to promote learning within the nexus of activity, tool, and culture that we have described. Learning, both outside and inside a school, advances through collaborative social interaction and the social construction of knowledge." Ultimately, this study was not focused on the generalisation of the findings. Instead, the aim was to explore how situated learning can inform a more practically orientated learning of ETD practitioners for graduates to exit with the relevant competencies needed in the Training and Development profession. This form of critique against Situated Learning, is therefore, not applicable to this study.

3.7 CONCLUDING SUMMARY

In this chapter, a synopsis of the South African higher education context was provided. This was followed by an overview of Industrial Psychology at South African universities and Training Management at the four universities in the Western Cape Province where the research site was located. A description of the instructional design and how the assessments in the Training Management Module were executed was also provided. Thereafter, a detailed discussion of Situated Learning Theory as the theoretical framework of this study was presented. The discussion included an overview of learning theories, how Situated Learning evolved and how the Situated Learning Theory's characteristics were used in this study. The principles and characteristics of Situated Learning Theory enabled me to develop and implement a Situated Learning and teaching intervention strategy to bridge the gap between theory and practice in the training management module, which I taught. Additionally, its application assisted to decolonise the training management module's curriculum. I attempted to provide a clear set of principles for lecturers to follow, which will diverge from traditional learning and teaching. In so doing, lecturers will be able to transform the learning environment into a new and interactive setting to the benefit of the students.

The research methodology is presented in the next chapter.



CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, an overview of the South African higher education context, and a contextualisation of Industrial Psychology at South African tertiary institutions were presented. This was followed by a comparison of Training Management at the four universities in the Western Cape Province where the research site was located. A comprehensive discussion of the theoretical framework used in this study concluded the chapter. This chapter presents a detailed discussion and justification for the decisions made and actions taken based on relevant theories and research methodological practices. I commence with restating the aim and main objective of the study. I then discussed the Critical Social Science Paradigm in which the study is situated as well as the study's Critical-emancipatory Education Action Research Design. Thereafter, the research process followed in this study is comprehensively explained and justified. I conclude the chapter with a summary of the discussions.

4.2 AIM AND OVER-ARCHING OBJECTIVE OF THE STUDY

As stated in Section 1.3, the aim of the study was to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at the research site, for graduates to exit with the relevant competencies needed in the Training and Development profession. The over-arching objective of this study was to pilot a Situated Learning (SL) and teaching intervention strategy through a critical-emancipatory education action research (AR) design at the University, to arrive at a learning and teaching strategy to bridge the divide between theory and practice in the training management third-year undergraduate module at the University. To achieve this overarching objective, the main research question, "How can the gap between theory and practice be narrowed in the learning and teaching of the undergraduate third-year training management module at the University?" needed to be answered. As can be observed, the research aim, primary objective, and main question were not only qualitative in nature, but also solution driven because I sought to find a solution and implement actions to overcome the divide between theory and practice. Therefore, this study is situated in a Critical Social Science Theory even though I am registered in the Department of Industrial Psychology. Augustyn and Cillié (2008), Cascio and Aguinis (2008), Porter and

Schneider (2014), and Ruggunan (2016) state that research conducted in the industrial psychology discipline is predominantly positivistic (quantitative) as researchers aim to generalise their findings in order to maximise the impact of their results. As a sub-section of Industrial Psychology, human resource development is no exception (Gubbins & Garavan, 2005; Githens, 2015; Popova-Nowak & Cseh, 2015; Ruggunan, 2016). However, in this study, I did not adopt a positivistic stance as the focus is on learning and teaching and developing competencies of final year undergraduate students. Also, my aim was not to generalise the findings; rather, I intended to have the findings transferred to similar contexts.

4.3 POSITIONING THE STUDY IN A CRITICAL SOCIAL SCIENCE THEORY

Based on the above explanation, this study is positioned within a critical social science framework, which stems from the critical tradition. Nieuwenhuis (2016a) asserts that critical tradition is a theory in which social reality is studied as an ongoing process in an attempt to understand a social context. Carr and Kemmis (1986, p. 131) state that "One of the central aims of critical theory has been to reassess the relationship between theory and practice in the light of the criticisms of the positivist and interpretive approaches to social science which have emerged over the last century." These authors explain that the founders of critical theory were concerned with the influence of positivist science and the extent to which it became a dominant factor in twentieth-century ideology (Carr & Kemmis, 1986; Herr & Anderson, 2005).

Critical Theory was also developed from Foucault's views on structuralism, which claims that no particular structure has any significance in and of itself; instead, it is defined in terms of its relationships to other factors in the broader context (Islam & Zyphur, 2006; Habermas, 1974, 1984). Therefore, from a critical theory perspective, everything was treated as equal, and the elements of reasoning, suitable for dealing with the inanimate world, were applied more to the human and social worlds (Carr & Kemmis, 1986, Habermas, 1974). In addition, they explain that, by the late 1920s, the critical theorists, at that time, already observed that the influential rationality of positivism had begun to create contentment about the place of science in society, as well as the nature of science (Carr & Kemmis, 1986; Kaufmann, 2005).

The role of science had become technical based on instrumental reasoning to provide methods and principles to solve technical problems and producing given outcomes. Evidently, science had become doctrinaire, believing itself to have solved the essential issues of the nature of

truth and diminishing the field of epistemology to the philosophy of science (Carr & Kemmis, 1986; Habermas, 1990).

The fact that rationality was still primarily based on scientific thinking principles was one of the most common forms of critique against the critical theory. Consequently, it was stripped of all creativity, critical thought and evaluation (Carr & Kemmis, 1986, Habermas, 1974, 1990). Habermas objected to this view of "science's belief in itself" and refuted claims that science could define the standards in terms of which all knowledge could be measured (Carr & Kemmis, 1986, p. 134). Habermas (1990) explains that human knowledge is organised under three-knowledge-constitutive interests: technical, practical and emancipatory. Technical knowledge is the interest of human beings to acquire knowledge to facilitate their technical control over natural subjects. The applicable interest in communication could only be pursued adequately when alienating conditions have been recognised and eliminated. The emancipatory interest requires going beyond a narrow concern with the subjective meanings to acquire an emancipatory knowledge of the objective framework within which communication and social action occur (Carr & Kemmis, 1986, p. 136).

Based on these views, a move away from the critical theory ensued, and the Critical Social Science Theory evolved (Carr & Kemmis, 1986; Habermas, 1994, 1990). Habermas (1990) argues that human knowledge should go beyond positivism's subjective meanings to acquire emancipatory knowledge. In addition, he argues that, within the critical social science theory, the relationship between theory and practice cannot merely be one of prescribing practice based on theory or of informing practical judgment because these two elements are interrelated (Habermas, 1974). The author explains that the relationship between theory and practice is a social process through which theoretical ideas and practical requirements are interconnected (Habermas, 1974). Habermas (1974) clarifies this by stating that social science is aimed at enlightening practice, and practitioners should differentiate between the three functions in the mediation of theory and practice. The first function refers to the theoretical elements and how they are developed and tested. The second refers to the organisational processes of action by which each criterion has to be evaluated. The third refers to implementing specific measures to solve problems (Habermas, 1974, 1978; Herr & Anderson, 2005).

Similarly, Carr and Kemmis (1986) state that Critical Social Science maintains that social science is human, social and political. They explain that it is human because it involves active knowing by those engaged in the practice of social life. It is social because it influences practice through the dynamic social processes of communication and interaction. Finally, it is political because human beings' function within ideological orientations and perspectives and structures that are often determined by power and control (Carr & Kemmis, 1986). Habermas (1974, 1984) further explains that, once the variables of a problematic issue have been identified, practical steps should be taken to improve it. Such efforts should entail acting to bridge the gap between the theoretical abstractions and practical applications to enhance understanding (Habermas, 1974).

It is for the above reasons that this study is located in a Critical Social Science perspective. Following Habermas (1974) and Carr and Kemmis (1986), this study's objective was to merge theory and practice in an undergraduate training management module at the research site because it was not common practice until 2015. Before 2015, the teaching of training management was predominantly theoretically orientated. The result was that, when graduates exited the programme, they did not acquire the competencies required by employers (refer to Sections 1.1 and 1.2).

Secondly, a critical social science perspective resonates with this study because it assisted me to identify the problem in the teaching of the training management module at the research site, and it helped me to develop a Situated Learning and teaching intervention strategy to solve the problem (Carr & Kemmis, 1986; Habermas, 1974). Therefore, I intended to understand the problem and find a solution to overcome the problem. A resolution was facilitated by implementing a Situated Learning and teaching intervention strategy in the third-year training management module. Because it was an intervention, I opted for a critical-emancipatory education action research design as such a method allowed for planning, implementation, evaluation, feedback, and reflection on the process.

Finally, in this study, training management students' development was viewed as an ongoing and evolving process. An intervention strategy was proposed to merge theory and practice at the research site, which could also be tested at other higher education institutions. One of the recommendations made in Chapter 7 is that a Situated Learning and teaching intervention

strategy should be implemented in all the undergraduate modules of the Department of Industrial Psychology at the research site. Doing so would assist the students who register for these modules to develop and strengthen the various skills, which the practical application of the theoretical knowledge learnt would generate. Ultimately, while they are still at university, the students would be able to develop the necessary competencies required by the training and development industry. Therefore, as the Critical Social Science perspective suggests, in this study, I attempted to find solutions to solve the theory and practice challenges in the learning and teaching of undergraduate training management modules (Carr & Kemmis, 1986; Habermus, 1974).

4.3.1 Critique against the Critical Social Science perspective

The literature highlights at least three forms of criticism against the Critical Social Science perspective (Carr & Kemmis, 1986; De Vos, Strydom, Schulze, & Patel, 2011; Glicken, 2003). The first critique was levelled at critical theory from which critical social science emanated. Glicken (2003) posits that critical theory, similar to other research theories, succumbs to bias in the actions taken in anticipation that the findings would support their views. Therefore, De Vos et al. (2011) and Norton (2009) suggest that researchers should be aware of their own biases and fervently seek to deliver objective findings. Accordingly, being aware of my personal views and prejudices, I applied different data collection techniques to overcome the bias. Such strategies included using participation from three levels (two groups of students, three professional training and development practitioners, and one academic) and various analytical procedures to triangulate and validate the results.

The second critique emerged from a positivistic perspective and focused on the lack of generalisability of qualitative research findings (Carr & Kemmis, 1986; Habermus, 1974; Herr & Anderson, 2005). The argument is that qualitative studies in nature are content perspective, and therefore, not easily generalisable. Also, the sample size is an issue, since quantitative sample sizes are usually larger, making it easier to generalise the findings; however, qualitative sample sizes tend to be smaller, which limits the chances of generalisability (Babbie & Mouton, 2001; Maree & Pietersen, 2016; Northcote, 2012; Patton, 1990). While it could be perceived as a valid form of criticism, this study was context-specific. The intention was not to generalise the findings but to find a solution for a specific teaching method in an undergraduate training

management module at one particular higher education institution to bridge the divide between theory and practice.

The third form of criticism alludes to the interrelatedness of individuals' interpretations and action with external factors and circumstances that could influence the individuals' behaviour (Carr & Kemmis, 1986; Norton, 2009). An inference could be made that an individual's interpretations, actions, and experiences would be influenced by external factors in his/her immediate surroundings. Therefore, it is appropriate for social science researchers to examine the meanings of particular forms of social action and other external factors that could influence them (Carr & Kemmis, 1986; Habermus, 1974). While this could also be a valid form of criticism, if I had to consider all the external factors that could influence the learning context, the next question would have been. "How many factors should be considered, and which should be given priority?" This would result in a complicated and prolonged process with its own challenges. Similar studies and findings in the literature were reviewed and a Critical-emancipatory Education Action Research Design used for this study to overcome this challenge. This research design had two cycles in which specific strategies were implemented. In Cycle 1, a needs analysis was conducted, evaluated and reflected upon. Based on the feedback received from the participants and my own reflections on the process, improved strategies were implemented in Cycle 2 to achieve the study's objectives.

4.4 A CRITICAL-EMANCIPATORY EDUCATION ACTION RESEARCH DESIGN

A Critical-emancipatory Education Action Research Design was used to build on the critical social science perspective. This design was derived from McKernan's (1996) Action Research (AR) time process model. I relied on the AR model of McKernan (1996) to resolve the study's research problem for five reasons. Firstly, a critical-emancipatory education action research design corresponds with the theoretical framework of this study, Situated Learning, as they are both inclusive of capturing learning in a socially constructed context. They complement each other as critical-emancipatory action research relies on stages to achieve its objectives. Similarly, Situated Learning theory is a process that depends on socially constructed contexts to achieve the desired outcomes.

Secondly, as outlined in Figure 4.1 below, this model deviates from the more traditional AR models in terms of planning for total curriculum reform. McKernan (1996) proposes that his

model considers the curriculum as a practical, technical and critical reflective process that involves all participants interested in the problematic situation.

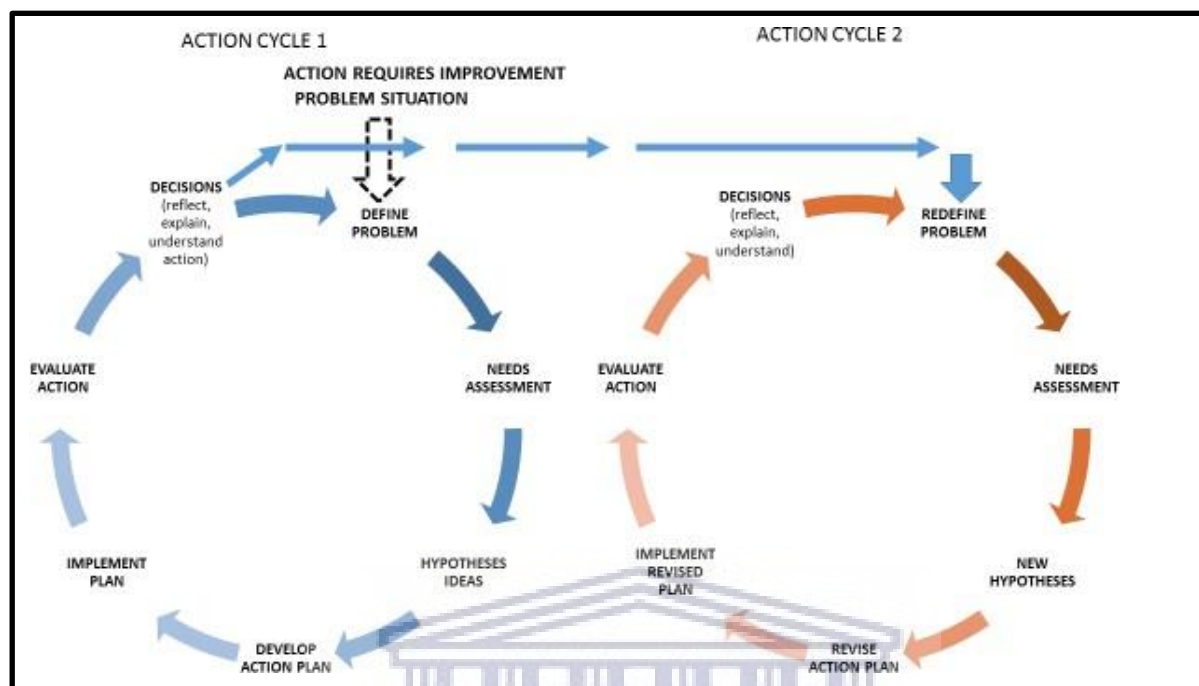


Figure 4.1: McKernan's (1996) Action Research Time Process Model

A third reason for employing McKernan's (1996, p. 30) model is that his model is based on a "...scientific-rational method of problem solving and its democratic, or collegial, ownership by the self-critical community of researchers". This implies that McKernan's (1996) model's strengths are the validity and credibility of action research because it employs a scientific-rational and collaborative method of problem solving. A fourth reason is that his model provides an opportunity for researchers to reflect and redefine problem identification, needs assessment, and hypotheses to arrive at the best possible action plan to improve a problematic situation. A final reason for using McKernan's model was that Coetzee et al. (2012), Githens (2015), Watkins and Marsick (2016), Popova- Nowak and Cseh (2015), and Swanson (2001) suggest that ETD practitioners should keep abreast of research that could provide them with new perspectives on T&D theory, practices and methodology. In this study, I attempted to do just that.

A survey of relevant literature on action research resulted in three definitions by researchers Carr and Kemmis (1986), Bogdan and Bilken (2007), and Mckernan (1996). Carr and Kemmis (1986, p. 162) define action research as "...a form of self-reflective enquiry undertaken by

participants in social situations to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out". Bogdan and Bilken (2007, p. 215) define action research as "...the systematic collection of information designed to bring about social change". McKernan (1996, p.5) provides a simplified definition of action research, as follows:

Action research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner – first, to clearly define the problem; secondly, to specify a plan of action – including the testing of hypotheses by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explained developments, and communicate these results to the community of action researchers. Action research is a systematic self-reflective enquiry by practitioners to improve practice.

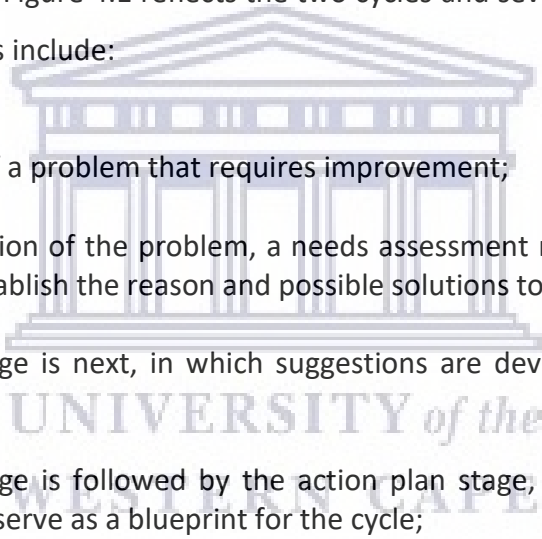
These three definitions have the following in common, they:

- Contribute to knowledge creation and improved practice, simultaneously;
- Follow a cyclical process that allows for the immediate implementation of solutions and feedback through reflection and the evaluation of results;
- Are participatory in character since all the participants are involved in the research process;
- Are interactive forms of knowledge development, which is underpinned by a democratic impulse;
- Are inductive, critical and reflective processes that do not employ a specific theory as a departure point. Instead, they seek to find solutions to the problem inductively and allow for change in method, as well as critical reflection, while conducting the action research process; and
- They are emancipatory since they investigate specific contexts to find solutions that would affect change in the form of improvement or enhancement of the situation for all the participants involved.

Based on the definitions and the similarities in this study, I built on McKernan's (1996) definition of educational action research. The concepts 'critical- emancipatory and education' are added to this definition to arrive at a *Critical-emancipatory Education Action Research (CEEAR)* design

for this study. CEEAR is understood as identifying curriculum problems within a higher education setting as significant determinants and ethically positioned, instead of solely technically oriented (McKernan, 1996). This implies that researchers using CEEAR are concerned with identifying social problems and critically reflecting on them to implement a plan of action that could solve the issues in a socially acceptable manner. The concept 'critical-emancipatory' also resonates with the Critical Social Science perspective as it aims to understand problems and find solutions to overcome them. Additionally, the proponents of action researcher indicate that action research methodology is conducted mainly in education settings, which makes it an appropriate research design for this study, as the research site is a higher education institution (Carr & Kemmis, 1986; Herr & Anderson, 2005; McKernan, 1996).

Furthermore, McKernan's (1996) model uses two cycles to understand and improve a problem (refer to Figure 4.1 above). Figure 4.1 reflects the two cycles and seven phases for each cycle. In the first cycle, the phases include:

- 
1. The identification of a problem that requires improvement;
 2. After the identification of the problem, a needs assessment must be done to analyse the situation (to establish the reason and possible solutions to overcome the problem);
 3. The hypotheses stage is next, in which suggestions are developed to overcome the problem;
 4. The hypotheses stage is followed by the action plan stage, where an action plan is created that would serve as a blueprint for the cycle;
 5. The next phase is the implementation phase, where the action plan is implemented;
 6. The evaluate action phase involves an evaluation of the action plan by the participants, to determine whether the plan worked; and
 7. The decision phase is the last phase, in which a judgment is made to determine whether the action plan worked or not for future implementation (McKernan, 1996).

The second cycle, which also comprises seven phases, is used to assess whether the problem identified and the actions implemented brought about positive change to the situation.

Phase 1 commences with redefining the problem as a result of the actions taken in the first cycle. The purpose of redefining the problem is to ensure that the correct situation was

identified and addressed. In phase 2, the redefined problem is reviewed by conducting a needs assessment. Consequently, in phase 3, the participants could suggest ideas to formulate new hypotheses. In phase 4, revised action plans are produced. The revised action plans are implemented in phase 5. In phase 6, scientific methods are used to evaluate the action plans. In the last phase (phase 7), the actions implemented are further examined to ascertain whether the actions implemented resulted in an improved outcome.

4.4.1 Application of McKernan's model in the study

Following McKernan (1996), I also employed two cycles in this study. The first cycle started in 2014 when I first became aware of the problem with Training Management's teaching at higher education institutions in the literature. Initially, the problem was reported as existing in the Industrial Psychology discipline. Upon further reading and to define the problem, as phase 1 suggests, the problem was narrowed down to Training Management, a sub-branch of Human Resource Development (refer to Section 2.2.4). The problem was how the Industrial Psychology modules were taught at the research site. The teaching approach did not integrate theory and practice, which meant that graduates exited the module without acquiring workplace competencies.

In phase 2, a needs assessment was conducted to determine the causes, and possible solutions, to the problem. Two issues were noted. The first was that, predominantly, theoretical content was taught at the research site (Schreuder, 2001; Van der Merwe & Sloman, 2014). The second cause was that there was no interaction and collaboration between the academics and industry T&D practitioners (Pillay & Wijnbeek, 2006). I decided that a solution to overcome these two challenges was to include a practical component as part of the module's formative assessments and to work closely with industry practitioners. Doing so would ensure that I (as the lecturer responsible for teaching the training management module) was informed and kept up to date with what was happening in the industry. The inclusion of the practitioners ensured the employment of real-life South African T&D contexts and situations, which promoted the decolonisation of the training management curriculum.

In phase 3, I reviewed learning theories to determine which theories could solve the problem. Lave and Wenger's (1991) Situated Learning Theory was deemed the most suitable to use as the theoretical framework of this study, as it also relates to social constructivists such as Dewey

(1916, 2011) and Vygotsky (1978, 1979), as well as adult learning theories such as Knowles (1972) and Taylor and Hamdy (2013).

In Phase 4, a Critical-emancipatory Education Action Research Design was decided upon to construct a teaching intervention strategy. In phase 5, the teaching intervention strategy was implemented in 2015. In phase 6, the interventions implemented were evaluated through questionnaires, semi-structured interviews, and observation. In the final stage of Cycle 1 (phase 7), the data collection instruments' responses were analysed, and I reflected on the results to ascertain whether the intervention strategies achieved the objective of merging theory and practice.

In Cycle 2, based on my reflections of the findings, I redefined the problem, which was that characteristic number 6 (scaffolding and coaching) was problematic, and question 8, which focus on whether or not the students could observe that a different teaching approach was adopted in the Training and Management module in 2015 (phase 1).

In phase 2, a needs analysis was done to determine a revised action plan, which was that more scaffolding and coaching should be provided to the students. A revised action plan was decided on in phase 3, which was to construct a more structured intervention strategy.

Phase 4 entailed constructing a more structured intervention strategy. This was done through:

1. Early engagement (before the start of the semester) with the two practitioners to clarify their roles and responsibilities;
2. The provision of more one-on-one consultations with the practitioners, as well as the lecturer;
3. Preparing a detailed rubric so that the students would know how to develop and apply the theory learnt to the training and development manual; and
4. Maximum usage of the students' eLearning platform throughout the semester to inform and keep in touch with them.

The revised action plan was implemented in phase 5. I monitored the progress of the students and when they reported difficulty executing a specific task, immediate action was taken to overcome the challenge. In phase 6, the students and the experienced ETD practitioners

evaluated the revised intervention strategy. In phase 7 (the final phase of Cycle 2), I analysed the responses to establish whether the revised intervention strategies delivered the desired outcomes and whether the objectives of the study were achieved. The findings revealed that the Situated Learning and teaching intervention strategy assisted with the merging of the theory and practice, and in the process, developed the students' competencies. The process of Cycle 1 and Cycle 2 is visually illustrated in Figure 4.2 below.

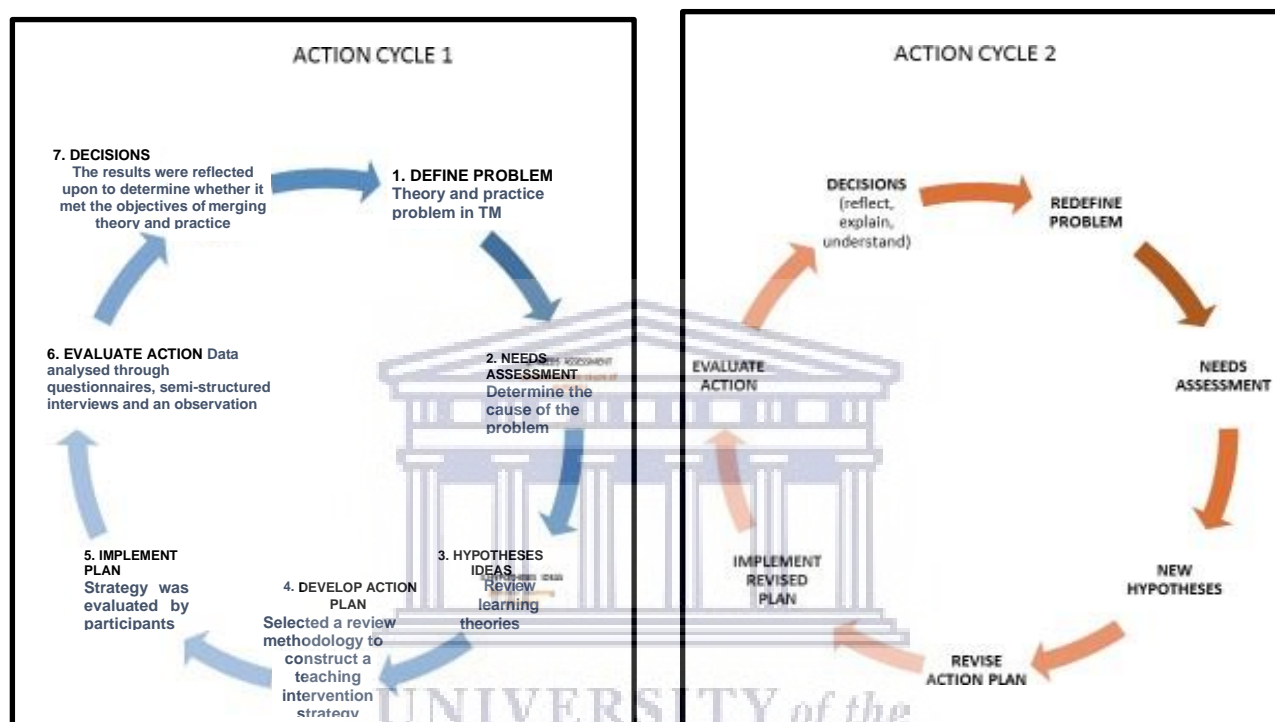


Figure 4.2: Critical-Emancipatory Education Action Research Model

(Based on McKernan (1996) Action Research Time Process Model)

4.4.2 Critique against action research

By reviewing the literature on the limitations of action research, at least two forms of critique were identified. The first was that action research is not usually theory driven (Adelman, 1993; Carr, 2006). The identified limitation was that action research does not only draw on one specific theory because researchers could use more than one theory since the main focus is on the practical application of solving problems (Adelman, 1993; Carr, 2006; Carr & Kemmis, 1986). The counter argument for this form of critique against action research was that the critics fail to recognise that practical application results in the development of theories (Babbie & Mouton, 2001; Carr & Kemmis, 1986). In addition, Oja and Smulyan (1989) state that action research facilitates the integration of theory and action, as does Adelman (1993), Babbie and

Mouton (2001), Carr and Kemmis (1986), and Ram et al. (2015). I was mindful of this form of critique against action research and decided to use one specific theory (Situated Learning) as the theoretical framework for this study.

The second form of critique against action research was that the findings are not easily generalisable but bound to a specific context (Babbie & Mouton, 2001; Carr & Kemmis, 1986; Herr & Anderson, 2005). The reason for this limitation is because research conducted using an action research design, is usually concerned with social change in a naturalistic environment, which resides under the qualitative research paradigm, and the sample used is, generally, smaller than those expected in the quantitative paradigm (Babbie & Mouton, 2001; Bogdan & Bilken, 2007; Carr & Kemmis, 1986; Goode & Hatt, 1952; Herr & Anderson, 2005). As explained in Sections 4.2 and 4.3, action research and qualitative research aim not to generalise findings but to find solutions to a problem within a specific social setting. This limitation was countered through a detailed account of all the steps taken and decisions made based on relevant theories and other studies conducted on this issue. Hence, other researchers can replicate this study to test whether the same outcomes or different ones would emerge in their specific contexts.

4.5 RESEARCH PROCESS FOLLOWED

My research proposal was submitted to the relevant committees at the University in compliance with the doctoral degree requirements, before embarking on selecting the research site, the research participants and the data collection processes, which are discussed below. Following the approval of the research proposal, ethical clearance was obtained (Appendix 1). As mentioned above, the empirical investigation was conducted over two cycles in the 2015 and 2016 academic years. All the participants were provided with information sheets in which the aim and objectives of the study were explained, and what was required of them. A copy of each information sheet is attached as Appendix 2, 3 and 4. Each participant also signed a consent form in which the institutions' ethical standards for conducting research were explained. The consent form was also explained to the participants before each agreed and signed it. A copy of each of the consent forms is attached as Appendix 5, 6 and 7.

4.5.1 Research site

As stated in Sections 1.1 and 1.7.2, the research site was a historically Black university in the Western Cape Province of South Africa. The University was initially established as a college in

1959 under the Apartheid regime. It officially opened its doors in January 1960, specifically for the coloured population in South Africa to attain higher education qualifications (Walker & Badsha, 1993). It became known as *Bush College* because of its location between the Port Jackson and Rooikrans trees on the Cape Flats (Walker & Badsha, 1993). The college fought its way against racial discrimination and social justice and opened its doors to other racial groups and developed into a fully fledged university (Walker & Badsha, 1993; Volbrecht, 2002). Its slogan at the time was "The doors of learning shall be open" (University of the Western Cape, 1982). Presently, the University is recognised internationally and ranks among the top ten universities on the African continent (Pretorius, 2019). In 2017, the University had a student population of over 22 000 (Pretorius, 2019).

The business faculty in which this study was conducted, is the biggest faculty at the University. It hosts six departments and two schools. It offers undergraduate and postgraduate degree programmes to full-time and part-time students (Faculty of Economic and Management Sciences, 2015a). The Department of Industrial Psychology is one of the six departments where the six exit level modules in Industrial Psychology are taught (refer to Section 3.3.1).

I am the lecturer responsible for teaching two of the six modules (Consumer Behaviour in the first semester and Training Management in the second semester). I have been teaching Consumer Behaviour since 2011 and Training Management since 2009. Having been involved in the teaching of these two modules for an extended period, I observed that the assessments only focused on the theory with limited practical application even though the outcomes refer to the integration of theory and practice to compile a training manual, which is the major formative assessment in the Training Management Module. This was my primary motivation for conducting this study.

4.5.2 Research participants

As explained in Section 4.4, an action research design was used that involved two cycles implemented in the second semester of the 2015 and 2016 academic years. There were four participant groups in 2015 and three in 2016. The first participant group comprised students registered in the third-year undergraduate Training Management Module (IPS 337) during the second semester in 2015 and 2016. A questionnaire was administered to all the students registered each year, making their selection a convenience sampling method (Bryman et al.,

2014; Maree & Pietersen, 2016; De Vos et al., 2011). Maree and Pietersen (2016) describe the convenience sampling method as an easy and convenient method to gather information from available participants. Accordingly, a convenience sampling method was used because the students were easily accessible and available (Bryman et al., 2014). A convenience sampling method helped me elicit the views from all the students who were willing to complete the questionnaire.

The second group comprised three ETD practitioners. One of the three practitioners was a participant in both cycles, while the other two only participated once (one in 2015 and one in 2016). Thus, two practitioners participated in each cycle. They were selected through a purposive sampling method, which aims to choose participants strategically, based on their relevance to the research questions and whether they would provide the necessary information needed to achieve the research objective (Bryman et al., 2014). De Vos et al. (2011) explain that a purposive sampling technique is also referred to as a *judgmental sampling method*, based on the fact that the sample should contain most of the characteristics representing the population, which best serve the study's purpose. Following Bryman et al. (2014) and De Vos et al. (2011), the criteria for three EDT practitioners were:

1. The participants should have had at least five years' experience in the training and development profession;
2. The participants should have completed postgraduate studies in Training Management at the research site, and some understanding of the criticism levelled at graduates regarding the lack of competencies; and
3. The participants should have had an interest in developing students' competencies in the field of training and development.

The one practitioner involved in both cycles had over twenty years of training and development experience in the industry and was keen to share her experiences to enculturate others in the training and development profession. The second participant had five years' experience in training and development, with fresh memories of her learning experience and how the lack of practical exposure influenced her industry adjustment. The third participant also had over twenty years of experience in teaching and industry and wished to be involved in students' development at the research site. Their role was to interact with the students during scheduled lecture periods, outside of the classroom, and at their respective workplaces. The aim was that the practitioners would provide the students with real-life experiences (authentic contexts) and

industry-related activities for the students to observe, learn and apply what they had been exposed to so that they could develop the relevant competencies needed in the workplace.

The third group comprised one senior academic in the department where the training management module was being taught. The academic was tasked to observe how the lecturer implemented the situation learning and teaching intervention strategy in the lectures, and commented on whether it achieved the desired outcomes. The academic's observation report was used to validate/contradict what the students and practitioners reported. This participant was also selected through a convenience sampling method. It should be noted that the intention was for this academic to observe both groups (2015 and 2016). However, due to the student protests in 2016, the participant only observed the interactions in lectures of the 2015 cohort, not the 2016 cohort.

The last participation group comprised of myself. I had a dual role of an insider and an outsider in the study (Babbie & Mouton, 2001; Carr & Kemmis, 1986; Herr & Anderson, 2005). An insider could be defined as a researcher who conduct research to improve his/her practice and bring about change (Carr & Kemmis, 1986; McKernan, 1996). As already mentioned, I was the lecturer responsible for teaching the training management module in 2015 and 2016. As a reflective practitioner, I realised that there was a lack of theoretical application in the module's teaching and decided to conduct this study to find a solution to the problem (McKernan, 1996; Norton, 2009). Accordingly, I implemented a situated learning and teaching intervention strategy, collected and analysed the data, and reflected on the data's findings. As an outsider, I was the person conducting and executing the research (Ebersöhn, Eloff, & Ferreira, 2016; McKay & Marshall, 2001; McKernan, 1996; Saunders, Lewis, & Thornhill, 2009).

Because I was both an insider and outsider in this study, bias and objectivity needed to be addressed. In this regard, Morrow (2005) states that no bias-free research exists. Similarly, Herr and Anderson (2005) acknowledge that any form of research is drawn from the researcher's own experiences and perceptions, and consequently, is not bias-free. Henning (2004) also acknowledges that research is not purely objective but adds that this does not make it negative. This author suggests that researchers need to be explicit and declare these biases upfront. Patton (1990, 2002), Herr and Anderson (2005), and Babbie and Mouton (2001) concur. Following these researchers, I declared my biases and attempted to minimise the bias in how

the research questions were formulated, the research design used, the different participant groups and the employment of various data collection methods. Additionally, all the decisions made and actions taken were based on relevant literature, well-known theorists and researchers, and a carefully monitored analysis process, and the triangulation of the results (Delport & Fourie, 2011; Henning, 2004; Niewenhuis, 2016c).

4.5.3 Data collection instruments

Quantitative and qualitative collection methods were employed in this study. It captured the stance of Venkatesh, Brown, and Bala (2012-2013), and Zohrabi (2013), who state that a combination of the exploratory qualitative results, combined with the numeric findings from the quantitative data could provide the researcher with a rich understanding of a phenomenon. The quantitative data emerged from the two questionnaires that the student participants completed in Cycle 1 and Cycle 2. The questionnaires were used as part of the data collection instruments because questionnaires are the most used method of gathering information from research participants (Norton, 2009). The questionnaire comprised eight questions and was an adapted version of a questionnaire used in a study conducted by Price (2005). Price (2005) assessed the research participants' perceptions of instructional design elements' in a professional development online learning course. The respondents in that study were asked to specify their level of agreement with statements on a 5-point Likert scale, ranging from *Not important at all*; *Not Very Important*; *Undecided*, *Important*, to *Very Important* (Price, 2005).

For this study's purpose, the rating scale was changed to *Strongly agree*, *Agree*, *Undecided*, *Strongly disagree*, and *Disagree* to assess the implementation of the Situated Learning characteristics within the intervention strategy in the training management module. Accordingly, the first seven questions in the questionnaire were based on the seven Situated Learning characteristics as explained in Section 3.6.3.

Question 8 was added to elicit the students' views on whether the intervention strategy had transformed their perception of the training management module's learning process. The SL and teaching intervention strategy was implemented at the start of the second semester, 2015 (Cycle 1), and again at the beginning of the second semester, 2016 (Cycle 2). I intended to administer the questionnaires to the student participants at the end of the semester in both cycles, to ascertain whether the Situated Learning characteristics implemented bridged the

divide between theory and practice, and helped the students develop relevant workplace competencies. However, due to the student protests in both years, this was not possible. As a result, the questionnaire was only administered to 32 of the original 206 students who returned for postgraduate studies in February 2016 for Cycle 1, and 52 of the 195 students who returned for postgraduate studies in March 2017 for Cycle 2. Both groups of students completed the same questionnaire. The students' responses in Cycle 1 are referred to as Data set 1, and the responses in Cycle 2 are referred to as Data set 4. A copy of the questionnaire is attached as Appendix 8.

The qualitative data collection instruments included four semi-structured interviews and one structured observation. Semi-structured interviews are regarded as a commonly used data collection method because it allows for open-ended questions and further probing and clarification questions (Nieuwenhuis, 2016b; Venkatesh et al., 2012-2013; Zohrabi, 2013). The semi-structured interviews were conducted with the experienced ETD practitioners to elicit their responses based on their interaction with the students during the lectures, consultations outside of the lectures, and at their workplaces. In Cycle 1, the two practitioners interacted with the students (both full-time and part-time students) in four interactive lecture sessions and two consultation sessions outside of the scheduled lecture times. The students also visited the practitioners twice in their work environments and could email them when they needed to. In Cycle 2, there were six interactive lecture sessions and six consultative sessions outside of the scheduled classroom time. The students could contact the practitioners via email and arranged to visit the practitioners at their workplaces, over and above the four organised workplace sessions.

The purpose of using semi-structured interviews was to elicit the practitioners' perceptions of the teaching intervention strategy and their views of the interaction with the two groups of students. An interview guide, which contained eight items, was developed based on Herrington and Oliver's (1995) Situated Learning Structural Design Framework. Questions 1 to 7 elicited the ETD practitioners' perceptions of their interaction with students based on the seven characteristics of SL, while question 8 comprised two parts. In part A, the practitioners were asked to reflect on their own learning experiences when they were registered for the module, and in part B the practitioners were asked to respond to the Situated Learning and teaching intervention strategy, implemented in 2015 and 2016, to merge the theory with the practical

application in the module. The interviews for Cycle 1 were conducted during February 2016, and those for Cycle 2 in March 2017. The two practitioners' responses in 2016 are referred to as Data set 2, and the responses obtained in 2017 as Data set 5. The interview guide is included as Appendix 9.

The academic, who observed the implementation of the situation learning and teaching intervention strategy in the lectures, employed a direct observation technique (Norton, 2009). This method was selected because I sought an impartial perspective of how the training management content was facilitated to the students registered in the module. Observations are regarded as a data-gathering method that provides a meaningful understanding of the context under observation (Nieuwenhuis, 2016b, Norton, 2009). The observation was conducted during lecture periods in August 2015. An evaluation criteria sheet, which contained the seven characteristics of Situated Learning, was provided to the academic before the observation was conducted to become familiar with situated learning concepts and attributes beforehand. The responses from the observation are referred to as Data set 3. A copy of the evaluation criteria sheet is included as Appendix 10. Table 4.1 below illustrates the data collection methods and process.

Table 4.1: Data collection methods and process

2015	Instruments used	Participants	When collected
Cycle 1	Questionnaire (Data set 1)	32 Students	February 2016
	Two semi-structured Interviews (Data set 2)	2 ETD Practitioners	February 2016
	Structured observation (Data set 3)	1 Academic	August 2015
2016	Instruments used	Participants	When collected
Cycle 2	Questionnaire (Data set 4)	52 Students	March 2017
	Two semi-structured interviews (Data set 5)	2 ETD Practitioners	March 2017

4.5.4 Data analyses

As indicated in the previous section, there were two sets of quantitative data and three qualitative data sets. Since the quantitative data sets consisted of the two questionnaires, which were based on a Likert scale rating, the responses were captured on Excel software to

produce measures of tendencies and measures of dispersions (Bryman et al., 2014, Pietersen & Maree, 2016), or descriptive statistics as referred to by Norton (2009). Subsequently, graphs were produced that reflected the percentage measurements (Pietersen & Maree, 2016, Norton, 2009). An independent IT specialist did the capturing of the data onto the Excel software, while I, together with one of my supervisors, verified that the data were captured correctly. The graphs are presented as Figures 5.1 and 5.2 in Chapter 5.

The three qualitative data sets were analysed through content analysis, using a three-stage open-coding process (Bryman et al., 2014; Nieuwenhuis, 2016c; Henning, 2004; Neuman, 1997). Neuman (1997, p. 422) explains that analysing qualitative data through an open-coding process is a two-way process of "mechanical data reduction and analytical categorisation of data". It is a process that allows the researcher to read through and capture all the responses as seen, and subsequently sort and categorise them into smaller, manageable and orderly groups to identify themes and sub-themes that emerged (Nieuwenhuis, 2016c; Henning, 2004; Neuman, 1997).

Stage 1 in the open-coding process involved a general reading and noting of all the qualitative data. In Stage 2, the data were further sorted, summarised and grouped. Stage 3 was the last stage in the open-coding process, during which the data were reduced to themes and sub-themes based on the seven characteristics of situation learning, as explained in Section 3.4.3. I worked through the data and captured the responses in each stage in a separate Word Document. This was done for the two practitioners' responses in the semi-structured interviews and the responses from the one observation in Cycle 1, and the two practitioners' responses in the semi-structured interviews in Cycle 2. The primary supervisor verified that all the responses were recorded correctly and included in each stage.

The categories and themes were based on the seven characteristics of the Situated Learning and teaching intervention strategy implemented in the module, which placed the data's analysis within a deductive approach (Babbie & Mouton, 2001, 2012). However, new sub-themes emerged from the data, which also added an inductive approach to the analysis (Babbie & Mouton, 2001, 2012; Henning, 2004). The responses from the two semi-structured interviews with the two practitioners in Cycle 1 for Stage 1 are included as Appendix 11, for Stage 2, as Appendix 12, and for Stage 3, as Appendix 13. The responses from the academic observer for

Stage 1 are included as Appendix 14; for Stage 2, as Appendix 15; and for Stage 3, Appendix 16. Lastly, the responses from the two semi-structured interviews with the practitioners in Cycle 2 for Stage 1 are included as Appendix 17; for Stage 2, as Appendix 18; and for Stage 3, as Appendix 19.

4.5.5 Researcher as insider reflective practitioner

As stated in Sections 1.7.3 and 4.4.2, I was also a participant in this study from an insider and outsider perspective (Babbie & Mouton, 2001; Carr & Kemmis, 1986; Herr & Anderson, 2005). For both roles, I regularly reflected as the lecturer responsible for implementing the Situated Learning and teaching intervention strategy, and as the researcher who needed to monitor and evaluate the process objectively. Alvesson and Sköldbberg (2000), Schön (1987), Grundy (1987), and Habermas (1984) describe reflection as a process of exploring experiences that enhance understanding, which is transformed into action, and subsequently, bring about improvements. Carr and Kemmis (1986) explain that action research should always be conducted in collaboration with others, as a self-reflective process, to understand and improve practices that would affect positive change.

My reflective process started before the study commenced in 2014. As the lecturer responsible for teaching training, and development in the department, I reflected on how training management was taught at the research site. After further exploration of the literature, it became clear that the problem was not only confined to the research site but seemed to be a general problem at higher education institutions (Schreuder, 2001; Van der Merwe & Sloman, 2014) (refer to Sections 1.1, 1.3, 1.5, 2.2.3 and 2.3). Based on this discovery, I registered for a PhD to investigate the problem and find ways to address it. I intended to effect change and simultaneously decolonise the training management module's curriculum.

The second reflection occurred during the first semester in 2016, when I analysed Data sets 1 to 3. In this reflection, I assessed the three data sets results to ascertain whether the Situated Learning and teaching intervention strategy achieved the desired objective, which was to merge the theory and practice for the students in the course. The results revealed some degree of success. However, some of the students and one of the experienced ETD practitioners identified challenges with the scaffolding and coaching aspects. Based on the identified

challenges, I redefined the problem and adjusted the needs assessment to arrive at a revised action plan.

The third and last reflection was done after Cycle 2 in the first semester of 2017. In this reflection, I assessed the responses of the research participants (Data sets 4 and 5) to the changes made regarding scaffolding and coaching to determine whether it delivered the intended, improved effect of bridging theory and practice. The results from the students and the two ETD practitioners revealed significant improvements. However, one of the ETD practitioners also reported that the activities should be synchronised better in the future. Based on the feedback, recommendations on how synergy could be created are proposed in Chapter 7. Thus, I attempted to minimise bias through regular reflections, the inclusion of three other research participant groups, the number of data sets collected that were triangulated and validated, and the feedback and comments received from my supervisors.

4.5.6 Validity of the findings

Since a critical-emancipatory education action research design was used, it is important to explain how the results were validated. From reviewing the literature on validity for action research studies, it was clear that there was no blueprint on how to validate action research results (Ebersöhn et al., 2016; Herr & Anderson, 2005). Hence, Herr and Anderson (2005, p. 55) suggest linking the validity criteria for action research to the generation of knowledge (Dialogic validity); the achievement of action-orientated outcomes (Outcome validity); the education of the researcher and the participants (Catalytic validity); results that are relevant to the setting (Democratic validity); and lastly, a sound and appropriate research methodology (Process validity). Each one of these criteria is explained below.

Dialogic validity

Herr and Anderson (2005, p. 35) refer to this validity criterion, *dialogic validity*, as the "goodness of fit" of a study, which is a peer-review process that any academic research must undergo to be endorsed and distributed in academic research journals. Avenues such as point-counterpoint debates, have been created by academic journals (Herr & Anderson, 2005), as have the development of action research communities to interchange matters related to action research (Carr & Kemmis, 1986). Besides, while Carr and Kemmis (1986) and McKernan (1996) state that action research should always be conducted collaboratively, Herr and Anderson

(2005), and McKernan (1996) suggest that action researchers should include the counsel of a critical friend, who is acquainted with the research context and could assist with the understanding of the research data. For this study, the institution's research committee at the research site ratified the research proposal and granted an ethical clearance letter. Also, I pursued the involvement and the feedback of the research participants to decide on the implemented intervention strategy. Lastly, I relied on my supervisors' expertise and a critical friend who was acquainted with learning and teaching, and action research methodology.

Outcome validity

According to Herr and Anderson (2005, p. 55), outcome validity refers to three research process elements. The first element relates to the actions taken, which should lead to achieving the study's objectives. The second element refers to the researcher's credibility in question, which implies that the researcher must know the action research process and how to assist the participants in achieving the desired result. The last element refers to integrity, which rests on the "quality of action which emerges from the initiatives and quality of data from which the action is based" (Herr & Anderson, 2005, p. 55).

Outcome validity was achieved in this study in the following ways. In response to the first element, in Cycle 1, I explored the literature in search of ways to resolve the identified problem. On discovery of a unified theory and learning characteristics, I implemented its characteristics in Cycle 1. The feedback from the participants in Cycle 1 prompted me to make changes to the implementation of the strategy, and consequently, aligned the implementation of the intervention strategy in Cycle 2 to meet the study's objectives. In response to the second element of outcome validity, I relied on my supervisors and my critical friend's guidance to discuss research matters throughout the research process. Lastly, in Cycle 1, the different responses were triangulated to understand the impact of the implemented intervention strategy. This led to a reframing of the problem and implementing revised actions by applying the phases depicted by McKernan's (1996) model to heighten outcome validity in Cycle 2.

Catalytic validity

Catalytic validity in an action research study is based on the element of the transformative potential of the researcher and the participants, to reorient their understanding and their role, as they uncover problems in the action research process, to bring about change to a

problematic situation (Herr & Anderson, 2005). After reflecting on the problem and reviewing relevant literature, I attempted to transform the pedagogical practices and obtained agreement from the students and industry practitioners to participate in a study that required their involvement to bring about change. I implemented a Situated Learning and teaching intervention strategy in Cycle 1. At the end of Cycle 1, two of the three participant groups identified challenges. I critically reflected on the challenges reported, refined the problem, and implemented a revised action plan that entailed a more structured and detailed intervention process.

Democratic validity

Herr and Anderson (2005) provide two versions of explanations for democratic validity. Their first explanation refers to the inclusion of all participants as an ethical and a social issue, and suggest that all participants' views be considered so that change will benefit all the participants. Their second version draws on the recommendations of a protagonist who advocates the identification of a relevant problem to be researched in a particular context, and the application of appropriate theories and interventions to the participating group, in an attempt to solve the problem (Herr & Anderson, 2005; Tandon, Kelly, & Mock, 2001).

The decisions made and actions taken in this study can attest to both versions of democratic validity. Firstly, all the participants (the students, practitioners and the academic) were involved in the implemented actions to effect change and were all invited to provide their perspectives on the implemented actions as to whether they worked or not. Since the study focused on strategies that would improve the students' learning and the development of appropriate competencies for industry, it was their feedback that provided a platform to revise actions that would benefit the participants in Cycle 2. Secondly, I chose a study that has been a persistent problem in the literature for many years, that is, the gap between theory and practice in the learning and teaching of Training Management at the research site (refer to Sections 1.4, 1.5, 2.2.3 and 2.3).

Process validity

Lastly, process validity is based on two main elements. It refers to what counts as evidence to address the extent to which the researcher follows a systematic and rigorous process to learn about a problem, and possible ways to diminishing it (Herr & Anderson, 2005). In this study, the

literature provided insight into the theory and practice challenge with training management students. I systematically followed McKernan's (1996) Model of Action Research, which comprised two spirals (cycles), of which each contained seven phases. In the first spiral (Cycle 1), I implemented the phases and reflected on the triangulated responses from the different participation groups (thus, I have evaluated the implementation process). This brought understanding and clarity of the changes needed in the second spiral (Cycle 2) to enhance students' learning in the module and strengthen their chances to develop workplace competencies.

4.6. CONCLUDING SUMMARY

This chapter discussed the research methodology process followed in this study. The discussion commenced with the philosophical orientations of the study, which was a critical social science perspective. I continued with an explanation of a critical-emancipatory education action research design and provided reasons for this choice based on relevant and well-known theorists' studies and suggestions. After that, a comprehensive account of the research process followed was presented. I concluded the chapter with a discussion of my dual role and the steps taken to enhance the findings' validity.

I experienced the writing of this chapter as both challenging and enriching. It was challenging because justification had to be provided for all actions taken and the decisions made while simultaneously being aware of personal involvement and biases as an insider in the research process. As a result, I attempted to narrate the research process as objectively as possible and requested that the research participants validate the data analysis and the results. It was enriching because the process was an intense reflection on what I was attempting to achieve in the learning and teaching of training management. I was driven by the end goal, which was to bridge the divide between theory and practice and provide the students with opportunities to develop relevant industry-specific competencies.

Chapter 5 is the results chapter, which is presented next.

CHAPTER FIVE

PRESENTING THE RESULTS

5.1 INTRODUCTION

A detailed discussion and justification of the research process followed in this study was presented in the previous chapter. In this chapter, I present the results of the two cycles; those from Cycle 1, first, followed by those from Cycle 2. In each cycle, the results of the quantitative data analysis are presented first, followed by those of the qualitative data analysis. I conclude the chapter with a summary of the presentations. It should be noted that the discussion and interpretation of the results take place in Chapter Six.

5.2 CYCLE 1: 2015

As noted in Table 4.1, three data sets were collected in Cycle 1. The first data set comprised the responses to the questionnaire that was completed by the 32 student research participants, who were registered for the Training Management Module (IPS 337) in the second semester of 2015. The second data set comprised the responses from the semi-structured interviews conducted with the two experienced ETD practitioners for the same period. The last data set was the responses from the observation performed by an academic in the department. The results of the students' responses are presented first, representing the quantitative data, followed by the results of the qualitative data analyses.

5.2.1 Quantitative results of the students' responses to the questionnaire

As explained in Section 4.5.4, the questionnaire was based on a Likert scale format, and quantitatively analysed through Excel software. The questions focused on the seven characteristics of Situated Learning, as well as the one question that was added, to elicit the students' views on whether the intervention strategy had transformed their perspectives of the learning process in this module, as explained in Section 3.6.3. The eight questions were:

1. Articulation through multiple roles and perspectives

Did the provision of multiple roles and perspectives assist you to understand and do the work in the module?

2. Authentic context and expert performance

Did the presence of two experienced Education, Training, and Development practitioners create an authentic context and provide expert performance in the learning process?

3. Authentic activities

Did the provision of authentic activities (industry training management topics, real-life contexts, examples and storytelling) create a platform to integrate theory and practice?

4. Collaborative construction of knowledge

Did collaborative work take place with the two experienced Education, Training and Development practitioners, the lecturer, tutors and peers in group work?

5. Different assessments

Did the provision of different assessments (two tutorial tasks, a term test and a major practical assignment) assist to integrate theory and practice in the module?

6. Scaffolding and Coaching

Did the provision of a step-by-step process and enough support help you to understand the content and apply it practically?

7. Reflection and evaluation

Were you encouraged to reflect and evaluate your own learning and the learning processes during the semester?

8. Transformation view of the learning and teaching process

Did the interactive and collaborative learning strategy change your way of thinking about the learning and teaching process in the TM module?

The 32 students' responses to the eight questions are presented in Table 5.1, followed

by Figure 5.1, which illustrates the responses in percentages.

Table 5.1: Students’ responses to the eight questions in the questionnaire

Scale	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8
Strongly agree	10	12	7	6	14	1	9	8
Agree	17	13	17	19	14	11	19	13
Undecided	3	4	4	4	3	11	2	7
Strongly disagree	1	1	3	1	1	3	0	2
Disagree	1	2	1	2	0	6	2	2

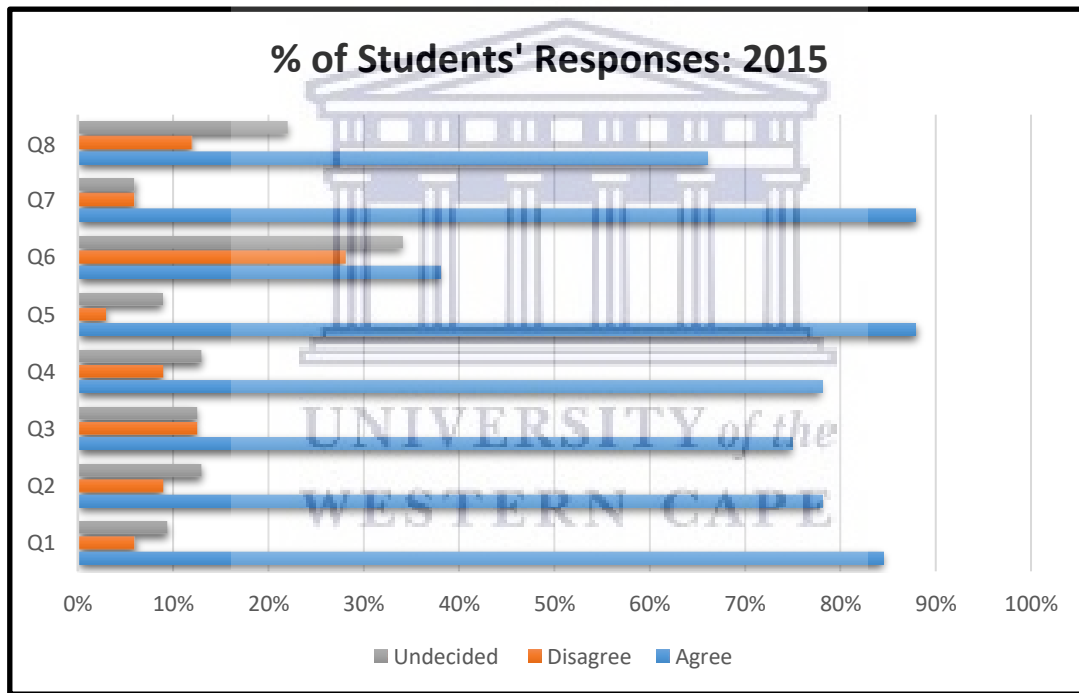


Figure 5.1: Students’ responses to the eight questions in percentages

As depicted in Figure 5.1, for the first question that elicited responses from the students to ascertain whether the provision of multiple roles and perspectives promoted articulation for them, 84.4% agreed (31% strongly agreed and 53% agreed), 6% disagreed (3% disagreed and 3% strongly disagreed), and 9.3% were undecided.

For Question 2, 78% of the students agreed (38% strongly agreed and 40% agreed) that the two experienced practitioners who were present in the lectures, and shared their stories through examples about their profession, guided them on how to complete their activities. Nine percent disagreed (3% strongly disagreed and 6% disagreed), and 13% were undecided.

The responses to Question 3 reflect that 75% of the students agreed (22% strongly agreed and 53% agreed) that they were tasked with authentic activities, which occur in everyday practice within industry. An equal number of the students disagreed (4 = 12.5%) and were undecided (4 = 12.5%).

For Question 4, 78% of the students (19% strongly agreed and 59% agreed) affirmed that opportunities were provided for them to collaborate in their groups with their peers, with the lecturer, as well as the two ETD practitioners (both in and outside of the lectures). Nine percent disagreed (3% strongly disagreed and 6% disagreed) and 13% were undecided.

In response to Question 5, 88 % of the students agreed (44% strongly agreed and 44% agreed) that the variety of assessments (two tutorial activities, a case study, a term test, a practical training manual assignment, and an examination), used to assess the knowledge and skills they had acquired, helped them to integrate theory and practise in the module. Three percent (one student) reported to the contrary, while 9% (3 students) were undecided.

As reflected in Figure 5.1, for Question 6, only 38% agreed (3% strongly agreed and 35% agreed) that scaffolding and coaching were provided, while 28% disagreed (9% strongly disagreed and 19% disagreed), and 34% were undecided.

In response to Question 7, 88% agreed (28% strongly agreed and 59% agreed) that they were encouraged to reflect on, as well as evaluate their own learning and the learning processes, while 6% (2 students) disagreed, and 6% (2 students) were undecided.

Finally, for Question 8, 66% of the students agreed (25% strongly agreed and 41% agreed) that the intervention strategy employed, transformed their views about the

learning and teaching process in the training management module. Twelve percent disagreed (6% strongly disagreed and 6% disagreed), and 22% were undecided.

In summary, the results reflect that most of the students agreed with the essence of questions 1, 2, 3, 4, 5 and 7. However, their responses varied for Questions 6 and 8. In these two questions more students disagreed and/or were indecisive.

5.2.2 Qualitative results

As explained in Section 4.5.4, the two sets of the qualitative data (the responses of the two ETD practitioners and the observer's responses) were qualitatively analysed through content analysis, which was a three-stage open-coding process, to reduce the data into manageable parts, and to arrive at themes and sub-themes. The results of the two practitioners are presented first, followed by the results of the observer.

5.2.2.1 Results from the semi-structured interviews conducted with the two experienced ETD practitioners

Five themes emerged, namely;

1. Role expectation and responsibilities;
2. Scaffolding coaching and through sharing of experiences and storytelling, as well as visits to workplaces;
3. Traditional approach versus new approach;
4. Evaluation of implemented Situated Learning and teaching intervention strategy; an
5. Challenges reported.

The issues reported on in each theme are summarised below.

Theme 1: Role expectations and responsibilities

The two practitioners reported on how they perceived their role and responsibilities in the Situated Learning and teaching intervention strategy process. Both were clear that they were invited to actively participate in the learning of students in the classroom. They were involved in helping students to complete their practical activities, as would be expected from ETD practitioners in industry. In addition, one of the two practitioners also reportedly perceived her role as offering support to the

lecturer. Lastly, both practitioners reported that they provided students with feedback on the activities they were assigned to complete.

Theme 2: Scaffolding and coaching through sharing of experiences and storytelling, as well as visits to workplaces

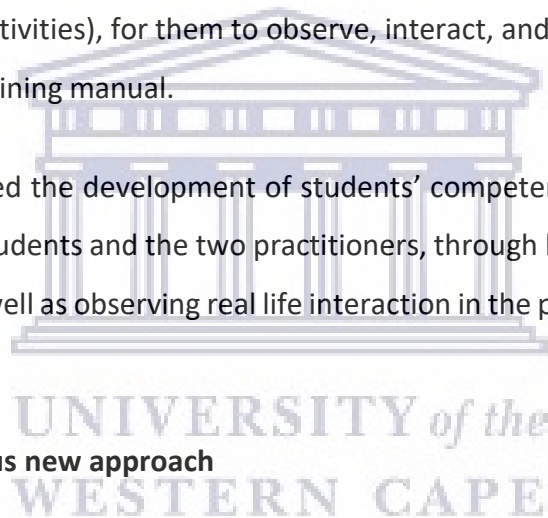
Three sub-themes emerged under this theme. The first sub-theme focused on storytelling. The practitioners reported that they engaged with the students through storytelling. As part of storytelling, they shared their own work experiences, through examples, as well as how to deal with unforeseen and difficult situations.

The second sub-theme involved the practitioners' engagement with the students at their workplaces. Both practitioners reported on how they dealt with the students, who visited their respective workplaces. The purpose for the visits was to provide the students with real life situations (authentic activities), for them to observe, interact, and learn how to complete the practical side of the training manual.

The last sub-theme included the development of students' competencies, as a result of the interaction between the students and the two practitioners, through listening to their stories and real-life examples, as well as observing real life interaction in the practitioners' respective workplaces.

Theme 3: Traditional versus new approach

One practitioner reported that, by being involved in this study, her personal student experiences of the deficiency in learning about training management surfaced. Unlike the students in this study, this practitioner noted that she did not have any exposure to practical work in her own undergraduate modules. Both practitioners reported that, because of the practical activities to marry theory and practice, the students were provided with opportunities to develop critical skills (time management, resilience, tenacity, determination and dedication) that are required by the training and development profession. The practitioners reported that the implemented Situated Learning and teaching intervention strategy was different to what they were exposed to, when they were undergraduate students.



Theme 4: Evaluation of implemented Situated Learning and teaching intervention strategy

The responses of the two experienced ETD practitioners indicated that they had evaluated the implemented intervention strategy. Both practitioners reported that the employed intervention strategy helped the students to develop the knowledge, experience, and skills they required to join a Training and Development practice as a graduate. This was possible, as they were given the opportunity to apply practice to the theory that they had learnt in the classroom. One practitioner reported that, by the time the graduates join the industry, they would have already been exposed to T&D realities that occur in organisations. They reported that this was especially important for students, who do not have any work experience when they apply for positions in the training and development profession, upon graduation.

Theme 5: Challenges reported

The intervention strategy consisted of one main assignment, with different components that the students had to complete during the semester. The challenge reported by both practitioners was that, because the different components were not broken down into smaller steps, the students could not make the link between the components and the final outcome. This implies that the two practitioners were of the opinion that insufficient scaffolding and coaching were provided to the students. This created a challenge for the students, and could be the reason why so many students reported that they disagreed and were undecided in their responses to Question 6.

5.2.2.2 Results from the observation conducted by the academic

As discussed in Section 4.5.3, a direct observation technique was used for the observation that was conducted in one of the lecture periods of the second semester of 2015. The observer was provided with an observation sheet (Appendix 10) that contained the seven characteristics of Situated Learning as used in this study, and an overall comment option.

These were:

1. Authentic context and activities;
2. Experienced ETD practitioners;
3. Articulation;
4. Support collaborative construction of knowledge and reflection;

5. Scaffolding and coaching;
6. Integrated assessment of learning;
7. Multiple learning perspectives; and
8. Overall comments

The comments made under each of these characteristics are reported below.

Theme 1: Authentic context and activities

The observer commented that reference was made [by the lecturer] to practical outcomes, examples, and real-life contexts (a broad array of topics was covered reflecting the diversity of focus).

Theme 2: Experienced ETD practitioners

The observer noted that practitioners from industry were engaged to assist the students with the transfer of knowledge and skills in the completion of the main assignment. In addition, the observer reported that the students were provided with the opportunity to learn from, and model the behaviour of the two practitioners through reflection and in the process, were able to express themselves and clarify their own understanding.

Theme 3: Articulation

The observer noted that critical engagement between the students, the lecturer, the practitioners, and the tutors with reflection on their learning, was encouraged.

Theme 4: Support collaborative construction of knowledge

The observer also noted that students were provided with the opportunity to learn collaboratively (from their fellow students, lecturer and the practitioners) and could form and defend their own views, simultaneously.

Theme 5: Scaffolding and coaching

The observer reported that the students were provided with opportunities to interact with the lecturer and the practitioners, and could ask questions for clarification.

Theme 6: Integrated assessment of learning

The observer noted that there was evidence of formative and formative assessments because the lecturer referred to it throughout her teaching session.

Theme 7: Multiple learning perspectives

The observer noted that students were taught to view the training management content through the eyes of a trainee, a training facilitator, and an administrator, as per the prescribed course content for this module.

Theme 8: Overall comments on the extent of the use of Situated Learning strategies in the classroom

The observer reported that the lecturer made *“excellent use of available tools and techniques”*. In addition, good integration of theory and practice throughout the lecture period was noted, with a strong focus on reflection, observation and diversity of perspectives from the students.

In summary, there were more similarities than differences between the responses of the two ETD practitioners and the academic observer. The difference was that the academic observer did not report any challenges, whereas the two practitioners reported one challenge. These results are discussed and interpreted in Chapter 6.

5.3 CYCLE 2: 2016

Unlike Cycle 1, there were only two data sets in Cycle 2. As explained in Section 4.5.3, the academic observer was not able to conduct an observation in this cycle, due to the student protests, staged in the latter part of the second semester in 2016. As such, the first data set comprised the questionnaire that was completed by the 52 student research participants who were registered for the Training Management Module (IPS 337) in the second semester of 2016. The second data set consisted of the responses from the semi-structured interviews conducted with the two experienced ETD practitioners for the same period.

5.3.1 Quantitative results from the students' responses to the questionnaire

The students completed the same questionnaire that the 2015 group (Cycle 1) completed. Similar to Cycle 1, the number of the 52 students' responses to the eight questions are presented in Table 5.2, followed by the responses as percentages in Figure 5.2.

Table 5.2: Students' responses to the eight questions in the questionnaire

Scale	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8
Strongly agree	13	18	19	11	28	11	13	14
Agree	34	27	33	34	21	39	37	34
Undecided	3	6	0	5	3	2	2	2
Strongly disagree	0	0	0	0	0	0	0	0
Disagree	2	1	0	2	0	0	0	2
Total students	52	52	52	52	52	52	52	52

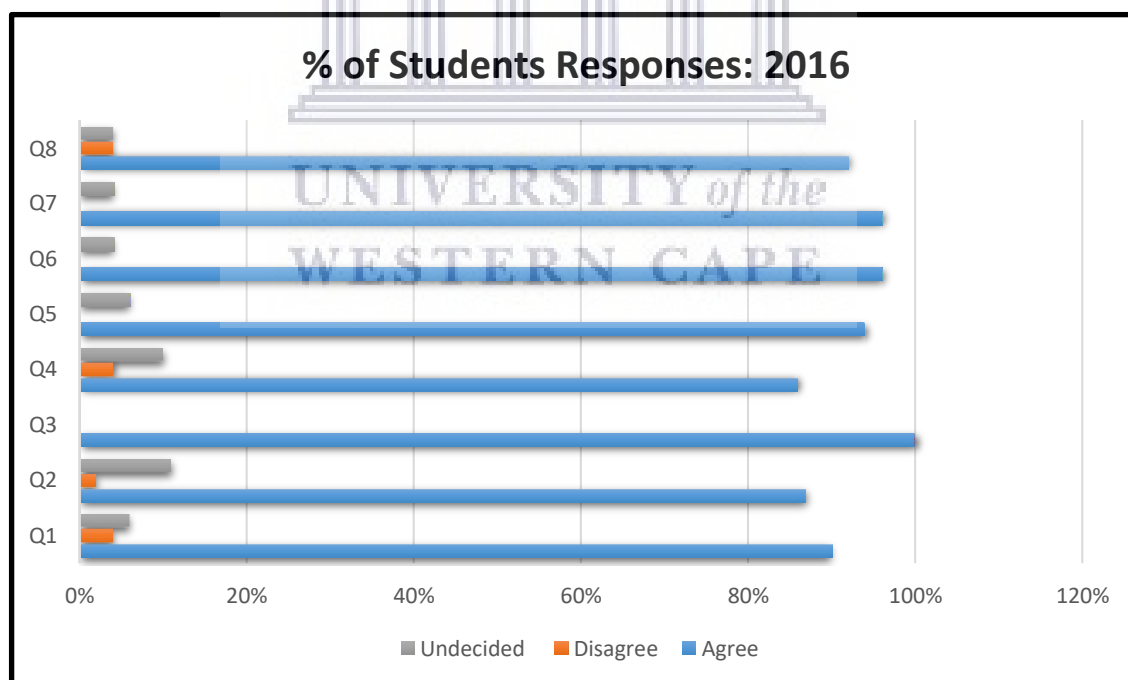


Figure 5.2: Students' responses to the eight questions in percentages

In Figure 5.2, for the first question, which elicited responses from the students to ascertain whether the provision of multiple roles and perspectives promoted articulation for them, 90% of the students agreed (25% strongly agreed plus 65% agreed), 4% disagreed, and 6% were undecided. Therefore, the result revealed a 6% increase in the *agreed* responses compared to Cycle 1, with only 2 students in disagreement, and 3 students who were uncertain and opted for the undecided option.

For Question 2, 87% of the students agreed (35% strongly agreed and 52% agreed) that the presence of the two experienced practitioners in the lectures, sharing their stories and examples about their profession, guided them on how they should complete their activities. Two percent (2%) of the students disagreed and 11% were undecided. In Cycle 1, 78% of the students agreed, which implies that there was an increase of 9% *agreed* responses in this cycle.

The responses to Question 3 reflect that *all* the students agreed (36.5% strongly agree plus 63.4% agree = 100%) to being tasked with authentic activities that occurred in everyday practice in industry. The agreed responses increased by 25% in comparison to Question 3 in Cycle 1, where the agreed responses were 75%.

For Question 4, 86% of the students agreed (21% strongly agreed plus 65% agreed) that opportunities were provided for collaborative learning to transpire (group work with their peers, their interactions with the lecturer, the two ETD practitioners [both inside and outside of the lectures], and the tutors). Four percent of the students disagreed, and 10% were undecided. In Cycle 1, 78% of the students agreed to this question, which indicates an increase of 8% in the students' *agreed* responses in this cycle.

In Figure 5.2, for Question 5, 94% of the students (53.8% strongly agreed and 40.3% agreed) reported that a variety of assessments were used to assess their knowledge and skills, acquired, which helped them to integrate theory and practise in the module. The remaining 6% were undecided, with no students disagreeing. The responses of the students to this question were different, as it is the only question where the students,

who strongly agreed, outnumbered the students who agreed, in comparison with the other questions. Overall, there was a 6% increase in the *agreed* responses in comparison to the 88% in Cycle 1.

For Question 6, 96% of the students agreed (21.1% strongly agreed plus 75% agreed) that scaffolding and coaching were provided, 4% of the students were undecided, and no students disagreed. This result reveals a marked improvement (58%) in agreed responses, compared to Cycle 1, where only 38% of the students agreed, 28% disagreed and 34% were undecided.

Similar to Question 6, in Question 7, 96% of the students agreed (25% strongly agreed plus 71% agreed) that they were encouraged to reflect on and evaluate their own learning, as well as the learning process. Four percent of the students were undecided, and none disagreed. The result indicates an increase of 8% in the agreed responses in comparison to the 88% in Cycle 1.

Lastly, for Question 8, which sought to establish whether the intervention strategy employed in the module transformed their views about the learning and teaching process, 92% of the students agreed (29.9% strongly agreed plus 65.3% agreed), 4% disagreed, and 4% were undecided. This result reflects a 26% increase in the *agreed* responses compared to the responses in Cycle 1 of 66%.

To summarise, the above results reveal an increase in the *agreed* responses to all eight questions, and a decrease in all the *disagreed* and *undecided* responses. Table 5.3 below reflects the differences between the two cycles, and the overall increase percentages in the *agreed* responses of the 2016 student participants per question.

Table 5.3: Comparison between Cycle 1 and 2, and overall percentage increase

Questions	Cycle 1: 2015 % Responses	Cycle 2: 2016 % Responses	% Increase in agreed responses
Question 1	Agreed: 84% Disagreed: 6% Undecided: 9%	Agreed: 90% Disagreed: 4% Undecided: 6%	6%
Question 2	Agreed: 78% Disagreed: 9% Undecided: 13%	Agreed: 87% Disagreed: 2% Undecided: 11%	9%
Question 3	Agreed: 75% Disagreed: 12.5% Undecided: 12.5%	Agreed: 100% Disagreed: 0 Undecided: 0	25%
Question 4	Agreed: 78% Disagreed: 9% Undecided: 13%	Agreed: 86% Disagreed: 4% Undecided: 10%	8%
Question 5	Agreed: 88% Disagreed: 3% Undecided: 9%	Agreed: 94% Disagreed: 0 Undecided: 6%	6%
Question 6	Agreed: 38% Disagreed: 28% Undecided: 34%	Agreed: 96% Disagreed: 0 Undecided: 4%	58%
Question 7	Agreed: 88% Disagreed: 6% Undecided: 6%	Agreed: 96% Disagreed: 0 Undecided: 4%	8%
Question 8	Agreed: 66% Disagreed: 12% Undecided: 22%	Agreed: 92% Disagreed: 4% Undecided: 4%	26%

5.3.2 Qualitative results from the semi-structured interviews conducted with the two experienced ETD practitioners

Two themes were identified from the responses of the two ETD Practitioners in the semi-structured interviews, namely, improvements reported, and challenges identified.

Theme 1: Improvements reported

Four sub-themes were identified under this theme. These were: students’ eagerness to

learn; more scaffolding and coaching were provided to students; evaluation of students' performances; and evaluation of improved implemented Situated Learning and teaching intervention strategy. The results of each of the sub-themes are presented below.

Sub-theme 1: Students' eagerness to learn

Both practitioners reported that the students tapped into their knowledge and experiences to complete tasks. They further reported being happy with the theoretical foundation that was laid by the lecturer before they started to interact with the students. One practitioner also reported that, during interaction with the students, they were keen and enthusiastic to engage by expressing and defending their views and knowledge on the matter.

Sub-theme 2: More scaffolding and coaching were provided to students

One of the practitioners reported that more students attended consultations in 2016 than in 2015. Both practitioners indicated that they could scaffold the various components in more detail, through a step-by-step process. One practitioner also reported that she introduced the students to different tools that they could use in the T&D profession. Lastly, one practitioner suggested that storytelling should be an integral part of learning and teaching in the module.

Sub-theme 3: Evaluation of students' performance

Both practitioners mentioned that the students had good theoretical knowledge, which assisted them to identify the links and complete the practical activities. They also indicated that their interaction with the students assisted the students to develop skills that would render them more employable. In addition, one practitioner said that the revised intervention strategy empowered the students, who experienced better exposure to both theory and practice.

Sub-theme 4: Evaluation of improved implemented intervention strategy

Both practitioners reported that, in this cycle, the intervention was clearly structured and communicated, step-by-step, by the lecturer. They indicated that the revised intervention strategy was particularly important for students, who did not have T&D industry experience. One practitioner mentioned that, only when she had started to apply T&D theory in industry, her learning commenced. This is in contrast to what was observed in the module as the lecturer provided students with opportunities to apply the theory in the completion of the

training manual. Since being involved in Cycle 1, as well, this practitioner reported that a more structured approach was used in 2016, as opposed to the approach in 2015.

Theme 2: Challenges reported

One practitioner reported that some of the steps in the revised implemented intervention strategy were fluid, which would require students to return to the theory, before be able to link it to the practical activity. The fluidity occurred with the contextualisation process during which the practitioner assisted the students to align the task to the organisation's objective, as well as implementing practical training and development steps to support the organisation.

5.4 CONCLUDING SUMMARY

The results of the data collected in the two cycles were presented in this chapter. The results of Cycle 1 were presented first, followed by the results of Cycle 2. Two challenges were identified from the results in Cycle 1. The students' responses in Cycle 2 reflected that there were an increased and thus an improvement in all the *agreed responses* to all the questions. The results of the four sub-themes in Cycle 2 revealed an improvement because of the changes that were implemented in the teaching strategy, and the manner in which the revised plan was executed. From the issues identified in Cycle 2, it was clear that the practitioners could observe a positive change in the students' application of theory and practice, as well as the students' attitudes to embrace their own learning. I attempted to present the results as objectively as possible, and reflected on what the data showed throughout the analysis process. My main supervisor checked the results against the raw data, and both my supervisors and I were pleased with the increased in the student participants' agreed responses in Cycle 2. The increases in the student participants' agreed responses were a clear indication that the revised Situated Learning and teaching intervention strategy achieved its objective of integrating theory and practice more effectively in the training management module in 2016, compared to 2015. The results are discussed in the next chapter

CHAPTER SIX

DISCUSSION AND INTERPRETATION OF RESULT

6.1 INTRODUCTION

The results of the analysed data were presented in the previous chapter. In this chapter, I discuss and interpret the results based on the theoretical framework, Situated Learning Theory and the seven characteristics arrived at in Section 3.6.3. The chapter is divided into two sections. In the first section, I discuss and interpret the results of Cycle 1, and in the second section, the results of Cycle 2. The chapter is concluded with a synthesis of the findings and a summary of the discussions.

6.2 CYCLE 1: 2015

The discussion and the interpretation of the results are presented first, followed by a synthesis of the findings.

6.2.1 Discussion and interpretation of results

As explained in Section 3.4, third-year undergraduate students select four of the six modules listed in Table 3.2. To proceed to the honours programme, the students must have registered for Consumer Behaviour and Research Methodology in the first semester of their third year and Organisational Behaviour and Training Management in the second semester. Therefore, the Training Management module students were familiar to me as the lecturer for the Consumer Behaviour module in the first semester.

The quantitative results reveal that over 75% of the student participants positively responded to six of the eight questions posed in the questionnaire, with only 12% and fewer who disagreed or strongly disagreed. For example, 84% of the students agreed to Question 1 that a different teaching strategy was used (compared to what they were accustomed to in the first semester's consumer behaviour module). The new strategy allowed them to articulate their understandings by negotiating and defending their knowledge, from multiple perspectives, with other participants (lecturer, two practitioners, tutors and peers). They made sense of learning the content of training management in this module. This corresponds with the two practitioners' views that the teaching strategy used in this study was different from what they

were exposed to as students in their undergraduate study of training management (refer to Theme 3 and Themes 3 and 7 of the academic's observation).

Under Theme 3, in Section 5.2.2.1, Practitioner 1 reported that the Situated Learning Theory used in the module, highlighted the deficiency in her own learning about training management, as an undergraduate student. She reported the following:

"I remember my T&D module being very traditional and theoretical and when I studied I did not necessarily understand as much as when I went into industry and sector and I was able to apply it. Then I could see the value and draw the links, connect the dots."

Herrington and Oliver (2000), Herrington, Oliver, and Reeves (2002), Lave (1996), and Resnick (1987) concur that there is a variance between the educational experiences of people and their everyday situations in the workplace. As a result, Lave (1996) conducted a study in the United States that focused on the way adults in a supermarket applied mathematics. The results revealed that applying theory to a real-life situation was more effective than abstract formal classroom learning (Lave, 1996). This insight laid the foundation for the development of a Situated Learning theory (Lave, 1996; Lave & Wenger, 1991). With this knowledge in mind, I exposed the students to the practitioners and my perspectives and diverse workplace ways. I also exposed the students to their tutors and peers' perspectives. Consequently, students could negotiate and defend their comprehension by articulating how to apply the content learnt.

Brown et al. (1989), Vygotsky (1978), and Whitcomb and Taylor (2014) assert that the nature of an activity is central to the organisation and development of knowledge and should not be separated. I concur and maintain that activities undertaken in the learning process should not be separated from learning as they are an integral part of it, because situations co-produce knowledge through activity and allow for various roles and multiple perspectives thereof (Brown et al., 1989; Dalsgaard, 2018; Lave, 1996; Vygotsky, 1978, 1981).

For questions 2 and 3 that elicited the students' perceptions of the reliance of an authentic context, expert performance and authentic activities in their learning of training management, 79% (for Question 2) and 75% (for Question 3) of the students agreed. Thus, 79% of the students testified to the presence of experienced practitioners in the classroom, who shared their

training and development stories, real-life examples of the training and development profession, and guided them on how to complete the training manual assignment. I attempted to create an authentic context for the students in the module by including the two practitioners from industry and the students' learning experience in the lectures. Also, 75% of the students reported that authentic industry topics were used in the classroom.

The students' answers corresponded with Theme 2 of the academic's observation that the content taught was interrelated with clear, practical outcomes, examples and real-life situations. This also resonates with Themes 1 and 4 of the practitioners' responses. It attests that students were introduced to authentic realities through practitioners' storytelling and sharing their practical work experiences. Of particular interest, Practitioner 1, a senior training and development manager, claimed that those practical activities cultivated the expertise that would be expected from her employees. She stated the following:

"...I think the fact that there are guest speakers and industry coming into the classroom, just help them get a better picture and appreciate what they are learning and what they are doing and how does it show up [apply] and look out there [in the real world]."

Accordingly, Lave and Wenger (1991) explain that the activities in a Situated Learning environment should include the standards and practices essential to students' behaviour and membership in a particular profession. Additionally, Brown and Duguid (1996) and Hung and Der-Thanq (2001) argue that, when learning is rooted in rich situations and social constructive acts, students construct both implicit and explicit knowledge. According to Brown and Duguid (1996), understanding is triggered when knowledge will be applied and used. Students can situate relevant activities in a national context and the more significant, global context. Similarly, Dalsgaard (2018), Lave and Wenger (1991), Rogoff and Lave (1984), as well as Vygotsky (1978) believe that students co-produce knowledge as they participate in authentic activities, which are relevant to a specific discipline.

Additionally, the practitioners indicated that the students in this study did not only learn how to function in the training and department environment but also developed appropriate training and development competencies by participating in rich, authentic activities. They explained as follows:

"...my view is in the skill. To see them work with the theory and put the theory into practice. So I believe that it contributed. The fact that they were expected to work on a real life projects, gave them the skills of the profession and better equips them for the world of work. So when they go into any environment, they have been already done the work even though many of them don't have formal work experience. They basically have been exposed to what is expected of them in the world of work." [Practitioner 1]

"I feel that with this exposure at the undergraduate level really prepares students, in terms of developing skills. Working towards a deadline, their resilience, their tenacity, their determination and dedication to completing a tasks. Training and development material is not easy to get together. I mean in work you have a few months to put it all together, they had about two and a half months. So, it does prepare them in terms of time management and all the skills that they need going into the workforce for the first time." [Practitioner 2]

Brown et al. (1989) concur that appropriate domain-specific skills are cultivated while students engage in authentic professional activities. Brown et al. (1989) report in their study that senior students in the humanities, social sciences, and physical sciences learn research skills through apprenticeships. They serve with senior researchers. Similarly, in a study about apprenticeship training of tailors in Liberia, Lave (1996) adds that manufacturing trousers were not the only outcome of their years of apprenticeship training as the apprentices also acquired entrepreneurial, interpersonal and communication skills. This reflects the multifaceted nature of Situated Learning to connect theory and practice, which expedite the development of disciplined specific competencies, when students engage in authentic activities (Lave, 1996; Lave & Wenger 1991; Lombardi, 2007). Therefore, an inference could be made that not including authentic activities in the learning of training and development learning contexts may threaten the training management graduates' development of the competencies needed in the workplace as was the case in the traditional way of teaching training management before 2015.

The practitioners' responses validated the quantitative responses of the students. This assertion could be made because, in the questionnaire, the majority of the students reported undertaking activities in the learning environment to integrate theory and practice. Therefore,

as Lave and Wenger (1991) and Lave (1996) projected, the students acquired competencies relevant to the T&D profession because they participated in activities that integrated theory and practice.

Accordingly, the following could be affirmed: (i) The students developed business competencies because they had to understand the business context to make sense of clients' and employers' needs, to resolve T&D problems (refer to Question 1 of the students' responses to the questionnaire). In addition, they had to project manage the design and implementation of the training manual and consider the administrative aspects and financial viability. (ii) To perform the above, students had to draw on their analytical reasoning, conceptual knowledge and problem solving skills to review relevant learning theories and principles all inherent in the intellectual competence cluster (refer to Table 2.3). (ii) Students developed intrapersonal competencies because they were involved in active learning, which allowed them to observe and model the practitioners' behaviours in their real-life contexts. Students developed emotional intelligence capability because they transformed their behaviours, as Practitioner 1 reported, by performing tasks as would be required in the real T&D space. By engaging in legitimate peripheral participation, they had to reflect on what they had observed and heard and evaluated their learning (refer to Questions 2 and 7 of the students' responses to the questionnaire, and to Appendix 20).

Lastly, the students also developed interpersonal competencies because they had to create and keep meaningful and effective relationships with their peers, the tutors, the lecturer and the practitioners (refer to Question 4 of the students' responses to the questionnaire). Additionally, both practitioners reported that practical activities and assessments were not included in their third-year training management modules when they were students. Practitioner 1 (who studied training management at one of the other three universities in the Western Cape) explained as follows:

"My experience was definitely very theoretical at the time I studied and I do believe that with my postgraduate experience, I worked a little, so when I was in the classroom I could really see, I could understand the context, I could think of examples. I could also apply it back to the work environment. My post grad allowed this, because I had a little bit of work experience I could appreciate the studies much more."

Practitioner 2 (who studied training management at the University) stated the following:

"So my third year undergraduate - there was no practical exposure, so when I got to post grad, then I got the practical exposure."

The above attests to the traditional way training management at the third-year level is taught at the four universities in the Western Cape Province (refer to Sections 1.1, 2.4 and 3.2.1). The reasoning is that the theoretical foundations in the undergraduate levels would prepare students to do the practical assignments in the honours' level of studies (Augustyn & Cillié, 2008; Schreuder, 2001). This opinion is supported by a perception that integrating theory and practice in the undergraduate modules is too difficult for undergraduate students (Augustyn & Cillié, 2008; Schreuder, 2001). However, I believe that students should be enculturated into their discipline at the undergraduate level already and be trained to apply the theory to practical activities specific to their profession (Lave & Wenger, 1991; Lombardi, 2007). Therefore, I support creating authentic contexts and authentic activities as part of formative assessments in undergraduate training management modules to mirror real-world realities, as these are two crucial characteristics of Situated Learning.

Question 4 of the questionnaire revealed that 78% of the students agreed that they collaborated with others in the learning of training and development. This result matches the academic's observation (Theme 2) that students learned from fellow students, the lecturer, and the practitioners while articulating their understanding of how to complete their assessments and learning about the training and development profession. This also correlates with Themes 1 and 2 of the two practitioners. Practitioner 2 explained as follows:

"I had been asked to provide some insights on what is administering training, actually doing training, coordinating and facilitating the entire process. So I would start from the practical, from my experience to show what we would have to do on the day of training, the facilitation of the training, as well as what happens afterwards. If they had any questions I answered them. I also provided them with my contact details, so they could contact me after the lectures if they still had any questions. This was my involvement in developing their training management skills. They would also make use of the

information I'd given in terms of what you would do before, with the budgeting and the booking of the rooms and all of that up until feedback forms, which is after the training."

Practitioner 1 reported having a dual role, explaining as follows:

"My first role was to share with the class the practical. That is, what would be the expectations of industry. What is their model, how does it typically look and how does it play out? The things that they learn about, how does it play out in industry. The second part of my involvement, was to support the lecturer, the academic, with problems or scenario or a case for the students, to provide them with an opportunity for practical application. So, I could go in my environment and I'd identify the typical projects, things that we are working on at the moment, at the time, and then I identified tasks and projects for the lecturer to provide and help the students work on it and then also give them the opportunity to apply some of those concepts and key learnings that takes place in the class."

The practitioners provided various topics for the students to engage with as their (the students) ultimate assignment was to compile a training manual based on a real needs' analysis conducted in an organisation. The assignment included all the relevant tasks and expectations involved in compiling a training manual, for example, the components, pre-and post-, and all the factors and details that needed to be considered in practice. The two explanations reflect the following: (i) the practitioners engaged with the students to teach them about the training and development profession; (ii) the infusion of others, namely, the lecturer, the tutors, other students in their groups and students in the classroom; (iii) the students could learn from the practitioners, emulating the apprenticeship model (refer to Section 3.5.2), which are primary characteristics of the Situated Learning Theory.

Furthermore, the observer noted the following:

"Facilitators from T&D backgrounds assisted in the process of transfer of learning principles. Learners observed the T&D practitioners to role model appropriate behaviour. Learners could demonstrate their own views, juxtaposed against that of other learners & reflect on common observations without minimising individual differences."

In the tutorials, the students were divided into smaller groups of four or five. They worked together on the case study, the presentation and the training manual. According to Özüdoğru and Özüdoğru (2017), and Quay (2003), collaborative learning is one of the most important characteristics of situated learning because the students could share their ideas and learn from each other. However, in this study, the students not only learnt by listening and sharing ideas; they also had access to the two practitioners in the classroom as role models, whose behaviour they could emulate, as the observer noted. The participants' responses (78% of the students, the two practitioners, and the observer) resonate with what the theoretical framework advocates should happen (Brown et al, 1989; Lave, 1996; Lave & Wenger, 1991).

The participants' above responses indicate that the situated learning and teaching intervention strategy had the desired effect of collaborative learning. In contrast, previously, only the lecturer collaborated with the students, as the tutors' involvement was mostly limited to the delivery of content in tutorials. Additionally, in this study, the significance of the collaborative construction of knowledge was that the students were exposed to practitioners who modelled authentic work behaviours, which helped the students develop the relevant competencies for the workplace and thereby assisting with bridging the gap between theory and practice. This was parallel to the academic's observation (refer to Theme 3, under Section 5.2.2.2) that the students were provided with the opportunity to learn collaboratively.

Billet (1994), Dweck and Leggett (1988), Herrington et al. (2002), and Whitcomb and Taylor (2014) argue that the successful transfer of learning theory and practice from practitioners to students, is intertwined with the student's willingness to learn from others. Billet (1994) claims that students cannot be forced to learn. Instead, they have to be motivated to be engaged in a Situated Learning environment. With this intervention strategy, the lecturer attempted to create a collaborative learning environment for the students to move away from traditional teaching practices (a colonised instructional design) to include indigenous knowledge and contexts, thereby decolonising the module's curriculum as an added benefit.

Moreover, Lampert and Ball (1990, 1998) and Orlando (2019) state that teachers often employ the traditional teaching practices that they were exposed to despite the evolution of transformed teaching methods. I concur with this viewpoint. For many years, my teaching approach was similar to how I was taught in my undergraduate years. Hence, I was concerned

about the disjoint of theory and practice and in light of the current decolonisation debate, I wanted to resolve both problems.

According to the students' responses to Question 5 (the provision of different assessments), 88% agreed that a variety of assessments were used in the module. The observer also reported witnessing that various assessment methods (assignments, tutorials and formal examinations) were used (refer to Theme 6). The assessments consisted of a main practical assignment, a case study, a term test, and a presentation. The case study, the term test and the presentation were the scaffolded activities designed to support the students' understanding of the integration of theory and practice in the module (refer to Section 3.4 and Appendix 20). The two practitioners were instrumental in helping the students prepare the training manual because they provided authentic real-life experiences. As indicated in the previous question's discussion (Question 4), the practitioners became role models to the students. They were present in the classroom and met with the students for informal consultation sessions outside of the classroom and at their workplaces. During these engagements, the students could ask questions and seek clarification on aspects of the content that they did not understand and ways of applying the theoretical knowledge in the assignment practically. The students also met with me as the lecturer and with their tutors for one-on-one consultations during the semester (during the #Feesmustfall protests, the consultations happened off-campus).

Providing the students with multiple learning opportunities concurs with the views of Herrington and Oliver (2000), Herrington et al. (2002), Reeves and Okey (1996), and Young (1995) that authentic activities should be interrelated with assessments in a Situated Learning environment. Herrington and Oliver (2000) designed a Situated Learning environment in a multimedia programme for pre-service teachers of Mathematics assessments that included interactivity between the programme and the learners. Similar to what transpired in this study, they observed that a combination of authentic context, authentic activities, and authentic assessments, with students collaboratively arrange into smaller groups, helped students communicate with their group members, the lecturer and practitioners in a meaningful way.

At this point, the question could be asked - how did the two practitioners assist the students' understanding of how to marry theory and practice in their assignments? They explained as follows:

"I believe from my experience; I was able to give them examples, answer practical questions and the unexpected or the unforeseen. In any Training and Development intervention you might come across situations that you have not planned for. I believe that I could guide them based on the experience and what we have done in the past."

"So, if something goes wrong, or something happens that they could not have planned for, a classical example, in my industry and current sector, we had the challenge with Fees Must Fall. That is" kind of" unforeseen, we could not have planned for. That is the kinds of situations that you could find yourself in as a practitioner. So, I was able to guide them and give them examples of what we did in the past." [Practitioner 1]

"It was to design a training facilitator course. One was in a call centre environment. They had to come up with their own topics and their own things that they would run with throughout the course that they would design. They would also make use of the information I'd given in terms of what you would do before, with the budgeting and the booking of the rooms and all of that up until feedback forms, which is after the training." [Practitioner 2]

The above explanations of the practitioners reflect how students were introduced to the realities of the workplace when they assumed their assessment activities. This finding is important because the students' learning experiences could be transferred and applied in the workplace because they had been exposed to South African training and development realities in the classroom. I created a platform for the students to interact with experienced practitioners, learn from their expert performance and model their behaviour. In this manner, I replicated Brown et al.'s (1989) concept of the apprentices (students) learning from the masters (practitioners) in an authentic working context, which signifies the centrality of activity in learning, and reveals the intrinsically context-dependent, situated and enculturation nature of situated learning (Lave & Wenger, 1991).

Accordingly, the presence of the two practitioners in the classroom, outside the classroom during consultations, and at their workplaces where the students met with them, are characteristics of articulation and expert performance, which are characteristics of situated

learning and a decolonised learning process. Despite the above finding, for Question 6, only 38% of students agreed that they were provided with scaffolding and coaching at critical times. Twenty-eight percent (28%) of the students disagreed, and 34% were undecided. This question was the only one with mixed responses from the students. This finding was very surprising, as the two practitioners (Theme 2) and the academic observer noted that the students were provided with scaffolding and coaching.

Additionally, I (as the lecturer) was under the impression that I did provide the students with sufficient and appropriate support and coaching to complete the assessments. I was particularly mindful of the value of scaffolding and coaching in a situated learning context, as they are some of the fundamental characteristics of SL (Bautista, 2013; Lave & Wenger, 1991; Pattalitan, 2016). An inference could be made that these students did not understand how to apply the knowledge and skills learnt from the practitioners. It could also imply that the students were overwhelmed with the new approach to learning and teaching to which they were exposed for the first time and were unfamiliar with embracing their own learning experiences. An additional reason for the indecision of 34% of the students could be the #FeesMustFall protests. It occurred towards the end of the semester in 2015 and interrupted their learning. Consequently, what they had learnt and been exposed to, probably, had no time to be absorbed. Also, the questionnaire was only administered at the beginning of the following year (2016), which could be another reason for the mixed results, as the students may have failed or may not have performed as well as they had envisaged. As a result, they could have reasoned that the lecturer did not assist them. Also, they had anticipated that they should be successful in their studies and blamed the lecturer for their failure and/or inadequate performance in the module.

Several theorists have provided various perspectives on the difficulty of implementing situated learning in the classroom (Gallimore & Tharp, 1990; Pattalitan, 2016; Purpel & Shapiro, 1995; Windschitl, 2002). For example, Gallimore and Tharp (1990) state that supporting student learning requires considerable skills and conditions. Pattalitan (2016) and Gallimore and Tharp (1990) maintain that most teachers do not know how to support students because they have not had the opportunity to observe coaching or scaffolding practices in action received it in their learning. Similarly, Apple (1982), Little (1993), Purpel and Shapiro (1995), and Windschitl (2002) claim that the difficulty with the implementation of constructivist theories (of which

Situated Learning is a part) is not the challenge associated with the acquisition of skills. Instead, it is the process to assist the students to make sense of how to construct new knowledge and build on to what they already know. It implies that some students may have difficulties deviating from learning in a parrot fashion manner, comprehending what they are learning and applying it to real-life situations.

To remedy this situation, Korthagen (2010), Lave and Wenger (1991), Wenger (1998), and Young (1993) suggest that a situated learning instructional guide should include the training of teachers on how to understand their role of supporting and guiding students. Therefore, going forward with Cycle 2, I reflected on how the intervention strategy could be improved and refined to facilitate sufficient support and scaffolding to the new group of students in 2016.

Notwithstanding the students' low scoring of the implementation of the scaffolding and coaching characteristics of situated learning, for Question 7, which elicited whether the students were encouraged to reflect and evaluate their learning and the learning process during the semester, 88% agreed. This corresponds with the observer's report (Themes 2 and 8), who noted that the students were actively encouraged to reflect on their learning process, and who also suggested that there was no one correct approach. The two practitioners also described how they had interacted with the students and asked them to return to, reflect on, and review what they learned (refer to Theme 2). The practitioners explained as follows:

"I was able to show them [students] examples, or help them prepare, as a professional, you know Also how to reflect and review. So, post training and post intervention, to typically go back to see if you [the student] achieved what you planned to achieve or to review and to see if there are any gaps and make sure that you fill the gaps."
[Practitioner 1]

"But, also giving them an opportunity to go apply and figure it out themselves; because I think it is also helpful for them to go find out things together. Learning also takes place when they have to figure it out themselves, come back, and then we rethink on it."
[Practitioner 1]

"So I gave them an outline of my expectation, gave them a few. They then had to go put things together, come back and then we would assess whether we are on the right track." [Practitioner 2]

The students were encouraged to reflect on the interactions with the two practitioners and their peers in their smaller groups, as reflection is another important characteristic of situated learning and action research. Bell and Mladenovic (2015), Brown et al. (1989), and Herrington and Oliver (2000) clarify that reflection in a situated learning process allows students to analyse their performance critically. Also, to make comparisons between themselves, their peers and professionals in a community of practice to determine how they could apply their learning to future situations. Kemmis (1985) concurs that reflection enables students to explore their experiences, which yield new understandings. I agree with these views and observed that the students were more confident to negotiate and defend their understandings in the classroom, among themselves, with the practitioners and me as their lecturer. The observer also expressed the same sentiment. He noted that the students constructed their meanings in the classroom from their interactions with the lecturer and the two practitioners in the classroom.

Moreover, according to Dalsgaard (2017), the characteristic of reflection is important because it often goes unnoticed by teachers and students who do not regard it as valuable. An inference can be made that ignoring reflection in a situated learning context could hinder the students' ability to make implicit knowledge explicit. Therefore, reflection should be regarded as an essential part of meaningful learning and knowledge creation in any learning context.

For Question 8 (the question that was added), 66% of the students reported that the situated learning and teaching intervention strategy in the module transformed their views about the classroom's learning process. This finding relates to Theme 4 of the two practitioners who evaluated the implemented intervention strategy. They reported that the employed intervention strategy helped the students develop the competencies needed to join the workforce. They explained as follows:

"The fact that they [students] were expected to work on real-life projects gave them the skills of the profession and better equips them for the world of work. So when they go into any environment, they have been already done the work even though many of

them don't have formal work experience. They basically have been exposed to what is expected of them in the world of work." [Practitioner 1]

"Yes, definitely, definitely. I feel that with this exposure at the undergraduate level really prepares students in terms of developing skills. Working towards a deadline, their resilience, their tenacity, their determination and dedication to completing tasks." [Practitioner 2]

The above responses from the two practitioners reveal how I attempted to bridge the gap between theory and practice while simultaneously decolonising the curriculum, based on what the students were expected to do in the formative assessments designed in the module. Collins et al. (1989), Lave and Wenger (1991), and Young (1993, 1995) state that situated learning is a different learning approach to the traditional one used in education. They explain that, contrary to the schematic representation, meaning is stored and retrieved from memory and situated learning is the alignment through problem-solving. Alternatives are generated and examined, which require actions and the implementation of such actions. I view is that Situated learning is an effective learning and teaching strategy to use when the intention is to decolonise the curriculum. It also refers to the articulation characteristic of situated learning, as it helps to facilitate the clarity of tacit knowledge in the learning process. In this regard, Hasanpour-Dehkordi and Solati (2016) and Lave and Wenger (1991) maintain that an apprentice's ability to speak the language and tell the stories are central to their enculturation into that profession.

Notably, from this question, an equal number of students (6% plus 6%) disagreed and strongly disagreed, while 22% were undecided. Similar to Question 6, this question's results are different from the results from the other questions. This result could indicate that the intervention strategy was not well received and experienced by these students. However, the fact that more students were undecided (22%) than disagreed (12%) could imply that they were unsure whether the intervention strategy transformed their views. Therefore, they took the safer option of being undecided.

Finally, as noted in Section 5.2, for questions 1, 2, 3, 4, 5 and 7, the number of responses from the students who disagreed, strongly disagreed, and were undecided, was relatively small. The percentages for the students who disagreed and strongly disagreed ranged between 2% to 6%.

The percentage for the undecided students ranged from 6% to 13%. For questions 6 and 8, the percentages for the undecided students were higher than for those who disagreed. Therefore, the inference that was made earlier that students took the safer option because they were not sure (undecided) can apply in this instance as well.

The fact that the percentage of the students who disagreed was relatively small could indicate that they could not attend classes regularly and as a result, did not participate in the classroom debates and discussions, and did not attend consultations with the tutors and me. Furthermore, they possibly did not meet with the practitioners outside of class or at their workplaces. Similar to the inference made for Question 6, it could also imply that these students failed the module and blamed the lecturer for their failure. Based on these low scores and the different inferences made, I was mindful of these findings and reflected on improving and implementing measures to address these challenges in Cycle 2.

6.2.2 Synthesis of findings: Cycle 1

From the discussions and the interpretations of the previous section's findings, four observations can be made. Firstly, the characteristics of situated learning are interrelated and interdependent. The students were provided with an authentic learning environment (and consequently, a decolonised context) by including the two experienced industry practitioners in the classroom, outside of the classroom, during the consultation, and in their respective work contexts. This provided the students with an opportunity to learn from and model the two practitioners' behaviour.

In addition, the practitioners provided the students with topics for their training manual that they were working on in their workplaces. They brought their industry experiences to the classroom by sharing their stories for students to learn how to complete their practical assessments according to South African industry standards. While students collaborated with the practitioners, the lecturer, the tutors and their peers, they received guidance and support (scaffolding and coaching). They reflected on the feedback received from the various role players and the multiple perspectives to articulate their understanding of how the theory and practice could be merged.

A second observation is that the students developed specific ETD competencies for the South African workplace while learning about Training Management. As reflected in Table 2.3 and Appendix 20, the students developed business competencies, intrapersonal competencies, interpersonal competences, and intellectual competencies, as anticipated by the lecturer. Also, the students developed time management skills, resilience skills, tenacity, determination, and dedication skills, as observed by Practitioner 2.

A third observation, except for questions 6 and 8, is that most of the students responded positively to the questionnaire's questions. The responses from the two practitioners and the observer correlated with the student's responses to these questions. Therefore, this validated the students' perceptions of the situated learning and teaching intervention strategy introduced in the module.

A fourth and final observation revealed mixed responses from the students to Question 6 (scaffolding and coaching) and Question 8 (transformed view of the learning process in training management). This observation directs attention to the challenges experienced in Cycle 1, which implies that changes should be made to these two areas in Cycle 2 to enhance the learning experience for all the students and strengthen their chances to develop industry specific competencies in the training management module.

6.3 CYCLE 2: 2016

Based on the analyses of Cycle 1, and the two problematic questions (6 and 8), I reflected on the insights gained. Accordingly, the problem was redefined, namely that improvements should be made to the scaffolding and coaching characteristic and the transformation question. These improvements were necessary to strengthen the students' learning and their competency development in training management on the one hand, and to assess the effectiveness of the Situated Learning and teaching intervention strategy on the other. Thus, a revised action plan was decided on, which entailed a more structured intervention that focussed on the following five aspects:

1. To provide the practitioners with comprehensive details about the module and work completed by the tutors and myself by the time they joined the group;
2. To address and solve problems that the students were experiencing immediately;
3. To increase the students' contact sessions outside of the scheduled class times, for them

to consult when necessary;

4. To invite one of the practitioners, who had been involved in Cycle 1, previously, to observe whether the implemented changes improved the scaffolding and coaching assistance given to students at critical times; and
5. To increase the application of technology to enhance the students' learning experiences in the module.

In Phase 4, the actions plans were implemented in the following manner:

1. The work covered in the module before the practitioners arrived were presented and discussed in two one-on-one meetings, and followed-up in email communication;
2. I liaised with the practitioners immediately and addressed the problems that the students identified. The practitioners returned to the classroom to address the problem, and the students were invited to visit the workplace to observe how the problem should be resolved in a real working context. Also, a more detailed rubric was constructed and provided to the students for clarity about the intricacies of their assessments;
3. The practitioners' consultation hours were increased from four to six sessions outside of the scheduled lecture times. Students could also email and discuss their question and challenges with the practitioners;
4. The practitioners were asked to evaluate the revised strategy; and
5. Technology was used through the provision of more frequent lecturer content on the student portal, the inclusion of YouTube clips on complex concepts, and regularly posted updates in their learning process progression.

In Phase 5, I monitored and evaluated the implemented strategies more closely to identify and address challenges. Phase 6 comprised the data collection from the two participants' groups (students who were registered for training management in 2016 who completed the questionnaire and the two practitioners). As indicated in Section 4.5.2, no observer was involved in Cycle 2 because of the #FeesMustFall protests during the last term of the second semester in 2016. The same questionnaire, administered to the students in Cycle 1, was also distributed to the students of Cycle 2. Similar to Cycle 1, the discussion and interpretation of the data collected in Cycle 2 (quantitative and qualitative) are presented first, followed by the synthesis of the findings.

6.3.1 Discussion and interpretation of the results

This cycle's data reflected positive increases in the student participants strongly agreed and agreed responses to all the questions. These increases in the positive responses are divided into four trends, as reflected in Table 6.1 below.

Table 6.1: The increased *agreed* responses' trends identified in Cycle 2

Trends and Questions	Increase percentages for <i>agreed</i> responses
Trend 1: Questions 1 and 5	6% increase in both questions
Trend 2: Questions 2, 4, and 7	8% increase in Question 4 and Question 7 9 % increase for Question 2
Trend 3: Questions 3 and 8	25% increase for Question 3 26% increase for Question 8
Trend 4: Question 6	58% increase

Table 6.1 reflects that a 6% increase was evident in two questions in the first trend. For Question 1, the students were asked whether they had observed a different teaching strategy, which allowed for articulation in the classroom, while for Question 5, they were asked whether multiple assessments were used in the module. This result underscores the first observation made in the synthesis of the findings in Cycle 1 regarding the interrelatedness of situated learning characteristics. It reveals the interrelatedness between the two questions, as the various assessments enabled students to perform training management activities in different roles and from multiple perspectives.

Question 2 involved creating an authentic context in the second identified trend, Question 4 embraced collaboration, and Question 7 concerning reflection on the students' learning processes. Questions 4 and 7 increased by 8% each, while Question 2 increased by 9%. Similar to the previous result, these questions reflect the interrelatedness of the situated learning characteristics. The industry practitioners were invited into the classroom to create an authentic South African learning environment, thereby decolonising the students' curriculum.

They were also part of the students' collaborative learning experience as they shared their stories and industry experience with the students, acted as the students' mentors, and asked the students to reflect on their learning processes as discussed in the previous Cycle. This displays the important role that the practitioners fulfil in the situated learning and teaching intervention strategy and directs attention to how this strategy should be designed in the future.

In the third trend, Question 3 inquired whether authentic activities were employed in the module's teaching. Question 8 inquired whether the learning methods used changed the students' perception of the training management module's learning process. The increase of 25% and 26%, respectively, is the second highest increase in the students' response rate who agreed with the questions posed. An inference can be made that the provision of authentic activities assisted the students with their assessment of the learning process in the classroom. Because it was a situated learning and teaching intervention strategy, I did not follow the traditional teaching approach or traditional assessments methods. One of my aims was to decolonise the curriculum. Hence, authentic activities were constructed deliberately, for the students to actively engage in the learning process and develop the necessary competencies required in the South African workplace. In addition, Question 8 was one of the two problematic questions, in which the agreed students' responses were much lower than the other questions in Cycle 1. The increased responses to Question 8 are comprehensively discussed in the next section.

Finally, Question 6 (trend 4) involved the provision of scaffolding and coaching, which was the other problematic question identified in the discussions of the findings of Cycle 1. The results reveal that the highest increase (58%) occurred in this question, which already indicates that the revised action plan and the implementation thereof, delivered the desired outcome. The increase in the responses to this question is also further discussed in the next section.

In summary, the results reveal a significant overall improvement in the eight questions' agreed responses because of the improvement in delivering the scaffolding and coaching characteristics in 2016. Thus, the improvement of the one characteristic resulted in an improvement of all the other situated learning characteristics used in this study, and not only the scaffolding and coaching characteristics. Therefore, it is argued that the scaffolding and

coaching characteristic is the most important characteristic because it forms the foundation for all the other characteristics and fulfils a significant role in the successful execution of a situated learning and teaching intervention strategy.

6.3.2 Discussion and interpretation of the two problematic questions

As noted in the previous section, a 58% increase was evident in the students' agreed responses to Question 6 (scaffolding and coaching), one of the two challenging questions identified in Cycle 1. This increased response (96%) was a direct result of the revised intervention strategy. Only 2 of the 52 students who participated in Cycle 2 were undecided. This marks a significant improvement in the students' responses compared to Cycle 1. The responses from the two practitioners also attested to the effectiveness of the revised intervention teaching strategy, as they explained under Theme 1:

"So the interaction, or the engagement that I had with the class and with the academic, the lecturer, was a structured approach in 2016 in terms of what was needed, how are we going to get there and clarifying everyone's roles and expectations."

"There was a clear guideline, a very clear guideline what the expectations were. You were very specific and you put systems into place to support them through this learning process." [Practitioner 1]

"Yes, you sent me an email where you highlighted: make sure that when they engage that these are the steps that you should follow. You did say this is the approach and must be aligned to practical steps." [Practitioner 2]

The responses portray a typical characteristic of a community of practice in various ways. Firstly, the participants (practitioners and students) of a training and development community specifically learnt, collaboratively, about the profession and the tools to be used in real-life contexts. Secondly, mediated through scaffolding and coaching, the practitioners and students worked together to optimise learning through storytelling, real-life industry experiences and relevant knowledge, which helped the students form their independent perceptions of training management. This engagement was important because only 37% of the students in Cycle 1 agreed that scaffolding and coaching assisted them in the learning process. Thirdly, the

apprenticeship model is clearly visible. The two practitioners acted as mentors to the students, and the students became apprentices in learning to apply the theory learnt to practical activities in the module and thereby developing their competencies. This was achieved by scaffolding tasks in a logical and systematic process that ensued effective communication among the lecturer, the two practitioners, the tutors and the students.

The lecturer's renewed intent to provide an improved scaffolding and coaching process to enhance the students overall learning experience in the training management module was particularly apparent in this cycle. Intrinsically, the revised strategy was not aimlessly implemented, as, similar to the apprentice tailor assignment, a more structured approach (than was the case in Cycle 1) was adopted and adhered to, from the beginning to the end (Brown et al., 1989; Lave & Wenger, 1991).

This finding corresponds with the findings of two similar studies, which reveal the significance of using scaffolding to support students until they are confident performing independently (Dobrovolny, Stevens, & Medina, 2007; Whitcomb & Taylor, 2014). Goleman (1996) argues that even smart students may have trouble making sound judgments when dealing with complex activities without appropriate scaffolding. As such, I tried to understand the students' problems and called the practitioners back into the classroom to clarify the students' questions and challenges.

However, because I realised that implementing scaffolding and coaching to enhance students' learning in Cycle 1 was an enormous and complex undertaking in a large class, I exercised caution with the planning and activities to enhance learning in Cycle 2, based on the following views. Goleman (1996) and Korthagen (2010) assert that a teaching method can potentially influence a learning event negatively, as it could arouse emotions in students, which could undermine knowledge construction. Lombardi (2007) and Windschitl (2002) assert that scaffolding learning is often an unfamiliar and challenging undertaking for the lecturer, requiring many skills. Collins et al. (1989) and Young (1993) caution that the lecturer's role is challenging as s/he requires a good understanding of the students' goals and values to create a sense of being supported when the activities are scaffolded. These authors recommend that, to overcome the complexity of scaffolding and coaching, lecturers must be trained and supported to understand how to create a situated learning context for their students (Collins

et al., 1989; Young, 1993). Therefore, based on what transpired in this cycle, lecturers should be informed that proper scaffolding and coaching are critical factors in the students' understanding and the construction of new knowledge in various contexts.

The other problematic question, Question 8 (whether or not the students could observe that a transformed teaching approach was used in the training management module, which may have changed their perception of the learning process) had a 26% increase in the agreed responses. Unlike the students' responses in Cycle 1, only 4% of the students in this Cycle disagreed, and 4% were undecided, while 92% of the students agreed. This also resonates with the practitioners' views that a teaching strategy, different from the traditional method was employed in this study. The two practitioners reported the following about their own learning process when they were students:

"...I think that it was definitely traditional and theoretical because we were expected to go through theories and legislation and the tasks were very theoretical. I think when I got to the stage where I had to apply it, lots of learning took place." [Practitioner 1]

"So there was no practical [when he was an undergraduate student]. I feel at the time it was important that we were taught the theory. But with the way you did it, there was a blended approach. So, it included very good understanding of the topic, but also you allowed students to demonstrate proficiency. Do you know what that means? Proficiency like application. Yes, so that's the difference." [Practitioner 2]

The response from Practitioner 2 is profound as it indicates that when a situated learning and teaching intervention strategy is employed, students can develop the proficiency (competencies) needed in a real working context. Also, this response shows that the students were employable because they developed workplace proficiency. Practitioner 2 stated the following:

"So yes, I would I take them into my organisation. Unfortunately, I can't take all of them. I will most probably take a few of them. I'll take a few of them."

The practitioner's response highlights that students were able to apply the theory to practical applications as was expected in the South African workplace, which is an example of how I

decolonised the curriculum in this module. Practitioner 1 also attests to the development of strategic business planning and evaluation skills through the employment of a situated learning context, as follows:

"I also guided them in terms of a strategy on how to achieve their outcome. I was able to guide them or identify tasks such as planning. Also, explain to them what goes into the planning of training. It also included the evaluation of the training project. This was how they would evaluate themselves, but also how their target audience would evaluate them."

"Yes, I believe that the practical application, the real life project that they had to work on did equip them to apply this as soon as they start their careers."

Based on the practitioners' explanations, an inference can be made that, by employing a situated learning and teaching intervention strategy, students could develop discipline-specific competencies required of South African training management graduates (refer to Sections 2.3 and 2.4, and Appendix 20). This inference corresponds with the views of Batson (2011), Brown et al. (1989), Lombardi (2007), and Resnick (1987) who explain that, when students engage with practitioners to perform actual industry activities, students can connect with the workplace. In addition, a further inference can be made that the improved logical and systematic scaffolding process enhanced the development of the different competency clusters in the students during the second semester of 2016 (refer to Appendix 20).

As indicated above, the practitioners reported that the students had to engage in business, intrapersonal, interpersonal and intellectual matters. In doing so, the students developed business competencies related to business knowledge, project management skills, and administration aptitude. They also developed intrapersonal competencies, as, consciously, they had to decide to learn, develop, and change their behaviours by evaluating the T&D intervention, themselves, and their target audience by following reflective practices. In addition, the students enhanced their listening and speaking skills and reading and writing skills as they were participants of a community of practice and had to write suitably acceptable training manuals for the industry. Lastly, the students also developed intellectual competencies (conceptual knowledge, critical and analytical thinking, problem solving and reasoning skills). They had to exhibit an understanding of the learning theories and principles to complete their

assessments (refer to Appendix 20). The infusion of technology also helped develop and strengthen the students' IT skills, which is a further advantage given the advancement of technology in the workplace.

This finding reinforces the argument that, by employing traditional and outdated teaching methods in a colonised manner, some academics may not provide students with the opportunity to develop the competencies required in the South African workplace (Collins, 1989; Brown et al., 1989; Clancey, 1995; Young, 1993). Lombardi (2007) also maintains that when students perform authentic activities in the classroom, they experience what it is like to be stakeholders in the world of work. It provides them with opportunities to become comfortable with the complexities of actual industry requirements and as a consequence make them employable, as was the case in the response from Practitioner 2 above (Lombardi, 2007).

Additionally, Practitioner 2 reported noticing that the students became motivated and eager to learn during their interaction. He explained as follows:

"...they were keen and wanted to know what the topic was all about."

"The one evening that I spoke about the needs analysis I identified through the engagement with students their willingness to want to know more about what is happening in corporate."

"What I also liked about the sessions was that there was the engagement and I was very comfortable with the level at where the student was. They could also highlight examples from their background. I can remember students telling me about how they do it and also be amazed at the different ways of doing it."

Özüdoğru and Özüdoğru (2017) concur with this finding that students perceive the application of situated learning as constructive and motivational. As a consequence of their findings, they appeal to academics to no longer employ a traditional learning approach, but to create a situated learning environment to trigger students' interest and motivation (Özüdoğru & Özüdoğru, 2017). Similarly, Lombardi (2007) explains that students are motivated by a situated learning context because they are concerned about solving real industry problems. Hence, student motivation is linked to situated learning through collaborative and social situatedness,

where students learn best in communities of practices (Lave & Wenger, 1991). This also draws attention to the development of the business competencies, intrapersonal competencies, interpersonal competencies, and intellectual competencies, which students acquired and displayed to function in a community of practice (refer to Appendix 20).

Practitioner 2 made another captivating remark that he was also evaluating me as the lecturer of the training management module. He stated:

"What I did in the classroom was share some of my experiences, but also to check your approach and methodologies around training and development."

This implies that I, as the lecturer, was being observed and evaluated on how the module was taught. This evaluation is in line with a call for the training of graduates in the professions of Industrial Psychology to be in sync with the realities of organisation in South Africa today (refer to Sections 1.1, 1.5 and 2.2). This observation, therefore, is not unusual, considering the criticism levelled at lecturers, which hold that graduates are not being prepared with the competencies required by organisations (refer to Sections 1.1 and 1.3). Since the finding reveals that the students developed relevant competencies and are employable, it could be concluded that situated learning characteristics, as an intervention strategy, is a suitable learning and teaching tool to marry theory and practice in training management modules.

Finally, Practitioner 2 reported that some of the steps in the intervention strategy were fluid. He explained that he could not answer some of the students' questions and reverted to the theory to link it to the practical application to assist the students. Accordingly, Lombardi (2007) asserts that, when introducing students to real working situations, they are exposed to the working world's complexities and dynamics. The answers to problematic situations are not clear cut. In my view, reverting to the theory is not uncommon, as moving back and forth in the learning process is necessary to embed knowledge.

Besides, not all learning experiences can be catered for. It is difficult to predict all the student's learning needs, what they had experienced previously, or how they would construct new knowledge in a social learning context. I am open to criticism and, as argued by Korthagen (2010) and Orlando (2019), consider myself a lifelong learner. Thus, I am open to learning from

students, the learning context, colleagues and industry practitioners to improve my students' learning experiences and decolonise the curriculum in the training management module.

6.3.3 Synthesis of the findings: Cycle 2

From the discussions and the interpretations of the findings in the previous section, five observations were made. The first observation was an increase in the agreed responses in all eight questions, as reflected in Table 6.1, with one question having a 100% agreement. This implied that the revised action plan and implemented strategies to improve the problematic areas, delivered the desired effect. Significantly, the increase in the students' agreed responses was the highest in the two problematic questions identified in Cycle 1 (Question 6 increased by 58%, and Question 8 increased by 26%).

The second observation pertained to the two challenges identified in Cycle 1 with regard to Questions 6 and 8. The discussion and the interpretation of the students' responses revealed that scaffolding and coaching (Question 6) were essential in this study. Because the delivery of this characteristic was improved by implementing a structured and systematic guide to all the role-players, the students' agreed responses to all the other questions (that is, the six characteristics of situated learning) also increased. At the same time, the disagreed and undecided responses decreased. Also, it reinforced the observation in Cycle 1, regarding the interrelatedness and interconnectedness of the characteristics of the Situated Learning Theory.

For Question 8, the students' agreed responses increased by 26%, indicating that more students agreed that the situated learning and teaching intervention strategy transformed their perspectives of the learning and teaching process in the training management module. This was the other problematic question identified in Cycle 1. Therefore, it was evident that the revised strategy attracted the students' attention, prompting more students to observe that the lecturer had moved away from the traditional approach to teaching and had employed a new interactive, collaborative and decolonised approach that allowed students to take ownership of their learning.

A third observation related to the practitioners' explanations about the students' disposition towards training management learning. Reportedly, the students became motivated and eager to learn as they engaged with all the participants inside and outside of the classroom, as well

as in the workplace. Their motivation could be attributed to their exposure to industry practitioners, authentic activities and real working realities.

A fourth observation involved the development of training management competencies as the students engaged with the practitioners inside and outside of the classroom. Evidently, when a situated learning strategy is implemented to integrate theory and practice, the students develop industry-specific competencies (business, intrapersonal, interpersonal and intellectual competencies), which could strengthen their employability after graduation.

A final observation in this cycle was the challenge identified by one practitioner, who spoke about the fluidity of one aspect of the implemented revised teaching strategy. It was acknowledged that academics cannot plan for all possible situations in the classroom. As such, they should be mindful of the diverse needs of all the role-players in the learning environment.

6.4 CONCLUDING SUMMARY

The results of the analysed data were discussed and interpreted by me in this chapter. The discussion and interpretation were based on the theoretical framework (Situated Learning Theory) and the seven characteristics discussed in Section 3.6.3. In the synthesis of the findings of Cycle 1, three observations were noted, and in Cycle 2, five. I was required to apply rigour in the discussion and interpretation of the results, which proved to be arduous, but meaningful. It was arduous because I was acutely aware of my dual role and own biasness in the research process. Hence, I had to exercise caution and often reflect to discuss and interpret the results as objectively as possible. My supervisors assisted me in this regard through their constant feedback, questioning and guidance. It was meaningful because the results and discussions demonstrated that the improvements made in Cycle 2 achieved the main objective of this study. I now move to the final chapter, Chapter 7 of this dissertation.

CHAPTER SEVEN

FINDINGS, RECOMMENDATION AND CONCLUSION

7.1 INTRODUCTION

In this final chapter, I restate the aim and objectives of the study, followed by a list of the findings, which are related to the theoretical framework and the literature discussed in Chapters 2 and 3, to ascertain whether the study's objectives were achieved. I then discussed the study's contribution to the creation of new knowledge and thereafter, propose recommendations for a situated learning and teaching intervention strategy, which the relevant stakeholders could use for teaching training management. Finally, I conclude the dissertation by drawing attention to the study's limitations, proposing suggestions for future research, and providing a personal reflection on my PhD journey, denoting what I have learned.

7.2 AIM AND OBJECTIVES OF THE STUDY

As stated in Section 1.3, the study aimed to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at the research site for graduates to exit with relevant industry competencies. The study had one overarching objective, which was to pilot a situated learning (SL) and teaching intervention strategy through a critical-emancipatory education action research (AR) design at the research site, to arrive at a learning and teaching strategy on how to bridge the gap between theory and practice in the training management, third-year undergraduate module at the University. The specific objectives were to:

1. Investigate the current gap between theory and practice in the third-year level training management module;
2. Implement a situated learning and teaching intervention strategy through a critical-emancipatory educational action research design to bridge the gap between the theory and practice challenge, and simultaneously decolonise the curriculum; and
3. Propose a learning and teaching strategy for the use of teaching training management to undergraduate students at the University so that they could develop the competencies needed by employers while completing their respective degrees.

The aim and objectives of this study were realised throughout the discussions and interpretations in the various chapters. In Chapter 2, I provided a historical overview of the Discipline of Industrial Psychology globally and systematically highlighted the evolution of the discipline, including organisational psychology, to illustrate where the training and development profession is located in the discipline. Subsequently, a comprehensive discussion of the competencies identified by different scholars and researchers, globally and nationally was presented, and I arrived at four competency skills sets that students should develop in the Training and Management module.

In Chapter 3, a brief overview of the South African higher education context was provided, and a description of Industrial Psychology at tertiary institutions in South Africa, and Training and Management modules at the four universities in the Western Cape Province where the research site is located. In the latter part of the chapter, a detailed discussion of learning theories and Situated Learning Theory as the study's theoretical framework was presented.

Chapter 4 comprised the research methodology of the study. Justification was provided for the research decisions taken and the methods applied in this study. Chapter 5 contained the results after the data had been collected and analysed. In Chapter 6, I discussed and interpreted the results based on the theoretical framework and the literature reviewed.

The findings are presented next. They are then interpreted and related to the literature reviewed and the theoretical framework, based on the main research question and sub-questions, to determine whether the study achieved its objectives.

7.3 FINDINGS

The findings of Cycle 1 are presented first, followed by those of Cycle 2. These findings are based on the observations identified in Sections 6.2.2 and 6.3.2.

7.3.1 Cycle 1: 2015

Four findings are identified from the discussion and interpretation of the data.

Finding 1: Interrelatedness and interdependency of SL characteristics

The interpretation of the results revealed that the seven characteristics of the situated learning theory, as applied in this study, were interrelated and interdependent. The inclusion of industry practitioners in the lectures and the fact that the students could consult and engage with them outside the classroom and in their respective workplaces provided an authentic learning environment. Consequently, the students could learn from the industry practitioners and observe their behaviours in authentic South African working contexts.

The practitioners became the students' masters through the provision of authentic learning training manual activities. They modelled their industry-related experiences through their interaction with the students. Furthermore, students were exposed to multiple roles and perspectives through their engagement with the practitioners inside and outside the lectures, with the lecturer, the tutors, and their peers. Scaffolding and coaching were provided in the engagement that helped the students understand how they should apply the theory to the practice. Regular reflections assisted the students to evaluate their learning and align their practices to complete the assessments.

Finding 2: Competencies developed

The manner in which the module was designed facilitated the development of competencies that students should develop in the Training Management Module based on the content and main outcomes of the module. The students and the practitioners reported that they developed the envisaged competencies, namely, business, intrapersonal, interpersonal, and intellectual competencies (refer to Table 2.3 and Appendix 20). In addition, the students developed their computer literacy and IT skills as well.

Finding 3: Correlation between participants' results

There was a close correlation between the student participants' results, the two ETD practitioners' results and the academic observer in Cycle 1. In Cycle 2, a close correlation was observed between the students' results and the two ETD practitioners' results. This finding validates the situated learning and teaching intervention strategy's effectiveness, applied in this study, to connect theory and practice in the training management module.

Finding 4: Challenges identified

Two problem areas were identified from the students' responses. The first challenge related to the scaffolding and coaching characteristic of situated learning (Question 6). The second pertained to whether or not the students perceived that a new learning and teaching approach was used in the module (Question 8).

7.3.2 Cycle 2: 2016

Based on the challenges identified in Cycle 1, a revised learning and teaching intervention strategy was implemented. Six findings were identified from the observations in Cycle 2. These findings built on the findings of Cycle 1.

Finding 5: An improved learning experience

The students' responses to the questionnaire revealed an increase in the *agreed* responses to all eight questions, with the highest increase evident in the two problematic areas identified in Cycle 1 (Question 6 increased with 58% and Question 8 with 26%). This finding provides evidence that the revised learning intervention strategy achieved its objective of integrating theory and practice, and improving the students' overall learning experience in the training management module.

Finding 6: Scaffolding and coaching as the most important characteristic of SL

The scaffolding and coaching characteristic was identified as one of the two problematic areas in Cycle 1. Because the delivery of this characteristic was improved, an improvement occurred in the other six characteristics, as stated in the previous finding. It was concluded that the scaffolding and coaching characteristic was the most crucial characteristic of the Situated Learning Theory in this study. This finding also underscores the interrelatedness and interdependence of the seven characteristics, as applied in this study.

Finding 7: Students' transformed views of the learning and teaching process in training management

Question 8 contained the second challenge identified in Cycle 1. The finding revealed that, because of the improved learning and teaching intervention strategy, more students agreed that the intervention changed their perception of the learning and teaching process in the training management module. The students' responses indicated that a situated learning and teaching intervention strategy could assist lecturers who teach training management

modules at higher learning institutions to move away from the traditional theory-driven teaching approach to a more interactive, indigenous and inclusive learning teaching approach. It will also assist lecturers to decolonise the curriculum and integrate theory and practice in training management modules.

Finding 8: A positive students' disposition

The improved learning and teaching intervention strategy increased the students' motivation and willingness to learn. This finding demonstrates that a situated learning and teaching intervention strategy could positively influence students' disposition to learn and thereby strengthening their persistence and their chances at completing their degree programmes successfully.

Finding 9: Development of competencies

As a result of the improved scaffolding and coaching characteristic, the students were provided with more opportunities to develop the four competencies clusters as illustrated in Table 2.3 and described in Appendix 20. Further development of their computer literacy and IT skills also occurred.

Finding Ten: Challenge identified

A challenge of fluidity was identified with implementing the revised learning and teaching intervention strategy in Cycle 2. This finding draws attention to the fact that implementing a situated learning and teaching intervention strategy should be closely monitored to deal with unexpected occurrences in the learning process.

In the following section, these findings are related to the literature reviewed and the theoretical framework to determine whether the study's objectives were achieved.

7.4. RELATING THE FINDINGS TO THE LITERATURE REVIEWED AND THE THEORETICAL FRAMEWORK

The above findings are now interpreted in relation to the literature discussed in Chapters 1, 2 and 3, and the theoretical framework discussed in Section 3.6. The discussion is presented based on the main research question and sub-questions. The main research question of this

study was: *How can the gap between theory and practice be narrowed in the learning and teaching of the undergraduate third-year training management module at the University?*

Three sub-questions guided the discussions and analyses process, namely:

1. What are the reasons for the gap between theory and practice in the undergraduate training management module?
2. How does a situated learning intervention reduce a theory-practice divide in the module?
3. What recommendations could be proposed to the University to improve the status quo?

7.4.1 Sub-question 1: What are the reasons for the gap between theory and practice in the undergraduate training management module?

The literature reviewed in Chapters 1 and 2 provided answers to this sub-question. At least three reasons were identified. Firstly, the literature revealed that there was a disconnect between the theory taught at institutions of higher learning, as opposed to the practical application thereof in the workplace (Augustyn & Cillié, 2008; Erasmus et al., 2010; Moalusi, 2001; Schreuder & Coetzee, 2010). Secondly, some parts of the content taught to training management students were not relevant and applicable in real work contexts (Anderson, 2007; Van der Merwe & Sloman, 2014). Thirdly, some universities, such as the research site, are traditional universities, which are theory-driven. Their focus is not on developing students' competencies, which is the reason that some employers do not consider graduates work-ready, and this could be a contributing factor to the current high unemployment of graduates in South Africa (Anderson, 2007; Augustyn & Cillié, 2008; Barnard & Fourie, 2007; Statistics South Africa, 2019, 2020).

Besides, my own experience of training management studies in the 1980s was very theoretical, even though it was at a university of technology, where the integration of theory and practice was promoted. There were no practical assessments or industry practitioners' involvement in the classroom to help students connect the theory in the classroom to the actual work context. I spent three months at a company doing experiential training mostly in isolation, being verbally introduced to personnel practices, and asked to provide a written report on my experiences at the organisation. Although this higher education institution was the most progressive in

connecting theory and practice at the time, I often reflected on the experience and how it could have been enhanced if I was exposed to industry practitioners while studying.

I did not acquire the necessary competencies upon graduation. I acquired the relevant competencies only after entering the workplace as a graduate. For these reasons, I was motivated to conduct this study to effect change. I argued that the development of the graduates' competencies was critical, given South Africa's unique and challenging socio-economic circumstances. The assumption was that competent training management graduates could assist employers in developing a poorly developed workforce.

7.4.2 Sub-question 2: How does a situated learning intervention reduce a theory-practice divide in the module?

This question's answer lies in the situated learning and teaching intervention strategy applied in this study, which was realised through *Findings 1, 2, 3, 5, 6, 7, 8, and 9*. *Finding One* confirms the interrelatedness and interdependence of all the characteristics of the situated learning theory. *Finding Six* revealed that the scaffolding and coaching characteristic was the most essential characteristic. After due attention was paid to that characteristic, it strengthened and enhanced the other characteristics' implementation. As a consequence, the *agreed* responses from the student participants for all the questions increased (refer to Table 6.1), which demonstrates the interrelatedness and interdependence of the situated learning theory's characteristics.

Not only did the students' ratings of all the other characteristics increase, but *Finding Nine* also demonstrated that, by improving the implementation of scaffolding and coaching, students further developed the identified four competency clusters based on the learning outcomes of the module (refer to Appendix 20). An inference can be made that these competencies would assist them in meeting some of the South African workplace's competency requirements (refer to Sections 1.2 and 2.2.6).

This finding illustrates the social nature of situated learning. Within the scaffolding and coaching characteristic, interaction transpired between the students and the lecturer, the students and the tutors, the students and their peers, and the students and the two ETD practitioners. The students observed and model the practitioners' behaviours and how the

content plays out in a natural working environment. This interaction signifies a community of practice where learning takes place (Lave & Wenger, 1991), as well as the concept of apprenticeship, as the practitioners became the students' mentors, while the students became the apprentices who learnt from their masters (Brown et al., 1989). Hence, such a learning approach was ideally situated to not only increase the students' theoretical knowledge base but also, more importantly, facilitate the development of real-life T&D competencies. Additionally, the practitioners were involved inside, as well as outside the classroom, and the students could visit and observe the practitioners in their places of work, which assisted me to decolonise the content and assessments in the module. Accordingly, the students were provided with South African authentic contexts and activities to which they could relate.

These findings confirm that a situated learning strategy could successfully facilitate the development of discipline-specific competencies and the decolonisation of curricula, which a traditional teaching approach could not achieve. This is an important finding as the literature reviewed in Chapters 1 and 2 indicated that higher education institutions in the I-O Psychology fields and its sub-professions were not equipping students with the skills needed in the South African workplace (Augustyn & Cillié, 2008; Erasmus et al., 2010; Schreuder, 2001; Schreuder & Coetzee, 2010).

Therefore, *Finding Nine* offers a solution to overcome the skills gap, which is supported by the views of Brown et al. (1989), Griffin (1995) and Young (1993) that a situated learning environment provides opportunities for students to develop the competencies, which they will not acquire in a traditional learning and teaching setting.

Finding Seven also presents evidence that the situated learning and teaching intervention strategy successfully married theory and practice. As a result, the majority of the students in Cycle 2 agreed that a different learning and teaching approach was used in the training management module, compared to the traditional approach, in an attempt to bridge the gap between theory and practice in the Training Management modules at the University.

Question 8 (whether the learning methods employed changed their perception of the learning process in the classroom) was added to the student participants' questionnaire because I wanted the students to comment on whether or not they could detect that a different learning

and teaching strategy had been applied, compared to the accustomed approach (refer to Section 3.6.4). In response to this sub-question, the above findings demonstrated that a situated learning and teaching intervention strategy is a suitable learning and teaching method that integrates theory and practice, it provides a mechanism for students to develop industry-specific competencies, and it will assist academics to decolonising training and management curricula.

7.4.3 Sub-question 3: What recommendations could be proposed to the University to improve the status quo?

Given the preceding findings and discussion, this question's answer lies in the situated learning and teaching intervention strategy applied in this study. It could be summarised as comprising four main principles that should be in place to work effectively.

The **first principle** is that academics should have a close working relationship with industry partners because practitioners need to be involved in the learning and teaching of training management at tertiary institutions. Industry practitioners should be involved inside and outside the classroom, as they provide students with authentic contexts, authentic activities, guidance, scaffolding, multiple roles, reflection and articulation. The involvement of industry experts is necessary because it aids the development of the competencies that the students need after graduation. This principle refers directly to recommendations made by Van Dyk et al. (1997), and Van der Merwe and Sloman (2014) namely, that cooperation between business and academia should be encouraged (refer to Section 2.2.6). Also, it addresses the concerns of the Council on Higher Education (2013), Mavunga and Cross (2017), Schreuder (2001), and Van Vuuren (2010) that there is a gap between what is taught at higher education institutions and what employers and labour markets expect and require from graduates. The presence and direct involvement of industry practitioners would eliminate the disconnectedness, thereby ensuring that students are taught and assisted in developing relevant industry-specific competencies.

The **second principle** is that situated learning's nine characteristics should be reduced to seven, as applied in this study. The authentic context characteristic was combined with the expert performance and modelling of process characteristic. These two characteristics were combined because the industry practitioners brought the authentic context into the classroom, which

created the students' education, training, and development realities as they occur in the workplace. The second pair of characteristics that I combined was the articulation characteristic and the multiple roles and perspectives characteristic. This was done because the students were provided with opportunities to take on various roles (as learners, peers, observers, and apprentices). They constructed new knowledge based on multiple perspectives (the lecturer, tutors, two ETD Practitioners, their peers, and the workplace). Taking on multiple roles and being exposed to different perspectives helped the students articulate their understanding of the content learnt and the application thereof to the practical assessment.

The following revised characteristics of a situated learning strategy, therefore, should be applied to training management learning contexts - namely:

1. Articulation and multiple roles and perspectives;
2. Authentic context, expert performances and modelling of the process;
3. Authentic activities;
4. Collaboration;
5. Scaffolding and coaching;
6. Integrated assessments; and
7. Reflection;



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Such a strategy would narrow the theory and practice divide, thereby presenting a solution to the problem (Anderson, 2007; Augustyn & Cillié, 2008; Coetzee & Van Zyl, 2015; Van Zyl et al., 2016). Lecturers should also ask the students to reflect on the new approach to determine whether it results in a transformed view of the learning and teaching process in training management modules.

The **third principle** is that special attention should be given when the scaffolding and coaching characteristic is implemented. This is emphasised in *Findings 4 and 10* in which the implementation of the characteristic was problematic, and the revised action plan was identified as being fluid. The interventions to strengthen the characteristic (refer to Section 6.2, Cycle 2) resulted in increased *agreed* responses in all the other characteristics. This may imply that if the scaffolding and coaching characteristic is not successfully implemented, the

employment of a situated learning and teaching intervention may not produce the desired outcomes for which it was intended, as seen in *Finding 4 of Cycle 1*. Also, the implementation process should be carefully monitored and regularly reflected on, so that the fluidity of this characteristic be managed. Therefore, scaffolding and coaching is viewed as most important and should be implemented carefully and monitored throughout the delivery of the Training and Management module.

The **fourth and final principle** is that a situated learning and teaching strategy should be introduced from the first year of Industrial Psychology modules to the final year modules in the respective undergraduate degree programmes. This recommendation is proposed because I-O psychology and its sub-professions require the application of psychological theory to organisational matters (refer to Chapter 2). The Situated Learning Theory is indeed such a theory that facilitates the learning of theory and practice and, in the process, expedites the development of discipline-specific competencies (Brown et al., 1989; Herrington & Oliver, 2000; Lave & Wenger, 1991). It can be implied, therefore, that the implementation of a situated learning and teaching strategy in all the modules taught in the Industrial Psychology Department at the University would cultivate the relevant knowledge (and the application thereof to actual work activities), develop competencies in graduates of training management and the other related I-O sub-disciplines, as well as decolonise the training management curricula at the University.

7.5 CONTRIBUTION TO THE CREATION OF NEW KNOWLEDGE

This study revolved around finding a solution to the challenge of integrating theory and practice in the learning and teaching of training management at a historically black university in the Western Cape Province of South Africa. As such, I propose that the findings of this study not only contribute to the existing literature on the theory and practice divide, but more importantly, respond to the appeal for academics at higher education institutions to develop a teaching strategy/approach that will assist in closing the gap between theory and practice. Such a strategy would allow students to register for training management modules and develop industry-specific competencies while acquiring theoretical knowledge.

Accordingly, this study's first contribution to knowledge creation is that it responded to the call for academics at higher learning institutions to conduct empirical research to investigate the

theory and practice divide. The findings of this study provided solutions to overcoming the challenge.

The **second contribution** is to the scholarship of learning and teaching of Training and Development practitioners. Although the sample in this study is located in the I-O department, the contribution is not exclusive to the Industrial Psychology profession. The contribution is to the larger scholarship of *teaching psychology* (American Psychological Association, n.d) and the broader management education field (Academy of Management, 1936).

The **third contribution** is that it emphasised the importance of an effective working relationship between academics responsible for the teaching of training management and industry practitioners. There was active engagement and regular dialogue between me as the lecturer and the two industry practitioners regarding the theory learnt in the classroom and workplace practices. Through this collaboration, students were taught relevant theoretical content. At the same time, they could engage in practices that reflected the workplace, which helped them develop industry-specific competencies indigenous to the South African workplace.

The **fourth contribution** is that implementing a situated learning and teaching intervention strategy and the application thereof through the seven characteristics as applied in this study, provided systematic guidelines on how academics who teach training management could implement such a strategy in training management modules in the Departments of Industrial Psychology at their respective universities.

Also, as they were used in this study, the characteristics allowed for the decolonisation of the curriculum since the requirement was authentic activities that mirrored South African workspaces. Implementing a situated learning and teaching intervention strategy successfully achieved the study's overall objective, merging theory and practice in a third-year undergraduate training management module and simultaneously developing relevant competencies in the students.

The findings revealed that the scaffolding and coaching characteristic was the most crucial characteristic of the situated learning theory in a training management module for **the fifth**

contribution. This characteristic had the latent potential that controlled the efficacy of all the other characteristics of situated learning, thereby demonstrating the interrelatedness and interdependence of the characteristics. However, this characteristic also required careful planning and execution for it to be effective. Within the application of this characteristic, the students were provided with opportunities to learn collectively, in a community of practice, thereby underscoring the social nature of learning.

Contribution number six is the provision of a systematic guide on how to implement the situation learning strategy. The guide provides academics teaching training management modules with specific steps on setting up, evaluating and monitoring the strategy's implementation, as discussed in Section 6.3. Additionally, the reflection characteristic draws attention to the fact that the strategy should be reflected upon and evaluated regularly to ensure that it achieves its objectives. If needed, it should be changed/adjusted to obtain the desired outcomes.

This study's **final contribution** to the creation of new knowledge is that it provides an alternative teaching approach to the traditional chalk and talk approach. This new approach would allow students to acquire theoretical knowledge and construct their own indigenous knowledge, and apply it to their own contexts instead of using theories constructed in a colonised context. It also provides the students with opportunities to apply the new knowledge learnt to real-life South African contexts, thereby assisting them in developing competencies needed in the I-O industry in South Africa. Therefore, a situated learning strategy is ideally suited to develop workplace competencies, which employers require. This would improve I-O graduates' chances of finding employment, or they could become ETD consultants and create employment for themselves and others. Ultimately, this study would contribute to an increase in employment and a decrease in the youth unemployment rate in South Africa.

7.6 RECOMMENDATIONS

The third objective of this study was to propose a learning and teaching strategy for the teaching of training management to undergraduate students at the University, so that they could develop the competencies required by employers while completing their respective degrees. Therefore, the following recommendations are proposed:

7.6.1 Recommendations for the Industrial Psychology Department at the University

Five recommendations are proposed to the department. Firstly, it is recommended that the department acknowledges the futility of the traditional teaching approach to bring theory and practice together. Thus, the old way of using case studies from prescribed texts and recommended books by employing industry examples, and inviting industry stakeholders to the classroom to talk about the prescribed content, should be replaced with the situated learning strategy, as it was applied in this study. Academics in the department need to understand that the traditional teaching method is not ideal for integrating theory and practice, for undergraduate students to exit the department with the competencies to apply theory in complex contemporary organisations. As the findings reveal, only when students engage in an authentic context, with authentic activities, in a community of practice, they learn activities that mirror real work contexts.

Secondly, it is recommended that the department implement the situated learning strategy for all its undergraduate and postgraduate modules, precisely as designed in this study. It would ensure that the theory learnt would be applied to real-life contexts from the first-year level onwards, which would provide the students with ongoing opportunities to develop the competencies needed in the workplace. Also, it would positively strengthen the standing of the Industrial Psychology Department among industry practitioners and other employers because, by the time the students exit the degree programmes, they would have acquired critical competencies that are needed in the South African workplace.

Thirdly, it is recommended that all academics in the department form close working relations and partnerships with industry practitioners and employers, which is an essential element for the success of a situated learning strategy. Industry practitioners would provide the students with authentic learning contexts and authentic activities, which will aid their competencies development. Moreover, they would assist the department in focusing on current and relevant content and activities that would strengthen the students' development of competencies, which, in turn, would strengthen the students' chances of employment after graduation.

Fourthly, it is recommended that the department institutes work-based learning as part of the second-and third-year modules, for the students to spend more time (a three to six-week period) at various workplaces, to be inducted into the workplace practices. This would help

develop industry-specific competencies in students. They would observe and learn from the experienced ETD practitioners regarding ways of dealing with and resolving real-life issues, which is what the apprentice concept of situated learning proposes.

Lastly, it is recommended that the department changes the module's name from Training Management to Learning and Development. This recommendation serves to familiarise the department with the term, *learning and development*, in industry and informs on the changes that other higher learning institutions are implementing in South Africa.

Although the government still employs the term *education, training, and development* to describe the work that HRD practitioners perform, to be consistent with international trends, the South African private sector has decided on the term, *learning and development*, to refer to their training staff's work in organisations. Importantly, this term is used to acknowledge all learning and development practitioners' levels, from the highest management levels to entry-level positions. Changing the module's name would enable students to recognise the profession they are studying at the research site, and it will create a connection with the learning and development profession, which would stimulate enculturation with the profession. The change in name suggestion is based on the proponents of situated learning that knowing and doing cannot be separated in the learning process (Brown et al., 1989; Lave and Wenger, 1991).

7.6.2 Recommendations for the business faculty at the University

It is recommended that the faculty should take the lead by establishing partnerships with industry stakeholders because the literature identified business competencies as fundamental for training management students to acquire while they are still at university. One way the faculty could facilitate relevant business knowledge that could be transferable to students is by understanding business operations and their cultures. Understanding how businesses operate and which competencies are required from graduates would help the faculty and the department design module content relevant and current, which will strengthen the students' chances of developing the necessary competencies needed for the industry.

Accordingly, industry requirements and cultures should be reflected in the faculty's practice and decisions, and entrenched in the interactions between staff and students. This would introduce students to business culture while still students in the faculty, which would prepare

them for the manner in which businesses function, and grant them the competitive edge over students registered at other higher learning institutions in the province.

It is further recommended that the faculty formulates and implements a policy that would make it compulsory for academics to collaborate with industry. Academics' sabbaticals could be arranged to spend a period at the workplaces, to gain first-hand experience of what real working contexts involve and require from employees. These academics could, in turn, implement their experiences in their classrooms and mentor other staff, thereby empowering all staff with a good understanding of what is expected by the industry. In this manner, academics could teach and facilitate these requirements in their respective modules.

7.6.3 Recommendations for Industry

Similar to the faculty and the Department of Industrial Psychology recommendations, it is recommended that industry form partnerships with the faculty and the Department of Industrial Psychology and spend time in academia. Industry stakeholder involvement would assist the faculty and the department to design their educational content in such a way, to meet industry-specific outcomes and the development of relevant competencies in students. Forming partnerships and working together with the University could also open funding opportunities for staff and students. For example, research opportunities and other collaborative projects such as internships for students, entrepreneurial opportunities, and community empowerment projects.

7.6.4 Recommendations for other higher education institutions in South Africa

It is recommended that urgent attention be given to how training management is taught at post-school institutions in South Africa. This is particularly pressing, given South Africa's skills shortage in the private and public sectors. Conceptualisation to remedy the problem needs to go beyond employer and government initiatives. A holistic integration that includes industry and academics who teach training management is required to remedy the situation. These different role-players should work together to ensure that students, who are tomorrow's leaders, are equipped with the relevant competencies needed while they are studying, for the high unemployment rate of graduates to be reduced. A collaborative effort will result in more skilled graduates who will contribute productively to the growth of the South African economy.

7.6.5 Recommendations for the Department of Higher Education

The South African Department of Higher Education and Training (DHET), as South Africa's government, realises the significance of employers' inclusion in students learning and the development of students' discipline-specific competencies by 2025 (Department of Higher Education and Training, 2013b). Accordingly, three recommendations are proposed.

First, it is recommended that the DHET formulates and incentivises a policy that promotes close collaboration between industry/businesses and post-school institutions. It is imperative because, as seen in this study, such integration can positively influence students' learning.

Second, the DHET should revive the apprentice model for business and other disciplines, as it is a critical element of the situated learning theory, and for skills and competency development.

Third, curricula should be extended to support academics, and training should be offered for them to adopt a situated learning teaching strategy in their respective modules. This would help academics change from traditional teaching to a more inclusive and interactive way of teaching. It will also assist academics to decolonise their curriculum as the strategy focuses on authentic contexts and South African specific workplace requirements. In addition, it would be advantageous to student development on the one hand, and employers in the industry on the other, as the graduates would have the required competencies to add value to their organisations from the start of their appointments or to become self-employed, and add to the creation of employment in South Africa.

7.7 LIMITATIONS OF THE STUDY

While the research followed the rigour of a critical-emancipatory education research design, it is important to acknowledge the study's limitations. Although the need for a large sample is not necessary to provide rich data in qualitative research, this study's limitation is the sample size of Cycle 1 (2015), which was relatively small because of the student protest in the 2015 academic year. Had a larger sample been permissible, conclusions of the efficacy of a situated learning strategy to bring together theory and practice may have been drawn and heard from a larger group of students.

Also, while I attended to the study's validity, the fact that an academic from the I-O Department at the research could not observe the implementation of the situated learning strategy in Cycle 2 presented another limitation. Had the academic's observation in Cycle 2 transpired, it would have heightened the validity of the findings in Cycle 2. However, the data collected provided sufficient results, and the responses of the three participant groups corresponded, which strengthened the validity of the findings. The review of relevant literature in Chapters 1, 2 and 3, the use of the Situated Learning Theory's principles and characteristics, and the discussion and interpretation of the findings in both Cycles helped me achieve the study's objectives.

7.8 POSSIBILITIES FOR FUTURE RESEARCH

From the literature reviewed and discussed, and the analysis of the data, four areas for further research were identified. The first area in which further research could be conducted is to explore students' postgraduate experiences within their work settings after they have completed their postgraduate studies. It would be interesting to uncover whether the revised learning and teaching of the undergraduate Training Management module prepared graduates with the attitudes, beliefs, knowledge, and skills to perform their workplace roles and add value to their organisations within a short time-frame.

The second possible research area that could be carried out is to examine how issues of gender, race or social class might impact graduates post-graduate work experiences. It is proposed that studies be conducted to determine whether employers' challenges are about the acquisition of competency, or factors related to gender and discrimination. This will assist academics with the understanding of all the possible challenges that graduates could experience.

The third area in which further research could be conducted is in the other sub-sections of Industrial and Organisational Psychology. This study focused on one undergraduate, third-year exit level training management module only. It is proposed that studies be conducted in which situated learning and teaching intervention strategies are implemented by using the same research methodology to determine whether the challenge between theory and practice could be addressed in other I-O psychology undergraduate modules. As per sub-question 1, it could help academics uncover the reasons behind the disconnectedness between theory and practice in the other undergraduate modules in Industrial Psychology.

A final possible research area is to conduct research among academics to explore their challenges in connecting theory and practice in the teaching of Industrial and Organisational Psychology in the undergraduate and postgraduate modules. Conducting research among academics could potentially expose problems that have not surfaced in previous studies. Such studies' findings could assist in alleviating the challenge of students completing their respective degrees without having developed the relevant competencies required by industry.

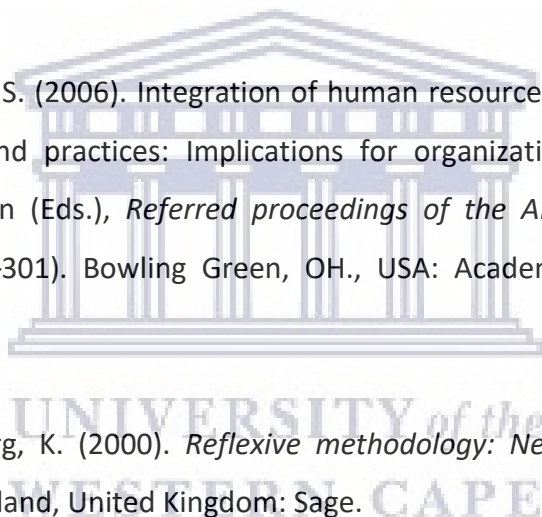
7.9 FINAL REFLECTION

It was clear from the many studies reviewed on lessening the skills shortage in the labour market that the cultivation of relevant training management competencies is critical to help South African employers realise their organisational imperatives. In this study, I endeavoured to contribute to the challenge of theory and practice in the training and development profession. I did this by providing higher learning institutions with a situated learning strategy for their undergraduate training management modules, merging theory and practice, and simultaneously decolonising the curriculum, and developing students' competencies to be more employable once they graduate.

Personally, envisaging, planning and executing the study was a dream that became real and very important to me, which provided the determination and tenacity to see it through. I have learnt so much, developed and grown so much, as well as experienced so much. Completing a PhD study is not an easy task, but it is gratifying and worthwhile when the finish line is reached. It is anticipated that readers of this dissertation will grow in their knowledge of what is presented, and gain insight into how theory and practice can be merged in training and develop modules so that the students can apply the knowledge learnt to real-life contexts.

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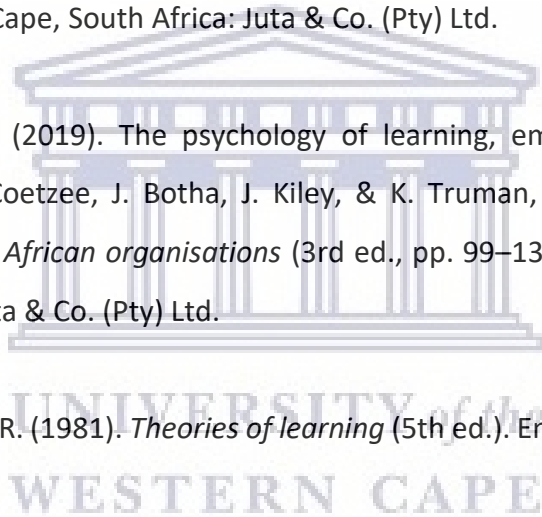
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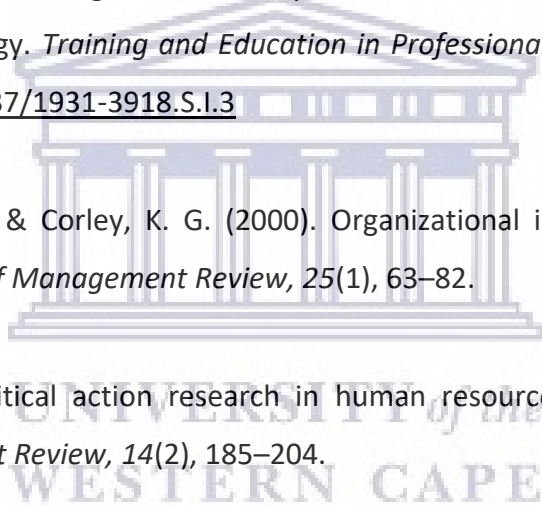
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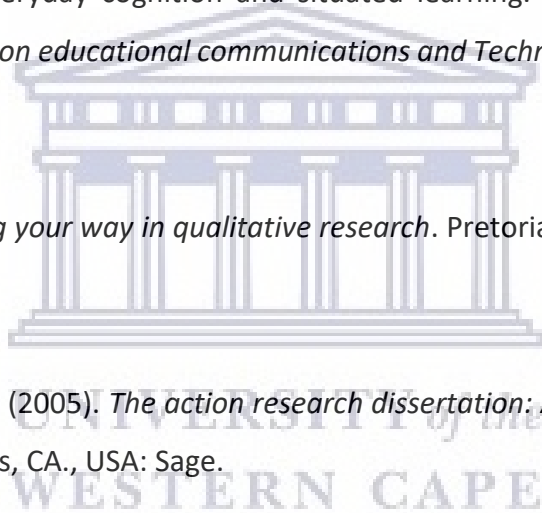
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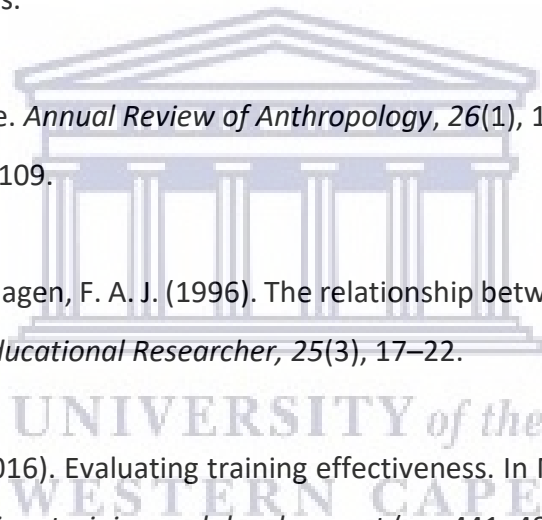
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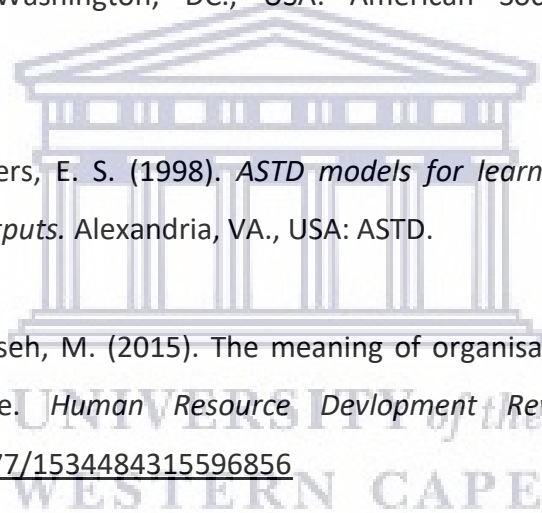
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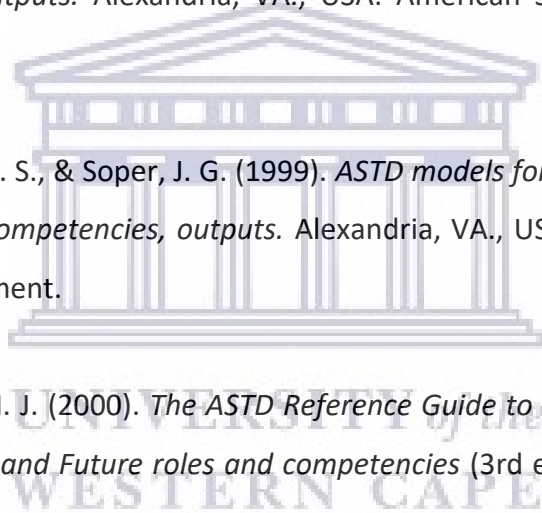
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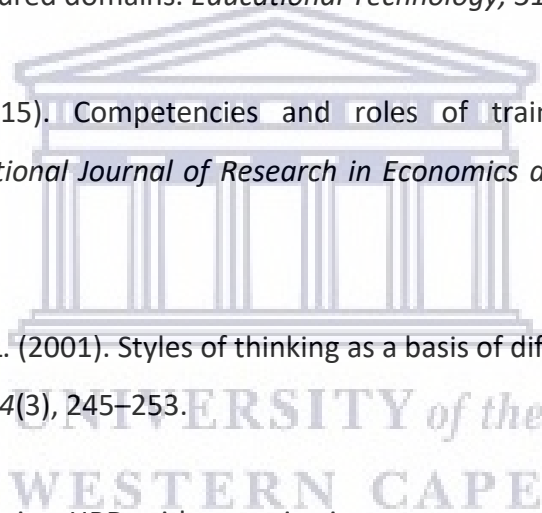
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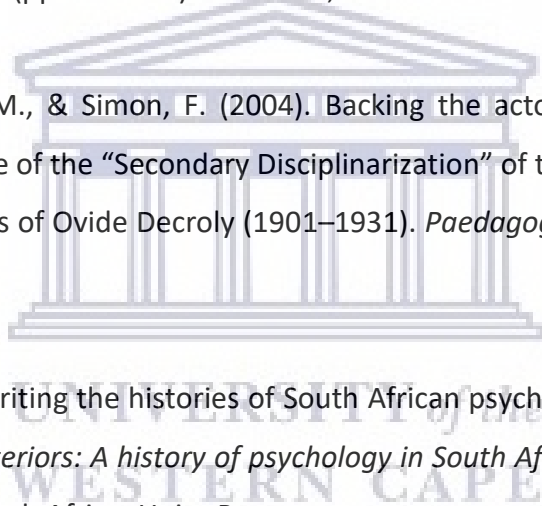
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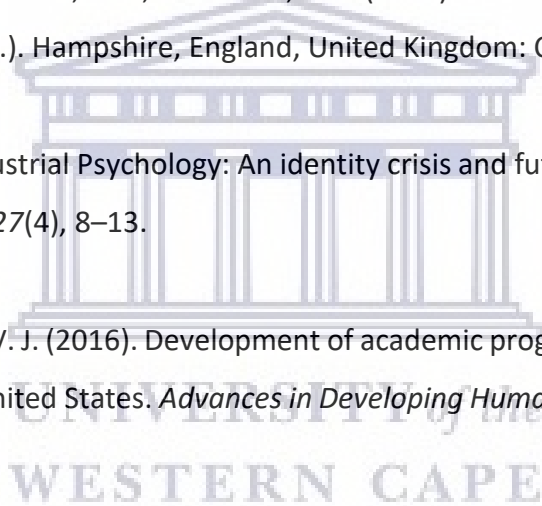
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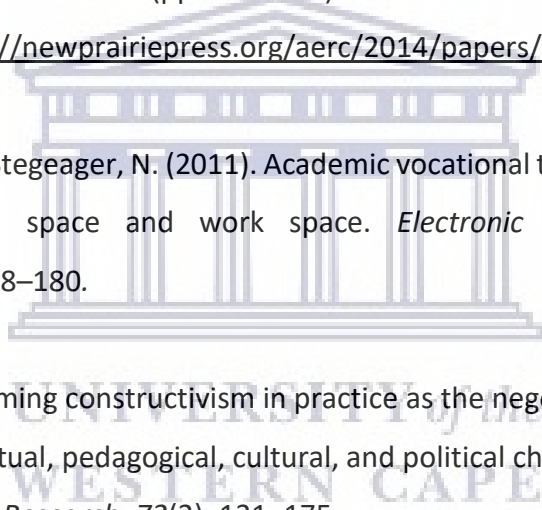
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APPENDICES

Appendix 1: Project registration and ethical clearance - UWC



DEPARTMENT OF RESEARCH DEVELOPMENT

28 April 2016

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:
Ms D Hamman-Fisher (Industrial Psychology)

Research Project:	Facilitating the dialogue between theory and practice in teaching and learning of training management: A case study at a university in the Western Cape.
Registration no:	15/0150

Any amendments, extensions or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Jostler
Research Ethics Committee Officer
University of the Western Cape

Private Bag 117, Bellville 7531, South Africa
Tel: +27 21 888 2000/2001 - Fax: +27 21 888 2170
E: ethics@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

Appendix 2: Information sheet for student questionnaire



Dear participant

My name is Desiree Hamman-Fisher, student number: 2053558 and I am a registered PhD student in the Faculty of Economic and Management Sciences at the University of the Western Cape.

The title of my PhD thesis is: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession. Given the aim, the over-arching objective of this study is to pilot a situated learning intervention strategy through a critical-emancipatory action research design to arrive at a learning and teaching strategy on how to bridge the gap between theory and practice in the module.

Situated learning is chosen as a theoretical framework; because it is an approach to learning theory that can be translated into practical workplace application. A Critical-emancipatory Action Research design was selected as a research methodology; because it is value-laden and morally orientated towards curriculum challenges. It allows for the researcher to be central in the research process of integrating theory and practice as a result of a series of reflective spirals to critically engage with a phenomenon that involve data collection and the construction of interventions strategies to overcome the problem.

As a participant who gives consent of your participation, you will be required to complete a questionnaire which comprises of eight questions. Your involvement is voluntary and your responses will be treated as confidential. You can withdraw as a participant at any stage of the research process. Please direct any questions or problems you may have to dahamman-fisher@uwc.ac.za on telephone number (021) 959 3177; or to my PhD Promoter, Professor Venicia McGhie, at vfmcghie@uwc.ac.za on telephone number (021) 959 3041.

Yours sincerely

Desiree Hamman-Fisher

Appendix 3: Information sheet for the semi-structured interview with the practitioners



Dear participant

My name is Desiree Hamman-Fisher, student number: 2053558 and I am a registered PhD student in the Faculty of Economic and Management Sciences at the University of the Western Cape.

The title of my PhD thesis is: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession. Situated learning is chosen as a theoretical framework; because it is an approach to learning theory that can be translated into practical workplace application. A Critical-emancipatory Action Research design was selected as a research methodology; because it is value-laden and morally orientated towards curriculum challenges. It allows for the researcher to be central in the research process of integrating theory and practice as a result of a series of reflective spirals to critically engage with a phenomenon that involve data collection and the construction of interventions strategies to overcome the problem.

As a participant who gives consent of your participation, you will be required to respond to eight questions in an interview process. Your involvement is voluntary and your responses will be treated as confidential. You can withdraw as a participant at any stage of the research process. Please direct any questions or problems you may have to dahamman-fisher@uwc.ac.za on telephone number (021) 959 3177; or to my PhD Promoter, Professor Venicia McGhie, at vmcghie@uwc.ac.za on telephone number (021) 959 3041.

Yours sincerely

Desiree Hamman-Fisher

Appendix 4: Information sheet for the observation conducted by the academic



Dear participant

My name is Desiree Hamman-Fisher, student number: 2053558 and I am a registered PhD student in the Faculty of Economic and Management Sciences at the University of the Western Cape.

The title of my PhD thesis is: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession. Situated learning is chosen as a theoretical framework; because it is an approach to learning theory that can be translated into practical workplace application. A Critical-emancipatory Action Research design was selected as a research methodology; because it is value-laden and morally orientated towards curriculum challenges. It allows for the researcher to be central in the research process of integrating theory and practice as a result of a series of reflective spirals to critically engage with a phenomenon that involve data collection and the construction of interventions strategies to overcome the problem.

As a participant who gives consent of your participation, you will be required to familiarise yourself with the questions that are aligned to the situated learning concepts and characteristics before the observation in the classroom. Your involvement is voluntary and your responses will be treated as confidential. You can withdraw as a participant at any stage of the research process. Please direct any questions or problems you may have to dahamman-fisher@uwc.ac.za on telephone number (021) 959 3177; or to my PhD Promoter, Professor Venicia McGhie, at vfmcghie@uwc.ac.za on telephone number (021) 959 3041.

Yours sincerely

Desiree Hamman-Fisher

Appendix 5: Copy of the Consent Form used for the questionnaire

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear participant

You are asked to complete this consent form to participate in my PhD study titled: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession.

As a participant you are asked to read and complete the following questions:

- I am completing a questionnaire.
 - I agree to participate in this study.
 - I have had the opportunity to ask questions related to this study and obtained satisfactory answers to my questions.
 - I understand that my participation in this study is voluntary and that no remuneration will be provided in return for my contribution. I am free not to participate and have the right to withdraw from the study at any time without the need to provide any reason for such withdrawal.
- I am aware that the outcome might result in research which may be published, but that my identity
- will never be revealed. It is my understanding that the researcher will ensure my anonymity throughout the research process.
 - I retain the right of refusal to answer any question which I do not feel comfortable or able to respond to.

Name (Optional):

Signature (Optional):

(YOUR ANONYMOTY IS ASSURED BY THE RESEARCHER)

Appendix 6: Copy of the Consent Form for the interview

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear participant

You are asked to complete this consent form to participate in my PhD study titled: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform the learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession.

As a participant you are asked to read and complete the following questions:

- I am completing an interview.
- I agree to participate in this study.
- I have had the opportunity to ask questions related to this study and obtained satisfactory answers to my questions.
- I understand that my participation in this study is voluntary and that no remuneration will be provided in return for my contribution. I am free not to participate and have the right to withdraw from the study at any time without the need to provide any reason for such withdrawal.
- I am aware that the outcome might result in research which may be published, but that my identity will never be revealed. It is my understanding that the researcher will ensure my anonymity throughout the research process.
- I retain the right of refusal to answer any question which I do not feel comfortable or able to respond to.

Name (Optional):

Signature (Optional):

(YOUR ANONYMOTY IS ASSURED BY THE RESEARCHER)

Appendix 7: Copy of the Consent Form used for the observation

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear participant

You are asked to complete this consent form to participate in my PhD study titled: *Transforming the learning environment: Closing the theory and practice divide in an undergraduate Industrial Psychology module.*

The aim of the study is to explore how situated learning can inform a more practically oriented learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession.

As a participant you are asked to read and complete the following questions:

- I am completing an observation in the classroom.
- I agree to participate in this study.
- I have had the opportunity to ask questions related to this study and obtained satisfactory answers to my questions.
- I understand that my participation in this study is voluntary and that no remuneration will be provided in return for my contribution. I am free not to participate and have the right to withdraw from the study at any time without the need to provide any reason for such withdrawal.
- I am aware that the outcome might result in research which may be published, but that my identity will never be revealed. It is my understanding that the researcher will ensure my anonymity throughout the research process.
- I retain the right of refusal to answer any question which I do not feel comfortable or able to respond to.

Name (Optional):

Signature (Optional):

(YOUR ANONYMOTY IS ASSURED BY THE RESEARCHER)

Appendix 8: Copy of questionnaire administered to registered students studying Training Management in the Industrial Psychology Department in 2015 and 2016

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear Participant

This instrument is designed to assess the implementation of the situated learning characteristics in the training module IPS 337, and your views on whether the intervention strategy transformed your perception of how learning should take place in the module.

Should you agree to participate in this study by completing the questionnaire; your responses will be held in strict confidence. Furthermore, your identity will not be revealed to anyone other than the researcher conducting the study. Please complete all the questions of the questionnaire by placing an "X" in the appropriate response box. It is anticipated that this questionnaire will take approximately 20 -30 minutes.

Using the scale provided, please place an X in the box that best represents your response to the eight questions provided. The first 7 questions draw on your perception of the importance of the situated learning characteristics implemented in the Training Management module, IPS 337 and the final question, Question 8 focuses on eliciting your views on how the teaching strategy implemented changed your views about how learning should take place in the module.

Situating Learning Characteristics	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<p>1. Articulation through multiple roles and perspectives</p> <p><i>Did the provision of multiple roles and perspectives assist you to understand and do the work in the module?</i></p>					
<p>2. Authentic context and expert performance</p> <p><i>Did the presence of the two Experienced Education, Training and Development practitioners create an authentic context and provide expert performance in the learning process?</i></p>					

<p>3. Authentic activities.</p> <p><i>Did the provision of authentic activities (industry training management topics, real-life contexts, examples and storytelling) create a platform to integrate theory and practice?</i></p>					
<p>4. Collaborative construction of knowledge</p> <p><i>Did collaborative work take place with the two experienced Education, Training and Development practitioners, the lecturer, tutors and peers in group work?</i></p>					
<p>5. Different assessments</p> <p><i>Did the provision of different assessments (two tutorial tasks, a term test and a major practical assignment) assist to integrate theory and practice in the module?</i></p>					
<p>6. Scaffolding and Coaching</p> <p><i>Did the provision of a step-by-step process and enough support was provided to help you understand the content and apply it in a practical manner.</i></p>					
<p>7. Reflection and evaluation</p> <p><i>Were you encouraged to reflect and evaluate your own learning in the learning process during the semester?</i></p>					
<p>8. Transformation view of how learning and teaching should take place.</p> <p><i>Did the interactive and collaborative learning strategy changed your way of thinking about how learning and teaching should take place in the TM module?</i></p>					

Thank you for your time and patience. Your contribution is highly appreciated.

Appendix 9: Copy of Semi-structured Interview Schedule that was used to elicit Experienced Education, Training and Development practitioners' responses in 2015 and 2016

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear Participant

The purpose of this Semi-structured Interview is to establish your views of integrating theory and practice and developing students' education, training and development competencies in the undergraduate Training Management module, IPS 337 in the Industrial Psychology programme at a university in the Western Cape.

1. Please describe the nature of your involvement with the professional development of Student Training and Development Practitioners in this project.

2.
 - a. What Training Management learning tasks did you help learners to complete?

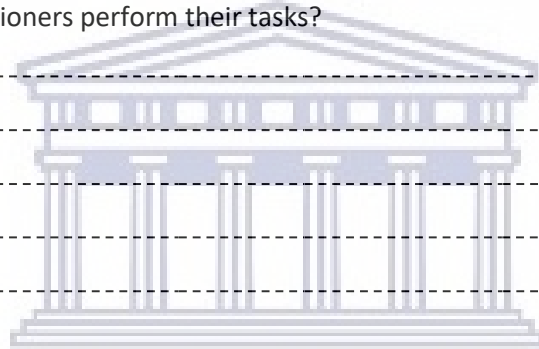
- b. In what ways did your expertise contribute to this help you gave to Student Training and Development Practitioners?

- -----

3. Did the Student Training and Development Practitioners engage in learning activities similar to those performed in a Training and Development Department in an organisation?

- -----

4. Exactly how did sharing your training and development stories help Student Training and Development Practitioners perform their tasks?



- -----

5. What specific coaching tasks did you undertake with the Training Management Students?

- -----

6. Did you scaffold your coaching tasks, that is, did you break down the task into different stages of performance?

7. Do you think that your involvement in the classroom helped Student Training and Development Practitioners to develop competence in the performance of the task?

8.

a. Would you say that the undergraduate training you received towards becoming a Training and Development practitioner followed a traditional training and development learning approach?



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b. In your opinion, did the learning approach adopted on this project better equip student Training and Development practitioners with the knowledge, experience and skill they need to join a Training and Development practice as a graduate?

Thank you for your time and patience. Your contribution is highly appreciated.

Appendix 10: Copy of structured observation schedule used by an academic in the department in 2015

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
Department of Industrial Psychology



Dear Participant

OBSERVE SITUATED LEARNING IN THE CLASSROOM

The aim of the study is to explore how situated learning can inform a more practically orientated learning and teaching of ETD practitioners at a university in the Western Cape; so that graduates exit with the relevant competencies that are needed in the Training and Development profession. As a result, a situated learning intervention strategy was implemented through a critical-emancipatory action research methodological action research design to derive a learning and teaching strategy to integrate theory and practice and develop students' training and development competencies

Situated learning is chosen as a theoretical framework; because it is an approach to learning theory that can be translated into practical workplace application. According to Resnick (1987) Situated Learning is an approach to learning that integrates theoretical instruction that takes place in the classroom to the authentic working application that takes place in the workplace. Brown, Collins and Duguid (1989) suggest situated learning as a model of instruction with practical classroom activities. As a result the characteristics of situated learning which comprise of providing students with: articulation through multiple roles and perspectives, an authentic context and access to experienced education, training and development practitioners, authentic activities, an opportunity to collaboratively construct knowledge with peers in groups, the lecturer, tutors and experienced training and development practitioners, scaffolding and coaching in the learning process and opportunities to reflect and evaluate their learning was implemented in the classroom to integrate theory and practice and develop students training and development competencies.

A Critical-emancipatory, Education Action Research design was used as the research design because it is value-laden and morally orientated towards curriculum challenges. It allows for the researcher to be central in the research process of integrating theory and practice as a result of a series of reflective

spirals to critically engage with a phenomenon that involve data collection and the construction of interventions strategies to overcome the problem.

Instructions:

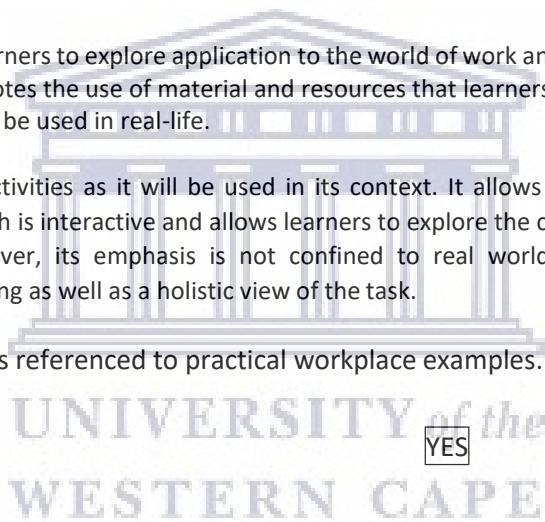
- A. You are required to familiarise yourself with the questions before the observation. Each Situated Learning characteristic is explained.
- B. Note that similar Situated learning characteristics are grouped together.
- C. Record with either a YES or a NO your observation of the highlighted Situated Learning characteristics.
- D. Comment in the provided space.

1. Authentic context and authentic activities

An authentic context invites learners to explore application to the world of work and in so doing encourages real world problem solving. It promotes the use of material and resources that learners use in a specific context and reflects the way knowledge will be used in real-life.

Authentic activities describe activities as it will be used in its context. It allows for a range and diversity of outcomes. It's learning approach is interactive and allows learners to explore the complexity and uncertainty of the real world context. However, its emphasis is not confined to real world tasks, but also includes a metacognitive process to learning as well as a holistic view of the task.

1.1 The teaching of content is referenced to practical workplace examples.



YES

NO

Comment:

1.2 Students used industry relevant topics to complete their tasks.

YES

NO

Comment:

2. Experienced T&D practitioners

Students are allowed to observe the task before it is attempted or observe an experienced practitioner at work through an example.

2.1 There is evidence to suggest that the students worked with experienced Training and Development Practitioners in the classroom.

YES

NO

Comment

2.2 Students' modelled the behaviour from the experienced T&D practitioners.

YES

NO

Comment

3. Articulation

Students had the opportunity to articulate, negotiate and defend their knowledge and view on the topic.

3.1 In the classroom students are allowed to express, negotiate and defend their knowledge.

YES

NO

Comment

4. Support collaborative construction of knowledge

Students were encouraged to predict and hypothesise and then suggest a solution to a problem after collaboration with other students.

4.1 Students were encouraged to suggest a solution to a problem after collaborating with other students.



YES

NO

Comment

5. Coaching and scaffolding.

Students were provided with coaching at critical times whereby the facilitator facilitated the development of strategies and links to complete the task.

5.1 Students were provided with additional assistance close to the assignment due dates and before examinations.

YES

NO

Comment

5.2 There was evidence to suggest that these are structured sessions.

Comment

YES

NO

6.1 Integrated assessment of learning

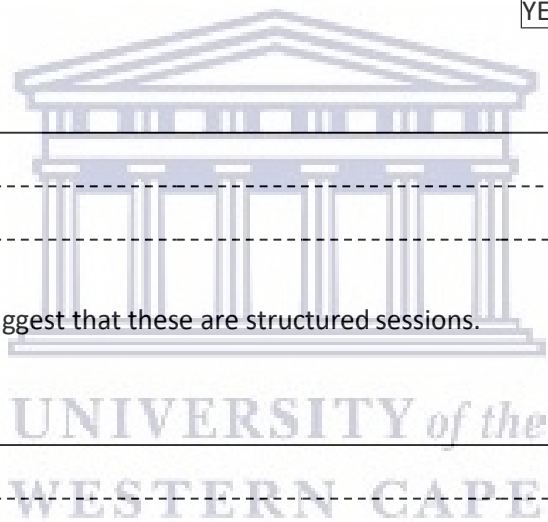
A number of assessments were included. Tutorial tasks, a case study, a training manual, a term test, and an examination.

6.1 Could you tell whether students were subjected to a number of different assessments such as an assignment, tutorials and formal examinations?

YES

NO

Comment



7. Multiple learning perspectives

The students were provided with the opportunity to investigate multiple roles and perspectives

7.1 The students were provided with the opportunity to investigate multiple roles and perspectives during the transfer of knowledge. This was apparent through the use of YouTube clips and the presence of experienced T&D practitioners in the lectures.

YES

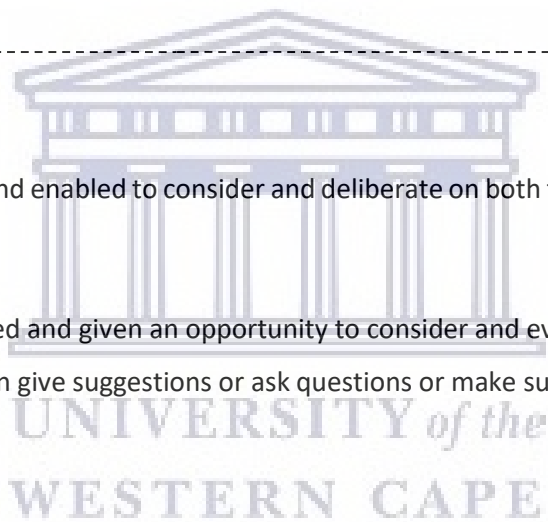
NO

Comment

8. Promote reflection:

Students were encouraged and enabled to consider and deliberate on both their learning and learning processes.

8.1 Students were encouraged and given an opportunity to consider and evaluate their learning and the learning process and then give suggestions or ask questions or make suggestions.



YES

NO

Comment

9. Overall observer's comments on the extent of employment of Situated Learning in the classroom situation.

Comment

Appendix 11: Cycle 1 – Open-coding Stage 1, responses from the two semi-structured interviews with the two practitioners in 2015

CYCLE 1: OPEN-CODING STAGE 1 (transcribed responses)

Question 1: Please describe the nature of your involvement with the professional development of Student Training and Development Practitioners in this project.

Professional 1

Answer 2: I remember that in both 2015, 2016 I had been invited.

My understanding was that I had a dual role. My first role was to share with the class the practical. That is, what would be the expectations of industry. What is their model, how does it typically look and how does it play out? The things that they learn about, how does it play out in industry. And then the second part of my involvement, was to support the lecturer, the academic, with problems or scenario or a case for the students, to provide them with an opportunity for practical application. So, I could go in my environment, and I'd identify the typical projects, things that we are working on at the moment, at the time, and then I identified tasks and projects for the lecturer to provide and help the students work on it and then also give them the opportunity to apply some of those concepts and key learnings that takes place in the class.

Professional 2

Answer 1: I had been asked to provide some insights on what is administering training actually doing training, coordinating and facilitating the entire process. So I would start from the practical, from my experience to show what we would have to do on the day of training, the facilitation of the training, as well as what happens afterwards. If they had any questions I would have answered them. I also provided them with my contact details, so they could contact me after the lectures if they still had any questions. This was my involvement in developing their training management skills. They could also make use of the information I'd given in terms

of what you would do before, with the budgeting and the booking of the rooms and all of that until feedback forms, which is after training.

Question 2 (a): What Training Management learning tasks did you help learners to complete?

Professional 1

Answer 2: We worked on a very specific one, which was the development of a training manual. If I remember correctly, the one was an Admin Course. There were various topics, but the ultimate task of the students was to put a training manual together and then all relevant tasks and expectations that goes around into putting a training manual together, the components, pre, post all those things that they need to take into consideration in practice in terms of what the expectation would be for them to put it together.

Professional 2

Answer 2 (a): It was to design a training facilitator course. One was in a call centre environment. They had to come up with their own topics and their own things that they would run with throughout the course that they would design. They would also make use of the information I'd given in terms of what you would do before, with the budgeting and the booking of the rooms and all of that up until feedback forms, which is after the training.

Question 2 (b): In what ways did your expertise contribute to this help you gave to Student Training and Development Practitioners?

Professional 1

I believe the support that I provided was to clarify what would be industry's expectation. If, in the world of work, what would typically be expected of them, what it would look like and things like that. So in my guest lecture, it was really to clarify that.

Students did contact me afterwards to talk about certain things, to bring it closer and make sure that they meet my expectation. It was also to provide them

guidance and some followed up with questions that they had after the guest lecture.

Professional 2

Answer 2 (b): In terms of my experience at the time of giving the lecture I had about two years' experience and exposure working in HR; which most of it did contribute to the training aspect. That is one area that I have also highlighted as an interest. My exposure was in terms of facilitating the training to our learners at the time; as well as designing the slides and the course material. As well as soft skills that I had also developed through my exposure, like your communication and your listening, especially listening when facilitating. For me, it was for me not a case of standing in front and reading off the slides. For me, it's about what can you provide me as an attendee of the training. Then I facilitate on that. Those skills that I have imparted on [communicated].

Question - Interviewer probe: You have also been involved in training at university.

Answer – continued: Yes, tutoring as well.

Question - Interviewer's probe: You have written manuals.

Answer continued: Yes, as an assistant lecturer for ALC [Academic Literacy for Commerce]. I had to do a couple of exercises that would contribute to our course outline/course work. When it came to exercises in the class, giving insights on my particular exercise in the lecture to the students and they would also come to me to ask me questions about exercises. So yes, there has been a lot of development in terms of the course outline as well as the guidelines for marking those and assessing those scripts.

Question 3: Did the Student Training and Development Practitioners engage in learning activities similar to those performed in a Training and Development Department in an organisation.

Professional 1

Answer 3: Yes, so in terms of what would typically be expected of a T&D practitioner in practice, they basically had to do everything that would be expected of them. They had to do the preparation, the fieldwork like outcomes, all of those things. So they literally had to do a hands on exercise in terms of what learning and development practitioners do in industry.

Professional 2

Answer 3: Yes, and no. What I learnt in theory as a fellow student was quite different to what I saw in practical exposure, when getting into the workforce. In theory you get: this is step 1, this is step two, but you would find in the organisation they work with the end goal first. Where they want to be, the proposals that is needed for the training and so forth So, it doesn't quite work in the same way and that is the good thing about practical exposure. So yes, you have got the knowledge to help you get through it but ...

Question - Interviewer probe: So did the authentic tasks and stuff not help them to

Answer - continued: Yes

Question - Interviewer probe: To actually take on some of those steps in the workplace. Because, training should really be looked at from an outcome perspective; so it should be outcomes-based.

Continued: Yes, so that did help.

I think that with people [graduates] that go into a broad area like HR they won't ever see the link; because they are working in blocked out circuits. Say for instance, I don't know how to explain this now; but say you'll get exposure to just one aspect of the fuller picture, you won't get exposure to everything. So, you only see what you are doing. I think that is what's missing, there is no practical exposure into the full cycle that you would ideally go through. If you get to just experience just in one area, one aspect, of the fuller picture, you won't get exposure to the fuller picture.

So you only see what you are doing. I think that is what's missing, there's no practical exposure into the full cycle that you would ideally go through. You just get experience in one area.

Question 4: Exactly how did sharing your training and development stories help Student Training and Development Practitioners perform their tasks?

Professional 1

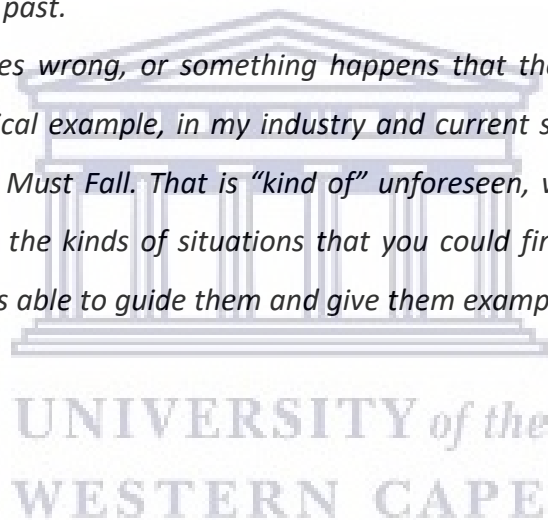
Answer 4: I believe from my experience; I was able to give them examples, answer practical questions, and the unexpected or the unforeseen. In any Training and Development intervention you might come across situations that you have not planned for. I believe that I could guide them based on the experience and what we have done in the past.

So, if something goes wrong, or something happens that they could not have planned for, a classical example, in my industry and current sector, we had the challenge with Fees Must Fall. That is "kind of" unforeseen, we could not have planned for. That is the kinds of situations that you could find yourself in as a practitioner. So I was able to guide them and give them examples of what we did in the past.

Professional 2

Answer 4: Let me just think about that. So, I think my story, coming from an IT company, I showed them a realistic approach; because most of your approaches was bedded down and this is what we followed. I was able to help them in terms of what we followed by the book and they could then match theory that they learnt to what I was doing at work. Where there were gaps was where they had the questions and that was addressed.

Question - Interviewer probe: you said that you had a very definite way of doing it at the company you worked for at the time, you were very precise and I noticed this in your communication to them in your emails. You told them: "you can't do this" and "you have to say it like this". So, that was how you were doing it at that time, at your company.



Answer: Continued: So there were certain things that we had to do to do training. We were given strict guidelines. We were given the day, so we could decide: “was two days to much or was two days sufficient”; so we could play around with the time. So, it was very structured in terms of what we were given to work with and we had to work with that guidelines given. So our centre of excellence sat in Johannesburg and we got instruction from them to work with our Western Cape region.

Question - Interviewer probe: So, what you are saying is that your training was very structured and that is what you transferred into the classroom.

Answer continued: Yes, that’s right.

Question 5: What specific coaching tasks did you undertake with the Training Management Students?

Professional 1

Answer 5: It was really about when I had to put the manual together. How to pitch at the right level and making sure that the contents speak to the audience. Because; there would be lots and lots of information on a particular topic; but how do you make sure that you meet your target audience, or whoever you plan to train, develop and support. How does that match the audience and what is available, and things like that? So, that is typically, the specific things that I helped them with.

I was able to show them examples, or help them prepare, as a professional, you know. Also how to reflect and review. So post training and post intervention, to typically go back to see if you achieved what you planned to achieve or to review and to see if there are any gaps and make sure that you fill the gaps.

Professional 2

I would get emails, asking for help in certain sections and I’ll help you [students] or guide you [students] to the right answer. Yes, into completing it, yes.

Question - Interviewer probe: how many of them called you.

Answer continued: It wasn't a lot. The group that came to see me also was very small.

We had about 20 students in the group session and of the 20 I would get about emails.

Question - Interviewer's probe: They were in groups of about 5.

Answer continued: Yes.

Question - Interviewer probe: So they would probably speak on behalf of the group.

Answer continued: yes, yes.

Question 6: Did you scaffold your coaching tasks, that is, did you break down the task into different stages of performance?

Professional 2

Answer 6: So, I wouldn't say it was scaffolded.

I would receive instruction for the entire assignment and they had to work towards that assignment's goal. And what I'd done was broken it out to make it easier for them to achieve it. So I told them, that this is what you would have to focus on. So first do this, next do that. So I basically just broke it up into pieces for them to focus on. I didn't tell them this is your first stage and the deadline for that is this. It was more a case of me breaking it up to make it easier for them to meet and complete the task and the deadline.

Question 7: Do you think that your involvement in the classroom helped Student Training and Development Practitioners to develop competence in the performance of the task?

Professional 1

Yes, so like I mentioned, I broke it down in terms of preparation. Things would go into a lesson plan. So what is your day going to look like. It's going to include practical activities. So if you are going to include ice-breakers. So it was definitely giving them some guidelines, lots of scenarios of what needs to happen, but also

allowing them to put certain things together. Allowing them also to come up with certain things.

So I gave them an outline of my expectation, gave them a few. They then had to go put things together, come back and then we would assess whether we are on the right track.

Question - Interviewer probe: So you would also give them an opportunity to work on their own, and then you would assess that before going to the next level.

Answer Continued: Yes, so checking with them to see if they are on the right track, see if anything needs to be changed or if there was additional support that I could give provide them. But, also giving them an opportunity to go apply and figure it out themselves; because I think it is also helpful for them to go find out things together. Learning also takes place when they have to figure it out themselves, come back, and then we rethink on it.

Professional 2

Yes, I would think any exposure to practical work is good for students especially coming from a theoretical background.

Working on facilitator's courses that makes a difference and means something in industry at that present time really does help them to gain the information when they are doing research. That is why it is working, this is why it is so important for an organisation to have this course [module]. So, I feel yes, it does

Question - Interviewer's probe: How does it?

Answer continued: Through the research that they do. They can see exactly where in industry and why it is so important for them. It also lets them get exposure to the skill of facilitating and designing the facilitator's manual in the same way of using it for the organisation and making sure that they actually speak the organisation's language.

Question - Lecturer's probe: I actually think that they had a lot of fun.

Answer - continued: I'm glad that they had fun.

Question - Interviewer's probe: I think in the end when they submit their training manuals, they say to me it was an amazing experience.

Answer - continued: Wow, I think it is the exposure that they are getting, it is very good.

Professional 2

Answer 7: Yes, I strongly believe that a practical, or a talk, an involvement from industry helps them to get an idea. Especially, full-time students who have not been exposed to the world of work, just to explain to them what does it look like, how does it play out, how do you as a T&D practitioner show up, what would be some of the key things that you need to consider, these are some of the key things that you need to keep in mind.

I do think that there are fundamentals that will always be, will have to be applied, no matter which industry or which sector you go into. But, I think the fact that there are guest speakers and industry coming into the classroom, just help them get a better picture and appreciate what they are learning and what they doing and how does it show up and look out there.

Question - Interviewers probe: Does it help them contextualise what happens in the real world?

Answer - Continued: Contextualise, yes contextualise the real world. So definitely, I do think that just to bring that idea and to bring it into the classroom, the theory closer to application and closer to the expectations of sector.

Question 8 (a): Would you say that the undergraduate training you received towards becoming a Training and Development practitioner followed a traditional training and development learning approach?

Professional 1

Answer 8 (a): I remember my T&D module being very traditional and theoretical and when I studied I did not necessarily understand as much as when I went into industry and sector and I was able to apply it. Then I could see the value and draw the links, connect the dots. I think up until today, there are fundamentals that will always be important. There is a must know and grounding before you start applying any field of study. I do think that it adds value when you are able to bring in industry, to bring it closer to home to get a big view of what training and development looks like, or going to look like. You appreciate the studies more. My experience was definitely very theoretical at the time I studied and I do believe that with my post graduate experience, I worked a little, so when I was in the classroom I could really see, I could understand the context, I could think of examples. I could also apply it back to the work environment. My post grad allowed this, because I had a little bit of work experience I could appreciate the studies much more.

Question - Interviewer's probe: Are you saying that these students are getting some work experience in the classroom.

Answer continues: Yes, so the 2015, I believe that they could apply some hands-on work experience, because they were experiencing, the expectation exactly the same as any other service provider or internal T&D practitioner in-house. That is typically what I expect from people that I work with.

Interviewer's probe: and you have both. You have worked as a consultant, a T&D practitioner in a department.

Answer - continued: yes, yes.

Interviewer probe: I don't think I taught you.

Answer 8 (a) Yes, you did.

Question - Interviewer probe: Okay, I was changing a little bit, but I was not at that point yet.

Answer -continued: So at first it was very traditional. I think that the theory helped me when I got to the honours level, because I could use what I learnt in theory to apply to the practical task, which was also to design a manual and a facilitator's guide which we did on our own, I don't think it was group work. So my third year undergraduate - there was no practical exposure, so when I got to post grad, then I got the practical exposure.

Question - Interviewer probe: So it was on your own.

Answer - continued: Mine I can still remember. It was Diversity Training. It was three days. It was a lot of work. Like when it was done, I could breathe. (Giggle) But I got a lot of skills from that and I still use it today. So when I do the Facilitator's Guide now, I put it together as I did for class and how I did it for honours.

Question - Interviewer's probe: So you had a traditional approach you say, but you also had a practical approach.

Continued: Only in honours. So my third year undergraduate was just, there was no practical exposure in third year. So when I got to post grad, then I got the practical exposure.

Interviewer's probe: So you are saying that students are getting the practical now already at the third year level.

Answer continued: Yes, which is really good; because I mean this big gap you see, especially with me doing the recruitment with graduates, you see it often where the candidates will come in and they just got their third year undergraduate studies. You see the difference when the student has post graduate study, because they have now taken it a level further to practical exposure.

So, if they start getting the practical exposure at third year, it is good. Some of them go as far as doing assignments for companies, they allow them to develop. It's very nice, because you start to see the practical exposure at third year. It's good.

Question 8 (b): In your opinion, did the learning approach adopted on this project better equip student Training and Development practitioners with the knowledge, experience and skill they need to join a Training and Development practice as a graduate.

Professional 1

Answer 8 (b): Yes, definitely, my view is in the skill. To see them work with the theory and put the theory into practice. The fact that they were expected to work on real life projects, gave them the skills of the profession and better equips them for the world of work. So when they go into any environment, they have been already done the work even though many of them don't have formal work experience. They basically have been exposed to what is expected of them in the world of work.

Professional 2

Answer 8 (b): Yes, definitely, definitely. I feel that with this exposure at the undergraduate level really prepares students in terms of developing skills. Working towards a deadline, their resilience, their tenacity, their determination and dedication to completing a tasks. Training development material is not easy to get together. I mean in work you have a few months to put it all together, they have about two and a half months. So, it does prepare them in terms of time management and all the skills that they need going into the workforce for the first time.

Question - Interviewer probe: You say that they actually had shorter time, and that they had to work under a lot of pressure, more pressure

Answer - continued: Yes, because if you are in business, you need to remember, if you are doing a training and development thing you first go through the proposal. That could take about 3 weeks to come back. Once the proposal is approved, then you sit and develop the material, and then that goes for a second approval. Like marketing to make sure it is all sealed. So, it takes a long time. Whereas in

undergraduate they only had two and a half months; which is not a bad thing. I actually prefer it, just to give them that little bit of pressure.

Question Interviewers probe: That was quite an interesting observation.

Answer - continued: But the thing is with students, every student probably has this, you get your topic and you don't know where to start. When I came in I told them: Step 1, step 2, then they started working towards it and they could get their information gathered.



Appendix 12: Cycle 1 – Open-coding Stage 2, responses from the two semi-structured interviews with the two practitioners in 2015

CYCLE 1: OPEN-CODING STAGE 2 (summarising and grouping similar responses together)

Question 1

Theme 1: Role Expectancy

Sub-theme 1: invited to class to help students perform practical task as would be expected in industry. (2)

Sub-theme 2: One professional said that her role was also to support the lecturer(1)

Question 2a

Theme 1: professionals performed specific T&D tasks

Sub-theme 1: Admin (1)

Sub-theme 2: Full process of T&D (2)

Question 2b

Theme: completion of tasks by using expertise of professionals

Sub-theme: complete tasks as would be expected in industry (2)

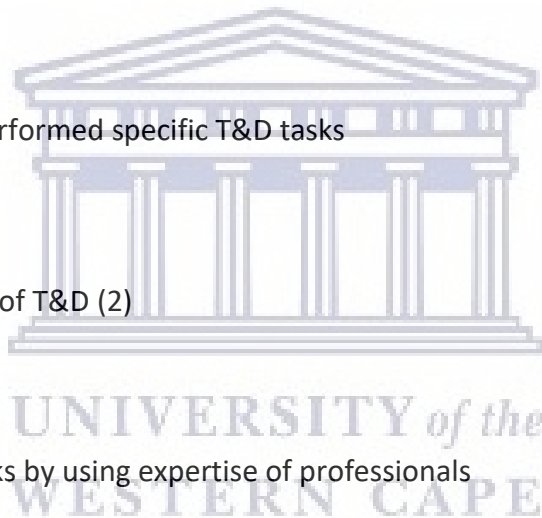
Sub-theme: The development of skills (1)

Sub-theme: Feedback was requested. (some students asked one professional to give them feedback on their tasks (1)

Question 3

Theme: Engagement in activities similar to those performed in industry

In fact, they had to take on the entire process practical process as would be expected in industry. (2) There were consultations (1)



Question 4

Sharing stories of own experiences

In sharing their stories both gave them examples of how it would be done in industry (2).

Sub-theme: Questions

During this sharing of stories, students asked questions for clarity. (2)

Sub-theme 1: Precise details of how to complete tasks

Interactive approach between professionals and students. Also offered them help of this via email. (1)

Sub-theme 2: How to manage unforeseen matters

I was able to share with them about unforeseen situations and how to go about resolving that. (1)

Question 5

Theme 1: Coaching tasks

Sub-theme: Visitations to the workplace

Students visited professional in groups in the workplace (1)

Sub-theme: Industry expectations

Coached students by guided them through how assignment should be completed in industry. (2)

Sub-theme: Used examples to show students how to complete work.

One professional used examples to coach students through the completion of work. (1)

Sub-theme: Reflect

The professional asked students to reflect on their own learning on the task that they completed. (1)



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Question 6

Scaffolding the tasks

Yes, broke the task into easy manageable tasks for them to achieve (2)

Allow students to work own Gave student an opportunity to work out on their own how to apply what I showed them. (2)

Question 7

Theme: Competence development in the performance of tasks

Sub-theme: Practical tasks:

It was the practical tasks that helped them develop competence (2)

Sub-theme: Contextualise the TM professional

It is the authentic activity that help them see how what they do fits into industry. (2)

This is especially important for students who only have theoretical knowledge. (2)

Sub-theme: Important module for industry

One professional said that this course with this intervention is important for organisations. (1)

It is a very good teaching strategy. (1)

Subtheme: Enculturated into the TM profession

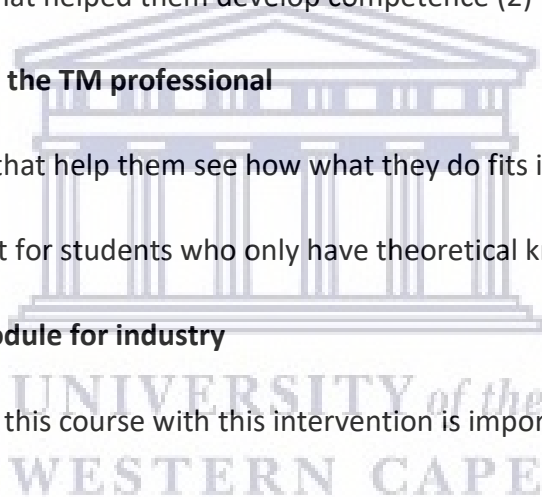
By doing their practical work they learn how to develop and facilitate T&D as would be expected in industry. (2)

They get to learn to speak the language as they would in organisations. (1)

Sub-theme: Fun

One professional agreed that applying the teaching strategy was fun. (1)

Question 8a



Theme: Traditional approach versus new approach

Undergraduate classes were very theoretical. There was no practical exposure. (2)

The theory helped with the practical application in industry. (2)

In post graduate the theory helped me to do the practical tasks. (2)

One professional said that now that she is working in industry she can see the gap between theory and practice. so it is good to see the undergraduates get exposure to practical industry tasks. (1)

In this undergraduate class, they were doing tasks exactly as they would in industry.

Question 8b

They did have practical tasks like this when they were students. (2)

The teaching strategy that you employed helped students develop T&D skills. (2)

Develop skills at an undergraduate level. (2)

Develop skills such as time management, resilience, tenacity, determination and dedication. (1)

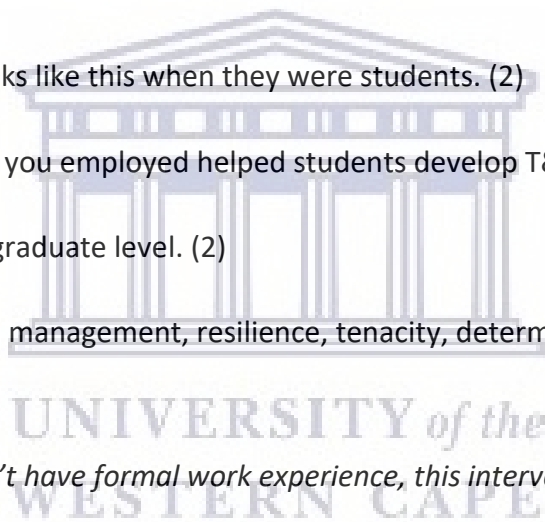
While some student doesn't have formal work experience, this intervention gets them exposure to what is expected from them in the workplace. (1)

Theme: evaluation of implemented teaching strategy

Yes, definitely, this teaching strategy helped students develop knowledge, experience and skill they need to join a Training and Development practice as a graduate. (2)

They were given the opportunity to apply practice to the theory that they learnt. (2)

When they join industry, they already have been exposed the real industry environment. (2)



Theme: challenges reported

PROFESSIONAL 1 & 2

The intervention strategy consisted of one main assignment with different components that the students had to complete during the semester. The challenge reported by both professionals was that the different components were not broken down into smaller steps the students could not make the links between the components and the final outcome.



Appendix 13: Cycle 1 – Open-coding Stage 2, responses from the two semi-structured interviews with the two practitioners in 2015

CYCLE 1 OPEN-CODING STAGE 3 (identification of themes and sub-themes)

THEME 1: ROLE EXPECTATION AND RESPONSIBILITIES

Sub-theme 1: invited to class to help students perform specific practical activities as would be expected in industry. (2)

Sub-theme 2: One professional said that her role was also to support the lecturer

Sub-theme 3 Feedback requested on tasks performed

THEME 2: COACHING AND SCAFFOLDING THROUGH SHARING OF EXPERIENCES AND STORY TELLING

Sub-theme 1: Specific activity interaction between professionals and students (share experience through storytelling, giving examples – also note the unforeseen and clarifying questions, allow students to practice, enculturation, reflect on own learning, get feedback) all of this is scaffolding.

Sub-theme 2: Visitation to workplace in order to experience industry's expectations (mention contextualise the TM profession)

Sub-theme 3: Competence development in the performance of tasks (important module for industry. good teaching strategy because it marries theory and practice)

THEME 3: TRADITIONAL APPROACH VERSUS NEW APPROACH

One professional said that now that she is working in industry she can see the gap between theory and practice. so it is good to see the undergraduates get exposure to practical industry tasks.

Develop skills at an undergraduate level.

Develop skills such as time management, resilience, tenacity, determination and dedication.

While some student doesn't have formal work experience, this intervention gets them exposure to what is expected from them in the workplace.

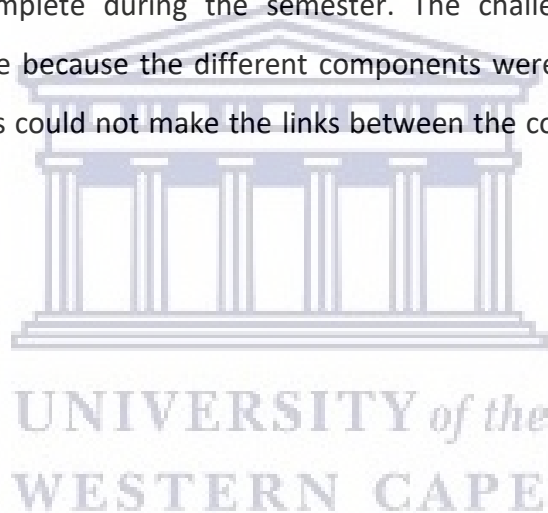
THEME 4: THEME: EVALUATION OF IMPLEMENTED TEACHING STRATEGY

Yes, definitely, this teaching strategy helped students develop knowledge, experience and skill they need to join a Training and Development practice as a graduate. They were given the opportunity to apply practice to the theory that they learnt.

When they join industry, they already have been exposed the real industry environment.

THEME 5: CHALLENGES REPORTED

The intervention strategy consisted of one main assignment with different components that the students had to complete during the semester. The challenge reported by both professionals was that the because the different components were not broken down into smaller steps the students could not make the links between the components and the final outcome.



Appendix 14: Cycle 1 – Open-coding Stage 1, responses from the academic’s observation in 2015

CYCLE 1: OPEN-CODING OBSERVATION: STAGE 1

1. Authentic context and authentic activities

1.1 The teaching of content is referenced to practical workplace examples.

Answer: Content is appropriate with clear practical outcomes, examples and real life context.

1.2 Students used industry relevant topics to complete their tasks.

Answer: A broad array of topics were covered reflecting the diversity of focus.

2. Experienced T&D practitioners

2.1 There is evidence to suggest that the students worked with experienced Training and Development Practitioners in the classroom.

Answer: Facilitators from T&D backgrounds assisted in the process of transfer of learning principles.

2.2 Students’ modelled the behaviour expected from experienced T&D practitioners

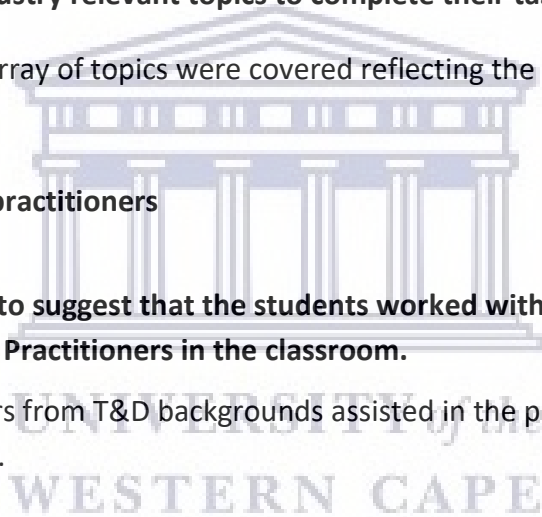
Answer: Learners observed the T&D practitioners to role model appropriate behaviour.

3. Articulation

3.1 In the classroom students are allowed to express, negotiate and defend their knowledge

Answer: Critical engagement with a reflection of learning was encouraged.

4. Support collaborative construction of knowledge



4.1 Students were encouraged to suggest a solution to a problem after collaborating with other students.

Answer: Learners could demonstrate their own views, juxtaposed against that of other learners & reflect on common observations without minimising individual differences.

5. Coaching and scaffolding.

5.1. Students were provided with additional assistance close to assignment due dates and before examinations.

Answer: Frequent contact was held beyond the scope of formal lecturers to convey the material.

5.2 Was there evidence to suggest that these were structured sessions.

Answer: Yes, the sessions coincided with lectures, complemented the lecture material.

6. Integrated assessment of learning

6.1 Were students subjected to a number of different assessments such as an assignment, tutorials and formal examinations?

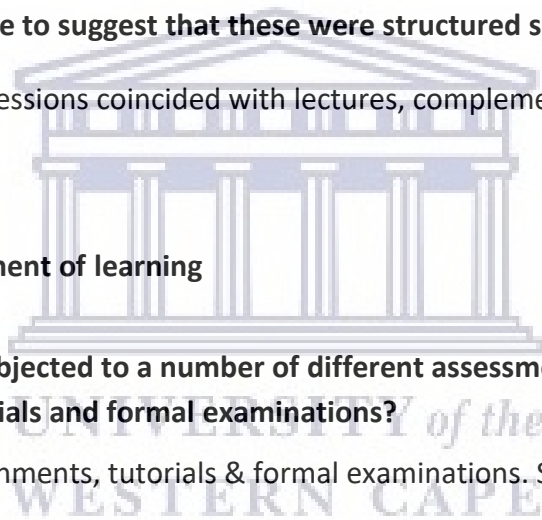
Answer: Yes, assignments, tutorials & formal examinations. Summative, formative + continuous.

7. Multiple learning perspectives

a. The students were provided with the opportunity to investigate multiple roles and perspectives during the transfer of knowledge. This was apparent since mention was made of YouTube clips and the presence of experienced T&D practitioners in the classroom.

Answer: Strong focus on the role of technology to reinforce concepts.

8. Promote reflection



- a. **Students were encouraged and given an opportunity to consider and evaluate their learning and the learning process and then give suggestions or ask questions about tasks or give suggestions about it.**

Answer: Actively encouraged to reflect on their learning process with acknowledgment that there was no one right approach.

9. **Overall observer's comments on the extent of employment of Situated Learning in the classroom situation**

Answer: Excellent use of available tools & techniques, good integration throughout & appropriate application to practical situations. Strong focus on reflection, observation & diversity of perspectives.



Appendix 15: Cycle 1 – Open-coding Stage 2, responses from the academic’s observation in 2015

CYCLE 1: OPEN CODING OBSERVATION: STAGE 2 (summarising and grouping of responses)

THEME 1: AUTHENTIC CONTEXT AND ACTIVITIES

Sub-theme 1: The teaching of content is referenced to practical workplace examples.

Answer: Content is appropriate with clear practical outcomes, examples & real life context.

Sub-theme 2: Students used industry relevant topics to complete their tasks.

Answer: A broad array of topics was covered reflecting the diversity of focus.

THEME 2: EXPERIENCED T&D PRACTITIONERS

Sub-theme 1: Evidence of experience Training and Development professionals in the classroom.

Answer: Facilitators from T&D backgrounds assisted in the process of transfer of learning principles.

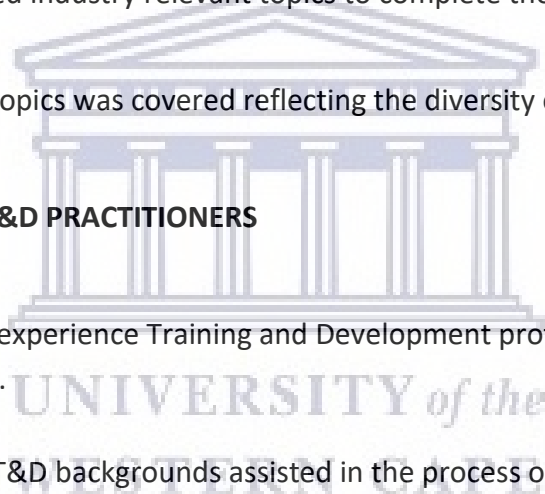
Sub-theme 2: Students’ modelled the behaviour of experienced T&D professionals

Answer: Students observed the T&D practitioners to role model appropriate behaviour.

THEME 3: ARTICULATION

Sub-theme 1: In the classroom students are allowed to express, negotiate and defend their knowledge

Answer: Critical engagement with & reflection of learning was encouraged.



THEME 4: SUPPORT COLLABORATIVE CONSTRUCTION OF KNOWLEDGE

Sub-theme: Students are encouraged to suggest a solution to a problem after collaborating with other learners.

Answer: Students could demonstrate their own views, juxtaposed against those of other learners & reflect on common observations without minimising individual differences.

THEME 5: COACHING AND SCAFFOLDING.

Sub-theme 1: Students were provided with additional assistance close to assignment due dates and before examinations by the lecturer & the professionals.

Answer: Frequent contact was held with students beyond the scope of formal lecturers to convey the material.

THEME 6: INTEGRATED ASSESSMENT OF LEARNING

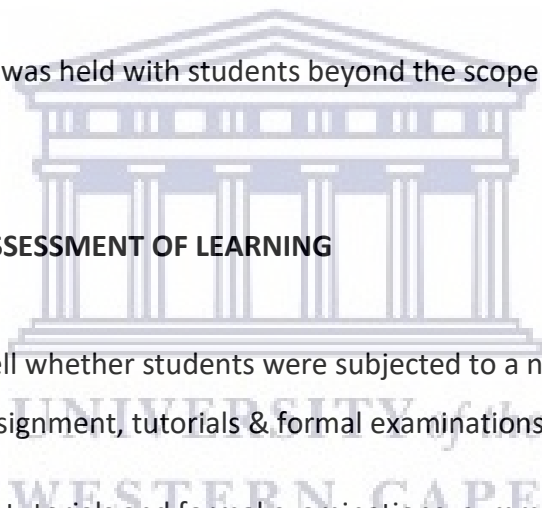
Sub-theme 1: Could you tell whether students were subjected to a number of different assessments such as an assignment, tutorials & formal examinations?

Answer: Yes, assignments, tutorials and formal examinations, summative, formative & continuous.

THEME 7: MULTIPLE LEARNING PERSPECTIVES

Sub-theme 1 The students were provided with the opportunity to investigate multiple roles and perspectives during the transfer of knowledge. This was apparent since mention was made of YouTube clips and the presence of experienced T&D practitioners in the classroom.

Answer: Strong focus on the role of technology to re-inforce concepts.



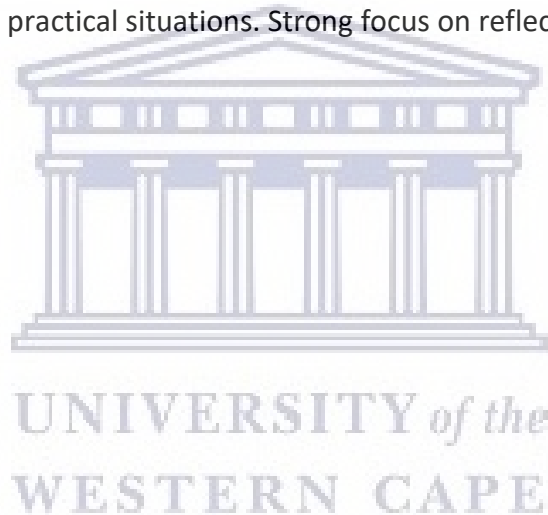
THEME 8: PROMOTE REFLECTION

Sub-theme 1: Students were encouraged and given an opportunity to consider and evaluate their learning and the learning process and then give suggestions or ask questions task or give suggestions about it.

Answer: Actively encouraged to reflect on their learning process with acknowledgment that there was no one right approach.

THEME 9: OVERALL COMMENTS ON THE EXTENT ON THE USE SITUATED LEARNING STRATEGIES IN THE CLASSROOM SITUATION

Answer: Excellent use of available tools and techniques, good integration throughout and appropriate application to practical situations. Strong focus on reflection, observation and diversity of perspectives.



Appendix 16: Cycle 1 – Open-coding Stage 3, responses from the academic’s observation in 2015

CYCLE 1, OPEN-CODING STAGE 3: OBSERVATIONS (identification of themes and sub-themes)

THEME 1: AUTHENTIC CONTEXT AND ACTIVITIES

Content was appropriate with clear practical outcomes, examples and real-life contexts (a broad array of topics was covered reflecting the diversity of focus).

THEME 2: EXPERIENCED T&D PRACTITIONERS IN THE CLASSROOM

Sub-theme 1: Facilitators from T&D background assisted in the process of transfer of learning principles in the classroom (observed and model behaviour).

Sub-theme 2: Articulation (in the classroom students were allowed to express, negotiate and defend their knowledge)

Sub-theme 3: Critical engagement with a reflection of learning was encouraged.

THEME 3: SUPPORT COLLABORATIVE CONSTRUCTION OF KNOWLEDGE

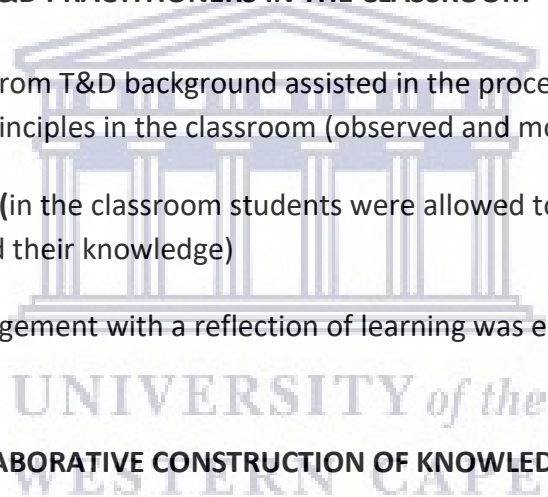
Students could demonstrate their own views, juxtaposed against those of other learners and reflect on common observations without minimising individual differences.

THEME 4: COACHING AND SCAFFOLDING.

The observer reported that he could see that the students were provided with opportunities to interact with the lecturer and the professionals’ and could ask questions for clarifications.

THEME 5: INTEGRATED ASSESSMENT OF LEARNING

There was evidence of assignments, tutorials and formal examinations, summative, formative and continuous.



THEME 6: MULTIPLE LEARNING PERSPECTIVES

Evidence for the use of multiple technological strategies to re-inforce concepts.

THEME 7: PROMOTE REFLECTION

Students were actively encouraged to reflect on their learning process with acknowledgment that there was no one right approach.

THEME 8: OVERALL COMMENTS ON THE EXTENT OF THE USE OF SITUATED LEARNING STRATEGIES IN THE CLASSROOM SITUATION

Excellent use of available tools and techniques, good integration throughout and appropriate application to practical situations. Strong focus on reflection, observation and diversity of perspectives



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Appendix 17: Cycle 2 – Open-coding Stage 1, responses from the two semi-structured interviews with the two practitioners in 2016

CYCLE 2: OPEN-CODING STAGE 1 (transcribed responses)

Question 1: Please describe the nature of your involvement with the professional development of Student Training and Development Practitioners in this project.

Professional 1

Answer 1: During 2016 I was again invited by the lecturer as a guest speaker to talk about T&D in practice and the expectations of a T&D practitioner. I was also involved in one of their projects they had to work on. The project was to work on a Training Manual.

I also contributed with identifying the project titles that they had to work on. Together with the students we worked on the end result. That is, the outcome by putting together what we needed to.

Professional 2

Answer 1: I think my involvement was more you approached me as the lecturer to almost like add like a difference in terms of the topic.

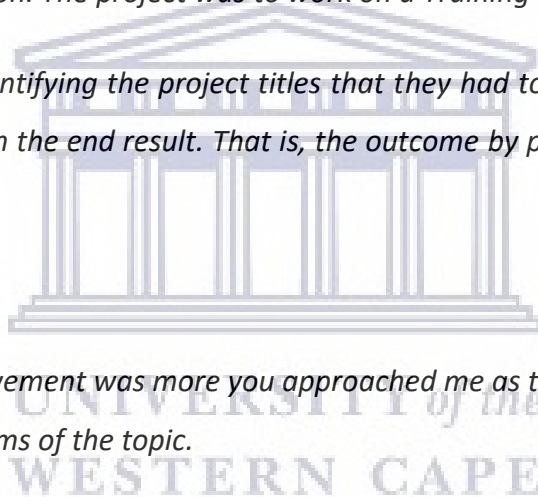
And the reason why you approached me was because of my corporate experience which spans over 25 years and then also in academia, focussing a lot on training and development and organisational development which are related fields.

Question - Interviewer probe: and what did you do in the classroom

Answer - continued: What I did in the classroom was share some of my experiences, but also to check your approach and methodologies around training and development.

Question: Interviewer probe: that is a very important area. We are not just training for academe, but we are also training for industry.

Answer - continued: yes, yes



Question - Interviewer probe: and that you also do check out what I'm doing and other people are doing to see what is going on the classroom to see what are we actually doing to impart the skill.

Traditionally, it's not something that we do and industry have been criticising us for this kind of teaching strategy that we employ, not very practical orientated.

Question 2 (a): What Training Management learning tasks did you help learners to complete?

Professional 1

Answer to Question 2 (a): *It was about confirming the outcomes. What they needed to do training, to make sure they pitched it at the right level and ensure that the training material addresses the target audiences' expectations.*

I was able to guide them or identify tasks such as planning. Explain to them what goes into the into the planning of training. It also included the evaluation of the training project. This was how they would evaluate themselves, but also how their target audience would evaluate them.

Professional 2

Answer 2 (a): *So, the task that I helped them do was you had given them an action research project, I was then offered to be a mentor or a coach to your class.*

I had two groups and a number of individuals came and consulted with me to get insight into the approach, their methodology and outcomes of their project.

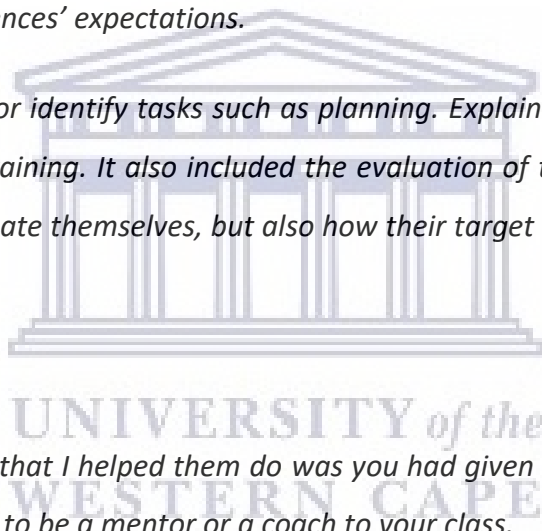
One other area I got involved in was giving them real examples of what happens in corporate.

In one group I specifically unpacked the coaching group in (name of company).

Question - Interviewer probe: That was the topic of one of their assignments.

Answer - continued: *That was one of the topics of one of their assignments, yes.*

I remember in the session I also did needs analysis, because you asked me.



So I also covered a session on needs analysis and again not just making it theoretical where you identify needs at three levels which is functional, departmental and organisational. We looked broadly on what are some of the contemporary approaches organisations take to identify needs through climate surveys and other ways of identification.

Question - Interviewer probe: And some of the theory things that we do you brought it back to the practical application.

Answer continued: Yes, you are right.

So there was the theory that was covered and I used a model highlighting how the theory becomes practice through identifying the training needs and learning needs.

Question - Interviewer probe: Yes.

Answer continued: That's it.

Professional 1

Question 2 (b): In what ways did your expertise contribute to this help you gave to Student Training and Development Practitioners?

Answer 2 (b): With my experience I supported them with what would be expected of them from where I come. There are fundamentals and the typical training tasks that would be expected across different industries. I was able to give them an idea of my background in terms of my sector and my industry and what I would typically expect of them.

Question - Interviewer's probe: That is because they had a specific task to do that related to your industry.

Answer 2 (b) continued: That related to my industry, yes.

Professional 2

Answer 2 (b): The one evening that I spoke about the needs analysis I identified through the engagement with students their willingness to want to know more about what is happening in corporate.

You introduced me, my background, my knowledge, my experience and they tapped into that by questioning that a lot.

What I also liked about the sessions was that there was the engagement and I was very comfortable with the level at where the student was. They could also highlight examples from their background.

I can remember students telling me about how they do it and also be amazed at the different ways of doing it.

Once or twice students challenged me, which was also good.

Question - Interviewer probe: Well some of them have given up work and have come back to study, and they were full-time students.

Answer - continued: So the who thing you spoke about situated, so they could relate.

Possibly this is also a bench you can use for the topic that you are discussing.

Interviewer probe: okay Anwar.

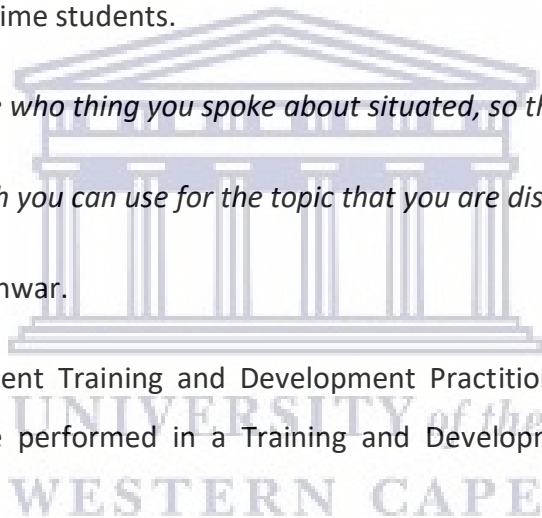
Question 3: Did the Student Training and Development Practitioners engage in learning activities similar to those performed in a Training and Development Department in an organisation?

Professional 1

Answer 3: Yes, based on my experience with the students, they were definitely expected to produced what was expected in industry. They were able to engage while they were busy with their tasks. They were able to ask questions and come back to clarify if they were not sure.

Professional 2

Question - Interviewer probe: for example, when compiling a training manual, did they engage in tasks that were similar, like one of the things that you said were a coaching manual.



Answer Question 3: Those students saw me on quite a few occasions, like 3 or times, more like about 4 times.

Question - Interviewer probe: And were the tasks similar to those in your company.

Answer – continued: Yes, they wanted to know how did (Name of organisation) landed their coaching agenda. So I had to talk them through how the coaching approach became part of the culture or the DNA of the organisation. I took them through every step. In the second or third session they came back and they then showed how they applied the model to what they were taught and what they learnt. I could see some examples.

Question 4: Exactly how did sharing your training and development stories help Student Training and Development Practitioners perform their tasks?

Professional 1

Answer 4: I believe that because they don't have experience or have limited work experience, my experience guided them. I shared my learnings with them.

Professional 2

Answer 4: I think it is a very important question that you are asking.

I think it helped them a lot in terms of not just value adding, but it empowered them too.

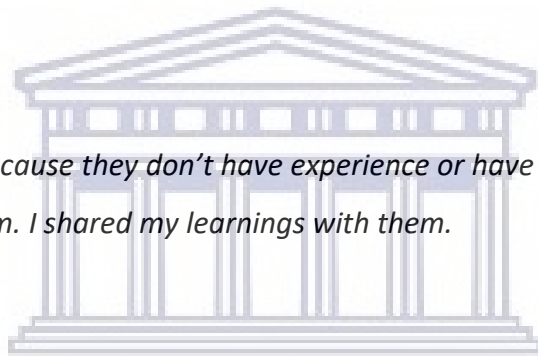
Because the group that I spoke to, they were different. There was like an elderly lady, a Muslim lady, what is the name of that light of completion girl? She is quite bright, do you know who I'm talking about, can you see her.

Question - Interviewer Response: I can't remember.

Answer – continued: I see her in front of me man, but any case, they were keen and wanted to know what the topic was all about.

What is the question again?

Question - Interviewer probe: How did your experiences, how did your own experiences.



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Answer - continued: so that's a very good question because I don't think

Question - Interviewer probe: and your story.

Answer - continued: Yes.

Question - Interviewer probe: With sharing your story, how did that help?

Answer continued: I think that, Desiree, I'm a firm believer that we have to tell our students stories.

Question Interviewer probe: Yes

Answer - continued: and I don't think that we do that enough.

Question - Interviewer response: yes.

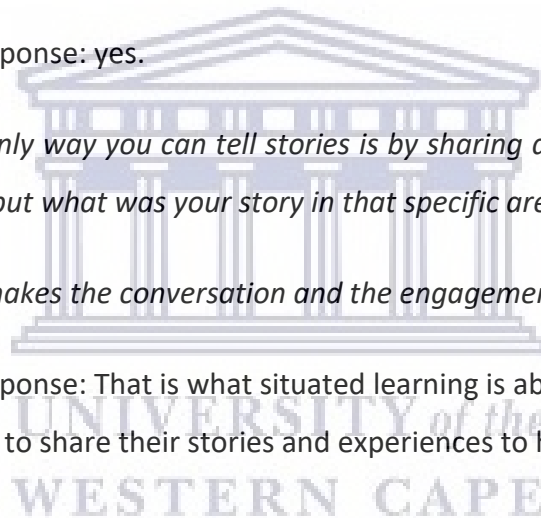
Answer - continued: the only way you can tell stories is by sharing about yourself and not in terms of egotistical stuff, but what was your story in that specific area.

And when you do, it just makes the conversation and the engagement so much richer.

Question - Interviewer response: That is what situated learning is about, it's about bringing people into the classroom to share their stories and experiences to help others develop.

They then become part of and engaged in a specific culture. In this instance, it's a training and development culture.

Answer - continued: Yes, there was this, I always show it to my honours and masters students and I will give you the video clip. It is the most amazing video clip. This girl, her name is Sarah Rostrum. She speaks about academics telling their stories. When you, when you have this big classes you don't have the time to engage with so many students one on one and so as an academic, you have to change the way you engage with your students. So with 100, 150 students you have to take your story to the class. When you start, tell them a story about training, tell them a story about how you started training, why you are teaching the subject, why you feel fulfilled about all of this. So she says, take a story. Many academics don't tell



their stories. We are so clinical. When we come to the class we just start our lectures. It's a very powerful video clip, I'll show it to you.

Question - Interviewer's response: Yes, please, that is a very beautiful story that you have shared with me.

Answer 4: I think it is a very important question that you are asking.

I think it helped them a lot in terms of not just value adding, but it empowered them too.

Because the group that I spoke to, they were different. There was like an elderly lady, a Muslim lady, what is the name of that light of completion girl? She is quite bright, do you know who I'm talking about, can you see her.

Question - Interviewer Response: I can't remember.

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Answer - continued: so that's a very good question because I don't think

Question - Interviewer probe: and your story.

Answer - continued: Yes.

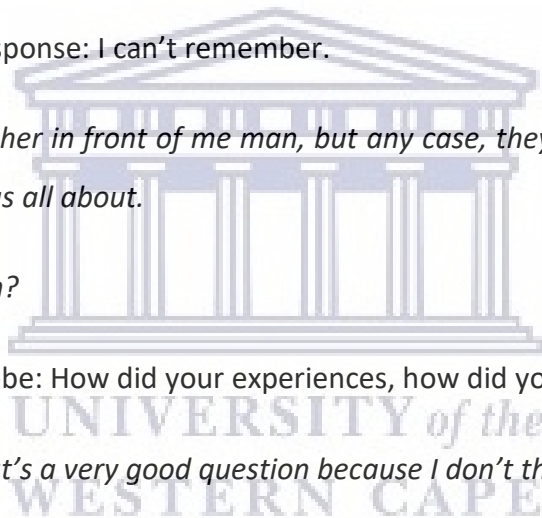
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Question - Interviewer's response: Yes, please, that is a very beautiful story that you have shared with me.

Question 5: What specific coaching tasks did you undertake with the Training Management Students?

Professional 1

Answer 5: I was able to help them confirm the objective, that is, what is the end goal. I was then able to help them identify what they had to do, what tools they should use, give them guidelines and identify specific support they can use on the journey to complete the work. I also guided them in terms of a strategy on how to achieve their outcome. So while the training

manual was the end goal, I guided them and provided them some information on how to get there.

Professional 2

Answer 5: If you say coaching tasks, tell me a bit.

Coaching tasks in terms of when you know you were in the classroom and you were sharing with them.

Answer - continued: you mean me sharing with them. I understand what you saying.

Question - Interviewer response: I think that you may have undertaken this task to help them perform their task. You took them under your wing and guided them when you interacted with them.

Answer continued: So you know Desiree, I see coaching a bit differently.

I always noticed when I coached the students I will never, or seldom give them the answer.

In your session when I had the entire class and for the follow up sessions, I would make sure that when I coach I ask them powerful questions that will lead them to discover how to approach the task or whatever they need to do.

I even do that when they present, I ask coaching questions, so even the group when I saw them I asked them 2 or 3 questions.

I always make sure there's a flow, so when you are going to come to me in a week's time, show me what you have achieved or give me an update.

So, so my approach was more an approach of you must self-correct so that you can self-generate.

Question - Interviewer probe: Was it a very systematic approach that you used.

You knew that you wanted them to come back to you. You gave them what they needed and then you wanted them to come back to you, so you could see whether learning had actually taken place.

Answer continued: yes, because you can't let them just go

You holding their hands. And there's a difference.

I like to use this coaching analogy and I used it with them as well.

When they asked me advice and direct advice, I said no, that I'm not here to give you advise, I'm here to walk with you.

Question - Interviewer's probe: Yes.

Answer continued: And I won't let go. I'm here to walk with you.

I always see a difference with walking and rescuing and with students I think that we must not do rescuing, we must sometimes do a bit of both.

Question - Interviewer's probe: yes.

Answer - continued: we must offer them practices. Students are smart.

Question - Interviewer's probe: They are smart, and I think that they really enjoyed the time with you.

Answer continued: yes.

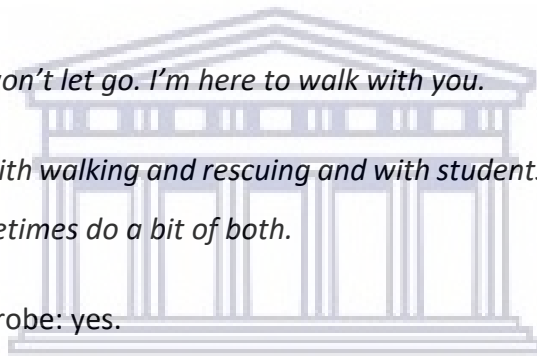
Question - Interviewer's probe: I think they enjoyed your approach. You allowed them to grow that way.

Answer continued: That the best way Desiree

Question - Interviewer probe: By showing them kind of what to do.

Given this, it implies some kind of scaffold learning that took place.

Answer - continued: Yes.



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Question 6: Did you scaffold your coaching tasks, that is, did you break down the task into different stages of performance?

Professional 1

Answer 6: *Yes, so what happened was, they were allowed to work on their own and come back to me if they had any questions. During the follow-up sessions they had questions. It was really to make sure they were on the right track.*

So I definitely broke it up into what would be typical steps to follow. But then they could come back and then I would guide them. By applying what they were taught, they could come back to confirm whether they were on the right track.

Question - Interviewer probe: So did they make contact with you after your classroom sessions. I think that you came to my classroom thrice or four times. Did they contact you on their own as well?

Answer 6 continued: *Yes, they actually contacted me a few times. I gave them the invitation to contact me. The conversations we had during the guest lectures was really high level, in terms of the bigger picture, then we broke it down, told them what they had to do and what would be expected of them. But, I think the fact that they were able to follow up to make sure that they were on the right track in terms of the expectations really helped them to achieve what they had to achieve. It did not create a situation where they did something that was not necessarily expected of them to do.*

Question - Interviewer probe: Did you find that more people consulted with you.

Answer 6 continued: *Yes, I think more people came to see me in 2016 than in 2015. They also had questions in terms of their own personal strategy or the journey that they were on.*

Question - Interviewer's probe: So, more students came to see you.

Answer 6 continued: *Yes, just to ask a few questions.*

Question - Interviewer's probe: Even though I was more structured in my approach in 2016. Did you notice this?

Answer 6 continued: *So the interaction, or the engagement that I had with the class and with the academic, the lecturer, was a structured approach in terms of what was needed, how are we going to get there and clarifying everyone's roles and expectations.*

Question - Interviewer's probe: The reason I ask is that it was one of the concerns last year, so I tried to improve it.

Answer 6 continued: Yes.

Question - Interviewer's probe: There was improvement.

Answer 6 continued: *A clear guideline, a very clear guideline what the expectations were. Very specific and you put systems into place to support them through this learning process.*

Professional 2

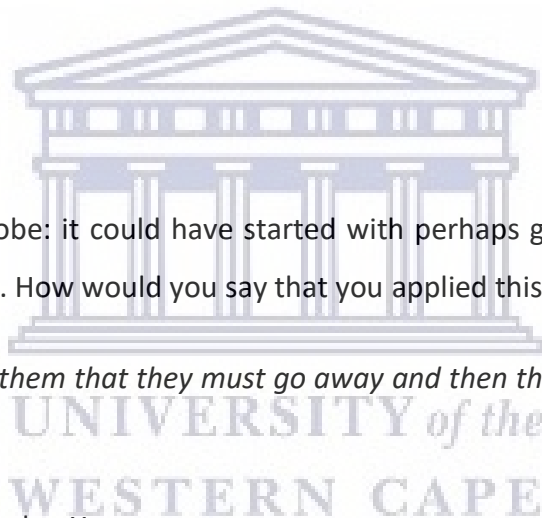
Answer 6 - Yes.

Question - Interviewer probe: it could have started with perhaps giving them an authentic project to do like coaching. How would you say that you applied this scaffolding?

Answer - continued: *I told them that they must go away and then they must plan. They must plan their approach.*

Question - Interviewer's probe: Yes

Answer - continued: *I told them when they plan their approach they must make sure that they put it into a responsibility matrix of 4 or 5 people in your group, allocate responsibility, as you have outlined each task. They asked me how they must do this, because this person is a strong person personality. I told them to make sure that they work systemically and not as individuals because students have a tendency of working only on their part and then everything is disjointed. You know I had a honours group, you won't believe this Desiree, you know, one student presented, I think it was on labour relations and the fourth student presented the same thing. In legal terms you just swop the names around. You know what I'm saying, they didn't know that they were presenting in the same group? So that's evident that they don't look at tasks systemically.*



Question Interviewer probe: Yes, and the task of compiling this training manual, did we take it step by step? First you got the authentic task, then you were told broadly how to go about doing it, and then we broke it down into specific activities.

Answer - continued: Is that what I explained to them, or is that what we did.

Question - Interviewer's probe: They could ask you questions around that.

Answer - continued: Yes, they did.

Question - Interviewer probe: I did in an email or a communication like "...can you relay the following to the students".

Answer - continued: Yes, you sent me an email where you highlighted: make sure that when they engage that these are the steps that you should follow. You did say this is the approach and must be aligned to practical steps.

Question - Interviewer probe: Yes.

Answer continued: Some of it was very fluid and we went back, but yes there were definite steps of the tasks.

Question 7: Do you think that your involvement in the classroom helped Student Training and Development Practitioners to develop competence in the performance of the task?

Professional 1

Answer 7: Definitely, I find that during my conversations and engagements with them I could definitely pick up that they had a good foundation in terms of the theory, but I think that my interaction with them gave them an opportunity to start linking how this theory plays out in practice.

Question Interviewer probe: How does it play out, doing the theory and the practice?

Answer 7 continued: They definitely had good theoretical knowledge, it was there. But, my engagement with them allowed them to see how it plays out and how it shows up in practice.

Professional 2

Answer 7: Yes, definitely, and the organisations that I used, that I wanted them to get exposure to were leading FMCG companies.

Question - Interviewer probe: What does that mean?

Answer – continued: They are leaders in their category. FMCG are fast Consumer Goods Companies, so was one and a pharmaceutical company especially for the coaching task.

Question - interviewer probe: You are a consultant, so you never just brought in you brought in many other sort of business practices from other companies and their expectations as well?

Answer - continued: There was a lot. For example, in the session I would speak to them about certain skills that goes with coaching. So what are those skills, because they would see coaching just as a word and I would ask what other important processes they think coaching impact. They would say team work, change management, conflict resolution, diversity and inclusivity.

If you unpack coaching with performance and development, it helps with so many aspects. So you see broader. So you are right.

Like other stuff, not in coaching, but leadership practice, how do you use coaching with leadership interchangeably. What is leadership skill, that is a coaching skill? Good listening skills. How do you listen, you listen actively, not competitively? So even in our consulting session, they learn. How do you provide feedback? So there were other practices. The conversation would evolve into other forms of learning that would create a broader understanding for them of not just the topic, but of the field as well.

Question - Interviewer's response: That's beautiful.

Question 8 (a): Would you say that the undergraduate training and development that you received towards becoming a Training and Development practitioner followed a traditional training and development learning approach?

Professional 1

Answer 8 (a): Yes, the training that I received was definitely traditional. I think that it was definitely traditional and theoretical because we were expected to go through theories and legislation and the tasks were very theoretical. I think when I got to the stage where I had to apply it, lots of learning took place.

Professional 2

Answer 8: No, but I would like to give it a shot and say yes.

Question - Interviewer probe: Traditional

Answer - continued: Yes.

Question - Interviewer's probe: What do you understand by this traditional approach? How did you learn in the classroom?

Answer - continued: So there was no practical. I feel at the time it was important that we were taught the theory. But with the way you did it, there was a blended approach.

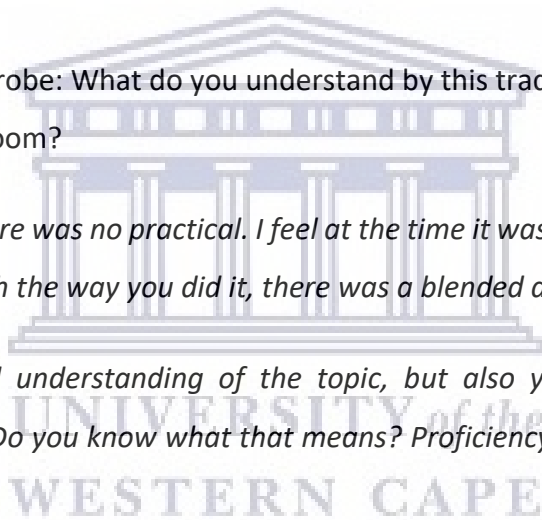
So, it included very good understanding of the topic, but also you allowed students to demonstrate proficiency. Do you know what that means? Proficiency like application. Yes, so that's the difference.

Question - Interviewer's probe: That they could actually do.

Answer - continued: That they could do. So it's good understanding as well as doing the topic. Will you be able to do a needs analysis, but apply it into corporate? Show us proficiency. Where did you pull from? How did you make this real?

Question - Interviewer's probe: so you would say that you were given a very traditional kind of approach, where you learnt mostly theory.

Answer- continued: I think so, yes, I think so.



Question 8 (b): In your opinion, did the learning approach adopted on this project better equip student Training and Development practitioners with the knowledge, experience and skill they need to join a Training and Development practice as a graduate.

Professional 1

Answer 8 (b): *Yes, I believe that the practical application, the real life project that they had to work on did equip them to apply this as soon as they start their careers.*

Question - Interviewer's probe: All the theoretical things like, the principles of learning and outcomes – based training they had to include into the project.

Answer 8 continued: *Yes, and it was actually an opportunity, because during this, they had to look at things like an icebreaker, all of those things. So, applying those theories to an actual training programme.*

Question - Interviewer's probe: So you would say that it was different from what you did at your time.

Answer 8 b continued: *Yes.*

Professional 2

Answer 8 (b): *Yes, I think yes. The way you offered, or your approach included the elements that we referred to.*

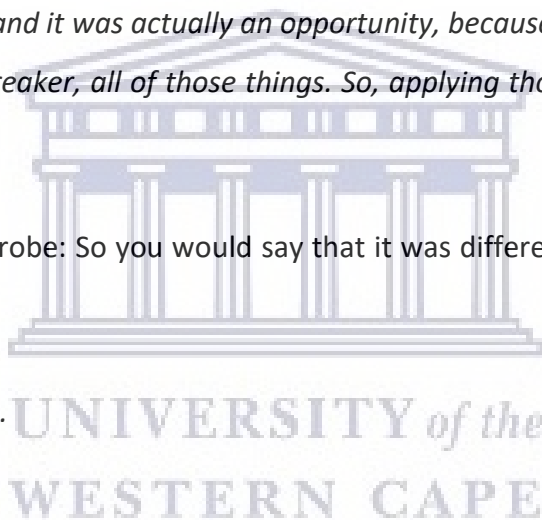
So yes I would I take them into my organisation. Unfortunately, I can't take all of them.

I will most probably take a few of them.

Question - Interviewer probe: I'm sure that they would love to work with you.

Answer - continued: *I'll take a few of them.*

Question - Interviewer probe: Some of them are really good. I want to thank you for all of this. I don't know if there are any questions that you would like to ask me.



Answer - continued: No, I mean I just tried to respond to my experiences with what you've asked me to do and I just think that you care a lot for your students, in terms of how you think that they can flourish.

Interviewer probe: but I think students enjoy you too you know, very much. They learn a lot from you. You very real and very fair. I think that in the end students want to be able to do, because it's not very theoretical out there. I should know, even though I have not been in industry for a long time. But, whenever I am there, or whenever I interact with people from industry, there expectations are still that people are not able to do.

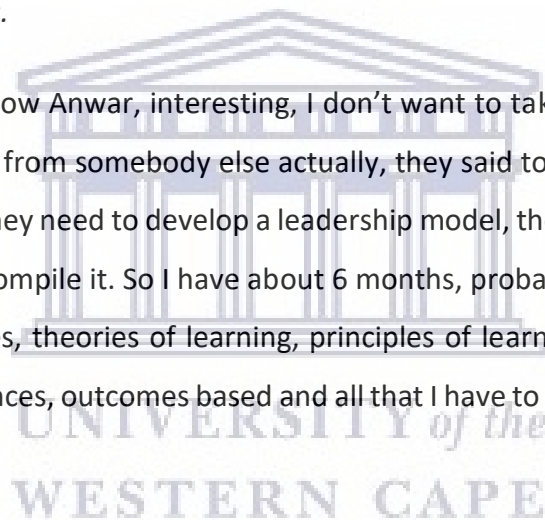
Answer continued: Desiree, so in saying that I agree. You still need a good like framework, like your theoretical framework, you need to understand learning theories, you need to understand learning styles.

Interviewer probe: you know Anwar, interesting, I don't want to take up your time, but one of the findings that I have from somebody else actually, they said to me that whenever they consult and for example they need to develop a leadership model, then they go back and they have about 3 months to compile it. So I have about 6 months, probably less to give them the theory and all the theories, theories of learning, principles of learning and how to compile things, what's your audiences, outcomes based and all that I have to give them and I get them to do a real topic.

Answer continued: That's good.

Question - Interviewer probe: So I didn't think of it at the time, it was not my aim, but it came out of my findings. She said she has about 3 months to put together a manual and take to her client. In this instance, they have to learn everything, put it together and I give them the assignment, but many of them forget that they got an assignment in their course outline. But as she was saying to me, they develop time management skills.

Answer continued: see what I'm saying. You teach them other capabilities. You right Desiree, you so right.



Appendix 18: CYCLE 2: Open-coding Stage 2 - Two training and development practitioners, 2016 (summarising and grouping of responses)

Question 1

Theme 1: Role Expectancy

Sub-theme 1: Invited to class to expose students to TM in industry. (2)

Sub-theme 2: Invited because of industry and academic work experience.

Sub-theme 3: Supported lecturer with authentic topics for training manual and helped students completed the training manual. (1)

Question 2(a)

Theme 1: professionals performed specific T&D tasks

Sub-theme 1: Full process of T&D. (2)

Sub-theme 2: coached students to perform their assigned activities.

Question 2(b)

Theme: With expertise helped students perform activities as could be expected from industry. (1)

Sub-theme 1: Students' willingness. (1)

Sub-theme 2: Happy with students' knowledge. (1)

Sub-theme 3: Active engagement. (2)

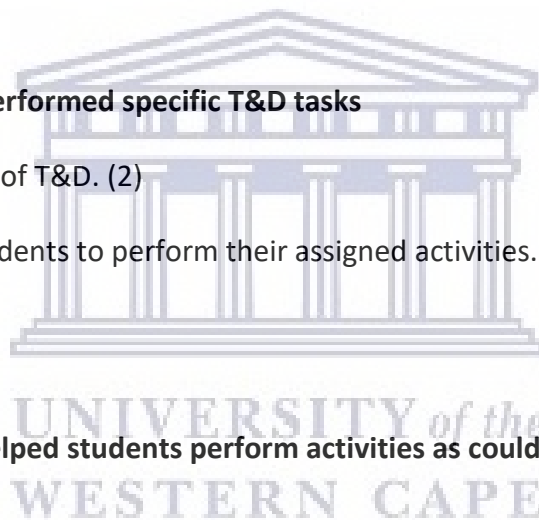
students tapped into my knowledge and experience. (2)

Some had experience, and also defended and negotiated what they knew. (1)

Question 3

Theme 1: Engagement in activities similar to those performed in industry

Sub-theme: Consultations



Students could consult for clarification after scheduled sessions.(2)

Question 4

Theme: Sharing stories of own experiences

Sub-theme 1: Stories of my experiences guided students to complete tasks. (1)

Sub-theme 2: Important for those who did not have industry T&D experience. (2)

Sub-theme 3: It empowered them. (1)

Sub-theme 4: They were keen and enthusiastic. (2)

Sub-theme 5: Story telling should be included in the learning process. (1)

Question 5

Theme: Coaching

Sub-theme 1: Coached through assigned activities to achieve outcomes. (2)

Hold their hand, and walk through the process with them. (1)

Sub-theme 2: Allowed them to complete work on their own. (1)

Sub-theme 3: Followed a systematic process (2)

Sub-theme 4: Exposed them to the tools as well as the process (1)

Sub-theme 5: Many consultations. (1)

Question 6

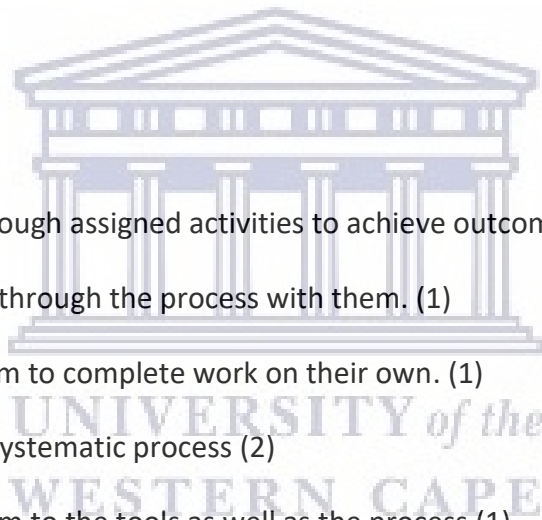
Theme 6: Scaffolding

Sub-theme 1: students allowed to work on their own (2)

Sub-theme 2: students were given feedback of their work (2)

Sub-theme 3: Systematic step by step process (2)

Noticed a very much more structured approach in 2016 as compared to 2015. (1)



Everyone understood their role, the outcome, criteria that they will be measured against and how the process was arranged and expectations. (1)

Some steps very fluid, but there were definitely steps to follow

Sub-theme 4: More students came for consultations in 2016 than in 2015. (1)

Sub-theme 5: Company visit. (2)

Sub-Theme 6: Contextualise the training and management profession

Theme 7: Competence development in the performance of tasks

Sub-theme 1: Theory and practice

Noticed that students had good theoretical knowledge. (2)

Good theoretical knowledge helped students to make links and complete the practical activity. (2)

Sub-theme 2: Training management context (2)

Sub-theme 3: Exposure to the Bigger picture (1)

Sub-theme 4: Development of skills

Listening skills and how to give feedback. (1)

Theme 8(a): Traditional versus new approach

Theoretical undergraduate learning was very traditional. (2)

No practical exposure. (2)

It was only when I had to start applying theory that learning occurred for me. (1)

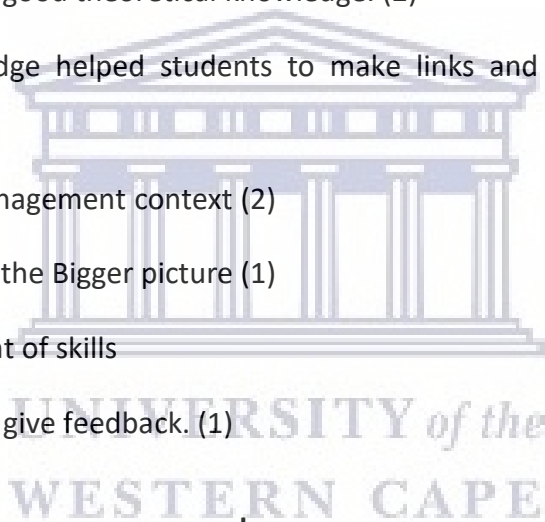
This study gave students a theoretical and practical learning experience. (2)

You allowed students to develop proficiency. (1)

Question 8(b)

Teaching strategy helped students develop skills

They will be able to apply what they learnt in the classroom to the workplace.



Performed real industry activities as they would in industry.

Would like to offer some students' employment.

Need theory in the training of students, but your approach helped them perform practical activities and develop capabilities.



Appendix 19: Cycle 2: Open-coding Stage 3 – Two training and development practitioners, 2016 (themes and sub-themes)

THEME 1: Improvements reported

Sub-theme 1: Students' readiness

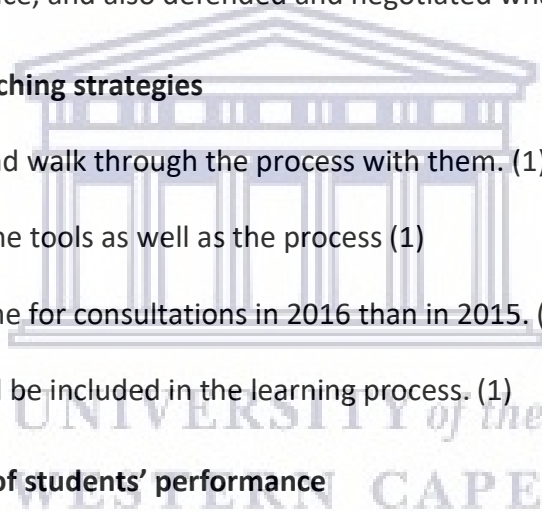
- Students' were keen and enthusiastic. (2)
- Happy with students' knowledge. (2)
- Active engagement,
- Students tapped into my knowledge and experience. (2)
- Some had experience, and also defended and negotiated what they knew. (1)

Sub-theme 2: Revised teaching strategies

- Hold their hand, and walk through the process with them. (1)
- Exposed them to the tools as well as the process (1)
- More students came for consultations in 2016 than in 2015. (1)
- Story telling should be included in the learning process. (1)

Sub-theme 3: Evaluation of students' performance

- Noticed that students had good theoretical knowledge and that assisted the students to make the make links and complete the practical activities. (2)
- The interaction with experienced professionals helped students develop communication skills. (2)
- It empowered them. (1)
- You allowed students to develop proficiency. (1)
- Students are more employable.



Sub-theme 4: Evaluation of improved implemented teaching strategy

- Everyone understood their role, the outcome, criteria that they will be measured against and how the process was arranged and expectations. (1)
- Important for those who did not have industry T&D experience. (2)
- Noticed a very much more structured approach in 2016 as compared to 2015. (1)
- It was only when I had to start applying T&D theory that learning occurred for me about the T&D profession. (1)

Theme 2: Challenges reported

- Some steps very fluid, but there were definitely steps to follow



APPENDIX 20

DESIGN OF THE MODULE CONTENT AND ASSESSMENTS IN RELATION TO THE COMPETENCIES DEVELOPED IN 2015 & 2016

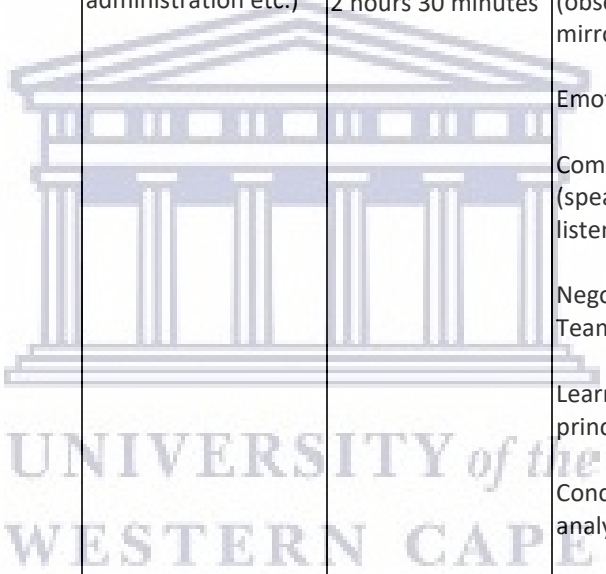
The tables below illustrate the design of the learning and teaching of the module content in 2015 and 2016. It shows which assessment developed which competencies' cluster in relation to the seven characteristics of the Situated Learning Theory adopted in this study. It also provides a visual representation of assessments taking place in a different way from the traditional chalk and talk method of teaching at universities. It highlights the peculiarities of a Situated Learning design that involves active engagement of the lecturer, the experienced ETD practitioners, the tutors with the students in groups and individually, and the students in their peer-groups with each other, and independently to facilitate students' learning of T&D theory and the development of specific T&D competencies.

Second Semester: 2015

2015: Term Three						
Time frame	Content	Actions taken	Outcomes	Assessments	Competencies developed	SL characteristics operationalised
Week 1 & 2	International and local trends in HRD	<p>The International and South African context was relayed from the prescribed textbook.</p> <p>Students were encouraged to ask questions to clarify their perceptions and understandings.</p> <p>The content was further reinforced in the tutorials and supported by YouTube clips on the South African context.</p> <p>After the YouTube clips, the lecturer facilitated discussions to embed</p>	Identify international and local trends in HRD with specific reference to ETD practices and legislation.	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Communication skills (speaking, reading and listening)</p> <p>Conceptual knowledge and analytical reasoning</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Collaborative construction of knowledge</p>

		understanding and answer questions about the issues discussed.				Reflection and evaluation of own learning
	The transformational purpose and principles underpinning the skills development legislation.	<p>Students were introduced to the topic from the prescribed textbook.</p> <p>The outcomes-based learning method of the National Qualifications Framework was reinforced by the lecturer.</p> <p>This was done because students had to apply such methods to the construction of their training manuals.</p>	Design a basic training programme, based on a needs' analysis conducted in a real work situation and taking into account all factors involved in the management of the HRD function (budgeting, administration, etc.)	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication skills (speaking, reading and executing)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Reflection and evaluation of own learning</p>

<p>Week 3 & 4</p>	<p>The theories and principles of learning.</p>	<p>Students were introduced to the topic from the prescribed textbook.</p> <p>The adult learning theory and principles were emphasised because graduates are expected to train employees in organisations.</p> <p>The lecturer relayed to students' her own industry experiences and examples.</p>	<p>Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration etc.)</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication skills (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Reflection and evaluation of own learning</p>
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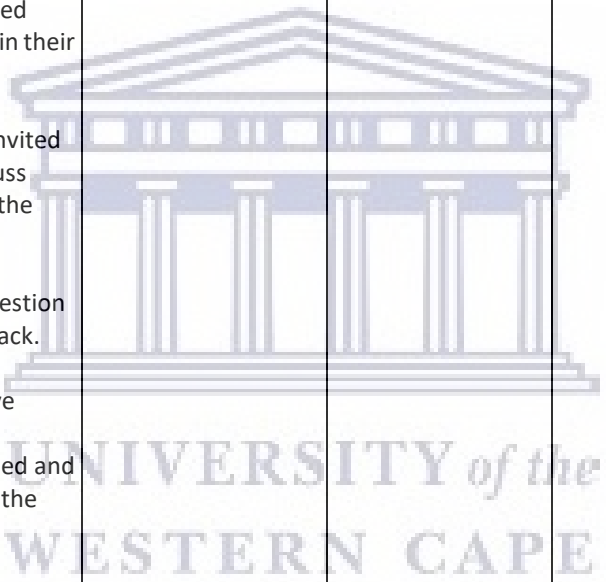


Week 5	Guidelines for: technology-based learning (TBL), Adult basic education and training programmes, Multi-skilling, Employment Equity and diversity workshops.	<p>This topic was facilitated by the tutors in their tutorial groups.</p> <p>Students had to problem solve in groups of 5, in the tutorials, how to construct learning programmes.</p> <p>The tutors engaged with the students in their groups to guide them.</p> <p>The smaller groups presented their guidelines to the wider tutorial class.</p> <p>Questions were posed by students, and tutors provided scaffolding and guidance, so students could complete their tasks.</p> <p>The scaffolding and guidance assisted students understand how to apply the theory.</p> <p>Students could strengthen their learning with consultation sessions with the lecturer, the tutors and practitioners.</p> <p>This tutorial topic was the stepping stone for the construction of a practical training manual assessment.</p>	Describe and provide practical guidelines for each of the phases of the training process – needs analysis, designing and planning, implementation and evaluation; and Design a basic training programme, based on a need's analysis conducted in a real work situation and considering all factors involved in the management of the HRD function	Tutorial activities and assessments Term test: 2 hours 30 minutes Practical training manual assessment Final examination: 2 hours 30 minutes	Business knowledge Project management skills (planning, organising, executing) Budgeting, marketing and administration Self-development (observing, reflecting and mirroring) Emotional intelligence Communication (speaking, reading and listening) Negotiation skills Teamwork skills Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills	Articulation through multiple roles and perspectives Authentic context and expert performance Authentic activities Collaborative construction of knowledge Integration of different assessments Coaching and scaffolding Reflection and evaluation of own learning
Week 6	Learning organisation and	Students were presented with this topic from their textbook, after they were acquainted with the South	Comprehend the need for the establishment of a	Tutorial activities and assessments	Business knowledge	Articulation through multiple roles and perspectives

	performance management	<p>African T&D landscape, learning theories and principles.</p> <p>Reference was made to social, constructive and adult learning.</p> <p>The lecturer also shared her personal industry stories; and industry practitioner experiences.</p> <p>In addition, the lecturer encouraged students to ask her questions to clarify their understanding about the topic.</p>	culture of life-long learning and a focus on performance improvement	<p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication (listening, speaking and listening)</p> <p>Negotiation skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Coaching and scaffolding</p> <p>Integration of different assessments</p> <p>Reflection and evaluation of own learning</p>
Week 7	Conducting training needs analysis	<p>The lecturer introduced students to this topic from their prescribed textbook.</p> <p>Practitioners joined the lecture session who explained how the different training manual topics were derived.</p> <p>The students' worked through a case study in their groups in the tutorial.</p> <p>The case study assisted students to differentiate between T&D matters and labour legislative, processes and procedures.</p>	<p>Describe and provide practical guidelines for each of the phases of the training process – needs analysis, designing and planning, implementation and evaluation.</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication (speaking, reading and listening)</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Coaching and scaffolding</p> <p>Integration of different assessments</p>

		<p>Thereafter, students were given a case study tutorial assessment that was submitted individually to ensure that all students grappled with this important topic.</p> <p>Students consulted with the lecturer, practitioners, and tutors to complete the assessment.</p>			<p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	Reflection and evaluation of own learning
2015: Term Four						
Time frame	Content	Actions taken	Outcomes	Assessments	Competencies developed	SL characteristics operationalised
Week 1, 2 & 3	<p>Practical guidelines for the design of various training and development interventions. Managing the HRD function (e.g. marketing, budgeting etc.)</p>	<p>The lecturer introduced this content based on a previous tutorial where students had to design a learning programme.</p> <p>Given the above, students were familiar with the topic and as a result, the students participated effectively in the lecture.</p> <p>The students' questions were addressed by triggering them to reflect on previous learnings, coaching, and scaffolding was provided, as well as reliance on multiple perspectives to assist students with the undertaking of their practical assignment.</p>	<p>Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration etc.)</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication skills (speaking, reading and listening)</p> <p>Negotiation skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Reflection and evaluation of own learning</p>

		<p>In the classroom, the lecturer also presented students with completed real company training manuals that they could scrutinise.</p> <p>The authentic training manuals served as examples of how they could complete their own training manuals.</p> <p>In this lecture, students engaged with their peers and students in their respective smaller groups.</p> <p>Furthermore, students were invited to the lecturer's office to discuss individually or in their groups the companies' training manuals.</p> <p>Again, students could pose question for which they received feedback.</p> <p>It was followed with interactive classroom sessions with the practitioners who further guided and shared their experiences with the students.</p> <p>Practitioners also started the conversation of assessment and evaluation practices as a critical component in the design of a learning intervention in the classroom.</p>			<p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	
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		<p>The above was critical given South Africa's outcomes-based educational curriculum framework.</p> <p>Students visited the practitioners in their workplaces to see how they compiled the same manuals they were completing, so they could mirror the work done in real organisational settings.</p> <p>Tutors also provided further scaffolding and coaching to students in preparation for their manuals the tutorial sessions.</p> <p>The above was possible because tutors had previously completed this assessment when they did the module.</p>				
Week 4, 5 & 6	<p>Conducting an evaluation of learning intervention, using appropriate techniques, based on an outcome-based assessment system</p>	<p>A session on participants' assessments and training evaluations was facilitated by the lecturer as guided by the prescribed textbook.</p> <p>The students consulted with the practitioners in their respective workplaces individually and in their groups where they were assisted on how to construct assessments and performance assessments according to industry standards.</p> <p>Students also consulted with the lecturer.</p>	<p>Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration etc.)</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p> <p>Business knowledge</p> <p>Communication skills (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p>

					Learning theories and principles Conceptual knowledge and analytical reasoning	Reflection and evaluation of own learning
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SECOND SEMESTER 2016

2016: Term Three						
Time frame	Content	Actions taken	Outcomes	Assessments	Competencies developed	SL characteristics operationalised
One week prior to the start of Term Three	Preparation to support the improved situation learning and teaching intervention strategy as a result of the feedback received from students and practitioners	<p>Invited the two practitioners to co-facilitate the module.</p> <p>One of the invited practitioners participated in the previously in Cycle 1 to observe if the changes implemented in Cycle 2 improved the scaffolding and coaching characteristics.</p> <p>Engagement (before the start of the semester) with the two practitioners to provide details of the module as well as clarify their roles and responsibilities.</p> <p>Arranged for the lecturer and practitioners' increase in contact sessions outside of the scheduled class times, so students could consult when necessary.</p>				

		<p>Preparation of rubrics so that the students would know what is expected of them and learn the theory in relation to its application to real-life situations and contexts.</p> <p>Planned maximum usage of the students' eLearning platform to provide information, guide students, give feedback, but also to immediately address and solve problems identified by the students and practitioners.</p> <p>Increase the application of technology to enhance the students' overall understanding and learning experiences in the module.</p>				
Week 1 & 2	International and local trends in HRD	<p>The International and South African context was relayed from the prescribed textbook.</p> <p>Students were encouraged to ask questions to clarify their perceptions and understandings.</p> <p>The content was further reinforced in the tutorials and supported by YouTube clips on the South African context.</p> <p>After the YouTube clips, the lecturer facilitated discussions to embed understanding and answer questions about the issues discussed.</p>	<p>Identify international and local trends in HRD with specific reference to ETD practices and legislation</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Communication skills (speaking, reading and listening)</p> <p>Conceptual and analytical reasoning</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Scaffolding and coaching</p>

						Reflection and evaluation of own learning
Week 3	The transformational purpose and principles underpinning the skills development legislation	<p>Students were introduced to the topic from the prescribed textbook.</p> <p>The outcomes-based learning method of the National Qualifications Framework was reinforced by the lecturer and the practitioners in the lectures.</p> <p>This was done because students had to apply such methods to the construction of their training manuals.</p> <p>In this regard, students consulted with the practitioners about the T&D landscape in their workplaces.</p>	Design a basic training programme, based on a needs analysis conducted in a real work situation and taking into account all factors involved in the management of the HRD function (budgeting, administration etc.)	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication skills (speaking, reading and listening)</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Scaffolding and coaching</p> <p>Reflection and evaluation of own learning</p>

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					Negotiation skills Teamwork skills Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills	
Week 4	Theories and principles of learning	<p>Students were introduced to the topic from the prescribed textbook.</p> <p>The adult learning theory and principles were emphasised because graduates are expected to train employees in organisations.</p> <p>The lecturer and the practitioners relayed to students' their own industry experiences and examples.</p> <p>This was supported with YouTube clips to show students' how learning has evolved and demonstrate the learning methods employed in industry</p> <p>Students could ask questions and clarify their understandings, and they consulted with the practitioners outside of the lecture sessions as well.</p>	<p>Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration etc.)</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	Self-development (observing, reflecting and mirroring) Emotional intelligence Communication skills (speaking, reading and listening) Learning theories and principles Conceptual knowledge and analytical reasoning Problem solving skills	Articulation through multiple roles and perspectives Authentic context and expert performance Authentic activities Collaborative construction of knowledge Integration of different assessments Coaching and scaffolding Reflection and evaluation of own learning

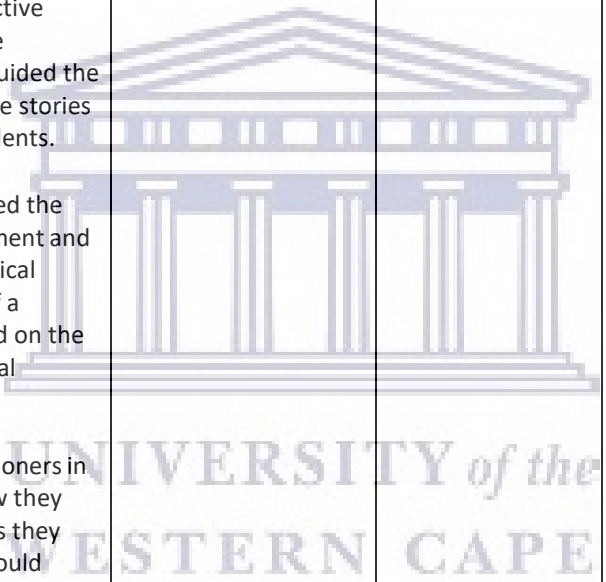
Week 5	Guidelines for: Technology-based learning (TBL), Training (ABET), Multi-skilling, EE and diversity training	<p>This topic was facilitated by the tutors in their tutorial groups.</p> <p>Students had to problem solve in groups of 5, in the tutorial on how to construct learning programmes.</p> <p>The tutors engaged with the students in their groups to guide them.</p> <p>The groups presented their guidelines to the wider tutorial class.</p> <p>Questions were posed by students and tutors provided students with scaffolding and guidance to complete the task.</p> <p>The scaffolding and guidance assisted students understand how to apply the theory.</p> <p>Students could strengthen their learning with consultation sessions with the lecturer, the tutors and the practitioners.</p> <p>This tutorial topic was the stepping stone for the construction of a practical training manual assessment.</p>	<p>Describe and provide practical guidelines for each of the phases of the training process – needs analysis, designing and planning, implementation and evaluation; and</p> <p>design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Reflection and evaluation of own learning</p>
Week 6	Learning organisation and	Students were presented with this topic from their textbook, after they were acquainted with the South	Comprehend the need for the establishment of a culture of life-long	Tutorial activities and assessments	Business knowledge	Articulation through multiple roles and perspectives

	<p>performance management</p>	<p>African T&D landscape, learning theories and principles.</p> <p>Reference was made to social, constructive and adult learning theories.</p> <p>The lecturer and practitioners also shared their personal industry stories and experiences with the students.</p> <p>The students were encouraged to ask her questions in the lectures to clarify their understanding.</p> <p>At this point, YouTube clips were employed in the classroom to highlight the importance of employee performance, and to start the conversation of training needs' analysis, which was introduced in the following lecture.</p> <p>Students were encouraged to engage with the practitioners to uncover whether South African organisations are learning organisations, and to learn about how performance is understood in organisations.</p>	<p>learning and a focus on performance improvement</p>	<p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Coaching and scaffolding</p> <p>Integration of different assessments</p> <p>Reflection and evaluation of own learning</p>
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<p>Week 7</p>	<p>Conducting training needs analysis</p>	<p>The Lecturer introduced students to this topic from their prescribed textbook.</p> <p>YouTube clips were introduced to clarify the concept, its role in organisations, stakeholders involved, and processes that should be followed.</p> <p>Practitioners joined the lecture sessions to explained how the different training manual topics were derived.</p> <p>The students' worked through a case study in their groups in the tutorial.</p> <p>The case study assisted students to determine what were T&D problems and what were other problems (e.g. labour legislative, process and procedure challenges).</p> <p>Thereafter, students were given a case study tutorial assessment that was submitted individually to ensure that all students grappled with this important topic.</p> <p>Students consulted with the lecturer, practitioners, and tutors to complete the case study assessment.</p>	<p>Describe and provide practical guidelines for each of the phases of the training process – needs' analysis, designing and planning, and implementation and evaluation</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Coaching and scaffolding</p> <p>Integration of different assessments</p> <p>Reflection and evaluation of own learning</p>
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2016: Term Four						
Time frame	Content	Actions taken	Outcomes	Assessments	Competencies developed	SL characteristics operationalised
Week 1, 2 & 3	Practical guidelines for the design of various training and development interventions, and Managing the HRD function (e.g. marketing, budgeting etc.)	<p>The lecturer introduced this content by building on aspects covered in the previous topic.</p> <p>Given the above, students were familiar with the topic and as a result, participated effectively in the lectures.</p> <p>YouTube clips were used to cement understanding and demonstrate how to integrate theory and practice.</p> <p>The students' questions were addressed by triggering them to reflect on previous learnings, and providing coaching, and scaffolding, as well as reliance on multiple perspectives to assist students with the undertaking of their practical assignment.</p> <p>In the classroom, the lecturer also presented students with completed real company training manuals that they could scrutinise and evaluate.</p> <p>The authentic training manuals served as examples of how they could complete their own training manuals.</p>	Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration, etc.)	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Business knowledge</p> <p>Project management skills (planning, organising and executing)</p> <p>Budgeting, marketing and administration</p> <p>Self-development (observing, reflecting and mirroring)</p> <p>Emotional intelligence</p> <p>Communication skills (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p> <p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Coaching and scaffolding</p> <p>Integration of different assessments</p> <p>Reflection and evaluation of own learning</p>

		<p>In the lectures, students engaged with their peers and students in their respective smaller groups.</p> <p>Furthermore, students consulted with the lecturer and tutors outside of lecture times where they could pose question for which they received feedback.</p> <p>It was followed with interactive classroom sessions with the practitioners who further guided the students and shared real-life stories and examples with the students.</p> <p>The practitioners also started the conversation of the assessment and evaluation practice as a critical component in the design of a learning intervention, based on the outcomes-based educational curriculum framework.</p> <p>Students visited the practitioners in their workplaces to see how they compiled the same manuals they were completing, so they could mirror the work done in real organisational settings.</p> <p>Tutors also provided further scaffolding and coaching to students in preparation of their own manuals in the tutorial sessions.</p>				
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Week 4, 5 & 6	<p>Conducting an evaluation of learning intervention, using appropriate techniques, based on an outcome-based assessment system</p>	<p>A session on participants' assessments and training evaluations was facilitated by the lecturer and the practitioners; as guided by the prescribed textbook.</p> <p>YouTube clips were used to enhance students' understanding of the topic.</p> <p>The students consulted with the practitioners individually and in their groups, and visited them in their respective workplaces where they observed real-life situations and contexts.</p> <p>Students also consulted with the lecturer and their tutors, and they could use the real-life training manuals as example, together with their knowledge gained and the observations in the workplaces, and the stories and real-life examples shared by the practitioners to complete their own training manuals.</p>	<p>Design a basic training programme, based on a needs' analysis conducted in a real work situation and considering all factors involved in the management of the HRD function (budgeting, administration etc.)</p>	<p>Tutorial activities and assessments</p> <p>Term test: 2 hours 30 minutes</p> <p>Practical training manual assessment</p> <p>Final examination: 2 hours 30 minutes</p>	<p>Conceptual knowledge and analytical reasoning</p> <p>Problem solving skills</p> <p>Business knowledge</p> <p>Communication skills (speaking, reading and listening)</p> <p>Negotiation skills</p> <p>Teamwork skills</p> <p>Learning theories and principles</p>	<p>Articulation through multiple roles and perspectives</p> <p>Authentic context and expert performance</p> <p>Authentic activities</p> <p>Collaborative construction of knowledge</p> <p>Integration of different assessments</p> <p>Coaching and scaffolding</p> <p>Reflection and evaluation of own learning</p>



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