

# Public Service Commission



## Report on the Evaluation of the Training Needs of Senior Managers in the Public Sector January 2008



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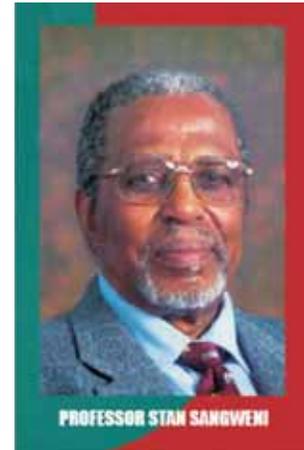
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# Foreword

Following the introduction of the Senior Management Service (SMS) dispensation in the Public Service, Government has improved its ability to compete for the employment of managers with the necessary skills and qualifications to manage the implementation of its policies. Having implemented a dispensation to attract managers of the potential higher caliber, Government has to make sure that it capacitates such managers to deal with present and pressing challenges facing the Public Service.



The verification of qualifications of Senior Managers conducted by the Public Service Commission (PSC) during 2001 found that the qualification levels of Senior Managers are high, with the average manager holding more than two tertiary qualifications. The fact that managers are clearly well educated has, however, not translated into higher levels of service delivery by government departments. Despite the levels of qualifications there appears to be a dearth of management skills in the Public Service.

The PSC is concerned about what the Public Service is doing to bridge the gap between the qualifications and experience that managers have and the competencies that are required of them to successfully implement the policies of Government. In other words, are their training needs being addressed? The PSC has therefore decided to conduct an evaluation of the extent to which the training needs of Senior Managers, including induction, mentoring and coaching have been met. The PSC deemed this study necessary to determine whether training and development at this crucial level is being given the attention it requires.

This report highlights the necessity to provide members of the SMS the opportunity to further develop their managerial and technical competencies. Such development will not only address personal growth but also the ability of departments to deliver effectively on their mandates.

The report is crafted in a manner to assist Government to reflect on what has been done, and what should be done, to prioritise the type of training the various SMS levels need in order to best meet their needs and therefore assist Government with effective service delivery implementation.

A handwritten signature in black ink, appearing to read "Sangweni".

**PROF. SS SANGWENI**  
**CHAIRPERSON: PUBLIC SERVICE COMMISSION**

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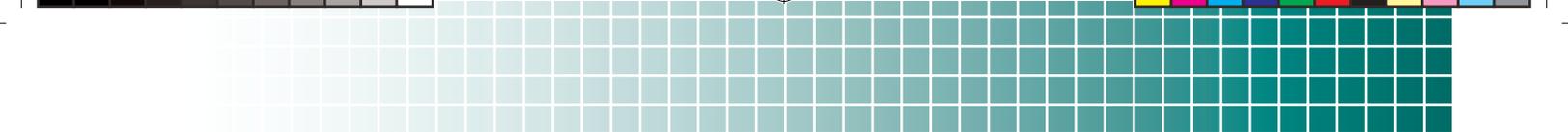
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# Glossary

<b>Core Management Criteria (CMC)</b>	The DPSA's core criteria relate to how managers do their jobs and identify generic areas that are important to most management jobs and provide standards based on how these should be carried out effectively in most organisational and job contexts. Competency in the eleven CMCs is viewed by the DPSA as being critical for high performance in the senior manager's role.
<b>Development Gap</b>	The perceived developmental shortfall in a particular skill or knowledge set, which has been identified as a training need.
<b>DPSA</b>	The Department of Public Service and Administration.
<b>KPA</b>	Key Performance Areas describe the main areas of responsibility and focus in performing a job.
<b>KPI</b>	Key Performance Indicators are clear and objective measures or standards, which are agreed to be confirmation of successful execution of a Key Performance Area.
<b>Performance Agreement</b>	An Agreement between employer and employee that the employee will meet the specified performance standards set out for that particular job, and how those standards can be met.
<b>PFMA</b>	Public Finance Management Act, No 1 of 1999.
<b>Performance Management</b>	A process that facilitates the management of performance of employees, aligned to organisational objectives, through planning, regular interviews and feedback, as a way of motivating employees to attain their full potential in line with a department's objectives. This process enables the employer to deal effectively with inadequate performance, and equally, permits recognition of outstanding performance.
<b>PMDS</b>	The Performance Management and Development System of the Public Service.
<b>Professional and Technical Training</b>	Professional and Technical knowledge and skills are those which are <u>specific</u> to performing as a manager in a particular professional or technical discipline or field.
<b>PPPFA</b>	Preferential Procurement Policy Framework Act.
<b>SL</b>	Salary Level; grades for posts or jobs in the Public Service are defined in terms of Salary Levels, the lowest being SL 2, for semi-skilled work, up to SL 16, representing a Head of Department or Director General.
<b>SMS</b>	Senior Management Service, comprising managers in SL 13 to SL 16, inclusive.
<b>SAMDI</b>	South African Management and Development Institute.
<b>OTJ</b>	On-the-Job Training.



# Executive Summary

## 1. INTRODUCTION

The significance of the capacity to maximise human potential through sound human resource management and career development practices for enhancing service delivery, cannot be over-emphasised. As stated in the Public Service Commission (PSC) State of the Public Service Report, 2006 "this is particularly so in a situation where the Public Service confronts the challenge to consolidate its transformation as it is simultaneously required to rise to the critical challenge of effective service delivery".<sup>1</sup>

Significant progress has been made in putting in place the necessary legislative, normative and regulatory framework for capacity building. Amongst others, Sectoral Education and Training Authorities have been put in place and departments are compelled to spend 1% of their personnel budget on training. However, "limited capacity continues to impact on government's performance and its ability to realise its developmental objectives. Addressing the capacity challenge in the Public Service requires dedicated leadership from the Executive and Senior Management levels and the executive and senior managerial capacity required for this, must have the ability to build on existing legislative, normative and regulatory frameworks".<sup>2</sup> Indeed, this has been referred to as "...the single most important question that the Executive has been grappling with at the beginning of our second decade in government".

Whilst it is readily apparent that Government is currently making a substantial financial investment in training and capacity development, it is much less clear whether the quality and relevance of training is commensurate with expectations and priorities. This study aims to elicit answers to the question of whether the training needs of Senior Managers are being addressed.

The question that may rightfully be raised is what the Public Service is doing to bridge the gap between the qualifications and experience these managers have and the competencies that are required of them to successfully implement the policies of Government. In other words, are their training needs being addressed? The PSC has therefore decided to conduct an evaluation of the extent to which the training needs of Senior Managers, including induction, mentoring and coaching have been met.

## 2. METHODOLOGY

The principle approach adopted to this study entailed conducting a random, and demographically proportional (or stratified) survey of all Senior Managers in the Public Service, both in National and Provincial Departments. A total of 415 responses from senior managers were received. The analysis of the results of this survey was to be enhanced through subsequent focus groups of Senior Managers and other stakeholders, and findings tested. These focus groups, however, did not materialise. In addition, research was conducted to complement the study with international best practice around Coaching and Mentoring.

## 3. KEY FINDINGS

Self-reflection is by far the main driver for identifying training needs or gaps. Whilst such self-awareness and direction is to be encouraged, it may not integrate important strategic and organisational criteria, perspective and priorities into the assessment, and allow for a greater bias to individual needs and subjectivity in informing developmental investments in Senior Managers in the public sector.

By comparison, the organisationally aligned developmental component of the performance management process only elicits 15% of training needs identified. The limited extent to which the performance management process informs such needs is a poor reflection on the joint manager-report evaluation that should underpin what should be an integrated Performance and Development process.

<sup>1</sup> Republic of South Africa, Public Service Commission State of the Public Service Report, 2006.

<sup>2</sup> Republic of South Africa, Public Service Commission State of the Public Service Report, 2006.

Poor prioritisation and misalignment in training needs identification and investment, again reflects in the latitude given to personal reflection in such decisions, without the benefit of scientific assessment.

This also explains why almost a third of respondents indicated that they had not identified Professional or Technical Knowledge or Skills needs, and 20% had not identified any Core Management Criteria needs.

Whilst managers generally claimed a positive impact of their training on their own performance, as well as in improving the effectiveness of the Directorate, this was belied by the reported change in actual performance rating for the same year, which may have improved in 66% of cases, but had remained the same in 32%.

It is encouraging that almost three quarters of Senior Managers have been assigned a coach, but this support is ineffectual, as only 11% of managers have been trained to be coaches.

## 4. RECOMMENDATIONS

### 4.1 PROCUREMENT ORIENTATION FOR SMS

Senior Managers need to understand their procurement and supply chain responsibilities and obtain skills in this regard. Operational competence is not required, and SMS needs could be best addressed as follows:

- 1) Procurement orientation to equip senior managers to
  - a) familiarise themselves with the relevant PFMA and PPPFA provisions;
  - b) specify and adjudicate tenders; and
  - c) manage contract deliverables.
- 2) Supply Chain Management to be strengthened in the SAMDI SMS Re-orientation, whilst SAMDI is to publicise its relevant Supply Chain Management modules under Financial Management more vigorously, as the preferred, if not requisite, solution to such needs.

### 4.2 COMPUTER LITERACY REQUIREMENT FOR ALL ENTERING THE SMS

Whilst computer literacy is an important functional enabler for any manager, this should not displace the identification and acquisition of professional or technical skills appropriate to a manager's discipline.

Computer Literacy should therefore be a requirement of all entering the SMS. Skill levels may be assessed using the Microsoft Office User (MOUS) credential.

### 4.3 IDENTIFICATION OF CORE MANAGEMENT CRITERIA TRAINING NEEDS IN EACH PERFORMANCE REVIEW CYCLE

At least one (1) CMC training need at the appropriate proficiency level should be identified in each performance review cycle by SMS members.

Priority should be given to identifying training needs in Personal Development Plans, in relation to the minimum CMCs, Financial Management, People Management and Empowerment, and Client Orientation and Customer Focus.

Given the often poor ratings accorded to public service delivery, Client orientation and customer focus is a CMC that deserves more serious attention by public sector leadership – as has been recognised by the DPSA in making it a minimum CMC for SMS Performance Agreements. SAMDI needs to devise ways of incorporating this in their SMS training modules.

#### 4.4 DEVELOPMENT OF THE CORE MANAGEMENT CRITERIA FRAMEWORK INTO A COMPETENCY MATRIX FOR SMS PROGRESSION; SMS COMPETENCE 'PASSPORTS'

The above recommendations suggest that the entire CMC framework should be developed into a matrix of foundational competencies and proficiency levels for Senior Managers appropriate and mapped to each SMS level.

Objective assessment of the proficiency in the appropriate CMCs should be a pre-requisite, amongst other criteria, for an SMS' progression through Salary Levels. This should more stringently be considered in the performance review of each Senior Manager, as currently required, but the weighting could be increased to 25% (from 20%) of the overall performance evaluation weighting.

All SMS should be baselined for development through a scientific skills assessment for CMC competence, and thereafter re-assessed at least every three (3) years, if not two (2).

All SMS to be assessed for competence and proficiency level in the three essential CMCs, as a minimum (if not for all CMCs), as a basis for identifying CMC needs and the extent of each need, and prioritising the training intervention(s) based on the magnitude of the gap for the three (3) essential CMCs.

If significant gaps are identified in more than one essential CMC, this should be taken as a skill deficit which needs to be addressed in a single cycle, as it implies the manager is not able to perform from a fundamental perspective, and extraordinary efforts and commitment are required of the manager to make up this deficit.

Developing the entire CMC framework into a matrix of foundational competencies and proficiency levels for Senior Managers, mapped to Salary Levels, would provide more authoritative and standardised guidance for SMS, relevant for their Salary Level, than they currently have recourse to.

The mobility of SMS suggests that a portable competence 'passport', reflecting technical and professional proficiencies acquired, but especially CMCs, is necessary, to be lodged with the DPSA, and updated yearly through SAMDI-accredited training and scientific assessment results.

#### 4.5 MEETING THE TRANSFORMATIONAL TRAINING NEEDS OF SMS

SAMDI should revisit its Service Delivery offerings, as its Improving Service Delivery: Senior Managers' Programme and Service Delivery Enrichment Programme may not adequately cater for the demand from departments for the CMC, Service Delivery Innovation.

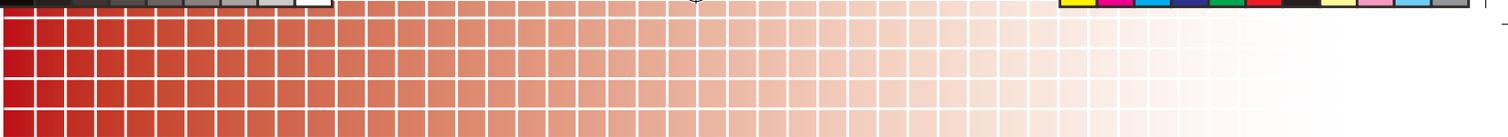
#### 4.6 OVERCOMING GENDER STEREOTYPING AND EQUAL ACCESS TO TRAINING

Female senior managers need particular support through coaching and mentoring, and networking mechanisms, to overcome stereotyping, and inhibition, if not discrimination, in their development and advancement. This is the case in areas which have traditionally been the preserve of males, such as project management.

The PSLDP is the culmination of the vision of President Thabo Mbeki who identified that effective service delivery is premised on strong and selfless public sector leadership. The PSLDP is aligned to the SMS competency framework. This is a high level strategic leadership programme aimed at increasing the capacity of Senior Management in the Public Service.

The programme is informed by the needs analysis conducted amongst Directors-General. It seeks to achieve, through the development of strong leadership, the President's vision of highly effective public service, which works to improve the lives of South African people. It is aimed at Senior Managers from SL 13-16.

The most effective manner of dealing with the gender issue is to conduct a gender-neutral scientific skills assessment process and establish if the differences between male and female skills levels are real or perceived.



Armed with this information it would then be possible to ensure that the right people get the right training at the right time, and that skills gaps are addressed in a meaningful and objective manner. (See also the recommendation above regarding special support networks for women Senior Managers in the Public Sector).

#### **4.7 INSISTENCE ON SCIENTIFIC AND OBJECTIVE SKILLS ASSESSMENT TO IDENTIFY DEVELOPMENTAL NEEDS**

This CMC development gap ranking offers a certain prioritisation for developing and rolling out a formal CMC programme, but should be validated through more scientific psychometric assessment, or at least 180°, if not 360°, feedback, offered through performance management review.

A combination of performance management system inputs and scientific assessment techniques (such as skills audits and training needs analysis) must be used to identify training needs and skills gaps. Using these methods ensures that skills assessed are aligned to the organisation's strategic goals and are identified in an objective manner.

#### **4.8 REINFORCING THE PERFORMANCE CONTRACTING AND DEVELOPMENT SYSTEM**

The full development component, and cycle of the Performance Contracting and Development System, need to be reinforced and indeed be a Key Performance Area (KPA) of all managers in respect of their reports.

Essentially, all SMS development should comply with the following:

- Strategic alignment and justification, including reference to established Critical and Scarce skills needs, succession planning, as well as an individual's public service career path.
- Scientific and objective assessment, such as skills audits against job profiles, resulting in Personal Development Plans, as well as organisational Critical and Scarce skills needs and Talent Management strategies and plans.

#### **4.9 SPECIAL ATTENTION TO PROVISION OF PARTICULAR ACCREDITED CMC COURSES IN SHORT TO MEDIUM TERM**

SAMDI should revisit its current offering with regard to Change Management, and consider making it more accessible through accredited service providers and increased scheduling of courses it runs itself.

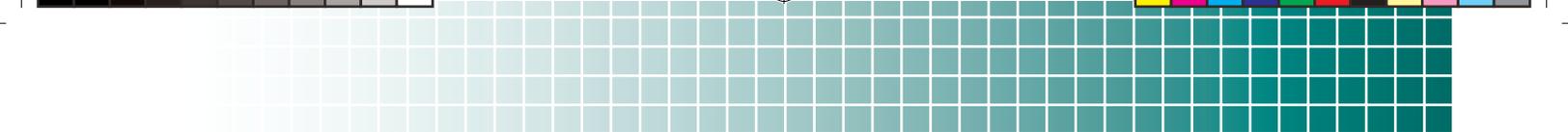
People management and empowerment, and Client orientation and customer focus are to be equally weighted with Financial Management in Performance Agreements

#### **4.10 BLENDED APPROACH TO ADDRESSING CAPACITY BUILDING NEEDS**

A blended approach to 'capacity building' needs to be inculcated, beyond simply addressing all skills gaps through contact training sessions e.g. e-learning, on-the-job training, mentoring, shadowing, secondments, job rotation and self study.

#### **4.11 COURSE AND TRAINING SERVICE PROVIDER ACCREDITATION**

It is recommended that all courses, and not just training service providers, for each level of proficiency in each of the 11 CMCs, be accredited, if not delivered, by SAMDI.



Accreditation criteria of training service providers by SAMDI, and indeed SAMDI itself, should provide for customisation of training materials, including case studies to provide:

- The Public Sector context;
- National vs Provincial Public Service context; and
- Sectoral orientation, such as environmental challenges and legislation.

#### 4.12 COMMITMENT TO PERSONAL DEVELOPMENT PLANS

The restoration of the performance management and development process, supported by rigorous skills assessment methodologies, as the primary process for training needs identification, would need to be completed by adherence to and review of Personal Development Plans in each performance cycle.

There should be career limiting, (as well as growth and advancement consequences) for managers (and their supervisors) who do not make strenuous efforts to bridge their skills gaps, particularly in relation to CMCs, and especially the essential CMCs.

The misalignment and gender imbalances in development reinforce the imperative for development needs to be strategically (and more objectively) aligned through the performance management and development process, complemented and confirmed by more rigorous skills assessment methodologies.

#### 4.13 IMPACT ASSESSMENT OF TRAINING

The findings call for a consistent and objective pre- and post-training impact assessment:

- The manager and supervisor should identify what improvements in individual and departmental performance and outcomes might reasonably be expected after the manager has undergone training for the skills gap identified. This might include a special project demonstrating such enhanced capability;
- The role of the supervisor and HRD practitioners in supporting the manager to practically transfer or apply his / her new skills into the work environment should be identified;
- Such commitments should be captured in the Personal Development Plan, preferably in advance of the training.

All SAMDI CMC courses should provide for special post-training projects to be conducted in the workplace, and assessed by a combination of the supervisor and a neutral SAMDI assessor, who has not been directly involved in delivering the SAMDI CMC course.

As part of the manager's performance review, there should be a review of the training commitments undertaken in the Personal Development Plan, whether these were followed through, and an assessment against the agreed indicators for improvements in personal capability, and in the directorate concerned.

#### 4.14 COACHING AND COACHING ASSIGNATION TO BE KPIS FOR ALL SMS

The development of SMS members as coaches requires particular attention, commitment and investment, when viewed as a critical success factor for skills transfer into the workplace by peer managers in the SMS. Coaching skills should therefore also be a priority if not already acquired by a Senior Manager.

Coachee assignees should not exceed 5 for any manager.

Coachee assignation should itself be a KPI under the prescribed CMC, People Management and Empowerment, but expressed in terms of outcomes related to ensuring training for the assigned senior managers is aligned, appropriately sourced, evaluated and applied to enhance both the individual's and department's effectiveness.

#### 4.15 HRD PRACTITIONERS TO BE PROVIDED WITH SPECIALISED COACHING SKILLS

HRD practitioners should be provided with specialised 'coaching' skills to objectively and positively guide and assist managers-

- in identifying their shortfalls in respect of CMC competencies;
- locating appropriate solutions;
- determining the personal, team, departmental and stakeholder outcomes and benefits; and
- creating a receptive and conducive environment for the effective and enduring transfer of the new skills and knowledge.

In facilitating the learning, application and sharing of CMCs by Senior Managers through such a coaching (and mentoring) network, the groundswell of broad capability and effectiveness in leadership and management will inevitably inform and cascade to Public Service staff at large to energise, inspire, direct, and sustain Public Service transformation.

#### 4.16 EXECUTIVE SMS AS MENTORS

The distinction between Coaching and Mentoring is seldom made within the Public Sector, and thus expectations and effort, to capacitate in this regard may often diverge. SAMDI's modules to cater for the CMC, People Management and Empowerment, are a case in point, as it only provides a Mentorship training portfolio, when Coaching capability is the more pressing and impactful. Separate modules are required for Coaching and Mentoring.

### 5. CONCLUSION

Based on the findings of this study it is clear that the training needs of senior managers are only being met partially. This could be attributed to the work pressures being exerted on senior managers in the performance of their day to day duties and the subsequent low priority that is being attached to "fringe issues" such as training and development. What is, however, clear is that the performance management and development system for senior managers is not being applied in the manner it should be. Performance Development Plans appear to be completed for the sake of compliance instead of identifying training needs that are aligned to actual job performance and that are realistic to meet.

In conducting this study the PSC deliberately focused on the responses of senior managers themselves as opposed to obtaining second-hand data from human resource development components. Senior managers are best placed to determine the extent to which the training that has been offered to them is having an impact on the performance of their duties. Based on the analysis there appears to be significant room for improvement.

Throughout the recommendations, reference has been made to SAMDI and the important role it has to play as a "Management Development Institute". It is trusted that SAMDI will take the findings and recommendations of this study into consideration in developing training modules and creating other learning opportunities for senior managers.

The SMS forms the backbone of government's ability to deliver on its mandate. SMS members are the vehicles through which strategic direction is provided in ensuring that government's machinery stays on course. If they are not provided with developmental opportunities and their skills and knowledge are not harnessed to maximise their potential, the Public Service will not reap the benefits of the intention with the establishment of a Senior Management Service cadre which includes increased levels of professionalism and improved service delivery.

# Chapter One

## INTRODUCTION

## 1.1 BACKGROUND

The significance of the capacity to maximise human potential through sound human resource management and career development practices for enhancing service delivery, cannot be over-emphasised. As stated in the Public Service Commission (PSC) State of the Public Service Report, 2006 "this is particularly so in a situation where the Public Service confronts the challenge to consolidate its transformation as it is simultaneously required to rise to the critical challenge of effective service delivery".<sup>3</sup>

Significant progress has been made in putting in place the necessary legislative, normative and regulatory framework for capacity building. Amongst others, Sectoral Education and Training Authorities have been put in place and departments are compelled to spend 1% of their personnel budget on training. However, "limited capacity continues to impact on government's performance and its ability to realise its developmental objectives. Addressing the capacity challenge in the Public Service requires dedicated leadership from the Executive and Senior Management levels and the executive and senior managerial capacity required for this, must have the ability to build on existing legislative, normative and regulatory frameworks".<sup>4</sup> Indeed, this has been referred to as "...the single most important question that the Executive has been grappling with at the beginning of our second decade in government".<sup>5</sup>

Managers in the Public Service are faced with multiple challenges, and require very specific skills and expertise, some of which can only be gained through continuous learning and training. The Senior Management Service (SMS) introduced a professional model for the highest echelons of public servants, i.e. the managers. This was a break from the extreme form of the bureaucratic model upon which the core civil service had historically been run. The bureaucratic model was highly regulated, centralised and inflexible, and this rigidity precluded rapid adaptation and accountability.<sup>6</sup> The professional model aims to establish a professional ethos and build expertise. The SMS introduced a framework in terms of which the development needs of senior managers could be addressed.

Research by the Public Service Commission (PSC) has found that the qualification levels of Senior Managers are high.<sup>7</sup> This, however, has not translated into higher levels of service delivery by government departments. Despite such qualifications, there appears to be a dearth of management skills in the Public Service.

Whilst it is readily apparent that Government is currently making a substantial financial investment in training and capacity development, it is much less clear whether the quality and relevance of training is commensurate with expectations and priorities. The question that may rightfully be raised is what the Public Service is doing to bridge the gap between the qualifications and experience managers have and the competencies that are required of them to successfully implement the policies of Government. In other words, are their training needs being addressed? As such the PSC deemed it appropriate to embark on a study to evaluate the extent to which the training needs of senior managers have been met.

## 1.2. OBJECTIVES OF THIS STUDY

The objectives of the study were, inter alia to:

- Identify and analyse training needs identified by Senior Managers during the 2004/2005 financial year.
- Determine the extent to which such training needs have been met.
- Evaluate the impact of such training interventions on the performance of Senior Managers.
- Determine the extent to which induction, mentoring and coaching for Senior Managers occur.
- Research best practices regarding induction, mentoring and coaching for Senior Managers.
- Make recommendations on the development and implementation of training interventions including induction, mentoring and coaching practices for Senior Managers in the Public Service.

<sup>3</sup> Republic of South Africa, Public Service Commission State of the Public Service Report, 2006.

<sup>4</sup> Republic of South Africa, Public Service Commission State of the Public Service Report, 2006.

<sup>5</sup> Fraser-Moleketi, Geraldine. South African Minister for Public Service and Administration. Keynote Address at the opening of the Senior Management Service Conference. September 2005.

<sup>6</sup> Republic of South Africa, Public Service Commission State of the Public Service Report, 2006.

<sup>7</sup> PSC Report on the Verification of Qualifications of Senior Managers in the Public Service. 2001

### 1.3 THE PUBLIC SERVICE COMMISSION'S MANDATE

The Constitution, 1996, mandates the Public Service Commission (PSC) to perform certain functions. In terms of Section 196(4) of the Constitution, the PSC shall, *inter alia*:

- “(b) investigate, monitor and evaluate the organisation and administration, and the personnel practices, of the public service;... ”*
- (f) either of its own accord or on receipt of any complaint –*
- (i) to investigate and evaluate the application of personnel and public administration practices, and to report to the relevant executive authority and legislature; ...”*

Given that training is a personnel practice in the Public Service, the PSC is therefore mandated to investigate the extent to which training needs of senior managers have been addressed and to advise departments accordingly.

### 1.4 TRAINING AND DEVELOPMENT IN THE SENIOR MANAGEMENT SERVICE (SMS)

#### 1.4.1 Introduction of a Senior Management Service

The aim of the new senior management framework introduced in July 1999 is to ensure improved service delivery in the Public Service departments/institutions. This framework necessitated a number of initiatives to ensure that a transformed Public Service becomes a reality. To this end, a need was identified to:

- Strengthen management capacity so that management is competent to drive the transformation process, hence the establishment of the senior management service for the public service.
- To continuously audit progress achieved by the departments in complying with the dictates of the new management framework.

The overall goal of the SMS initiative is to improve government's ability to recruit, retain and develop quality managers and professionals. To this end the following have been put in place:

- A modernised employment framework consisting of improved terms and conditions of service.
- A mechanism to improve interdepartmental mobility for Senior Managers and professionals.
- A performance management system (through performance agreements) that is supported by a competency framework.
- Improved and competency-based recruitment and selection process.
- Institution of higher ethical conduct through the disclosure of financial interests.
- Focused training and development interventions.

#### 1.4.2 Performance Management and Development in the SMS

Performance management in the Public Service is guided by the Public Service Act, 1994, the Public Service Regulations (PSR), resolutions of the Public Service Co-ordinating Bargaining Council (PSCBC) and the Treasury Regulations, 2001.

The 2003 edition of the Senior Management Service Handbook consolidated all the determinations, directives and guidelines issued by the Minister for the Public Service and Administration to the SMS since January 2001.

The regulatory framework set for Performance Management and Development in the SMS will be explored in more detail in Chapter 2.

### 1.4.3 Human Resource Development in the Public Service

Development and training within the SMS occurs within the overarching framework for Human Resource Development in the Public Service. The Public Service practice with regards to human resource development has been reviewed and consolidated into a human resource development strategy for the Public Service. The strategy builds on the foundation put in place through the National Skills Development Strategy and the National Human Resource Development Strategy for South Africa. The strategy has been approved for implementation and aims to address the major human resource capacity constraints currently hampering the effective and equitable delivery of public services. It has the following four strategic objectives:

- Drive full commitment to promote human resource development in all Public Service institutions.
- Establish effective strategic and operational planning in the Public Service.
- Establish competencies that are critical for service delivery in the Public Service.
- Drive effective management and co-ordination of developmental interventions in the Public Service.

## 1.5 METHODOLOGY

The principle approach adopted to this study entailed conducting a random, and demographically proportional (or stratified) survey of all Senior Managers in the Public Service, both in National and Provincial Departments. Over 700 questionnaires were circulated to senior managers. In total 415 responses from senior managers were received.

The analysis of the results of this survey was to be enhanced through subsequent focus groups of Senior Managers and other stakeholders, as will be discussed in the limitations, these focus groups, however, did not materialise.

Research was also conducted to complement the study on international best practice around Coaching and Mentoring.

As it is important to understand the context within which findings have been made, the methodology is elaborated upon prior to the discussion in each of the Chapters.

## 1.6 LIMITATIONS

Due to the slow and inadequate response rate to the survey, the deadline was extended over several months. Based on anecdotal feedback, this can be attributed to the following factors:

- questionnaires were cascaded slowly to the intended recipients; and
- some of the managers targeted may not have undergone performance assessments during the period under review and may therefore be inhibited in responding to the identification of training needs and how this has been addressed.

A consequence of the delay in securing responses was that insufficient time remained to convene focus groups and other stakeholder engagements to explore and unpack issues revealed in the survey results. Similarly, there has not been an opportunity to test the findings made.

The final response sample is slightly under-representative of National Department managers from the core Civil Service, Criminal Justice, Economic Services and Infrastructure clusters, whilst managers from the Eastern Cape, Gauteng and KwaZulu-Natal are also under-represented.

This study only focussed on the formal and informal training provided to members of the SMS. Further investigation is required into the extent and criteria for sponsored academic learning by members of the SMS through bursaries and other interventions, and the extent to which this addresses the training needs of senior managers

## 1.7 STRUCTURE OF THE REPORT

The Report is structured as follows:

Chapter Two provides a deeper insight into the regulatory framework that guides, governs and entrenches the professional model of public sector management which has been adopted since 1999, with specific reference to the parameters and principles it sets for Senior Manager competencies and development.

Chapter Three presents the core findings in a 'snapshot'; of the training needs identified by Senior Managers in their Personal Development Plans (PDPs), distinguishing between Professional and Technical training needs<sup>8</sup>, and those for Core Management Criteria (CMCs). Further insight into the training needs identified is afforded by the perceived development gap assigned by the managers to each need.

In Chapter 3 the training needs identification process is then examined, and the extent to which the training needs identified are subsequently addressed through relevant training interventions.

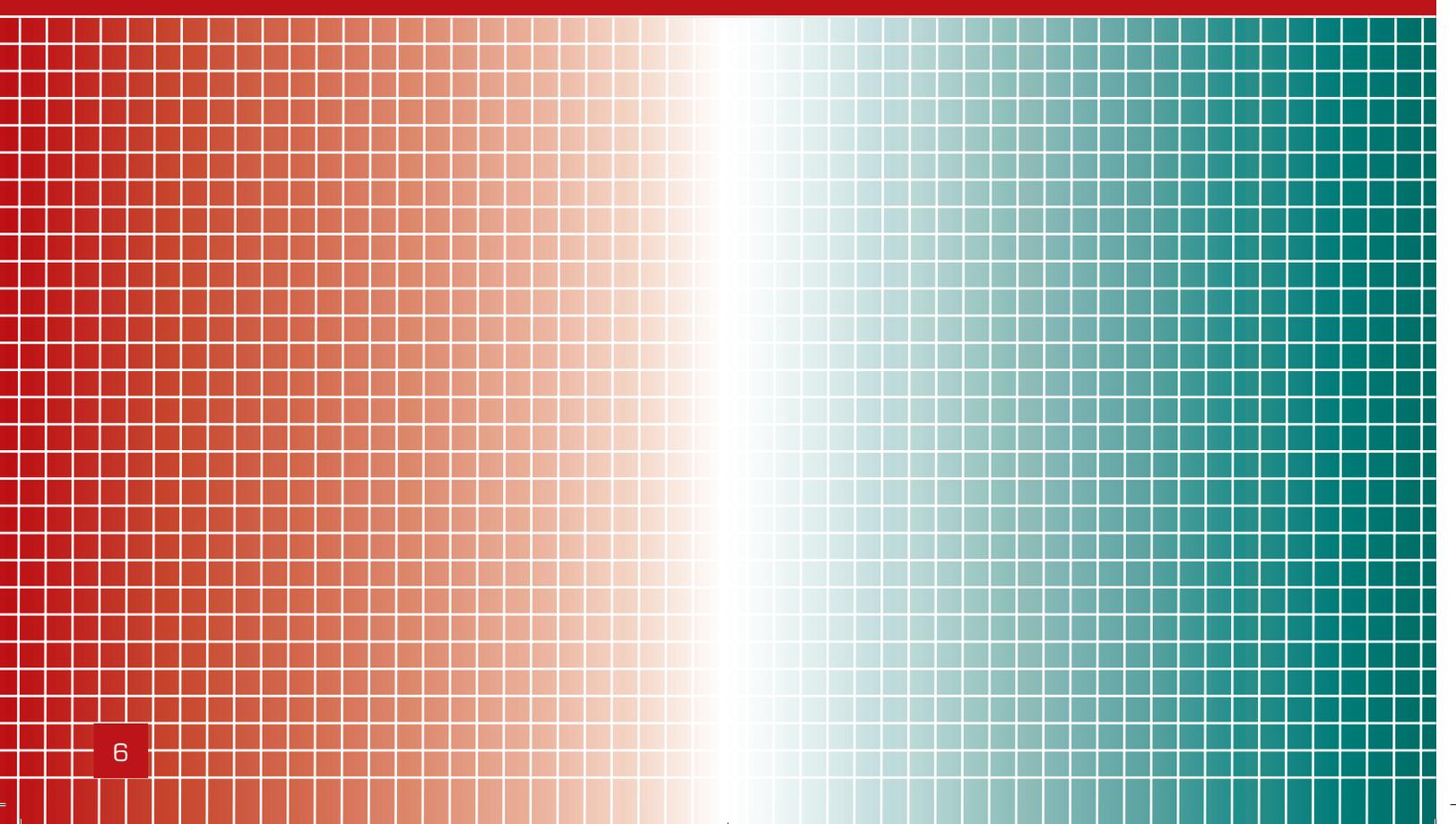
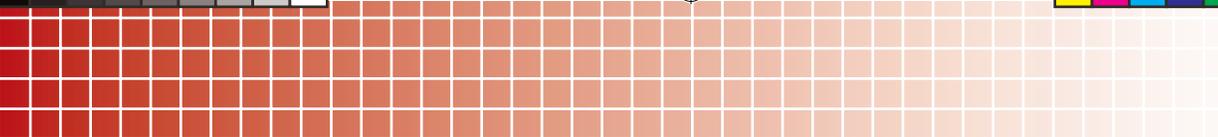
Chapter Four considers the extent to which coaching and mentoring is institutionalised and available to Senior Managers in the Public Service. It also looks at the degree to which new entrants to the Senior Management Service are being specially prepared for their new responsibilities through induction.

Chapter Five examines the perceived quality of the training received, and the impact such interventions have had on individual as well as organisational performance.

Chapter Six provides a consolidation of key findings from the research as a whole, and presents appropriate recommendations for addressing the issues or shortcomings revealed. Finally a conclusion is provided in Chapter 7.

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<sup>8</sup> Professional and Technical knowledge and skills are those which are specific to performing as a manager in a particular professional or technical discipline or field



# Chapter Two

## REGULATORY FRAMEWORK FOR PERFORMANCE MANAGEMENT AND DEVELOPMENT IN THE SMS

## 2.1 INTRODUCTION

This Chapter provides an overview of the regulatory framework that informs the professional model of public sector management which has been adopted since 1999. The Chapter specifically addresses the parameters and principles for Senior Manager competencies and development.

## 2.2 PRINCIPLES IN ESTABLISHING THE SMS

The Public Service Regulations (PSR) provides as follows in terms of the establishment of the SMS:

- The SMS shall be managed as a public service-wide pool of scarce resources to be utilised in the best interests of the public service.
- SMS' conditions of service shall accord with their positions as high-level managers or specialists, while employment practices shall be fair and take into account the need to redress the imbalances of the past.
- Only the finest candidates shall be appointed to SMS posts and steps shall be taken to retain and develop persons so appointed as a corporate resource.

The emphasis is on members of the SMS being highly mobile, flexible and capable resources for utilisation throughout the Public Service. These factors have important implications for the developmental range, focus and progression of such resources. These implications include that managers must be multi-skilled, able to adapt to changing environments and possess the ability to give high level strategic guidance. The PSR specifically elaborates on the principle of mobility and career progression: "...The SMS shall be actively managed across the public service to ensure that operational requirements are met and to maximise the potential of members of the SMS"<sup>9</sup>. In order for these objectives to be met members of the SMS should be appropriately skilled.

## 2.3 PERFORMANCE MANAGEMENT AND DEVELOPMENT IN THE SMS

Performance management and development for the SMS, in terms of the regulatory framework, are closely intertwined. Personal development for the SMS occurs within the context of performance assessment and feedback. The framework for performance management and development is contained in the Public Service Regulations (PSR) and the SMS Handbook.

### 2.3.1 The Public Service Regulations (PSR)

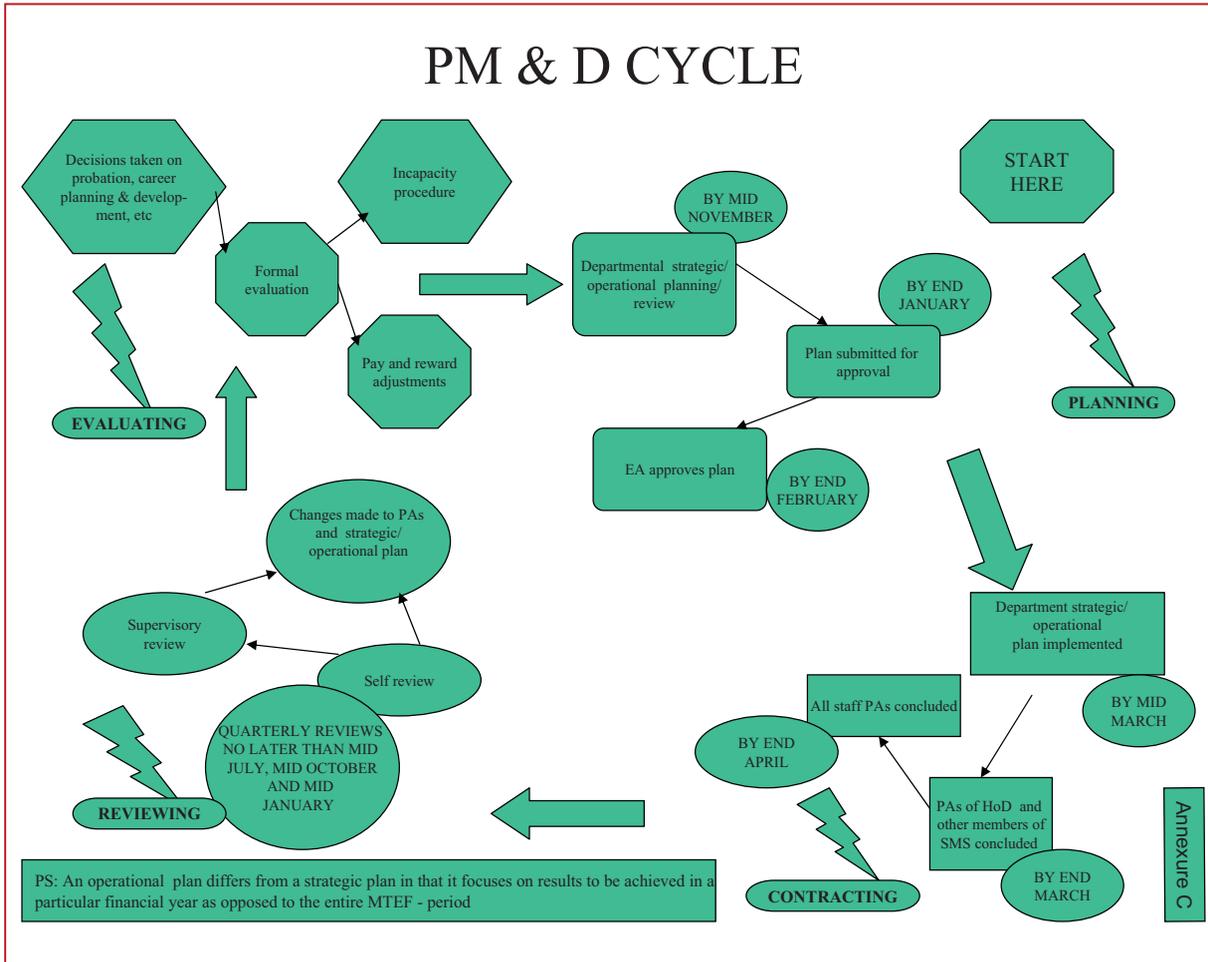
Part V of the PSR provides for the development of standard training and development programmes, based on the competencies required of members of the SMS in terms of both their current and future responsibilities. The Minister for Public Service and Administration is specifically charged to:

- identify the generic managerial and leadership training needs of members of the SMS;
- arrange that standard courses and programmes be developed on the basis of those training needs; and
- continuously evaluate those courses and programmes with due regard to their relevance and value for money.

### 2.3.2 The SMS Handbook

The 2003 edition of the Senior Management Service Handbook consolidated all the determinations, directives and guidelines issued by the Minister for the Public Service and Administration to the SMS since January 2001. An overview of the performance management and development cycle and linkages as provided for in the SMS Handbook, is outlined in **figure 1** below:

<sup>9</sup> Public Service Regulations, Part V: p 57



**Figure I: The PM & D Cycle – SMS Handbook Chapter 4 Performance Management and Development Annexure B 1/12/2003**

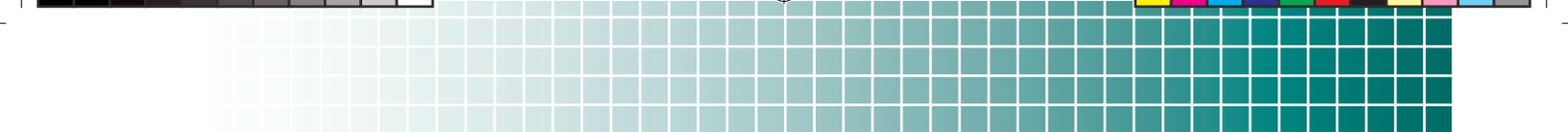
In pursuance of the PSR, one of the key principles underpinning the effective implementation of performance management as provided for in the SMS handbook is that “performance management processes shall link to broad and consistent staff development plans and align with the department’s strategic goals”. In linking Strategic HR planning to PM & D and other HR systems, the Handbook points out that:

- “The PSR clearly indicate the processes and format for strategic HR planning (Part IIIID of Chapter 1) that must enable the identification of core competencies and the subsequent identification of human resource development needs of a department. Jobs will need to be designed, analysed and evaluated in terms of the strategic HR plan and job profiles developed for each job.
- These profiles will guide recruitment and selection and provide the basis for PM&D. The profiles, PAs and the outcomes of performance reviews and appraisal must, in turn, become the basis for staff development plans”.<sup>10</sup>

In respect of **management development**, the Handbook advises that:

- “Key conditions for effective performance in most management jobs are that managers take responsibility for results but also that they are given the space for ongoing learning and development about how best to achieve them. Further managers should be encouraged and trained to make informed judgements, take responsibility for results and look for ways of improving what is achieved.
- The performance management and development process should play a key role in effective management development. Departments should not allow the role of the appraisal in enabling the determination of rewards and key career incidents to overshadow the developmental orientation of the Performance

<sup>10</sup> SMS Handbook, 2003: p 6



Management & Development System (PMDS). The key purpose of Performance Assessments, reviews or appraisals is for supervisors to provide feedback and enable managers to find ways of continuously improving what is achieved.”<sup>11</sup>

The SMS Handbook emphasises that PAs will only be effective if:

- “All members of the SMS are committed to proper management of performance, not because of a need to comply but rather because it is a good management tool. In this regard, each member of the SMS will need to have the effective implementation of the agreed PMDS as one of their priority organisational objectives;
- Objectives and competency gaps are reviewed more in terms of relevant departmental vision, mission and strategy rather than functional responsibilities and duties;
- All members of the SMS are properly inducted and trained in the use of performance management, CMC’s and the PA system in particular...”<sup>12</sup>

In respect of **performance management and development**, two new imperatives were made **mandatory** elements:

- The competency framework specifying core competencies for members of the SMS needed to be clearly linked to performance management – members of the SMS were to be assessed in terms of demonstrating managerial competence by means of the Core Management Criteria (CMC);
- The introduction of Personal Development Plans (PDPs).

The CMCs relate to how managers do their jobs and identify generic areas that are important to most management jobs. It also provides standards based on how these jobs should be carried out effectively in most organisational and job contexts, but do not describe the results that should be achieved. The eleven CMCs as listed below are viewed as being critical for performance in the senior manager’s role:

- 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

The SMS Competency Framework has four proficiency levels (Basic, Competent, Advanced and Expert) that consist of specific behavioural indicators that noticeably reflect different expected levels of performance/expertise.

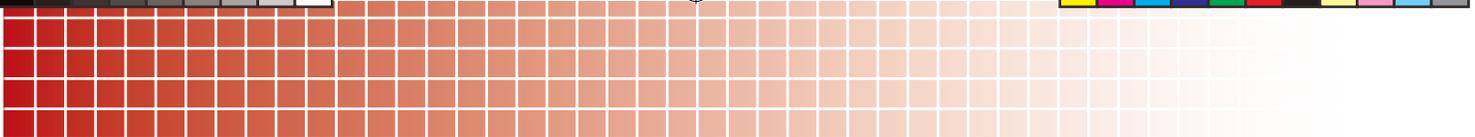
The CMCs are supplementary to the Key Result Areas (KRAs) and performance is assessed against both components with a weighting of 80:20 allocated to the KRAs and the CMCs respectively. Not all CMCs will be relevant to a specific job or to a specific work environment. However for all members of the SMS with managerial responsibilities the following CMCs must, as a minimum, be included in their PAs:

- (a) Financial management
- (b) People management and empowerment
- (c) Client orientation and customer focus

The SMS Handbook also specifies the development of a Personal Development Plan (PDP) to address the

<sup>11</sup> SMS Handbook, 2003: p 7

<sup>12</sup> SMS Handbook, 2003: p 11



gap that exists between the required competency profile and actual competencies needed. The training and development needs will not only be identified during performance reviews and assessments, but also on initial appointment when the work plan is developed.

The Handbook stresses that SMS Members should have ongoing and equitable access to development. Development should support work performance and career development, driven by the needs of individual members linked to their department's strategic plan and operational plans.

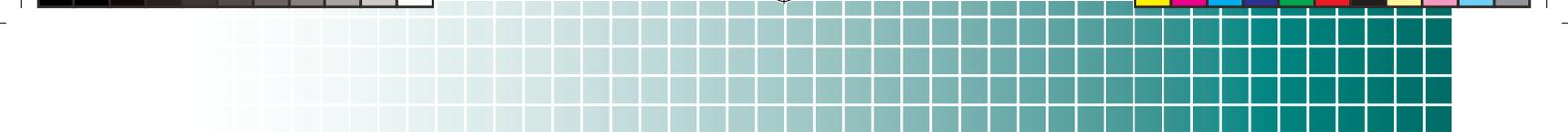
Training and development activities will focus on equipping members with the competencies they require to perform effectively in their current jobs and to prepare them for the future. The training and development needs of the members will be determined through continuous monitoring, quarterly reviews and annual assessments, as well as a self-assessment tool developed by the DPSA.

## 2.4 SUMMARY

The regulatory framework governing SMS competencies and development emphasises that SMS members should be highly mobile, flexible and capable resources within the Public Service. As such, the SMS Handbook provides for the development of standard programmes, based on generic managerial and leadership or core competencies required of members of the SMS.

SMS developmental needs are to be clearly linked to performance management, and be based on the needs in respect of the achievement of their respective departments' strategic and operational plans. These developmental needs must be captured in Personal Development Plans (PDPs), which contract for enhanced capability and performance improvement through developmental interventions. As part of the Performance Agreement, PDPs should therefore be reviewed and contracted annually.

The regulatory framework provides clear guidance on how performance management and development of members of the SMS should occur. The question which this report seeks to answer in the following Chapters is whether development of senior managers actually occurs in line with the intentions of this framework.



# Chapter Three

## ASSESSMENT OF TRAINING NEEDS IDENTIFIED

## 3.1 INTRODUCTION

### 3.1.1 Purpose of this Chapter

This chapter provides an overview; of the training needs identified by Senior Managers in their Personal Development Plans (PDPs), distinguishing between Professional and Technical training needs<sup>13</sup> and those for Core Management Criteria (CMCs). Further insight into the training needs identified is afforded by the perceived development gap assigned by the managers to each need.

The training needs identification process is then examined, and the extent to which the training needs identified are subsequently addressed through relevant training interventions is assessed.

### 3.1.2 Overview of Analytical Approach

Through the questionnaire respondents were requested to identify from their Personal Development Plan (PDP), the training needs they had identified for both their technical and professional development, as well as the Core Management Criteria (CMCs) required to perform their jobs, and against each training need, to:

- quantify the “Developmental Gap” identified by choosing a value on a 5 point scale from ‘Small’ to ‘Significant’;
- select the primary process used from a list of 7 processes, for identifying the skills need; and,
- provide the name of formal course(s) taken (if any), and / or informal interventions (e.g. coaching or mentoring), to address this need.

Responses were then analysed by demographic criteria, to establish if there were significant variations between the variables concerned (e.g. Gender: Male versus Female responses).

## 3.2 TRAINING NEEDS IDENTIFIED IN AND SINCE THE 2004 / 2005 FINANCIAL YEAR

### 3.2.1 Professional and Technical Training Needs Identified

Senior Managers identified nearly 100 ‘different’ needs in respect of Professional and Technical Knowledge or Skills. An attempt at categorising these allows the following ranking (see **Fig. 2** below) of the most commonly cited needs.



**Fig. 2: Ranked categorised professional and technical training needs identified by SMS**

<sup>13</sup> Professional and Technical knowledge and skills are those which are specific to performing as a manager in a particular professional or technical discipline or field.

Almost a third (31%) of respondents indicated that they had not identified Professional or Technical Knowledge or Skills needs. Nearly a quarter (23%) of respondents reported financial management needs, 15% project management, and 8% advised needs oriented around strategy or strategic leadership.

It is worth noting that these three categories, financial management needs, project management, and strategic leadership are actually deemed Core Management Criteria by the DPSA. It is possible that this is an indication of a need for deeper or more specialised technical or professional knowledge in these competencies by senior managers where such competencies form a core part of their line function activities. For example a financial manager would require technical knowledge of financial management.

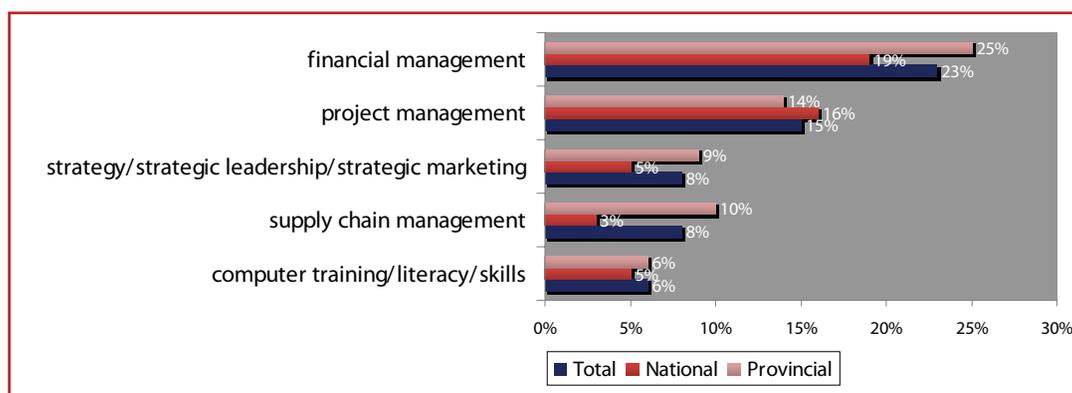
If the Core Management Criteria identified (financial management needs, project management, and strategic leadership) are ignored, then Supply Chain Management and Computer Skills are the most frequently identified needs for professional or technical skills development. Even for the purposes of compiling tenders and participating in acquisition or tender committees, Senior Managers would only require a high level understanding of procurement governance and process, when procurement officials should be providing specialist support and knowledge in this regard. SMS needs in this regard are catered for in the SAMDI SMS Re-orientation Curriculum or Supply Chain Management modules for Financial Management. However, the appearance of Supply Chain Management as a significant need suggests that procurement and Supply Chain Management is preoccupying many managers, as they grapple with delivery to the community, whilst satisfying the requirements of the Public Finance Management Act and the Preferential Procurement Policy Framework Act.

Computer training / literacy constituted 6% of the skills required by Senior Managers, and whilst an important functional enabler for any manager; this should not displace the identification and acquisition of professional or technical skills, appropriate to a manager's discipline. At this stage in their careers, SMS should be reasonably expected to have obtained adequate computer literacy.

Based on the needs identified it is the PSC's opinion that not much thought is put into the needs identification processes by managers and their supervisors.

### 3.2.2 Professional and technical training needs identified by national and provincial managers

There are significant differences to note in the responses presented by National Department Senior Managers, compared to their counterparts in Provincial Departments, which **figure 3** below illustrates.



**Fig. 3: Ranked categorised professional and technical training needs identified by SMS in National and Provincial Departments**

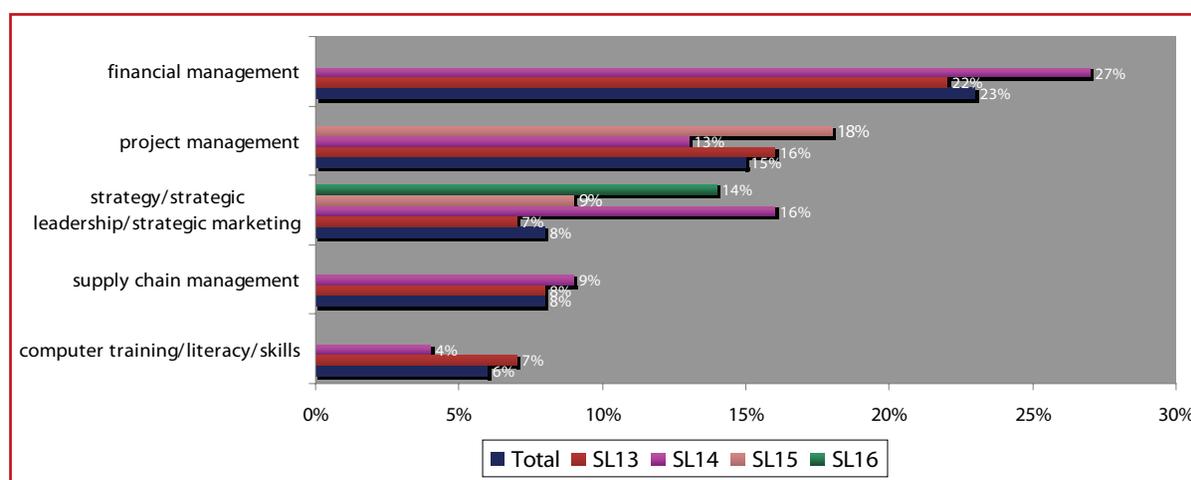
National Department managers felt less in need (19%) than their provincial peers (25%) of training in Financial Management, as well as in Strategy or Strategic Leadership (5% versus 9%) and Supply Chain Management (3% versus 10%). Such differences exist between Provincial and National managers across all training needs identified, including Core Management Criteria, except for Change Management and Service Delivery Innovation.

The finding that National Department managers feel less in need for training in Financial Management, Strategic Management and Supply Chain Management than their provincial peers, can probably be attributed to the historical tendency for technical and professional skills to be concentrated in, or gravitate towards National Departments, where they have strong HRD functional support and have ready access to their professional communities / networks, academia and training service providers. Provincial Government is a relatively young sphere of government and has been subject to great upheaval and expansion. Its Senior Managers may therefore be less experienced, have had fewer opportunities for professional / technical development, and are often isolated from, or less exposed to, peer interaction and development institutions or service providers.

The greater need identified by National Department managers for Change Management and Service Delivery Innovation can possibly be explained by National Departments as policy formulating institutions having to more radically adapt and restructure to respond to new socio-economic imperatives.

### 3.2.3 Professional and technical training needs identified per salary level

When professional and technical training needs are viewed by Salary Level (SL), as shown in **figure 4** below, other significant variances become apparent.



**Fig.4: Ranked categorised professional and technical training needs identified by SMS by Salary Level**

The demand for strategy or strategic leadership from managers at SL 14 (16%) was greater than that of managers at SL 16 (14%). Managers at SL 14 had a greater number of financial and supply chain management needs, contrasted with SL 16 managers.

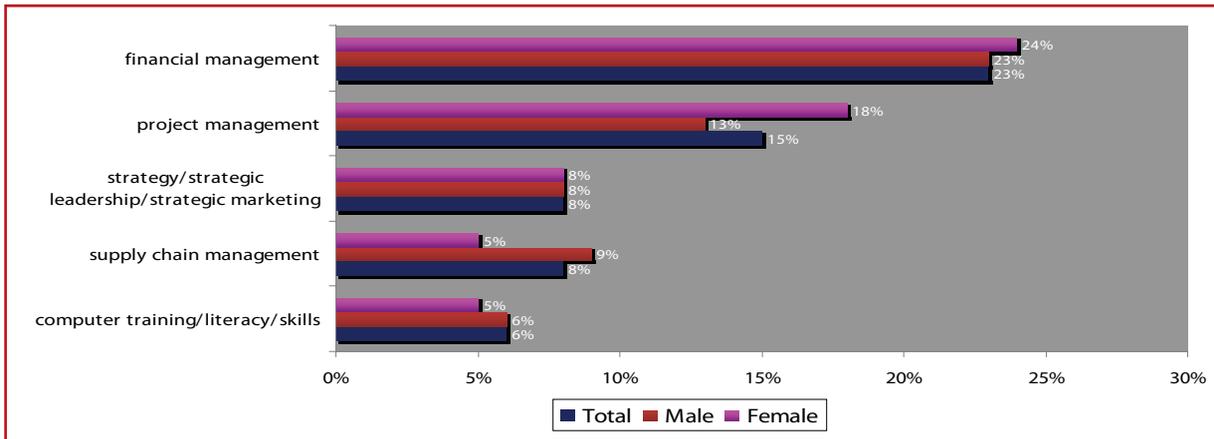
It is appropriate for managers in SL 14 (Chief Directors), where strategy and operational planning are key performance areas, to be concerned with strategy or strategic leadership. What is surprising is that this demand dropped to 9% at SL 15 where the same circumstances and demands exist.

Managers employed at SL 16 (Directors-General) clearly consider that they have sufficient acumen and can rely on reports for financial and supply chain management, whereas managers at SL 14 may still be operationally preoccupied with such matters.

The tendency for SL 15 managers to dominate the demand for project management skills is perhaps misplaced at this level, and far too operational, even if it is oriented to programme management.

Female managers expressed a significantly greater need for project management skills, whereas male managers expressed a greater need for supply chain management skills, as portrayed in the chart below.



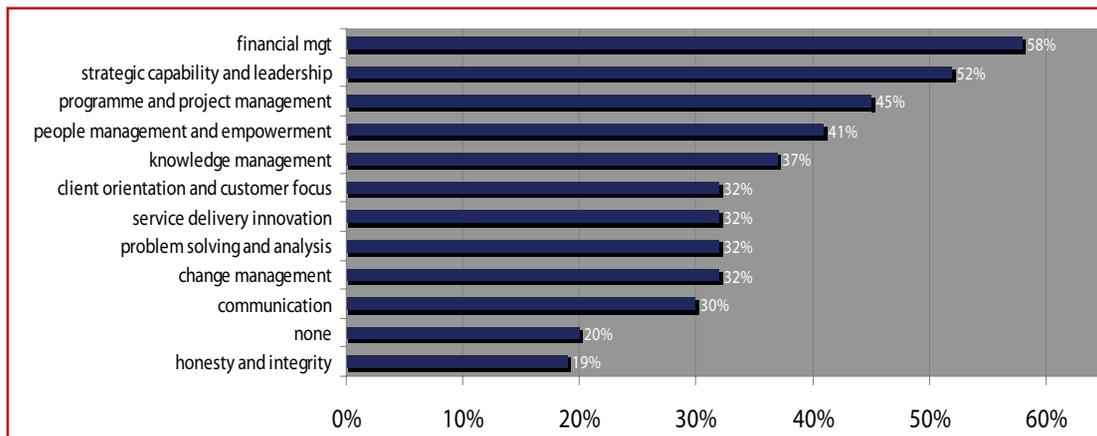


**Fig.5: Ranked categorised professional and technical training needs identified by SMS by Gender**

Female managers may now be more exposed to, and be expected to get involved in, operational project management, which until recently may have been largely dominated by male managers.

### 3.2.4 Core Management Criteria (CMC) Training Needs Identified

**Figure 6** below shows the frequency with which Core Management Criteria were identified by senior managers in descending order.



**Fig.6: Ranked Core Management Criteria (CMC) training needs**

The incidence of CMC training needs identified is very high at 80%, and often cuts across several CMCs. This should, however, be viewed against the fact that one in five respondents did not identify any training needs in terms of CMCs. Being generic, and therefore more commonly required by all managers, irrespective of discipline, the high prevalence of training needs for CMCs is to be expected. However, twenty percent of respondents were of the view that their managerial competencies were not in need of improvement.

The fact that 20% of SMS have not identified a CMC is concerning. The CMC framework has four levels of proficiency for each of the 11 CMCs. It is difficult to imagine a senior manager who could be deemed competent at the appropriate level of proficiency for all the CMCs relevant to his or her current and prospective posts. This finding may be attributable to shortcomings in the needs identification process.

As already observed in the professional or technical knowledge training needs identified, Strategic Capability (52%) and Programme and Project Management (45%) feature high in senior management CMC needs. Financial Management leads the demand (58% of Senior Managers), whilst People Management and Empowerment is recognised by 41% of respondents, as a crucial development need.

The high rate of identification of the need for Financial Management training, demonstrates that Senior Managers know that they need to broaden their ability to operate and interact at this level. They are now responsible for formulating, and managing directorate and project / programme budgets (which may also explain the prominence of the need identified for Supply Chain Management training under professional or technical knowledge and skills).

Strategic Capability, Programme and Project Management, and People Management and Empowerment are also at the forefront of Core Management Criteria demands, as SMS assume leadership and management responsibility for Departments, Directorates and projects.

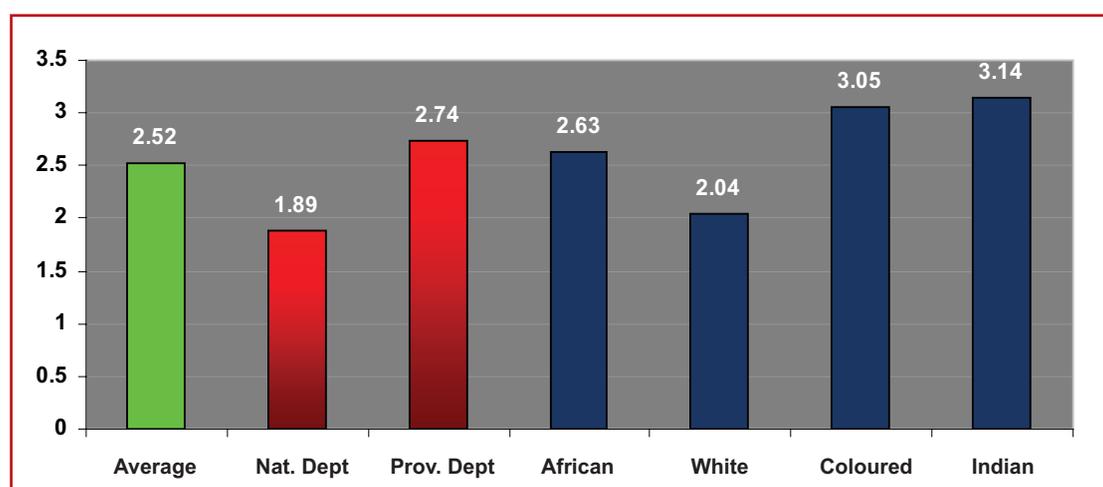
Financial Management and People Management and Empowerment are both needs specified by the SMS Handbook as minimum requirements for CMCs to be included in the Performance Agreements (PAs) of all members of the SMS with managerial responsibilities. It is heartening that managers see these areas as areas of further development as it forms the “backbone” to their ability to be accountable and ensure the optimal utilisation of their human resources.

The third mandatory CMC, Client orientation and customer focus is only ranked 6<sup>th</sup> at 32% amongst the CMCs as a training need. This relatively low ranking for Client orientation and customer focus perhaps reflects a disregard for what must be a priority competence given the service delivery imperatives of Government.

### 3.3 DEVELOPMENTAL GAPS

Respondent managers who had identified Professional or Technical Skills and / or CMC training needs, were asked to subjectively quantify the development gap or shortfall associated with the need identified, by choosing a value on a 5-point scale, where one (1) equated to a **small** gap, and five (5) equated to a **significant** gap.

The overall results are depicted in **figure 7**.



**Fig.7: Perceived Developmental Gaps in the professional and technical training needs identified by SMS in National and Provincial Departments, and amongst Race groups**

Whilst Senior Managers in National Departments declared small or moderate developmental gaps (1.89 average) in Professional or Technical Knowledge / Skills, their counterparts in Provincial Departments indicated much wider gaps (2.74 average).

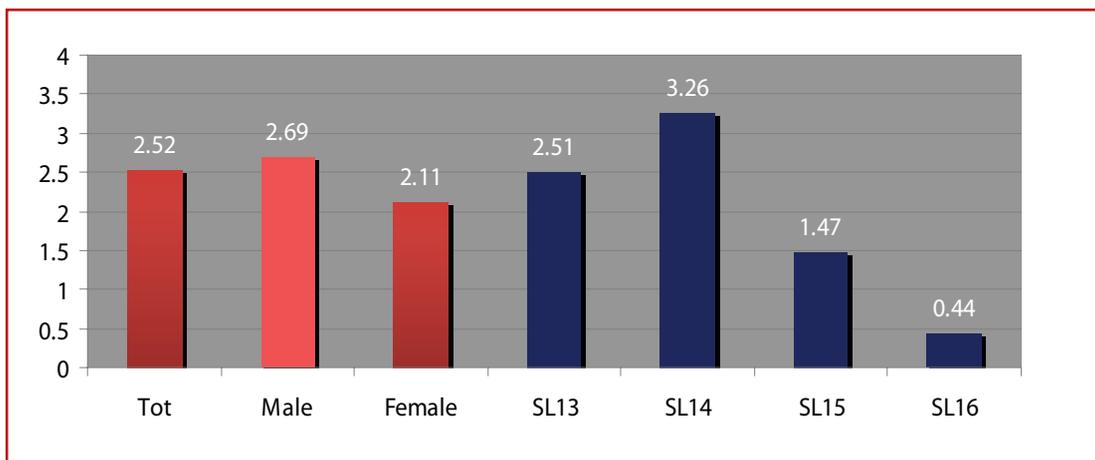
White Senior Managers assigned smaller developmental gaps in respect of Professional or Technical Knowledge / Skills (2.04 average). Both Coloured (3.05) and Indian (3.14) Senior Managers consider their developmental gaps to be much wider than their African colleagues (2.63).

As has been noted in previous commentary on skills needs identification, it is not unexpected to see National Senior Managers assessing smaller skills gaps than their Provincial colleagues. This may be attributed to the perceived greater concentration of technical and professional skills in National Departments, stronger HRD functional support and easier access to their professional communities / networks, academia and training service providers than experienced by Provincial Government Senior Managers.

Figure 7 shows what appears to be significant differences in recognition of developmental gaps by the various racial groups, namely between White, African, Coloured and Indian. These differences would need further research to establish what are the factors behind them.

### 3.3.1 Developmental gaps identified per gender and salary level

**Figure 8** below provides both a gender perspective and differentiated responses between Salary Levels on the developmental gaps or shortfalls perceived by Senior Managers in respect of the Technical or Professional training needs they had identified.



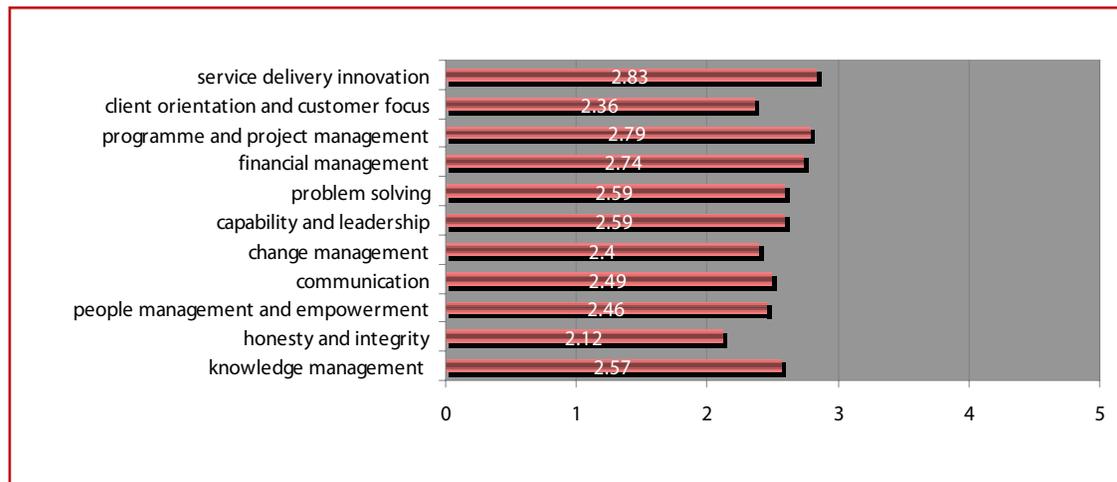
**Fig.8: Perceived Developmental Gaps in the professional and technical training needs identified by SMS by Gender and by Salary Level**

Females have allocated a notably smaller developmental gap to the training needs they identified for their Professional or Technical Knowledge / Skills, than that perceived by males. The gaps grow larger for managers in SL 13 and SL14, but then reduce dramatically at DDG and DG / HoD levels. Women may be reluctant to admit to a larger gap that might further compound their already constrained prospects for advancement (the so-called “glass ceiling”).

Newly promoted entrants to the SMS clearly recognise that they have a steep ‘learning curve’ in acquiring the required deeper and broader technical or professional proficiencies to function effectively in their more senior roles.

The gaps increase for managers in SL13 and SL14, but then reduce dramatically at DDG and DG / HoD levels (SL 15s and SL 16s), where incumbents may consider the need for technical or professional expertise to be less important (and available through management reports), than general managerial capability.





**Fig.9: Perceived Developmental Gaps in the Core Management Criteria (CMC) training needs identified by SMS**

If CMCs are ranked by the perceived magnitude of the gap in knowledge or skill to be abridged, as charted in Figure.9 above, then the gap in Service Delivery Innovation (2.83) is greater than that for Programme and Project Management (2.79) and Financial Management (2.74) – all CMCs in which Senior Managers consider they have a greater than moderate (>2.5) shortcoming. Conversely, Honesty and Integrity is the CMC with the least perceived shortfall.

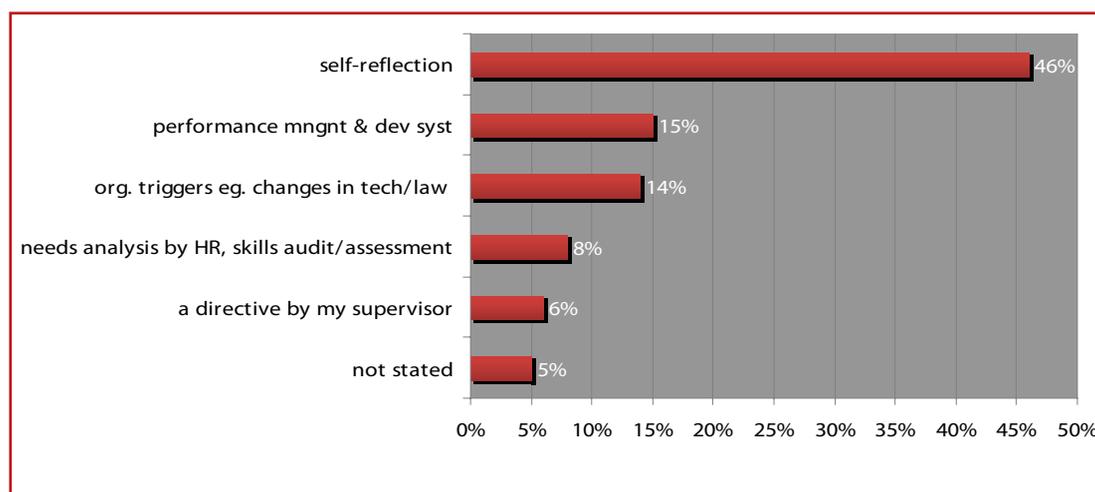
A look at these results by demographics again reveals that National Department managers tended to claim relatively lower needs gaps than their provincial counterparts on most needs, except Change Management and Service Delivery Innovation, where this trend was contradicted.

### 3.4 THE NEED OR GAP IDENTIFICATION PROCESS

It was important to determine if the processes used to identify training needs were congruent with the SMS Handbook's directives, and therefore the extent to which such needs might be informed by strategic and performance improvement considerations.

#### 3.4.1 The need or gap identification process for professional and technical needs

**Figure 10** below represents the processes adopted by Senior Managers in deciding on their Professional and Technical training needs.



**Fig.10: Ranking of the Identification Processes used by SMS to determine their professional and technical training needs**

Self-reflection is by far (46% of respondents) the main means of identifying Technical and Professional Skills training needs or gaps.

By comparison, the developmental component of the performance management process only provides for 15% of professional and technical skills training needs and almost as many of these needs (14%) were identified in reaction to organisational triggers, such as changes in technology or legislation.

### 3.4.2 The need or gap identification process for CMC training needs

The frequency with which members of the SMS used the various identification processes for identifying CMC training needs is depicted in Table I.

**Table I: The frequency with which SMS used various Identification Processes to determine their Core Management Criteria (CMC) training needs**

NEED	Self-reflection	Performance mgt systems	HR analysis	Org triggers
Strategic Capability & Leadership	47%	22%	10%	5%
Programme & Project Mgt	45%	25%	6%	9%
Financial Management	41%	22%	9%	10%
Change Management	31%	25%	15%	16%
Knowledge Management	44%	19%	7%	12%
Service Delivery Innovation	37%	17%	10%	15%
Problem solving & Analysis	47%	17%	10%	11%
People Management & Empowerment	39%	29%	12%	6%
Client Orientation & Customer Focus	35%	31%	7%	13%
Communication	51%	21%	5%	7%
Honesty & Integrity	58%	23%	-	5%

Self-reflection is consistently the dominant process in determining CMC needs (see **Table I** above). This is followed by performance management, HR Department assessment and organisational triggers.

The DPSA SMS Handbook provides for a “self-assessment” approach to identifying training needs. This is done in the context of the Performance Management and Development cycle, specifically in generating the Personal Development Plan component of a Performance Agreement. The process hinges on discussion and agreement with a supervisor, and therefore the ‘Performance Management System’ would have been the appropriate response to choose if ‘self-reflection’ was indeed the ‘self-assessment’ the Handbook had in mind.

Although self-awareness of personal development areas is to be encouraged, it may not take into account important strategic and organisational criteria, perspectives and priorities in the assessment. The process also allows for a greater bias to individual needs and subjectivity in identifying relevant capacity building interventions.

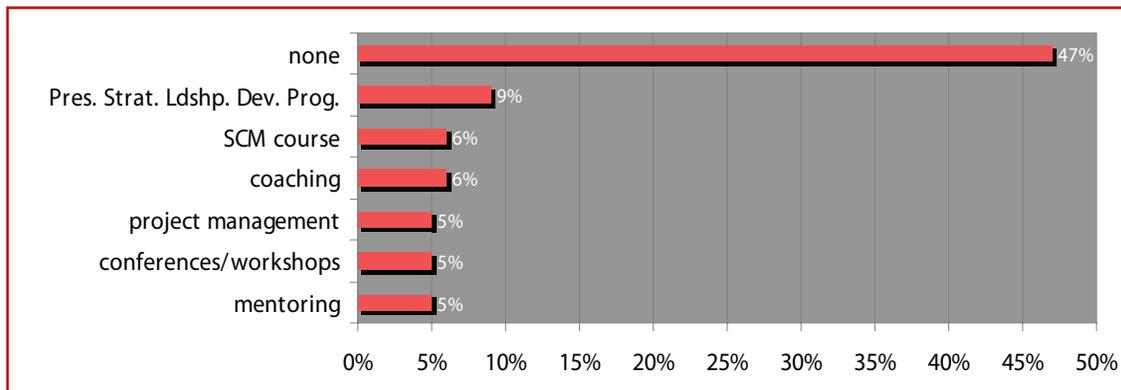
Identification of training needs by means of self-reflection may also be a sign of a lack of HRD support, when it comes to guidance and information about developmental paths for managers in respect of the appropriate deepening and broadening of their Professional or Technical Knowledge / Skills.

As respondents were requested to extract the needs formally recorded in their Personal Development Plans (PDPs) as the basis for completing this survey, the limited extent to which the performance management process informs such needs is a poor reflection on the management/subordinate interaction that should underpin what should be an integrated Performance and Development process.

It is noteworthy that Change Management repeatedly emerges from and is therefore strongly validated by all four main processes and this suggests that it requires particular attention. Similarly, People Management and Empowerment (ranked 4<sup>th</sup>) and Client Orientation and Customer Focus (ranked 6<sup>th</sup>) were prominently identified by both self-reflection and performance management processes.

### 3.5 INTERVENTIONS UNDERTAKEN TO ADDRESS IDENTIFIED SKILLS NEEDS

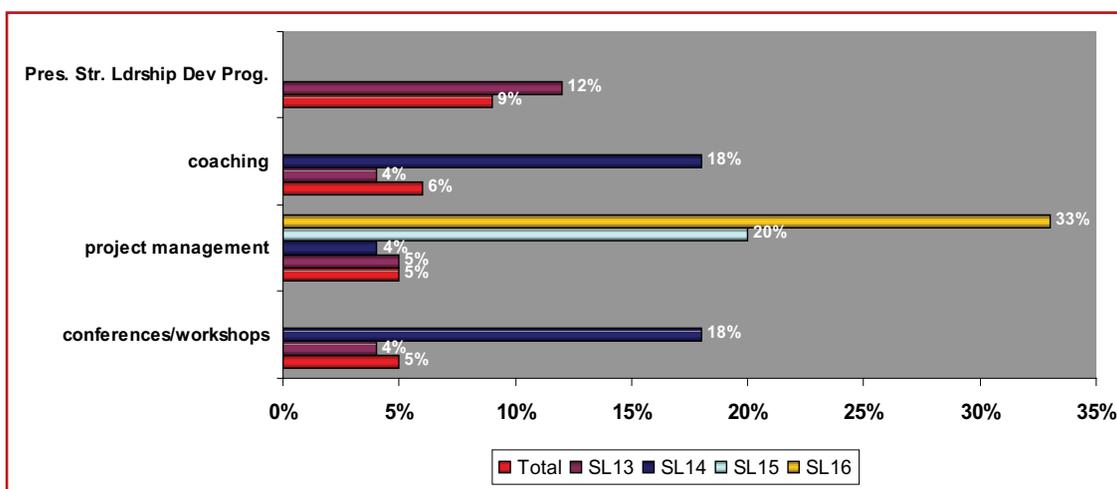
As depicted in **Figure 11** below, almost half (47%) of the Professional and Technical training needs identified were not subsequently addressed through any form of development. If informal interventions, such as coaching and mentoring are excluded, **58%** of the articulated professional and technical development needs of Senior Managers were not followed up on.



**Fig. 11: Courses and Interventions undertaken by SMS members to address their professional and technical training needs**

The most attended course was the Presidential Strategic Leadership Development Programme (PSLDP), which 9% of Senior Managers attended. However, from a pure professional or technical knowledge and skills perspective, the most frequently attended courses were in supply chain management. Project management (a CMC) was undertaken by 5% of the managers.

As can be discerned from **Figure 12** below, a **third** of Salary Level (SL) 16 managers participating in the survey underwent Project Management courses and **20%** of all participating managers on SL15.



**Fig. 12: Courses and Interventions undertaken by SMS members to address their professional and technical training needs, by Salary Level**

The trend of not following through on training needs identified is more pronounced among National Department managers, where **55%** of the training needs identified were not subsequently addressed through any form of development. This figure rises to 64%, if coaching and mentoring are excluded.

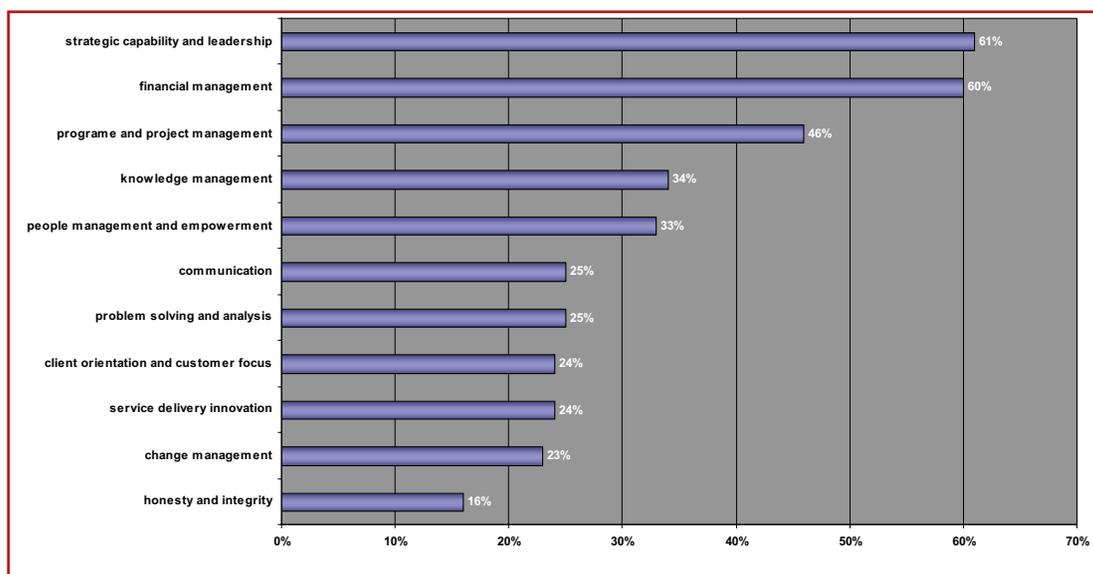
20% of female managers (in the provinces) had attended the PSLD Programme, compared to 9% of the male managers. Otherwise, relative to their own populations, female managers tended to be less likely to attend courses or interventions to address their professional or technical development needs than their male counterparts.

As observed in the demand for project management skills by SL 15 managers is questionable at this level of strategic leadership, and suggests that a hierarchy of knowledge and skills for CMCs (of which Project Management is one) needs to be developed to guide SMS members more critically. This also suggests that such skills are not developed sufficiently at SL 13 and SL 14. It is of concern then, that at these lower levels, the focus has been more on acquiring strategic leadership skills, and neglecting the more immediate need for programme and project management.

The trend of National Senior Managers not following through in a cycle on almost two thirds of the training needs they have identified, does not augur well for performance and service delivery improvement. It is perhaps symptomatic of workload pressure, and / or not being able to locate and schedule appropriate training solutions, but it is also indicative of poor supervisory and HRD function oversight.

The pressure to perform and prove themselves, is possibly inhibiting female managers from not only identifying skills gaps, but also scheduling interventions, which ironically would make them better performers.

**Figure 13** below shows Core Management Criteria-related courses, ranked in descending order of the frequency with which they were attended by Senior Managers.



**Fig.13: The frequency with which SMS attended courses related to each Core Management Criteria (CMC)**

The ranking or frequency largely mirrors that of CMCs identified as training needs, with some exceptions: SMS members attended Communication courses the 6th most frequently, compared to its lower needs ranking of 10th; whereas client orientation and customer focus and service delivery innovation, both were two places lower in translating the need identified into actual training.

It is disconcerting that People management and empowerment, and Client orientation and customer focus are relegated relatively low in both needs and actual training rankings for CMCs whilst being compulsory for all SMS members. Although all developmental needs may not be addressed within one or two performance cycles, the low ranking of needs for the essential CMCs, People management and empowerment, and Client orientation and customer focus suggests a certain degree of complacency around 'softer' skills which might be acquired informally, or in which senior managers may consider themselves capable, without this being assessed objectively.

## 3.6 SUMMARY

### 3.6.1 Almost a third of SMS members do not identify Professional or Technical Training Needs

Almost a third (31%) of respondents indicated that they had not identified Professional or Technical Knowledge or Skills needs.

### 3.6.2 Self-reflection is by far the main driver for identifying training needs or gaps

Self-reflection is by far (46% of respondents) the main driver for identifying training needs or gaps. Whilst such self-awareness and direction is to be encouraged, it may not integrate important strategic and organisational criteria, perspectives and priorities into the assessment, and allows for a greater bias to individual needs and subjectivity in informing developmental investments in Senior Managers in the public sector.

### 3.6.3 Performance management process only elicits 15% of training needs identified, questioning the integrity and rigour of this process

By comparison, the organisationally aligned developmental component of the performance management process only elicits 15% of training needs identified and almost as many needs (14%) were identified in reaction to organisational triggers, such as changes in technology or legislation. The limited extent to which the performance management process informs such needs is a poor reflection on the joint manager-report evaluation that should underpin what should be an integrated Performance and Development process. More scientific assessment through skills audits accounts for only 8%.

### 3.6.4 The most cited Professional or Technical Training needs are financial management needs, project management, and strategic leadership, followed by supply chain management

The most cited needs are financial management needs, project management, and 8% advised needs oriented around strategy or strategic leadership. Supply Chain Management as a significant need, suggests that challenges around procurement and the supply chain process are preoccupying many managers.

### 3.6.5 Computer training / literacy constitutes 6% of the skills demand by Senior Managers

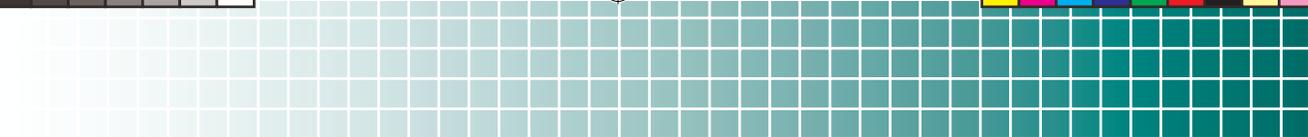
Computer training / literacy constituted 6% of the skills demand by Senior Managers, and whilst an important functional enabler for any manager, this should not displace the identification and acquisition of professional or technical skills, appropriate to a manager's discipline.

### 3.6.6 Generally, National Department managers feel less in need for Professional or Technical Skills training than their provincial peers

National Department managers felt less in need (19%) than their provincial peers across all Professional or Technical Skills needs identified, except for Project Management, Change Management and Service Delivery Innovation, and tend to claim relatively lower needs gaps.

### 3.6.7 Evidence of poor prioritisation and misalignment in training needs identification and investment at different Salary Levels

SL 15 managers tended to dominate the demand for Project management skills, which at this level is perhaps misplaced and far too operational, even if it is oriented to programme management. Conversely, SL 13s identified and underwent strategic leadership development, when perhaps they should be focusing on building their capacity to manage and deliver. This poor prioritisation and misalignment in training needs identification and investment, again reflects on the latitude given to personal reflection in such decisions, without the benefit of scientific assessment.



### 3.6.8 Needs identification incidence very high at 80% for Core Management Criteria, and often across several CMCs

A total of 80% of participating managers identified CMC training needs across several CMCs. It is of concern, however; that one out of five managers did not identify any CMC training needs.

### 3.6.9 Change Management repeatedly validated by all four main needs identification processes

Change Management is strongly validated by all four main needs identification processes, and this suggests that it requires particular attention. Similarly, People Management and Empowerment (ranked 4<sup>th</sup>) and Client Orientation and Customer Focus (ranked 6<sup>th</sup>) were prominently identified by both self-reflection and performance management processes.



# Chapter Four

## INDUCTION AND INFORMAL INTERVENTIONS (COACHING AND MENTORING) FOR SENIOR MANAGERS

## 4.1 INTRODUCTION

Informal interventions, such as coaching and mentoring, have been well documented as complementary and critical enablers for the practical transfer and embedding of skills and knowledge acquired into the workplace. In the context of management development, these forms of support provide invaluable motivation, and access to situational perspective and experience, which formal training can seldom accomplish, and which become even more crucial resources to Senior Managers in the Public Service, who need to quickly adjust and lead in new environments and to contend with dynamic challenges.

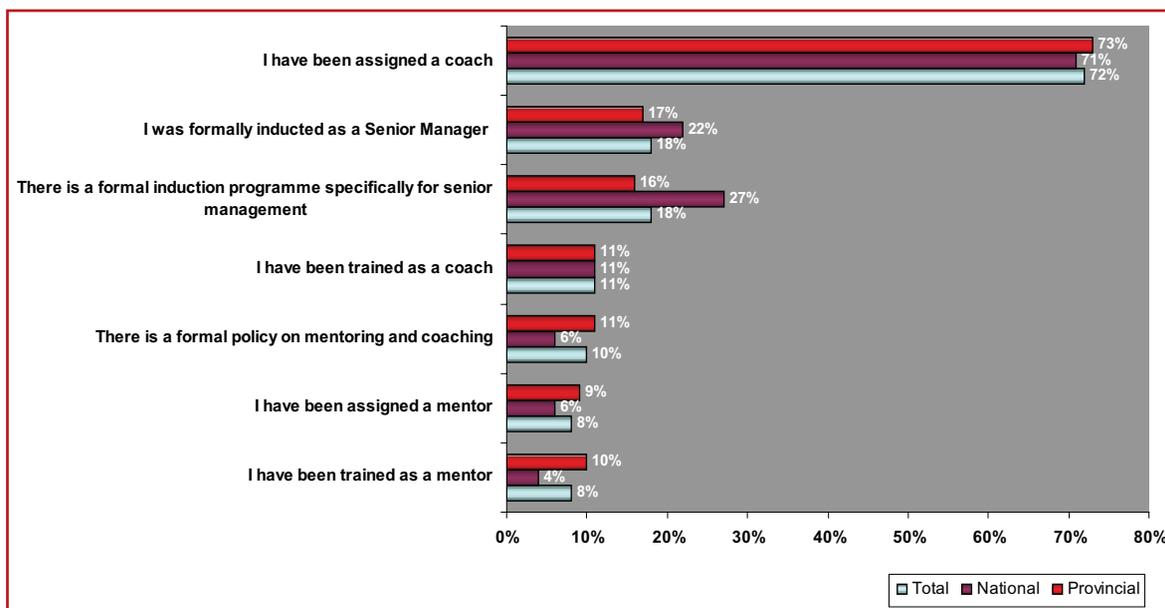
This Chapter therefore considers the extent to which coaching and mentoring is institutionalised and available to Senior Managers in the Public Service. It also looks at the degree to which new entrants to the SMS are being specially prepared for their new responsibilities through induction.

Informal interventions in the 2004/2005 Financial Year were assessed with a range of fact-seeking statements to which managers were asked to respond, as well as two statements requiring a subjective rating from managers:

- The support and guidance I receive from a mentor or coach is.....
- The support and guidance I have received from a mentor or coach in 2004/2005 to improve my capability, where a training need or gap was identified has made a positive difference.

## 4.2 INDUCTION AND INFORMAL INTERVENTIONS (COACHING AND MENTORING) FOR SENIOR MANAGERS

**Figure 14** below presents the responses to statements to determine the status of induction, coaching and mentoring amongst the SMS members comparing National and Provincial Departments.



**Fig.14: Frequency of confirmation ('yes') responses by SMS members to statements around Induction, Coaching and Mentoring**

Almost three quarters of the participating Senior Managers have been assigned a coach. However, only **11%** of managers have been trained to be coaches.

A total of **18%** of Senior Managers have been formally inducted into the Senior Management Service. National Department managers are significantly more aware (27%) of a formal induction programme specifically for senior management than their Provincial Department counterparts (16%).

Mentor assignment is at extremely low levels (**9%**), with mentor training at **10%**.

Whilst it is encouraging that almost three quarters of Senior Managers have been assigned a coach, this may only be an administrative achievement though, as only 11% of managers have been trained to be coaches. Even taking into account that a coach may support several coachees, it is likely that many coaches are inadequately equipped to fulfil this role. The distinction between Coaching and Mentoring is perhaps blurred in the Public Sector, and thus expectations and effort, to capacitate in this regard may often diverge.

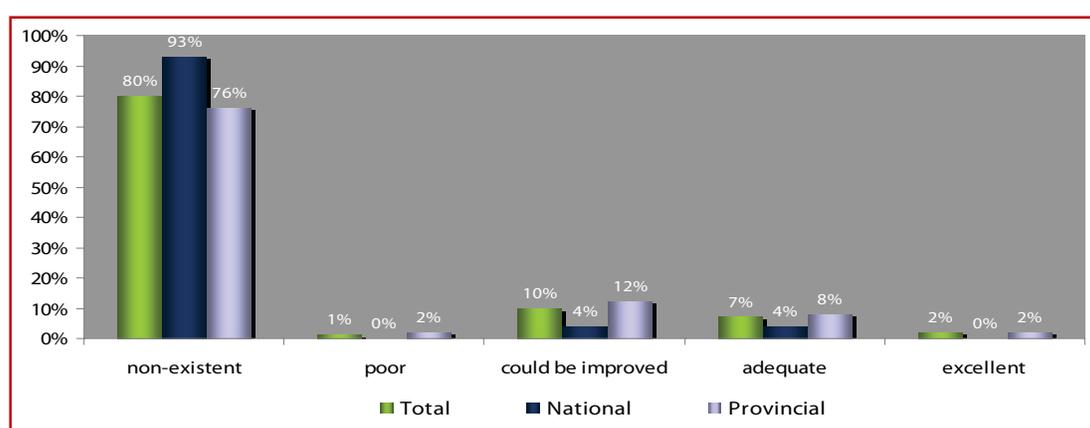
Whilst National Department managers are significantly more aware (27%) of a formal induction programme specifically for senior management than the Provincial Department managers (16%), only 17% of managers could confirm they have been formally inducted into the SMS. This could well be indicative of the relatively recent roll-out of the new SMS (Wamkelekile) programme as formulated by SAMDI, which only commenced in 2006 / 07.

Low levels of awareness could also be a factor inhibiting the penetration of this programme across the SMS, coupled with the strong possibility of a misperception that such induction would be superfluous for more senior or seasoned managers.

Mentor assignment is at extremely low levels (9%) and the lack of mentor training at 10%, is likely to perpetuate this scenario. Furthermore a lack of formal policies on mentoring and coaching exist, with only 11% of managers being able to confirm such policies being in place. The existence of such policies would assist in institutionalising a supportive culture for development in the public sector.

The scenario conveyed by these responses presents the context for interpreting the impact assessment statements around mentoring and coaching of Senior Managers in the Public Sector, as depicted in **Figures 15 and 16** below:

*The support and guidance I receive from a mentor or coach is...*



**Fig.15: Responses by SMS members to the extent of Coaching and Mentoring support received in relation to their Training Needs**

The perceived support and guidance from mentors or coaches was non-existent for **80%** of Senior Managers (93% of National Department managers), and only mustered an adequate rating by 7% and excellent rating by 2% of senior managers.

Provincial Department managers were critical (47% strongly disagreed + 14% disagreed) of the difference which coaching or mentorship had made in overcoming a skills gap, whilst 50% of National Department Managers disagreed and the other 50% stated they did not receive any such support.

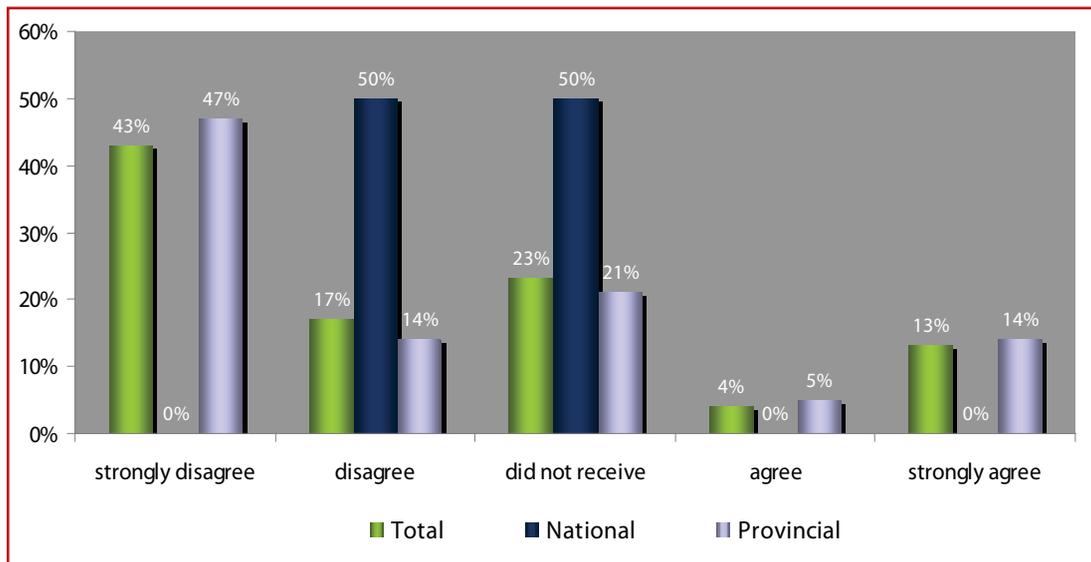
Notwithstanding that 72% of managers have been assigned coaches, this is of little or no effect, if the culture, policies and capacity-building to sustain such an ethos are absent, as illustrated below in **Figure 16** in relation to providing support to a manager; specifically when a skills shortfall has been identified. A 100% of



national managers did not receive support or disagreed that the support provided has made a difference to their performance.

The informal support from a coach or mentor in guiding and motivating a Senior Manager to overcome a skill shortfall, cannot be underestimated if appropriate needs identification, interventions and transferring new skills and knowledge are to succeed for the individual, and for his / her department.

*The support and guidance I have received from a mentor or coach to improve my capability, where a training need or gap was identified, has made a positive difference to my performance:*



**Fig. I6: Responses by SMS members as to the impact of Coaching and Mentoring support received in relation to their Performance**

### 4.3 SUMMARY

It is encouraging that almost three quarters of Senior Managers have been assigned a coach. This may only be an administrative achievement though, as only **11%** of managers have been trained to be coaches. Similarly, Mentor assignation is at extremely low levels (**9%**), with mentor training at **10%**.

Given this scenario, it is vital to equip Senior Managers with coaching and mentoring skills, so that they may support and sustain each other, as they grapple with the challenges of leadership in the Public Service, and in turn, can credibly buoy their reports with a collective network of wisdom and knowledge. To this end, international best practice in coaching and mentoring in the context of the human resource development value chain has been researched, and this is provided in **Appendix A**.



# Chapter Five

## QUALITY AND IMPACT OF TRAINING

## 5.1 INTRODUCTION

The previous chapters have established what and how training needs are identified by Senior Managers, the perceived development gap to be made up in these needs, and the extent to which these needs have actually been addressed or followed through with training interventions. The role of induction, coaching and mentoring has also been assessed. This chapter seeks to gauge the perceived quality of the training received, and the impact such interventions have had on individual as well as organisational performance.

To assess the quality of training undergone by the SMS, the following methodology was employed: Using a 5-point scale, ranging from agreeing strongly to disagreeing strongly, respondents were asked to rate the **quality** of training courses they had attended against the following statements:

- The amount of material covered was appropriate to the time allotted
- The course fully met my learning objectives identified
- The course was sufficiently practical to apply in my work immediately
- The difficulty level of the course was challenging enough to challenge me.

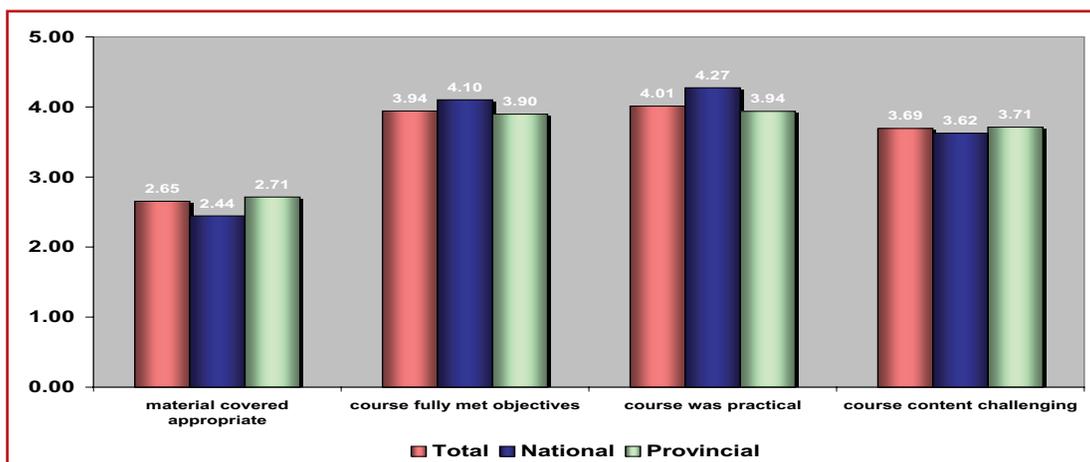
Similarly, using a 5-point scale, where 5 meant 'Agree strongly' and 1 meant 'Disagree strongly', respondents were asked to rate the **impact** of training courses they had attended against the following criteria statements:

- The course has been effective;
- The course had a positive impact on my performance; and
- The course improved the effectiveness of my directorate.

A 4-point response scale was used to assess the impact of the training offered in terms of the senior manager's annual performance assessment. This ranged from performance staying the same to increasing significantly.

## 5.2 QUALITY OF TRAINING

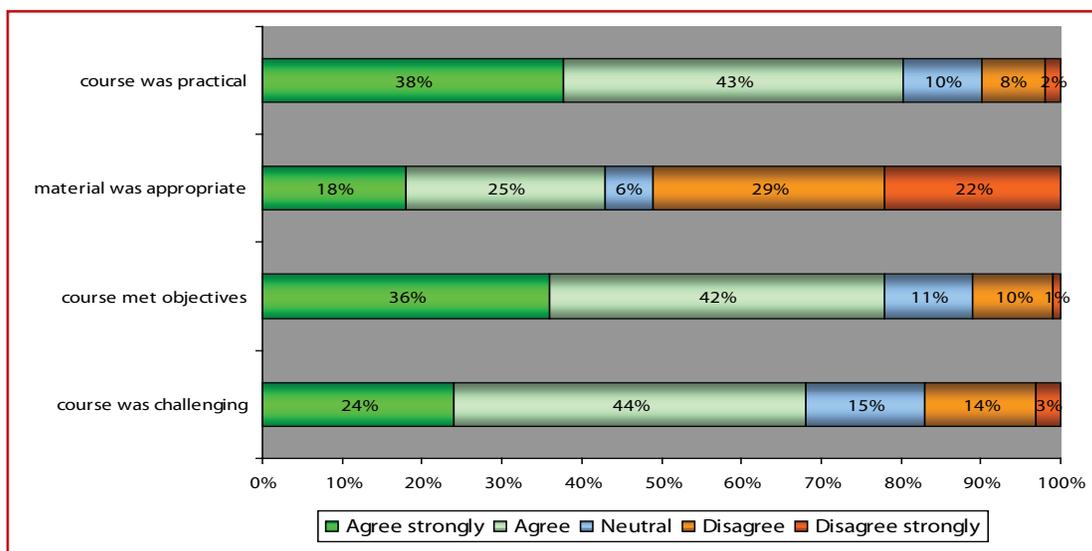
The chart below represents the ratings provided by Senior Managers to statements concerning the quality of training received. As stated above these responses are weighted for comparison purposes – any response over 2.5 is positive. This chart therefore enables comparisons in the 'strength' of ratings between the four aspects of quality and the differences observed between National and Provincial Departments. The charts in **Figures 17 and 18** provide a more detailed breakdown of, and insight into, the responses provided by Senior Managers to statements around the quality of training received.



**Fig. 17: Perceived ratings assigned by SMS members to the Quality of the Training they received**

Managers in national departments were markedly less impressed than their provincial colleagues when it came to the relevance of training material. As would be expected, course content was found to be more challenging by SL 13 staff, at the beginning of the learning curve for management, compared to the rest of the salary levels.

It would appear from these results, which are further elaborated upon in figure 18 below, that managers may not have been stretched intellectually, and therefore did not learn as much as they would have expected and was disappointed that training material may not have been customised or adapted for their environments.



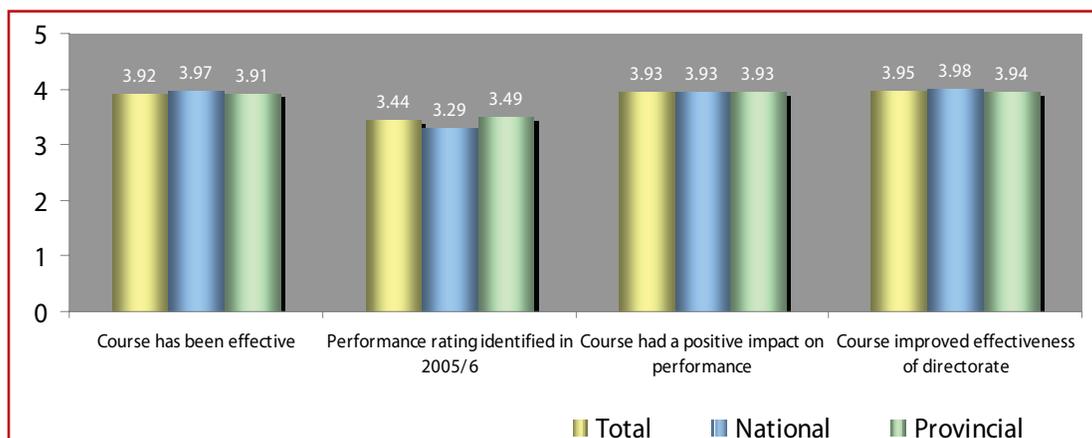
**Fig.18: Detailed analysis of responses by SMS members to statements around the Quality of the training they received**

Whilst managers who underwent training agreed that their courses both met their objectives (42% Agree + 36% Agree strongly) and were practical (43% Agree + 38% Agree strongly), they were notably more restrained in evaluating whether the course was challenging (44% Agree + 24% Agree strongly), and if the material was appropriate (25% Agree + 18% Agree strongly).

Training service providers may be using generic material, and not take the time to understand the public sector context. They may therefore not deliver courses drawing on and relating to the public sector experience, as well as the demands and dynamics specific to each department and province.

### 5.3 IMPACT OF TRAINING

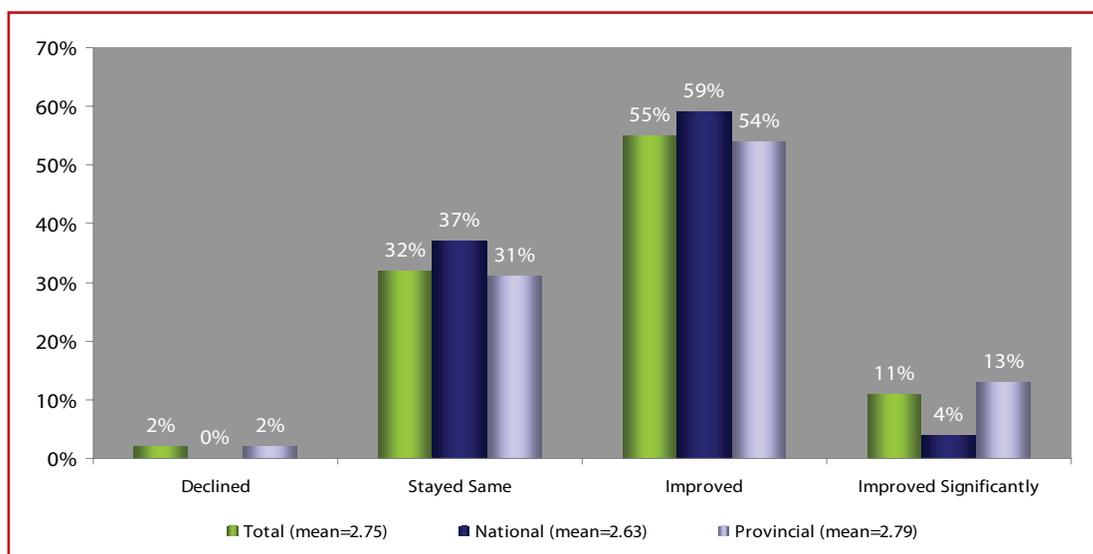
Senior Managers provided the following responses portrayed in **Figure 19** below, in assessing the impact of training received.



**Fig.19: SMS members' ratings of the Impact of the training they underwent**

The responses to the first three impact assessment statements are all of a very similar affirmative level, even extending the claimed positive impact of training to improving the effectiveness of the Directorate.

Senior Managers make strong, if not exaggerated, claims that their training has had positive consequences not only for their own performance, but also for their directorates. Such claims are moderated when Senior Managers are compelled to relate to the change in performance ratings received in the same cycle, which are further analysed, based on reference to **Figure 20** below.



**Fig. 20: SMS reported change in Performance ratings related to the training they underwent**

The actual ratings suggest performance improvement in 66% of respondents' KPAs or CMCs, where a training need was identified (whether or not training was actually undertaken). In the case of 32% of the responding managers their performance rating stayed the same (for 2%, performance ratings actually declined).

When analysed to reveal any difference between those who actually underwent training to address the need identified, and those managers who did not, no significant difference was evident.

This confirms the earlier observations that:

- there is weak strategic alignment in development needs identification and course attendance;
- there is minimal support for skills transfer by way of coaching;
- monitoring and evaluation of development interventions by supervising managers and HRD functions, is seldom happening to ensure that a return on this human capital investment is realised; and,
- the integrity and rigour of the performance management process review is also called into question.
- there is no direct and objective evidence that public sector investment in human capital development is appreciably improving capacity and service delivery.

## 5.4 SUMMARY

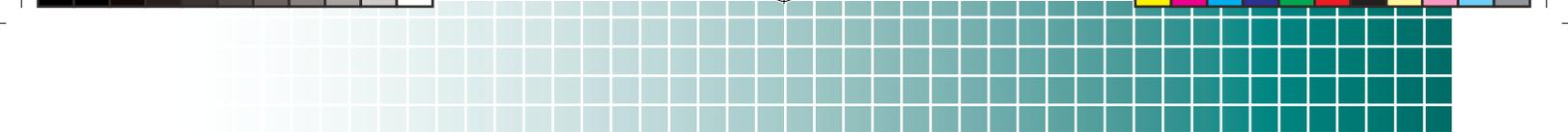
### 5.4.1 Although courses meet objectives, SMS members are disappointed with training materials

Although emphatic in asserting that courses had met their objectives and were practical, manager responses suggest they may not have been stretched intellectually, and therefore learnt as much as they would have liked. They were also disappointed that training material may not have been customised or adapted for their environments.

#### 5.4.2 Training perceived as having a positive impact on performance, but ratings remained unchanged for a third

Managers generally claimed a positive impact for their training on their own performance, as well as in improving the effectiveness of the Directorate. These views however toned down when reporting the change in actual performance rating for the same year – this had improved in 66% of cases, but had remained the same in 32%. When analysed to reveal any difference between those who actually underwent training to address the need identified, and those managers who did not, **no** statistically significant difference was evident. This confirms the earlier observations that:

- there is weak strategic alignment in development needs identification and course attendance;
- there is minimal support for skills transfer by way of coaching;
- monitoring and evaluation of development interventions by supervising managers and HRD functions, seldom happens to ensure a return on this human capital investment is realised;
- the integrity and rigour of the performance management process review is also called into question; and,
- there is no direct and objective evidence that public sector investment in human capital development is appreciably improving capacity and service delivery.



# Chapter Six

## CONSOLIDATED KEY FINDINGS AND RECOMMENDATIONS

## 6.1 INTRODUCTION

Having considered the analysis provided in Chapters 3, 4 and 5, this Chapter provides a synopsis of the key findings and recommendations on how the training and development of senior management in the public service can be improved.

## 6.2 KEY FINDINGS

### 6.2.1 Almost a third of SMS members do not identify Professional or Technical Training Needs

Almost a third of managers had not identified any professional / technical training needs. Provincial managers tend to express more 'professional / technical' training needs than those in National Departments, and declare wider gaps or shortfalls for these needs. Coloured and Indian managers assert greater developmental gaps than their African or White counterparts. Female managers tend to allocate smaller developmental gaps to skills needs than their male counterparts.

### 6.2.2 Self-reflection is by far the main driver for identifying training needs or gaps

Self-reflection is by far (46% of respondents) the main driver for identifying training needs or gaps. Whilst such self-awareness and direction is to be encouraged, it may not integrate important strategic and organisational criteria, perspectives and priorities into the assessment, and allows for a greater bias to individual needs and subjectivity in informing developmental investments in Senior Managers in the public sector.

### 6.2.3 The performance management process only elicits 15% of training needs identified, questioning the integrity and rigour of this process

By comparison, the organisationally aligned developmental component of the performance management process only elicits 15% of training needs identified and almost as many needs (14%) were identified in reaction to organisational triggers, such as changes in technology or legislation. The limited extent to which the performance management process informs such needs is a poor reflection on the supervisor / subordinate evaluation that should underpin what should be an integrated Performance and Development process.

### 6.2.4 The most cited Professional or Technical Training needs are financial management needs, project management, and strategic leadership, followed by supply chain management

The most cited training needs are financial management, project management, and strategy or strategic leadership. Supply Chain Management was indicated as a significant training need, suggesting that procurement and the supply chain is preoccupying many managers.

### 6.2.5 Computer training / literacy constitutes 6% of the 'technical or professional' skills demand by Senior Managers

Computer training / literacy constituted 6% of the skills demand by Senior Managers, and whilst an important functional enabler for any manager, this should not displace the identification and acquisition of professional or technical skills, appropriate to a manager's discipline.

### 6.2.6 Generally, National Department managers feel less in need for Professional or Technical Skills training than their provincial peers

National Department managers felt less in need of training than their provincial peers across all Professional or Technical Skills needs identified, except for Project Management, Change Management and Service Delivery Innovation. They also tend to claim relatively lower training needs gaps.

## 6.2.7 Evidence of poor prioritisation and misalignment in training needs identification and investment at different salary levels

There is poor or misplaced strategic alignment and prioritisation in determining appropriate developmental solutions. SL 15 managers tended to dominate the demand for project management skills, which at this level is perhaps misplaced and far too operational, even if it is oriented to programme management. Conversely, SL 13 managers identified and underwent strategic leadership development, when perhaps they should be focusing on building their capacity to manage and deliver.

There is significant training investment in courses which may not be strategically aligned, nor appropriate for the respective levels of management, e.g. 33% of managers at SL 16 (Directors-General) attended project management training.

This poor prioritisation and misalignment in training needs identification and investment, again reflects on the latitude given to personal reflection in such decisions, without the benefit of scientific assessment.

## 6.2.8 Almost half of 'technical or professional' training needs identified, were not subsequently addressed

Almost half (47%) of 'technical or professional' training needs identified, were **not** subsequently addressed through any form of development. This needs to be given further attention.

## 6.2.9 Core Management Criteria (CMC) training needs identified and addressed

The most frequently identified CMC needs were Financial Management (58%), Strategic Capability and Leadership, Programme and Project Management, and People Management and Empowerment (41%); followed by Knowledge Management, Client Orientation and Customer Focus; Service Delivery Innovation; Problem Solving Analysis, Change Management (32%) and Communication (30%) – all with gaps indicating a greater than moderate shortcoming.

Honesty & integrity was ranked lowest in the CMC needs, also with the least perceived shortfall.

## 6.2.10 Change Management repeatedly validated by all needs identification processes

Change Management is strongly validated by all four main needs identification processes, and this suggests that it requires particular attention. Similarly, People Management and Empowerment (ranked 4<sup>th</sup>) and Client Orientation and Customer Focus (ranked 6<sup>th</sup>) were prominently identified by both self-reflection and performance management processes. This validation also suggests that these CMC's merit more attention than that justified through the simple identification ranking.

## 6.2.11 Minimal support for skills transfer by way of coaching and mentoring

It is encouraging that almost three quarters of Senior Managers have been assigned a coach. This may only be an administrative achievement though, as only 11% of managers have been trained to be coaches. Similarly, mentor assignment is at extremely low levels (9%), with mentor training at 10%.

Consequently, the support and guidance from mentors or coaches was perceived as non-existent for 80% Senior Managers – only 2% of Senior Managers found such support to be excellent.

When a specific need was identified, only 17% of managers found their coaching made a positive difference to addressing this need; 87% either did not receive coaching or disagreed that coaching had assisted them in this situation.

Only 17% of Senior Managers acknowledged being formally inducted into the SMS.

## 6.2.12 Although courses meet objectives, SMS members are disappointed with training materials

Although emphatic in asserting that courses had met their objectives and were practical, manager responses suggest they may not have been stretched intellectually, and therefore learnt as much as they would have liked, as well as being disappointed that training material may not have been customised or adapted for their environments.

## 6.2.13 Training perceived as having impact on performance, but ratings remained unchanged for a third; performance rating not affected by training interventions

Managers generally claimed a positive impact for their training on their own performance, as well as in improving the effectiveness of the Directorate. These views however toned down when reporting the change in actual performance rating for the same year – this had improved in 66% of cases, but had remained the same in 32% of the cases. When analysed to reveal any difference between those who actually underwent training to address the need identified, and those managers who did not, no statistically significant difference was evident. This confirms the earlier observations that:

- there is weak strategic alignment in development needs identification and course attendance;
- there is minimal support for skills transfer by way of coaching;
- monitoring and evaluation of development interventions by supervising managers and HRD functions, seldom happens to ensure a return on this human capital investment is realised;
- the integrity and rigour of the performance management process review is also called into question; and,
- there is no direct and objective evidence that public sector investment in human capital development is appreciably improving capacity and service delivery.

## 6.3 RECOMMENDATIONS

### 6.3.1 Procurement orientation for SMS members

Senior Managers need to understand their procurement and supply chain responsibilities and obtain skills in this regard. Operational competence is not required, and SMS members needs could be best addressed as follows:

- (1) Procurement orientation to equip Senior Managers to
  - a) familiarise themselves with the relevant PFMA and PPPFA provisions;
  - b) specify and adjudicate tenders; and
  - c) manage contract deliverables.
- (2) Supply Chain Management to be strengthened in the SAMDI SMS Re-orientation, whilst there is a need for SAMDI to publicise its relevant Supply Chain Management modules under Financial Management more vigorously, as the preferred, if not requisite, solution to such needs.

### 6.3.2 Computer literacy requirement for all entering the SMS

Whilst an important functional enabler for any manager, this should not displace the identification and acquisition of professional or technical skills, appropriate to a manager's discipline.

Computer Literacy should therefore be a requirement of all entering the SMS. Skill levels may be assessed using the Microsoft Office User (MOUS) credential.

### 6.3.3 Identification of Core Management Criteria training needs in each performance review cycle

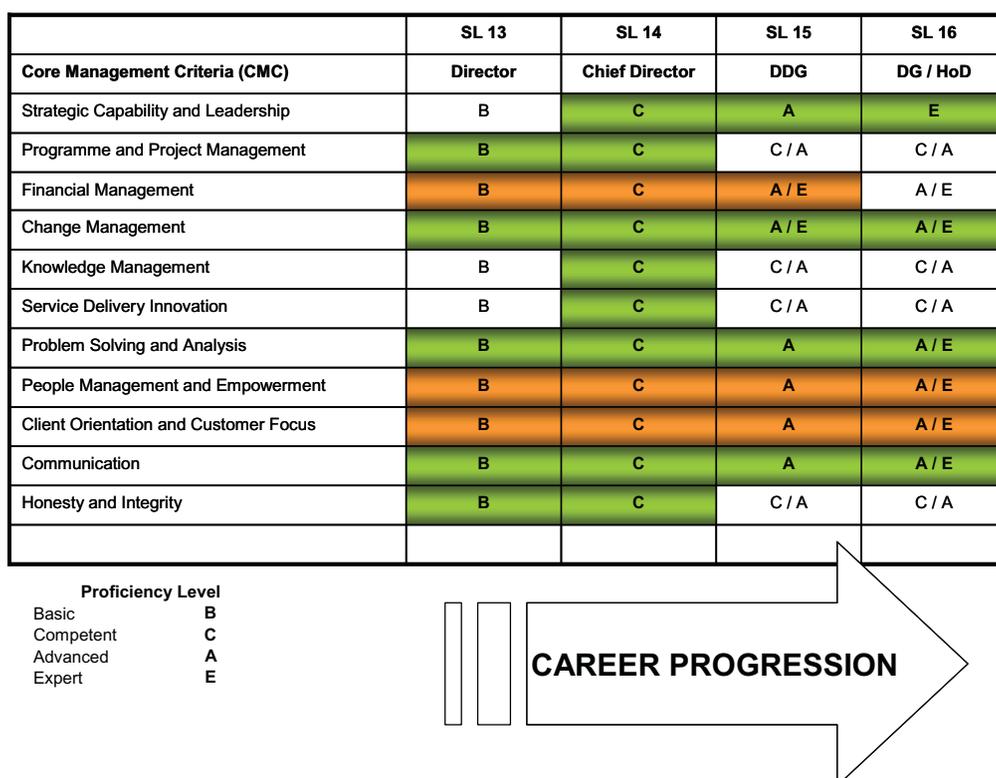
At least one (1) CMC training need at the appropriate proficiency level should be identified in each performance review cycle by SMS members.

Priority should be given to identifying training needs in Personal Development Plans, in relation to the minimum CMCs, Financial Management, People Management and Empowerment, and Client Orientation and Customer Focus.

Given the often poor ratings accorded to public service delivery, Client Orientation and Customer Focus is a CMC that deserves more serious attention by Public Sector leadership – as has been recognised by the DPSA in making it a minimum CMC for SMS Performance Agreements. SAMDI needs to devise ways of incorporating this in their SMS training modules.

### 6.3.4 Development of the Core Management Criteria framework into a competency matrix for SMS progression; SMS competence 'passports'

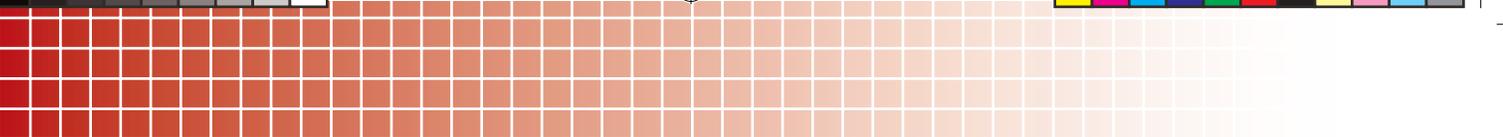
The above recommendations suggest that the entire CMC framework should be developed into a matrix of foundational competencies and proficiency levels for Senior Managers (see illustrative example in **Figure 21** below), appropriate and mapped to each SMS level.



**Fig. 21: Illustration of National Core Management Criteria (CMC) Matrix**

Objective assessment of the proficiency in the appropriate CMCs should be a pre-requisite, amongst other criteria, for an SMS' progression through salary levels. This should more stringently be considered in the performance review of each Senior Manager, as currently required, but the weighting could be increased to 25% (from 20%) of the overall performance evaluation weighting.

All SMS members should be baselined for development through a scientific skills assessment for CMC competence, and thereafter re-assessed at least every three (3) years, if not two (2).



All SMS members to be assessed for competence and proficiency level in the three essential CMCs, as a minimum (if not for all CMCs), as a basis for identifying CMC needs and the extent of each need, and prioritising the training intervention(s) based on the magnitude of the gap for the three (3) essential CMCs.

If significant gaps are identified in more than one essential CMC, this should be taken as a skill deficit which needs to be addressed in a single cycle, as it implies the manager is not able to perform from a fundamental perspective, and extraordinary efforts and commitment are required of the manager to make up this deficit.

Developing the entire CMC framework into a matrix of foundational competencies and proficiency levels for Senior Managers, mapped to salary levels, would provide more authoritative and standardised guidance for SMS members, relevant for their salary level, than they currently have recourse to.

The mobility of SMS members suggests that a portable competence 'passport', reflecting technical and professional proficiencies acquired, but especially CMCs, is necessary, to be lodged with the DPSA, and updated yearly through SAMDI-accredited training and scientific assessment results.

### **6.3.5 Meeting the transformational training needs of SMS members**

SAMDI should revisit its Service Delivery offerings, as its Improving Service Delivery: Senior Managers' Programme, and Service Delivery Enrichment Programme may not adequately cater for the demand from departments for the CMC, Service Delivery Innovation.

### **6.3.6 Overcoming gender stereotyping and equal access to training**

Female senior managers need particular support through coaching and mentoring, and networking mechanisms, to overcome stereotyping, and inhibition, if not discrimination, in their development and advancement. This is the case in areas which have traditionally been the preserve of males, such as project management.

### **6.3.7 Insistence on scientific and objective skills assessment to identify developmental needs**

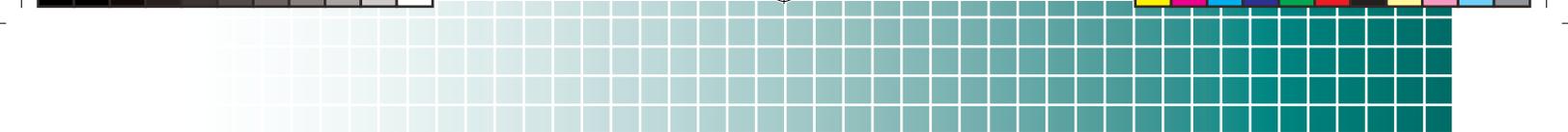
This CMC development gap ranking offers a certain prioritisation for developing and rolling out a formal CMC programme, but should be validated through more scientific psychometric assessment, or at least 180°, if not 360°, feedback, offered through performance management review.

A combination of performance management system inputs and scientific assessment techniques (such as skills audits and training needs analysis) must be used to identify training needs and skills gaps. Using these methods ensures that skills assessed are aligned to the organisation's strategic goals and are identified in an objective manner.

The most effective manner of dealing with the gender issue is to conduct a gender-neutral scientific skills assessment process and establish if the differences between male and female skills levels are real or perceived. Armed with this information it would then be possible to ensure that the right people get the right training at the right time, and that skills gaps are addressed in a meaningful and objective manner. (See also the recommendation above regarding special support networks for women Senior Managers in the Public Sector).

### **6.3.8 Reinforcing the Performance Contracting and Development System**

The full development component, and cycle of the Performance Contracting and Development System, need to be reinforced and indeed be a Key Performance Area (KPA) of all managers in respect of their reports.



The assessment process which forms part of this system, should ensure full feedback to SMS members with respect to developmental needs. This should be especially so in the case of HOD's where the identification of developmental needs would form a strategic input given the leadership role they play.

Essentially, all SMS development should comply with the following:

- Strategic alignment and justification, including reference to established critical and scarce skills needs, succession planning, as well as an individual's public service career path.
- Scientific and objective assessment, such as skills audits against job profiles, resulting in Personal Development Plans, as well as organisational critical and scarce skills needs and talent management strategies and plans.

### **6.3.9 Special attention to provision of particular accredited CMC courses in short to medium term**

SAMDI should revisit its current offering with regard to Change Management, and consider making it more accessible through accredited service providers and increased scheduling of courses it runs itself.

People Management and Empowerment, and Client Orientation and Customer Focus are to be equally weighted with Financial Management in Performance Agreements.

### **6.3.10 Blended approach to addressing capacity building needs**

A blended approach to 'capacity building' needs to be inculcated, beyond simply addressing all skills gaps through contact training sessions e.g. e-learning, on-the-job training, mentoring, shadowing, secondments, job rotation and self study.

### **6.3.11 Course and Training Service Provider Accreditation**

It is recommended that all courses, and not just training service providers, for each level of proficiency in each of the 11 CMCs, be accredited, if not delivered, by SAMDI.

Accreditation criteria of training service providers by SAMDI, and indeed SAMDI itself, should provide for customisation of training materials, including case studies to provide:

- The Public Sector context;
- National vs Provincial Public Service context; and
- Sectoral orientation, such as environmental challenges and legislation.

### **6.3.12 Commitment to Personal Development Plans**

The restoration of the performance management and development process, supported by rigorous skills assessment methodologies, as the primary process for training needs identification, would need to be completed by adherence to and review of Personal Development Plans in each performance cycle.

There should be career limiting, (as well as growth and advancement consequences) for managers (and their supervisors) who (do or) do not make strenuous efforts to bridge their skills gaps, particularly in relation to CMCs, and especially the essential CMCs.

The misalignment and gender imbalances in development reinforce the imperative for development needs to be strategically (and more objectively) aligned through the performance management and development process, complemented and confirmed by more rigorous skills assessment methodologies.

### 6.3.13 Impact assessment of training

The findings call for a consistent and objective pre- and post-training impact assessment:

- The manager and supervisor should identify what improvements in individual and departmental performance and outcomes might reasonably be expected after the manager has undergone training for the skills gap identified. This might include a special project demonstrating such enhanced capability.
- The role of the supervisor and HRD practitioners in supporting the manager to practically transfer or apply his / her new skills into the work environment should be identified.
- Such commitments should be captured in the Personal Development Plan, preferably in advance of the training.
- There is a need to be sceptical to the danger of the “shotgun” approach which relates to “any training is valuable”.

All SAMDI CMC courses should provide for special post-training projects to be conducted in the workplace, and assessed by a combination of the supervisor and a neutral SAMDI assessor, who has not been directly involved in delivering the SAMDI CMC course.

As part of the manager’s performance review, there should be a review of the training commitments undertaken in the Personal Development Plan, whether these were followed through, and an assessment against the agreed indicators for improvements in personal capability, and in the directorate concerned.

### 6.3.14 Coaching and coaching assignation to be KPIs for all SMS members

The development of SMS members as coaches requires particular attention, commitment and investment, when viewed as a critical success factor for skills transfer into the workplace by peer managers in the SMS. Coaching skills should therefore also be a priority if not already acquired by a Senior Manager.

Coachee assignees should not exceed 5 for any manager.

Coachee assignation should itself be a KPI under the prescribed CMC, People Management and Empowerment, but expressed in terms of outcomes related to ensuring training for the assigned Senior Managers is aligned, appropriately sourced, evaluated and applied to enhance both the individual's and department's effectiveness.

### 6.3.15 HRD Practitioners to be provided with specialised coaching skills

HRD practitioners should be provided with specialised ‘coaching’ skills to objectively and positively guide and assist managers:

- (a) in identifying their shortfalls CMC competencies;
- (b) locating appropriate solutions;
- (c) determining the personal, team, departmental and stakeholder outcomes and benefits; and,
- (d) creating a receptive and conducive environment for the effective and enduring transfer of the new skills and knowledge.

In facilitating the learning, application and sharing of CMCs by Senior Managers through such a coaching (and mentoring) network, the groundswell of broad capability and effectiveness in leadership and management will inevitably inform and cascade to Public Service staff at large to energise, inspire, direct, and sustain Public Service transformation.

### 6.3.16 Executive SMS members as Mentors

The distinction between Coaching and Mentoring is seldom made within the Public Sector, and thus expectations and effort, to capacitate in this regard may often diverge. SAMDI's modules to cater for the CMC, People Management and Empowerment, are a case in point, as it only provides a Mentorship training portfolio, when Coaching capability is the more pressing and impactful. Separate modules are required for Coaching and Mentoring.

## 6.4 SUMMARY

The foregoing recommendations mostly point to the need for addressing widespread systemic divergences from the process norms espoused by the DPSA, particularly in implementing the Performance Management and Development System.

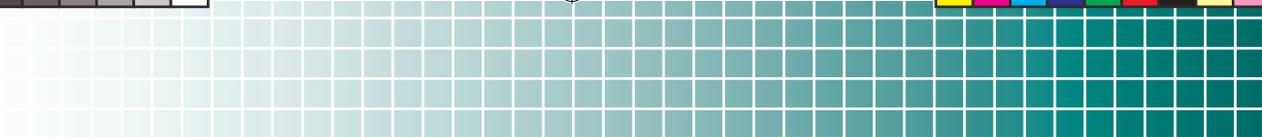
However, there is certainly scope for short to medium term measures and interventions which will begin to re-align practices in this area, specifically:

- entrenching the CMC framework as a matrix, mapped to SMS levels;
- rotation and secondment of managers for specific technical and professional exposure;
- coaching support as a KPA/I;
- intensifying coaching capacity and commitment;
- resourcing mentoring support externally;
- intensifying SMS member induction and re-orientation as mandatory and a KPI;
- investigating and assessing the investment in academic learning; and,
- enhancing the HRD function's role as a facilitator and evaluator of SMS development within stricter guidelines.

To maximise the value of these recommendations, please also refer to the **Appendix A** on Best Practice in Coaching and Development.

# Chapter Seven

## CONCLUSION



## 7. CONCLUSION

Based on the findings of this study it is clear that the training needs of Senior Managers are only being met partially. This could be attributed to the work pressures being exerted on Senior Managers in the performance of their day to day duties and the subsequent low priority that is being attached to “fringe issues” such as training and development. What is, however, clear is that the Performance Management and Development System for Senior Managers is not being applied in the manner it should be. Performance Development Plans appear to be completed for the sake of compliance instead of identifying training needs that are aligned to actual job performance and that are realistic to meet.

In conducting this study the PSC deliberately focused on the responses of Senior Managers themselves as apposed to obtaining second-hand data from Human Resource Development components. Senior managers are best placed to determine the extent to which the training that has been offered to them is having an impact on the performance of their duties. Based on the analysis there appears to be significant room for improvement.

Throughout the recommendations, reference has been made to SAMDI and the important role it has to play as a “Management Development Institute”. It is trusted that SAMDI will take the findings and recommendations of this study into consideration in developing training modules and creating other learning opportunities for Senior Managers.

The SMS forms the backbone of Government’s ability to deliver on its mandate. SMS members are the vehicles through which strategic direction is provided in ensuring that Government’s machinery stays on course. If they are not provided with developmental opportunities and their skills and knowledge are not harnessed to maximise their potential, the Public Service will not reap the benefits of the intention with the establishment of a SMS cadre which includes increased levels of professionalism and improved service delivery.

# Appendices

## APPENDIX A: BEST PRACTICE COACHING AND MENTORING IN THE CONTEXT OF THE HUMAN RESOURCE DEVELOPMENT VALUE CHAIN<sup>14</sup>

### 1. OVERVIEW

In today's competitive, global marketplace, both training and development play a role in organisational success. Leading organisations allocate resources – both time and money – to support training and development programs that align with their overriding goals and objectives. They evaluate which skills and competencies employees will need both in the current environment and as it evolves, and they provide learning opportunities to close any gaps, especially in critical areas where employees lack skills or knowledge.

### 2. OVERVIEW OF BEST PRACTICE STEPS

#### A. Align training and development with the organisation's long-term goals.

Employees are essential elements of an organisation's competitive strategy. Organisations that apply best practices ensure their employees are properly trained and equipped to achieve long-term goals. They provide training and development programs that will narrow the gap between employees' current competencies and the competencies needed in the future to maintain and gain service delivery objectives.

#### B. Optimise training function resources.

Leading organisations optimise their training function to use training resources as effectively as possible, whilst also capitalising on their own in-house training competencies. These organisations evaluate their internal competencies to determine whether they can provide training themselves or require the services of outside professionals. Organisations that opt to outsource some or all of their training often enter into collaborative ventures with external training providers. The approach can frequently result in higher-quality training services and greater operational efficiencies.

#### C. Offer training and development opportunities in order to improve loyalty and performance.

People, rather than products or services, have the potential to differentiate an outfit from its peers. Organisations that apply best practices recognize that their workforce is a primary reason for their success so, in an effort to retain their best employees as well as attract new talent, they have elevated training to mission-critical status. Training and development opportunities help employees keep pace with change and further hone their skills and, thus, their potential for advancement. The end result is a more satisfied and skilled workforce, which leads to higher levels of productivity and other benefits such as lower rates of absenteeism and employee turnover.

#### D. Reinforce the application of newly acquired skills and competencies.

The new skills and knowledge that employees acquire in training do not automatically lead to new behaviours and job prowess. Employees go through what is known as a learning curve – a period of time when they discover how to apply what they have learned until it becomes an inherent part of their expertise. That process, however, requires some orientation, including clear goals and expectations, as well as sufficient time for employees to adjust their approach to work and reinforce what they have learned.

Leading organisations recognize that the learning process begins with formal training and continues until employees are completely comfortable with new concepts and skills. They actively encourage employees to use what they have learned and create a work environment that allows for a level of on-the-job training so that no one feels pressured to master new skills by the end of formal training.

<sup>14</sup> Appendix A is based on PriceWaterhouseCoopers own experience and research in firms globally.

## E. Rank learning as a top organisational strategy.

An organisation that values learning resists the temptation to adhere blindly to a “business-as-usual” way of thinking and, instead, continually challenges its methods and traditional way of doing things. By embracing learning as a top organisational strategy, enterprises that follow this philosophy assure continuous improvement, as well as their ability to adapt to change. In organisations dedicated to continuous learning, therefore, training becomes a key factor in business strategies.

### 3. BEST PRACTICE STEP A: ALIGNING TRAINING AND DEVELOPMENT WITH THE ORGANISATION'S LONG-TERM GOALS

#### 3.1 RATIONALE

##### **Why apply the practice?**

Organisations that apply best practices view their employees as an essential element of their strategy. They provide training that reflects organisational goals and strategies, and is designed to narrow the gap between employees' current competencies and the competencies needed to gain or maintain competitive advantage.

As a result, training initiatives in these organisations are not managed as isolated human resources functions; instead, training is integrated within the business units and functional areas as part of strategic business plans.

##### **What organisations gain**

- Better understanding and targeting of employee training needs
- More productive and skilled employees
- Higher quality products and services
- Better customer service
- Lower employee turnover rates

#### 3.2 ACTION STEPS

##### **Improving the Organisation's Process**

###### 3.2.1. Conduct a needs assessment before providing training.

In best practices organisations, the individuals or departments responsible for employee training and development, in tandem with senior management, conduct regular needs assessments to determine the most effective types of employee training and development, as well as what is necessary to meet the organisation's needs. The needs assessments also can help them determine whether training is the most appropriate solution to close the gap between current and desired performance.

As part of the needs assessment, leading organisations use several different methods of data collection to gather as much information about employee performance as possible. These methods include:

- Casual conversations with employees
- Formal interviews with employees
- Direct observations of employees at work
- Work samples that illustrate employee performance
- Written records of employee performance
- Surveys to gauge employee satisfaction and concerns

- Tests that will determine competency levels and need
- Focus groups

### 3.2.2. Define training objectives.

High-performing organisations define objectives for their overall training effort and for each individual training program so they can direct resources to learning activities that most align with strategic business goals. Clearly defined objectives also help the organisations choose the most effective way to deliver the training so that employees will have the optimal learning experience.

### 3.2.3. Provide training to change behaviour:

Leading-edge organisations view training as a tool to close the gap between current behaviours and desired performance; consequently, their training emphasizes **performance objectives** rather than **learning objectives**. The ultimate outcome is to improve employee performance, motivation, and morale and, thus, organisational performance.

To facilitate behavioural change, best practice organisations provide an environment where new information can be applied immediately after training sessions conclude. They also provide incentives, such as a pay increase or new job responsibilities, which encourage employees to make the new behaviour permanent. And whenever possible, the organisations measure the extent to which behavioural training impacts job performance so that adjustments can be made to the training program, if needed.

### 3.2.4. Establish a formal induction and mentoring plan for new appointees.

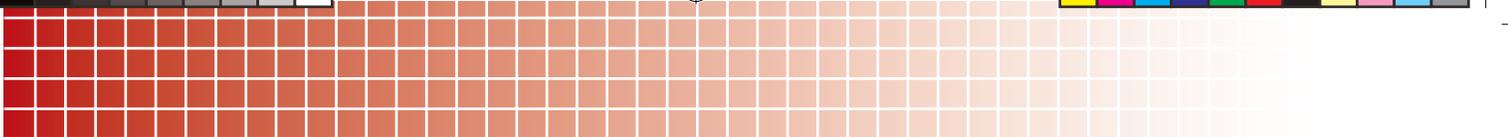
By following a formal training program for newly hired employees, organisations can be proactive about establishing goals and setting expectations for their workforce. They also are more likely to provide employees with basic skills needed to do their jobs. The actual timing and extent of the training depends on the individual organisation's needs.

**For example**, some organisations, particularly larger ones, hold new hire training on a regular schedule, such as twice a month, so employees receive training while adjusting to the workplace and learn more about the organisation and their responsibilities. Other organisations schedule newly hired workers for training even before they begin their new jobs, so the training is somewhat of an orientation program as well, and generally includes a number of participants.

Most best practice organisations follow an established procedure to track the progress of newly hired employees after they complete formal training programs. Some organisations assign new hires to mentors who provide ongoing advice, guidance, and encouragement. Others schedule periodic meetings between new employees and their managers to set objectives and performance targets. During those meetings employees can voice concerns over problems they might be experiencing with adapting to the new work environment and receive coaching and performance feedback. By paying close attention to the training of new employees and ensuring that new hires are equipped with the skills they will need to perform their jobs optimally, organisations can increase the productivity of new hires and reduce their turnover rate. An effective new hire training program is even a beneficial recruiting tool as job prospects value organisations that invest in employee training as well.

### 3.2.5. Assign responsibility for employee training and development to an individual or group.

The purpose of a training department is to identify and provide learning programs that will ensure employees have the necessary skills and competencies to perform their jobs. By assigning an individual or group of people to lead training efforts, organisations emphasize the importance of ongoing education and are better guaranteed of offering employees programs that are consistently well developed, delivered, and evaluated for their success.



Even organisations without a formal training department, per se, often identify an individual who owns or has responsibility for training-related material and keeps them accurate. When other employees must learn a particular job skill, they are directed to the owner of the training material to receive proper instruction. These organisations also establish formal plans or schedules to address ongoing training of new hires as well as identifying needed refresher training.

### 3.3 TIPS AND TOOLS

As the nature of work changes, smart organisations recognize that to meet long-term goals, they must revise the types of training programmes they offer their employees. To obtain the best return on their training investment, organisations determine whether to provide training to their core workers only, or to contract and temporary workers as well. Some organisations with long-range goals in mind even provide training to unemployed workers.

### 3.4 MEASURES OF SUCCESS

#### **Benchmarking organisation performance**

Changing the way an organisation performs a business process generally requires both human and financial resources dedicated to the task over a period of time. Few organisations are willing to continue dedicating resources to the task without evidence of significant, worthwhile results from their efforts. Tracking results begins with selecting one or more ways to measure success and then setting realistic yet ambitious performance targets. The next step is to measure the organisation's starting point – that is, the organisation's level of performance, before applying the best practice. Then, as the organisation continues to measure its level of performance at regular intervals, the initial measurement provides a baseline for charting the organisation's progress toward its targets.

The measures of success listed below will help track the results of applying this best practice:

- Frequency of needs assessments to identify training objectives
- Number of training courses that align with results of needs assessments
- Percentage of newly hired employees receiving formal training
- Percentage of employees receiving ongoing training
- Percentage of training programs designed with leadership input

## 4. BEST PRACTICE STEP B: OPTIMISE TRAINING FUNCTION RESOURCES

### 4.1 RATIONALE

Organisations that apply best practices use their “training rands” as efficiently as possible to optimize their impact. These organisations capitalize on internal training competencies, but also evaluate whether internal resources, external resources, or a combination of the two is best for every phase of training. Such decisions are based on a needs assessment, program design, delivery requirements, and evaluations of past program success.

An organisation begins the decision-making process by defining its training competencies to determine which components of the training function it could handle efficiently and effectively in house. It then evaluates outsourcing options for the remaining components, taking into consideration quality, cost, and timeliness of delivery. Those organisations that decide to outsource some or all of their training may benefit by exploring collaborative ventures with external training providers, which can result in higher-quality training services and greater operational efficiencies.



## 4.2 WHAT ORGANISATIONS GAIN

- Better use of training rands
- More efficient use of training staff
- Better quality of training programs
- Higher productivity

## 4.3 ACTION STEPS

### Improving the organisation's process

#### 4.3.1. Define internal training competencies.

Leading organisations define their internal training competencies in order to determine the training processes they could affordably and effectively handle internally, and those that they would be more prudent to outsource. When organisations define their competencies for the first time, they examine their internal training processes – such as training delivery and evaluation methods – and the skills that training personnel have. In general, when a organisation has the necessary training systems and expertise in place, can provide adequate human and financial resources to support the efforts, and can manage training effectively without detracting from other internal demands, it deems itself competent to manage training.

Some organisations, however, look at learning more strategically so they define their internal training competencies more narrowly. They might outsource less time-sensitive activities, such as presentation skills or report writing, so the internal training staff can focus on critical needs, such as providing support to employees when their jobs requirements change or identifying training needs when the organisation integrates new systems or processes in functional areas.

#### 4.3.2. Outsource components of the training effort to achieve cost-effectiveness.

There is a movement in training and learning functions within organisations toward shared services or outsourcing. In many cases, organisations do not have the human, financial, or physical resources necessary to meet their entire employee training needs, so outsourcing components of the training effort is a viable alternative. Before deciding to outsource, however, best practices organisations determine whether the benefits of outsourcing outweigh the benefits of keeping a process in house. Outsourcing is deemed the smarter choice if the organisation is able to:

- Acquire expertise or efficiency the organisation is lacking
- Provide internal training staff with more time to devote to strategic issues
- Reduce fixed training costs by converting them to variable costs

#### 4.3.3. Explore collaborative ventures to maximize internal and external strengths.

In the past, organisations commonly outsourced their entire training and development function when they did not have the internal expertise or resources to provide optimal learning experiences for employees. But today organisations are just as likely – if not more so – to collaborate with external training professionals who possess the knowledge the organisations lack.

Some collaborative ventures are with consultants or other training providers who advise or provide support in areas in which the organisation may lack expertise or resources. Many European organisations, for example, establish framework contracts in which they sign agreements with a number of suppliers who would provide training at the point of need. A framework contract typically is defined as an agreement with a number of organisations to provide goods or services in a particular area.

**CIGNA Corporation**, realizing it was facing a critical shortage of qualified nurses, spearheaded an endeavour to increase the nursing talent pool. To accomplish this, the Philadelphia-based health care



insurer entered into a collaborative arrangement with local nursing schools to design a case management programme. Cigna's Chief Learning Officer noted a pressing need to have qualified nurses available to handle the more than 5 000 transplants that the organisation is involved with each year. The organisation needed nurses who were clinically up-to-date on transplant procedures and medications, who could use the latest medical technology, and who understood the business world. Under the collaborative training arrangement, nursing schools in Philadelphia, where Cigna is headquartered, provided the clinical knowledge for the case management programme, and Cigna offered the business and technology curriculum. The arrangement has resulted in a deeper talent pool for Cigna.

#### 4.3.4. Assign responsibility for employee training and development endeavours internally.

Organisations often benefit by designating an in-house group or individual to be responsible for employee training and development. One advantage to this approach is that internal trainers are more knowledgeable than external providers about issues such as the organisation's mission, goals, and strategies. Because of this, some organisations provide all of their training internally.

Organisations that keep the training function in house generally do so because they possess specialized skills and resources in the training area, they have invested in infrastructure necessary to accomplish training goals, and they are abreast of technology evolutions. By assigning internal responsibility for the training function in house, organisations can realize significant cost savings because an internal training group would be more familiar with learners and their training needs than would an external provider.

#### 4.3.5. Prepare employees to serve as replacements for pivotal positions.

Forward-thinking organisations employ a relatively simple strategy that helps them maintain high levels of productivity and employee morale high when key employees depart or are absent for prolonged periods. The organisations prepare other employees to assume responsibility for vacant jobs, whether for the short or long term. Such preparedness is especially beneficial for unforeseen vacancies due to resignations, illness, or sudden death.

Rather than waiting for a pivotal position to become vacant without warning, intelligent organisations recruit and develop back-up or replacement workers from within their own ranks so that the organisation does not suffer any slowdowns or loss of productivity.

### 5. BEST PRACTICE STEP C: OFFER TRAINING AND DEVELOPMENT OPPORTUNITIES IN ORDER TO IMPROVE LOYALTY AND PERFORMANCE

#### 5.1 RATIONALE

People, rather than products, have the potential to differentiate an organisation from its competitors. Organisations that apply best practices recognize that their workforce is a primary reason for their success so, in an effort to retain their best employees as well as attract new talent, they have elevated training to mission-critical status. Training and development opportunities help employees keep pace with change and further hone their skills and, thus, their potential for advancement in an organisation. The end result is a more satisfied and skilled workforce, which leads to higher levels of productivity and other benefits such as lower rates of absenteeism and employee turnover.

Numerous studies reinforce the idea that training and development are a factor behind job satisfaction and an organisation's success. In addition, annual rankings of the best organisations to work for consistently include those that have robust training and development programmes.

## 5.2 WHAT ORGANISATIONS GAIN

- More satisfied and loyal employees
- Higher levels of productivity and quality
- More effective training and development programs

## 5.3 ACTION STEPS

### 5.3.1 Institute coaching and mentoring networks.

Leading-edge organisations realize that they can be more competitive by maximizing their workforce. Many capitalize on their employees' unique strengths by creating mentoring and coaching opportunities within their training programmes so that more experienced employees can help others maximize their potential and achieve their career goals. Mentoring and coaching are effective employee development methods for a variety of business functions. For example, organisations often use them to orient newly hired employees to the organisation's culture and their job responsibilities. They also use them to help individuals navigate the organisation's career track, especially those interested in advancing to management positions. Additionally, just-in-time, on-the-job coaching for performance is particularly effective in improving the quality of outcomes and accelerating employee development.

A recent study conducted by the U.K.'s **Chartered Management Institute** found that coaching and mentoring appeal to many employees. Eighty percent of managers surveyed believed they would benefit from coaching if it were available in the workplace. They also felt coaching should be available to all employees, regardless of seniority, and that the technique could be embraced by organisations of any size.

Coaching initiatives can benefit both the organisation and its employees. From the employee's standpoint, such development opportunities allow them to:

- Expand people management skills
- Improve listening skills
- Gain a sense of satisfaction and accomplishment
- Cope with difficult situations
- Transition faster into new roles
- Develop new approaches and new ways of thinking about things
- Improve business skills

From the organisation's standpoint, mentoring and coaching could help them:

- Support and accelerate organisational change
- Maintain high levels of performance during periods of rapid change
- Improve business performance by creating personal goals in line with organisational objectives
- Create a positive climate for change
- Improve employee morale and motivation

### 5.3.2 Develop skills through on-the-job experience.

Instead of receiving training from an instructor in a classroom-type setting or through an e-learning resource, some organisations provide on-the-job (OTJ) training for their employees. If used effectively, it provides organisations with many advantages. Most organisations find that employees attribute about 80 percent of their learning to OTJ experiences. OTJ training is generally cost-effective – employees do not have to travel to and from training sessions – and is less disruptive to the business because employees are not away from work when receiving training. It allows employees to work while they learn so organisations do not see dips in productivity as they do with other types of training.

Additionally, when employees train in their own work environment, they are taught about the standards or practices the organisation follows. Employees in OTJ training programs tend to feel more confident about what they are learning, as well, because they are closely supervised by people they know and with whom they are comfortable and given individual guidance. In turn, supervisors can more easily assess the employees' progress and quickly identify problems and intervene to resolve them.

Organisations can employ several types of OTJ training, including the following:

- **Demonstrations or instructions** – which involves showing the trainee how to perform the job or task
- **Coaching** – which involves a close working relationship between an experienced employee and the trainee
- **Job rotation** – which involves assigning trainees to several jobs in succession so they gain experience in a wide range of activities
- **Special projects** – which involves assigning trainees to project teams to expose them to other parts of the business and take part in new activities

## 5.4 TIPS AND TOOLS

While measuring the intangibles, or “soft benefits,” gained from training – such as employee satisfaction and loyalty, can be difficult, some organisations use employee surveys to measure the impact of development on satisfaction and retention. They can also be inferred or indirectly measured by looking at associated outcomes. For example, an organisation might see higher levels of productivity, lower rates of absenteeism, or fewer complaints from customers and relate them to higher levels of job satisfaction or improvements in skills and competencies.

Some enlightened organisations offer formal training – for example, on a new system or work process – and then post pertinent information on an interactive web site. This allows employees to access the site and refresh their memories post-training.

The UK's [Coaching and Mentoring Network](#) offers information on coaching and mentoring; a referral service to find business coaches and mentors; a resource centre, which lists articles, case studies, and events pertaining to coaching and mentoring; and a discussion forum. Information is available from the Oxford, U.K. organisation by visiting its web site or by calling +44 870 733 3313.

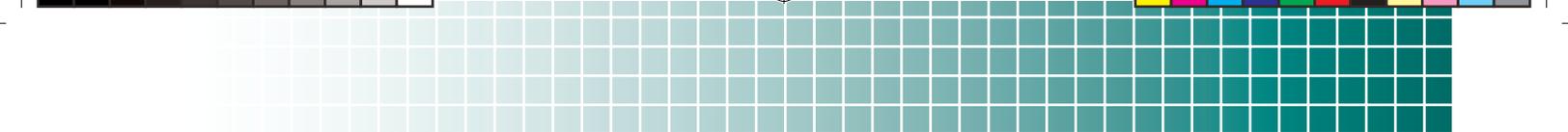
The Oxford School of Coaching and Mentoring (OSC&M) expanded its mission and changed its name to the OSC&M Total Learning Group (TLG). The TLG consists of the school, which provides qualifications programs for individuals and organisations; and the Coach-Mentoring Consortium and the International Coach-Mentoring Services, which offer executive coaching and mentoring, action learning development programs, e-coaching, and tele-mentoring programs. For more information, visit the [OSC&M Total Learning Group](#) web site or call +44 0186 933 8989.

## 6. BEST PRACTICE STEP D: REINFORCE THE APPLICATION OF NEWLY ACQUIRED SKILLS AND COMPETENCIES.

### 6.1 RATIONALE

#### Why apply the practice?

The new skills and knowledge that employees acquire in training do not automatically lead to new behaviours and job prowess. Employees go through what is known as a learning curve – a period of time when they discover how to apply what they have learned until it becomes an inherent part of their expertise. That process, however, requires some orientation, including clear goals and expectations, as well as sufficient time for employees to adjust their approach to work and reinforce what they have learned.



Organisations that apply best practices recognize that the learning process begins with formal training and continues until employees are completely comfortable with new concepts and skills. They actively encourage employees to use what they have learned and create a work environment that allows for a level of on-the-job training so that no one feels pressured to master new skills by the end of formal training. To speed the entire learning process, smart organisations also deliver training at the point of need so that employees will make the connection between what they are learning and their job responsibilities, especially when those responsibilities change. The organisations also reward employees when they achieve certain milestones tied to their learning goals.

## 6.2 WHAT ORGANISATIONS GAIN

- More effective training
- Faster assimilation and greater retention of new skills and knowledge
- Less time and money spent on retraining
- Higher levels of productivity

## 6.3 ACTION STEPS

### 6.3.1. Deliver training at the point of need.

The time frame in which training is delivered greatly affects how well employees understand what they are learning as well as how likely they are to apply it on the job. If offered too soon, the training has no real meaning and employees are less likely to retain what they have learned. If offered long after new skills or knowledge are required, employees may have to unlearn the habits they developed in order to cope with a frustrating situation. So the optimal time for training is at the point of need – when employees are more motivated to participate fully and can apply what they have learned afterward.

Best practices organisations carefully time training to coincide with changes in the work environment or job responsibilities. For example, they would schedule training on new computer systems just before they were to be installed so that when the systems were launched, employees would be prepared to operate them. But the timing would also hinge on how long employees would actually need to learn the systems, which is a subjective measure that differs according to employee expertise and experience.

Some organisations design learning programs that give employees the chance to practice a skill when it is needed. This approach tends to work better than a classroom-based training method, where curricula training could take several days. Organisations frequently report reduced training costs and increased productivity by offering training at the point of need. Another effective way to provide learning when it is needed is by embedding knowledge directly into work processes (for example, in sophisticated computer-based systems).

### 6.3.2. Design simulations to immerse learners in a new work environment or process.

Simulations and games are known as experiential or discovery learning activities; that is, employees participate in work-like situations and experiences, but those situations do not have the risks of the real world so employees can learn without the fear of making costly mistakes. This type of learning is valuable for organisations that need employees to learn about complex business topics quickly, such as after a merger or the implementation of new technologies, because it puts the employees in a situation that will be close to what they will experience on the job. Simulations and games are also often more engaging than traditional techniques, thus encouraging active involvement by learners.

Simulations mimic the environment in which the employee will work, so that there is a strong correlation between trainees' performances in the simulation and the way they will function on the job. Leading-edge organisations devise training programs that teach employees critical information and present it in clear-cut, easy-to-understand ways. Simulation exercises and games are beneficial because they thrust employees into real-world situations where they must make decisions and live with the consequences.

### 6.3.3. Hold managers accountable for helping employees apply new skills and competencies.

The work does not stop once employees complete a training program; new skills and behaviours need to be nurtured until they become habits. To facilitate this transition, high-performing organisations hold managers accountable for providing an environment in which employees can apply what they learned.

Many managers find that holding a pre-training briefing helps establish a supportive environment for trainees. During the briefing, they explain the purpose and objectives of the training, why the participants were selected, and how the results will impact business goals and strategies. A pre-training briefing sends the message that management supports the training and lets participants know that they will be expected to change their behaviour as a result of it.

At high-performing organisations, trainees are given the opportunity to apply what they have learned soon after the training program ends. Many managers meet with their employees to help them create an action plan in which they identify how to apply what they have learned. The managers then meet periodically with the employees to make sure they are following the plans and reaching their goals.

### 6.3.4. Reward employees for performance growth.

Rewarding employees for applying what they have learned reinforces new behaviours and helps ingrain the behaviours in work routines. Rewards also boost morale and encourage employees to seek additional training as well as to set new goals for performance improvement.

Rewards are not always elaborate or costly. They can be as simple as an approving remark or congratulations from a manager, or as elaborate as a formal celebration with speeches and commemorative plaques.

## 6.4 TIPS AND TOOLS

### Staying on track

When employees meet with their mentor, coach, or manager to review the training course, discuss what they learned, and then identify specific ways to apply the training to their job, they are more likely to retain knowledge and use what they learned on a regular basis.

## 6.5 MEASURES OF SUCCESS

### Benchmarking organisation performance

Changing the way an organisation performs a business process generally requires both human and financial resources dedicated to the task over a period of time. Few organisations are willing to continue dedicating resources to the task without evidence of significant, worthwhile results from their efforts. Tracking results begins with selecting one or more ways to measure success and then setting realistic yet ambitious performance targets. The next step is to measure the organisation's starting point – that is, the organisation's level of performance before applying the best practice. Then, as the organisation continues to measure its level of performance at regular intervals, the initial measurement provides a baseline for charting the organisation's progress toward its targets.

The measures of success listed below will help track the results of applying this best practice:

- Percentage of employee training that is being used on the job one month later
- Percentage of employees requiring retraining within six months of the original training
- Percentage of employees receiving rewards for material learned during training sessions
- Percentage of managers accountable for ensuring employees can apply new skills and knowledge

## 7. BEST PRACTICE STEP E: RANK LEARNING AS A TOP ORGANISATIONAL STRATEGY.

### 7.1 RATIONALE

An organisation that values learning resists the temptation to adhere blindly to a “business-as-usual” way of thinking and, instead, continually challenges its methods and traditional way of doing things. By embracing learning as a top organisational strategy, organisations that follow this philosophy assure continuous improvement as well as their ability to adapt to change. In organisations dedicated to continuous learning, therefore, training becomes a key factor in business strategies.

An organisation's learning agenda generally focuses on being more effective at delivering its products and services. But leading-edge organisations see training and development as an opportunity to improve all aspects of corporate performance. Learning programs might focus on improving or adding supervisory skills, sharing corporate knowledge, and adding new skills to solve problems with providing goods and services. Some organisations use learning methods to discover more about their competitors and suppliers and then take the information gleaned to improve upon their own business. Still others forge team learning opportunities in order to develop a culture where intelligence and ability are greater than the sum of an individual's talents.

Successful organisations ensure that the resources they allocate to learning endeavours support training and development programs. They also use training, compensation, and work practices that reflect their belief that employees are their most important assets. To reinforce this assertion, they assign an executive to oversee all learning initiatives. Additionally, the organisations provide employees with different learning venues as a way to encourage them to seek knowledge and expand their horizons continually. Such organisations also foster environments where employees are encouraged to take personal ownership for their professional development.

### 7.2 WHAT ORGANISATIONS GAIN

- More productive and capable workforce
- Greater ability to manage change
- Fewer employee errors
- Higher employee satisfaction rating for both training and jobs
- Higher employee retention rates

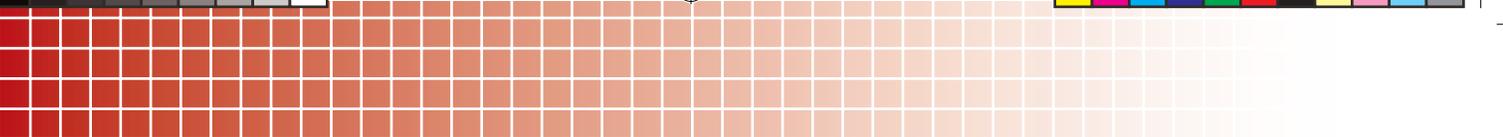
### 7.3 ACTION STEPS

#### **Improving the organisation's process**

##### 7.3.1. Maintain an ample training budget.

The organisation's training budget is a major factor in determining whether or not employees will have the skills and knowledge necessary to help the organisation succeed, especially when those requirements change to keep pace with the business. Organisations that apply best practices establish the costs and benefits of investing in employee training as part of the budget process so they will have critical information to determine how much money is needed to bring new expertise into the organisation or to remedy workforce inadequacies.

These organisations also position training as a mandatory expense, regardless of the economic climate. Even when revenue is down, they invest in some level of training, knowing it is a powerful tool for retaining valued workers whose skills and competencies will be needed to overcome revenue slumps and meet future business objectives. In the process, the organisations also build goodwill among top-performing employees who value skill development.



During times of economic downturns and periods of across-the-boards budget reductions, savvy organisations also become more selective about how they allocate money for employee training, and opt to invest in training where the demand or need is greatest.

### **7.3.2. Choose training methods that facilitate user and subject demands.**

Savvy organisations select a delivery medium for training according to the subject matter and learning objectives. Failing to follow this approach can ultimately undermine the effectiveness of training because it is greatly dependent on ease of communication and the level of interaction required with both the subject matter and an instructor.

Most corporate trainers agree that some topics are more suitable for a particular delivery medium than others. For example, computer-based training (CBT) is an effective delivery medium for widely used materials such as employee orientation information. It also is ideal for procedural topics such as how to query a database or create a spreadsheet. However, certain subjects, such as how to use new equipment or improve interpersonal skills, are better suited for face-to-face instruction, either in classroom settings, through mentors or coaches, or through informal networking.

### **7.3.3. Position training and compensation practices to encourage employee learning.**

The quality and quantity of learning experiences depend to a large extent on the workplace environment. Leading organisations do not just state that they support learning, but they also demonstrate it by aligning training and compensation practices that promote and sustain a learning environment.

Incentive plans that tie compensation to training outcomes are effective because organisations can use them to direct and motivate employees to acquire valuable workplace skills. Organisations that are most successful at linking incentives with training goals require that senior management support the plan, understand what motivates employees to acquire new skills or change old behaviours, and reward employees in a timely, accurate manner. Some examples of compensation practices that reward performance include promoting individuals to higher-paying positions, profit sharing and employee stock-ownership programs, knowledge- or skill-based pay, and group- or team-based compensation.

### **7.3.4. Encourage employees at all levels to take ownership of their professional development.**

Encouraging employees at all levels to take personal ownership of their professional development is a win-win situation for all parties involved. Employees feel more satisfaction with their jobs; management is happy because some of the administrative burden relating to professional development is eased; and the organisation wins because it has a deeper talent pool for advancing its business goals and for filling high-priority positions that become vacant.

### **7.3.5. Create an executive position to lead learning initiatives and employee development.**

Leading-edge organisations often distinguish themselves from their competitors by rethinking the learning process. Their goal often is to earn a greater return on their investments in training and development, but they also want to elevate the importance of such initiatives and change their vision for learning. By creating an executive position to oversee training and development, organisations can achieve all of those goals relatively quickly and be assured of ongoing oversight of the skills and competencies the organisation will need to guarantee its competitive strength and success.

Many organisations designate a Chief Learning Officer (CLO), which is sometimes referred to as a Chief Knowledge Officer or training officer, to direct all aspects of the employee development process (and in some cases, the organisation's knowledge management efforts). By channelling employee development and learning through such a position, organisations can foster an adaptive, creative work environment – and one in which investments in learning are adequate to generate needed growth and, thus, return on investment. CLOs typically oversee programs for managing and expanding the organisation's intellectual capital, which

includes ensuring that employees have the training they need to do their jobs and facilitating knowledge sharing to benefit the entire organisation.

## 7.4 TIPS AND TOOLS

### Staying on track

Not all training activity is geared to meet the demands of developing proficient employees in the jobs that exist today. Many leading-edge organisations invest time and money toward preparing and developing the next generation of leaders.

At some best practices organisations, learning is applied throughout the value chain. Not only do employees receive training, but also customers, suppliers, and partners.

Some organisations identify employee best practices and then develop tools to convert that information into knowledge management or e-learning formats, which includes programs offered through the Internet, organisation networks, or desktop computers and learning software.

## 7.5 MEASURES OF SUCCESS

### Benchmarking organisation performance

Changing the way an organisation performs a business process generally requires both human and financial resources dedicated to the task over a period of time. Few organisations are willing to continue dedicating resources to the task without evidence of significant, worthwhile results from their efforts. Tracking results begins with selecting one or more ways to measure success and then setting realistic yet ambitious performance targets. The next step is to measure the organisation's starting point – that is, the organisation's level of performance before applying the best practice. Then, as the organisation continues to measure its level of performance at regular intervals, the initial measurement provides a baseline for charting the organisation's progress toward its targets.

The measures of success listed below will help track the results of applying this best practice:

- Annual investment in training initiatives organisation-wide; by business unit or division
- Percentage of employees participating in training annually
- Number of learning opportunities offered to employees
- Percentage of compensation plans that reward employees for acquiring new skills
- Number of training methods or delivery channels used

## 8. ASSESSMENT OF COACHING, MENTORING AND INDUCTION PROCESSES USING THE BEST PRACTICE TOOL KIT

The tool prompts you to respond to a series of questions for each best practice, tabulates your results, and provides insights into where to focus your improvement efforts.

### A. Align training and development with the organisation's long-term goals.

1. The organisation generally conducts a needs assessment before providing training.

Yes / No / Not applicable

2. The organisation clearly defines its objectives for its training efforts.

Yes / No / Not applicable

3. The organisation makes training available to provide employees with new skills.

Yes / No / Not applicable

4. Newly hired employees receive formal training.

Yes / No / Not applicable

5. Employees select the training and development programs they need to best perform their jobs.

Yes / No / Not applicable

**B. Optimize training function resources.**

1. The organisation has defined its internal training competencies.

Yes / No / Not applicable

2. The organisation manages its entire employee training programme in-house.

Yes / No / Not applicable

3. The organisation partners with external training providers in collaborative training ventures.

Yes / No / Not applicable

4. An in-house group or individual is responsible for the organisation's training and development programmes.

Yes / No / Not applicable

5. Employees are trained to fill in or take over when pivotal positions are vacant.

Yes / No / Not applicable

**C. Offer training and development opportunities in order to improve loyalty and performance.**

1. The organisation's training and development offerings consist of classroom, computer-based, or self-directed programmes.

Yes / No / Not applicable

2. The organisation incorporates real-world situations in its training and development programmes.

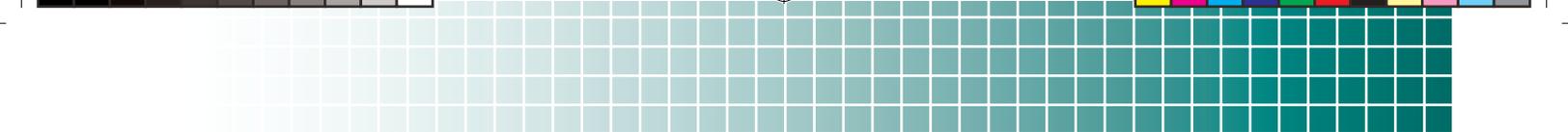
Yes / No / Not applicable

3. The organisation requires employees to receive training in a classroom setting.

Yes / No / Not applicable

4. The organisation uses just-in-time training to provide employees with the most pertinent training possible.

Yes / No / Not applicable



5. The organisation's preferred method of delivering training is blended learning.

Yes / No / Not applicable

**D. Reinforce the application of newly acquired skills and competencies.**

1. The organisation gives employees the chance to learn a skill when it is needed.

Yes / No / Not applicable

2. The organisation uses simulation training to help new employees learn.

Yes / No / Not applicable

3. The training department is responsible for employees learning new skills.

Yes / No / Not applicable

4. The organisation rewards employees for performance growth that was a result of taking part in training and development initiatives.

Yes / No / Not applicable

**E. Rank learning as a top organisational strategy.**

1. The organisation reduces its training budget during economic downturns.

Yes / No / Not applicable

2. The organisation uses different methods and settings to provide employee training.

Yes / No / Not applicable

3. The organisation's training, compensation, and work practices reflect its belief that employees are assets.

Yes / No / Not applicable

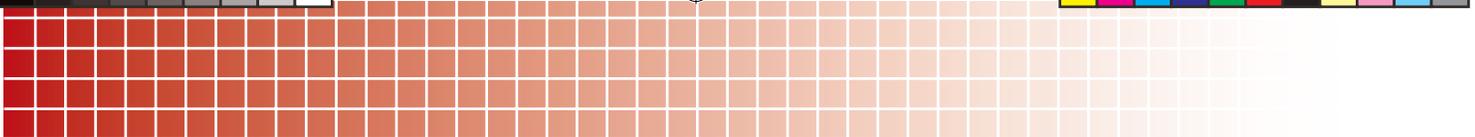
4. The organisation encourages employees to become active participants in the development of their careers.

Yes / No / Not applicable

5. A chief learning officer is responsible for marshalling the organisation's employee development endeavours.

Yes / No / Not applicable





## APPENDIX B: RESPONDENT MANAGER QUESTIONNAIRE

### EVALUATING IF THE TRAINING NEEDS OF SENIOR MANAGERS ARE BEING MET

#### INTRODUCTION

Research by the Public Service Commission (PSC) has found that the qualification levels of senior managers are high. This, however, has not translated into higher levels of service delivery by government departments. Despite such qualifications, there appears to be a dearth of management skills in the public service.

Whilst it is readily apparent that Government is currently making a substantial financial investment in training and capacity development, it is much less clear whether the quality and relevance of training is commensurate with expectations and priorities. This study aims to elicit answers to the question of whether the training needs of senior managers are being addressed.

You have been randomly selected to participate in this study, and the PSC requests your co-operation and candour in completing this questionnaire. After completing the questionnaire, you can forward it directly to PricewaterhouseCoopers (PwC), who we have commissioned to conduct this research. You can therefore be assured that your response will be treated in total confidence, and individual responses will not be disclosed to either the PSC or your Department. The results will be processed and analysed by PwC, who will present them to the PSC only in an aggregated and anonymous format.

Your completed response can be faxed to **(011) 209 5186** and is required by **not later** than Friday, 23 February 2007.

Should you require any clarification or guidance in completing this questionnaire, you can contact either Philip Louw on (011) 797 5186 or Michele Doyle on (011) 797 5595.

DEMOGRAPHICS AND CONTACT DETAILS

First Name:	Surname:
Job Title:	Directorate:
Salary Level:	National Department / Province Government:
Gender:	Race:
Telephone Number: ( 0 )	E-mail address:
Name of Director to whom you report:	Job Title:
Telephone Number: ( 0 )	E-mail address:



## 1 TRAINING NEEDS IDENTIFIED IN THE 2004/ 2005 FINANCIAL YEAR

During the **2004/2005** financial year, my training or development **needs** were identified in terms of Professional / Technical Knowledge / Skills and / or Core Management Criteria (CMC), as follows (please only enter a response where an actual need was identified):

Professional or Technical Knowledge / Skill	Please quantify the <b>Developmental Gap Identified</b> by choosing a value on the scale:  (Small) 1 2 3 4 5 (Significant) ←-----→	The process to identify this training <b>need or gap</b> was <b>primarily</b> (choose only one from the list below, and enter the number accordingly): 1. Self-reflection 2. The Performance Management and Development System 3. Recommendation by a colleague 4. A directive by my supervisor 5. Completing a Needs Analysis by HR, Skills Audit or Assessment 6. Requirement to choose from a list of training courses 7. Organisational triggers, such as changes in technology, law etc	<b>Name of Formal Course(s) taken (if any), AND / OR Informal Interventions (e.g. coaching, mentoring), to address this Need</b>
<b>E.g. Preferential Procurement</b>	2	7	Supporting SMMEs Course
1.			
2.			
3.			

Please quantify the <b>Developmental Gap Identified</b> by choosing a value on the scale:		The process to identify this training <b>need or gap</b> was <i>primarily</i> (choose only one from the list below, and enter the number accordingly):	Name of Formal Course(s) taken (if any), AND / OR Informal Interventions (e.g. coaching, mentoring), to address this Need
Core Management Criteria (CMC)	Tick against an applicable CMC		
Strategic Capability and Leadership		<ol style="list-style-type: none"> <li>1. Self-reflection</li> <li>2. The Performance Management and Development System</li> <li>3. Recommendation by a colleague</li> <li>4. A directive by my supervisor</li> <li>5. Completing a Needs Analysis by HR, Skills Audit or Assessment</li> <li>6. Requirement to choose from a list of training courses</li> <li>7. Organisational triggers, such as changes in technology, law etc</li> </ol>	
Programme and Project Management			
Financial Management			
Change Management			
Knowledge Management			
Service Delivery Innovation			

Please quantify the **Developmental Gap Identified** by choosing a value on the scale:

(Small) 1 2 3 4 5 (Significant)

← ————— →



Please quantify the <b>Developmental Gap Identified</b> by choosing a value on the scale:		The process to identify this training <b>need or gap</b> was <i>primarily</i> (choose only one from the list below, and enter the number accordingly):	Name of Formal Course(s) taken (if any), AND / OR Informal Interventions (e.g. coaching, mentoring), to address this Need
(Small) 1 2 3 4 5 (Significant) <----->			
Problem Solving and Analysis			
People Management and Empowerment			
Client Orientation and Customer Focus			
Communication			
Honesty and Integrity			
<b>Any additional critical and constructive comments about how training needs are identified, or training solutions sourced</b>			

2 QUALITY OF TRAINING IN THE 2004/ 2005 FINANCIAL YEAR

Name of Formal Course(s) taken in 2004 / 2005	The amount of material covered was <b>appropriate to the time</b> allotted					The course <b>fully met</b> my learning objectives identified above					The course was sufficiently <b>practical</b> to apply in my work immediately					The <b>difficulty</b> level of the course was challenging enough to extend me				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.																				
2.																				
3.																				
<p><b>Any additional critical and constructive comments about the quality of training for SMS:</b></p>																				

3 IMPACT OF TRAINING IN THE 2004/ 2005 FINANCIAL YEAR

Name of Formal Course(s) taken in 2004 / 2005	This course has been effective in closing the professional development gap identified in I above					My performance <b>rating</b> in my <b>2005 / 2006</b> Review in the KPA or CMC for which a training need was identified in 2004 / 2005....					I believe this training course has had a positive impact on my performance					This training has in turn improved the capacity of my directorate to function more effectively				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Declined	Stayed the same	Improved	Improved significantly	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1.																				
2.																				
3.																				

Any additional critical and constructive comments about how learning could be more effectively transferred into the workplace:

#### 4 INFORMAL INTERVENTIONS IN THE 2004/ 2005 FINANCIAL YEAR

4.1	There is a formal induction programme <b>specifically</b> for Senior Managers	Yes			No			Not sure	
4.2	I have been formally inducted as a Senior Manager	Yes			No			Not sure	
4.3	There is a formal policy on Mentoring and Coaching	Yes			No			Not sure	
4.4	I have been trained as a Mentor	Yes			No				
4.5	I have been trained as a Coach	Yes			No				
4.6	I have been assigned a Mentor	Yes			No			Not sure	
4.7	I have been assigned a Coach	Yes			No			Not sure	
4.8	I know the difference between Coaching and Mentoring	Yes			No			Not sure	
4.9	The support and guidance I receive from a mentor or coach is . . . .	non-existent		poor	could be improved	adequate		excellent	
4.10	The support and guidance I have received from a mentor or coach in 2004 / 2005 to improve my capability, where a training need or gap was identified (see I above), has made a positive difference	Strongly Agree	Agree	Disagree	Strongly Disagree			Did not receive	
<p><b>Any additional critical and constructive comments about Induction for Senior Managers, Coaching or Mentoring:</b></p>									

*Thank you for participating in this study*

