

EVALUATION OF MANAGEMENT DEVELOPMENT IN
PUBLIC SERVICE OF THE NORTH WEST PROVINCE

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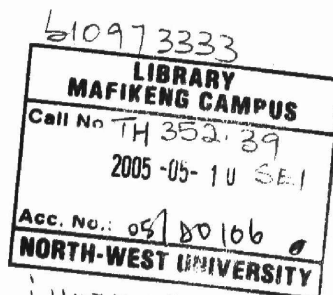
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ABSTRACT

Evaluation of Management Development in the Public Service of the North West Province.

This study was aimed at assessing the adequacy of the management development activity and its support by top management in the public service of the North West province. The South African public service is a key instrument by which service delivery can be ensured, as a result there is a need to enhance its capacity. Management development, particularly for senior management, should be seen as the most important component of human resource development in the public service, which should be improved.

Certainly there are considerable benefits to be derived from an effort by any developing country to develop its public service senior managers. Current research reveals that management development is accepted as a contributor to organisational performance. Whilst this is the case, often not all management development programmes meet the needs of the organisation. Some management development programmes fail because of lack of top management support, together with organisational conditions and practices that are supposed to contribute to their effectiveness and overall organisational effectiveness.

Thus, an assessment of the adequacy of the management development activity of the public service of the North West province should often be conducted so as to improve on it and thereby contribute to the enhancement of service delivery.

In terms of research design and methodology, this study was evaluative in nature. The study involved the systematic collection of information on the worth of the management development programme, which has to make value judgements concerning the worth of such a programme.

The target population for this study was all senior managers in the public service of the North West province. The accessible population comprises of those senior managers who were based in Mafikeng, the capital of the province and the seat of government in which all-administrative head offices of all provincial departments are located. The research sample was drawn from senior managers within some departments that form the North West provincial administration. Structured questionnaires and unstructured interviews were used in this study as data collection instruments. Combinations of both qualitative and quantitative methods of data analysis are used. To interpret the data collected from the Management Development Audit section of the Questionnaire, a scoring and interpretation worksheet was adapted for use. Some managers were also interviewed in order to find out their opinions about management development effectiveness.

The findings of the study revealed that the management development activity in the public service of the North West is inadequate and requires to be improved.

The recommendations based on the findings of this study can be summarised by stating that 88% of the management development activity requires improvement.

DECLARATION

I, the undersigned, hereby declare that this research report “Evaluation of Management Development in the public service of the North West province”, is my own original work and that I have not previously, in its entirety or in part, submitted it at any other University for a degree.

Signature: _____

Date: _____

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This study focused on management development and the assessment of the adequacy of the programme in the public service of the North West province.

This chapter provides the introduction and the orientation to the study. It covers the background to the research study, statement of the problem, objectives of the study, research questions, significance of the study, research design, methodology and the scope of the study.

1.2 BACKGROUND TO THE STUDY

The 27th April 1994 marked the end to the apartheid system of government and the beginning of a new democratic dispensation in South Africa. At this stage government was faced with the task of addressing problems related to service delivery to all citizens of the Republic of South Africa.

The public service is an instrument with which the government can ensure the delivery of service to all citizens. Its capacity to deliver and expand basic services will be the hinge between a stable political economy driving development in South Africa and a volatile country beset with massive inadequacies in service delivery (Kroukamp, 1996: 1). The need to enhance the capacity of the public service makes it incumbent on the government of South Africa to recognise human resource development as an indispensable requirement.

The purpose of the public service is precisely to serve the public. This public service consists of people rendering services to members of the community, i.e the human resources. Accordingly, one of the major developmental tasks in the public service lies in the field of human resource development (Nkomo,1995: 50). It is through human resource development that public administration can address the development of human capabilities, abilities and knowledge, to meet the people's ever growing needs for goods and services, so as to improve their standard of living and quality of life (ANC, 1994: 59).

The White Paper on the Transformation of the Public Service (1995: 63) states that the development of human resources is central to the realisation of all the Reconstruction and Development Programme's strategic objectives. Training in the public service should be seen as part of the national effort on human resource development envisaged in the Reconstruction and Development Programme. It must be geared to achieving an efficient, effective, non-partisan, career orientated public service broadly representative of the South African Community, functioning on the basis of fairness and which serves all members of the public in an unbiased and impartial manner. In the exercising of its powers and performance of its functions, the public service must loyally execute the lawful policies of the government of the day (Staff Code 1995: 3).

If training is to enhance these principles and values of democratic governance with a view to establishing a new administrative ethos, then such training must hold as priority the addressing of managerial incompetence which is largely a function of historical denial of management exposure and experience for the historically disadvantaged majority of the people during the apartheid era (Cormack 1993: 12). Therefore, management training should be seen as playing a critical role in equipping managers with the appropriate skills and knowledge for the effective performance of their responsibilities.

Whereas during the apartheid era training and development of managers was an exclusive concern of white public service personnel, recent developments reveal that the current public service tends to be supportive of training and development of all managers in the public service, including top executives. The then Minister of Public Service and Administration, Dr Zola Skweyiya (1995: 39), stated that the public service is to a considerable extent structured and “managed” in accordance with outdated principles and methods. There are a number of issues that Skweyiya refers to as having been identified in this regard. These are:

- * That the public service is perceived as a rule-driven bureaucracy. It is largely managed on the basis of a complex set of rules and procedures entrenched in legislation, codes and regulations. The result is often that performance is measured in terms of adherence to rules, rather than the achievement of results;
- * Management techniques in the public service have to an extent been developed in isolation from international thinking, focusing too much on administration and too little on management. Management styles incline towards the authoritarian, leading to the dictum of a two-fold style: downwards in fear and upwards in favour. Those who manage do so by instilling fear in those who are managed and those who are managed perform because they do a favour for those who manage. They do this favour as a way to keep them on the job and favoured by management.
- * With the monopoly of the public service, the citizen has often been regarded more as a passive consumer and less as an active participant in governance;

- * Accountability has been practised largely as bureaucratic accountability with employees being accountable up the hierarchy by adhering to rules. The international shift towards operational accountability, which focuses on making state employees more directly accountable, is not yet reflected in common practice;
- * The lack of transparency in the public service has been well documented. Information has been concentrated in the hands of senior officials, too often denying subordinates and the citizens access to information on the basis of an unstated classified nature. Credibility and accountability have been the victims; and
- * Shortcomings due to a variety of factors have resulted in the relegation of human resource development and training to a minor position (Skweyiya, 1995: 40).

These issues, including labour relations, the use of public service supplies and resources inappropriately or for personal benefit and a feeling of false security by employees in their jobs because of competence and performance not being valued as much as loyalty to the public service and its leaders, are all to be addressed through a carefully guided process of development of managerial ability in the public service.

The entire process of building the capacity of the public service is a difficult task, which, according to Cloete (1993: 6) may be comparable to changing the course of a fully laden bulk oil-tanker, that even when all the steering mechanisms have been fully engaged, the momentum of these mega-vessels will carry them forward for many long miles before any change of course becomes apparent.

This study focused on management development, particularly for senior management, as one of the steering mechanisms that are to be fully engaged so as to address some of the problems that are related to service delivery in the new public service. It is good for a government of any country to embark on a senior management development programme, particularly when available evidence tends to support the observation that top executives in African Public Services rarely attend executive development courses, even during the present times, when the training and development of top personnel is accepted to be a major contributor to organisation performance (Mutahaba 1986: 49). Such an effort will pay good dividends in the long run.

However, it is not only the implementation of a management development programme that would contribute to efficiency and effectiveness in the public service. If such a development programme is to be found to be adequate then its various components or activities should be assessed, together with the organisational conditions and practices that can determine its overall effectiveness. It is possible to have well designed programme elements and still not meet the needs of the organisation for developing its managers (Jones and Woodcock, 1985: 26). The assessment of the adequacy of the development programme should be conducted with the objective of improving on the management development programme. This was the main thrust of this study.

The study turned the spotlight on management development in the public service. Management development may be understood as a planned effort to prepare individuals for supervisory, management, or executive positions in an organisation and to help them maintain their skills at a time when leadership talent is critical to organisational survival and competitive success (Rothwell and Kazanas, 1994: 40). By assessing the management development activity in the public service in the North West province and in the process suggesting

ways of improving on it, a contribution to the management development strategy for the public service shall have been made. This may be considered as part of the overall human resource development strategy for the South African public service.

1.3 STATEMENT OF THE PROBLEM

The need to strengthen management capacity in the North West provincial public service is a key challenge in the reform process. In the past ten years there have not been much dramatic changes in the way managers are developed in response to transformation.

Claims are abound that the management development activity in the North West public service is inadequate. It is seen to be excluding other activities that are essential for its effectiveness. Management development is viewed as a process of attending an in-house training programme rather than a coherent comprehensive programme, which involves various techniques. Furthermore organisational conditions are said to be less favourable for an effective management development activity.

According to Thomson et al (1998 : 1) there is a good deal of dissatisfaction with the state of management development research revolving around lack of detailed information about the process by which management development takes place in organisations and the absence of a coherent model and a theoretical framework that can pull management development and organisational strategies together. There is lack of empirical evidence on management development in the public service of the North West province. This study focused on the alleged ineffectiveness of management development in the public service in the North West province.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to assess the adequacy of the management development activity and its support in the public service of the North West province.

The specific objectives that were to be addressed were:

- ❖ To identify the various components of the management development programme in the public service of the North West province.
- ❖ To determine the extent of the adequacy of the management development activity in the public service.
- ❖ To determine the extent to which the North West provincial administration deliberately makes an effort to base management development efforts on organisational strategic plans and written individual plans for senior management level employees.
- ❖ To determine the extent of support for the management development activity.
- ❖ To establish how management development needs are assessed.

1.5 RESEARCH QUESTIONS

This section is meant to set out questions that were explored in evaluating the adequacy of the management development activity in the public service of the North West Province. These questions are listed below:

- 1.5.1 Is there a policy for management development?
- 1.5.2 What activities comprise the management development process?
- 1.5.3 Is there a unit tasked with the function of management development and to what extent is that unit discharging its function?

- 1.5.4 To what extent is the management development activity part of the Human Resource Development Strategy?
- 1.5.5 Is there a budget for the management development activity?
- 1.5.6 Has there been an assessment of the management development activity in the past?
- 1.5.7 Is there a particular model by which management development is effected?
- 1.5.8 Is management development based on the performance management and development system of the public service?
- 1.5.9 Has the need for management development been deeply felt and supported by senior management?

1.6 SIGNIFICANCE OF THE STUDY

The government of the Republic of South Africa is faced with a daunting task of establishing itself as an efficient and trusted vehicle for translating its objectives as contained in the Reconstruction and Development Programme into reality. This task cannot be realised without preparing managers in the public service to meet the challenges inherent in such a process.

The government realises that human resource development and training plays a key role in meeting its developmental objectives and that management development is a vehicle through which a positive, blended organisational culture is to be ushered into the public service.

This study will serve as a much-needed addition to the effort of developing and improving the human resource development strategy for the public service, not only in the North West province, but also in the whole public service in South Africa. The study will be a major contribution to Public Administration both as a

discipline and practice in the developing world in the sense that its focus has not been given thorough attention in the studies that have already been conducted. The evaluation of management development in the public service of the North West province will be an effort to contribute to the literature on strategies for effective management development in the public service.

According to the funding proposal of the North West provincial government on "Building of a Human Resource Development Strategy for the North West province," the government aims at developing and implementing a strategy for human resource development and management (North West provincial Administration, 1996: 3). This study may serve to inform the human resource development strategy for the North West province and facilitate the implementation of the strategy.

1.7 RESEARCH DESIGN AND METHODOLOGY

This study was evaluative in design in that it sought to determine the effectiveness of the management development activity of the North West provincial public service.

Imenda and Muyangwa (2000: 40) state that evaluation research involves the systematic collection of information on the worth of programmes, products, and/ or techniques and then using this information to make value judgements concerning the worth of these programmes, products and techniques.

The research is that field of applied social science which utilises the whole range of social science methods in assessing or evaluating social intervention programmes (Mouton, et al, 2000: 1).

The target population for this study was seventy (70) senior managers in the public service of the North West province. The accessible population comprised of those senior managers who were based in Mafikeng, the seat of government in which all administrative head offices of all provincial Departments are located. The research sample was drawn from senior managers (Directors and above) within certain departments that form the North West provincial administration.

The data collection instruments that were used were document study, structured questionnaires and one to one unstructured interviews. The data collection procedure followed is explained in Chapter three including a description of the data analysis procedures. Qualitative data analysis methods were used. To interpret the data collected from the Management Development audit section of the questionnaire, a scoring and interpretation worksheet was adapted for use. Ten managers were interviewed in order to find out their opinions about management development effectiveness.

1.8 SCOPE OF THE STUDY

This research study will be conducted in the public service of the North West province, specifically in the following departments:

- Office of the Premier;
- Department of Health;
- Department of Developmental Local Government and Housing;
- Department of Public Works and Roads;
- Department of Finance, and
- Department of Social Services, Arts, Culture and Sport.

Six out of ten Departments have been chosen randomly from among the other Departments. Those that have not been chosen stood an equal chance of being chosen too.

1.9 ORGANISATION OF THE STUDY

1.9.1 Chapter 1: Introduction

This Chapter gives the background to the study. The statement of the problem and objectives of the study are mentioned. It also includes the research questions, the significance of the study, research design and methodology, scope of the study and organisation of the study.

1.9.2 Chapter 2: Literature review on management development

The literature review gives insight into meanings of concepts related to the research study. The relationship between public administration and management development is clarified. Further, the theoretical aspects of management development are given, including international and local perspectives on management development.

1.9.3 Chapter 3: Research design and methodology

This chapter sets out in detail the type of study and how data was collected and analysed. It consists of the discussion of the research design, the target population and the research sample used, the research methodology, which comprises two areas namely collection and analysis of data and the pilot study.

1.9.4 Chapter 4: Data collection and presentation

The fourth chapter reflects the presentation of the data collected. The data is presented in bar charts and tables. The chapter also provides the explanation on how the data was collected.

1.9.5 Chapter 5: Data analysis and interpretation

This chapter presents data analysis and interpretation. It provides such analysis through the use of both qualitative and quantitative methods.

1.9.6 Chapter 6: Summary, findings, recommendations and conclusion

This chapter gives the summary of the study. It also relates the findings to the research objectives and the questions which were raised in chapter one. Further, a number of recommendations are made on how the management development programme in the public service of the North West can be improved. Lastly conclusions are drawn on the study.

1.10 CONCLUSION

This chapter has introduced the study by giving its background. The need to strengthen the management development effort in the public service of the North West province has been explained. The aim and objectives of the study have been described. The aim of the study was to assess the adequacy of the management development activity and its support in the public service of the North West province. The objectives of the study and the research questions were used to achieve this aim. The evaluation of management development in the public service of the North West province will contribute to the scarce literature on strategies for effective management development in the public

service. This chapter has also described the research design and methodology. The chapter also reflects the scope of the study and the organisation of the study into different chapters. These chapters are the introduction, literature review on management development, research design and methodology, data presentation, analysis and interpretation, and the summary, conclusion and recommendations on the study.

The next chapter reflects the literature reviewed for this study.

CHAPTER 2

LITERATURE REVIEW ON MANAGEMENT DEVELOPMENT

2.1 INTRODUCTION

This chapter is meant to cover the review of literature related to management development in order to provide the necessary conceptual and theoretical framework for this research. It covers the definition of concepts that were used in the study including the meaning of management development. The place of management development within Public Administration is also explained and the nature of management development is discussed in detail. In addition, the objectives of management development are specified. The literature review also details the historical context of management development including its need and rationale. An overview of the management development activity is described in detail. Factors shaping the provision and effectiveness of management development are explained. The idea of a strategic management development and competitive strategy formulation is also highlighted.

An effort is also made to give an international perspective on management development both in the private and the public sector. Lastly Management Development in the South African public service is described. The North West provincial administration is explained as it serves as the target population for this study.

2.2 DEFINITION OF CONCEPTS USED IN THE STUDY

The terminology associated with Management Development is not always consistent, so defining the concept can be fraught with difficulty (Rothwell and Kazanas, 1994: 41). In this study, it is important to define some of the terminology that is associated with Management Development, so as to provide a consistent base upon which the rest of the study is based.

2.2.1 Management

The term management is understood in different ways by different authors. According to Sadler (1983:12) management is the process of getting things done by other people. Sadler (ibid) contends that from this proposition it follows that the achievement of an organisation will reflect the degree of motivation and commitment of employees. The author further contends that management is a process involving a mix of rational, logical decision making and problem solving activities and intuitive, judgemental activities, and that if viewed in this sense, management is both art and science.

When management is viewed from its generic meaning according to Williams et al (1985:3) it is the process of utilising organisational resources to achieve specific objectives through the functions of planning, organising, leading and controlling. Management can also be seen as simply a matter of running an organisation so that the variety of people who benefit from it will go on supporting it in such a way that it is able to continue its existence into the future (Watson; 1994:10).

There is a distinction that can be made between management as a class of people and management as an activity. Management as a class refers to employees who

carry the title of manager and who commonly share similar beliefs about their status and the right to manage. E- Smith (1986: 6) identifies three schools of thought of managing. The author refers to:

- ❖ The classical school of management, that states what managers do, or at least, what they should do if they are to be considered as real managers, that the task of a manager can best be described in terms of the acronym POSDCORB, meaning Planning, Organising, Staffing, Directing, Coordinating, Reporting, and Budgeting;
- ❖ The decision theory school, according to which the primary activity of a manager, and what distinguishes a good manager from a bad manager, is the ability to make the right decision in conditions of uncertainty.
- ❖ The work activity school, that the activity of real managers appears to be characterised by brevity, variety, and fragmentation; that managers do an enormous number of different things in a day, most of them last for very short periods of time, and other pressures are continually interrupting the manager's concentration.

2.2.2 Management development

Watson (1979: 3) defines management development as a deliberate process that involves sound selection procedures, organisation and manpower planning, performance evaluations, reviews and appraisals and day- to day coaching and counselling. It also involves planned learning experiences including courses, seminars, workshops and individual reading programmes.

Eastburn (1987: 581) states that management development is the preparation and education of managers to effectively manage their people while at the same time achieving the strategies and goals of their company. According to Molander and Winterton (1994:86) management development means any planned activity designed to enable managers to operate more effectively in the achievement of organisational goals.

Ashton et al (1979:109) state that a management development definition should entail three important features namely:

- (a) It relates to the entire management in an organisation, not just to the individual manager, or particular groups or levels of managers;
- (b) It is concerned not just with training or education, but with a broader concept of development which implies improvement; and
- (c) This improvement should manifest itself in the extent to which organisational goals and objectives are achieved.

Management development is the sum of all the activities available to individuals to help them to meet their growth needs and keep an organisation viable (Jones and Woodstock 1985:1).

The definition of management development that is used to guide this study is that which is espoused by Rothwell and Kazanas (1994:41) that explains the concept as a planned effort to prepare individuals for supervisory, management or executive positions in an organisation and to help them maintain their skills at a time when leadership talent is critical to organisational survival and competitive success.

2.2.3 Management training

Hawryshyn (1984: 245) states that management training concerns the development of highly specific and immediately useful skills. It is intended to prepare people to carry out well-known tasks in well- defined job contexts. Management training is task oriented in so far as people are being prepared through it to accomplish specific tasks.

2.2.4 Management education

Management education aims at developing a broad range of activities, based on appropriate knowledge, attitudes and skills, to enable managers to cope with a large variety of task, in a large variety of organisational or situational contexts. It is not task or organisation specific, it is broader in scope and has a longer time scale of utility than has training. Management education is more person oriented than job or task oriented (Hawryshyn 1984: 245).

2.2.5 Manager

A manager in this study refers to any person entrusted with the task of managing organisational resources, including, people, equipment, budget and certain relationships, i.e. internally, with other departments and externally, with clients of the organisation. In terms of the organisational hierarchy, such a person may be classified as a junior manager, a middle manager, a senior manager or a top executive (Motlanthe, 1986:16).

2.2.6 Training versus development

Historically non-management personnel have used the term training to designate the acquisition of technically oriented skills. The term management development has normally been associated with the methods and activities designed to enhance the skills of managers or future managers (Grobler et al, 2002:314).

First, management development activities tend to focus on a broad range of skills, whereas training programmes focus on smaller number of technical skills. Second, management development is usually aimed at the long run, whereas training often concentrates on the short run. Development activities should take place throughout the manager's career and be an integral, ongoing part of the manager's job (Grobler et.al, 2002:314).

2.3 RELATIONSHIP BETWEEN PUBLIC ADMINISTRATION AND MANAGEMENT DEVELOPMENT

Public administration as a vast field of work in every government consists of a number of main generic administrative functions. These functions include what Cloete (1992: 151) refers to as the generic administrative functions that entail policy making, staffing (Public Personnel Administration), organising, financing, work procedures and control.

Staffing which is referred to as Public Personnel Administration is synonymous with personnel management. This statement holds true when one refers to the concepts: "public administration" and "personnel management", that in the realm of public administration, personnel management has generally been at the periphery of power. The objectives of personnel management are fundamental to

administration, recruiting, selecting and advancing employees, providing equitable and adequate pay, training and appraising performance and acting on their appraisal.

The component of personnel administration, which deals with the training and development of personnel involves management development. Management as a particular group of individuals who are responsible for doing work through and with others, do also require training and development.

2.4 THE NATURE OF MANAGEMENT DEVELOPMENT

Storey (1995:366) argues that management development is not an end in itself. Management development must be shown to be meeting the needs of a business. To this end, there has been an increasing interest in attempts to evaluate the outcome of investments in management development activity.

Another issue is whether there is a known body of knowledge and set of generic skills, which management professionals must have. This debate is about competency modelling for each main level of management and it is based on the assumption that certain demonstrated areas of expertise must be attained and recorded if progress is to be made manifestly observable (Storey, 1995:366).

There are many laudable aspects to this endeavour, but the inherent problem associated with a fixed list of competences in the sphere of management work is the extent to which the needed role behaviours are subject to such tremendous variation. The source of variability may lie in the periodic change in priorities concerning what is required of managers and workers and paradigms of good practice change over-time (Storey, 1995:366).

Storey (1995:368) states that there is also tension between two fundamental and divergent models of management development that can be seen today and throughout its formative history. The first model sees appropriate management development as being provided in a formal top-down and highly structured manner. The emphasis is placed therefore on formal training programmes. The opposite, informal model is decentralized and places the emphasis on self-development.

According to Storey (1995: 368) it is not possible to claim that one or the other is more effectual in all circumstances. It can, however, be observed that the profile of management development activity is more pronounced when a more formalized posture is adopted. This prominence should not be confused with impact or efficacy. In particular, the maturity and embeddedness of a development activity in an organisation is not necessarily related to the degree of visibility which the management development function itself might or might not have.

Burgoyne in Storey (1995:369) draws a more refined way to conceptualise levels of maturity in management development provision. The author identifies six main levels or stages in organisational management development. At the first level there is no systematic development in any sense of the term. Whatever development of talent may happen does so in a totally unplanned way. At the second level there are isolated fragmentary activities, perhaps in sporadic responses to identified acute problems. At the third level a range of development activities do occur and are to a degree co-ordinated and integrated with each other. At stage four, the integrated approach is taken further in that management development is treated strategically and plays its part in implementing corporate policies. At stage five the practice becomes even more sophisticated in that management development in turn makes an input into corporate strategy

formulation. The final stage is really an embellishment of number five; management development processes enhance the nature and the quality of corporate policy formulation and they are also used to implement these enhanced policies (Storey, 1995:369).

2.5 OBJECTIVES OF MANAGEMENT DEVELOPMENT

Motlanthe (1986: 63) identifies three specific objectives of management development which are to:

- ❖ Provide a broader base of highly competent managers from whom selection can be made for positions of highest responsibilities.
- ❖ Provide greater assurance that all managerial positions at all levels are filled with individuals who are competent to help in moving the business ahead.
- ❖ Provide a working environment which assures for each individual manager greater resources for his/her continuing growth and increased opportunity to use his/her full potential.

2.6 THE HISTORICAL CONTEXT OF MANAGEMENT DEVELOPMENT

Historically, organisations depended on identifying potential managers from among supervisors who came from the blue-collar and technical ranks and from among law, finance and engineering professionals. Those selected were expected to learn management on the job by observing the performance of others (Vloeberghs, 1998:644).

Vloeberghs (1998:644) states that after the World Wars, Western Europe was characterised by a fast economic recovery that the need for top managers in organisations was growing very fast. But as a result of the war there was lack of experienced managers, which also implies that there were no role models available to raise new top management. Formal programmes for managers were developed to satisfy organisational needs. It was at this time in history that the term management development was mentioned for the first time. In the 1950's management development could be seen as a pure succession tool (Vloeberghs, 1998:644).

During the golden 1960's and early 1970's the interest in management development increased even more as many companies were growing explosively. While school-based programmes and traditional methods such as selection, job rotation, and coaching were useful and still are of great value, few of the better-managed organisations relied solely on these approaches. Management development was handled as an ad hoc system i.e. a successor who had followed a special training course to do the job effectively was already on hand when a vacancy occurred (Vloeberghs, 1998:644-645).

During the late 1970's and 1980's the attention to management development increased. Management development did not include solely succession planning and training anymore. Management development instruments like performance assessment, potential assessment, interest registration and personnel data acquisition formed the basis of management development policy, which could be considered as a tuning process between organisational needs and individual capabilities (Vloeberghs, 1988: 645). So, although management development took its rise in an economic situation characterised by expansion,

internationalisation and diversification, the subject remained of great interest in the years of poorer economic performance.

In more recent years, social and organisational processes of change, as for instance the growing complexity of society, the changing attitude towards the relation man-work and the influence of a United Europe without Borders have been contributing to changing demands for people in management positions. Given those developments of the 1990's, the domain management development was enlarged (Vloeberghs, 1998: 645).

At the moment, Management Development must be considered an integrated approach in which the accent is not focused anymore on controlling and co-ordinating, but on the development of the individual's career (Vloeberghs, 1998: 645).

2.7 THE NEED FOR MANAGEMENT DEVELOPMENT

According to Winterton and Winterton (1997: 65) the importance of management development has been widely acknowledged in the various reviews of management education and training and has been linked with the attainment of competitive advantage in recent public policy documents. The authors argue that challenges of organizational changes, especially contracting out, de-layering and empowerment, make the need for management development particularly acute. The situation is seen by managers to be exacerbated by persistent structural unemployment, competitive pressures from low-wage economies, rapid technological change and standards in education which are inappropriate to the needs of employers. This dynamic environment demands a process of continuous development.

2.7.1 Individual performance

Management development is concerned with the renewal of individuals and with the continued improvement of their performance. Managers need to be equipped with generic management skills. Given the increasing responsibility of managers for the career development of their subordinates, it is important to identify what aspects of individual performance of senior management are significant. Senior management must be involved in assessing the performance of individual managers and identifying their development needs and opportunities (Winterton and Winterton, 1997:67).

2.7.2 Organizational performance

Winterton and Winterton (1997:67) argue that the role of management development in improving organisational performance is clearly related to the concept of organisational development, which builds upon management development with its concern to renew organisations and to improve the performance of groups of individuals. The authors state that action learning programmes and, more recently, the learning organisation are concepts, which have been applied to management development involving groups to improve organisational performance.

Research in best practice in management development, with respect to the relationship between management development and business policy, found that the most effective approaches were those which developed all employees and not just a management elite. Team work has become a major focus of initiatives to raise organizational performance, and self managing teams have been associated with productivity improvement (Winterton and Winterton 1997: 67).

2.7.3 Business performance

While the measurement of business performance may involve fewer dimensions than the measurement of individual performance, improvement in corporate performance, which is affected by the whole complex of internal and external factors, are more difficult to attribute directly to management development (Winterton and Winterton, 1997: 67). Management development contributes to improved business performance by developing managerial competences and thereby raising the organization's capability of achieving the objectives necessary to satisfy the critical success factors (Winterton and Winterton, 1997: 68).

2.7.4 Organisational strategy

Hussey in Winterton and Winterton (1997:86) states that if management training is to contribute to the attainment of corporate objectives and is to be used as a competitive weapon, training needs must be assessed against corporate requirements and the annual training assessment of individuals has to be related to an understanding of the company aims, strategy, the business environment, and the desired company culture. This point is emphasised by Fred (1995:1) when he states that putting management development at the heart of business strategy enables an organisation to build its competence and to create the learning organisation essential for future global competition.

Cianni and Bussard (1994:2) maintain that among various human resource practices, management development is often viewed as the proper connection to corporate strategy. The link would appear strongest when participatory managers are closely involved with strategy implementation. Tannebaum and

Yulk in Cianni and Bussard (1994: 2) argue that in a review of training and development, it is important to identify the need to deliver training programmes that support the strategic direction of the corporation and to align training objectives with the organisational goals as dominant themes in the literature, particularly among practitioners.

The link between organisational strategy and management development is explored further in this study when an effort is made to explain strategic management and competitive strategy formulation.

2.8 RATIONALE FOR MANAGEMENT DEVELOPMENT

Garavan et al (1999:191) present a set of ten rationales for management development. The following discussion focuses on the ten reasons.

2.8.1 Functional performance rationale

A functional performance rationale has as its aim the direct improvement of managerial functioning and thereby corporate performance. It conceptualises management development as a “conscious and systematic decision-action process designed to control the development of managerial resources in the organisation for the achievement of organisational goals and strategy” (Easterby-Smith et al; 1975). Functional performance represents the mainstream corporate and academic assumption about management development and as a result it has received considerable attention in the literature. The functional performance rationale operates at several levels of analysis and depths of intervention (Garavan et al, 1999:193).

A particular variation of the functional performance rationale is represented by a resource-based view to strategy, which has attracted a significant following in literature. Human resource management, in its concern with the integration of people with business goals and strategies and its conceptualisation of human resource strategic capital, which can be used for the purpose of attaining competitive advantage, provides an important justification for management development.

Garavan et al (1999:194) advocates that management development ensures the right mix of management competencies to secure competitive positioning that is a means to develop management competencies to enable the organisation to maintain or shift competitive position in the future.

According to Garavan et al (1999:194) the development of managers is generally viewed as critical to the development of the organisation as a whole. The operationalisation of human resource management strategies impacts profoundly on the managerial role, with managers required to change behaviours, styles, assumptions and values and to acquire new knowledge, skills and competencies so that management itself is reinvented (Garavan et al, 1999:194).

Shorter employment tenures and consequent uncertainty in employment contracts, the emergence of new psychological contracts, and notions of employability are said to be all falling within a functional performance perspective (Garavan et al, 1999: 194).

2.8.2 Agricultural rationale

It is stated that an agricultural rationale focuses on the perceived need to cultivate and grow managers internally (Garavan et al, 1999:194). Furthermore, it is stated that it differs from the functional performance rationale in that the

development of managers is assumed to take place mainly on the job, and responsibility for development is placed firmly on managers themselves. Management development is perceived as a strategic, organisation-wide activity, part of a proactive strategy of people centredness, whereas the agricultural rationale perceives management development as a somewhat haphazard, one to one, process involving natural learning type activities (Garavan 1999:194).

2.8.3 Functional-defensive rationale

A functional-defensive rationale is seen to be conceptualising management development to be separated from core strategic planning and management control processes. The intention is to build up a reservoir of knowledge and potential skills within the organisation, just in case such competencies should ever be required. In such circumstances, management development can become a counter productive force giving rise to dysfunctional outcomes (Garavan et al, 1999:194).

2.8.4 Socialisation rationale

Within a socialisation rationale, management development is perceived to be concerned with the socialisation of managers to match some corporate value system and ethos (Garavan et al, 1999: 194).

2.8.5 Political reinforcement rationale

In terms of the political reinforcement rationale, management development would act as an extension of the organisation's political order, becoming tightly coupled, designed to reinforce a partisan, internal perception of how organisational performance is to be improved and is used to reinforce the

political credibility of those who are shaping the organisational vision. Management development is therefore, as much concerned with the regulation of, as with the realisation of potential. To a significant degree, many management development processes actively follow such a rationale because management education perpetuates the view of management as a rational order and generally serves to reinforce the status and comfort of management as an elite social grouping (Garavan et al, 1999:195).

2.8.6 Organizational inheritance rationale

According to Garavan et al (1999:195) within an organisational inheritance rationale management development is perceived as the key to organisational succession and career fulfilment and is illuminated in particular through such rituals as performance appraisal and assessment centre processes.

2.8.7 Environmental legitimacy rationale

An environmental legitimacy rationale advocates the notion of mimetic isomorphism; that is the signalling of conformity with environmental myths and the conferring of legitimacy on the organisation from external constituencies. The objective may be to cultivate a professional stereotype of the management activity, with much public demonstration of career and succession planning and the creation of positive publicity about it (Garavan et al, 1999:195).

2.8.8 Compensation rationale

Garavan et al (1999:195) states that a compensation rationale advocates that management development offers some form of compensation from the deprivations of employment and work. Rather than trying to remedy the

corporate causes of employee alienation, the retreat would appear to be towards paternalism and the substitution of gratifications aimed more at reducing employee turnover and other behaviours.

2.8.9 Psychic defence rationale

Those who postulate a psychic defence rationale suggest that management development can serve as a social system to defend the psyche against persecutory anxiety, which can arise from career drives among managers. The periodical enactment of ceremonies and rituals within organisations serves to reduce the fear of disorder and chaos, by giving the appearance of an ordered system of managerial succession and by displaying competitive fears to an external location and onto external authority to manage (Garavan et al, 1999:195).

2.8.10 Ceremonial rationale

Management development can be viewed as a solemn ceremony designed to legitimise and confirm the social progression of managers through the organisation. A symbolic perspective on organisational culture perceives management development strategies to be viewed as a representation or symbol, or at least how culture is perceived or desired to be by senior management (Garavan et al, 1999:195).

2.9 MANAGEMENT DEVELOPMENT TECHNIQUES

There is no general agreement about what managers do, or about what they should do. There is further diversity when one considers the activity of managing, from two sources. First, there may be differences in managerial

activity according to the type and context of organisation in which the manager is working. Second, there is a substantial amount of choice available to any manager about how he/she does his job (Easterby-Smith 1986:8).

Given this diversity of managerial activity it is not surprising that a very wide range of approaches have evolved which are aimed at making managers more effective in whatever jobs they have undertaken. It is in this context that the definition of management development as espoused by Jones and Woodcock (1985: 1) becomes relevant. Management development is a total process, which an organisation adopts in preparing its managers for the growth and change that occur in their working environment. It is a process that involves training, education and development of managers. Further, it should be stressed that there is no one right recipe for management development, it will vary from organisation to organisation (Molander and Winterton, 1994:87).

It is commonly felt by managers that management development has for its purpose individual behaviour change. This change is brought about through a process of providing the manager with new skills, attitudes or knowledge. It is true that the outcome of all training is behaviour change and it is also true that there will be a body of knowledge and skills that any manager will need to carry out a specific job. In such cases, identifying what this knowledge is and then arranging for the individual manager to attain it is an appropriate form of management development. This focus on the individual is by far the most common but not the only activity for management development (Molander and Winterton 1994: 87-88).

There are a number of ways in which managers and potential managers might be developed. There are, however, common elements that are included in many

management development programme features, which will be looked at. Also, the pros and cons of each feature will be given.

2.9.1 In-house training

According to Jones and Woodcock (1985:3) in-house training is probably the most common management development activity. It includes all courses organised and conducted internally within the organisation. The trainers may be internal and/or external, but the participants are almost always employees of the organisation.

The chief advantages of in-house training are that:

- ❖ It develops in- company knowledge and skills. It helps to establish and maintain an organisational culture that supports formal norms and policy. It is useful with geographically dispersed units. The training is (supposedly) tailored to the here-and-now and future needs of an organisation. The curriculum (presumably) flows directly from the purposes of the organisation. An “ethos” is created within the system.

2.9.2 External training

This activity can include many practices and it involves sending employees to outside courses for training that an organisation cannot mount internally. Jones and Woodcock (1985: 4) state that this may mean academic degree programmes, public workshops, clinics, seminars and conferences and continuing education courses. The advantages of this feature are that: It promotes increased sensitivity to events in the organisation’s external environment that affect the functioning of the system;

- ❖ It helps employees to develop themselves personally in ways that would be too threatening if the training were conducted internally. It provides a cross-cultural impact for employees. It helps to bridge the gap between organisations. It brings in new ideas and approaches. It helps the organisation to challenge its assumptions.

However, the disadvantages of external training are that it may not be directly relevant to the particular problems facing an organisation.

- ❖ It is often expensive in terms of both time and money. It is often difficult to apply in the organisation. It sometimes creates barriers in the organisation (Jones and Woodcock; 1985:4).

2.9.3 Training centres

These are places managed by the training department, where the bulk of management training takes place. The benefits of this feature are the facilitation of full development of in-house training capabilities;

They provide maximum control over the training site and schedule;

They highlight training as a legitimate activity within the organisation;

They have the potential of keeping expenses under control.

They can become a forum for ideas, materials, and expertise for management development within the organisation.

There are drawbacks in using training centres. They may be used frequently in order to be cost effective. Training centres can also become empires, fighting for their existence and expansion with the same sort of politics that management development seeks to obviate (Jones and Woodcock; 1985:5).

2.9.4 Performance review

It involves regularly scheduled appraisals of employee job performance. Individuals are ideally guided in this activity toward higher levels of competence and responsibility. There are two main advantages of good performance review systems and these are:

- ❖ It provides for individual goal setting; and
- ❖ It puts the manager in the position of developing employees;

But then performance reviews are often dishonest; managers use the old military rating tactic of “damning with faint praise”. It is time consuming.

2.9.5 Career development

This is usually a programme that features a counselling and information service to enable employees to manage their own careers within the organisation. This may involve courses, private consultations, vocational testing, and job vacancy advertising. It may simply be a responsibility of the individual manager (Jones and Woodcock; 1985: 7).

The advantages of career development programmes are:

- ❖ To help employees to develop responsibility in self-management. To put pressure on managers to develop their subordinates.

Disadvantages of the career development programmes are:

- ❖ They can raise false expectations on the part of employees. They can prepare employees for opportunities that vanish during economically hard times. They can put more emphasis on individual development than on organisational needs

(Jones and Woodcock, 1985: 7).

2.9.6 Job rotation

This involves shifting managers and potential managers systematically through various jobs to develop skills and technical expertise (Jones & Woodcock; 1985: 7).

The advantages of job rotation are that:

- ❖ It can give employees wide experience. It can help managers gain new ideas, skills, and expertise. It can generate interdepartmental cross fertilisation.

The disadvantages of job rotation are that:

- ❖ It requires that individuals make frequent, often stressful job adjustments. It can interfere with the ongoing processes of the organisation. It may not produce a “helicopter” perspective (seeing both forest and trees) (Jones and Woodcock; 1985: 8).

2.9.7 Secondments

Secondments refer to temporary assignments, usually within other departments. This could include management being “loaned out” to other institutions serving for particular periods as line managers. The utility of secondments include:

- ❖ The cross-pollination of ideas. An influx of skills can be affected where they are needed.

The disadvantages of secondments are that:

- ❖ Often they are met with resistance on both sides. They generate entry/re-entry problems. Employees are given inappropriate

assignments, and they perform what amounts to thankless tasks within the host organisation (Jones and Woodcock, 1985: 8).

2.9.8 International assignments

These are temporary assignments within organisations in other countries.

Advantages of international assignments are:

- Cross-pollination skills. Influx of skills to areas where they are needed.
- Rapid problem solving in host organisation. Development of “Helicopter” understanding. Promotion of international understanding. Making useful contacts (Jones and Woodcock, 1985: 8).

The disadvantages of international assignments are:

- Language or cultural difficulties. They may be an expensive effort. Learning cannot be directly applicable back home.

There could be problems of entry/re-entry in the organisation. They can be an administrative nuisance. Assignments may be inappropriate. Beneficiaries may be thankless. They may be seen as a vacation (Jones and Woodcock, 1985: 9).

2.9.9 Using consultants

This has to do with the bringing in of outside trainers to work in management development activities.

Advantages :

This is a way of expanding resources available for development. It can be a challenge to current practice. It may help train internal trainers. It can mean minimum disruption of managers. It can be scheduled flexibly.

Disadvantages :

Consultants may be insensitive to organisational nuances.
They may be expensive. They may foster dependency.
They do not provide ongoing responsibility
(Jones and Woodcock, 1985: 9).

2.9.10 Mentoring

Mentoring deals with assigning of more senior managers to assist new managers in growing into their jobs.

Advantages:

Through mentoring senior management is involved in management development. This provides practical guidelines for mentoring. It may assist in ignoring performance review. It improves “up-down communication”. It provides “godfather” assistance.

Disadvantages :

It takes valuable senior management time. It may generate insubordination. It may promote jealousy, “favoured person” image (Jones and Woodcock, 1985: 9-10).

2.9.11 Counselling

It is personal development help for employees in their private concerns.

Advantages:

Counselling is sensitive to individual needs. It promotes appropriate employment. It bridges personal organisational goals. It ensures maintenance of rapport with employees.

It treats people humanely. It reduces people seeking other employment. It may uncover organisational problems.

Disadvantages:

Special training is required. Counselling may make people vulnerable. It can create a condition of confidentiality in the sense that what could be agreed upon between the manager and the institution would have to be kept a secret between them. It may undermine performance review. It may be resented. It threatens privacy and is time consuming (Jones and Woodcock, 1985:10).

2.9.12 Coaching

It is on-the-job assistance by supervisors and/or by trainers.

Advantages:

Coaching is job relevant. It is related to individual needs. It facilitates up-down communication and relationships. It is immediately applicable learning. It is easily linked to performance review. It involves managers in development.

Disadvantages:

It is dependent on a manager's training skills. It is easy to avoid. It is difficult to monitor. It interrupts workflow (Jones and Woodcock, 1985: 11).

2.9.13 Organisational role analysis

This deals with the clarifying of manager's roles within the organisational context.

Advantages:

It provides clarity in responsibilities. It fosters negotiation.

It helps manage redundancy of functions. It can uncover system problems. It helps implement organisational change.

It assists with identification of deviant performers.

Disadvantages:

It can be impersonal, rigid and competitive.

It can foster independence rather than interdependence. It may fail to take personal feelings and aspirations into account. It is time consuming. It can generate resistance

(Jones and Woodcock, 1985: 12).

2.9.14 Task forces or project groups

These are cross-departmental groups that study organisational problems and/or carry out special assignments.

Advantages:

They encourage cross-pollination of ideas. They promote the “we” attitude. There is thorough problem solving. They improve organisation’s fire-fighting ability.

Disadvantages:

They may mirror organisational instability. They can disrupt functional work teams. They can produce unworkable solutions.

They may generate non-committal outcomes. They require advance experience of teambuilding (Jones and Woodcock, 1985: 12).

2.9.15 Seminars

Seminars are a means for employees to teach each other events for pooling experience.

Advantages:

Seminars develop interpersonal support. Develop manager’s training and communication skills. They encourage exchange of ideas.

Disadvantages:

They may turn into “bull”/ “grape” sessions. They may pool ignorance and reinforce prejudice. They can cut out external view. Do not bring in new insight. They may generate premature solutions. They can falsely raise expectations (Jones and Woodcock, 1985: 13).

2.9.16 Exchange consulting

This deals with managers consulting with each other on technical and/or personnel problems.

Advantages :

Uses organisational abilities appropriately. Brings fresh perspective. Gives added resources. Develops consulting skills. Fosters “we” attitude. Breaks down barriers. Promotes interchange of personnel. Aids career development.

Disadvantages:

Time-consuming. Requires special skills. May be too advice-oriented. Can detract from manager’s own goals. Can be seen as interference (Jones and Woodcock, 1985: 13).

2.9.17 Group training programmes.

These are system wide, small-group-oriented training.

Advantages:

Utilise group skills. Stretches managers personally.
Promotes “togetherness”.

Disadvantages:

Can be too personal. Can be manipulative.
May damage individuals. Can promote dysfunctional norms
(Jones and Woodcock, 1985 : 14).

2.10 FACTORS SHAPING THE PROVISION AND EFFECTIVENESS OF MANAGEMENT DEVELOPMENT

According to Storey (1995:383) there is a wide measure of agreement among specialists that the climate or culture of an organisation is a vital factor for successful management development activity. Factors around which consensus seems to be found are that:

- ❖ Management development will be most effectual when it is recognised and accepted as a strategic business activity,
- ❖ The design of management training programmes recognises the nature of managerial work,
- ❖ Account is also taken of the varied needs and capacities of individual managers,
- ❖ Education, training, selection, career planning, reward systems, and managerial evaluation are recognized as all part of an interlocking system, and
- ❖ Evaluation is itself a vital part of the system of development.

It is important to examine each of these factors.

2.10.1 Management development as a strategic business activity

There must be top management commitment to the activity of management development. If it is not to be an empty declaration, it must be demonstrated in a number of ways. These include the attendance of training programmes by senior managers, the appointment of highly able and respected executives to specified management development posts and the allocation of sufficient reserves to the management development function, reserves which must not be the first target of cuts in a recession (Storey, 1995:384).

The strategic connection can be established in a number of ways. The task of overseeing and managing the process of development and succession planning can be assumed directly by the chief executive and the most senior executive body. Their serious and consistent handling of this part of their many responsibilities will send a signal to all other managers about the significance or otherwise of developmental activity and its supporting mechanisms (Storey, 1995:384).

2.10.2 Taking account of the nature of managerial work

The relevance and impact of training and development provision will be shaped also by the extent to which it is in tune with the true nature of managerial work. There are research-based accounts that reveal managerial work to be fragmented, with the day's activities being broken up into a large number of desperate activities, that managers are revealed to prefer action over contemplation, they prefer to communicate directly rather than submitting ideas on paper, their time horizons are short and they operate within complex social

networks. These research findings have direct implications for managerial training and education. The design of programmes needs to take into account these characteristics (Storey, 1995:386).

2.10.3 Management teams

A further aspect of managerial work, which is of critical relevance, is the extent to which so much of it is done, not by isolated individuals but by members of a team. Members of a team are supposed to perform nine functions in one way or another if they are to be effective. These nine functions are advising, innovating, promoting, developing, organising, producing, inspecting, maintaining and linking (Storey, 1995: 386).

Advising is about collecting and transmitting relevant information, innovating means creating new ideas or thinking of new ways to tackle old problems, promoting refers to the task of selling a new idea in an upfront way, developing is about taking the idea forward in a realistic way, organizing refers to setting up structures and setting deadlines, producing is the core activity of making the goods or actually delivering the service, inspecting refers to the quality checking of details, maintaining roles ensures that the infrastructure is in place and it typically relates to various support services and linking is about co-ordination of all of the other roles (Storey, 1995: 387).

2.10.4 Management development related to the capabilities and needs of the individual

Management development will only be effective if it fits in with the motivation needs and potential of the individuals who are the clients of the system (Storey, 1995: 388). This means that efforts should be taken to correlate

management development activity to activities that will motivate and give employees an opportunity to show potential.

2.10.5 Management development as part of a system

Key sustainable messages in an organisation are transmitted to individual managers in multifarious and complex ways. The messages conveyed on training courses may be speedily discounted if they conflict with the everyday messages received through task assignment, the selection and promotion process, the reward pattern and many other aspects of the totality of ways in which the management stock is itself managed (Storey, 1995:389).

2.10.6 The evaluation process

Evaluating the effectiveness of management training, education and development has become a realm of practice in its own right in recent years. Evaluation is part of the development process (Storey, 1995:390).

2.11 STRATEGIC MANAGEMENT DEVELOPMENT AND COMPETITIVE STRATEGY FORMULATION

McClelland (1994:3) states that the basic premise of strategic management development is to ensure that, as new products or services are anticipated and developed, the organisation has identified and mobilised competent and knowledgeable managers to perform the various tasks necessary to successfully implement the strategy in an efficient and timely manner. Any strategic management effort requires competent managers to be effected.

When viewed as an integral element of competitive strategy, strategic management development's role is cyclical in process and function. By constantly monitoring organisational plans, strategic management development identifies which specialised management development activities will be needed to ensure maximum managerial performance and efficiency. Individuals responsible for strategic management development would need to monitor closely the competitive strategy to ensure that the skills needed to implement it successfully will be available on a short-term basis (McClelland, 1994:3).

Strategic management development signals a departure from the traditional concepts of management development, which are centred on the individual and focused on strengthening existing competencies.

2.12 AN INTERNATIONAL PERSPECTIVE ON MANAGEMENT DEVELOPMENT

A better understanding of management development can be drawn from how other countries across the globe perceive it. The experiences of other countries is invaluable to the process of improving management development in South Africa, especially in the North West province.

2.12.1 Management development in Australia and New Zealand

Management development is relatively new to most Australian and New Zealand's organisations. Many Australian firms have been spurred on by the findings of the Australian Government's Industry Task Force on Leadership and Management Skills, whose investigations are collectively referred to as the "Karpin Report" (Avery et al, 1999:98).

According to Avery et al (1999:102) the Karpin Report identifies five areas of major concern in the Australian management development. These are lack of international orientation, underdeveloped role of frontline managers, need to use training rather than promotion in management development, managers taking too little responsibility for their own long term learning, and too few enterprises being convinced of the importance of management development for their future. The report also highlighted the importance of management education in attaining these goals. Although the best Australian managers were considered equally better than those in the rest of the world and the functional skills of Australian managers in large organisations were well developed, the task force found that the majority of Australia's managers had neither the education nor skill levels of those of the nation's trading partners. As a result management development was found to be lacking (Avery et.al 1999:102).

2.12.1.1 Management development in the Australian public service

The traditional approach to public management development in the Australian Public Service reflected the sacrosanct of two long held principles. First, that the Australian Public Service could be administered by the application of common sense by reasonably educated people. Second, that any administration and policy-advising techniques, concepts, paradigms and information required were best learned on the job, with experience as the teacher, augmented by appropriate administrative training (Dixon, 1996:2).

The process by which senior civil servants were traditionally bred embraced experience and training, typically over a 20-year period from recruitment. The senior civil servants were socialised into the prevailing civil service executive management culture, which meant that they shared common values on management, the ideas of citizenship and the conventions that determine how

politically secretive issues were handled. The traditional, passive and non-directive, almost dilettante approach to management development was challenged. The idea that the public service could be managed by the application of common sense by reasonably educated persons ignored the complexity of modern government. The skills of effective management required a good deal of uncommon sense and uncommon knowledge (Dixon, 1996:3).

By the end of the 1980's it was broadly accepted within the Australian Public Service that the correct management development path to follow, to prepare civil servants for management roles was the competency-based approach, which involved, initially, identifying the critical competencies for job performance success. To meet the emerging management challenge required the selecting of the mix of learning processes most capable of providing, in the setting of the Australian Public Service's politico-administrative environment, learning opportunities that build commitment to and belief in the importance of increasing public management performance, that enhanced public management skills, that widened cognitive perspective on public management, that prepared managers for executive level positions and that produced an academic qualification (Dixon, 1996:6).

2.12.1.2 Management development in New Zealand

In the case of New Zealand the management development gap was found to be large (Avery et.al 1999:102). The country's enterprises generally were not fully aware or convinced of the importance of management education, training and development and lifelong learning in improving the competitiveness of business and thus were reluctant to invest in management development and training.

2.12.2 Management development in Vietnam

According to McDaniel et al (1999:83) economic and socio-political conditions in Vietnam allow excellent opportunities for major management development initiatives. The authors explain that an introductory management-training programme was conducted in 1993 for Vietnamese broadcasting managers. It was conducted in the form of a seminar.

The main types of organisations that provide management development services in Vietnam are universities and training centres. Short-term courses are preferred. Another less formal type of management development activity which has recently begun to emerge is that of young businessmen clubs. In these organisations, members meet on a regular schedule for purpose of mutual assistance and professional development (McDaniel et.al, 1999:88).

2.12.3 Management development in the People's Republic of China

Management training has been given priority in the People's Republic of China. As reforms in China were enforced, the seriousness of the need for management education and training became apparent at all managerial levels because, virtually, every single manager needed the knowledge and skills that would enable him/her to implement new policies for a market led economy (Mohamed, 1996: 3-4)

The Chinese commitment to training and management development led to the introduction of a variety of management programmes at different levels without any consideration of learning objectives and validity of content. Most training has been offered at universities. The increase in management education and training programmes throughout China was obviously a reaction to an urgent

need, which was not carefully considered by the highest authorities. China's approach to training and management development is characterised by an emphasis on the quantitative rather than qualitative management knowledge and skill, by the pressure of limited financial resources to look for the cheapest alternative and by undefined training priorities (Mohamed 1996:10).

2.12.4 Management development in the German-speaking nations of Austria, Germany and Switzerland

Both local and foreign influences on management development in the German-speaking nations can be identified.

2.12.4.1 Local players

A large management development training and consulting industry has grown up in the German-speaking areas, involving diverse organisations that include chambers of commerce and industry, universities and colleges, governments, specialised training organisations and business schools, corporate in-house training departments, freelance trainers and consultants. Despite the many players in management development, formal programmes for the development of managers have not been as well developed in most German speaking areas as vocational training has been (Avery et al, 1999:22-23).

According to Avery (1999: 22) in-company programmes tend to be favoured. Individual managers may choose one of many career pathways to broaden their experience and be able to master more challenging processes in the future, including job rotation, job enrichment, promotion, realignment, outplacement, outsourcing, and project team activity. The various routes for advancement are

not mutually exclusive, and an individual may pursue more than one simultaneously.

2.12.4.2 The impact of foreign programmes

Management development in the German speaking areas has been strongly influenced by foreign management ideas from North America. Training programmes, typically lasting one to three days, cover a wide range of topics (Avery, 1999: 24).

2.12.5 Management development in Israel

Arie (1996:9) notes that the bulk of management training and development in Israel is left to the two major channels of market forces namely universities and profit and non-profit training and consulting organisations. At the university level, the demand for management education is constantly growing. Management development certificate programmes attract numerous mid-level managers. There are also tailor-made graduate programmes for large corporations. In such programmes, the courses are often designed to fulfil particular requirements of a Corporation. Course syllabuses are developed with direct input from top executives, after assessing the present and future needs of their organisation.

Another avenue for managerial development is the domain of management training, development and consulting organisations which offer the full range of training provision, from formal courses to workshops, retreats and lecturers dealing with both managerial content and processes.

2.12.6 Management development in the public service in the United States of America

In the United States of America, senior executives must have broad experience, professional integrity and a commitment to the highest ideals of the public service. They must continuously push themselves to learn more and they must be equipped with the best tools. The keystone of the senior executive service in the United States is executive leadership. All executives are required to demonstrate that they have the “right stuff” i.e, that they can lead change, lead people, build coalitions and partnerships have a keen business sense about managing organisations and produce results (United States Office Personnel Management, 2002).

The office of Personnel Management, in conjunction with the White House, conducts periodic two-day briefings for new senior executive service members. The sessions incorporate lecturers, discussions, questions and answer periods, and opportunities for networking (United States Office of Personnel Management: 2002). Voluntary mobility is an important component of executive learning. Mobility is said to be going hand in hand with continual learning and if it is encouraged the government will be better prepared to face constant change if there is a wide range of experience from which to draw.

There are senior executive service Candidate Development Programmes (CDP's) which are competitive programmes designed to create pools of qualified candidates for senior executive service. All Candidate Development programmes address the five executive core qualification that embody the leadership skills needed to succeed in the Senior Executive Service. The programmes must include the following items:

- ❖ An Individual Development Plan (IDP), based on individual needs and competencies;
- ❖ At least 80 hours of training that addresses the ECQ's (Executive Core Qualifications) and includes individuals from outside the candidate's agency;
- ❖ At least four months of developmental assignments outside the candidate's position record, and
- ❖ A Senior Executive Service (SES) mentor (United States Office of Personnel Management; 2002:3)

The Executive Core Qualifications are:

- ❖ ECQ 1 Leading Change.
- ❖ ECQ 2 Leading people.
- ❖ ECQ 3 Results driven.
- ❖ ECQ 4 Business Acumen.
- ❖ ECQ 5 Building Coalition or Communications (United States Office of Personnel Management; 2002:3)

Successful performance in the Senior Executive Service requires competence in each ECQ. The ECQs are interdependent and successful executives bring all five to bear when providing service to the nation.

2.12.7 Management development in the United Kingdom

According to Mabey and Thomson (2000 : 272) there are signs that attitudes towards the importance of management development in the United Kingdom are changing for the better. In the late 1980s management development was widely reported as poor in quantity and quality, and inferior to that of competitor countries.

Snape et al (1994: 2) corroborate this by stating that since the late nineteenth century, Britain has been under-performing relative to its main industrial competitors. The authors further state that a variety of explanations have been put forward for this relative economic decline, with governments, workers, trade unions, bankers and management all receiving a share of the blame. A common argument is that the entrepreneurial vigour of Britain's industrial revolution was dissipated once the second and third generation owners took control of their family businesses.

Suggestions have been made that poor management emerges as an important weakness of the United Kingdom economy during the period 1945 to 1975 (Snape, Redman and Bamber; 1994 : 3).

It is held that the prospects for a prosperous future rely on an improvement in managerial performance. The management skills of managers emerges as a key area for improvement.

Since then, there has been evidence from a number of sources to indicate that management development in the United Kingdom is getting healthier. Mabey and Thomson (2000: 272) report that findings from a succession of national surveys point to a greater awareness of the need for developing managers. Further, Investors in People (IiP) programme, which was launched by the Local Training and Enterprise Council in 1990 as a stimulus to investment in more strategically focused and monitored training and development across all organisations, has acted as an undoubted catalyst for some 30 000 organisations to take management development more seriously.

Part of the Investors in People approach is to encourage organisations to devise competency-based management development, and this has become a regular feature of organisation change programmes in United Kingdom organisations.

Another finding is that, in depth case studies have revealed the important part played by management development in broader organisation change interventions (Mabey and Thomson, 2000: 273). Finally, there is empirical evidence for the quantifiable impact of management development, both when it is part of a wider set of progressive human resource policies as well as when it is a strategic activity in its own right.

2.12.7.1 Management development in the British and Irish civil services

The United Kingdom public sector can broadly be defined as civil service departments and executive agencies; Local Authorities; National Health Service; and quangos (including non-elected National Health Service bodies, School Boards of Governors, Boards of Further and Higher Education Colleges and Universities). Structurally the most significant changes have occurred since 1979. Prior to that time the size of the civil service, or more importantly public expenditure, had been of concern to successive post-war governments (Seifert and Tegg; 1998 : 689).

Ireland inherited the Westminster system of government when administration was transferred from Britain to Saorstát on 01 April 1922. The delivery of government policy is through state sponsored bodies. Pressure to contain public expenditure has been a significant influence on the Irish system, although there has been no significant structural changes, there have been some important shifts in ideology from the 1970s onwards (Seifert and Tegg; 1998 : 690).

Strategic initiatives such as the programme for Economic and Social Progress (PESP), the Programme for Competitiveness and Work (PCW) and the 1994

Strategic Management Initiative (SMI) have culminated in the development of mission and strategy statements by departments and state sponsored bodies. These developments in the Irish civil service mirror those in the UK with objective and target setting, the emphasis on effectiveness and quality, decentralisation and development reappearing on the increased emphasis on management development (Seifert and Tegg; 1998: 690).

Both in the British and Irish Civil services, the reality of the experience of managers of the planning and facilitation of development would tend to support their lack of confidence in the relevance of the needs of their organisations' approach to management development. Managers in both Civil Services are working within systems that would appear to typify new public management as evidenced by the changes that have been introduced through strategic initiatives, an increased emphasis on economy, efficiency and effectiveness, quality and customer-focus (Seifert and Tegg, 1998: 696).

2.12.8 Management development in the Netherlands

The fourteen (14) government departments in the Netherlands employ approximately 100 000 people nationwide. In 1994, the new government coalition contract stipulated a reorganisation of the ministries into a coherent civil service, in order to improve the quality of government products and personnel, enhance co-operation between departments and the Department of Housing, Physical Planning and Environment formed and started implementing a management development policy which attempts to get the best out of its employees (Schrijver and Vermeulen, 1996: 52).

This management development policy makes provision for employees who want to broaden their experience and improve their (internal or external)

employability. These employees are encouraged to fill other positions for a certain period of time and learn by doing just that (Schrijver and Vermeulen, 1996: 53).

For eight years already, the department has maintained an internal pool of ad interim or project managers, that works for all four divisions of the Ministry. This is said to be a highly successful formula that keeps 20 people fully employed, to the benefit of the organisation. According to Schrijver and Vermeulen (1996 : 54) this group has been enhanced with several directors who wanted a change after five or more years in one position. If and when the department wants to keep these directors on the force, they can enrich their working experience by working for some years in various ad interim management positions, or on special projects, both inside and outside the department. After some time they can return to one of the 100 line management positions in the organisation.

In 1995, "Intertop", a programme to redistribute candidates for top-level appointments within the civil service, was started. According to this programme, when certain ministries have a vacancy, the home office can select and bring forward candidates from other Ministries, and to some degree force their appointments. This programme is expected to result in improved links and cooperation between ministries (Schrijver and Vermeulen, 1996:54).

Late in 1994, the department developed a fresh programme of career planning by applying action learning techniques in management training. A group of young managers put integrated existing and new elements into a relatively simple framework for management development (Schrijver and Vermeulen, 1996: 54).

A new field of attention within the department consists of special care for older employees. Loss of motivation and performance is not unusual among workers over forty five (45) years of age. Cases of burnout and pre-burnout appear more frequently within this category. Consequently, the return on investment decreases, unless certain actions are undertaken to prevent stress and provide new challenges for the sunset years of an employee's working life. Instead of going up the ladder, the department provides opportunities to step down. In this way, older managers can adopt an easier pace, while they still provide useful services and make room for eager and younger men and women (Schrijver and Vermeulen, 1996:56).

Similarly, the knowledge and experience of the "grey" manager is put to use in coaching and training on the job. A search is needed for the best way to increase the return on old investments, looking for job aspects a manager is still good at, which should be preserved and, on the other hand, for aspects that exhausts him or her and could be disposed of. In short, the department suggests that practicable demotion policies are more valuable than "golden handshakes" both to the organisation and to the employees (Schrijver and Vermeulen, 1996:56).

On 01 January 1995 the senior public service was inaugurated. The primary responsibility for the service rests with the Minister of the Interior and the Prime Minister (Korsmit and Velders, 1997:4).

2.12.8.1 Reasons for the creation of the senior public service in the Netherlands

The following discussion focuses on the main factors which led specifically to the creation of the senior public service, are identified by Korsmit and Velders (1997: 4).

a) Increasing complexity and internationalisation of policy issues

The increasing interrelationship of government tasks, the external orientation of government and the overlap between policy fields have made policy issues more and more complex. The increasing internationalisation of the policy playing field poses equally great challenges. A common frame of reference, in which interdepartmental consultation, cooperation and coordination are the norm, is therefore essential.

b) Increasing demands on civil service managers

The demands placed on the civil service by both politicians and society has increased in recent years. At the same time, there has been a growing emphasis on the importance of implementation-oriented government policy. This has had consequences for the management of the civil service. As well as being experts in a particular policy field and experienced civil servants, civil service managers must have adequate managerial and administrative skills

(Korsmit and Velders, 1997:4).

Despite the various management development programmes introduced by the Ministries since the 1980's, little attention has been paid to management development in the top echelons. In the prevailing culture, senior civil servants are credited with having an understanding of all relevant developments within and outside their specialist field. Yet they are not specifically encouraged to extend their knowledge and skills and therefore omit, on the whole-often on the pretext of having too much work to do, to fill this gap both for themselves and for their immediate colleagues. Management potential will not always be spotted and encouraged, management quality will not be retained within the civil service

and senior civil servants may be less inspired because of routine work and inadequate career prospects (Korsmit and Velders, 1997:4).

c) Promoting mobility in the civil service

The civil service operates in a dynamic environment and must therefore be constantly open to change. This calls for flexibility, innovativeness, the ability to solve problems, an outward-looking attitude and a keen political awareness. Mobility fosters these skills and prevents the stagnation of ideas and views that comes from remaining too long in the same place. Departmental, but especially interdepartmental, mobility is essential for increasing the professionalism of the civil service. If senior management is dynamic and constantly faced with new challenges, it will be more effective at both the conceptual and operational level and target its measures better, guided and supported by the politicians (Korsmit and Velders, 1997: 4).

d) A panacea for the problems of the civil service

The creation of the senior public service serves, in various respects, to improve mobility, cooperation and professional development. The concept of the Senior Public Service focuses on the most senior officials, in the belief that stimuli from this part of the civil service will have a powerful knock-on effect all the way down to the lower scales (Korsmit and Velders, 1997:4).

2.12.8.2 An action plan for the development of the senior public service

The main elements of the process of development of the senior public service are discussed in the ensuing paragraphs.

a) Mobility

The promotion of the mobility of the senior public service is the first element in the development of the senior public service. Mobility is the physical transfer of a person from one post to another, either within or outside the organisation, on a temporary or permanent basis. Mobility scenarios and career development should be made use of promoting mental mobility is also important (Korsmit and Velders, 1997: 5).

b) Knowledge intensification

No matter how well people do their job, there is always room for improvement. Increasing the knowledge and skills of the target group is therefore the second element of the development of the Senior Public Service. The civil service is a knowledge-intensive organisation in which facts and ideas are becoming outdated at an ever-faster pace. Knowledge and skills have to be constantly upgraded if staff are to be well informed and as well equipped for the job as possible. This may mean improving less well-developed skills or areas of knowledge such as negotiating, presentation techniques, information management, broadening horizons through study trips, seminars and conferences or supplying new insights, facts and instruments. Or it may entail training on a practical level (Korsmit and Velders, 1997:5).

c) Career development instruments

Management profiles, assessment of potential and performance assessments are valuable instruments in filling vacancies and drawing up mobility scenarios. Models would be developed for the assessment of the performance and potential

of senior management. The use of management profiles in selecting applicants for top posts will be encouraged (Korsmit and Velders, 1997:6).

d) Research

The fourth element in the development of the senior public service is research activities relating to developments in the fields of administration and management. The research activities comprise an international comparative study of the operation of the senior public service in other countries, the development of a conceptual framework for the senior public service that can also serve as a basis for the planned evaluation of the new service, research into career development instrument and instrument development and survey of customer needs (Korsmit and Velders 1997: 6).

e) Infrastructure

The last element comprises all those activities, which are necessary for the Senior Public Service office to function properly. Workable procedures and regulations, reliable databases and efficient logistics are needed to provide the necessary support. The office is responsible for ensuring that these are provided. Its tasks are to initiate, supervise, asses and evaluate activities, to provide logistics and administrative support, to establish and maintain the relevant infrastructure, to provide clear and precise information at regular intervals about all activities, procedures and working methods, and to ensure that all statutory requirements relating to safety and privacy, are complied with (Korsmit and Velders 1996:6).

2.12.9 Management development in Eastern Africa

The management development scene in Eastern Africa can best be understood by looking at the major types of organisations to be managed, and at the way they organise their management development, public agencies and public enterprises and small and medium-sized enterprises (Mitiku and Wallace 1999:48).

2.12.9.1 Large private enterprises

The two major groups of large enterprises in Eastern Africa organise their management development programmes in slightly different ways. There are firms that rely on their own international training and development departments for their management development. The second group provide their numbers with short courses on conventional management topics. Both groups rely on the management advisory services of international accounting firms and other private consulting firms to train their managers (Mitiku and Wallace, 1999: 48).

2.12.9.2 Development-oriented public agencies and public enterprises

The challenges facing these public organisations are a function of their history, and their environment. Since the region gained its political independence in the 1960s, the stated mission of development-oriented public agencies has been to strengthen economic and social development. Consequently, when they bring their priorities to donors and development banks, they ask for funds to improve the management of government-run organisations. Thus multilateral agencies and bilateral agencies strongly influence management development in the region (Mitiku and Wallace, 1999: 49).

2.12.9.3 Small and medium-sized enterprises

Not until the late 1970s did it become apparent in Eastern Africa that small and medium-sized enterprises were the keys to employment generation, innovation, and improved standards of living. However, using management training and development to improve the performance of these tiny enterprises is an enormous challenge. Access to traditional management development programmes is quite difficult for these enterprises (Mitiku and Wallace, 1999: 51-52).

2.12.10 Management Development in Tanzania

Whereas in more developed countries there is a recognition that training and development should include all categories of public service personnel from the most junior to the most senior, in the developing world, training and development has tended to be an exclusive concern of junior and middle-level public service personnel. Senior and top executives have generally been left out (Mutahaba, 1986:49-50). As Mutahaba (1986:50) asserts available evidence would tend to support the observation that top executives in African public services rarely attend executive development courses. One would further observe that on the basis of Mutahaba's assertion, management development as an activity that is multifaceted would be farfetched.

In Tanzania there has been an absence of a firm, precise, and forthright policy on training and development for top executives. Facilities lacked the requisite infrastructure such as classrooms, residential facilities, trainers and equipment for mounting training events for senior and top-level personnel (Mutahaba 1986:

52). When management development efforts were undertaken, such efforts were limited in that they mainly covered management development workshops.

Chief among the factors in Tanzania has been the lack of commitment by the government to training top executives, the failure on the part of the executives to appreciate training as an important factor in improving their job performance and the paucity of requisite facilities and infrastructure (Mutahaba, 1986: 57). Of course, one should state that the situation might have changed over the years.

2.13 Management development in South Africa

Understanding of management development in South Africa requires some historical background on management in South Africa. For many years South Africa and millions of her citizens, struggled against the apartheid system. The system created cultural gaps between Whites and Blacks in the workplace, i.e. both in the private and public sectors. Whites maintained dominance over other groups through a process of social closure. Blacks were not given the opportunities to grow managerial leadership potential.

Hofmeyer and Templer (1992:200) argue that the paradigms of most White managers have been to place a low priority on management development and to doubt the inherent capabilities of their black subordinates. The authors argue that for management development activities to be successful, a paradigm shift had to take place amongst the majority of white managers. As it is currently, South Africa continues to reflect strategies used by the European colonial powers. More specifically, management development practices have been dominated by rationalism, individualism and autocracy (McFarlin et al, 1999:65).

Management development trends in South Africa have shown that despite the fact that whites represent only about 10 percent of the population, management development and training, particularly in the corporate sector, is still white male dominated (McFarlin et.al, 1999:63). To address the problem of discrimination in relation to race, gender and disability in the workplace, the South African Government passed the Employment Equity Act, (Act No 55 of 1998).

The Breakwater Monitor report of July 1999 indicated that in management, white men and women hold 84% of management positions in South African companies, that white employees still constitute about 74% of management promotions and 54% of skilled promotions and that in terms of recruitment, general recruitment figures show that black men are most targeted, but managerial and skilled recruitment figures show that white men are still favoured (Preparing an Employment Equity Plan: No date: 2).

The Employment Equity Act, (Act No 55 of 1998) provides for affirmative action measures, which state that there should be equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workplace and retention and development of people from designated groups (Employment Equity Act, 1998:18).

2.13.1 Management Development in the public service of South Africa

According to Globler et al (2002 :12) the growth of an organisation is closely related to the development of its human resources. When employees fail to grow and develop in their work, a stagnant organisation will most probably result. Management development can therefore, not be underestimated, particularly the value that it adds to the senior management level employees.

This is particularly true in the case of the South African public service that is currently going through transformation. Currently, management capacity to deal with the challenges of transformation is needed more than in the past.

To put management development in the South African public service into perspective, requires a background into human resource development effort, past and present.

a) An historical context of management development in the public service of South Africa

When considering the history of management development in the public service in South Africa, it should be stated that the concept was never provided room. Training covered for management development in all cases. In fact when reference was made to training it was assumed that it also referred to management development. Therefore, when the history of management development is traced, it is safe to state that the concept started gaining attention within the South African public service soon after the 27th of April 1994 when a new democratic state was introduced. Development, which took place through training, also implied management development.

There has never been an official training policy to coordinate training activities in the public service in South Africa. However, the government established structures such as the initial Public Service Commission (PSC), later replaced by the Commission for Administration (CFA). The government has controlled in-service training through the establishment of appointment and promotion criteria in the central administration since 1912. In addition, regional training sub-directorates and the Training Board for Local Government Bodies have

controlled in-service training on other levels of government in South Africa (McLennan and Wooldridge; 1995 :91).

The Civil Service Act (Act 42 of 1885) defined and regulated the public service of the colony. In this Act, admission criteria for the public service were defined in terms of age (17-25years), health, character, language (Dutch) and the completion of a public service entrance examination determined by the Governor. In 1984 the Commission for Administration was established in terms of the Commission for Administration Act Act 65 of 1984. In terms of this Act, the Commission for Administration (CFA) powers included the setting of criteria for promotion, appointment and training. The nature of training, was determined and controlled through staffing policies (McLennan and Wooldridge, 1995 :92).

According to McLennan and Wooldridge (1995:93) in-service training has been closely linked to promotion and controlled by the Public Service Commission. Training of public service staff has occurred through in-service programmes at various levels, with the university and technikon degrees and diplomas facilitating access to higher grades. It is also important to note that human resource development programmes inherited from the former regime was fragmented and poorly coordinated. (Fourie, 2001 :28) in the sense that the public sector included general and own affairs administrative departments of the central government under the tricameral system, the government departments of the six self-governing territories, the government departments of the TBVC states, provincial administration departments, local government administration, public enterprises and public corporations. Each of these institutions had separate managerial and administrative staff as well as separate budgets. A further complicating factor was that the central public service was dominated by

white males, and experienced black public servants could only be found in the erstwhile Bantustans. The number of educated and trained black public servants was limited compared to white public servants (Mokgoro, 1995 : 51).

Lack of government training policy led to a fragmented training system at all levels of government. Training was conducted on an ad hoc basis without sufficient attention being paid to career advancement and performance evaluation. This absence of a structure and policy led to a training context which failed to provide a framework in which programmes resources and performance could be allocated or evaluated. Senior managers have been receiving intensive general training with an emphasis on what a job of a public administrator entails, rather than on providing the necessary analytic and conceptual tools, which would enable them to be effective in any situation (The White Paper on the Transformation of the Public Service,1995:63).

Given the situation described above, it was important for the government of the Republic of South Africa to review resource development efforts within the public service so as to ensure that they were effective and efficient. As a result the development of human resources is one of the five key programmes of the Reconstruction and Development Programme (RDP). The effective mobilisation, development and utilisation of human resource capacity within the public service is critical for the success of the institution building and management programmes, as well as the success of the transformation of the public service (The White Paper on the Transformation of the Public Service,1995:63).

b) Policy and legislative framework for management development in the public service of South Africa

b(i) The White Paper on the Reconstruction and Development Programme

The most important policy framework, which gives direction to management development in the public service, is the White Paper on the Reconstruction and Development Programme. The White Paper on the Reconstruction and Development Programme (ANC; 1994:36) states that the problem of disparity and the need for affirmative action must be dealt with urgently through a holistic approach. The grading structures in the public service were to be rationalised to a simple, broad-banded structure based on competency rather than qualifications and had to allow for clear career paths and lifetime training. The ending of disparities were then to be carried out in the context of regarding establishment of career paths, recognition of prior competency, accelerated development and redeployment to new priorities and enhanced training programmes that were consistent with the National Training Strategy and the National Qualifications Framework. In addition, the improvement of efficiency, especially at management levels, must be linked to the ending of the disparities (ANC, 1994 36).

b(ii) The Reconstruction and Development Programme (RDP)

According to the RDP document (ANC, 1994 : 127) the public service must be based on merit, career principles, suitability, skills, competence and qualifications. These standards should however not be interpreted to further minority interests, as in the past. An extensive programme of affirmative action was to be embarked on to achieve the kind of public service that would be truly reflective of the South African society, particularly at the level of middle and senior management..

b(iii) The White Paper on the Transformation of the Public Service

In terms of the White Paper on the Transformation of the Public Service (1995 : 65) there would be targeted training and development in transforming the public service. One of the immediate training targets is the development of programmes in such crucial areas as policy- making, strategic planning, change management, project management, leadership, organisational development and the management of change and diversity and these would be targeted at senior and middle managers. Further, the White Paper on the Transformation of the Public Service (1995:67) suggested the development of a coherent national training strategy which would set broad objectives, priorities, performance targets, time scales and monitoring mechanisms and would define the responsibilities of the various agencies involved. Within the broad parameters and norms and standards laid down by this strategy, departments and provincial administrations would develop their own training strategies.

b(iv) The Constitution of the Republic of South Africa, Act 108 of 1996

The management development effort is implied in the Constitution of the Republic of South Africa, Act 108 of 1996. In terms of chapter 10, section 195, subsection 1 (h) good human resource management and career development practices, to maximise human potential, must be cultivated (RSA Constitution, 1996 : 83). This can be achieved through management development activities.

The Constitution also prescribes for other principles of Public Administration. An effective management development programme is required if these principles are to be implemented. These principles are that public administration

must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:

A high standard of professional ethics must be promoted and maintained; Efficient, economic and effective use of resources must be promoted; Public administration must be development-oriented; Services must be provided impartially, fairly, equitably and without bias; People's needs must be responded to, and the public must be encouraged to participate in policy-making; Public administration must be accountable; Transparency must be fostered by providing the public with timely, accessible and accurate information; Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation (RSA Constitution, 1996 :83).

b(v) The South African Qualifications Authority Act, No. 58 of 1995

The passing of the South African Qualifications Authority Act, No. 58 of 1995, provides for an improved quality of education and training at all levels within institutions or organisations. The Act provides for the development and implementation of a national qualification framework. The Act is also designed to give national recognition to learning that takes place after compulsory education to encourage the growth of skills and redress the skills imbalance as well as the values deficit in South Africa (Grobler.et. al, 2002 :341). The Public Service is also affected by this Act.

b(vi) The Skills Development Act No, 97 of 1998 and the Skills Development Levies Act, No.9 of 1999

The Skills Development Act No. 97 of 1998 and the Skills Development Levies Act, No 9 of 1999 also affect training and development in the public service in South Africa. These acts provide opportunities that can be effectively used to improve management competencies, develop tailor-made training programmes that meet specific needs of the public service and generate a pool of skills essential for the success of an organisation (Grobler et.al, 2002: 349).

The Skills Development Act is aimed, among others, at encouraging workers to participate in leadership and other training programmes. The purpose of the Skills Development Levies Act is to provide for the imposition of a skills development levy. According to section 3 of the Act, every employer must pay a skills development levy and the South African Revenue Services will be the national collection agency (Grobler et.al, 2002 : 350).

b(vii) The National Human Resource Development Strategy

The Human Resource Development Strategy of South Africa is an effort to realise one of the key programmes of the Reconstruction and Development Programme, which is development of human resources. One of the five objectives of the strategy is to increase employer participation in life long learning. To achieve this objective, several indicative actions have been listed and one which is relevant to this study is public sector education and training to support service delivery. This indicative action specifies the following:

- ❖ The Department of Public Service and Administration and Public Service Education and Training Authority specify transversal skills areas that are a priority for the public service, in consultation with other government department.
- ❖ That the South African Management Development Institute (SAMDI) and other providers prepare to deliver programmes in short term.
- ❖ That Public Service Education and Training Authority (PSETA) manages the South African Qualifications Authority (SAQA) standards setting and qualification design, curriculum and material development, assessor training and registration, provider accreditation. It should also undertake monitoring and evaluation through work place skills plans.
- ❖ That in the short-term existing programmes should be used. In the longer term, government departments with their line Sector Education and Training Authorities (SETAs) ensure standards available for functional training.
- ❖ That all government departments prepare Integrated Workplace Skills Plans including both Transversal and Functional skills priorities drawn down from service delivery targets.
- ❖ That departmental training budgets should be aligned to skills plans.

- ❖ That Workplace Skills Plans should be submitted to both PSETA and line-function SETAs for quality assessment against public service and sector priorities respectively.
- ❖ That plans be implemented, monitored and evaluated (HRD Strategy, 2000 :17).

These actions have far reaching implications for management development in the public service in that, if they are not undertaken, the objectives of service delivery would not be achieved and management would be held responsible for lack of performance.

b(viii) The White Paper on Public Service Training and Education of 1998

The White Paper on Public Service Training and Education, of 1998 aims to provide a new national strategic policy framework on training and education for public servants which would contribute positively to the goal of public service transformation. The White Paper also aims to bring public service training and education in line with international best practices, current global trends in human resource development, and the national strategic policy context (WPPSTE, 1998 : 21). The White Paper addresses the training and education needs of senior management and senior professional staff, amongst others.

It also establishes a clear and effective basis for the development of national norms and standards to inform and guide public service training policy (WPPSTE, 1998 : 39).

Further, according to the White Paper on Public Service Training and Education (1998 :400) the formation, implementation, and evaluation of programmes of public service training and education would be carried out in accordance with the following broad principles:

- i Access and entitlement: all public servants will be entitled to ongoing and meaningful opportunities for training and education, on recruitment throughout their working lives.
- ii Needs analysis-programmes of training and education will be based on a detailed assessment of the needs of individual organisations and employees, and will be designed in particular to secure an optimal fit between these two sets of needs.
- iii A competency-based approach to learning outcomes- the new approach to public service training and education will focus on outcomes rather than inputs, with particular reference to the competence required at different levels to build individual and organisational capacity.
- iv Integration between policy- formation, strategic planning and transformation-far from being marginalised, as in the past, it will be expected of government departments and provincial administrations to systematically link training and education to the broader process of policy formulation, strategic planning, and transformation, at national, departmental and provincial levels, particularly in relation to service delivery, institution building and management, human resource management, and representativity and affirmative action.

- v Adequate resourcing-will be vital for the success of the training and education system and will be ensured in particularly integrating plans and priorities for training and education as a central element in the budget planning process, at national, departmental and provincial levels.
- vi Flexibility and decentralisation-to ensure that programmes of training and education are designed flexibly to meet the individual and changing needs of particular departments and provinces, responsibility will be decentralised as much as possible, within agreed norms and standards.
- vii Career pathing - programmes of training and education will be targeted in particular at facilitating career paths for all staff that promote progression (vertical and lateral) and productivity and for this reason such programmes will need to be positively related to policies on recruitment, promotion, grading, remuneration and performance appraisal.
- viii Lifelong learning- public service training and education will be linked to the National Qualifications Framework (NQF) in ways which promote life long learning and the development of portable skills and competence. PSTE will also be linked to the Department of Labour's Skills Development Strategy, particularly through the development of appropriate learnerships for the service.

- ix Learning organisations- training, education and development will be promoted in ways, which enable public service institutions to become learning organisations, capable of continuous development, and adaptation through the creative integration of learning with work at all levels.
- x Quality and cost- effectiveness-will be promoted through the effective utilisation of available resources, the avoidance of duplication, the establishment of effective structures and mechanisms for the coordination of training and education at national and provincial levels, the introduction of improved forms of standard setting and accreditation and the targeting of training and education at activities that add value by developing skills, knowledge and attitude that can be readily transferred to the jobs.
- xi Equity and empowerment-training and education will be linked to broader plans and programmes for promoting employment and occupational equity and will be targeted in particular at the empowerment of historically disadvantaged groups.
- xii Consultation and participation- to ensure broad commitment and support to all levels within the public service, plans and programmes for training and education will be formulated, implemented and evaluated with the full participation and involvement of the public service unions and all other stakeholders.

- xiii Information and communication- information about training and education opportunities will be collected and collated, and effectively disseminated at all levels throughout the public service.
- xiv Effective design and delivery- to enhance the relevance, quality and cost-effectiveness of training and education, programmes will be designed and delivered in accordance with the twelve training principles set out in chapter C of the Public Service Staff Code.
- xv Monitoring and evaluation- in order to ensure that plans and programmes of training and education are carried out through the public service in accordance with the above principles, effective mechanisms for ongoing monitoring and education will be put into place.
- xvi Elevating the status of training and trainers- to ensure that training, education and human resource development more generally play an increasingly strategic and integral part in the building of a new public service in South Africa. The position, role status of trainers as human resource specialist will need to be significantly redefined and enhanced (WPPSTE, 1998: 39-42).

b(ix) Public Service Regulations, 2001

According to the Public Service Regulations, (2001:31) employees should have ongoing and equitable access to training geared towards achieving an efficient,

non-partisan and representative public service. Training should support work performance and career development. It should become increasingly driven by needs, and link strategically to broader human resource management practices and programmes aimed at enhancing employment equity and representativeness. This implies management development activities that should address issues related to employment equity. Further, the Public Service Regulations, 2001 provide that the head of the Department should ensure that sufficient funds are available for the training of employees at all grades (Public Service Regulations, 2001:31).

There are a number of other legislative and policy instruments that may not have been referred to in this study but are still significant in shaping management development and training in the South African Public Service. Such instruments have been left out for the purpose of this study.

c) Key role players

As set out in the White Paper on Public Service Training and Education (1998 :58) role players are to be identified in order to avoid duplication and to promote clear lines of responsibility and accountability. These role players are given below in terms of their responsibility.

c(i) The Department of Public Service and Administration has the following responsibilities.

- ❖ To take over all responsibility for the effective formation, implementation and monitoring and review of the new approach to Public Service Training and Education (PSTE);

- ❖ To translate the broad policy framework in the WPPSTE into specific and achievable policy objectives, norms and standards, performance measures and timeframes;
- ❖ To ensure that these processes are based on effective consultation and liaison with all major stakeholders;
- ❖ To ensure that the PSTE policy is strategically linked to key transformation goals and process;
- ❖ To ensure that the PSTE policy is effectively coordinated at national and provincial levels;
- ❖ To develop an effective communications strategy for promoting the new approach to PSTE;
- ❖ To develop an appropriate financial resource strategy to support the new approach to PSTE (WPPSTE, 1998 : 61).

c(ii) Heads of departments are responsible for the following:

- ❖ To take overall responsibility for operational decision making, planning and implementation with respect to PSTE.
- ❖ To ensure that a departmental training and education strategy is formulated in consultation with stakeholders and implemented in partnership with providers.
- ❖ To ensure that such strategic plans are based on a detailed needs assessment (of both individual or organisational needs) and skills audit;
- ❖ To ensure that strategic plans for PSTE are effectively integrated into broader plans for human resources and organisational development, as well as into the budgetary process;

- ❖ To ensure that the plans are strategically linked to the achievement of transformation goals; and
- ❖ To ensure effective opportunities for meaningful participation by staff and unions in the design, implementing and monitoring of the training strategy (WPPSTE, 1998 :61).

c(iii) Employee organisations (particularly those represented on the Public Service Coordinating Bargaining Council)

Employee organisations are responsible for the following:

- ❖ To play a key co-determining role in all PSTE processes (strategic policy formulation, operational planning, implementation, and monitoring and evaluation);
- ❖ To ensure in particular that employee interests are actively safeguarded and pursued in the formulation and implementation of the new approach to PSTE; and
- ❖ To negotiate collective agreements on matters of mutual interest with respect to PSTE.

c(iv) Public Service Commission (PSC)

has the following responsibilities :

- ❖ To conduct applied research on the Public Service Training and Education.
- ❖ To monitor, inspect and evaluate the implementation of the Public Service Training and Education policy;
- ❖ To provide advice on policy; and

- ❖ To generate public debate, through its reports to Parliament and Provincial Legislatures, on the effectiveness of the public service training.

c(v) **Public Sector Education and Training Authority (PSETA),**
would have the following responsibilities:

- ❖ To take the lead role in the standard setting, accreditation and quality assurance with respect to PSTE (particularly in respect of transversal training and education), and a key role with respect to standard setting and qualifications.
- ❖ To promote a strategic approach to human resources development within the public service;
- ❖ To market and promote the value of training and education throughout the public service;
- ❖ To design and recommend appropriate learnerships for the service;
- ❖ To cooperate with the national effort to promote capacity building, skills development and effective forms of labour markets intelligence,
- ❖ To promote effective partnerships between public and private interests with respect to PSTE; and
- ❖ To play a role in ensuring appropriate financial provision for PSTE (WPPSTE, 1998 :62).

c(vi) Portfolio Committee on Public Service and Administration

is responsible:

- ❖ To ensure that the policy proposal in the WWPSTE are representative of the views of a wide range of stakeholders, within and outside the public service;
- ❖ To request, receive and evaluate progress reports, with a view to playing a pro-active “watchdog” role;
- ❖ To generate research and analysis to inform the ongoing policy and review process; and
- ❖ To develop and steer the process of legislative change necessary to give full effect to the WPPSTE (WPPSTE 1998: 62).

c(vii) Training Committees (Departmental and Provincial)

are responsible for the following:

- ❖ To ensure that training strategies at the operational level are designed, delivered and monitored in a consultative, participative, transparent and equitable way;
- ❖ To communicate information about training policy and programmes to all staff at all levels; and
- ❖ To help to align training policy with the expressed needs of employees (WPPSTE, 1998 :62).

c(viii) Training Providers (Internal providers such as the South African Management Development Institute, and Provincial Training Bodies, plus tertiary institutions, NGOs and Private Sector Bodies) are responsible for the following:

- ❖ To provide relevant and high quality education and training courses.
- ❖ To provide advice on capacity building and training matters generally to departments and provinces;
- ❖ To carry out research and publication;
- ❖ To make inputs into the formulation and implementation of education and training research;
- ❖ To promote collaboration between provincial bodies and external training providers; and
- ❖ To liaise with donors (WPPSTE, 1998 :63).

c(ix) Association of Accredited Training Education Providers (AATEP) are responsible for the following:

- ❖ To ensure the effective planning and coordination of the work of internal providers, provincial training bodies and external providers;
- ❖ To make inputs into the policy process;
- ❖ To share and disseminate ideas and information, especially about new approaches to PSTE;
- ❖ To promote uniformity and consistency in standards and quality;
- ❖ To engage in mutual capacity building and innovative partnerships; and
- ❖ To engage in joint fund-raising (WPPSTE, 1998:63).

c(x) Public Sector Forums are responsible:

- ❖ To play a pivotal consultative and advisory role with respect to transformation issues generally and Public Service Training and Education in particular;
- ❖ To provide an inclusive forum for participation by all key stakeholders, including civil society organisations; and
- ❖ To assist in promoting transformation issues with respect to the public service in general and PSTE in particular (WPPSTE, 1998:63).

c(xi) Transformation Units

Transformation Units would be responsible for the following:

- ❖ To ensure that issues relating to transformation generally and PSTE in particular are actively pursued at departmental and provincial levels; and
- ❖ To ensure an effective employee input into these processes (WPPSTE, 1998:63).

2.13.2 Senior Management Service

The South African Public Service has established a Senior Management Service (SMS). A study conducted into the senior management and professional echelons of the Public Service has found that the effectiveness of this group impacts on the overall ability of the Public Service to deliver on its mandate (Human Resource Development Strategy for Public Service, 2002:46). The Minister for the Public Service and Administration commissioned a study on the senior layer of the public service. Issues highlighted in the study were the recruitment and selection of senior managers and professionals, their retention, terms and conditions of service, competency requirements and career

management. The report on the study confirmed the following persistent problems:

- ❖ High turnover rates in scarce occupations and problems in recruiting and retaining skilled senior personnel;
- ❖ Poor levels of performance and skills among some senior staff, leading to inadequate service delivery;
- ❖ Under-developed performance assessment systems; not withstanding positive developments in introducing performance agreements;
- ❖ Insufficient attention to training and development and nurturing of a sustainable senior executive corps; and
- ❖ Little horizontal mobility due to rigidities in the employment framework and under-development of core leadership/managerial competencies (Policy Statement on the Establishment of a Senior Management Service in the Public Service, 2000:1).

The report also highlighted the uneven distribution of managers in the top layers. Significantly, the study revealed that although 70% of the public servants are located in the provinces, 60% of senior managers are located in national departments. This implied that provinces were under-managed and require additional high-level capacity.

To professionalise the senior management level of the Public Service, Cabinet endorsed the establishment of the Senior Management Service. On 01 January 2001 the Senior Management Service was established. The SMS includes employees on salary level 13 or higher. This includes heads of departments and other senior managerial and technical executives of the Public Service. The SMS process includes distinguishing between managers and professionals, rigorous recruitment and selection systems, competency profiling of all new and current

senior executives in relation to their jobs, performance assessment systems, training and development regimes, and flexible remuneration systems (Human Resource Development Strategy for the Public Service, 2002:46).

To address the need for improved human resource development, heads of departments are responsible for identifying the developmental needs of managers and for devising appropriate skills development strategies. The Department of Public Service and Administration (DPSA) and the South African Management Development Institute (SAMDI) would provide departments with guidelines and support on techniques such as mentoring, coaching, accelerated development and succession planning.

Further, in terms of the DPSA (2002:46), it is envisaged that:

- ❖ SAQA- certified courses that are public service-oriented will be developed, in conjunction with suitable institutions;
- ❖ SAMDI, in conjunction with other role-players, will develop standard management orientation courses for lateral entrants as well as training and development programmes for other managers that are based on core managerial or leadership competencies and are linked to individual competency assessment and sector skills plans;
- ❖ Guidelines will be developed to familiarise newly appointed managers and professionals with the systems and routines of government and their terms or conditions of service; and
- ❖ Frameworks will be developed to allow for the secondment of public sectors for growth and development purposes as well as sabbatical leave for research studies (DPSA, 2002:46).

It is evident from the above stated points that guidelines and frameworks for management development are still to be developed. This research study will hopefully contribute to the development of some of these guidelines and frameworks as indicated in Chapter1.

2.13.2.1 Competency framework for Senior Management Service

For any management development to achieve its objectives, it should address itself to a blend of knowledge, skills, behaviour and aptitude that a person at senior management level can apply in the work environment, which indicates a person's ability to meet the requirements of a specific post (DPSA, 2002: 1). The South African Public Service has designed a Senior Management Service Framework, which is aimed at ensuring that senior managers have the requisite competencies and associated proficiency levels to succeed at the strategic level.

Eleven critical generic rather than functional or technical competencies have been developed. These competencies are:

- Strategic Capability and Leadership, Programme and Project Management, Financial Management, Change Management, Knowledge Management, Service Delivery Innovation, Problem Solving and Analysis, People Management and Empowerment, Client Orientation and Customer Focus, Communication, Honesty and Integrity (DPSA, 2002: 3).

The Senior Management Service Framework does not describe the functions or responsibilities of particular senior management levels. The functions are based on the requirements for the whole of the Senior Management Service in both its current and emerging form (DPSA, 2002: 1) The Senior Management Service

Competency Framework has four proficiency levels that consist of specific behavioural indicators that noticeably reflect different expected levels of performance or expertise as depicted in figure 1.

Figure one (1) depicts the Senior Management Service Competency Framework Proficiency level guide.

Figure 1: SMS Competency framework proficiency level guide.
(DPSA, 2002:4)

Proficiency Level	Description
Basic	Applies basic concepts and methods but requires supervision and coaching
Competent	Independently develops and applies more advanced concepts and methods. Plans and guides the work of others. Performs analysis.
Advanced	Understands and applies more complex concepts and methods. Leads and directs people or groups of recognised specialists. Able to perform in depth analysis.
Expert	Sought out for deep, specialised expertise. Leads the direction of the organisation. Defines model/theory.

This study did not focus on the SMS Competency Framework, rather, it recognised the relationship between management development and their competencies. The management development effort or activity should be directed at the improvement of the performance of senior managers in their critical competencies.

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2.13.2.2 Current programmes for senior managers

There are several management development programmes for senior managers that are currently offered under the auspices of the South African Management Development Institute. The following discussion focuses on these programmes.

There is the senior management service programme, which serves as an orientation to managers who are part of the senior management service. It is said to be also a point of departure for modules in the Presidential Strategic Leadership Development Programme. The programme aims to introduce senior managers to the senior management service in order to help them understand their roles and further development opportunities within the public service. The main objective of the programme is to build capacity in provincial and national management echelon towards improved leadership and integrated management (SAMDI Prospectus, no date: 1).

- ❖ There is also the Presidential Strategic Leadership Development Programme, which was informed by a needs analysis conducted amongst directors-general (DPSA, 2002: 47). It is a high level strategic leadership development programme aimed at increasing the capacity of senior management in the public service. It seeks to achieve, through the development of strong leaders, the President's vision of a highly effective public service, which works to improve the lives of the South African people (SAMDI, 2000: 2).
- ❖ There is the Ministerial Support Programme aimed at improving service delivery, performance and support in the offices of

ministers, premiers and Members of the Executive Council. Its key outputs are:

- An organisational needs assessment of the relevant and targeted office-bearers;
 - A skills and competency profiling of all support staff; and
 - Training of support staff in the structures and core functions of the political offices concerned and training related to the key policies and prescripts that regulate the operations of these particular offices and the public service in general (DPSA, 2002: 47).
-
- ❖ The Human Resource Management Programme is aimed at developing the knowledge and skills of human resource management and labour relations practitioners, as well as managers in the following areas, human resource management, human resource planning, performance management, staffing and remuneration, job evaluation, dispute resolution, grievance procedures (DPSA, 2002: 47).
-
- ❖ The Provisioning Management and Administration Training Programme aims to provide training in provisioning administration, which will enable professional service delivery to all departments and provincial administrations (DPSA, 2002:48).
-
- ❖ The Service Delivery Programme aims to enable managers to support service delivery improvement initiatives and equip them with the tools to compile an organisation wide service delivery improvement plan based on customer's needs.

- ❖ The Senior Executive Programme is targeting experienced and high-potential managers who currently hold senior management positions or are potential senior managers. It is aimed at strengthening the strategic capabilities of managers in Southern Africa to compete successfully in the global business world, skills transfer, technology, knowledge and expertise to Southern Africa, enhance the leadership skills of top managers in the public, private, public enterprises and non-profit sectors, as well as unions, stimulate the regions plans for capacity building and contribute to interrelationships between business and government (DPSA, 2002:50).

2.13.3 Management development in the Public Service of the North West Province

Most of the information regarding management development in the South African public service applies to the North West public service. The North West Provincial Administration forms part of the South African public service. The policy and legislative framework already referred to affects the Provincial Administrations given the fact that South Africa is a unitary state. Several issues that are peculiar to the North West Provincial Administration will be singled out for discussion. These issues include the organisation of the North West Provincial Administration, purpose, function, vision, mission, strategic goals and the management development responsibility of the office of the Premier in the North West Province.

2.13.3.1 Organisation of the administration of the North West Province.

In terms of chapter 6 of the Constitution of the Republic of South Africa,(Act 108 of 1996: 54) the executive authority of a province is vested in the premier of the province. The overall composition and structure of the executive arm of the provincial government should be in support of the executive and strategic role and functions of the Premier and his or her office (Department of the Premier, 1996: 2). The office of the Premier in the North West Provincial government is responsible for coordinating the functions of the Provincial administration and its departments. The office of the Premier, also administers national legislation outside the functional areas listed in schedules 4 and 5 of the Constitution, within the Province.

As such the White Paper on Public Service Training and Education (1998: 58) prescribes that the main responsibility with regard to strategic policy formulation, coordination and communication on public service training and education in the province lies with the head of the provincial administration. Further, the main responsibility at the operational level for developing and implementing training and education strategies will be decentralised to heads of departments at national and provincial levels. Advice and support will be sought from human resource directors, departmental and provincial training committees, and workplace forums (WPPSTE, 1998: 58).

To effect the prescriptions of the White Paper on Public Service Training and Education, the office of the Premier has established a directorate for Human Resource Development (HRD) that is charged with the task of policy formulation, coordination, communication and implementation within the provincial public service.

To support the role of the directorate for HRD, the provincial departments have appointed personnel responsible for HRD. These departments are the Department of Agriculture, Conservation and Environment, the Department of Economic Development and Tourism, the Department of Education, the Department of Finance, the Department of Health, the Department of Developmental Local Government and Housing, the Office of the Premier, the Department of Public Works and Roads, the Secretariat for Provincial Safety and Liaison, the Department of Transport and the provincial legislature (Office of the Premier, Annual Report 2001/2002: 31).

Members of the senior management service in the province are approximately hundred and seventeen. This number is approximated as other departments failed to give actual numbers of senior management service members.

This approximated number is not the number of senior management positions but the number of positions that are filled. Figure 2 reflects the actual breakdown of the positions per department.

Figure 2: Representation of the filled Senior Management Service positions in the public service of the North West Province as at February 2003.

Department	DG	DDG	CD's	D
1. Premier	1	1	4	6
2. Agriculture, Conservation and Environment		1	4	6
3. Economic Development and Tourism.		1	3	5
4. Education		1	5	9
5. Finance		2	4	7
6. Health		1	3	10
7. Developmental Local Government & Housing		1	3	3
8. Public Works and Roads		1	4	5
9. Social Services, Arts, Culture and Sport			4	10
10. Transport		1	2	4
11. Secretariat for Safety and Liaison			1	4

2.13.3.2 Vision of the office of the Premier

The office aims to be the leader in integrated provincial management support services towards effective provincial governance (Office of the Premier Annual Report 2001/2002: 10).

2.13.3.3 The mission of the office of the Premier

The mission of the office of the Premier is to provide integrated provincial management support services for more effective provincial governance, thereby enhancing the quality of life for the people of the North West Province (Office of the Premier's Annual Report 2001/2002: 10).

2.13.3.4 Strategic goals of the Office of the Premier

The Office of the Premier has four strategic goals namely:

- ❖ To contribute towards optimal co-operative governance locally, provincially, nationally and internationally;
- ❖ To contribute towards optimal provincial governance system of planning, monitoring, evaluation and intervention;
- ❖ To contribute towards optional governance or government information management; and
- ❖ To ensure office service excellence (Office of the Premier's Annual Report 2001/2002: 13).

2.13.3.5 Training and management development initiatives undertaken in the North West Province

The office of the Premier has strengthened provincial senior management capacity building by facilitating appropriate training. This training includes the following:

- ❖ The facilitation, through SAMDI, of the attendance of a Leadership Development Workshop in Malaysia, by five provincial senior managers;
- ❖ The attendance by all HODS and a number of senior staff of a half a day workshop on knowledge management presented by the National Department of Communications;
- ❖ Negotiations with SAMDI are in process to continue with the next phase of the Presidential Strategic Leadership Development Programme for Members of the Executive Council and Senior Provincial Management;
- ❖ Facilitating the attendance of a three-day CAPAM Conference on Public Service Delivery attended by the Director General and five senior provincial managers from other Departments; and
- ❖ Conceived, initiated, coordinated and monitored the implementation of the first phase of the provincial capacity building programme in programme and project management (Office of the Premier of the North West Province Annual Report 2001/2002: 37-38).

2.14 CONCLUSION

This chapter provided the literature review related to management development. Concepts related to management development were defined. It is in the definition of these concepts that an understanding of management development, not only in the public service of the North West, but also internationally is grasped. The overview on management development assisted in explaining management development techniques that are in existence. These techniques provide a much-needed basis for the evaluative work of this study. The next chapter will focus on the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter on research design and methodology focuses on clarifying the type of study and methods of data collection and analysis. The chapter reflects the target and accessible population of the study, the research sample, the sampling technique employed, data collection methods and data analysis procedures and techniques is also explained.

3.2 RESEARCH DESIGN

According to Kerlinger (1986:279) a research design is the plan and structure of investigation so conceived as to obtain answers to research questions. It refers to one's overall research approach and justification of the use of such an approach with regards to the problem under investigation (Imenda and Muyangwa, 2000:113).

Denscombe (1998:3) defines a research design as a matter of "horses for courses" where approaches are selected because they are appropriate for specific aspects of investigation and specific kinds of problems. They are chosen as "fit for purpose".

This study was a summative evaluative study in that it sought to determine the effectiveness of the management development activity of the North West Provincial Administration relative to general practice. In summative evaluation

studies, products, courses or programmes are set against the original objectives in order to measure their effectiveness, appropriateness and/or relevance in meeting such objectives (Imenda and Muyangwa, 2000:41).

According to Mouton et al (2000:83) evaluation may be done to provide information for decision makers who are wondering whether to fund, terminate or purchase an item. Once a programme has reached certain “maturity”, questions might be asked about its continuation or termination in which case summative evaluation would be appropriate.

3.3 TARGET POPULATION AND RESEARCH SAMPLE

The target population is defined as the group of subjects to whom the findings of the study will be generalised (Imenda and Muyangwa, 2000:117). For this study, the senior management service of the North West province was chosen as the target population. The senior management service, in terms of the Public Service Regulations (2001:44) consists of employees who immediately before 01 January 2001 were remunerated on grade 13 and higher. Therefore it refers to directors general, deputy directors general, chief directors and directors posts including other professional posts in the Office of the Premier, the Departments of Agriculture, Conservation and Environment, Economic Development and Tourism, Education, Finance, Health, Developmental Local Government and Housing, Public Works and Roads, Social Services, Arts, Culture and Sport, Transport, and the Secretariat for Provincial Safety and Liaison.

From the target population the research sample was determined. According to Imenda and Muyangwa (2000: 118) the research sample is a small group of subjects that possesses the main characteristics of the target population. It is a group of people taking part in a given study and from whom information is to be

collected. The research sample in this study was made up of senior management service personnel from the following Departments:

- ❖ Office of the Premier;
- ❖ Department of Health;
- ❖ Department of Developmental Local Government and Housing;
- ❖ Department of Public Works and Roads;
- ❖ Department of Finance; and
- ❖ Department of Social Services, Arts, Culture and Sport.

The total number of senior management positions filled in these Departments made up the targeted responses. This number was seventy (70) and represented per Department and also showed the different positions occupied by respondents.

This sample size was considered representative enough such that generalisation about results of this research could be made to the target population to a large degree. Simple random sampling technique was employed in this research study. In simple random sampling, all the individuals and departments in the defined population had an equal and independent chance of being selected as part of the sample. By independent is meant that the selection of one individual does not affect in any way the chances of selection of any other individual (Imenda and Muyangwa, 2000: 120). All in all there were eleven Provincial Departments and any six (6) of them would have been selected to form the sample size for this research study.

3.4 RESEARCH METHODOLOGY

This study was both qualitative and quantitative in nature and required the use of a questionnaire, document study (scrutiny of written material) and interviews for

the purpose of collecting or obtaining facts, data and information. It is important to explain these data collection instruments.

3.4.1 Document study

Documentary sources that were scrutinised include published books and academic journals related to the research study topic. A variety of Government publications were also scrutinised. These included acts and regulations, policy guidelines and official records and reports from respective departments. The documentary sources were on management development in the public service.

This document study served the necessary accumulated wisdom on which the research was based. It also gave the latest cutting-edge ideas from different authors and researchers, which can shape the direction of the research (Denscombe, 1998: 158).

3.4.2 Structured questionnaire

The structured questionnaire was preferred as it allowed for consistency and precision in terms of the wording of the questions, and made the processing of the answers easier.

The research questionnaire consisted of the following sections;

Section A: Personal and organisational data;

Section B: In this section seventeen management development activities were cast into instrument form as adapted from Jones and Woodcock (1985:15-24). Each of the activities contained a brief summary of its meaning and a rating scale. A five point Likert type scale was used to indicate the degree of occurrence, such as e.g.

- A = a strong feature of our programme;
- B = a moderate successful feature;
- C = an area needing much improvement;
- D = not applicable but should be;
- E = not applicable to our organisation.

This section was used to identify and evaluate the various components of the public service management development activity. This section is known as the Management Development Activity Assessment (MDAA).

Section C: This section, the Management Development Audit (MDA), is based on a mixture of the findings of objective research studies conducted both in the United States and the United Kingdom and on the judgements of management development observers (Jones and Woodcock, 1985: 26). This section was used in conjunction with the MDAA to provide a more comprehensive view of the adequacy of the programme and its support. The order of the items in the MDA was randomised and eighteen were worded negatively, that is, their scoring was reversed. These two management development techniques were used to minimise response biases (Jones and Woodcock, 1985: 26). For this section another Likert-type scale was used to indicate the degree of occurrence e.g :

- SA = Strongly agree that this is the situation in our organisation.
- A = Agree that this condition exists.
- U = Undecided or uncertain that this describes our situation.
- D = Disagree that this statement is true here.
- SD = Strongly disagree that this is true in our organisation.

3.4.3 Unstructured interviews

Unstructured interviews were conducted with six (6) human resource development directorates of departments, which form part of the research sample. Ordinarily no schedule was used for unstructured interviews (Kerlinger, 1986: 441). However, interview schedules were used in this research work so as to serve as a planned guide for the researcher.

3.4.4 Pilot Study

According to Imenda and Muyangwa (2000: 90) a pilot study is a preliminary trial of research measures and techniques intended to ascertain their appropriateness in addressing the stated research questions and objectives. It is intended for validation of this research or data collection instruments. The original descriptive statements of the pilot questionnaire were discussed with ten (10) human resource directors in the public service of the North West Province. These individuals who participated in the pilot study were selected on the basis of their significant knowledge in the area of management development. The original descriptive statements were discussed and revised with these human resource directors. The research questionnaire was derived, by including the improvements suggested on the pilot questionnaire.

3.4.5 Data Collection Procedures

The data collection procedures involved making all the necessary administrative arrangements leading to sampling and actually administering the research instruments (Imenda and Muyangwa, 2000: 91). For the purpose of this study permission to conduct this research was requested from the Heads of Public Service Departments of the North West Province, including the Director-General's office. Permission was also requested from the research sample members so as to obtain their consent to participate in the research study.

3.4.6 Data analysis procedures

A combination of both qualitative and quantitative methods of data analysis were employed in this research study. Concerning the Management Development Activity Assessment (MDAA) when all members of the research sample had completed the scale, their data was pooled on a summary page. Then a study was made of the distributions of ratings to isolate those programme aspects that needed to be strengthened and added. In the case of the Management Development Audit, a scoring and interpretation worksheet was designed and explained here under.

The procedure for scoring the Management Development Audit is explained below (Jones and Woodcock, 1985: 31-33)

1. The item numbers listed below were circled.

2, 8, 18, 22, 25, 27, 30, 31, 33, 36, 38, 41, 43, 45, 47, 49, 53, and 60
--

2. In front of these items the following scores were assigned:

SA = 1, A = 2, U = 3, D = 4, SD = 5.

3. Then the researcher had to go back and score all the remaining items in the reverse way:

SA = 5, A = 4, U = 3, D = 2, SD = 1.

4. Then all the sixty items scored were added up to obtain the overall score and written in the box provided. This score could range from 60 to 300.

Overall Score

The higher the score the closer the management development programme is to the “ideal” situation, according to research and authoritative opinion. A rough idea of what the score meant is given in the following scale:

- 252-300: Conditions are extremely favourable for the organisation’s management development programme to be successful.
- 204-251: The organisation’s management development is being supported adequately, but there is room for growth.
- 156-203: If the management development programme is to meet the needs of both the system and its employees, it clearly needs more management support.
- 108- 155: There are numerous conditions in this organisation that make it difficult for the management development programme to be effective.
- 60- 107: It is unlikely that management development can be carried

out well under these organisational conditions.

Once the research sample members had completed the Management Development Audit (MDA) their scores were tallied in the boxes below. Look for “bunching” of scores to determine overall programme assessment.

	280-300
	260-279
	240- 259
	220- 239
	200- 219
	180- 199
	160 -179
	140- 159
	120-139
	100- 119
	80- 99
	60 -79

One on one interviews were employed as a method for data collection. This method of interview involved a meeting between one researcher and one informant. The interviewer was prepared to be flexible in terms of the order in which he or she considered issues, and let the interviewee develop ideas and speak more widely on the issues raised by the researcher (Denscombe, 1998: 114).

3.5 CONCLUSION

This chapter has presented information on the research design and methodology in this study. It has involved explaining how one intended to go about

conducting the investigation. The type of study (research design) has also been explained as evaluation research.

The research sample used has been explained. Three main data collection instruments have been chosen. These are document study, a structured questionnaire and interviews. The data collection procedures followed during the research study have been explained and data analysis procedures have also been explained.

The next chapter will focus of the presentation of data.

CHAPTER 4

DATA COLLECTION AND PRESENTATION

4.1 INTRODUCTION

This chapter deals with the presentation of data collected. Some of the data was collected through the structured questionnaire method and the other through unstructured interviews (Refer to annexure I and J). Section A of the structured questionnaire deals with the presentation of biographical data, section B with the Management Development Activity Assessment and section C with the Management Development Audit. An existing instrument was for the purpose of the study. It has been adapted from a version that was used by Jones and Woodcock (1985: 15-33).

4.2 DATA COLLECTION

The questionnaires were administered to respondents from the period 14 March to 26 September 2003. Complete anonymity was guaranteed because no name was reflected on the questionnaires as they were completed. The entire senior management positions that were said to have been filled at the time of conducting this research were hundred and sixteen (116). The sample size targeted by the research was seventy (70) from six (6) provincial departments. Out of seventy (70) copies of the questionnaire distributed for data collection, only thirty-nine (39) were returned fully completed. This resulted into a response rate of fifty-six percent (56%). Five questionnaires were returned uncompleted. Twenty-six (26) questionnaires were not returned. The reason for five questionnaires to be returned blank was given as absence from duty. The twenty-six (26) respondents who did not return the questionnaires did not submit any reason for not completing the questionnaires.

The researcher kept on following up on the questionnaire with visits to work stations of the respondents affected, still there was no response. The six Departments were randomly chosen. In addition, six (6) human resources directors were interviewed, one from each of the six (6) Departments.

4.3 DATA PRESENTATION

4.3.1 BIOGRAPHICAL DATA (SECTION A)

This biographical data relate to section A of the structured questionnaire, which covered job titles of respondents and names of departments from which respondents came.

4.3.1.1 Job titles of respondents

Two of the respondents were Deputy Directors General, ten were Chief Directors, and twenty seven of the respondents were Directors. This gives a total number of thirty nine respondents.

4.3.1.2 Response per Department

Four of the respondents were from the Office of the Premier.

Six were from the Department of Finance.

Ten were from the Department of Health.

Seven were from the Department of Development Local Government and Housing.

Eight were from the Department of Public Works and Roads.

Four respondents were from the Department of Social Services, Arts, Culture and Sport.

This gives a total number of thirty nine respondents.

4.3.2 THE PROVINCIAL MANAGEMENT DEVELOPMENT ACTIVITY (SECTION B)

4.3.2.1 In – House training: Courses organised by trainers and conducted internally.

A strong feature of our programme	7
A moderately successful feature	11
An area needing improvement	18
An option not available but which should be	2
Not applicable to our organisation	1
Total	39

4.3.2.2 External training: Sending persons to outside courses, for special training and/or academic degrees.

A strong feature of our programme	12
A moderately successful feature	18
An area needing improvement	8
An option not available but which should be	0
Not applicable to our organisation	1
Total	39

4.3.2.3 Training centre: An organisation orientated training facility usually restricted to in-house training.

A strong feature of our programme	5
A moderately successful feature	11
An area needing improvement	7
An option not available but which should be	11
Not applicable to our organisation	5

Total 39
4.3.2.4 Performance review: Regularly scheduled appraisal of employee job performance.

A strong feature of our programme	13
A moderately successful feature	8
An area needing improvement	15
An option not available but which should be	3
Not applicable to our organisation	0
Total	39

4.3.2.5 Career development: Counselling for employees to manage their own careers within the organization.

A strong feature of our programme	2
A moderately successful feature	7
An area needing improvement	24
An option not available but which should be	6
Not applicable to our organisation	0
Total	39

4.3.2.6 Job rotation: Programmatic shifting through various jobs to develop skills, technical expertise and perspective.

A strong feature of our programme	2
A moderately successful feature	3
An area needing improvement	14
An option not available but which should be	14
Not applicable to our organisation	6
Total	39

4.3.2.7 Secondments: Temporary assignments, usually within the organisation.

A strong feature of our programme	5
A moderately successful feature	8
An area needing improvement	10
An option not available but which should be	10
Not applicable to our organisation	6
Total	39

4.3.2.8 International assignments: Temporary assignments within organisations in other countries.

A strong feature of our programme	2
A moderately successful feature	5
An area needing improvement	6
An option not available but which should be	10
Not applicable to our organisation	16
Total	39

4.3.2.9 Using consultants: Bringing in outside trainers to work in management development activities.

A strong feature of our programme	7
A moderately successful feature	14
An area needing improvement	8
An option not available but which should be	4
Not applicable to our organisation	6
Total	39

4.3.2.10 Mentoring which is assigning more senior managers to assist new managers in growing into their jobs.

A strong feature of our programme	4
A moderately successful feature	4
An area needing improvement	21
An option not available but which should be	10
Not applicable to our organisation	0
Total	39

4.3.2.11 Counselling: Personal development help for employees in their private concerns.

A strong feature of our programme	5
A moderately successful feature	6
An area needing improvement	19
An option not available but which should be	8
Not applicable to our organisation	1
Total	39

4.3.2.12 Coaching which is on-the-job assistance by supervisors and/or by trainers.

A strong feature of our programme	6
A moderately successful feature	13
An area needing improvement	16
An option not available but which should be	4
Not applicable to our organisation	0
Total	39

4.3.2.13 Organisational role analysis, which is clarifying managers' roles within the organisational context.

A strong feature of our programme	12
A moderately successful feature	10
An area needing improvement	14
An option not available but which should be	2
Not applicable to our organisation	1
Total	39

4.3.2.14 Task forces/project groups, which is cross-departmental groups that study organisational problems, and/or carry out special assignments.

A strong feature of our programme	7
A moderately successful feature	10
An area needing improvement	13
An option not available but which should be	7
Not applicable to our organisation	2
Total	39

4.3.2.15 Seminars, which is teach-each-other events for pooling experience.

A strong feature of our programme	4
A moderately successful feature	9
An area needing improvement	9
An option not available but which should be	15
Not applicable to our organisation	2
Total	39

4.3.2.16 Exchange consulting: Managers consulting each other on technical and/or personnel problems.

A strong feature of our programme	8
A moderately successful feature	8
An area needing improvement	15
An option not available but which should be	5
Not applicable to our organisation	3
Total	39

4.3.2.17 Group training programmes: System wide, small-group-oriented training, such as T-groups, Managerial Grid, Transactional Analysis.

A strong feature of our programme	2
A moderately successful feature	10
An area needing improvement	14
An option not available but which should be	11
Not applicable to our organisation	2
Total	39

4.3.3 THE MANAGEMENT DEVELOPMENT AUDIT (Section C)

Below is a presentation of the data related to the management development audit.

In the Department of the Premier the total scores of the four (4) respondents were 150,195,202, and 207 respectively.

In the Department of Finance the total scores of the six (6) respondents were 183,184,192,196,205, and 205 respectively.

In the Department of Health the total scores of the ten (10) respondents were 173,181,192,192,195,204,205,205,216, and 217 respectively.

In the Department of Developmental Local Government and Housing the total scores of the seven (7) respondents were 158,176,183,195,201,207 and 222 respectively.

In the Department of Public Works the total scores of the seven (7) respondents were 165,178,199,207,210,215,222 and 227 respectively.

In the Department of Social Services the total scores of the four (4) respondents were 210,214,217 and 218 respectively.

4.3.4 INTERVIEWS

Between 14 March and 26 September 2003, interviews were conducted with the Directors: Human Resource Development in the Departments listed in Figure 3 below. The interview schedule used for the unstructured interviews is presented as Annexure C. A total of six Human Resource Directors were interviewed.

Figure 3

Department	Job Title	No. of interviewees
1. Premier	Director: Human Resource Development	One (1)
2. Finance	Director: Human Resource Management	One (1)
3. Health	Director: Human Resource Management	One (1)
4. Developmental Local Government & Housing	Director: Human Resource Management	One (1)

5. Public Works and Roads	Director: Human Resource Management	One (1)
6. Social Services, Arts, Culture and Sport	Director: Human Resource Management	One (1)

Below is the presentation of the data related to the interviews.

Responses

1. Does your Department have a well documented management development plan?

Response Yes : 0
 No : 6

2. Does your Department have a management development Policy?

Response Yes : 1
 No : 5

3. Is there a particular management development strategy known to all senior management officials?

Response Yes : 1
 No : 5

4. Is there a unit responsible for management development?

Response Yes : 2
 No : 4

5. Do you think that there is a relationship between the human resource development strategy of the public service and a management development strategy?

Response Yes : 0
 No : 6

6. Does your Department have a budget for management development?

Response Yes : 1
 No : 5

7. Was there any effort in the past to assess the management development activity of your Department?

Response Yes : 0
 No : 6

8. Is management development in your Department based on the performance management and development system of the public service?

Response Yes : 2
 No : 4

9. Does management development enjoy support from top management in your Department?

Response Yes : 5
 No : 1

10. Did you know how needs for management development are assessed in your Department?

Response Yes : 1
 No : 5

4.4 CONCLUSION

This chapter provided the collection and presentation of data. Some of the data were collected using structured questionnaires and some using unstructured interviews. The data presented above reveals that to a large extent the management development programme in the public service of the North West province, has not been adequate. Only two activities out of seventeen have been found to be performed adequately. The responses from the human resource directors attached to the six Departments have shown that a lot is lacking on the part of them to make sure that the programme is effective. The next chapter will cover data analysis and interpretation.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter deals with the analysis of data and interpretation of the results. A combination of both qualitative and quantitative methods of data analysis as mentioned was employed in this study.

5.2 STRUCTURED QUESTIONNAIRES AND INTERVIEWS

5.2.1 BIOGRAPHICAL DATA ANALYSIS

Biographical data analysis relates to Section A of the structured questionnaire which covered job titles of respondents and names of departments from which respondents came.

5.2.1.1 Figure 4: Job titles of respondents

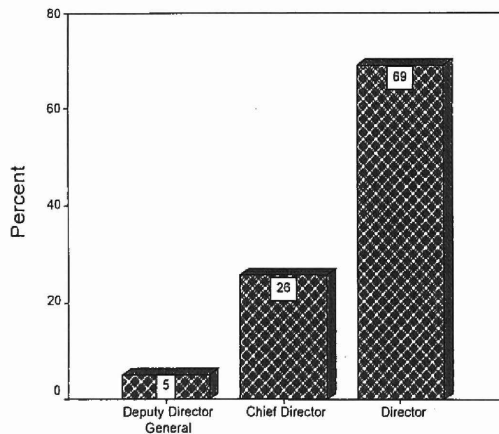


Figure 4 is a bar chart visualising the job titles of the respondents in percentages, which indicates that of the total of thirty-nine respondents only two (5%) were Deputy Directors General, while ten (26%) were Chief Directors and the twenty

seven (69%) respondents were Directors. This gives a total number of thirty nine respondents. It is therefore evident that, the majority of respondents were Directors. This does not mean that Deputy Directors General and Chief Directors, who were in the minority did not respond positively to the questions. Rather, it should be understood that such a response was expected given the nature of the organisational structures of public service Departments. The structures are in the form of a hierarchy, which dictates that at the top of it there should be fewer persons and as one goes down with it there should be more persons.

5.2.1.2 Figure 5: Response rate per Department.

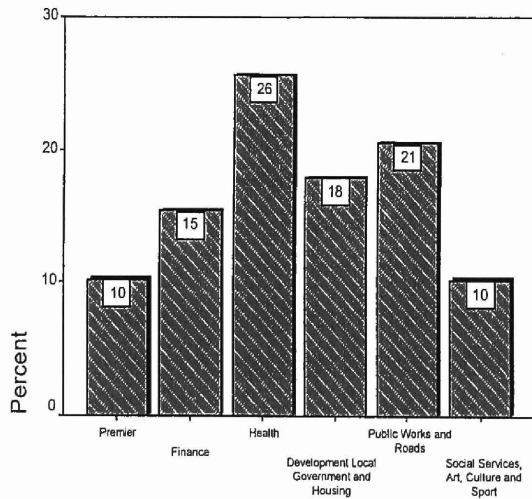


Figure 5 is a bar chart visualizing the names of Departments of the respondents and their responses in percentages. The bar chart reveals that four (10%) of the respondents were from the Office of the Premier, six (15%) were from Department of Finance, the majority of ten (26%) were from the Department of Health, seven (18%) were from Department of Development Local Government

and Housing, eight (21%) were from Department of Public Works and Roads and four (10%) respondents were from the Department of Social Services, Arts, Culture and Sport. This gives a total number of thirty nine respondents.

5.2.2 THE ANALYSIS OF THE PROVINCIAL MANAGEMENT DEVELOPMENT ACTIVITY

5.2.2.1 Table 1: In – House training: Courses organised by trainers and conducted internally

In - House training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	7	17.9	17.9	17.9
	A moderately successful feature	11	28.2	28.2	46.2
	An area needing improvement	18	46.2	46.2	92.3
	An option not available but which should be	2	5.1	5.1	97.4
	Not applicable to our organisation	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Table 1 above is a frequency table of the responses, which revealed that seven (17.9%) respondents maintained that **In – House training** was a strong feature of their management development programme, eleven (28.2%) indicated it as a moderately successful feature, eighteen (46.2%) respondents saw it as an area that needed improvement, two (5.1%) believed that it was an option that was not available but which should be and one (2.6%) respondent stated that in- house training was not applicable to his/her organisation.

This table indicates that the majority of 46% of the respondents believed that it was “an area needing improvement” in the public service of the North West province. This is a positive result, which also suggests that in-house training does happen.

5.2.2.2 Table 2: External training: Sending persons to outside courses, for special training and/or academic degrees.

External training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	12	30.8	30.8	30.8
	A moderately successful feature	18	46.2	46.2	76.9
	An area needing improvement	8	20.5	20.5	97.4
	Not applicable to our organisation	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Table 2 above revealed that twelve (30.8%) respondents were of the opinion that external training was a strong feature of their programme, eighteen (46.2%) respondents were of the view that it was a moderately successful feature, eight (20.5%) of the respondents viewed it as an area that needed improvement, and one (2.6%) respondent stated that it was not applicable to their organisation.

Responses to external training indicate a proportionately higher number of respondents being of the view that it is “a moderately successful feature” (i.e. 18) (46%). Such response rate indicate that external training is more favoured as part of the programme. Largely because the senior management service in the North West province is trained by consultants, and are not trained in-house.

5.2.2.3 Table 3: Training center : An organisation orientated training facility usually restricted to in-house training.

Training Centre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	5	12.8	12.8	12.8
	A moderately successful feature	11	28.2	28.2	41.0
	An area needing improvement	7	17.9	17.9	59.0
	An option not available but which should be	11	28.2	28.2	87.2
	Not applicable to our organisation	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

Table 3 above is a frequency table which revealed that five (12.8%) respondents viewed the training centre as a strong feature of their programme, eleven (28.2%) respondents saw it as a moderately successful feature, seven (17.9%) stated it as an area that needed improvement, eleven (28.2%) respondents stated that it was an option that was not available, but which should be and five (12.8%) respondents were of the view that it was not applicable to their organisation.

Responses to the training centre as represented in the table above sent mixed responses in that eleven respondents indicated it as “a moderately successful feature” whilst another eleven indicated it as “an option not available but which should be”, and only seven indicated it as “an area needing improvement”. A majority of 46% of respondents (i.e. the 11 stating it as a moderately successful feature plus the 7 who indicated it as an area needing improvement) felt that this feature should be part of the action plan agenda to improve the management development programme.

5.2.2.4 Table 4: Performance review: Regularly scheduled appraisal of employee job performance.

Performance review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	13	33.3	33.3	33.3
	A moderately successful feature	8	20.5	20.5	53.8
	An area needing improvement	15	38.5	38.5	92.3
	An option not available but which should be	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Table 4 above shows an output of frequencies which revealed that thirteen (33.3%) respondents stated that performance reviews were a strong feature of their programme, eighteen (20.5%) respondents viewed it as a moderately successful feature, the majority of fifteen (38.5%) respondents stated that it is an

area that needed improvement, and three (7.7%) respondents believed that performance review were an option that was not available in their organisation but which should be. This result indicates the need for improvement in the management performance review process.

5.2.2.5 Table 5: Career development: Counselling for employees to manage their own careers within the organisation

Career development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	2	5.1	5.1	5.1
	A moderately successful feature	7	17.9	17.9	23.1
	An area needing improvement	24	61.5	61.5	84.6
	An option not available but which should be	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Table 5 above is a frequency table of responses on career development, which revealed that a minority of two (5.1%) respondents viewed career development as a strong feature of their programme, seven (17.9%) of the total respondents viewed it as a moderately successful feature in their organisation, while the majority of twenty four (61.5%) viewed it as an area that needed improvement, and six (15.4%) respondents believed that is an option that was not available but which should be.

This response suggests that career development should be part of an action plan agenda to improve the programme.

5.2.2.6 Table 6: Job rotation: Programmatic shifting through various jobs to develop skills, technical expertise and perspective.

Job rotation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	2	5.1	5.1	5.1
	A moderately successful feature	3	7.7	7.7	12.8
	An area needing improvement	14	35.9	35.9	48.7
	An option not available but which should be	14	35.9	35.9	84.6
	Not applicable to our organisation	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Table 6 above is a frequency table of responses on job rotation, which revealed that a minority of two (5.1%) respondents viewed it as a strong feature of their programme, three (7.7%) respondents had it as a moderately successful feature, fourteen (35.9%) of the respondents were of the opinion that it was an area that needed improvement, fourteen (35.9%) respondents viewed it as an option that was not available but which should be and six (15.4%) of the respondents stated that it was not applicable to their organisation.

The 36% which indicated that it was an area needing improvement and another 36% indicated that it was an option not available but which should be strongly suggest that job rotation should form part of an action plan agenda to improve the management development programme.

5.2.2.7 Table 7: Secondments: Temporary assignments, usually within the organisation.

Secondments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	5	12.8	12.8	12.8
	A moderately successful feature	8	20.5	20.5	33.3
	An area needing improvement	10	25.6	25.6	59.0
	An option not available but which should be	10	25.6	25.6	84.6
	Not applicable to our organisation	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Table 7 above is a frequency table of responses, which revealed that five (12.8%) respondents were of the view that secondments are a strong feature of their programme, eight (20.5%) of the respondents stated that it was a moderately successful feature, ten (25.6%) of the respondents viewed it as an area that needed improvement, another ten (25.6%) believed that it was an option that was not available but which should be and six (15.4%) respondents stated that secondments were not applicable to their organisation.

The above table presents ten (26%) of the respondents having indicated secondments as “an area needing improvement” and another ten (26%) of the respondents indicated it as “an option not available but which should be”. The combined figure of 20 (i.e. 52%) is the majority that suggest that improvement is needed.

5.2.2.8 Table 8: International assignments: Temporary assignments within organisations in other countries

International assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	2	5.1	5.1	5.1
	A moderately successful feature	5	12.8	12.8	17.9
	An area needing improvement	6	15.4	15.4	33.3
	An option not available but which should be	10	25.6	25.6	59.0
	Not applicable to our organisation	16	41.0	41.0	100.0
	Total	39	100.0	100.0	

Table 8 above indicated that two (5.1%) respondents viewed international assignments as a strong feature of their programme, five (12.8%) respondents stated that it was a moderately successful feature, six (15.4%) of the respondents viewed it as an area that needed improvement, ten (25.6%) respondents believed that it was an option that was not available but which should be and the majority of sixteen (41%) respondents are stated that international assignments were not applicable to their organisation. This response suggests that international assignment is an area, which requires to be improved.

5.2.2.9 Table 9: Using consultants: Bringing in outside trainers to work in management development activities.

Using consultants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	7	17.9	17.9	17.9
	A moderately successful feature	14	35.9	35.9	53.8
	An area needing improvement	8	20.5	20.5	74.4
	An option not available but which should be	4	10.3	10.3	84.6
	Not applicable to our organisation	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Table 9 above shows that seven (17.9%) respondents viewed using of consultants as a strong feature of their programme, the majority of fourteen (35.9%) respondents stated it as a moderately successful feature in their organisation, eight (20.5%) respondents viewed it as an area that needed improvement, a minority of four (10.3%) respondents believed that it was an option that was not available but which should be and six (15.4%) respondents stated that it was not applicable to their organisation.

This result suggests that this area does not require improvement when compared to other areas deserving more attention.

5.2.2.10 Table 10: Mentoring which is assigning more senior managers to assist new managers in growing into their jobs

Mentoring					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	4	10.3	10.3	10.3
	A moderately successful feature	4	10.3	10.3	20.5
	An area needing improvement	21	53.8	53.8	74.4
	An option not available but which should be	10	25.6	25.6	100.0
	Total	39	100.0	100.0	

Table 10 above revealed an output of frequencies on mentoring in which four (10.3%) respondents viewed mentoring as a strong feature of their programme, while another four (10.3%) of the respondents viewed it as a moderately successful feature. A majority of twenty-one (53.8%) respondents stated that it was an area that needed improvement and ten (25.6%) respondents believed that it is an option that was not available but which should be.

This response suggests that mentoring should be included in an action plan agenda for the improvement of the management development programme.

5.2.2.11 Table 11: Counselling: Personal development help for employees in their private concerns.

Counselling					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	5	12.8	12.8	12.8
	A moderately successful feature	6	15.4	15.4	28.2
	An area needing improvement	19	48.7	48.7	76.9
	An option not available but which should be	8	20.5	20.5	97.4
	Not applicable to our organisation	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Table 11 above revealed frequencies of responses on counselling in which 5(12.8%) respondents were of the view that counselling was a strong feature of their programme, six (15.4%) of the respondents viewed it as a moderately successful feature, the majority of nineteen (48.7%) of respondents stated that it was an area that needed improvement and eight (20.5%) respondents believed

that it was an option that was not available but which should be and a minority of one (2.6%) respondent is stated that it was not applicable to the organisation. This result indicates counselling as “an area needing improvement”.

5.2.2.12 Table 12: Coaching which is on-the-job assistance by supervisors and/or by trainers.

Coaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	6	15.4	15.4	15.4
	A moderately successful feature	13	33.3	33.3	48.7
	An area needing improvement	16	41.0	41.0	89.7
	An option not available but which should be	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

Table 12 above is a frequency table of responses on coaching, which revealed that six (15.4%) respondents were of the view that coaching was a strong feature of their programme, thirteen (33.3%) respondents viewed it as a moderately successful feature, a majority of sixteen (41%) respondents stated that it was an area that needed improvement and four (10.3%) respondents believed that it was an option that was not available but which should be.

That suggests that coaching should be included in an action plan agenda for the improvement of the management development programme.

5.2.2.13 Table 13: Organisational role analysis, which is clarifying managers' roles within the organisational context.

Organisational role analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	12	30.8	30.8	30.8
	A moderately successful feature	10	25.6	25.6	56.4
	An area needing improvement	14	35.9	35.9	92.3
	An option not available but which should be	2	5.1	5.1	97.4
	Not applicable to our organisation	1	2.6	2.6	100.0
Total	39	100.0	100.0		

Table 13 above shows that twelve (30.8%) of the respondents viewed organisational role analysis as a strong feature of their programme, ten (25.6%) respondents viewed it as a moderately successful feature, a majority of fourteen (35.9%) respondents stated it as an area that needed improvement. Two (5.1%) believed that it was an option that was not available but which should be and only one (2.6%) respondent stated that it was not applicable to their organisation.

This result suggests that organisational role analysis should be included in an action plan agenda for the improvement of the management development programme.

5.2.2.14 Table 14: Task forces/project groups, which are cross-departmental groups that study organisational problems, and/or carry out special assignments.

Task forces/ project groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	7	17.9	17.9	17.9
	A moderately successful feature	10	25.6	25.6	43.6
	An area needing improvement	13	33.3	33.3	76.9
	An option not available but which should be	7	17.9	17.9	94.9
	Not applicable to our organisation	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Table 14 above shows that seven (17.9%) of the respondents viewed task forces/project groups as a strong feature of their programme, ten (25.6%) of the respondents stated it is a moderately successful feature, a majority of thirteen (33.3%) of respondents viewed it as an area that needed improvement, seven (17.9%) respondents believed that it was an option that was not available but which should be and two (5.1%) respondents stated that it was not applicable to their organisations. This suggests that task forces/ project groups are an area needing improvement.

5.2.2.15 Table 15: Seminars, which is teach-each-other events for pooling experience.

Seminars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	4	10.3	10.3	10.3
	A moderately successful feature	9	23.1	23.1	33.3
	An area needing improvement	9	23.1	23.1	56.4
	An option not available but which should be	15	38.5	38.5	94.9
	Not applicable to our organisation	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Table 15 above shows that four (10.3%) respondents viewed seminars as a strong feature of their programme, nine (23.1%) of the respondents viewed it as a moderately successful feature, while another nine (23.1%) of the respondents viewed it as area that needed improvement. The majority of fifteen (38.5%) respondents believed that it was an option that was not available but which should be and two (5.1%) respondents stated that it was not applicable to their organisation.

This strongly suggests that seminars are an area to be improved.

5.2.2.16 Table 16: Exchange consulting: Managers consulting each other on technical and/or personnel problems.

Exchange consulting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	8	20.5	20.5	20.5
	A moderately successful feature	8	20.5	20.5	41.0
	An area needing improvement	15	38.5	38.5	79.5
	An option not available but which should be	5	12.8	12.8	92.3
	Not applicable to our organisation	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Table 16 above is a frequency table of responses on exchange consulting, and it revealed that eight (20.5%) respondents viewed it as a strong feature of their

programme, eight (20.5%) of the respondents viewed it as a moderately successful feature, a majority of fifteen (38.5%) respondents saw it as an area that needed improvement. Five (12.8%) of the respondents believed that it was an option that was not available but which should be and a minority of three (7.7%) respondents stated that it was not applicable to their organisation.

5.2.2.17 Table 17: Group training programmes: System wide, small-group-oriented training, such as T-groups, Managerial Grid, Transactional Analysis.

Group training programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong feature of our programme	2	5.1	5.1	5.1
	A moderately successful feature	10	25.6	25.6	30.8
	An area needing improvement	14	35.9	35.9	66.7
	An option not available but which should be	11	28.2	28.2	94.9
	Not applicable to our organisation	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Table 17 above is a frequency table of responses on group training programmes. It revealed that two (5.1%) of the respondents viewed them as a strong feature of their programme, ten (25.6%) of the respondents viewed them as a moderately successful feature, a majority of fourteen (35.9%) respondents stated that they were an area that needed improvement, eleven (28.2%) of the respondents believed that they were an option that was not available but which should be and two (5.1%) respondents say that they were not applicable to their organisation.

Of the seventeen management development activities that comprise the management development programme, fifteen (15) activities need improvement. This translates into 88% of the management development activities needing improvement.

Only two (2) activities were found to be adequate.

5.2.3 THE MANAGEMENT DEVELOPMENT AUDIT

Section C reflects the management development audit in the questionnaire.

A management development audit and interpretation worksheet was used in order to score the management development audit.

Table 18. Overall scores per respondent per Department

Premier	Finance	Health	Local Government	Public Works	Social Services
150	183	173	158	165	210
195	184	181	176	178	214
202	192	192	183	199	217
207	196	192	195	207	218
	205	195	201	210	
	205	204	207	215	
		205	222	222	
		205		227	
		216			
		217			

The above table shows the overall scores of respondents per department. An average of these scores was calculated so as to come up with the average scores per department. The results are presented in Table 19.

Table 19: Average Scores per Department

Premier	Finance	Health	Local Government	Public Works	Social Services
189	194	198	192	203	215

The average scores in Table 19 are average scores per department. These scores were added together and divided by six in order to come up with an average score for the Province.

The resulting average score for the Province was 199 and in terms of the already designed scale of scores (Jones and Woodcock, 1985:31), a score of 199 means

that if the management development programme is to meet the needs of both the organisation (the public service of the North West province) and its employees, it clearly needs management support.

5.2.4 INTERVIEWS

- 5.2.4.1 When asked about the existence of a management development plan, all six (6) (100%) interviewees stated that they did not have one.
- 5.2.4.2 When the interviewees were asked about the presence of a management development policy for the public service, five (5) (83%) of the respondents made it clear that such a policy was not in place given the fact that the senior management service was newly introduced. One (1) (17%) of the respondents said that there was a management development policy.
- 5.2.4.3 Five (5) (83%) of the interviewees stated that there was no clearly defined management development process with specific activities. One (1) (17%) stated that there was a clearly defined management development process.
- 5.2.4.4 When asked whether there was a unit responsible for management development, four (4) (67%) of the respondents explained that there was no special unit in place, except that the work related to all human resource development is performed by the Human Resource Development Directorate, and two (2) (33%) stated that there was no unit responsible for management development.
- 5.2.4.5 All six (6) (100%) interviewees pointed out that there was a relationship between the human resource development strategy of the public service and the management development activity, that in terms

of the Annual report of 2001/ 2002 of the office of the Premier of the North West Province, senior management capacity building had been facilitated through appropriate training.

5.2.4.6 Five (5) (83%) of the interviewees stated that whilst there was no expenditure item on management development it was known to be covered for under the expenditure item on human resource development. One (1) (17%) said that there was no expenditure item for management development.

5.2.4.7 All six (6) (100%) responded that there was no effort in the past to assess the management development programme of the Province.

5.2.4.8 Regarding whether management development was based on the performance management and development system of the public service, four (4) (67%) of the interviewees stated that the performance management and development system was fairly new and the Departments and individuals were not yet used to it but it was linked to management development. Two (2) (33%) of the respondents stated that they did not know.

5.2.4.9 Five (5) (83%) of the respondents were of the opinion that management development, whilst enjoying some support from the top, was more needed presently than in the past. One (1) (17%) of the respondents said that management development did not enjoy support from top management.

5.2.4.10 On the question of how the needs for management development were assessed, five (5) (83%) of the interviewees stated that they did not

know how that was done, one (1) (17%) said that it was the responsibility of every senior manager to look at own development needs, and had knowledge of how it was done.

When one makes an analysis of the interviews from the data presented in chapter 4, it is evident that virtually all respondents felt that there was not much in existence within the public service of the North West province to support any management development programme.

The lack of a management development plan means that any effort that was to be taken in terms of management development would be a haphazard activity. The definition of management development that has been used to guide this study, which states that, it is a planned effort to prepare individuals for supervisory, management or executive positions in the organisation and to help them maintain their skills at a time when leadership talent is critical to organisational survival and competitive success, is not seen to be finding meaning in the responses given by the interviewees.

The absence of a management development policy also confirms the fact that there is no guidance with regard to how a management development programme is to be conducted. It is evident in terms of their responses that much work with regard to management development is still to be done. This is so because the senior management echelon is fairly new and most of the work regarding drafting of strategies for management development is still in the planning stages.

The results of the interview corroborate the results of the analysis done from data collected through the structured questionnaire, which indicated that management development in the public service of the North West province needed improvement.

It is evident from the analysis presented above that management development activity in the public service of the North West province is inadequate and is not adequately supported by top management, because most of the respondents indicated it needed more support.

5.3. CONCLUSION

This chapter presented the analysis of data and the interpretation of results on the adequacy of the management development activity of the public service of the North West province. This was achieved by doing an analysis and interpretation of the data collected through the structured questionnaire and the interviews applying a combination of both qualitative and quantitative methods of data analysis. The analysis and interpretation of data revealed that the management development programme of the public service of the North West province was inadequate. Only two activities out of seventeen were performed adequately. It also revealed that more support was needed from top management in order to make sure that there was improvement of the programme.

The next chapter will present findings, recommendations and the conclusion on this research study.

CHAPTER SIX

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter presents the summary of the study, the research findings and relate them to the research objectives and questions that were spelled out in chapter one. Furthermore, recommendations are made in order to assist the public service of the North West Province to make considerable strides regarding improvement of its management development programme. Lastly, the chapter reflects on conclusions that are made based on the findings of the study.

6.2 SUMMARY OF THE STUDY

This research study was meant to assess the adequacy of the management development activity and its support in the public service of the North West Province.

Chapter one provided the background to the study, the statement of the problem and objectives of the study. Research questions, the significance of the study, research design, methodology, scope and organisation of the research study were also given.

Literature review in Chapter two provided the theoretical framework for the study. Pertinent issues to management development were examined. These included definition of concepts, the relationship between Public Administration and management development, the nature of management development, its objectives, the historical context of management development, the need and rationale for management development, techniques of management development, factors shaping the provision and effectiveness of management

development, strategic management development and competitive strategy formulation, an international perspective on management development and management development in the South African public service including the North West province.

Chapter three presented the research design and methodology, which explained in detail how data was to be collected and analysed. The target population and research sample were described. The study was described as both qualitative and quantitative with the use of questionnaire, document study and semi structured interviews as instruments for collecting data. The data analysis procedures were also described.

Data collection and presentation was provided in Chapter four. Some of the data were collected using structured questionnaires and some was collected using unstructured interviews.

Chapter five presented the data analysis and interpretation of the study. It presented the analysis of data and the interpretation of results on the adequacy of the management development activity of the public service of the North West province. That effort has been achieved by doing an analysis and interpretation of the data collected through the structured questionnaire and the interviews applying a combination of both qualitative and quantitative methods of data analysis.

This chapter presents the summary of the study. It also presents the research findings and related them to the research objectives and questions that were spelled out in chapter one. Furthermore, recommendations are made in order to assist the public service of the North West Province to make considerable strides

regarding improvement of its management development programme. Lastly, it reflected on conclusions that were made based on the whole study.

6.3 RESEARCH FINDINGS

The research findings that are drawn from the study are to be best explained by examining the extent to which the research questions and objectives of the study have been addressed.

- First, the data has revealed that there is no policy for management development in the public service of the North West province. When all the Directors for Human Resource Development in the respective Departments were asked, the response that they gave corroborated this point (Refer to 5.2.4 in chapter 5).
- The activities that comprise management development as described in chapter two on the literature review were found to be present in the public service of the North West province. What is different is the degree to which such activities were found to be present and adequate.
- From a total of seventeen activities or techniques of the management development programme presented, only two were found to be adequate to an acceptable degree. Fifteen other techniques were present but inadequate, such that an improvement on them is needed (Refer to tables 1-17 in chapter 5).
- The absence of a unit to perform the function of management development meant that management development is not a priority. Its performance under the human resource development function is not a problem. However, the fact that there is no particular individual charged

with that responsibility makes it difficult, if not impossible for management development to be carried out. The result is that the management development activity ends up being addressed on a piecemeal basis (Refer to 5.2.4 in chapter 5).

To confirm this point, for the 2001/ 2002 financial year, according to the Annual Report of the Office of the Premier (as indicated in the literature review, section 2.13.3.5), only a few efforts on management development were achieved. These are the facilitation of the attendance of a Leadership Development workshop in Malaysia by a few senior managers, the attendance by all Heads of Departments and a number of senior managers of a half a day workshop on Knowledge Management presented by the National Department of Communications, the attendance of the Commonwealth Association of Public Administration (CAPAM) conference by the Director General and five senior provincial managers, and the attendance of Programme and Project Management programmes.

- On going restructuring of the public service has been blamed as the cause of lack of focus on management development and other related aspects such as the policy and plans on it. This is so in terms of the explanation given by most of the persons interviewed (Refer to 5.2.4 in chapter 5).
- The management development activity has been seen to be part of the human resource development strategy. This point is further strengthened by the fact that, in terms of the Human Resource Development Strategy for the Public Service (2002:46), it is envisaged that, inter alia, the South African Management Development Institute (SAMDI), in conjunction with other role-players, will develop standard management orientation courses that are based on core managerial/ leadership competencies.

The intention to promote management development is implied in this statement (Refer to 5.2.4 in chapter 5).

- Concerning the budget for the management development activity, it was clearly stated that there was no specific expenditure item on management development. However, management development is catered for under the human resource development function. From the foregoing, it is clear that without proper budgeting, the management development activity cannot be well implemented (Refer to 5.2.4 in chapter 5).
- It should also be stated that there has been no assessment of the management development activity in the past. Management development is seen as part of the human resource development strategy. In this context, it should be a known that the Human Resource Development Strategy for the public service was released during 2002 and not much has already gone under the bridge to that effect. Also, the North West provincial human resource development strategy is still being developed. As a result, even work that is related to the assessment of management development has not been undertaken (refer to 5.2.4 in chapter 5).
- On the aspect of a particular model by which management development is to be effected, there is no model. The very fact that no work has so far been done in terms of assessment before, presumes that there is no particular management development model put into use. Most of the responses, which came from the interviewees, confirm this (refer to 5.2.4 in chapter 5).
- As for the aspect of management development being based on the performance management and development system, the system is still new and most departments are still at the stage of implementing it. Based on this

fact, whatever link may have been forged, it may as well be that it is coincidental and was not planned. Further, the interviewees explained that any management development effort undertaken, has not been as part of the process of implementation of a management development programme as described in Chapter two on the literature review (Refer to 5.2.4 in chapter 5).

- The need for management development has been deeply felt by senior management. It may be appropriate to state that the introduction of a senior management service in the South African public service is fairly recent, and that the guides for implementation of capacity building programmes are still in the development stage. As a result, not much effort has been taken in the past to realise considerable management development results. The interviewees confirmed this situation (Refer to 5.2.4 in chapter 5).

- In the light of the above, some conclusions are drawn in relation to the objectives, which are set out in Chapter one.

The main aim of the study was to assess the adequacy of the management development activity and its support in the public service of the North West province. To achieve this, specific objectives were set, and it is the meeting of these objectives that will assure the achievement of the aim as spelled out. With respect to the questions asked, indeed, the management development activity in the public service of the North West is found wanting.

Attention will now be paid to the specific objectives set out.

a) Various components of the management development programme in the Public Service of the North West province.

All the other management development activities are present, except for international assignments. The response to international assignments showed that 41% of the respondents considered it to be “not applicable”, and 26% considered it not available but that it should be there. When these two response rates were added, they resulted in a massive 67% response rate, which confirms the absence of international assignments as a management development activity (Refer to tables 5.2.2.8).

The objective for identifying the various components of the management development activity was that when comparison of it is done against the ideal model described in chapter two, its components should also be known.

It is important to also state that whilst 94% of the activities were present, they however occurred at differing degrees. Only 12% of these activities occurred satisfactorily such as to be considered adequate. These activities were “external training” and “using consultants”. 88% of the management development activities need improvement (Refer to tables 5.2.2.2 and 5.2.2.9). The overall rating of 88% is a categorical affirmation that the management development programme in the public service of the North West province is inadequate and needs improvement.

b) The extent of the adequacy of the management development activity

From the results presented in section 5.2.2 of chapter 5, it can be concluded that the management development activity is adequate only to the extent of two out of seventeen activities, 88% of it was found to be inadequate and as such “need improvement”.

c) Organisational strategic and individual plans

From the content analysis that has been done, it can be concluded that there is no link between the management development efforts and organisational strategic plans and written individual plans for senior managers in the public service of the North West province. These activities have been introduced in the national public service. The process of professionalisation of the senior management service is currently going on. Although the performance management and development system has introduced the strategic management approach to performance, it is not evident were management development efforts fit (Refer to 2.7.1: and 2.7.4 in chapter 2).

d) The extent of support by top management for the management development activity

Based on section 5.2.3 of chapter 5, it can be concluded that “more top management support is needed”, if the management development programme is to meet the needs of the public service of the North West province. The provincial average score obtained is 199 and falls between 156 and 203. When a score falls into this range, the management development audit scoring and interpretation worksheet as described in Chapter three (3) interprets it to mean “If the management development

programme is to meet the needs of both the system and its employees, it clearly needs more management support”.

e) The assessment of management development needs

From the results of the responses by the interviewees (as per section 4.2.4 of chapter 4), it can be concluded that there is no structured method of assessment of the management development needs of senior managers in the public service of the North West province. The absence of a planned management development programme leads one to believe that whatever management development activity is undertaken, it is not based on the addressing of particular needs identified. The overall conclusion that is made is that the management development activity in the public service of the North West province is inadequate and more top management support is needed if the programme is to meet the needs of the public service in the province.

6.4 RECOMMENDATIONS OF THE STUDY.

From the foregoing findings, the following recommendations are made:

- ☞ A significant amount of work is required to be carried out in order to have a planned management development programme or strategy for the public service of the North West province. A lot of improvement is required on the following management development activities:
 - Senior managers in the public service of the North West province are trained by consultants. The issue is whether the consultants themselves are evaluated. In-house training should be improved so as to ensure that the role of the line manager as trainer is not lost. A new culture of work that is performance centred is developing in the South African public

service. This culture would need to be reinforced by continuous in-house training efforts.

- Training centres should become a common feature in the public service. This aspect has much to do with the training centres to be owned by the public service of the North West province. Such effort could have a cost reduction benefit. Furthermore, management, particularly senior management, needs to be socialised into accepting training as part of work.
- Performance reviews have to be undertaken for senior managers so as to ensure that they perform in terms of their performance agreements. According to the Human Resource Development Strategy for the Public Service (2002: 46), heads of departments have to be responsible for identifying developmental needs of managers and devising appropriate skills development strategies. Such a responsibility can only be achieved if the individual performance of senior managers is often reviewed. If management development is to be directed at the improvement of the performance of senior managers in their critical competencies, then it is critically important to manage their performance and review of that performance forms part of performance management.
- Career development needs to be improved. The Department of Public Service and Administration and the South African Management Development Institute have been cited as responsible for providing departments with guidelines and support on techniques such as mentoring, coaching and accelerated development and succession planning. It is vital that these techniques be strengthened.

- According to the Human Resource Development Strategy for the Public Service (2002: 46), frameworks will be developed to allow for the secondment of public servants for growth and development purposes as well as sabbatical leave for research studies. This intention should be acknowledged.
- Horizontal mobility or what is commonly known as job rotation should be improved in order to give managers the necessary wide experience commensurate to their competencies. As Korsmit and Velders (1997:4) state, the public service operates in a dynamic environment and must therefore be constantly open to change. This calls for flexibility, innovativeness, the ability to solve problems, an outward looking attitude and a keen political awareness. Mobility fosters these skills and prevents the stagnation of ideas and views that come from remaining too long in the same place. If senior management is dynamic and constantly faced with new challenges, it will be more effective at both the conceptual and operational level and target its measures better, guided and supported by the politicians.
- Very important is what Korsmit and Velders (1996: 6) call infrastructure an element which comprises all those activities which are necessary for the senior management service function to function properly. The establishment of a unit responsible for senior management service in the province is key. The tasks of such a unit will be to initiate, supervise, assess and evaluate activities related to management development, to provide logistics and administrative support, to establish and maintain the relevant infrastructure, to provide clear and precise information at regular intervals about all activities,

procedures and working methods and to ensure that all statutory requirements related to management development are complied with.

- Management development should be reflected as a sub-item of expenditure under Human Resource Development in the estimates of expenditure, not only in the Office of the Premier, but also in all other Provincial Departments. Such an action will ensure that priority is given to management development.
- According to the Public Service Regulations (2001: 51), the Minister may provide such assistance and guidance to executing authorities as she or he may deem necessary in order to promote the effective utilisation and development of members of the Senior Management Service. This indicates the preparedness on the part of government to promote the development of the senior management services. It may as well be concluded that the executing authorities should request such assistance in order to show willingness on their part to improve on management development efforts.
- It is also important for the public service of the North West province to ensure that management development efforts are based on organisational objectives, because, as Hussey in Winterton and Winterton (1997: 86) concluded, if management development is to contribute to the attainment of organisational objectives, and is to be used as a competitive weapon, the needs must be assessed against organisational requirements and the annual management development assessment of individuals has to be related to an understanding of the organisational aims, strategy, the organisational environment and the desired organisational culture.

- Another recommendation that is made in this study is that older employees should be retained and not allowed to go on retirement, so that they can share their experience with the younger employees. Schrijver and Vermeulen (1996: 54) support this action as a management development activity that can be added to the management development programme. Such employees, or “grey” managers as they are referred to, can be provided with an opportunity to step down. In this way they can adopt an easier pace, while they still provide useful service and make room for eager and younger men and women. A search is needed for the best way to increase the return on old investments. This strategy could be catered for under practicable demotion policies that seem more valuable than “golden handshakes” (Schrijver and Vermeulen, 1996: 54).
- Management Development Programme service providers such as universities should coordinate and plan their programmes together with the public service management development units that are to be in charge of management development. In this way, provincial departments can ensure that all their management development needs are satisfied.
- Above all, senior managers in the public service are confronted with a paradoxical management environment, particularly during the current of transformation. As such, any management development programme must also ensure that public servants are able and willing to understand and address the anomalies, contradictions, confusions and uncertainties of the regulatory and accountability regimes, not to mention the ethical challenges created by the juxtaposition of administrative power with ambiguity, complexity and indeterminacy (Dixon, 1996: 13).

6.5 CONCLUSION

Management development cannot be seen as a standardised package, which can be implemented in every organisation in a similar fashion. Each institution whether public or private, follows different strategies. The public service of the North West province should always be aware that it needs to seek its own particular solution, rather than rushing towards whatever panacea is in vogue. When it meets this demand, it is more likely to arrive at the most appropriate answer to it.

The aim of this study was to assess the adequacy of the management development activity and its support in the public service of the North West province.

Specific objectives that were to be addressed were:

- ❖ To identify the various components of the management development programme in the public service of the North West province.
- ❖ To determine the extent of the adequacy of the management development activity in its public service.
- ❖ To determine the extent to which the North West provincial administration deliberately makes an effort to base management development efforts on organizational strategic plans and written individual plans for senior management level employees.
- ❖ To determine the extent of support for the management development activity.
- ❖ To establish how management development needs are assessed.

The study has managed to address all the above as demonstrated by the detail relating to that in chapter 5. As more and more research about management development is conducted, not only the South African public service (of which North West Province is part) will benefit, but also the whole of Africa within the NEPAD context, including the rest of the world.

A lot more research is still to be undertaken concerning the management development efforts for a developmental state, such as South Africa. Best suitable competency models require to be determined in order to address shortcomings of those that have adopted from developed countries. This can be done in pursuit of excellence as part of the African renaissance.

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Annexure "A"

11 DECEMBER 2002

THE DIRECTOR GENERAL
OFFICE OF THE PREMIER
P.O BOX 188
ROOIGROND2735

MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT
IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

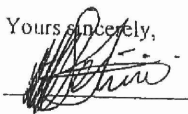
Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire in some of the Provincial Departments. These Departments are listed below. I would also appreciate it very much to be given permission to do document study where needed and interview some officials.

For the purpose of this research study I have identified the research sample as senior management service officials in the following Office and Departments :

- ☞ Office of the Premier;
- ☞ Department of Health;
- ☞ Department of Developmental Local Government and Housing;
- ☞ Department of Public Works and Roads;
- ☞ Department of Finance; and
- ☞ Department of Social Services, Arts, Culture and Sport.

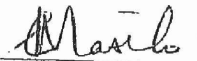
I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO

Research Supervisor :



Mr L.M. MASILO

Annexure "B"

19 DECEMBER 2002

THE DEPUTY DIRECTOR GENERAL
DEPARTMENT OF FINANCE
PRIVATE BAG X 2060
MMABATHO
2735

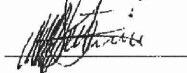
**MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT
IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE**

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire amongst members of the senior management service in your Department . I would also appreciate it very much to be given permission to do document study where needed and interview some officials.

I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO

Annexure "C"

19 DECEMBER 2002

THE DEPUTY DIRECTOR GENERAL
DEPARTMENT OF HEALTH
PRIVATE BAG X 2068
MMABATHO
2735

**MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT
IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE**

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire amongst members of the senior management service in your Department . I would also appreciate it very much to be given permission to do document study where needed and interview some officials.

I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO

Annexure "D"

19 DECEMBER 2002

THE DEPUTY DIRECTOR GENERAL
DEPARTMENT OF DEVELOPMENTAL
LOCAL GOVERNMENT AND HOUSING
PRIVATE BAG X 2099
MMABATHO
2735

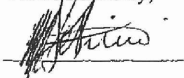
MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire amongst members of the senior management service in your Department . I would also appreciate it very much to be given permission to do document study where needed and interview some officials.

I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO

Annexure "E"

19 DECEMBER 2002

THE DEPUTY DIRECTOR GENERAL
DEPARTMENT OF PUBLIC WORKS AND ROADS
PRIVATE BAG X 2037
MMABATHO
2735

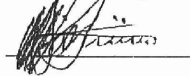
MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire amongst members of the senior management service in your Department . I would also appreciate it very much to be given permission to do document study where needed and interview some officials.

I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO

Annexure "F"

19 DECEMBER 2002

THE DEPUTY DIRECTOR GENERAL
DEPARTMENT OF SOCIAL SERVICES,
ARTS, CULTURE AND SPORT
P.O. BOX 3068
MMABATHO
2735


**MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT
IN THE PUBLIC SERVICE OF THE NORTH WEST PROVINCE**

I am a candidate for an M.PHIL degree in Public Administration at the University of North West. The title of my dissertation is **The Evaluation of Management Development in the Public Service of the North West Province.**

Your office is requested to provide me with the assistance I may need to complete this research work. I am to administer a questionnaire amongst members of the senior management service in your Department . I would also appreciate it very much to be given permission to do document study where needed and interview some officials. .

I trust that your office will be of assistance to this work and wish to thank you very sincerely.

Yours sincerely,



NELSON SEITSHIRO



Annexure "G"

11 DECEMBER 2002

Dear Sir/Madam

MPHIL RESEARCH : EVALUATION OF MANAGEMENT DEVELOPMENT
IN THE PUBLIC SERVICE OF THE NORTH WEST

The attached questionnaire constitutes a research project which is being completed in fulfilment of the requirements for the degree of Master of Philosophy in Public Administration at the University of North West.

Management development is key to service delivery initiatives by the South African public service. This research is intended to contribute to the development of management development activity in the public service.

As a member of the senior management service, your valued assistance by completing the attached questionnaire is highly appreciated.

I trust that you will find time to participate in this important project and wish to thank you very much for your assistance.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Nelson Seitshiro', written over a horizontal dashed line.

Nelson Seitshiro

Contact no. 0822007902

Annexure "H"

Pilot Study Questionnaire

The Management Development Activity Assessment Questionnaire on
Management Development in the Public Service of the North West Province

Please Note:

- The questionnaire is divided into three (3) sections. Section A of the questionnaire requires some general and biographical data.
- Kindly be informed that this information is necessary to aid in the analysis of data in Section B and C.
- Complete anonymity is guaranteed, as the results will reflect the Departments and job titles only.

SECTION A : GENERAL AND BIOGRAPHICAL DATA.

1. Job title of respondent:
2. Name of Department:

SECTION B : THE MANAGEMENT DEVELOPMENT ACTIVITY ASSESSMENT

1. INSTRUCTIONS

Below are listed seventeen activities that are often included in management development programmes. Each is briefly defined. Evaluate each activity according to how it relates to your management development programme. Place a mark (x) in the appropriate place on the rating scale included in each item. Do not leave any items blank.

1. In – house training: Courses organized by trainers and conducted internally.

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organization

2. External training: Sending persons to outside courses, for special training and / or academic degrees.

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organization

3. Training Centre: An organization oriented training facility usually restricted to in – house training.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

4. Performance review: Regularly scheduled appraisal of employee job performance

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E –Not applicable to our organization

5. Career development: Counselling for employees to manage their own careers within the organization

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organization

6. Job rotation: Programmatic shifting through various jobs to develop skills, technical expertise, and perspective

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

7. Secondments: Temporary assignments, usually within the organization.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

8. International assignments: Temporary assignments within organisations in other countries.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

9. Using consultants: Bringing in outside trainers to work in management development activities.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

10. Mentoring: Assigning more senior managers to assist new managers in growing into their jobs.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

11. Counselling: Personal development help for employees in their private concerns.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

12.Coaching: On- the- job assistance by supervisors and/or by trainers.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

13.Organisational role analysis: Clarifying managers' roles within the organisational context.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organization

14.Task forces/project groups: Cross-departmental groups that study organisational problems, and/or carry out special assignments.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

15.Seminars: Teach-each-other events for pooling experience.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

16.Exchange consulting: Managers consulting each other on technical and/or personnel problems.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

17.Group training programmes: System wide, small-group-oriented training, such as T-groups, Managerial Grid, Transactional Analysis.

- A– A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

Thank you for your cooperation

**SECTION C : THE MANAGEMENT DEVELOPMENT AUDIT
QUESTIONNAIRE**

INSTRUCTION

Read each of the following items, think how descriptive it is of the situation in your organization, and indicate its appropriateness by using the following scale:

SA – Strongly agree that this is the situation in our organisation.

A – Agree that this condition exists.

U – Undecided or uncertain that this describes our situation.

D – Disagree that this statement is true here.

SD – Strongly disagree that this is true in our organization.

- _____ 1. Substantial resources are committed to ensure the completeness and continuity of the management development programme in our organisation.
- _____ 2. Basically, the training director is the person responsible for the development of managers.
- _____ 3. The strengths and weaknesses of the management development programme are systematically analysed here.

- _____ 4. In this organization specific job assignments are made to utilize new skills after managerial development occurs.
- _____ 5. Policies that guide management development are published widely within our organisation.
- _____ 6. The organization recognises that management development is the task of line management.
- _____ 7. In planning organisational change we take managerial capability into account.
- _____ 8. There is no formal employee performance appraisal here.
- _____ 9. Participation in university programmes is primarily at the top management level.
- _____ 10. Management development here is viewed as apart from, but complemented by, analytical technique and functional training.
- _____ 11. Our organisation operates a training center.
- _____ 12. The organisation emphasises managerial self-development through activities designed to meet both the organisation's and the individual's needs.
- _____ 13. Management training is seen here as both a service function, ensuring that basic standards are maintained, and as a way of

continually developing the organisation.

- _____ 14. Formal training in the management skills required at different job levels is used to prepare for and enhance on-the-job development.
- _____ 15. The ability of the manager to develop people is a significant element in his or her performance evaluation.
- _____ 16. The organisation sends people to outside institutions for development.
- _____ 17. The training programme emphasizes the management of people.
- _____ 18. People in positions of power and influence here seem to be largely ignorant of the link between organisational and individual goals.
- _____ 19. Management development policy is set up by the North West Provincial Executive Council.
- _____ 20. Our organisation stresses that it is the responsibility of individual managers to improve their own performance, assisted and encouraged by the organisation's programmes.
- _____ 21. Performance reviews here are carried out for a variety of purposes.

- _____ 22. The training curriculum concentrates on technical/operational areas of knowledge.
- _____ 23. The management development programme has been designed to be unique to the public service.
- _____ 24. Training activities in this organization are directly and logically derived from overall organizational objectives.
- _____ 25. There is little or no adaption of the management development programme to the organisation's aims.
- _____ 26. The Director General supports the management development programme.
- _____ 27. Performance appraisals here focus on salary administration.
- _____ 28. Management development activities are given significant attention by top management personnel.
- _____ 29. Training here is geared to strategic plans.
- _____ 30. The organization operates its management development "behind closed doors".
- _____ 31. Around here training is done as an "act of faith".
- _____ 32. The Provincial Government has the ability to provide the appropriate conditions for development to occur.

- _____ 33. Training is limited to what the organisation's internal capabilities will permit.
- _____ 34. Management development is linked with organisation plans.
- _____ 35. Identifying personnel for management development is based on an assessment of the individual's potential as a manager.
- _____ 36. There is no coherent policy for management development in this organisation.
- _____ 37. Development of subordinates, including coaching and career planning, is a definite responsibility of all managers.
- _____ 38. In this organisation trainers decide on what is to be done in management development.
- _____ 39. The organisation provides coaching to develop its managers.
- _____ 40. There is a common philosophy that development occurs on-the-job.
- _____ 41. Appraisals here focus only on the last year's work.
- _____ 42. Job rotation is a definite aspect of the management development programme in this organisation.
- _____ 43. In this organisation management development managers are

not involved in the organisational planning process.

- _____ 44. The management development programme in our organisation feature in-house training, supplemented by lectures from guests, consultants and faculty members.
- _____ 45. The management development policy here covers a small, elite group of employees.
- _____ 46. The organisation engages in meaningful succession planning.
- _____ 47. Individuals in this organisation are given no voice in their development.
- _____ 48. Employees are encouraged to discuss their appraisals with their managers in forward-looking interviews.
- _____ 49. The policy that governs management development here is formed by the Director of training in your Department.
- _____ 50. In our organisation the management development policy covers a high proportion of employees.
- _____ 51. The management development programme focuses on improving the effectiveness of those managers directly involved in the main business of the organisation and those tackling the main problems of its continuance.

- _____ 52. This organisation emphasizes development toward both organisational and individual goals.
- _____ 53. There is no training center operated by our organisation.
- _____ 54. Managers in this organisation are primarily developed on-the-job.
- _____ 55. Appraisals attempt to identify the development need of the individuals, including his or her view, translated into meaningful objectives.
- _____ 56. Management development is viewed here more as a system than an on-the-job activity.
- _____ 57. In this organisation self-development activities are viewed as an indication of a person's commitment to make a contribution and and to develop his or her skills to the fullest.
- _____ 58. Managerial potential is identified by the use of assessment centers.
- _____ 59. Management development here begins before or during the person's first management job.
- _____ 60. No succession plans are developed in this organisation.

Thank you for your cooperation

Annexure "I"

Structured Questionnaire

The Management Development Activity Assessment Questionnaire on
Management Development in the Public Service of the North West Province

Please Note:

- The questionnaire is divided into three (3) sections. Section A of the questionnaire requires some general and biographical data.
- Kindly be informed that this information is necessary to aid in the analysis of data in Section B and C.
- Complete anonymity is guaranteed, as the results will reflect the Departments and job titles only.

SECTION A : GENERAL AND BIOGRAPHICAL DATA.

1. Job title of respondent:
2. Name of Department:

**SECTION B : THE MANAGEMENT DEVELOPMENT ACTIVITY
ASSESSMENT**

1. INSTRUCTIONS

Below are listed seventeen activities that are often included in management development programmes. Each is briefly defined. Evaluate each activity according to how it relates to your management development programme. Place a mark (x) in the appropriate place on the rating scale included in each item. Do not leave any items blank.

1. In – house training: Courses organized by trainers and conducted internally.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organization

2. External training: Sending persons to outside courses, for special training and / or academic degrees.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organization

3. Training Centre: An organization oriented training facility usually restricted to in – house training.

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organisation

4. Performance review: Regularly scheduled appraisal of employee job performance

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E –Not applicable to our organization

5. Career development: Counselling for employees to manage their own careers within the organization

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organization

6. Job rotation: Programmatic shifting through various jobs to develop skills, technical expertise, and perspective

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organisation

7. Secondments: Temporary assignments, usually within the organization.

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organisation

8. International assignments: Temporary assignments within organisations in other countries.

A – A strong feature of our programme

B – A moderately successful feature

C – An area needing improvement

D – An option not available but which should be

E – Not applicable to our organisation

9. Using consultants: Bringing in outside trainers to work in management development activities.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

10. Mentoring: Assigning more senior managers to assist new managers in growing into their jobs.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

11. Counselling: Personal development help for employees in their private concerns.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

12.Coaching: On- the- job assistance by supervisors and/or by trainers.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

13.Organisational role analysis: Clarifying managers' roles within the organisational context.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organization

14.Task forces/project groups: Cross-departmental groups that study organisational problems, and/or carry out special assignments.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

15. Seminars: Teach-each-other events for pooling experience.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

16. Exchange consulting: Managers consulting each other on technical and/or personnel problems.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

17. Group training programmes: System wide, small-group-oriented training, such as T-groups, Managerial Grid, Transactional Analysis.

- A – A strong feature of our programme
- B – A moderately successful feature
- C – An area needing improvement
- D – An option not available but which should be
- E – Not applicable to our organisation

Thank you for your cooperation

SECTION C : THE MANAGEMENT DEVELOPMENT AUDIT QUESTIONNAIRE

INSTRUCTION

Read each of the following items, think how descriptive it is of the situation in your organization, and indicate its appropriateness by using the following scale:

SA – Strongly agree that this is the situation in our organisation.

A – Agree that this condition exists.

U – Undecided or uncertain that this describes our situation.

D – Disagree that this statement is true here.

SD – Strongly disagree that this is true in our organization.

- _____ 1. Substantial resources are committed to ensure the completeness and continuity of the management development programme in our organisation.
- _____ 2. Basically, the training director is the person responsible for the development of managers.
- _____ 3. The strengths and weaknesses of the management development programme are systematically analysed here.
- _____ 4. In this organization specific job assignments are made to utilize new skills after managerial development occurs.

- _____ 5. Policies that guide management development are published widely within our organisation.
- _____ 6. The organization recognises that management development is the task of line management.
- _____ 7. In planning organisational change we take managerial capability into account.
- _____ 8. There is no formal employee performance appraisal here.
- _____ 9. Participation in university programmes is primarily at the top management level.
- _____ 10. Management development here is viewed as apart from, but complemented by, analytical technique and functional training.
- _____ 11. Our organisation operates a training center.
- _____ 12. The organisation emphasises managerial self-development through activities designed to meet both the organisation's and the individual's needs.
- _____ 13. Management training is seen here as both a service function, ensuring that basic standards are maintained, and as a way of continually developing the organisation.
- _____ 14. Formal training in the management skills required at different job levels is used to prepare for and enhance on-

the-job development.

- _____ 15. The ability of the manager to develop people is a significant element in his or her performance evaluation.
- _____ 16. The organisation sends people to outside institutions for development.
- _____ 17. The training programme emphasizes the management of people.
- _____ 18. People in positions of power and influence here seem to be largely ignorant of the link between organisational and individual goals.
- _____ 19. Management development policy is set up by the North West Provincial Executive Council.
- _____ 20. Our organisation stresses that it is the responsibility of individual managers to improve their own performance, assisted and encouraged by the organisation's programmes.
- _____ 21. Performance reviews here are carried out for a variety of purposes.
- _____ 22. The training curriculum concentrates on technical/operational areas of knowledge.
- _____ 23. The management development programme has been designed to be unique to the public service.

- _____ 24. Training activities in this organization are directly and logically derived from overall organizational objectives.
- _____ 25. There is little or no adaption of the management development programme to the organisation's aims.
- _____ 26. The Director General supports the management development programme.
- _____ 27. Performance appraisals here focus on salary administration.
- _____ 28. Management development activities are given significant attention by top management personnel.
- _____ 29. Training here is geared to strategic plans.
- _____ 30. The organization operates its management development "behind closed doors".
- _____ 31. Around here training is done as an "act of faith".
- _____ 32. The Provincial Government has the ability to provide the appropriate conditions for development to occur.
- _____ 33. Training is limited to what the organisation's internal capabilities will permit.
- _____ 34. Management development is linked with organisation plans.

- _____ 35. Identifying personnel for management development is based on an assessment of the individual's potential as a manager.
- _____ 36. There is no coherent policy for management development in this organisation.
- _____ 37. Development of subordinates, including coaching and career planning, is a definite responsibility of all managers.
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- _____ 60. No succession plans are developed in this organisation.

Thank you for your cooperation

Annexure "J"

INTERVIEW SCHEDULE

NAME OF DEPARTMENT:

JOB TITLE OF THE INTERVIEWEE :

DATE OF INTERVIEW:

1. Does your Department have a well documented management development plan?

Explain:

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2. Does your Department have a Management Development Policy?

Explain:

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3. Is there a particular Management Development Strategy known to all senior management officials?

Explain:

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4. Is there a unit responsible for management development?

Explain:

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10. Do you know how needs for Management Development are assessed in your Department?

Explain:

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