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Perceptions of Participants of Management Development Programmes in the Gauteng Health Department

By

Philistas Jane Bassed

A research report submitted to the Faculty of Health Sciences, University of the Witwatersrand in partial fulfillment of the requirements for the degree

of

MASTER OF SCIENCE (NURSING)

Johannesburg, June 2003

DECLARATION

I, Philistas Jane Bassed declare that this research report is my own work. It is being submitted in partial fulfillment of the degree of Master of Science in Nursing at the University of the Witwatersrand, Johannesburg. This research report has not been submitted for any degree or examination at this or any other university

 on this 29th day of July 2003

Philistas Jane Bassed

ABSTRACT

Management development has been identified as one of the priorities in the Gauteng Health Department [GHD].

The nature of public service management is changing. There is an emphasis on new and more flexible management approaches in the public sector; this requires public service managers to acquire new kinds of skills. Further to this, the changing nature of management in general, caused by globalization increases the need for new kinds of skills amongst managers.

This changing framework is facilitated by various new laws, which provide a watershed in the way that human resource development is undertaken in South Africa. It is necessary to ensure that training and development initiatives in the Department are aligned to the new legislative framework. The Employment Equity Act requires representivity in the workplace; there is a need for management skills development programmes to redress past imbalances.

The GHD provides several management development programmes for its employees every year. In keeping with current trends and legislation it is necessary to evaluate these programmes to identify strengths and weaknesses in order to improve future management development programmes in the GHD, and ensure that money is well spent. The main goal of this research is to formulate guidelines for the effective implementation of management development programmes in the GHD.
The objective of the study is to explore and describe the perceptions of the participants of management development programmes provided by the Department between 1999 and 2001. The researcher used focus groups for data collection and individual interviews for methodological triangulation.

The population (N) in this study comprises of all the people who attended management development programme/s purchased by the Department between 1999 and 2001. Three Hundred and forty eight managers attended the programmes between 1999 to 2001 (N = 348).

Purposive samples were used for the focus groups and individual interviews. An independent interviewer was used to conduct the interviews in order to ensure objectivity, and anonymity of the participants. Fields notes were taken and the interviews audio-recorded. Written consent was obtained from the participants for the audio recording of the interviews. The data were transcribed verbatim. The Tesch method was employed to analyse the data. The data were grouped and coded. Emerging themes and sub-themes were identified and contextualised through a literature control. Scrutiny of the study by the Ethics Committee of the University of the Witwatersrand ensured ethical rigor. The findings were used to formulate guidelines for future management development programmes in the GHD. The research report was communicated to the GHD.

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND RATIONALE FOR THE STUDY

"... The children (black) ... will almost certainly be taught how to drill rocks in the mines and how to plough potatoes on the farms of Bethal" (Verwoerd's statement to Senate, June 1954).

The effects of Bantu Education still haunt the post-apartheid South Africa today. The apartheid system reserved quality education for Whites; Blacks were systematically excluded from management and highly skilled occupations and were used mainly for less skilled and lower paid jobs (Department of Labour, 2000). Lack of appropriate skills and therefore low productivity in the workplace is perhaps one of the major challenges facing the country in its transformation endeavors today. A report on the state of the Public Service by the Public Service Commission (2001) identifies amongst others lack of capacity as one of the constraints in transforming the Public Service in South Africa. The report further states that human resources are still not optimally used, certain basic administrative systems are in many cases still not in place and the dominant organisational culture is not reflective of the country's new values and principles.

Management development is accepted as an important starting point for achieving improved productivity, effectiveness, and resource utilization in organizations (Grzeda & Assogbavi, 1999). The White Paper on the Transformation of the Public Service in South Africa (1997) also identifies management development as one of the key strategies in transforming the public service. Managers in the public sector must develop new managerial skills required to achieve management success in the post-1994 South Africa. There is a need for a mind shift from the old administration mentality to a more flexible, responsive and participative approach to management.

Various other factors also increase the need for management development in the public sector in South Africa viz.: new legislative framework, globalization and the changing nature of the public service in general.

Firstly, various new laws aimed at transforming the country provide an impetus for effective human resource development. The Employment Equity Act (Act No. 55 of 1998) aims to redress past imbalances. The Act requires representivity (in terms of race, gender and disability) in the workplace (Employment Equity Act No. 55 of 1998). While the Gauteng Health Department (GHD) comprises 78% females, there is still a need to train more women and blacks into management positions in order to redress the Apartheid legacy.

The South African Qualifications Authority Act (Act No. 58 of 1995) and the Skills Development Act (Act No. 97 of 1998), provide a watershed in the way that human resource development is undertaken in South Africa. The SAQA Act makes provision for the establishment of the National Qualifications Framework (NQF). The NQF brings all qualifications in the country into one qualifications structure. Qualifications registered on the framework comprise of unit standards. Unit standards comprise of outcomes. Certain outcomes and unit standards may be common to more than one qualification, thus making them portable. This enhances recognition of prior learning (RPL) and the concept of life long learning. Technically this makes it possible for people who have never had formal training in a specific field to obtain a qualification in that field through RPL. The workplace is seen as an active learning environment (SAQA, 2002).

It is essential to ensure that the human resource development programmes meet the SAQA prescripts: they should be outcomes based, recognise prior learning and use the work place as an active learning environment.

Secondly, globalization is changing the management environment; past managerial success is no guarantee for success in the future. Managers (including public sector managers) need new kinds of skills. Kumar and Usunier (2000) maintain that managers in the global village must have strategic flexibility and leadership, the ability to think in non-linear terms and a high degree of creativity in order to achieve management success in a turbulent world. Managers need to develop knowledge management skills. Alvesson and Kärreman

(2001) categorise these into three main skills areas viz. Information system management, organizational learning management and strategic management.

Thirdly, the changing nature of the public service also necessitates new kinds of knowledge, skills and attitude for managers in the public sector. Nutley and Osborne (1994) cite the following changes which impact on public management: decentralization of service delivery coupled with devolved responsibility and accountability, an increasing focus on quality and the rights of consumers to have quality public sector services, the right of public service consumers to have choice, greater competition in the public sector, where consumers are allowed to vote with their feet, appointing visible managers, who are free to manage and an emphasis on private sector management styles.

Furthermore there is an unfortunate tendency to impose north and western management development principles and practices into the African context without due recognition of cultural differences. Grzeda and Assogbavi (1999) caution against this, as they outline various African cultural values, which impact directly on management practice and therefore on management development. These include collectivism, respect for elders, importance of kinship, primacy of the group, traditional values and community amongst others. It is important that these values are borne in mind when management development programmes are developed and presented.

The Report on the State of the Public Service (2001) identifies monitoring and evaluation as one of challenges still facing the public sector. It promotes the use of improved monitoring and evaluation strategies in the public service in order to provide accurate and reliable information essential for improving the public service in S.A.

In addition, the Public Financial Management Act (Act No. 1 of 1999 as amended by Act No. 29 of 1990) charges all public servants in South Africa with improved financial accountability at their various levels of responsibility. This includes implementation of proper monitoring and evaluation strategies to illustrate that money has been well spent.

The GHD purchases several management development programmes from a number of providers every year. Three hundred and forty-eight managers were trained from 1999 to

2001. Are these programmes meeting the needs of the GHD and the participants? Are these programmes aligned to meet the challenges of the above-mentioned legislative framework?

It is necessary to monitor and evaluate these management development programs in order to formulate guidelines for the effective implementation of management development programmes in the Gauteng Health Department in the future, and ensure return on investment.

1.2 PROBLEM STATEMENT

The Department spends more than half a Million Rand (Unpublished, 2000) annually on management development programmes, yet problems relating to management inefficiency persist. This is evidenced by amongst others the findings of the Commission of Inquiry into Hospital Practices in Gauteng (Commission of Inquiry Report, 1999), the report on the status of the Public Service by the Public Service Commission (2001) and media reports. The problems include amongst others mal-utilisation of human resources; lack of basic administration systems, failure to comply with prescribed procedures in financial and human resources, lack of appropriate information systems, which result in failure to improve service delivery. More recently the Social Audit of Health Services in Gauteng (CIETafrica, 2003) revealed two main problems namely bad attitudes of nurses and poor communication. Anecdotal evidence of the best practice sites showed good leadership amongst others as contributory to their success. While it is widely accepted that various other factors e.g. managerial context, systems, and availability of resources contribute to managerial success besides skills and competence, it is also necessary to monitor and evaluate the management development programmes offered by the GHD to its employees.

Based on the rationale and this problem statement two research questions emerged:

- What guidelines can be formulated for the effective implementation of management development programmes in the GHD;
- What are the perceptions of the participants of management development programmes provided by the GHD between 1999 and 2001?

1.3 GOAL AND OBJECTIVE

The main goal of the research is to formulate guidelines for the effective implementation of management development programmes in the GHD. In order to achieve the goal, the following objective is set: To explore and describe the perceptions of the participants of management development programmes provided by the GHD between 1999 and 2001.

1.4 CENTRAL THEORETICAL STATEMENT

The exploration and description of perceptions of participants of management development programmes offered by the GHD will provide a framework for the formulation of guidelines for the effective implementation of management development programmes in the GHD.

1.5 ASSUMPTIONS OF THE RESEARCHER

Botes (1995) asserts that no research is value free. It is prudent at this stage to outline the assumptions of the researcher that serve as a point of departure in this study.

1.5.1 Meta-theoretical Assumptions

Meta-theoretical assumptions relate to philosophical beliefs. While these are merely value convictions, they however influence research decisions. The ecosystemic view underpins this study, as embodied in the following concepts:

- **Man/human being**

In this study, man refers to the manager. The manager is seen as more than and different from the sum total of his parts. He influences and is influenced by his environment. Thus he is constantly changing and becoming
(Meyer, Moore & Viljoen, 1997).

- **Management**

In maintaining congruency with the above stated belief, a contingency or situational school of thought is adopted in relation to management. This approach states that there is no one best way of managing. Situations differ; an appropriate management approach must be adopted in every situation. Thus, what may be relevant in a disaster situation may be totally inappropriate in the same organisation at a different time (The Open University, 1994).

The researcher concurs with Kroon (1995) that management is the effective utilization of both human and non-human resources for the achievement of organizational goals. Kroon (1995) further identifies the following basic functions of management: Planning, organizing, activating and controlling.

According to Katz (in Kroon, 1995) a manager requires the following basic types of skills to achieve management success:

- **Conceptual skills**: This refers to the intellectual ability to see the business as a whole, co-ordinate, integrate activities, and allocate resources appropriately.
- **Human skills**: This is the ability to work with and influence people to work towards the achievement of the organisational goals.
- **Technical skills**: Refer to the ability to apply techniques, procedures, or resources in a specialized area.

However the level of management determines the extend to which these skills are required i.e. top managers require greater strategic skills whilst operational or junior managers require more technical and people management skills (Kroon, 1995). Management development programmes should address the above-mentioned skills and competencies.

1.5.2 Theoretical Assumptions

Theories provide a researcher with a logical integrated starting point in relation to the phenomena under scrutiny. The researcher adopts an eclectic approach to the use of relevant models but it is perhaps apt to outline some concepts that serve as theoretical assumptions contained in this study.

- **Learning Theory**

The Kolb and Fry theory of learning (The Open University, 1994) is relevant to management development. They see learning as taking place in a cyclical manner. Concrete experience encourages thought of what one is doing i.e. reflection. They assert that it is reflection and experience, which lead to increased knowledge and understanding. This is captured in the following visual presentation (refer to Figure 1.1):

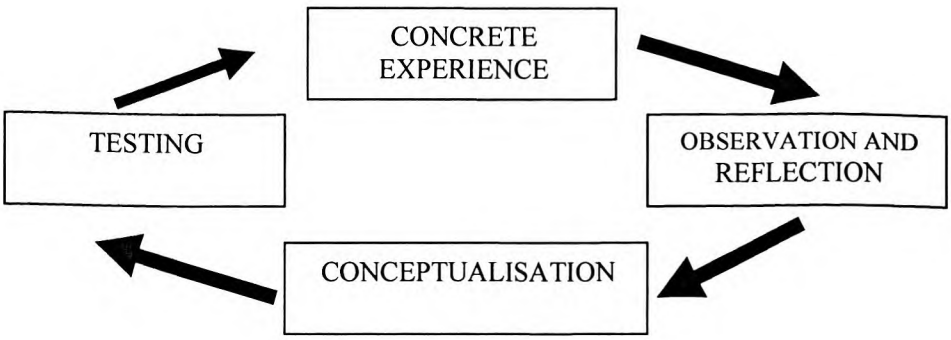


Figure 1.1: Kolb and Fry's Theory of Learning

According to this view a training programme must make provision for practice, in order for increased knowledge and understanding to occur. This supports the need for management development programmes to provide follow-up in the work environment. This theory arises out of the humanist orientation.

- **Evaluation of training**

The researcher concurs with Kirkpatrick's classic view of post-instructional training evaluation. This view conceptualises post-instructional training evaluation by arranging the possible results of training in a four hierarchy of change. In ascending order the levels are (Erasmus & Van Dyk, 1996):

- **Reactions:** – How did trainees like the course? How much do they feel it will help them improve their performance in the workplace?
- **Learning** – How much knowledge, skill and attitude change resulted from the course?

- **Behaviours** – What changes in job-behaviours resulted from training? How much are workers applying what they learned in a way that is measurable and observable?
- **Results** - What changes in the job are attributable to training? How much more productive than untrained workers are trained workers? What differences in productivity levels stem from training?

This research study focuses on the first two levels due to the limited scope of a research report.

- **Management development programmes**

In this study, the management development programmes refer to the formal courses offered by accredited training providers, which lead to a recognised management qualification or credit/s towards such a qualification. Thus the concepts management development programmes and courses are used interchangeably.

- **Perceptions**

Perception refers to the view an individual holds based on judicious reasoning and it implies some judgment by the individual (Zwane, 1997).

- **Transfer of learning**

Transfer of learning refers to the application of acquired competency (knowledge, skills and attitude) to the work situation (Noe, 1994).

- **Credit/s**

Credits refer to the value to be assigned to a particular standard, measured in terms of notional learning time (SAQA, 1998).

- **Outcomes**

Outcome is a detailed statement in a standard or qualification of the applied competence for that standard or qualification. It includes knowledge, skills and attitude (SAQA, 1998).

- **Qualification**

A qualification is a planned combination of learning outcomes which has a defined purpose/s, and which is intended to provide qualifying learners with applied competence and a basis for further learning and is registered as such on the NQF (SAQA, 1998).

- **Unit Standards**

Unit standards are statement/s of outcomes to be achieved by a person in order to obtain a credit for the unit, together with administrative and other information as prescribed in the format and agreed by SAQA (SAQA, 1998).

1.5.3 Methodological Assumptions

The functional approach is adopted in this research. According to Botes (1995) the functional approach implies that research is undertaken for the purpose of improving practice. This approach requires the research strategy to be contextual, rather than universal. It also requires the researcher to be in a dialectic interaction with the practice and the philosophical interpretations that guide the practice. This study is undertaken for the purpose of formulating guidelines for the effective implementation of management development programmes offered by the GHD.

1.6 RESEARCH DESIGN

This is a post-instructional evaluation of management development programmes in the GHD. A qualitative, explorative, descriptive and contextual study design is employed. A qualitative design was decided upon because it allows one to explore a phenomenon, as it exists fully. By posing open-ended questions to participants it allows them to bring to the attention of the researcher various dimensions of a situation, which might have been missed otherwise. The purpose of this research is the development of guidelines for the effective implementation of management development programmes in the GDH. The research is contextual and functional. The research design is discussed in detail in Chapter 2 (refer to 2.2)

1.7 RESEARCH METHOD

Polit and Hungler (1989) assert that an overriding consideration regarding a research design is whether it allows the researcher to answer the research question. It is the belief of the researcher that the following method will assist in answering the research questions and thus achieving the goal and objective.

1.7.1 Data Collection

This study will use focus group interviews to explore and describe the perceptions of participants and individual interviews to triangulate the findings. An interview guide with open-ended questions will be used to guide the interviews. The interviews will be audio recorded and field notes taken. The information gathered from the interviews will be transcribed verbatim. Emerging themes and sub-themes will be identified and contextualised through literature control. The findings will be used to develop guidelines for the effective implementation of management development programmes in GHD. Information obtained will be treated confidentially.

1.7.2 Population and Sample

It would be ideal if researchers had enough resources to study whole populations, however we do not live in an ideal world. Resources are often one of the most important considerations in a research project, and researchers have to make do with samples of the populations. Polit and Hungler (1989) claim that the overarching consideration in selecting a sample is its representativeness. However in qualitative research the researcher often selects informants who can provide the most meaningful information, thus the sample is selected purposefully. Patton (in Dezin & Lincoln, 1994) states that the selection of a sample that is "information rich" is the logic and rationale behind purposive selection of informants.

The population (N) in this study comprised of all the people who attended any management development programme/s purchased by the Department between 1999 and 2001. Three hundred and forty-eight managers attended the programmes between 1999 and 2001(N = 348). As previously indicated the period 1999 to 2001 was selected because the

then Sub-Directorate Training and Development, which coordinated management development in the GHD, was established in 1997 and the posts were filled in 1998 (Unpublished Departmental Records, 1999). Purposive and convenient samples are used for the focus groups and individual interviews respectively, based on inclusion criteria. Refer to Chapter 2 (2.4) for the detailed description.

1.7.3 Data Analysis

The Tesch method (in Creswell, 1994) will be used to analyse the data. Emerging themes and sub-themes will be identified and contextualised through a literature control.

1.7.4 Trustworthiness

Guba's model for trustworthiness (Krefting, 1990) of qualitative research will be used in this study as it is conceptually well developed. The model is based on the identification of four aspects of trustworthiness that are relevant to research viz. truth-value, applicability, consistency and neutrality. These will be established as follows:
Truth-value: Truth-value refers to the confidence that the researcher has in the credibility and auditability of the findings of the research in relation to the informants/subjects, the research design, tools, and the context in which it is undertaken. According to Zwane (1997) to ensure credibility a qualitative study should present such accurate descriptions and interpretations of a phenomenon that people who share that experience would recognize it immediately. A thick description of the study will be provided to ensure auditability and verification; **Applicability:** The concept "transferability" is more appropriate than applicability, this will be ensured through a "thick description" of the entire research, including the researcher, the instruments, the context, the characteristics of the informants (Guba and Lincoln, 1981); **Consistency:** This is established by using an independent expert to verify the data and findings of the research, secondly individual interviews will be used to triangulate the focus group interviews; **Neutrality:** This is achieved when there is truth-value and applicability is established (Sliep, 1994). The use of an independent interviewer to conduct the interviews and a "thick description" of the study will ensure a measure of neutrality (refer to 2.5 for a detailed description).

1. 8 ETHICAL IMPLICATIONS

Ethical rigor is a prerequisite for any good research project, particularly where human subjects are used. Leedy (1993) alludes to a résumé of the Code of Ethics of the American Sociological Association, which the researcher deems adequate to guide this research project. The ethical principles contained in this Code include the following:

1.8.1 Maintaining Scientific Objectivity

This is particularly important in qualitative research in order to contribute to trustworthiness. The research findings will be presented honestly without distortions, and will only be used for the purpose for which it is sought. All assistance, collaboration of others, or sources from which information is sought, financial support will be acknowledged in the research report. The researcher undertakes not to accept favours, grants etc. which might violate ethical principles.

1.8.2 Protection and Respect for Human Rights

Every person has a basic human right to privacy, confidentiality and to be treated with dignity. Every precaution will be taken to ensure that every subject is informed fully about the purpose of the research, how information will be used. Participants will be invited to participate in the study of their free will (refer to Appendix A). An independent interviewer will be used to ensure that the interviewees remain anonymous. Participants will not be asked to introduce themselves at the focus group interviews to ensure anonymity of the interviewees. Any confidential information, which may have come to the attention of the interviewer and researcher, will be treated with strict confidence.

Burns and Grové (2001) caution against the following threads to ethical rigor:
The researcher failing to: inform the subjects of their rights, obtain consent and protect their rights. The researcher suggests that these threads will be minimized when the principles enunciated above prevail.

1.8.3 Research Ethical Committee Approval

Furthermore the research proposal was submitted to the Research Ethical Committee of the University of the Witwatersrand for consideration and approval prior to the commencement of the research - ethical clearance M02-06-02. The reader is referred to Appendix I.

1.9 PLAN OF RESEARCH

This is an outline of this research report structure:

Chapter 1: Overview of the study

Chapter 2: Research design and research method

Chapter 3: Discussion of the results and literature control

Chapter 4: Guidelines for the effective implementation of management development programmes in the GHD.

Chapter 5: Evaluation of the study, limitations and recommendations for practice, education and research

CHAPTER TWO

RESEARCH DESIGN AND METHOD

2.1 INTRODUCTION

Chapter 1 gave an overview of the study, as the idea was to orientate the reader to the study. This chapter presents a detailed description of the research design and research method, which was followed in conducting the study. Marshall and Rossman (1999) maintain that the research design should demonstrate to the reader that the research plan is sound, the researcher capable of undertaking the research and is sufficiently interested to sustain the effort necessary to complete it.

The main goal of this research is the formulation of guidelines for the effective implementation of management development programmes in the GHD. Based on this goal the objective of the study is to explore and describe the perceptions of the participants of management development programmes provided by the GHD between 1999 and 2001.

2.2 RESEARCH DESIGN

The research design refers to the "blueprint" or "plan" of the study. This study employed a qualitative, exploratory, descriptive and contextual research design in order to gain insight into the perceptions of the participants of management development programmes offered by the GHD from 1999 to 2001.

2.2.1 Explorative

An exploration is undertaken to find out more about a relatively unknown area (Sliep, 1994). The purpose of this study was to explore the perceptions of the participants who attended the management development programmes offered by the GHD between 1999 and 2002. This was the first study on management development programmes in the GHD.

The researcher believes that the perceptions provide a framework for the formulation of guidelines for the effective implementation of management development programmes in the GHD.

2.2.2 Descriptive

The Collins English Dictionary (1979) defines the word "describe" as giving a truthful account or representation of something in words. In research one goes further and sorts, categorizes and interprets. This study describes the perceptions after exploration of participants of management development programmes offered by the GHD between 1999 and 2001. Following the description of the perceptions, the literature control was described as part of the contextualization of the results.

2.2.3 Contextual

According to Burns and Grové (1993) qualitative research designs are based on a worldview, which is holistic and has the belief that there is no single reality. Reality based on perceptions is different for each person. Secondly what we know has meaning only within a given context or situation. The study is contextual in that it is aimed at improving the effective implementation of management development programmes in the GHD, rather than generalizing the findings. The study is therefore contextually bound in the GHD.

The GHD is a huge department, which employs close to 42,088 (at the time of this report). Its drainage population is over 6,000,000 people. According to the GHD's annual report its main strategic goals are to: improve the health of the people of Gauteng, provide better health care service and secure value for money (GHD, 2002). It achieves its goals through the work of its Central Office based in the Johannesburg central business area; its three regional offices, based in the Central Wits District, East Rand and Pretoria; its hospitals, five of which are large academic centers, comprehensive health care centers and clinics (GHD, 2002), teaching institutions like nursing colleges and dental schools and all its various support institutions like laundries, medical depot etc.

In 2002 the South African Government launched it Senior Management Service (SMS). The need for leadership development in the public sector is not new. The South African government has precedence in various other countries including, New Zealand, Japan and

(Bhatta, 2001) Canada (intra.gov.on.ca/CFL/secure/hr_psmg.htm) amongst others. The SMS provides a holistic approach to senior management development linked to performance management, remuneration and compensation, recruitment, selection and career pathing for directors and above (i.e. level 13 and above) in the South African public sector. The SMS, unfortunately excludes the middle managers and lower management echelons. The development of these lower echelons is still the responsibility of the individual departments.

The Gauteng Provincial Government envisages that the all generic and transversal training and development programmes will be centralized to the Gauteng Shared Services Center in order to rationalize resources. However this is a process and until it happens the GHD must ensure appropriate development of its middle and junior managers.

The GHD shows its commitment to management development through the number of managers it funds annually to attend various management development programmes. These programme are based on an external training model, this involves sending the participants to attend courses/programmes by external providers. This includes academic certificate programmes, short-courses, workshops, seminars, conferences or using consultants to conduct the training in-house. The GHD also provides bursaries for managers or potential managers for degree and diploma courses offered by various tertiary institutions on request.

2.2.4 Qualitative

According to Denzin and Lincoln (1994) qualitative research is a field of inquiry where the research attempts to understand a phenomenon in its natural setting. It involves an "interpretive and naturalistic" approach to its subject matter and uses multiple methods to gain an in-depth understanding of the phenomenon under study. They further state that qualitative research has no theory or paradigm that is distinctly its own and it is interdisciplinary; the research question determines the methods to be used. In contrast to quantitative research that emphasizes measurement and causality between variables, qualitative research focuses on process and meaning.

Creswell (1994) asserts that the qualitative paradigm began as a counter movement to the positivistic approach. Whereas in the quantitative approaches reality exists independent of the researcher, in qualitative perspective the reality that counts is that which is constructed by the individuals involved in the research. Thus this approach is often termed constructivist, post-positivistic or postmodern (Creswell, 1994).

One of the hallmarks of qualitative research is the design flexibility. According to Collins, du Plooy, Grobelaar, Putergill, Terre Blanche, van Eden, van Rensburg and Wigston, (2000) if good reasons exist, the researcher can change the original design while doing the research. They assert that practical considerations play a more important role in designing and implementing qualitative research. This is not meant to imply that anything goes in qualitative research. On the contrary according to Marshall and Rossman (1999) it is particularly important for the researcher employing a qualitative design to demonstrate its trustworthiness and usefulness for the practice. In qualitative research, it implies a detailed description of the procedures and process. Guba (1981) refers to this as a "thick description" of the study.

In this study a qualitative research design was selected as the research aims to gain a deeper understanding of the perceptions of the participants of the management development programmes offered by the GDH, in order to identify the strengths and weaknesses. The findings are used to formulate guidelines for the effective implementation of management development programs in the GHD.

2.3 RESEARCH METHOD

Research method is defined as the procedures and processes that are employed by the researcher to move from the research question and assumptions to the collection of empirical materials for analysis and the eventual analysis of the data (Denzin & Lincoln, 1994).

2.3.1 Data Collection

According to Marshall and Rossman (1999) qualitative researchers generally rely on four methods for data collection viz.: participation in the natural setting, direct observation, interviewing and analyzing documents and material culture.

In this study the researcher used focus group interviews to explore the perceptions of participants of management development programmes offered by the GHD from 1999 to 2001 and followed with individual interviews to triangulate the findings. The focus group interviews were undertaken because of their relative low cost, ability to provide quick results and the ability to yield in-depth insights into an area of study. Each focus group interview comprised of a maximum of 12 and a minimum of 4 interviewees, and lasted a maximum of 2 hours. The interviewees were furnished with an information sheet before the interviews to allow the participants to give informed consent to participate and assure depth in the study (refer to Appendix B).

The use of individual interviews in this study to triangulate the focus groups emerged out of practical considerations. The interviewer interviewed the informants individually as their planned focus group interview could not take place due to it not meeting the pre-determined criteria of minimum four and maximum twelve people.

2.3.1.1 Method of focus groups

Krueger (1994) states that a focus group is a special type of group in terms purpose, size, composition and procedure. It characteristically comprises of 7 to 10, but may vary from 4 to 12 participants, who are selected because they have certain characteristics in common that relate to the topic. Morgan (1988) supports this view with his assertion that larger groups may lead to "social loafing". He cautions against very small groups, as the interaction within the group may be very limited and this would negate the very purpose of the focus group interview. Krueger (1994) further claims that a focus group is repeated several times with different people until a point of information saturation is reached.

According to Morgan (1988) the hallmark of the focus group interview is the explicit use of the group interaction to produce data and insights that would be less accessible without this interaction in the group.

According to Berg (1998) focus group interviews generally include having a trained interviewer [facilitator] asking a group of people a series of open-ended questions. The interviewer creates an easy and permissive environment in which participants feel free to participate (Krueger, 1994). Berg (1998) further asserts that for focus group interviews to be successful, the researcher must ensure clearly defined objective/s and or research questions. He further states that the interviewer must have a clear understanding of the research problem and the groups must be appropriate. He also asserts that the interviewer must be well organized and prepared and she/he must provide direction and structure, listen to what the interviewees are saying, and not contribute to the discussion. It may be appropriate to have a second person taking field notes, as it is difficult to listen and take notes at the same time and secondly the note taking may intimidate the interviewees.

If a research partner cannot be used, Berg (1998) suggests that the focus group interview should be audio-recorded. He also encourages the use of extended focus groups. This is where the interviewees are furnished with a copy of the sample questions before the interview in order for them to think and formulate their opinions before the actual interview, as this will lend depth to the study. In this study the interviewees were furnished with an information sheet before the interviews.

- **Questions in a focus group interview**

According to Krueger (1994) "quality answers are directly related to quality questions... questions are the heart of a focus group interview". Thus it is imperative that the researcher plans the types of questions to be asked. Krueger (1994) categorizes the focus group questions into the following:

- Opening questions are aimed at setting the climate and establishing commonality between the participants.
- Introductory questions introduce participants to the topic.
- Transition questions move the discussion into the key focal questions.
- Key (focal) questions drive the study.

According to Krueger (1994) these should be only 2 to 5 in number. They need the greatest attention during analysis. In this study the key (focal) questions included the following:

- Please describe your experience of the management development, which you attended between 1999 and 2001 [which were offered by the GHD]
- What improvements would you suggest for management development programmes in the GHD?
- What are you doing differently in your work since you attended the management development programme?

The interviewer was furnished with an interview guide (refer to Appendix D).

2.3.1.2 Purpose of the focus group

According to Krueger (1994) the purpose of the focus group interview is to generate qualitative data, regarding perceptions, attitudes and opinions of the participants on the topic under study. He suggests that focus groups are used to promote "self-disclosure" and further states that they should be used when the following circumstances amongst others exist: when deeper understanding of a phenomenon is sought in exploratory and preliminary studies; when there is a communication or understanding gap between groups or categories of people e.g., service providers and clients; when the researcher desires ideas to emerge from the group to develop guidelines/recommendations; when additional information is sought in preparation for a larger study. Morgan (1988) supports this view and adds that focus group interviews are useful in evaluation research. According to Morgan (1988) focus group interviews have their roots in marketing research. They are based on the belief that often people need to listen to others in order to refine their own opinions, thus they rely on interaction amongst the participants. In focus group interviews, the interviewer is allowed the flexibility to explore unanticipated issues as they arise in the discussion.

Krueger (1994) cautions that "self-disclosure" within the group requires a skilled interviewer as one generally has less control over a group than on an individual. Some

people share easily while others do not; it is the role of the interviewer to create a permissive environment in which the participants feel free to share.

2.3.1.3 Advantages and disadvantages of the focus group

Krueger (1994) states that one of the advantages of focus group interviews is that the technique is socially oriented and people are social creatures who interact with others, because focus groups take place in a natural setting and do not put people in artificial experimental settings, thus inhibitions are often relaxed which promotes frankness.

According to Morgan (1988) one of the major advantages is that they allow the interviewer to explore, probe and clarify issues as they emerge during the discussion. This flexibility is often not possible with other techniques.

Krueger (1994) states that focus groups have validity. The technique is easily understood, and results are presented in non-technical terminology. He further states that focus group interviews are relatively low in cost and can yield quick results. Morgan (1988) supports this view; he further states that when time and/or money are important considerations, it is often possible to undertake focus group interviews where other designs would not be feasible.

According to Krueger (1994) all data collection methods have some limitations, focus group interview are no exception. As previously alluded to one of the disadvantages of a focus group is the fact that the interviewer has less control over the group than on an individual. This may result in the group loosing focus in the hands of an inexperienced interviewer. Thus the technique requires the use of a well-trained interviewer, which may add to the cost of the study.

Secondly the large volume of the data produced through focus group interviews is more difficult to analyse. Krueger (1994) states that the data is generated in a social context and must be analysed contextually. Occasionally participants may change their opinions during the interview, which again adds to the difficulty in analysing the data.

Thirdly, groups can vary e.g. a group may be non-responsive while another may be open and vibrant. This again requires skill on the part of the interviewer.

One of the most important disadvantages is the fact that groups are difficult to assemble, as people are required to come to a designated place at a prescribed time (Krueger, 1994). These factors may present logistical problems, which may require incentives for people to participate. According to Morgan (1988), the researcher must over recruit by at least 20% to accommodate "no shows" i.e. people who do not turn up.

2.3.1.4 Preparation of the field

Careful planning and preparation of the field is necessary to ensure the success of qualitative interviews.

- **The participants**

Krueger (1994) cautions that the recruitment of the right people into the focus groups is very important and should not be underestimated. He reiterates that a well-planned interview is of little value if the right people do not attend.

In this study, the interviewees were grouped according their post levels in the Department as follows: Group 1 were Deputy Directors [i.e. level 11 and 12], Group 2, Assistant Director i.e. level 9 and 10] and group 3 comprised of Chief Officers and below [i.e. level 8, and below]. The researcher believed that this would allow for richer and free interaction. The public service in South Africa particularly the public health sector has a strict hierarchical organizational structure, and interviewing the different levels together may hamper free communication.

In this study, the participants were recruited telephonically; if they were able to attend, this was followed up by a fax, including the letter of request to participate in the interview, an information sheet, a map to the venue, a reply and consent slip. At least 15 people were recruited for each focus group to cover "no shows" (i.e. those who do not turn up). The interviewees were furnished with an information sheet before the interviews in order for them to give informed consent to participate in the study.

- **The interviewer**

As previously mentioned focus group interviews require a skilled interviewer to reduce the risk of the group loosing focus. The participants need to feel free to participate, it is essential for the interviewer to create a permissive environment, which encourages "self-disclosure". In this study, a skilled independent interviewer was used to conduct the focus groups and individual interviews in order to ensure: objectivity of the study, protect the confidentiality and anonymity of the participants, and that the interviews were conducted effectively with full and easy participation by the interviewees. The interviewer was "head-hunted" and the following criteria used in the selection: proven track record in conducting focus group interviews for research purposes, must hold at least a master's degree, must not be employed in the Human Resource Development Section of the GHD. The interviewer who was finally recruited, holds a Doctoral Degree in Advanced Psychiatric Nursing and is a psychiatric nurse specialist. She has extensive experience in conducting qualitative interviews. The interviewer was fully informed about the study. She was also furnished with an interview guide and an information sheet to ensure that she/he asked relevant questions. This served merely as a guide and was not followed slavishly. The interviewer was allowed the flexibility to explore issues as they emerged from the interviews. The interviews were audio recorded and transcribed verbatim.

In exploring the perceptions of the participants the interviewer used communication skills like minimal responding, paraphrasing, reflecting clarifying, probing and summarising. According to Zwane (1997), in minimal responding the interviewer allows the participants to talk freely without him/her contributing to the discussion. Paraphrasing refers to the interviewer restating what the interviewee has said in order to check if she/he has understood the basic message. Reflecting is where the interviewer repeats what the interviewee has said for the purpose clarifying the messages. Probing refers to the interviewer's use of questions to assist the interviewee to identify and verbalise their experiences and feelings. In summarising the interviewer goes over the main points and ties the discussion together into one or two statements (Zwane, 1997).

- **The venue and equipment**

Krueger (1994) suggests that the environment of a focus group should be neutral, comfortable and easy to find. He cautions against using the sponsoring organisation premises for the interviews in order to minimise advance bias and participant self-

selection. The environment should not have visual or audio distractions. He states that the room should have chairs that can be arranged with participants facing each other, as eye contact between the participants is crucial. Tables allow the participant to lean forward and cause them to be less conscious of themselves. This study was conducted in a neutral venue away from the GHD premises. For practical reasons the same venue was used for both the focus groups and individual interviews.

2.3.2 Triangulation - Individual Interviews

In this study methodological triangulation was applied as the researcher used focus group interviews to collect data and individual interviews for triangulation. Denzin and Lincoln (1994) identify 4 basic types of triangulation viz: **Data triangulation** refers to the utilization of various data sources in the same study, for the same phenomenon; **investigator triangulation**, is the use of several researchers or evaluators, to analyse the same data; **theory triangulation** is where the researcher employs multiple perspectives to interpret the same data, and **methodological triangulation** which refers to the application of multiple methods to study a single phenomenon.

2.3.2.1 The method of individual interviews

According to Denzin and Lincoln (1994) the interview is a strong methodological tool for qualitative research and the individual face-to-face interview is the most commonly used. The face-to-face individual interview involves a conversation between the subject (informant) and the interviewer, during which information on a phenomenon under study is gathered. The interview can be structured, semi structured or unstructured.

2.3.2.2 Purpose of the individual interviews

Like the focus group interview the individual interview seeks to educe qualitative information on a phenomenon. In this study the individual interviews were conducted in order to address practical considerations, while providing triangulation of the focus groups and increase the trustworthiness of the study.

2.3.2.3 Advantages and disadvantages of the individual interviews

According to Berg (1998) one of the strengths of the individual interview is that it is easier to handle than the focus group. Morgan (1988) however asserts that this may not be case; he states that it depends on the groups and individuals who are interviewed. One can find an "information rich" person in an individual interview and a group which is not very open and forthcoming in a focus group interview, or where there is social "loafing".

According to Krueger (1994) individual interviews tend to be more expensive in terms of money and time. However this was not an important consideration in this study as the interviews "piggy-backed" on the focus group arrangements. Thus in this study all the arrangements for the focus groups also applied to the individual interviews; therefore the individual interview method will not be discussed further except for the results.

2.4 POPULATION AND SAMPLING OF FOCUS GROUPS AND INDIVIDUAL INTERVIEWS

A researcher was asked on radio to explain the sample for some research, which she had undertaken recently. In explaining what a sample is, she pointed out that in order for someone to know what something tastes like, she/he does not need to drink a whole liter. Drinking a glass will give the person a pretty good idea of what that drink tastes like. This explanation brought to my mind the most essential element of a sample, namely its representativeness of the population under study (Polit and Hungler 1989). According to Burns and Grové (2001) qualitative studies and case studies tend to use very small samples as problems related to sampling error and generalization have little relevance for these studies. A smaller sample size is better where the researcher seeks a more in-depth and richer understanding of a situation/phenomenon (Burns and Grové, 2001). Burns and Grové (2001) further state that it may actually be necessary for a qualitative researcher to stop seeking additional participants when theoretical saturation is achieved. Morgan (1988) supports this view, as he asserts that to overcome the problem of small samples, the researcher should select the sample purposefully, concentrate on those segments of the population that will give the most meaningful information.

The population (N) in this study comprised of all the people who attended management development programme/s purchased by the Department between 1999 and 2001. Three hundred and forty-eight managers attended the programmes between 1999 and 2001 (N = 348). The period 1999 to 2001 was selected because the then Sub-Directorate Training and Development (which coordinated management development in the Gauteng Health Department) was established in 1997 and filled the posts in 1998 (Unpublished Departmental records, 1999).

The following two tables (refer to Table 2.1 and 2.2) adapted from Sliep (1994) outline the sampling plan for this study. The tables indicate the sampling population, the sampling criteria and sampling method.

Table 2.1: Sampling Plan for Focus Group

Sampling Population	Sampling Criteria	Sampling Method
1. Deputy Directors (level 11 and 12).	➢ Must have attended one of the management development programmes offered by the GHD between 1999 and 2001. ➢ Must be currently employed by the GHD.	The research used a purposive sample according to set criteria to ensure that: ➢ All the management development programmes offered by the GHD between 1999 and 2001 are represented. ➢ Only Deputy Directors were included in group one (n=8).
2. Chief Officer and Below (level 8 down).	➢ Must have attended one of management development programmes offered by the GHD between 1999 and 2001. ➢ Must be currently employed by the GHD.	The purposive sampling method, based set criteria was used to ensure that: ➢ All the management development programmes offered by the GHD between 1999 and 2001 are represented. ➢ Only level 8 and below were included in group two (n=4).

Table 2.2: Sampling Plan for Individual Interviews

Sampling Population	Sampling Criteria	Sampling Method
3. Assistant Directors (level 9 and 10).	➢ Must have attended one of management development programmes offered by the GHD between 1999 and 2001. ➢ Must be currently employed by the GHD.	The purposive sampling method, in accordance with set criteria, was used however this resulted in a convenience sampling. The individuals who turned up for focus group interviews, but could not participate in focus group interviews because the focus group did not meet the pre-determined criteria of maximum 12 and minimum 4 people, were interviewed individually (n=3).

2.5 DATA ANALYSIS

According to Bauer and Gaskell (2000) qualitative study designs generally generate large amounts of data which if not well managed, can result in "data overload". Creswell (1994) suggests that the process of data analysis in qualitative studies must be based on data reduction and interpretation. This involves reducing large amounts of information to themes and sub-themes and then interpreting the data. The Tesch method (in Creswell, 1994) was used to analyse the data in this study. The analysis took place after the data collection. The following steps were followed:

- The interviews were transcribed verbatim.
- The researcher read the transcripts and listened to cassettes to get a feel of the whole.
- A list of key ideas, words and phrases were compiled
- The data grouped and coded.
- Emerging themes and sub-themes were identified and contextualised through a literature control.

- The data was stored in a safe place in its original form in order to make it available for later verification and audit checks should the need arise. This increases the credibility of the study.

2.6 TRUSTWORTHINESS OF THE STUDY

Guba's model for trustworthiness of qualitative research was used in this study as it is conceptually well developed (Krefting, 1990). The model is based on the identification of four aspects of trustworthiness that are relevant to research viz. truth-value, applicability, consistency and neutrality. The following table illustrates how trustworthiness was achieved in the study (refer to Table 2.3):

Table 2.3: Strategies for Trustworthiness

Strategy	Criteria
1. Truth value This refers to the **credibility** of the study.	✓ The researcher has 5 years experience in the area of management development in the GHD. ✓ An independent interviewer was used in this study. ✓ Peer examination was done during the course of the research. ✓ The research proposal was scrutinized and approved by the post-graduation committee of the University of the Witwatersrand. ✓ Transcripts of the focus groups and individual interviews were stored safely for later verification and audit checks. ✓ The literature control was also used to contextualize the findings.
2. Applicability refers to the **transferability** of the study.	The research report provides a "thick description" of the study.
3. Consistency in qualitative studies refers to the **Dependability** and **Auditability** of the study.	✓ This was achieved by triangulation. Focus group interviews and individual interviews were conducted. An independent interviewer and coder used, and consensus validation obtained between the researcher and the interviewer. ✓ Peer examination was done during the course of the research. ✓ A "thick description" of the study is provided in the research report to ensure audibility.
4. Neutrality. This refers to the **Confirmability** of the study.	✓ All the above ensure the confirmability of the study, viz.: ✓ Use of independent interviewer and coder. Independent person to verify the data and findings. ✓ Peer review. ✓ A thick description of the study. ✓ Triangulation of data analysis. ✓ The audiotapes and transcripts stored safely for later verification and audit checks. ✓ Literature control to contextualize the findings.

Further more, given the small sample, data saturation was ensured by the appropriate use of communication techniques including probing which explored issues in depth as they arose during the interviews.

2.7 ETHICAL CONSIDERATIONS

Ethical rigor is required in any good research project, more so where human subjects are used. According to Berg (1998) ethical considerations in research often revolve around various issues of harm, consent, privacy and confidentiality of data. Qualitative research has the added ethical consideration concerned with the use of the researcher as a research instrument. Ethical clearance (Ethical Clearance Number M02-0602) was obtained from the Wits University Ethical Committee (Please refer to Chapter 1.8 for a full description of ethical considerations and Appendix I for the ethical clearance certificate).

2.8 SUMMARY

This study used a qualitative, exploratory, descriptive and contextual research design. However the researcher did not adhere to the pre-determined design. Practical considerations determined the "emergent design". Focus groups were conducted to collect data and individual interviews used to triangulate the findings. An independent interviewer was used to conduct the interviews. The population comprised of three hundred and forty-eight participants who attended the management development programmes offered by the GHD from 1999 to 2001. A purposive sample was used for the focus groups and individual interviews. The data was analysed using the Tesch method. Trustworthiness of the study was ensured by the use of an independent interviewer, verification of the findings by an independent person, methodological triangulation and a thick description of all the processes and procedures is provided in the report. The next chapter will address the results and literature control.

CHAPTER THREE

DISCUSSION OF RESULTS AND LITERATURE CONTROL

3.1 INTRODUCTION

Chapter 2 discussed the research design and research method. This chapter discusses the results of the study and contextualises it through a literature control. The literature control is integrated into the results. According to Zwane (1997) qualitative studies use the literature control to confirm the trustworthiness of the research.

3.2 OPERATIONALISATION OF FIELD WORK

In this study three focus group interviews were planned for data collection. However two focus group interviews were held, the third did not meet the predetermined criteria of minimum 4 and maximum 12 people in the group. In order to gain deeper insight into the topic and triangulate the findings of the focus groups, individual interviews were held. The results of the focus groups (refer to 3.4) and individual interviews (refer 3.5) are presented and discussed.

The interviews were all conducted in English, and audio-recorded. They were subsequently transcribed verbatim and analysed using the Tesch method (in Creswell, 1994). This method was discussed in Chapter 2. Following a consensus validation with the independent coder the results are discussed in this chapter.

3.3 PRESENTATION AND DISCUSSION OF RESULTS OF THE FOCUS GROUP INTERVIEWS

In analyzing the data from the focus group interviews, the findings indicate that the management development programmes were generally perceived positively by most of the participants. Most of the participants felt that the programmes had come at the right time for them in their management careers; they reported feelings of empowerment and skills

development, and more confidence as managers. The participants in particular perceived the following areas positively: Course contents, course delivery methods, facilitators and their own development in terms of knowledge, skills and attitude (KSA). However some problems were encountered with GHD arrangements, lack of support in the workplace while on the programme, intense curriculum and lack of appropriate post-course arrangements to enable transfer of learning (i.e. application of skills to the work environment). Each theme is discussed as follows: theme, definition/description of the theme in this study, perceptions, literature control and concluding statement (refer to Table 3.1 for a summary of the themes and sub-themes):

Table 3.1: Summary of the Themes and Sub-themes

Themes	Sub-themes
1. Macro Environment (3.3.1)	▪ Policy and Legislative framework
2. GHD Environment (3.3.2)	▪ Organisation and coordination of the management development programme/s ▪ Needs analysis ▪ Nomination and selection ▪ Arrangements to support learning
3. Design of Management Development Programmes (3.3.3)	▪ Course construction – block system (3.3.3.1) ▪ Course contents (3.3.3.2) ▪ Facilitation/course delivery methods ▪ Facilitators/Lecturers
4. Learning Outcomes (3.3.4)	▪ Competencies - Knowledge - Skills - Attitude ▪ Transfer of learning/implementation

Each of these themes and sub-themes will be discussed.

3.3.1 Theme 1: Macro Environment

Perceptions re macro environment relates to factors outside the GHD which impact on the management development programmes, and is inclusive of the sub-theme of policy and legislative framework.

3.3.1.1 Sub-theme: Policy and legislative framework

Policy and legislative framework relates to the various government policies, strategies and pieces of legislation, which impact on human resource development, including training and skills development.

The results revealed that the participants perceived the current government policy and legislative framework in relation to human resource development positively. The following excerpt illustrates this perception:

> *" The right environment was created ... political... economic ... the new developments of the District Health Service Act and the Skills Development Act. All the acts that were developed ...so appropriate. .. Everything works for you... "*

Schenk (2001) supports this view in his assertion that the South African Government responded to the serious skills shortage in the country by introducing various acts notably the Skills Development Act (Act No. 97 of 1999) and its complimentary legislation the Skills Development Levies Act (Act No. 9 of 1999). Only a brief description of these and other laws/policies, which govern human resource development, is given here as fuller elaboration follows 4.2.1 (refer to 4.2.1):

- **The Skills Development Act (Act No. 97 of 1998)**

The main purpose of this act is to improve the skills and productivity of the South African people. The Act encourages employers to see the workplace as an active learning environment. It stipulates that training and development must be needs based. It also provides for the establishment of training committees.

- **Skills Development Levies Act (Act No. 9 of 1999)**

The main purpose of this act is to introduce a skills development levy payment system. The Director General of the Department of Labour is responsible for the administration of the Act. The Commissioner of the South African Revenue Services is responsible for the collection of skills development levies.

- **The South African Qualifications Authority Act (Act No. 58 of 1995):**

The South African Qualifications Authority Act makes provision for the establishment of the South African Qualification Authority (SAQA). The SAQA was established to create a new framework for education and training qualifications in South Africa by building a unified system of education and training and constructing the institutions and structures necessary to assure the quality of these qualifications.

- **Employment Equity Act (Act No. 55 of 1998)**

The main purpose of this act is to "achieve equality in the workplace by:
Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by black people, women and people with disabilities in order to ensure their equitable representation in all occupational categories and levels in the workplace". The Act recognizes the importance of linking affirmative measures to the development of skills in order to redress past imbalances and improve productivity.

- **Human Resource Development Strategy for the Public Service (Department of Public Service Administration, 2002)**

This White Paper provides a "policy framework that will facilitate the development of human resource management practices which support an effective and efficient Public Service, geared for economic and social transformation. Human resource management is therefore, regarded as one of the strategic instruments of the transformation agenda for the Public Service". In pursuance of its vision for a dedicated, responsive and productive public service the South African government in its human resource development strategy has adopted "**Investors in People"** standard. This is an international standard, which sets a level of good practice for training and development of people to achieve business goals.

- **White Paper on Human Resource Management in the Public Service (Department of Public Service Administration, 2002)**

The vision is that human resource management in the Public Service will result in a "diverse, competent and well-managed workforce, capable of and committed to delivering high quality services to the people of South Africa". The following values underpin the

new public service: fairness, equity, accessibility, transparency, accountability participation and professionalism.

Concluding Statement: A facilitative macro-environment has been created in S.A. through an appropriate policy and legislative framework to ensure effective human resource development. The GHD must align its human resource development endeavors, including management development to this new policy and legislative framework.

3.3.2. Theme 2: The GHD Environment

Perceptions re the GHD environment refer to the various arrangements within the GHD, which relate to the management development programmes. The following sub-themes emerged from the data: organisation and coordination of management development programmes, needs analysis, nomination and selection, GHD arrangements to support learning while the participants are on the courses/programmes and ensure transfer of learning (application of skills in the work environment).

3.3.2.1 Sub-theme: Organisation and co-ordination of the management development programmes/courses

The organisation and co-ordination of the programmes/courses refers to how the programmes are organised including all the practical arrangements regarding the attendance of course/s e.g. communication regarding course dates, times, venues and availability of maps to the venue.

Perusal of GHD records reveals that management development is organised on an external training model, this involves sending participants to external providers. The programmes include formal management development programmes (the subject of this study) and a plethora of short course (one day to 5 days in duration) seminars, workshops and conferences. As well as bursaries for tertiary education.

The results reveal some negative perceptions regarding the organisation of the programmes/courses. The following are examples of the negative perceptions regarding the organisation of courses:

> *"....but also just want to compare this* (formal management development programmes*) to the last course I attended. The last one was just a week's course and there was no exam in, and it was just a week's course and I found it very stimulating. What was nice was that a lot of the things you have already put into practice, you could actually see how it works. It is amazing, It's like doing now the theory after the practice has been done. And I found it easy....*

> *"I actually actually wanted to add to what so and so was saying about the fact that, you go on a course and then it becomes your thing and because ... each person goes to different courses....and when you come back there is no real arrangement for this to be implemented..."*

> *"...we found that from the central office they have got a whole lot of courses, one this week that one next week and the other one the following week..."*

The results show both negative and positive perceptions re the coordination of management development programmes. Some of the participants perceived the time frames and communication regarding the courses negatively, while some said they had experienced no problems in this regard. Those who experienced this negatively stated that the time frames between nomination and selection and the eventual attendance of the programme were too short, in some cases the participants did not receive adequate information regarding the programmes prior to attending. The participants felt that the short notice does not allow sufficient time for planning and re-scheduling work. The following extracts support the negative perceptions:

> *"...the time-frame between the nomination and the actual going to, eh, to attend the course was about two or three days, I would prefer it to have a longer time frame say two or three weeks to prepare".*

"Things like those, also this short notice ... doesn't take into consideration that you've got plans".

"Nobody told us that there was this course going on, I got a verbal eh, invitation to the course and I even got lost on the Monday ... "
"I also went to the course quite unprepared ...I would have gained more if I had been prepared before".

"My idea is before the course could commence, maybe there should be some briefing for those going on the course as to the content of the course... "

An example of the positive perceptions is:

"I was very well prepared, because I received early information on exactly where I was going eh, I had no problem on that respect, so my preparation was very good".

The human resource development strategy for the public service (Department of Public Administration, 2002) cautions against inappropriate training offered by numerous in-house and external providers. It further encourages the formation of partnerships to strengthen training and education in public sector organisations.

According to Noe (1994), employees need their training to be well coordinated and arranged. Coordination includes communicating courses and programmes to the employees in time; good coordination ensures that participants are not disturbed by trivial issues, which could interfere with learning (Noe, 1994).

Smooth administration and coordination of a training programme do not happen automatically, appropriate resources, time and effort must be devoted to this aspect; Appropriate administrative regulations, administrative and technical support are essential as they impact greatly on the smooth running of a management training programme (ILO, 1982).

Discussions and perusal of GHD records and discussions with stakeholders reveal the following:

- The process of identifying relevant external management providers is a lengthy one as it entails relevant procurement procedures annually. The lengthy procurement procedures place time pressures on the programmes and co-ordination thereof. More often than not courses commence well in the second quarter of the financial year.
- The co-ordination of management development programmes as well as other training programmes in the various institutions/hospitals is not a dedicated function. Personnel officers in the human resource sections undertake the coordination of training along with their other human resources work.
- Various sections at the GHD central office are involved with various aspects of management development and there is no common HRD administrative system which includes relevant rules and procedures as well as information and reporting system.

Concluding Statement: The results reveal that there are problems with the current organisation of management development programmes. Some inconsistency regarding the coordination of these programmes particularly in relation to the timeframes and communication regarding the programmes/courses. The GHD needs to develop and implement an appropriate management development organisation and co-ordination strategy for level 8 to 12 managers. This should include appropriate administrative regulations, guidelines, and an HRD information and reporting mechanism.

3.3.2.2 Sub-theme: Needs analysis

Training needs analysis refers to the process of identifying competency gaps where relevant training/development interventions will lead to improved performance (Noe, 1994). Perusal of GHD documents revealed that a rapid training needs analysis was conducted in 1997, and a full-scale skills audit was commenced in 2001 and is currently nearing completion

The results indicate both positive and negative perceptions regarding the training needs analysis in the GHD. The participants perceived their own nomination into the programme/s positively. They felt that the programmes had come at the right time in terms

of their management careers and development, in some cases the programmes orientated them into their new posts as managers, in others it stimulated the potential to move into management. The following excerpts support the positive perceptions:

> *" ...I think going on the course was the right time and I was in the right position...and needed the skills"*
> *" ... it came at the right time for us as new managers in a very difficult situation".*
> *"...the course came at the right time because then I was beginning to be on the management level".*
> *"...came in time for me, I had just been promoted in management, in PHC".*

However some participants perceived the selection and nomination of others into the programmes to be based on other factors/criteria rather than training needs. This is revealed in the following excerpts:

> *"... top management will nominate ... not because they want to see a change, or improve your skills but because they must nominate..."*
> *"... some managers are scared of labour issues; they send someone to do a course because he is fighting".*
> *"...you are ...actually forced to go into these courses".*

Identifying training needs is the first step to meeting them. If the needs are not well defined, the human resource development interventions may not be appropriate. Noe (1994) supports this notion in his assertion that training needs assessment is the first step in instructional design. According to Noe (1994) a training needs assessment should reveal what the trainees need to know, what training should be provided, what the design and frequency of the training should be.

The SA government in its Human Resource Development Strategy for the Public Service rules that all training and development must be needs based. All government departments must ensure that needs are identified in relation to individual, organisational strategic objectives sectoral training priorities, and be aligned to employment equity targets (Department of Public Administration, 2002).

Perusal of GHD records revealed that training needs analysis is undertaken on an adhoc basis. There is no agreed upon need analysis strategy. The first needs analysis was undertaken in 1997 this was followed in 2001 with a skills audit which is still underway.

Concluding Statement: The results reveal that needs analysis is an area of weakness in the GHD. An appropriate needs analysis strategy which involves senior managers, line managers, organisational development, human resource development specialists within the organisation and the participants must be implemented to ensure that management development in the GHD is needs based and appropriate.

3.3.2.3 Sub-theme: Nomination and selection

Nomination and selection relate to the process of identifying and assigning candidates into programme/s at specific times.

The results indicate both positive and negative perceptions regarding the nomination and selection of candidates. While most participants were positive regarding their own nomination and selection into the programmes (see above no 3.4.2.1), some negative perceptions emerged in relation to the heterogeneous nature of the groups. The different occupational categories [nurses, doctors, administrative staff etc] and occupational levels [levels 8 to 12] were nominated and selected to attend the management development programmes offered by the GHD. While some participants experienced the different levels positively and saw this as beneficial to their own development, some of the more senior staff members perceived this negatively as they felt overburdened having to "almost carry" the more junior staff. Further more the results also indicate some inconsistencies regarding the nomination and selection, e.g. in some institutions only certain categories are nominated into the programme/s. The following excerpts reflect the positive perceptions:

> *"The mixture of the disciplines was very good, it was an eye opener".*

> *"... Also..being from the lower levels I found... the group processes and learning from others ... very beneficial."*

"I was one of the people who came from the lower levels and I didn't really consider even moving into management until I was invited to attend the course".

The negative perceptions were:

"One of the problems ...was the mixture of groups; we ranged from doctors to senior management and clerks ... this created ...problems ... for the lower categories...they barely knew what was going on."

"I also experienced a problem with the different levels...because some of them were my sub-ordinates and it became very difficult to manage some of them".

"In my institution it is only the nursing personnel who are chosen to attend the course; I brought it to the attention of top management..."

According to Mc Beath (1990) the selection and nomination of individuals to attend a course/development programme must be considered carefully. He states that attendance must be linked to agreed upon training needs and individual development plans. He further states that the individual must be ready to learn i.e. capable of understanding and benefiting from the course, and the attendee must commit to participate and complete the course/programme. He also suggests that the nomination and selection must be made in reference to organisational development, succession plans, and where possible nomination and selection must be coincided with job changes e.g. promotion, some reorganisation. He cautions that course attendance should never be an organisational requirement, there has to be an element of choice and commitment. He advises that the supervisor has the responsibility to brief the attendee fully prior to the programme/course to ensure that expectations are clear, and to debrief him/her after the course/programme to ensure that the course/programme outcomes are achieved and there is transfer of learning (implementation of learning). The foregoing indicates that nomination and selection of candidates is closely related to need analysis. If training need analysis is weak, nomination and selection will also be weak.

Concluding Statement: The study shows that there is some inconsistency in the GHD regarding nomination and selection of candidates into management development

programmes. The GHD must develop and implement an appropriate nomination and selection strategy in keeping with the needs analysis mentioned above

3.3.2.4 Sub-theme: Arrangements to support learning

GHD arrangements to support learning in the workplace refer to all arrangements within the GHD aimed at facilitating management development/learning while the participants are on the programmes/courses and at ensure transfer of learning in the workplace.

Most of the participants perceived the GHD arrangements as unsupportive towards them while attending the programmes. Most of the participants felt that having to do assignments and projects between blocks whilst having a full workload in the workplace was strenuous. It was felt that arrangements should be implemented to allow the participants some relief while on the programmes/courses. The following excepts illustrate the negative perceptions:

> *"what was difficult for me is to still continue with your own workload ... and then also attend the course"*

> *"When you are working fulltime and ... you find that before you go to block ... you must have written your assignment...there is just no chance what so ever or relief when it comes to your workload, it is just not possible really".*

> *"...the assignments were hectic and especially trying to find my feet in the new situation and at the same time trying to manage and do assignments..."*

Staff shortage was also identified as one of the factors impeding the programme/s as it decreases the number of people that can be nominated into the programme/s without depleting the services. The following illustrate this:

> *"We found that from the central office they have got a whole lot of course, one this week that one next week and the other one the following week. And there is shortage of staff; there is just no way that these people can attend most of these courses. So it is not like so, it gives the impression that people are not interested in*

going and yet it is not that it just that there is no way that we can take all those people out the eh, out of services."

The results also revealed that while the participants felt that they emerged out of the course empowered, multi-skilled, and having changed mindsets, many experienced lack of support in their various workplaces regarding implementation of learning (transfer of learning). This is illustrated in the following excerpts.

"....when you come back there is no real arrangement for this to be implemented even if you share, you just share".

"the people in the facilities were complaining that we just send them to courses then they come back there is no where that they can, they can implement"

"I had a bit of problem in it, in a sense like I said earlier I learned a lot. It was an eye opener for me. There were a lot of things I felt I could go back and implement or put it to place, but top management have not done this course, they are not aware of what we have being through, so I got sort of a blockage".

"There is upward block not downward or horizontal".
" If you go to a course and people have not gone to the course and you are here, it is difficult, you burn yourself out trying to get things to change (it is like Greek to them)"

"This course is designed for you to go and implement for you to bring about those changes in your institution. That is the important thing to do. That is the whole idea behind it. That is not what is happening".

However those who had others in their workplaces, who had done the course/s or who themselves (i.e. participants) were in charge of a facility or service found the application of learning (transfer of learning) easier. The following excerpts illustrate this:

"I had eh my senior who had already done the course, it was much easier, because when I meet difficulties I at least I had somebody to give me direction".

"My experience is a little different, I was the only manager in the Region at that time and it was much easier to come back and implement what I had gained. And yes you don't see the fruits initially, ... I must say and over a period of time I have seen changes in managers in the facilities, because I have had the opportunity to implement"

"... for me it was not the implementation of a distinct project or distinct skills, but rather a day to day implementation of what you have integrated eh, into your own self ..."

Some participants felt that more people need to be nominated into the programme/s to built a critical mass and ensure like-mindedness and therefore easier application of learning (transfer of learning). The following extracts support this:

"...what was really difficult to do, if you come back from such a course in a hospital and you are the only one with that view".

...I had a problem with different levels... but... to a certain extend those people were a great help because they were now my sub-ordinates and it was nice because I could actually call them in and say look we were all in the course ...that a made a difference".

Thus while the learners experienced the programmes mainly positively, many of them reported problems in applying their new found skills in the work place. According to Noe (1994) in order for training programmes to be successful, trainees must apply learned capabilities to their work. This is referred to as transfer of learning and it requires generalization and maintenance. Noe (1994) describes generalization as the ability of the learner to apply learned capabilities to the work situation. Maintenance is the ability to sustain this over time. According to Noe (1994) for generalization and maintenance to occur there must be learning retention. Learning retention depends on the programme design, trainee characteristics (this includes cognitive abilities, motivation and reading skills etc) and the work environment.

A study undertaken on the University of North-Carolina, Chapel Hill's Management Academy for Public Health (MAPH), revealed similar findings in relation to barriers to programme completion and application of learned skills (Porter, Johnson, Upshaw, Orton, Deal and Umble, 2002). The most commonly cited problems in that study regarding programme completion was lack of time and support at the workplace; and barriers to application of learned skills included lack of support in the work and organisational culture, and inappropriate content of assignments.

The Human Resource Development Strategy for the Public Service (Department of Public Service Administration, 2002) charges every manager in the public sector with the responsibility of supporting learning in the workplace. Every department, institution or workplace in the public sector should become a learning organisation.

Perusal of GHD records revealed no mechanism/strategy to ensure continuous support, mentoring, coaching and assessment in the workplace in relation to management development programmes, except in nursing education. Nursing education has a well-developed system for coaching, mentoring and supporting neophytes in the workplace. Nurse educators accompany neophytes into the work environment to ensure application of theory to practice. Lessons can be drawn from this approach.

Concluding Statement: The results reveal negative perceptions regarding the GHD arrangements in support of learning and management development in the workplace. Appropriate measures must be implemented to support management development in the workplace.

3.3.3 Theme 3: Design of the Management Development Programmes

Perceptions re programme design relate to how the programmes are structured, the contents of the programmes, the programmes delivery methods, contents and outcomes of the programmes.

3.3.3.1 Sub-theme: Programme structure

Perceptions re programme/course structure relate to the length/duration of the management development programmes, how the content is organized, and the frequency of contact session with facilitators. The management development programmes in the GHD are modular in nature and based on a block release system with one-week blocks (contact session with facilitators) once a month. The programmes are 4 to 6 months in duration depending on the provider, except the advanced certificate programmes, which are 9 to 12 months in duration.

Some participants experienced the block system positively as it allowed implementation, testing and reflection on new course contents whilst on the course. It affords the participants the benefit of sharing their experiences and problems with the facilitators/lecturers and team members. Some felt negatively towards the block system because of the huge workload between blocks, as the participants had to carry on with their normal workloads at work while still having to do assignments and projects from the course. It was also felt that the contents of some of the blocks could be shifted to others in order to support life experiences e.g. the group dynamics block. Positive perceptions are reflected in the following excerpts:

> *"And really the very problems ... which were ...experienced we took back to the group to be utilised as eh as eh what, eh study, like an assignment for the whole group to assist I should think really it fit whatever we were experiencing, fit so well on this course and definitely I was able to go through..."*

> *"...unlike the previous way of training. You go to study these long courses for 4 to 5 years and then after you've collected your certificate, because sometimes we go and collect certificates, and it's no more applicable, (*with these courses*) you can apply some of the things, ...it gives me sense of achievement and, and confidence..."*

While the following illustrate the negative perceptions:

"I think the contents of some blocks lend itself to shifting the block around for instance I mean e.g. group dynamics and group processes I think should have been in the middle blocks because by that time the group dynamics would have developed between the people in the course itself and lending the participants the opportunity to reflect on that".

In Chapter 1 the Kolb and Fry theory of learning (The Open University, 1994) was identified as relevant to management development. According to this theory concrete experience encourages reflection and conceptualization. Noe (1994) supports this in his assertion that employees need to have opportunities for practice for learning to occur.

The findings show that the participants perceive the block system positively because it allows them to test new learning whilst still having the benefit of discussing with their groups and facilitators. However there were negative perceptions regarding an alleged excessive workload in the workplace, lack of management and peer support and the contents of some of the blocks rather than the block system itself.

Concluding Statement: The literature reveals that the block system is educationally sound, and was perceived as such by the participants. However the contents of some of the blocks should be reviewed to support real life experiences. The participants should have more support in the workplace in order to facilitate concrete experience and reflection and thus application of learning.

3.3.3.2 Sub-theme: Contents of the programmes

Perceptions re contents of the programmes/courses refer to the topics and learning activities covered in the management development programmes/courses in order to achieve the learning outcomes. Perusal of course materials reveal the topics covered in the management development programmes include: personal and team effectiveness, strategic planning, change management, project management, people management, financial management, labour relations, quality management, customer care with electives in hospital, primary health care and district health service management.

Generally most participants perceived the course contents as comprehensive and eye opening. Many of the participants reported changed mind-sets and feelings of empowerment as a direct result of the programme/s; however the intensity of the curriculum presented problems in some cases. The following excerpts support the positive perceptions:

> *"What I can say it is an eye-opener it gives you confidence to do what you are expected".*
>
> *"As I said it was really very beneficial, the course, but I gained a lot especially from the content.*
>
> *"...if you have been a public, eh, in public service for many years. You get into that habit to focus into your own field of work and you look at something with a kind of a tunnel vision I would say. Now this course really opened up for me... I'll also say that it opened my eyes, eh also on the political side ...."*

While the following excerpts reflect negative perceptions regarding the course contents:

> *"the course content itself, really it deserved to give people diploma and not just course attendance ...because of the intensity of the curriculum"*
>
> *"The content itself, yes it is work related but very strenuous and very difficult to understand at a go".*

In Chapter 1 the core competencies required to achieve management success as conceptualized by Katz (in Kroon, 1985) were presented viz.: Conceptual skills, human skills and technical skills.

Jones and Woodcock (1985) support this view with their management competency model, which organises minimum management competencies into 4 concentric circles viz.: self management, managing subordinates, managing organisational interfaces and managing external relations.

The Gauteng Provincial Government is currently implementing a new performance management system (unpublished GHD records). The performance management system uses the following evaluation criteria for middle and junior managers: locate work within the public service context, plan and organize work to achieve objectives that meet service standards, lead a team to solve workplace problems and conflict, identify performance requirements and improve team performance, manage own performance and development, communicate effectively in the work environment, lead change in team in workplace, produce data and analyse statistics for workplace operations in the department, deliver and monitor client service, secure and allocate resources and a budget to achieve workplace objectives , maintain physical and or electronic information records and use computers and/or equipment to achieve work team performance (unpublished departmental documents). The researcher is of the opinion that the present curriculum of the management development programmes is inadequate to assist the participants in achieving the competencies that are required in terms of the new performance management system.

Concluding Statement: The results and literature control reveal that the contents of the programmes offered by the GHD are in keeping with needs and current thinking on management development and were perceived positively by the participants, they however need to be broadened in terms of the Gauteng Provincial Government's new performance management system evaluation criteria.

3.3.3.3 Sub-theme: Course delivery and facilitation

Perceptions re course delivery and facilitation relate to the strategies used to facilitate learning during the contact sessions. All the management development programmes offered by the GDH are based on adult learning principles, with learners taking full responsibility for their learning, with classroom discussions, syndicate group work, assignments and projects. The learners write examinations on completion of the programmes.

The results reveal that the participants experienced the interactive group work and facilitation methods very positively, however having to do assignments and projects whilst having a full workload in the workplace between the blocks created a problem. Yet some of participants perceived the strain caused by doing assignments and projects whilst facing

a full workload at work positively, as they thought of it as good preparation for their management roles. The following excerpts support the positive Perceptions:

> *"... You get experience from other people. They get experience from you, just like that. As the course was going on we were able to evaluate ourselves and our departments."*

> *"Okay, there were projects and interaction with other managers and lecturers. This is more than you what you get in a textbook. Yes we shared with each other and learned that this problem is not unique, this is how we dealt with it."*

While the following extracts indicate negative perceptions:

> *"the assignments were so much that one could not cope".*

> *"the project specifically created a lot of pressure having to do it with the rest of your work".*

While various learning theories offer different explanations of learning, there is a tendency by contemporary educators to adopt eclectic and pragmatic approaches to learning (Merriam and Cafarella, 1991). The following principles of learning outlined by Erasmus and van Dyk (1996) have their origins in different theoretical orientations (refer to 4.2): the principle of **contiguity** requires that the stimulus for learning occur as close as possible to the expected response; the principle of **trial and error** enhances learning; **repetition** enhances learning; **reinforcement** improves learning, **intellectual skills** must be used for learning to occur, only the learners can learn, thus the **educator acts as facilitator, active participation** of learners is necessary for learning to occur; **dividing tasks in order of learning** i.e. from the simplest to the more complex, **meaningful learning** as opposed to rote learning , **rate of learning to be a the learner's pace, setting objectives** to serve as basis for evaluation, provision must be made for both **intrinsic and extrinsic motivation.**

Erasmus and Van Dyk (1996) further refer to the following characteristics of the adult learner, which must be borne in mind during training sessions: adults are self motivated and accept responsibility for their own learning, thus need to see the relevance of the

training in order for them to learn, therefore learning activities for adult learners must be life, task and problem oriented; secondly adult learners come to the learning environment with a wealth of experience, which can be used by the trainers.

According to Noe (1994) people learn by amongst others, observing and interacting with others. Jones and Woodcock (1985) support this in their assertion that adults learn through reflection on their own and others experiences.

According to role theory (Hardy and Conway, 1978) depending on their different circumstances adults in their various roles e.g. learners/employees/managers/parents may experience role strain due role overload. Thus it is essential that adult learning programmes allow learners the flexibility to pace their own learning.

Concluding Statement: The results reveal that the course delivery methods used in the management development programmes were educationally sound and perceived positively by the participants. To ensure continual quality in this area the GHD must provide feedback to the providers on an ongoing basis to support/facilitate adult learning.

3.3.3.4 Sub-theme: Course presenters and facilitators

Perceptions re course presenters and facilitators relate to how the facilitators were experienced by the participants.

The course presenters and facilitators were experienced positively by most of the participants. Of particular note is that some of the facilitators and lecturers were people involved practically with what they were teaching/facilitating. Some were actually spearheading transformation initiatives in the GHD. The participants felt that this was very positive and made a great impact on their learning. These excerpts support the positive perceptions:

> *"Eh, the presenters particularly those from outside were incredibly knowledgeable in their fields and we found this very stimulating when they were actually doing their presentations".*

"...they were the guys in their field doing it and teaching it, and I think that also had a very large impact".

"I think that the lectures that were presented by people who were spearheading transformation within the organisation also has the effect of that transformation having a trickling down effect from the people who are actually spearheading it, I think that was a most powerful aspect".

Erasmus and Van Dyk (1996) assert that the success of training is largely dependent on the quality of trainers. According to Jones and Woodcock (1985) a trainer/facilitator may know his/her subject, however if she/he is unable to deliver it well the outcomes of the programme may be jeopardized. According to them adults learn best when they are treated with respect in a climate that is informal and personal. Jones and Woodcock (1985) further outline the following criteria required of an effective course facilitator: Group facilitation skills, knowledge of subject matter, sensitivity to adult learners, Knowledge of training technologies, presentation skills and course designing skills.

In this study the participants perceived the facilitators and lecturers positively.

Concluding Statement: The results reveal that participants were satisfied with the facilitators and lecturers. They found them knowledgeable in their fields and the fact that some were teaching what they were actually involved with practically on a day to day basis in their work made an impact. The Department must provide ongoing feedback to the providers to ensure ongoing quality in this area.

3.3.4 Theme 4: Learning Outcomes

Perceptions re course outcomes refer to perceived competencies (knowledge, skills and attitude) and transfer of achieved as a direct result of the management development programmes/courses and transfer (application) of the learning to the workplace.

3.3.4.1 Sub-theme: Competencies (knowledge skills and attitude) acquired as a result of the course

Perceptions re competencies acquired as a result of the programmes relate to the perceived learning in terms (knowledge, skills and attitude) achieved as a direct result of the management development programmes/courses.

All the participants felt positively towards their development in terms of knowledge, skills and attitude as a direct result of the programmes. They perceived themselves to be more competent, more knowledgeable, skilled and having changed attitudes as a direct result of the programmes. Words like eye-opening, more confidence as managers were used. Some of managers mentioned the actual skills that they learned on the course e.g. project management, strategic planning, customer care, financial management and leadership. These excepts illustrate the perceptions in this theme:

> *"....We were just into the new democracy, and it come up like a, gee-whiz have we been sleeping all along? What were we doing all along? You know like a wow feeling, is this really happening... I am just at the right place at the right time? And you know just having the right skills at the right time? And this is the most exciting..."*

> *"It was the only management course I actually had and I think my skills were developed in the course."*

> *"We never had the opportunity in the past to have positions of management, so we were always being given directives and told what to do. And I think going to this course was the right time and I was also in the right position at that time, and I needed the skills because eh, we were used to waiting for someone to tell you what to do you got to let people decide what to do and how to do it, and those skills were also sharpened and developed in that..".*

> *"Coming back with all these skills you are very excited and you know you just want to move..."*

> *"...the latest management courses really empowers you, it gives you tools and and really multi-skills us as managers".*

"...you had a completely new approach to your way of working..."

"In the past if you had a boss or you had a supervisor you were actually scared to ask questions, if you did you got the minimal answer, and I think today when you look at a leader there are words which come up like transparency, openness, sharing..."

Mc Beath (1990) refers to competencies as what people need to be able to do, how they need to behave in order to be effective in a certain job category of job level against set standard. Thus competencies need to be agreed upon and communicated to stakeholders. According to Christian-Carter (2002) competency refers to the personal attributes and behaviours, the realisation of which will produce improved performance in the workplace. Christian-Carter asserts that competencies should form the basis of management development programmes.

The South African Government's Human Resource Development Strategy for the Public Service (Department of Public Service Administration, 2002) adopts the competency model for management development because it provides a practical starting point for management development and makes monitoring and evaluations easy.

While the study revealed that all the participants hold positive perceptions regarding their own learning in terms of knowledge, skills and attitude as a direct result of the programme/s it also showed some negative perceptions regarding the transfer (application) of learning. The concept competency implies application to the work environment. Thus according to the competency model learning must translate to ability to perform the job according to set standards or better. This would lead one to conclude that perhaps some of the participants regard learning as mere gaining of knowledge and memorizing of fact rather than learning being integrated into behavior and thus application in the work situation.

Concluding Statement: The results revealed that the participants perceived themselves to more competent (knowledge, skills and attitude) as a direct result of the

management development programmes/course, however some experienced problem transferring (applying) that learning to the work environment.

3.3.4.2 Sub-theme: Transfer of learning

This theme relates to the application (transfer) of learning to the work environment. This theme has already been discussed under departmental environment however because some aspects refer to the course design and educational principles some mention will be made of this theme here.

While most of the participants perceived themselves more competent, knowledgeable, and confident as manager as a direct result of the programmes courses, some experienced problems in applying the learning to the work environment. The following excerpts illustrate this theme.

> *"I would also like to have a comeback on the course, a refresher course, eh, to say to go back to classroom, say after six months to see what could you implement and how difficult it was to do certain things that would make it easier".*

> *"... we don't have manpower to really go and implement all the things, this is what I felt. That was very frustrating...I think... I certainly did not apply some of the things we acquired on the course."*

> *"...the hospital environment, you are not allowed to try something else, you are not allowed to make mistakes.... The hospital environment does not take too kindly to risk taking..."*

Application of learning to the world of work remains a major challenge for educational institutions (Mc Gill & Beaty, 2001). A study undertaken by the University of North Carolina-Chapel Hill's MAPH (Porter, Johnson, Upshaw, Orton, Deal & Umble, 2002) revealed that the most commonly cited barriers to applying new-found skills in the workplace include lack of time, support from supervisors and organisational culture e.g. resistance to new ideas because "this is how we do things here".

Educational institutions must develop appropriate strategies with client organisation to ensure application of learning in the work environment. According to Mc Gill and Beaty (2001) action learning can provide a natural link between the educational institution and the workplace. They describe action leaning as learning through action. According to Carl Rogers (in Mc Gill & Beaty, 2001) one of the better known Humanist theorists " there can be no learning without action.

Concluding Statement: While the participants perceived themselves more competent (knowledge, skills and attitude) and more confident as managers some felt that they had been unable to transfer (apply) the learning to the workplace. The Management development programmes in the GHD should be designed such that the participants have support while in the workplace to assist the participants to apply their new found skills (refer to 3.4.2).

3.5 DISCUSSION AND PRESENTATION OF THE RESULTS FROM THE INDIVIDUAL INTERVIEWS

According to Denzin and Lincoln (1994), where methodological triangulation is used the analyses must be kept separate. In this study the individual interviews were analysed separately.

The analysis of the individual interviews also revealed positive perceptions regarding the management development programmes in the GHD. The programmes were seen as beneficial, eye opening and invigorating. The participants also reported improved competence (knowledge, skills and attitude) and confidence as managers after the courses. Similar to the focus groups the individual interviews identified application (transfer) of learning as one of the main weaknesses in the management development programmes.

Since most of the themes and sub-themes which emerged from the individual interviews are the same as some of those which emerged in the focus groups, for fear of repetition, themes and sub-theme which emerged and were discussed in 3.4 (refer to 3.4) will not described or defined again or contextualised through a literature control in this section as this has already been done in that section (refer to 3.4). However where new themes/sub-themes emerge these will be defined/described and contextualised through a literature

control. This section in presenting the findings emphasizes the similarities and differences in the findings between the focus groups and the individual interviews (refer to Table 3.2 for a summary of the themes and sub-themes).

Table 3.2: Summary of the Themes and Sub-themes, which emerged from the Individual Interviews

Themes	Sub-themes
1. GHD Environment (3.5.1)	• Organisation and co-ordination of the programmes/course • Needs analysis • Nomination and selection
2. Design of Management Development Programmes (3.5.2)	• Course construction – block system • Course contents • Facilitation/course delivery methods • Course evaluation
3. Learning Outcomes (3.5.3)	• Competencies - Knowledge - Skills - Attitude • Transfer of learning/implementation

Each of these and sub-themes will be discussed.

3.5.1 Theme 1: GHD Environment

3.5.1.1 Sub-theme: Organisation and coordination

The individual interviews unlike the focus group interviews did not reveal any problems regarding the coordination and logistics.

3.5.1.2 Sub-theme: Needs analysis

The results reveal that like the focus groups, the individual interviewees perceived their own nominations into the programmes positively. This is reflected in the following excerpts:

> *"My experience was that it was a priory as a manager to be able to run an institution.... After being exposed to this course I gained confidence and I was ready to meet the challenge"*

"The course was very interesting, it was very invigorating. I enjoyed it very much. I came back with renewed energy". You see the thing that you see everyday, but you see it in a different light..."

Similar results emerged from the focus group interviews (refer 3.4.2.1). The findings triangulate the focus group interviews.

3.5.1.3 Sub-theme: Nominations and selection

The individual interviewees perceived the nomination and selection and the mixed levels in the groups positively. Like in the focus group interviews, there was a strong feeling that more people from the institutions should be nominated to attend the programmes, thus building a critical mass. The mixed group of participants was experienced positively. The following excerpts indicate the positive perceptions

"...we shared a lot of things because; you know most of them were my age so it was nice. And even those who were much younger it was lovely having them there because it was like a breath of cold air it was nice to have them also; and it was nice also to have different groups of people, there were clerks, I mean admin staff, there were doctors there were nursing managers, there were allied staff....this group context of sharing, getting a wider perspective is definitely.... one of the most positive things about the course".

"...You see a problem and you think this can be solved, because you are with people from all over, we realized that we all have the same problems in our hospitals and jointly we could sit down and talk about them. And see how best we could give the clients a better service".

"I know it is difficult with staff shortage, but instead of one person going on the course per hospital 2 people should go. ..."

Most of the participants experienced their own nomination and the mixed levels positively (refer 3.4.2.2). This supports and triangulates the focus group interview findings.

3.5.2 Theme 2: Design of Management Development Programmes

3.5.2.1 Sub-theme: Block system

The individual interviews revealed positive perceptions regarding the block system. Like the focus group interviews the workload between the blocks also created problems for some participants. The following excerpt reflects the positive perceptions:

> *"... I think it is good to make it such that people are not taken away from the workplace to be in college for like six months and then return. The way that it is done that, you are in block 1 week and then back for four weeks working in the hospital and implementing. You know, coming up with problems, you sometimes things get stuck and then you can say that I am taking this back to the group we will discuss, it hear how they deal with it, then you consult the group or the lecturers".*
>
> ***So working and studying has been positive about the course? Are you recommending that these are the kinds of strengths of the course that they must keep in place?***
>
> *"Yes, you know when a person is on fulltime study doing theory theory all the time it is difficult to come back and implement because you say where do I start implementing? There is a lot of knowledge but you don't know where to start, like going on block and coming back I think it is the best way of learning. And it does not take people away from the workplace, when I came back I was so ecstatic about everything that I said I am sending someone else. I sent a CPN to go and do the course. And when we appointed the medical superintendent I recommended to the CEO ....to send him on this course so that we can be a team".*

While the following reveals negative perceptions:

> *"It was hard work because you are at work and you're still expected to finish your assignments on time. You are expected to do the research before you do the assignments. The assignments were short assignments, but what you had to put into the assignment needed quite a bit of reading".*

As in the focus group, the block system was perceived positively by the participants (refer 3.4.2.1). These findings support and triangulate the focus group interviews.

3.5.2.2 Sub-theme: Course contents

The course contents were perceived positively, however there was a feeling that some areas could have been weighted more viz., managed care, case management and labor relations. Computer literacy was also identified as a learning need. The following reflect the perceptions:

> *"The course was good, in fact it was excellent. ...Because we have learned a lot like in financial management, HIV/AIDS, and the... It is a lot of things what we learned there".*

> *There are parts of the course that I suppose you know you could ask them to bring more, to bring more you know to get lecturers to come spend more time on e.g. case management and managed care*
> *"In other words weigh them more heavily?"*
> *"Yes weigh them more heavily. There is also another thing that I forget to say that really really really needs heavier, more intense, is the LR. I think that the lecturer that did the LR was from the CCMA, she did a very good job, I must admit, but she did not have enough time. So for me it seemed like skimming over it.*
> *"Mm I think it does, maybe for them to improve on these courses they can add computer literacy. You know, it was one of the attractions on the list, but when we came we were told that no sorry we are not going to offer it. It is time consuming and you won't benefit from just a few lessons, but you know all the same we were expected to submit typewritten assignments. That was my frustration. Yes because you can't run a cost center if you are not computer literate, because you can't capture the data on the computer, you need to use the computer for financial management. I was hand writing my assignments and giving them to someone else for typing".*

These findings are similar to those of the focus groups (refer 3.4.2.2). These results triangulate the focus group interviews.

3.5.2.3 Sub-theme: Facilitation/course delivery methods

The individual interviews like the focus groups revealed positive perceptions regarding the course delivery methods particularly the interaction with colleagues and facilitators positively. The participants felt that this provided an opportunity to learn from others and the course facilitator and stated that this is much more than one gets from textbooks as it comes from many angles.

> *" ...all of us came together to talk about things , to learn new things , it was not new things ... it came from a different direction and that was good."*

> *.... "This group context of sharing, getting a wider perspective is definitely... one of the most positive things ..... about the course".*

> *" You get experience from other people. They get experience from you, just like that. As the course was going on we were able to evaluate ourselves and our departments".*

> *"So in fact the course was designed in such a way that you were able to interact with your colleagues, also to reflect and to evaluate yourselves and departments. And that is what was positive about the course"*

> *"Okay, there were projects and interaction with other managers and lecturers. This is more than you what you get in a textbook.*
> *Yes we shared with each other and learned that this problem is not unique, this is how we dealt with it".*

The findings regarding the facilitation/course delivery methods support and triangulate the findings of the focus group interview (refer 3.4.2.3).

3.5.2.4 Sub-theme: Course evaluation

In this study Course evaluation refers to the evaluation of training after each block or contact session. The findings are utilised to improve contact sessions as the programme progresses.

The individual interviews revealed positive perceptions regarding the management development programmes because of the course evaluations conducted after each block. They felt this led to improvements that contributed to the success of the course. The following excerpt illustrates this:

> *"Well the other thing that you are saying about the course, which is another positive, is that, they invited you to evaluate so that they could improve their offerings to you".*

> *"They were not just doing them formally. I think they were actually listening to what we were saying to. I think because the course ran over (how many months?) we were coming to block once a month and we had a total of six blocks. Whatever was not right at the beginning of the course we were happy that things were starting to happen the way that we suggested. They were looking at our evaluations to make changes".*
> *"Give me an example of one thing that you might have seen changing".*

> *"E.g. some of the lectures were allowing some students to dominate the discussions, and the quite ones being excluded. I was one of the quite ones, towards the end the lecturers would pull the quite participants into the discussions. You also have something to say you have an idea, you have a point but people are not the same, some people are shy but if you are pulled into a discussion you feel proud to can say at the end of the day that I said something and they listened to me and respected my contribution. They we making sure that we all participated"*

It is interesting that this theme did not emerged from the focus groups. According to Erasmus and Van Dyk (1996) evaluation of training should be an ongoing process and not just something that happens at the end of the training. According to them this is a way of

assuring quality and should not only be directed at testing participants but also at evaluating the entire programme. Fisher (in Erasmus and Van Dyk, 1996) identified three general purposes of evaluation viz. proving, improving and learning.

The Fitzpatrick post-instructional evaluation model was outlined in Chapter 1 (refer to 1.5.2). The first level of this model involves assessing learner's reactions to the programme and is normally undertaken while the learners are still on the programme/s in order to effect improvements on the programme on an ongoing basis.

According to Tobin, Yoder, and Hull (1979) evaluation must be part of the planning process, evaluation criteria must be determined up-front, indicating the conditions under which evaluation will take place and the process must be shared and agreed upon with stakeholders. Jones and Woodcock (1985) refer to the following common evaluations strategies: **end course/session evaluation** – these involve a quick feedback from the participants on the short term effects of leaning activities and comfort issue; **following surveys** – these involve sending questionnaires to participants after they have been back on the job for at least a month; **following interviews** these are also conducted after the participants have been back on the job and may entail focus groups on individual interviews; **following meetings** – these are sometimes held to reinforce learning and assist participants in applying their new found skills in the work environments; and monitoring and evaluating training through **agreed upon indicators.**
Porter et al. (2002) implemented a management development programme evaluation strategy aimed at assessing the programme at the individual level, organizational level and the value of the partnership. Methods aimed at assessing the programme at individual level included, skills inventories, assessing learner achievement in terms of individual learning plans goals, focus group interviews, informal observations and discussion and surveys, while organisational audits were used to assess organisational impact.

Concluding Statement: The individual interviews revealed positive perceptions of the programme/s as a result of course evaluation by providers. While this is a good practice by providers, the GHD must implement its own training evaluation strategy, which not only assesses the programmes at individual level, but also assess organisational impact. The current study is a good starting point, and will provide baseline data for future evaluation initiatives.

3.5.3 Theme 3: Learning Outcomes

This refers competencies (knowledge, skills and attitude) developed as a result of the programme/s and the transfer of learning to the workplace.

3.5.3.1 Sub-theme: Competencies (Knowledge skills and attitude acquired)

Most of the participants perceived their own learning positively. The positive perceptions are reflected in the following excerpts:

> *So this course provided you with the kind of support and the kind of knowledge because you spoke about quite a broad perspective including leadership, negotiation skills all of that provided you with quite a broad scope, and have gone and implemented some of the things.*

> *You know the LRA, the way that it was explained it became very practical and I could go out and use it to deal with resistance. I no longer fear trade unions now I see them as watchdogs that are there to make sure that managers do things according to the law. And I can consult with them and when we disagree we refer to the law because they too are not always right and when we refer to the law we are able to work together, but previously they were enemies.*

These results support and triangulate the focus groups (refer to 3.4.5).

3.5.3.2 Sub-theme: Transfer of learning

The participants reported both positive and negative perceptions regarding transfer of learning in the work environment. Some felt that they had being successful in landing/implementing the programmes (i.e. transferring learning to their work). While others felt that they had not succeeded. The hospital environment was seen as intolerant of any risk-taking. Risk taking is often necessary to implement new ideas and change. The positive perceptions are reflected in the following extracts:

"I would like to say I have been able to carry that forward, I was able to carry the attitude forward"
(The course was) very much applied"

"I went back to my work, I gave the feedback to most of the people, and it opened my mind. I could see the right things that we are doing, the ones that we are supposed to correct and I implemented that. I corrected some of the things, a lot of things".

"Yes, like my manager was really impressed with the course because when I came back I used to go to her, saying you see, you must do this you must correct here and there and she said was really impressed and she said, do what you have learned there, and if you meet resistance you come to me ( )".

.... I went into a hospital where there was nobody to orientate and induct me. Because people had been given voluntary severance packages (VSP) and had left. So I was thrown into the deep end of the deep sea, and not knowing where to start and which direction to follow. So when I came here, things like project management, negotiation skills and leadership skills, budget and finance, I even went back you know and set up a help desk which we did not have and you know it improved the running of things in the hospital".
Yes. There was nobody to actually induct me and say this is how we do things. I found an office with all the documents and policies and unfortunately they were all written in Afrikaans. Although I was taught Afrikaans at school it was not enough for me to be able to read legal documents and understand them. So it was very very difficult, so you know the documents were there and some support. But it was from people who were junior to me, and looked to me for guidance. So this course opened my eyes"

Previously I was leaving financial management to the finance people. Because I am nurse and my core business is patient care. But now I know that patient care has financial implications as a nurse you have to look at things like is there anything that I can do to shorten the patient's stay in the ward. We waste if we use equipment wrongly and it gets broken you know all those costs add. You save by

using things appropriately, article for the right procedure and giving treatment at the right time so that the patient's stay is shortened. I introduced, even though the concept cost center when I joined the course had started, the problem was, it was just a concept that was spoken about.

The following reflect negative perceptions:

"I have not been that successful in implementing some of the things".

Em what gets in the way is (.) You don't get too much support from your eh (.)from going back, look it is nothing new; I remember many many years ago when I went to do a course, a diploma in paediatric nursing. And when I came back I tried to introduce, but there was the resistance. I think that the resistance is just something that is always there when people try to do new things. It is just that you have to work it out, to do the things the way that you learned and the new ideas that have come about.

It was tough. It was tough because now you had to implement, you know. It is all very well for us all to go on all these courses but if you don't implement it is a waste of time; it's a waste of time really. ... Now unfortunately in the hospital environment, you are not allowed to try something else you are not allowed to make mistakes. No risks... and that is one of the things that we were taught in this course and that is to take risks."
"And as you say your vision is if more people go on these courses and you can share more of these perspectives then perhaps it will become a norm in the hospital that you can do some risk taking".

"Yes, definitely".

"But not without everyone thinking the same".

"Yes not without everyone thinking the same. You do unfortunately need support. You cannot go it alone, it is too expensive, emotionally and physically and everywhere else. I mean no man is an island, everybody knows that".

These results support and triangulate those of the focus group interviews.

3.6 SUMMARY

This study has revealed that while the participants perceived the programmes generally positively, as they felt more competent and confident as managers, they experienced some problems in certain aspects. These include needs assessment, coordination of the programmes, particularly in relation to the time frames nomination and selection procedures are a problem in some cases; the work environment was perceived unsupportive of transfer (application) of learning. The course structure, contents, delivery methods and facilitator were perceived positively.

The course design and contents were experienced positively. However major problems were experienced re workloads while on the course. Problems were also experienced with the application of the newfound skills and knowledge.

The results of the individual interviews were similar to those of the focus groups. However the individual interviews revealed more detailed information regarding the course contents and actual learning from the programmes, while the focus groups revealed a wider range of themes which included the macro environment. The close similarities in the perceptions of the focus groups and individual interviews give credence to the findings of the focus groups, thus improving the trustworthiness of the study. The methodological triangulation in this study has been successful.

Chapter 4 addresses the guidelines for the effective implementation of management programmes in the GHD.

CHAPTER FOUR

GUIDELINES FOR EFFECTIVE IMPLEMENTATION OF MANAGEMENT DEVELOPMENT PROGRAMMES IN THE GHD

4.1 INTRODUCTION

The purpose of this chapter is to address the guidelines for the effective implementation of management development programmes in the GHD. The presentation follows the following format:

- The main concepts are identified from the concluding statements (based on the results of Chapter 3), and are described utilising a literature analysis (refer Table 4.1).
- Inferences made from the results of the literature analysis, constitute the basis of the guidelines formulated.
- Formulation of guidelines (refer to 4.3)

4.2 MAIN CONCEPTS AND THE CONCEPTUALISATION

Table 4.1 provides a summary of the thirteen concluding statements from Chapter 3 based on the results of the focus group and individual interviews and the literature control. From each of the statements the relevant concept is identified through deductive logic.

Table 4.1: Main Concepts Identified

Concluding Statements From Chapter 3	Concept Identified
• A facilitative macro-environment has been created in S.A. through an appropriate policy and legislative framework to ensure effective human resource development. The GHD must align its human resource development endeavors, including management development to this new policy and legislative framework	Policy and legislative framework (refer to 4.2.1.1)
• The results reveal that there are problems with the current organisation of management development programmes. Some inconsistency regarding the coordination of these programmes particularly in relation to the timeframes and communication regarding the programmes/courses. The department must develop and implement an appropriate management development organisation and co-ordination strategy for level 8 to 12 managers. This should include appropriate administration regulations, guidelines, and an HRD information and reporting mechanism.	Organisation and coordination (refer to 4.2.2.1)
• The results reveal that needs analysis is an area of weakness in the GHD. An appropriate needs analysis strategy which involves senior managers, line managers, organisational development, human resource development specialists within the organisation and the participants must be implemented to ensure that management development in the GHD is needs based and appropriate.	Needs analysis (refer to 4.2.2.2)
• The study shows that there is some inconsistency in the GHD regarding nomination and selection of candidates into management development programmes. The GHD must develop and implement an appropriate nomination and selection strategy in keeping with the needs analysis mentioned above	Nominations and selection (refer to 4.2.2.3)
• The results reveal negative perceptions in the GHD arrangements to support learning and management development in the workplace. Appropriate measures must be implemented to support management development in the workplace.	Support learning in the Workplace (refer to 4.2.2.4)
• The literature reveals that the block system is educationally sound, and was perceived as such by the participants; however the contents of some of the blocks should be reviewed to support real life experiences. The participants should have more support in the workplace in order to facilitate concrete experience and reflection and thus application of learning.	Block system
• The results and literature control reveal that the contents of the programmes offered by the GHD are in keeping with needs and current thinking on	Contents of programmes (refer to 4.2.3.3)

Concluding Statements From Chapter 3	Concept Identified
management development and were perceived positively by the participants, they however need to be broadened in terms of the Gauteng Provincial Government's new performance management system evaluation criteria.	
• The results reveal that the course delivery methods used in the management development programmes were educationally sound and perceived positively by the participants. To ensure continual quality in this area the GHD must provide feedback to the providers on an ongoing basis.	Course delivery methods
• The results reveal that participants were satisfied with the facilitators and lecturers. They found them knowledgeable in their fields and the fact that some were teaching what they were actually involved with practically on a day to day basis in their work made an impact. The GHD must provide ongoing feedback to the providers to ensure ongoing quality in this area.	Facilitators and lecturers (refer to 4.2.3.4)
• The results revealed that the participants perceived themselves to more competent (knowledge, skills and attitude) as a direct result of the management development programmes/courses, some however experienced problem transferring (applying) that learning to the work environment.	Competence (Knowledge Skills and attitude) (refer to 4.2.4)
• While the participants perceived themselves more competent (knowledge, skills and attitude) and more confident as managers some felt that they had been unable to transfer (apply) the learning to the workplace. The Management development programmes in the GHD should be designed such that the participants have support while in the workplace to assist the participants to apply their newfound skills. (refer to 3.4.2)	Knowledge application (refer to 4.2.2.4)
• The individual interviews revealed positive perceptions of the programme/s as a result of course evaluation by providers. While this is a good practice by providers, the GHD must implement its own training evaluation strategy, which does not only assess the programmes at individual level, but also assess organisational impact. The current study is a good starting point, and will provide baseline data for future evaluation initiatives.	Monitoring and evaluation (refer to 4.2.5)

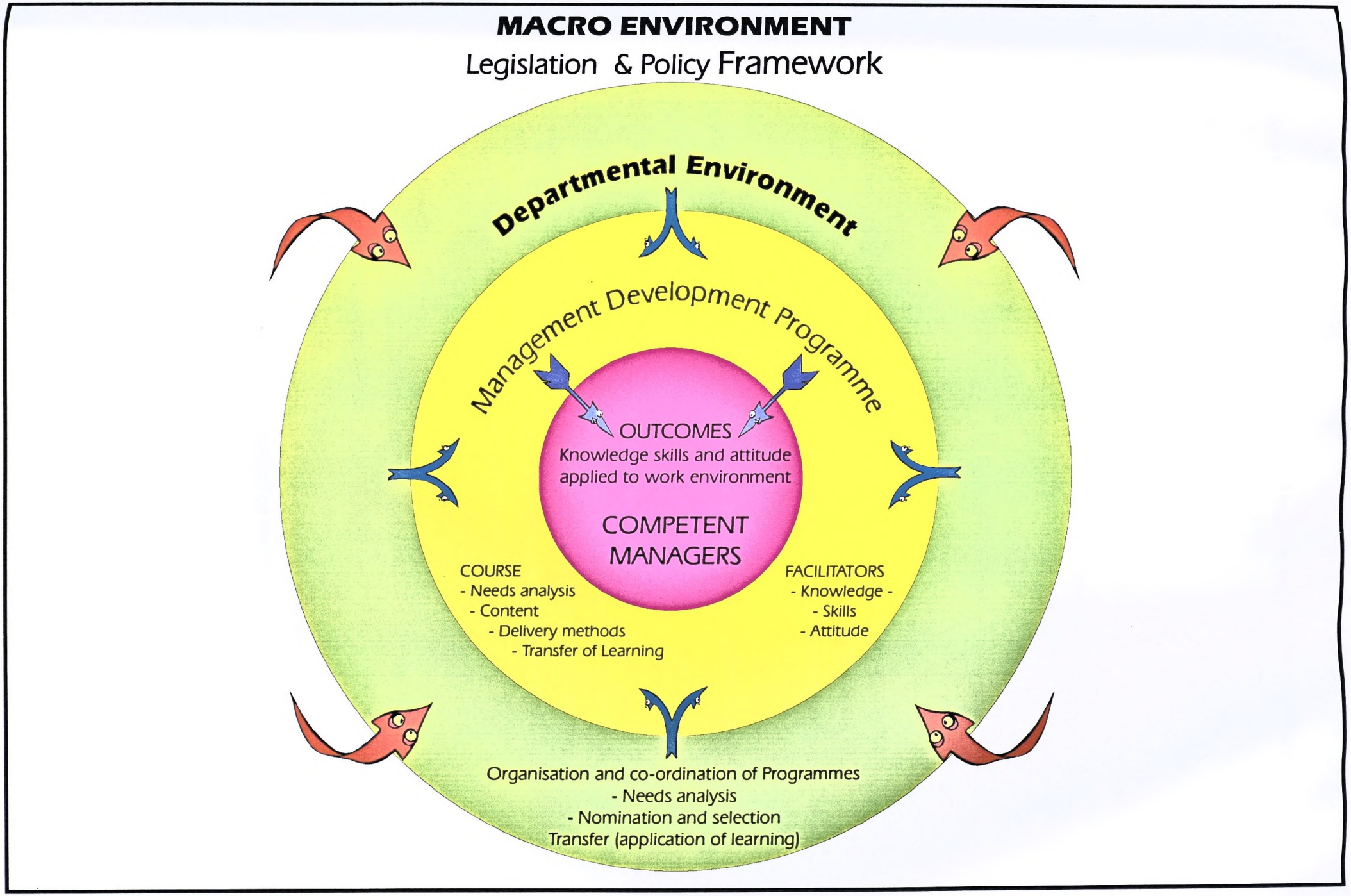


Figure 4.1: Conceptual Framework

Each of the identified concepts will be discussed based on an in-depth literature analysis.

4.2.1 Macro Environment

4.2.1.1 Policy and legislative framework

One of the most evil constructs of the Apartheid South Africa was its education system (Department of Labour, 2002). The system was fragmented and wasteful. It sought to keep black people in mental bondage, thus upholding white supremacy. The system of job reservation ensured that blacks were systematically excluded from management and other positions of power. One of the major challenges of the new South Africa was to build a unified, integrated and rationalized education and training system, which would redress the past injustices, while improving the economy through amongst others appropriate education and skills development of the South African people. The New South African government in its vision to redress these past injustices and build a new nation responded by introducing various new policies and laws.

The following policy and legislative framework impacts on management development in the SA:

- **The Skills Development Act (Act No. 97 of 1998)**

The main purpose of this act is to improve the skills and productivity of the South African people. The Act encourages employers to see the workplace as an active learning environment. It stipulates that training and development must be needs based. It also provides for the establishment of training committees.

To achieve this, the Act:

- Introduces a new institutional framework (a set of guidelines, rules and structures) to determine and implement the national sector and workplace skills development strategies.
- Ensures that more training and development programmes provide workers with qualifications which are recognized on the National Qualifications Framework (NQF).
- Provides for the establishment of learnerships.

- Establishes new ways to pay for skills development in the country through the levy/grant system and the National Skills Fund.
- Establishes the national skills authority and the Sectoral Education and Training Authorities (SETAs).

- **Skills Development Levies Act (Act No. 9 of 1999)**

The main purpose of this act is to create a mechanism of increasing investment on education and skills development by employers. Every employer since April 2001 is required to pay a skills development levy of 1% of his or her payroll. However government departments are exempt from paying the levy, they are required to contribute towards the administration of their SETAs by paying 10% of the 1% of their payroll to the relevant SETA.

- **The South African Qualifications Authority Act (Act No. 58 of 1995)**

The main functions of SAQA are to oversee the development and implementation of the National Qualifications Framework (NQF) by:

- Formulating policies and criteria for the registration of various bodies necessary for generating training and education standards or qualifications.
- Accreditation of the Education and Training Quality Assurers.
- Ensuring the registration, accreditation and assignment of functions to the above mentioned bodies, as well as registering of national standards and qualifications on the NQF.

The NQF brings together all qualifications in South Africa into one structure. It is a set of principles and guidelines by which records of learners achievements are registered to enable national recognition of acquired skills and knowledge thereby ensuring an integrated system that encourages lifelong learning.

The implication of this Act is that employers must see the workplace as an active learning environment. To ensure that that more and more of their education and training

programmes are outcomes based and provided by accredited providers to ensure portability of the programmes thus contributing to lifelong learning of their employees.

- **Implications of the afore mentioned legislation for the GHD**

- The GHD must appoint/designate a Skills Development Facilitators (SDF). Perusal of GHD shows that the GHD has designated an SDF.
- Workplace Skills Plan – Perusal of Departmental records show that a Work Skills Plan was last submitted in the year 2001.
- The GHD must budget 1% of personnel budget for human resource development The SDF must ensure the payment of the "administration fee" i.e. 10% of the 1% of the payroll to the SETA.
- Workplace Skills Report. The GHD is required to submit a Workplace Skills Report to the Health and Welfare Sectoral Education and Training Authority (HWSETA). Perusal of GHD records show that this has not been submitted to the HWSETA.
- The GHD must establish a training committee. Perusal of GHD records shows that this was established on the 20th March 2003.

- **Employment Equity Act (Act No. 55 0f 1998)**

The main purpose of this act is to redress past apartheid privilege for the white minority and achieve equality and fairness in the workplace by: Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by black people, women and people with disabilities in order to ensure their equitable representation in all occupational categories and levels in the workplace". The Act recognizes the importance of linking affirmative measures to the development of skills in order to redress past imbalances and improve productivity. It requires each employer to:

- Develop Employment Equity Policy.
- Designate/Appoint an Employment Equity Officer, whose sole responsibility is to oversee and ensure that Employment Equity in implemented within the organisation.
- Establish an Employment Equity Committee.

- Determine Employment Equity targets.
- Link the Employment Equity targets to skills development and career pathing with the organisation.
- Monitor and evaluate the implementation of the Employment Equity policy in the organisation.

- **Human Resource Development Strategy for the Public Service**

Human resource management is therefore, regarded as one of the strategic instruments of the transformation agenda for the Public Service". In pursuance of its vision for a dedicated, responsive and productive public service the South African government in its human resource development strategy has adopted "**Investors in People"** standard. This is an international standard, which sets a level of good practice for training and development of people to achieve business goals.

The Investors in People Standard is based on four key principles:

- **Commitment**

Commitment to invest in people to achieve business goals.

- **Planning**

Planning how skills, individuals and teams are to be developed to achieve these goals.

- **Action**

Taking action to develop and use necessary skills in a well defined and continuing programme directly tied to business objectives.

- **Evaluating**

Evaluating outcomes of training and development for individuals' progress towards goals, the value achieved and future needs.

According to Mabey (2002) organisations seeking accreditation by international/national standards tend to give priority to management development.

- **White Paper on Human Resource Management in the Public Service**

The vision is that human resource management in the Public Service will result in a "diverse, competent and well-managed workforce, capable of and committed to delivering high quality services to the people of South Africa". The following values underpin the new public service: fairness, equity, accessibility, transparency, accountability participation and professionalism.

These values imply that all actions and decisions must be objective, just and unbiased. Where there has been unfairness, corrective steps must be implemented to ensure that human resource management practices are free from unfair discrimination, invisible barriers and unjustness, which hamper equal employment opportunities. Accessibility in relation to employment, management and information must pervade all human resource management practices subject to the application of the Constitution and any other relevant legislation. All human resource management practices in the Public Service must be open, in keeping with democratic principles contained in the South African Constitution and subject to public scrutiny within reasonable limits. Each individual employee is held answerable for discharging his/her duties conscientiously with honour and integrity. Human resources must be managed consistently within the prescripts of the Labour Relations Act, 1995, on the basis of a co-operative relationship with organised labour. Individual employees must be consulted on all matters affecting their careers and working environment. Human resource management will be conducted competently in keeping with the moral values and standards as contained in the new Public Service Regulations - Code of Conduct. Behaviour towards the public, juniors, peers and seniors and human resource practices should reflect these values and standards (White Paper on Human Resource Management in the Public Service).

- **Batho Pele - White Paper on the transformation of the Public Service Delivery**

In its vision of transforming the public service the South African Government provided the Batho Pele White Paper as a policy framework and practical implementation strategy. The Batho Pele principles include, consultation of service users, development of high service standards, equal access to services, treat service users with courtesy and dignity, provide

service users with full and truthful information, an open and transparent public service, redress inadequate services, provide value for money.

Conclusion: The new policy and legislative framework provides a structure for the management development programmes and is inclusive of the Skills Development Act No. 97 of 1998, Skills Development Levies Act No. 9 of 1999, South African Qualifications Authority Act No. 58 of 1995, Employment Equity Act No. 55 of 1998, White Paper on Human Resource Development in the Public Service and the Paper on Human Resource Management in the Public Service.

4.2.2 GHD Environment

The results of the study revealed dissatisfaction with the GHD arrangements in relation to management development programmes. The following areas in particular need improvement: the organisation and co-ordination of management development programmes, training need analysis nomination and selection and arrangements to ensure transfer (implementation) of learning.

4.2.2.1 Organisation and coordination of the management development programmes

As previously indicated, management development in the GHD is organized on an external training model i.e. courses/training programmes are purchased from external providers. According to Jones and Woodcock (1985) some of the advantages of the external training model include: it increases the sensitivity to events outside the organization; promotes the development of staff in ways that might be too threatening if the training was conducted internally, promotes the "import' of new ideas and skills into the organization. The disadvantages include: training may not be directly relevant to the particular situation and/or problems faced by the organization; the programmes are often expensive in terms of time and money; they sometimes create barriers within the organization; the programmes may be fashionable rather than usable and often difficult to apply within the organization. The latter has also been revealed in this study. On the other hand while internal training centers provide maximum control over the training, according to Digham (in Jones and Woodcock, 1985) they have their own drawbacks; they are costly in terms of infrastructure and staffing and have to be used frequently to be cost effective.

The foregoing indicates the needs for a management development model that combines the best of these approaches in the GHD, while answering to the broader needs of a rapidly changing management environment in the public health sector. The South African Government in its Human Resource Development Strategy for the Public Service encourages the formation of partnerships with training providers as one of the strategies for strengthening training in the public sector and it further cautions against the inappropriate training, which is provided, by many in-house or external providers.

In 1998 the University of North Carolina-Chapel Hill launched the management development programme for public health managers viz.: the Management Academy for Public Health (MAPH). The programme specifications from the funders included (Porter, Johnson, Upshaw, Orton, Deal & Umble, 2002):

- A partnership between a business school, and a school of public health to train 600 public health managers over a period of three years.
- Evaluate the effectiveness of that training in improving the skills of individual managers and organizational effectiveness.

The programme launch was preceded by a comprehensive need analysis within the public health organizations. The programme was designed according to four basic principles:

- Recruit teams of managers rather than individuals to maximize organizational impact.
- Teams to apply their skills through an action learning project.
- Managers to develop professional networks.
- The programme to be evaluated extensively.

Training coordination is an administrative function and should be afforded sufficient time, resources and effort to be effective. Perusal of GHD records indicates that most of the institutions in GHD leave this function to be done on an ad hoc basis by personnel officers in their personnel sections, who are sometimes already be overburdened by their other functions. The effect of this has been poor co-ordination training and development in the GHD.

Conclusion: The partnership approach to management development offers a prudent alternate to a purely external training model. It capitalizes on the best while minimizing the disadvantages of a purely external model. The approach ensures closer ties between the providers and the client organization ensuring that development programmes are relevant and needs based. It minimises the inefficiencies caused by lengthy procurement procedures undertaken annually. A partnership improves the coordination by reducing the number of providers and fosters continuity.

Conclusion: Training coordination is an administrative function and should be afforded sufficient time and resources to be effective.

4.2.2.2 Training needs analysis

According to Noe (1994) a training needs analysis should reveal the necessity of training over other human resource interventions like job redesign, selection and recruitment. Further more he identifies several factors which create or worsen the need for training including: new legislation, lack of basic skills, poor performance, new technology, customer requests and complaints, new products/services, higher performance requirements and new jobs. According to him the process of need analysis should focus on three broad areas including organizational analysis, task analysis and person analysis. Organisational analysis involves determining training needs in relation to the organisational strategy, available resources, and support by managers and peers. Task analysis involves identifying the knowledge, skills and attitude to be emphasized during training while person analysis determines whether performance deficiencies result from competency gaps, motivation or work-design and identifies who needs training and determines the employee's readiness to learn.

The current policy and legislative framework governing human resource and skills development including the Skills Development Act, Human Resource Development Strategy for the Public Service amongst others require that, all human resource development including training interventions, be needs based (demand led). The Human Resource Development Strategy for the Public Service further requires training to be linked to organizational strategic goals and objectives.

Conclusion: Training needs analysis is part of an integrated training strategy. It should involve senior managers, line managers, organisational development, human resource development specialists with in the organisation and the participants.

4.2.2.3 Nomination and selection

Nomination and selection involves choosing participants and allocating them into programmes at specific times. This process is closely linked to the training needs analysis. In this study some participants verbalised a need to increase the number of people sent on the programme per institution in order to build critical mass and increase like-mindedness in the institution thereby improving the transfer of learning and organisational impact.

This approach was used by the University of North Carolina-Chapel Hill's MAPH, where teams of three to six managers from the same department were selected in order to increase organisational impact.

Conclusion: A nomination and selection procedure is an important aspect of an integrated training strategy. It should be linked to training needs analysis and select teams rather than individuals from the same workplace in order to increase like-mindedness and thus organisational impact.

4.2.2.4 Support learning in the workplace

Noe (1994), identifies the following obstacles in the work environment which may interfere with transfer of learning: work related factors like lack of time, budget, inappropriate equipment, few opportunities to use the skill; lack of peer and management support. Thus the following will encourage transfer of learning managers/supervisor's and peer support, appropriate technology, a climate which allows risk taking and encourages the use of newly acquired competencies. He asserts that learners many need self-management skills in order to overcome the various obstacles in the work environment. This involves: determining the degree of support and negative consequences for using the new skills; setting goals for using new skills, applying learned skills to the job; monitoring use of new skills; self-reinforcement.

This study has shown that the programme design was educationally sound and perceived positively by the learners. Further more the learners perceived their own nomination into the programmes positively, which reflects motivation and readiness to learn. However many of the participants experienced the work environment as unsupportive and intolerant of "implementation" (transfer of learning). This study demonstrated that transfer of learning is a problem with the management development programmes offered by the GHD to its employees.

The SAQA suggests continuous support, mentoring, coaching and assessment in the workplace in relation to outcomes-based learning (SAQA, 2000).

The San Diego's mentor programme (Barry & Kaneko, 2002) provides a practical approach to this very important and often neglected area. The programme aimed to provide job-embedded training for school principals. The Programme achieved this goal by providing each principal with the opportunity to work closely with a mentor. The role of the mentor was to collaborate and assist the principal in analysing and developing the teaching programme, to improve the instruction techniques in the school and therefore the achievement of the school children. This included walk-throughs, intra-district visitations and teacher pairings. **The walk-throughs** involved going into the classroom during lessons and observing the class, with debriefing and feedback session thereafter. **Intra-district visitation** provided the principal and teacher with an opportunity to visit and learn exemplary practices and skills of other principals and teachers at other schools in the district. **Teacher pairing** is about pairing one teacher or principal with another in order to afford him/her the opportunity to learn from the exemplary practices of another teacher. The mentors were appointed on a full-time basis.

The approach of full-time mentors is not new to the nursing fraternity many hospitals until recently had well established clinical teaching departments, with full time clinical teachers. Lessons for management development mentorship programmes can be drawn from these approaches.

According to Mc Gill and Beaty (2001) action leaning provides a way of working and learning in organisations. This according to them is particularly important in the current times of change where existing organisational wisdom is challenged because of new

developments, which render the old ways obsolete. Action learning is a continuous process of learning and reflection with support from colleagues with the intention of getting things done. Members of the action learning set (group) meet periodically to discuss experiences based on real life issues and problems or project, with the view of learning from the combined group intelligence. The learning comes from doing, experiencing and reflecting, To function this must be voluntary membership and must continue for a set period. Being in-house action learning develops competencies, which are relevant to the organisation. This organizationally embedded learning cannot be imitated by competitors, thus has the potential of retaining skills within the organisation.

Conclusion: In order to be effective providers of management development programmes and client organisations must ensure appropriate strategies to promote and support learning in the workplace.

4.2.3 Management Development Programmes

This section on management development programmes looks at the structure, programme delivery methods, contents, facilitators and competence achieved as a result of the programme and evaluation.

4.2.3.1 Structure of the programmes

The management development programmes on GHD are organised on a block release system.

This system is based on the assumptions of various theoretical orientations including the humanist and social learning approaches. For example, humanists believe that learning requires action, practice and reflection by the learner to occur; and problem solving contributes to learning. Time in the life situation between blocks allows the participants opportunities to practice, to act, to solve real life problems, which promote learning. This approach is well represented in the Kolb and Fry learning theory (Open University, 1994).

The assumption from the social learning orientation is that people learn by interacting with others. The block release programme allows the participants' time in the natural setting to see how it is done and interact with others.

The foregoing shows that the system is educationally sound. The researcher believes that one of the greatest advantages of this approcah for service organisations like the GHD is that it does not deplete the services of much needed staff for extended periods of time and if well managed the system can benefit the organisation by importing new fresh ideas.

Conclusion: The modular approach based on a block release structure for management development programmes is educationally sound and suitable for service organisation

4.2.3.2 Programme delivery methods

Merriam and Cafarella (1991) assert that many learning theories arise out of four main orientations to learning viz.: Behaviorist, Cognitivist, Humanists and Social Learning. They state that each of these orientations offers a different view of the learning in terms of process, locus of learning, purpose of education, the educator's role and manifestation of learning.

- The behaviorists see learning as a change in behavior, which occurs, as a result of external stimuli. According to this the purpose of education is behaviour change. The role of the educator is to create an environment aimed at eliciting desired responses. Most educators/educationists are familiar with B Watson 's assertion that he could virtually take any infant and provide the kind of experiences that would enable him/her to grow into what ever kind of adult – lawyer, mechanic criminal.
- Cognitivists advance the notion that the whole person is more than and different from the sum total of his part, thus they see learning as a complex cognitive knowledge process involving the whole personality than merely stimulus and response. According to this theory, learning is seen as occurring through a process of assimilation, integration and a perception of the whole picture. Learning is seen as a complex mental process rather than just a response to

external stimuli. Its purpose is to develop capacity and skills to learn better. The role of the educator is to structure the learning in such a manner as to encourage questioning and cognitive development.

- Humanists believe that learning is a personal act by a unique individual aimed at fulfilling potential, the purpose being to become self-actualised. The humanists see the individual as a sensitive and inquisitive being whose emotional experiences and other unique attributes must be considered. Thus education must be geared to the needs of the person. According to this thinking the learners and the facilitator are unique individuals in a complex interactive process. Learning can only be meaningful if it is experiential and initiated by the learner. This approach states that the learner must be free to learn rather than been forced to learn. The role of the educator is to fulfill the whole person. Humanists believe in self–directed learning. One of the better-known proponents of this view is Carl Rogers (Merriam & Cafarella, 1991). According to Carl Rogers "there can be no learning without action". The Kolb and Fry learning theory, which was outlined as a basic assumption of this study (refer to 1.5.2) is based on the humanistic orientation.
- Social learning proponents posit that learning occurs as result of social interaction with and observation of others. The purpose of education is to model new roles and behaviour. The role of the educator is to model and guide new roles and behaviour.

Merriam and Carafella (1991) further state that the value of learning theories is: they provide us with the vocabulary and conceptual framework for understanding the examples of learning that we observe, and guide us where to look for solutions to everyday problems.

Conclusion: To be successful management development programme delivery methods must assist the participants in applying learning to the work environment.

4.2.3.3 Contents of the programmes

The content of management development programmes is often based on a competency model (Mabey, 2002). According to Mabey (2002) a competency approach to management development can sometimes often cloud out the other important aspects of management work e.g. social, moral, political and ideological dimensions. However according to the Human resource development strategy for the public service (Department of Public Service Administration, 2002) the competency model provides a practical starting point and the ease of evaluation in competency models makes them an attractive option for human resource development.

Jones and Woodcock's (1985) management competency model organises minimum management competencies into four concentric circles viz.: self-management, managing subordinates, managing organisational interfaces and managing external relations.

- **Self management**

According to them self-management is the core of management effectiveness. It requires the manager to be well integrated with a high degree of self knowledge, with a clearly thought-out rationale for why he/she behaves in a certain way, to take responsibility for his/her health and be resourceful in managing his/her time, stress personal finances and career. They identify five main skill areas in this category viz.: ability to communicate effectively, goal setting, decision making, problem solving and conflict management

- **Managing subordinates**

The second circle in their model relates to skills required to provide leadership to the sub-ordinates, building and developing them, managing their performance and nurturing them.

- **Managing organisational interfaces**

The third circle involves working effectively on the interchange between the unit and others this involves managing organisational behavior. This means knowing how to work within the system both to improve and use it to attain organisational goals, managing change, and project management and conducting effective meetings.

- **Managing external relations**

The final level of management competency in their model is managing external relations. This involves managing public relations, managing customer/client supplier relations and recruitment and selection

The MAPH of the University of North Carolina-Chapel Hill curriculum includes principles of management, strategic management, human resources, financial management, civic entrepreneurship, marketing, project management, computer skills (excel on line), quality improvement, business communication, health law, informatics, partnerships and negotiations (Porter, Johnson, Upshaw, Orton, Deal & Umble, 2002). This curriculum while similar to that of the management development programmes offered by the GHD, it is more comprehensive as it includes computer skills, civic entrepreneurship, business communication and health law. Their health law programme includes translating legal mandates into programmes.

The researcher contends that the additional competencies addressed by the MAPH curriculum would be relevant for the GHD management development programme, and would assist the participants in acquiring competencies as required by the new performance management system.

Conclusion: In a competency model the contents of management development programmes depend on the management competency framework and are informed by training needs analysis.

4.2.3.4 Facilitators

As previously alluded to, the Kolb and Fry learning theory, which was stated as a basic assumption in this study, is rooted in the humanistic orientation. In the humanistic and social learning approaches the following principles are accepted as key to the learning process (Mc Gill & Beaty, 2001); Only the learner can learn, there can be no learning without action, Learning needs to be learner centered, focusing on the total development of the person rather than just competencies, with the educator been merely a facilitator of learning.

Klopper (2001) refers to the facilitator as the learning accompanist. According to her the main role of the learning accompanist is the creation of the context conducive to learning. She emphasizes that learning is the responsibility of the learner, "good teaching " does not necessarily result in learning, because the learner is not a passive recipient of knowledge, *skills and attitude* (italics mine), but rather a constructor of own knowledge, *skills and attitude* (italics mine) dependent on critical thinking and existing thinking patterns. Klopper (2001) outlines six principles, which the learning accompanist should consider in creating a context conducive to learning as pointed by Ramsden (in Klopper, 2001) as follows: creating interest by providing full explanation on the importance and relevance of the subject matter; demonstrating care and respect for the learners creates a positive atmosphere which is conducive to learning, appropriate evaluation and feedback provides guidance and encourages learning; clear aims and intellectual challenge are important for learning as they remove any confusion and ambiguity; independence of the learner, and control over and active involvement fosters learning; and understanding the learning of the learners, employing appropriate strategies to support and improve this continually

In this study the facilitators applied sound educational principles and were perceived positively by the learners; however, many of the learners experienced difficulty in applying the learning to the work situation. Participants complained about excessive workloads, insufficient support with projects. Thus it might be prudent for the facilitators to review their facilitation techniques and look at ways of ensuring transfer of learning in the workplace.

Conclusion: In a competency-based training/education model the facilitator should create a context conducive to learning to ensure application of learning in the workplace

4.2.4 Competence

Competence implies ability/behaviour to do something according to set standard and implies appropriate knowledge, skills and attitude (KAS). According to Bruce (2003) the fourth conceptual tenet of competence in addition to knowledge, skills and attitude is critical thinking. Thus competence is more than just accumulation of bits and pieces of information. The Bateson's description of learning captures distinctions that are crucial for

the humanistic orientation, as it moves away from learning being a mere gaining of bits and pieces of knowledge, memorizing to higher level of learning (in Mc Gill & Beaty, 2001) viz.:

- Level 0: Learning integrated into behavior
- Level I: Learning transferred (applied) from one situation to another
- Level II: Learning provides the conceptual frames which we use to describe the world to ourselves
- Level III: Learning involves the ability to step outside of our worldview and gain control over our habitual way of seeing the world.

The SAQA, the Skills Development Act and other laws which govern education training and development in South Africa, also support the notion of experiential learning (refer to 4.2.1). It is precisely because of this view that employers are encouraged to see the work environment as an active learning environment and education and training providers are required to recognise prior learning if the individual proves competence through a formal assessment process based on a portfolio of evidence, observation and other assessment techniques.

Thus the fact that in this study participants claimed improved knowledge, skills and attitude yet many reported failure in applying their new found learning raises questions on the relevance of the learning. Jones and Woodcock (1985) have identified this as an age-old problem regarding the use of external providers. When the competency-based training model is used it is important that learning is applied to the workplace for it be described as successful. Bruce (2003) supports this notion in her assertion that a structured practicum (practical learning programme) is integral to a competency based education (training) model. She further states that assessment of competence is integral to the competency based education/training model.

Conclusion: In a competency based training/education model, learning is reflected through improved competence in the workplace, which is demonstrated through assessments.

4.2.5 Monitoring and Evaluation

According to Mc Beath (1990) training effectiveness is not easy to measure; often subjective judgments are used to measure training. He further states that efforts to measure training often leads to evaluations of trainees' reactions, learning, changes in behavior after training and changes in organisational behavior. This study used the Kirkpatrick model and looked only at the first two levels of this model because of the scope of a research report (the reader is referred to the 1.5.2). Limited though this is, it must be seen as a step in the right direction as it provides some baseline information for the future.

Porter et al. (2002) suggest evaluation methods aimed at measuring individual change like skills inventory, the individual development plan and surveys; measures aimed at assessing organisational impact like organisational audits. Skills inventories (audits) involve participants rating their skills level for major skills taught in the programme. Participants may be asked to provide rating of their skills levels before and after the programmes. According to them a retrospective pre-test/post-test is sometimes more valid because the participants have a more realistic view of what the skill entails. They assert that sometimes ignorance of what the skill entails may cause participants to overrate themselves if a pre-test is done before the programme. They further suggest that individual development plans may be used in surveys where learners describe whether they had completed the learning activities, which they planned to achieve their goals. They also suggest collection of qualitative data e.g. through interviews, open-ended surveys to assess the quality of the programme and advocate the use of organizational audits to measure the programme impact at organisational level.

Christian-Carter (2002) provides a list of tools that can be used to measure organisational effectiveness, including Steel's list of questions for assessing organisational effectiveness viz. what is the attitude to change, what is the degree of trust in management's view of the workforce, How much management information is communicated, how visible and accessible is management, How frequently are people recognised and awarded, is customer service actively monitored and evaluated

Conclusion: Effective monitoring and evaluation is an important aspect of any education, training and development programme. A management development

programme must ensure an appropriate monitoring and evaluation strategy. Such a strategy should include qualitative and quantitative studies, which go beyond just measuring participants' reactions and learning and begin to measure organisational impact and return on investment in quantifiable terms.

4.3 GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF MANAGEMENT DEVELOPMENT PROGRAMMES IN THE GHD

4.3.1 Introduction

One of the major challenges facing organisations in the world today is change. Organisations find themselves in very fluid environments (Mc Gill & Beaty, 2001)). The old adage " this is how we do thing here" does not work any more. Organisations have to find new ways of doing things. This is particularly true of the public sector in SA. Following the ousting of the Apartheid Government in SA, the transformation process has brought with it various new laws and changes. Elders in the public sector organisations cannot provide much needed organisational wisdom, guidance and mentorship to new and often younger staff. New ways of doing things have to be found; thus learning is a voyage of discovery which must link action in the workplace with reflection.

The Human Resource Development Strategy for the Public Service (Department of Public Service Administration, 2002) identifies the following problems to be addressed in relation to education, training and development of staff in the public service: fragmented and uncoordinated approach to education, training and development in the public service; lack of strategic, needs-based, outcomes -based and competency-based approach to training and development; inappropriate nature of training, education and development interventions, which is provided by many in-house or external providers, poor alignment between the newly created structures involved with training, education and development viz. the Sectoral Education and Training Authorities, SAQA, and public sector organisations; loss of skilled staff to the public sector and other countries, the negative effect of the HIV/AIDS pandemic on HRD planning, HRD practitioners clinging to old and outdated ways of doing things, current skills in the public sector are not in keeping with global requirements, inadequate level of investment in training, public sector organisations still do

not see training, education and development as priorities in comparison to issues of service delivery.

The following guidelines aim to address the perceptions identified through the study, build on the positive aspects and address some of the general challenges outlined by the human resource development strategy. Inductive and deductive reasoning is used in developing the guidelines. The conclusions reached after the literature analysis are used as a basis to develop the guidelines and strategies are suggested for the implementation of the guidelines.

4.3.1.1 Macro-environment

- **Policy and legislative framework**

The new policy and legislative framework provides a structure for the management development programmes and is inclusive of the Skills Development Act No. 97 of 1998, Skills Development Levies Act No. 9 of 1999, South African Qualifications Authority Act No. 58 of 1995, Employment Equity Act No. 55 of 1998, White Paper on Human Resource Development in the Public Service and the White Paper on Human Resource Management in the Public Service. The GHD must find appropriate strategies to align HRD to the Policy and legislative Framework:

Guideline 1
Align management development in the GHD to the new policy and legislative framework

Implementation strategies

(a) Adopt the Investors in People standard. This is a requirement in terms of the HRD Strategy for the Public Service.

(b) **Employment equity targets for the GHD developed and communicated to all managers** and these to be built into management development selection criteria. This is legislative requirement.

(c) **Appointment/designation "Assistant Skills Development Facilitators".** While the GHD is committed to human resource development, and has designated a Skills Development Facilitator (SDF) and included a SDF post in its new organogram. Some of the activities, which are required to align the

human resource development to the macro environment, have not been implemented e.g. workplace skills plan and reports were not compiled and submitted to the relevant Health and Welfare Sectoral Education and Training Authority (HWSETA) since 2001. The researcher believes that the size of the GHD as an employer necessitates **a network of "SDFs" rather than just one SDF**. It is recommended that each institution and regional office in the GHD designate an **"Assistant Skills Development Facilitator".** This should be a senior person in the institution/office who can liaise with managers, trade unions and various interest groups in the institution like medical, paramedical, nursing, administrative and support staff. The ASDF must undergo Education Training and Development Practitioners and the Skills Development Facilitator's Courses. This will ensure that the necessary processes are implemented timeously.

(d) **Training committees** must be established at the various institutions, regional offices and central office. These must serve as consultative forums on training matters, and monitor and evaluate training.

4.3.2 GHD Environment

4.3.2.1 Organisation and co-ordination of the management development programmes

The partnership approach to management development offers a prudent alternate to a purely external training model. It capitalizes on the best while minimizing the disadvantages of a purely external model. The approach ensures closer ties between the providers and the client organization ensuring that development programmes are relevant and needs based. It minimises the inefficiencies caused by lengthy procurement procedures undertaken annually. A partnership improves the coordination by reducing the number of providers and fosters continuity.

Guideline 2
Adopt a 5 to 6 year partnership approach to management development in the GHD

Implementation strategy

Currently GHD outsources management development to several providers, which makes co-ordination and quality assurance difficult. It is recommended the Gauteng Health Department move away from this approach and enter into a tripartite partnership with a public health management development institution and a business school to develop and implement a Gauteng Health Department Management Development Programme (GHD MDP) which answers to its needs, on similar lines as the MAPH programme which is offered by the University of North Carolina-Chapel Hill (refer to 4.2.21). The programme must train a stated number of health managers over a stated period of four to five years.

- Such a partnership will ensure closer ties between the management development and management practice in the GHD.
- It will ensure that the management development programme is relevant and answers to the needs of GHD, while leaving the actual delivery to the experts.
- It will remove the inefficiencies in coordination and time pressures created by the use of several providers and lengthy procurement procedure (refer to Figure 4.2):

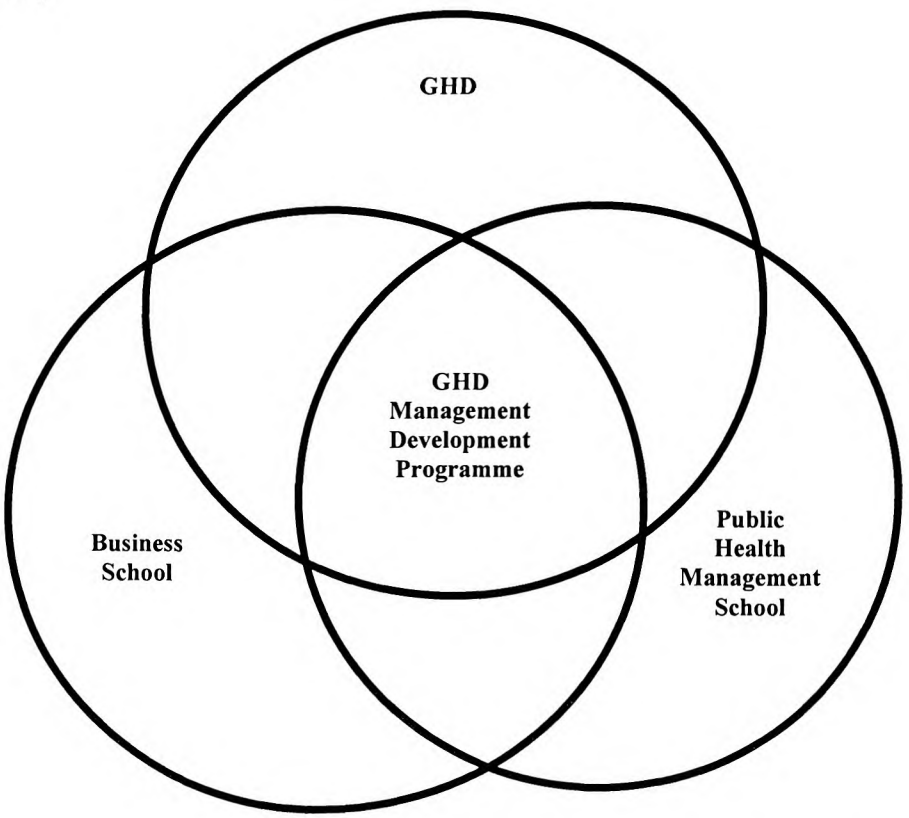


Figure 4.2: The GHD Management Development Programme Partnership

In such a partnership, the GHD while ensuring the internal co-ordination of the programme could also be charged with the provision of certain aspects of the programmes like:

- **Certain aspect of the orientation and induction of new managers**

The Gauteng Shared Services Center (GSSC) plans to provide generic induction programmes for all Gauteng Provincial Government employees (unpublished documents from the GSSC). However a more specific orientation and induction programme for new managers should be mounted internally. This should be linked to the appropriate modules in the GHD MD. The Business School and School of Public Health Management Development School should be charged with the provision of the agreed upon modules according to their respective areas of expertise.

- **Certain aspects in relation to transfer of learning**

e.g. creating the climate and opportunities for transfer of learning (implementation)

- Providing guidelines for managers to support learning
- Managing the mentorship and action learning programme on behalf on the partnership

Guideline 3
Dedicate adequate resources to training coordination

The following co-ordination strategy is recommended:

- Each institution and regional office to have a training co-ordinator, whose sole function is training co-ordination. This person must have strong administrative skills and does not need a training/education qualification.
- A management development policy and administrative guidelines developed and implemented.
- A training administrative and information system to be developed and implemented. The system must be linked to a database e.g. the personnel salary Administration system and updated monthly. The database must provide information regarding all the employees of the GHD in terms of name, persal number, gender, occupation, date of appointment, salary level, age qualifications and other demographic data. The system must have the following modules:

- **Phase 1**
- Nomination and selection module which captures all nominees;
- Course attendance module which captures all people who turn up for training, and
- Course evaluation which captures and analyses initial participant's reactions to courses and
- Track training costs and expenditure
- The system must automatically generate certain letters and reports, e.g. course confirmation letters to participants
- **Phase 2**
- Need analysis module – Linked to job profile and performance management.

4.3.2.2 Training needs analysis

Training needs analysis is part of an integrated training strategy. It should involve senior managers, line managers, organisational development, human resource development specialists within the organisation and the participants.

Guideline 4
Adopt needs analysis strategy which links individual development plans, organisational strategic objectives and sector skills plans

Implementation strategy

This study revealed negative perceptions regarding the analysis of training needs in the GHD. The literature indicates that identification and assessment of training needs is the first step in meeting them. The following needs analysis strategy is suggested to ensure that the GHD Junior and middle management development programme is needs based, aligned to the GHD strategic plans and engenders supervisor and peer support.

- **Gauteng Provincial Government**

The new Performance Management System requires employees to draw up individual development plans. In order to do this the individuals should compare their current skills and competencies to the core management competencies for managers and supervisors (level 8 to 12) as indicated in the Performance Management System and their specific job

related competencies as agreed upon with their supervisors. The Department of Public Service Administration Performance Management system identifies the following core management competencies for managers and supervisors (level 8 to 12): locating work within the public service context, delivering and monitoring customer service, managing own performance, contributing to problem solving in a work group, participating in and adapting to change in the workplace, communicating in the workplace, maintaining physical and electronic information records, use computers and workplace equipment to achieve work objectives. The specific job related competencies and targets (indicators) related to operational plans, which in turn are aligned to the strategic plans of the Department. The skills gaps must be balanced against these and the career management needs. The individual development plans are then developed and submitted to the "ASDF" via the supervisor at the institution for inclusion in the Institutional Workplace Skills Plan (IWSP).

- **Institutional workplace skills plans**

The ASDF at each institution or workplace then consolidates the individual skills plans for all categories including supervisors and managers (Level 8 to 12) and determines priorities in relation to employment equity targets in consultation with the training committee, and compiles an Institutional Workplace Skills Plan (IWSP). In order to ensure standardisation, all institutions must use the format, which has been issued by the Health and Welfare Sectoral Education and Training Authority.

- **GHD workplace skills plan**

The institutional ASDFs submit their Institutional Workplace Skills Plans to the Regional Office. The Regional Skills Development Facilitator balances these against employment equity targets in consultation with the Regional Training Committee and consolidates them into the Regional Workplace Skills Plan. The three Regional Skills Development Facilitators then submit their Regional Workplace Skills Plans to the provincial SDF at the Central Office, who then consolidates these into the GHD workplace skills plan in consultation with the Provincial Training Committee. This is then aligned to the Sectors Skills Plan and employment equity targets and submitted to the HWSETA.

The provincial SDF communicates the GHD Workplace Skills Plan to relevant partners in the GHD Management Development Programme Partnership.

The needs analysis procedure is illustrated in the following diagram (refer to Figure 4.3):

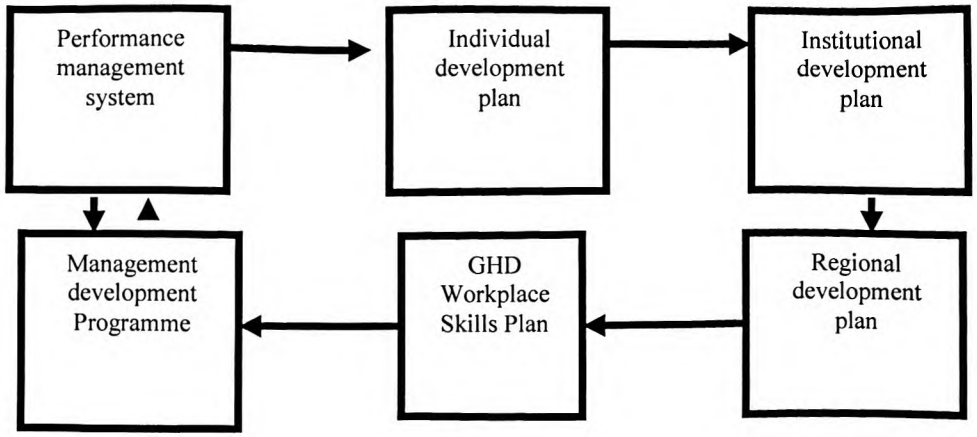


Figure 4.3: GHD Needs Analysis Model

4.3.2.3 Nomination and selection

A nomination and selection procedure is an important aspect of an integrated training strategy. It should be linked to training needs analysis and select teams rather than individuals from the same workplace in order to increase like-mindedness and thus organisational impact.

Guideline 5

Adopt a nomination and selection strategy which is linked to the training needs analysis and select teams rather than individual managers to increase organisational impact

Implementation Strategy

Nomination and selection must be linked to training needs. Teams of managers must be selected and nominated into the programmes. When training invitations are received by the institution from the Central Office the training coordinator must liaise with the ASDF at the institution regarding the nomination and selection of candidates. The ASDF undertakes the selection and nomination of candidates and teams based on the institutional Workplace Skills Plan with the selection committee (this may be the training committee). Once the candidates have been selected the training coordinators send the list of nominees to the regional office. The training coordinator sends a consolidated list to the Central Office and

this in turn is sent to the relevant person in the GHD Management Development Programme. In order to ensure learner commitment the learner must sign a contract. The nomination and selection procedure is illustrated in the following diagram (refer to Figure 4.4):

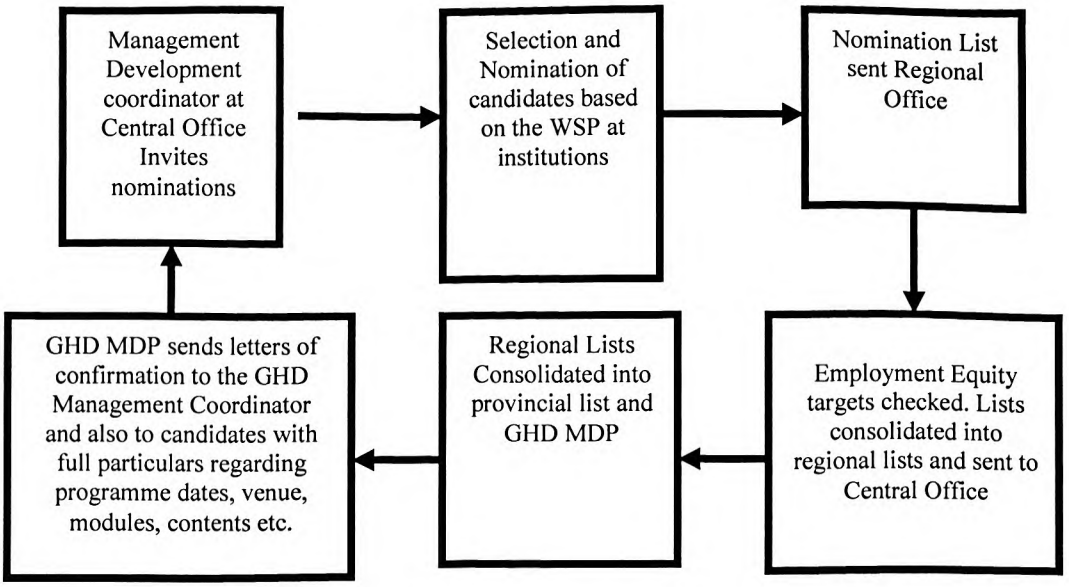


Figure 4.4: Nominations and Selection of Candidates

4.3.2.4 Support learning the workplace

In order to be effective providers of management development programmes and client organisations must ensure appropriate strategies to promote and support leaning in the workplace.

Guideline 6
Promote and support learning in the workplace

Implementation strategy

The participants perceived the GHD arrangements aimed at supporting learning while on the management development programmes negatively. It is essential that the following be implemented in order to support learning in the workplace thus improve transfer (application) of learning:

- **Ensuring transfer of learning**

- **Mentorship program**

The GHD must compile a list of people who are willing to function as mentors over and above their normal duties. Each participant who is nominated to attend the GHD Management Development Programme must be linked with a mentor/twin of their choice, who will support and guide the participants in applying new competencies to the work environment (refer above). A mentor is normally someone more senior than the participant is. Preferably this should be someone who has demonstrated management success. The GHD MDP must assist in managing the process by providing training/briefing for mentors. The GHD MDH should develop an appropriate mentorship programme based on the following principles: each participant to be coupled with a mentor, participants must further be afforded the opportunity to learn from exemplary practice through:

- **Adjusting the participants workload while on the programmes**

Learners must be supported while on the programmes to ensure learning.
Mentors must ensure that their mentees' projects/assignment are work related and discussed with the supervisor/managers so that these are integrated into the normal work of the individual. The individual's workload must be adjusted accordingly. Thus the individual, mentor and supervisor must discuss the topics to see how they can be integrated into the work of the participant. **For example, this current study was integrated into the work of the researcher. It has contributed to a formal qualification, while contributing to the solution of a real life problem.**

- **Intra-provincial visitations**

Individual participants must be allowed to visit and learn from exemplary practices of other managers in the province.

- **Secondments and job-rotation**

It is important that attendees of management development programmes be afforded the opportunity to be seconded or rotated to other job areas to learn new skills or see how certain competencies are applied in the work environment on request. With the establishment of the new private wings in institutions some managers may benefit from secondments to private institutions for short spells of time. Management and unions must agree upon the mechanisms.

- **Coaching**

Every manager/supervisor must be charged with the coaching of his/her subordinates including the participants of the programme, this must be linked to the performance management of the individual.

- **Action learning**

Course participants must be encouraged to form learning sets not only with colleagues on the programmes but with anyone one else who is interested and can contribute to the set. Anyone can be a member of the learning set. The only condition is that real life issues/problems/projects are discussed, experiences shared. The members benefit from the sharing and reflection with colleagues.

The partners must agree on appropriate strategies to ensure transfer of learning. Roles of the various partners agreed upon. For example, the programmes could provide briefing session for mentors and action learning sets. Could implement follow-up meetings to identify problems regarding transfer of learning.

4.3.3 The GHD Management Development Programme

4.3.3.1 Programme structure

A modular approach, based on a block release structure for management development programmes is educationally sound and suitable for service organisation

Guideline 7
Ensure a modular approach based on a block release programme for all management development in the GHD.

Guideline 8
Ensure pre-course assessments and recognition of prior learning to avoid duplication and provide multiple entry and exit points into management development programme in the GHD

Implementation strategy

The GHD is currently offering formal management development programmes and a plethora of short courses to address skills shortages; this makes quality control and co-ordination very difficult. It is recommended the proposed GHD MDP should offer stand-alone modules on a block system. In keeping with the principle of life long learning, the modules should to provide credits towards formal qualifications. The basic modules must answer to the needs of new or potential managers who may not yet posses any management qualifications and lead to basic management qualifications. Furthermore, if a manager feels the need to hone in on a particular competency she/he should have the option of undertaking just that specific module and not have to complete the whole programme. The more advanced modules should prepare junior managers for career pathing and answer to needs of long time and middle managers who already possess basic management qualifications and skills; these in turn should contribute or provide credits towards higher management qualifications. Where they already posses competence they must have the option to request recognition of prior learning based on a portfolio of evidence and/or other assessment techniques. This implies an intensive process of needs analysis and participant assessment (ref above for needs analysis). The foregoing is illustrated in the following diagram (refer to Figure 4.5)

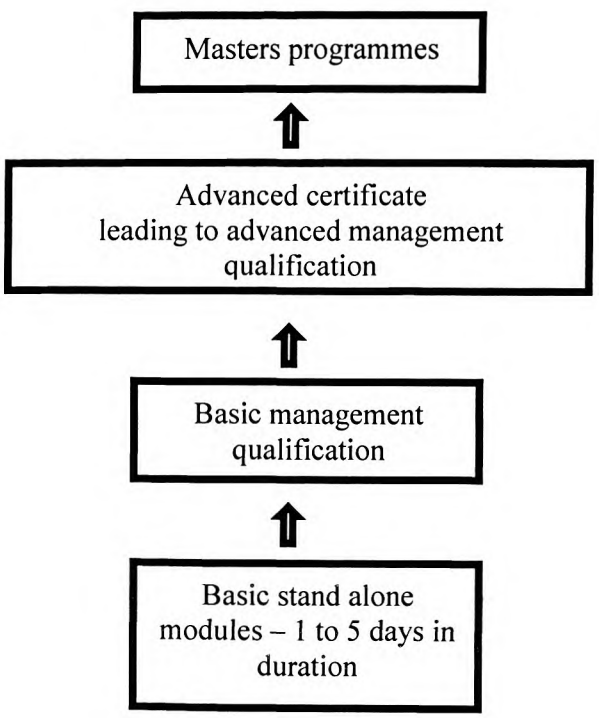


Figure 4.5: GHD MDP Programme Design

- **Pre-course assessment of participants**

In addition to the proposed needs analysis to be undertaken within the GHD indicated above, the programme must undertake a pre-programme assessment in order to ensure that participants who are already competent in certain areas do not have to repeat the module. This will ensure that the training is relevant and secure value for money and it is in keeping with the SAQA prescripts.

One of the principles of the SAQA is portability of courses, through recognition of prior learning. It is recommended that the GHD MDP administer pre-course assessments. Where learners already possess the competence as observed or provided in a portfolio of evidence, recognition of prior learning should be awarded, thus ensuring that learners do not repeat what they are already competent in. This will allow the participants to concentrate on achieving the competencies, which they lack. This will also contribute to cost containment. The following assessment model is adapted from the RMIT/TSA is suggested for the GHD MDP (refer to Figure 4.6).

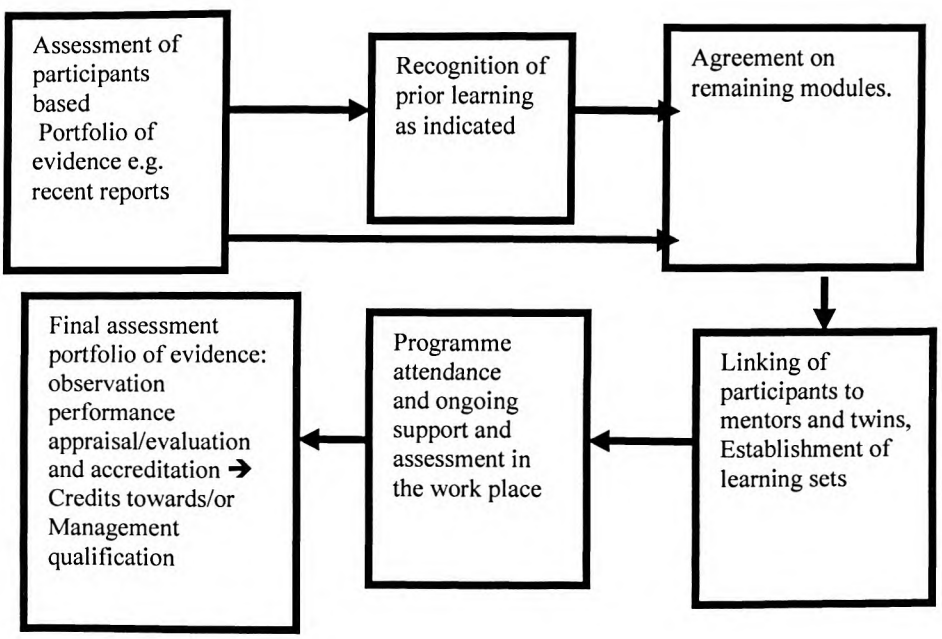


Figure 4.6: Candidate Assessment Model

4.3.3.2 Programme delivery methods

To be successful management development programme delivery methods must assist the participants in applying learning to the work environment.

Guideline 9
Ensure that programme delivery methods assist participants in applying learning to the work environment

It is recommended that the current programme delivery methods continue as they are educationally sound and based on adult learning principles, however they need to be strengthened by experiential learning strategies agreed upon with the GHD with should include: mentorship programmes, action learning, job rotation and secondment **(refer 2.3.2.4).**

4.3.3.3 Programme contents

In a competency model the contents of management development programmes depend on a management competency framework and are informed by training needs analysis.

Guideline 10
Ensure that the contents of the management development programme are aligned to the management competency framework and informed by a needs analysis and updated annually through a material vetting process

Implementation strategy
The National Department of Health has developed a management competency framework for district health and primary health care managers. The GHD must customise this to its needs and agree on management competency frameworks for other categories of managers. Additional modules to meet the requirements of the new performance management system are required to strengthen the current management development curriculum. The extra modules should include business communication and writing skills, computer skills, health law with an emphasis in translating legal mandates to programmes.

- **Material vetting**

The GHD Management Development Programme must have a material vetting sessions annually with managers within the GHD to ensure constant updating and relevance of teaching material.

4.3.3.4 Competence

Competence implies ability to do something according to set standards. In a competency based training/education model, learning is reflected through improved competence in the workplace. This must be assessed formally in the workplace. Thus the GHD MDP must ensure assessment in the workplace before the participants received accreditation.

Guideline 11
The management development programme must assess competence in the workplace

Implementation Strategy

- **Continuous assessment and post-assessment**

Work based assessments must be incorporated into the course design to ensure transfer (application) of learning. This may include observation, performance management outcomes, and portfolio of evidence. The GHD MDP must train assessors to ensure assessment of course participants in the workplace.

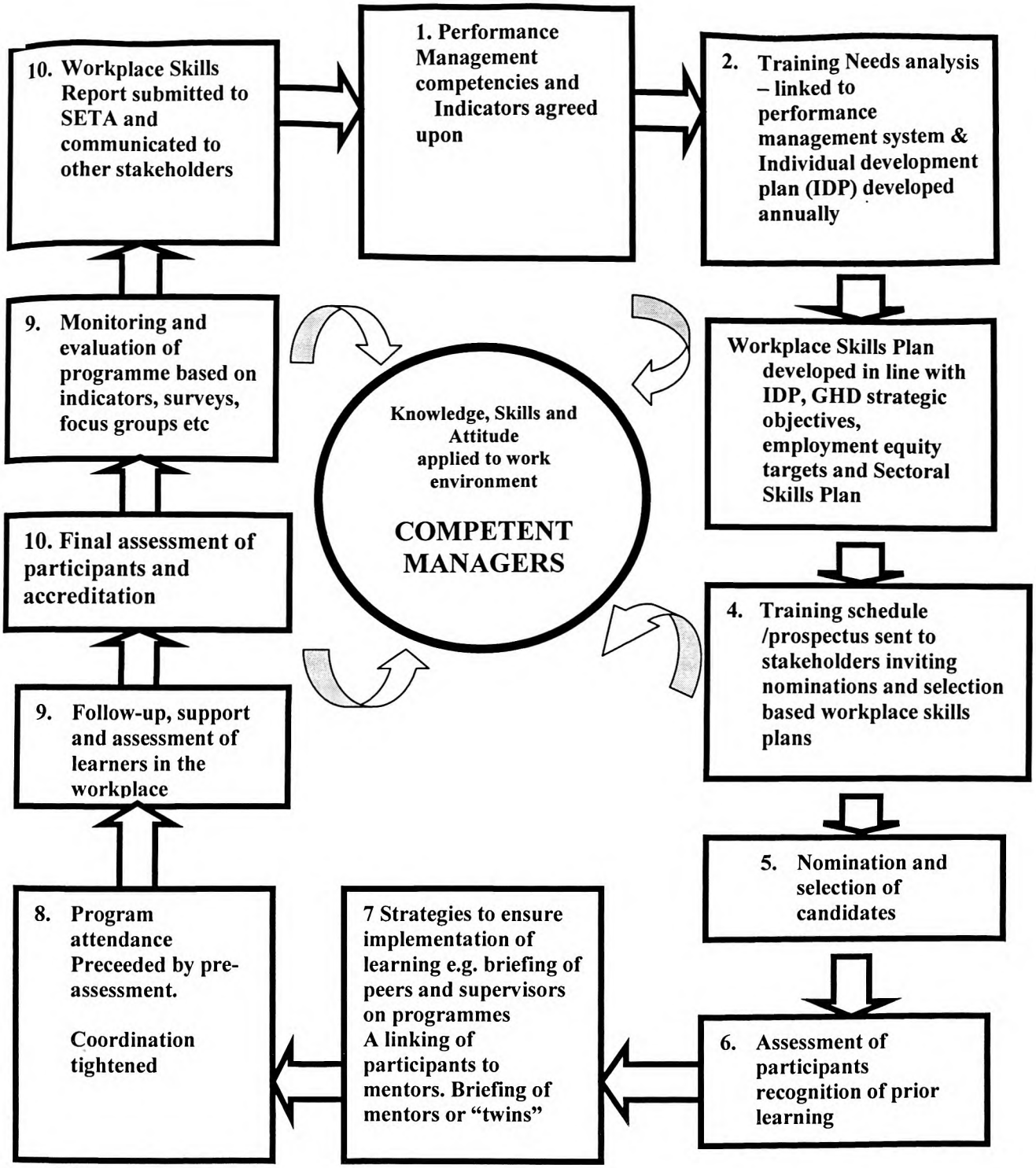


Figure 4.7: Management Development Flow Diagram

Table 4.2: Roles and Responsibilities

It is necessary to outline the roles and responsibilities in relation to these guidelines:

Item	Responsibility	Time-Frames	Indicators	Resource Implications
1. **Management competency Indicators agreed upon**	Junior managers and middle managers and their supervisors as part of performance management. This process must be facilitated by the HR section	Updated during performance management sessions	Competency framework communicated to the GHD MDP	No further resource required
2. **Training needs analysis linked to performance management system & Individual development plan (IDP) developed** Annually	Employees, Supervisors and HRM	Completed by September for the next year	Individual skills plans communicated to the training coordinators in the institutions on time	No further resources required for this activity
3. **Workplace Skills Plan developed in line with IDP, GHD strategic objectives, employment equity targets and Sectoral Skills Plan**	SDF and Assistant SDFs		Institutional Regional and Provincial WSP	No further resources required for this activity
4. **Training schedule/ prospectus sent to stakeholders inviting nominations and selection based workplace skills plans**	Deputy Director/Chief training officer in charge of management development at Central Office	October for next financial year	Training schedule	HRD must budget for the printing of the training schedule
5. **Participants selected and nominated**	SDF and ASDFs and training committee	Institution with training committee. Regional offices and central office	List of candidates sent to the GHD MDG coordinator	No further Resources
6. **Strategies to ensure implementation of learning e.g. briefing of supervisors on programmes and identification and briefing of mentors or "twins"**	GHD MDP and coordinator	Before the commencement of the programmes	Briefing sessions	HRD to budget information/briefi ng sessions Included in the quotation

Item	Responsibility	Time-Frames	Indicators	Resource Implications
7. Program attendance tightly coordinated	Training co-coordinators at the institution regions and central office	Participants must be informed at least 4 weeks before time that they have been accepted into a programme	Participant reaction administered to measure to the reactions of the participants	cost of this activity will depend on whether new people are appointed or current staff designated as a training coordinator as part of job enrichment
8. Follow-up, support and assessment of learners in the workplace. Normal performance management assessment/ evaluation	Provider and assessors Supervisors as part of the performance management system	For the duration of the management development programmes	People trained and designated as mentors and assessors. Assessments done	Workplace assessors to be trained providers quotations by provider must factor this into the quotations
9. Monitoring and evaluation	HRD Directorate, "SDFs" and training coordinators at the institutions and regions, supervisors and assessor	Level 1 to 3 evaluations done as indicated above	Evaluation reports available and the necessary improvements implemented	No further cost to the GHD
10. Workplace Skills Report submitted to SETA and communicated to other stakeholders by may every year	SDF	Submitted annually to HWSETA and communicated to stakeholders	Workplace skills reports available	No further cost to the department

4.4 SUMMARY

While the guidelines detailed above focus on management development, they are broad enough to be used for all other human recourse development initiatives in the GHD.

These are merely guidelines and must be consulted and agreed upon with the relevant stakeholders in the GHD including managers, trade unions, human resource directorate and human resource management. The flow diagram further clarifies the guidelines (refer to Figure 4.7). The guidelines emphasize an integrated approach to management development rather then the current piecemeal fashion.

CHAPTER FIVE

EVALUATION OF THE STUDY, LIMITATIONS AND RECOMMENDATIONS FOR RESEARCH, EDUCATION AND PRACTICE

5.1 INTRODUCTION

Chapter 4 presented the guidelines for the effective implementation of management development programmes in the GHD. This chapter evaluates the study, sensitizes the reader to the limitations of the study and provides recommendations for research, education and practice.

Leedy (2001) suggests the following criteria for the evaluation of qualitative research: purposefulness, explicitness of assumptions and biases, rigor, coherence, persuasiveness, consensus and usefulness. In evaluating rigor the researcher uses Guba's model of trustworthiness (this model has been fully discussed in Chapter 2.6).

5.2 EVALUATION

5.2.1 Purposefulness

This criterion establishes whether the research question/s drive/s the method/s used to collect data, or the other way round (Leedy, 2001). In this study the goals and research questions were stated in Chapter 1.2 and 1.3, and these determined the research methods. The study has answered the research questions and achieved the goals and objectives. The study has explored and described the perceptions of the participants and formulated guidelines for the effective implementation of management development programmes in the GHD. **The study has confirmed the central theoretical statement that exploration and description of perceptions of participants of management development programmes will provide a framework for the formulation of guidelines for**

management development in the GHD. Thus the purposefulness of the study has been established.

5.2.2 Explicitness of assumptions and biases

According to Leedy (2001) this criterion determines whether the researcher has identified and outlined the basic assumptions, beliefs, values and biases that may influence the study. Chapter 1 no 1.5 of this report describes the meta-theoretical, theoretical and the methodological assumptions of the researcher, which influenced the study. These were stated explicitly as part of the departure in Chapter 1.

5.2.3 Rigor

This criterion illustrates whether the researcher uses rigorous, precise and thorough method to collect record and analyze data (Leedy, 2001).

This research used a qualitative, exploratory, descriptive and contextual research design. One of the essential elements of qualitative research is design flexibility. According to Guba and Lincoln (1981) rigor in qualitative research relates to trustworthiness of the study. The trustworthiness of this study was established by the use of an independent interviewer and coder, methodological triangulation, safe storage of the data to ensure auditability and by providing a "thick description of the study". The researcher believes that the study has been rigorous and that an audit trial could be followed to confirm the results.

5.2.4 Completeness

According to Leedy (2001) this criterion indicates whether the researcher depicts the phenomenon under study in all its complexity. This criterion requires the researcher to spend sufficient time in the field to understand all the nuances of the phenomenon and provides a thick description of the study. The authority of the researcher stems from five years experiences in management and skills development in the GHD. This research report provides a "thick description" of the study, and the researcher has obtained insight into the phenomenon.

5.2.5 Coherence

According to Leedy (2001) this criterion establishes whether the research yields consistent findings and the researcher presents a complete picture which "hang together". In this study this was achieved through the triangulation of the focus groups with individual interviews and the use of an independent coder. The findings were confirmed with a literature control. This resulted in the development of a coherent conceptual map.

5.2.6 Persuasiveness

The criterion establishes whether the researcher presents a logical and rational argument, and the weight of evidence suggests one interpretation to the exclusion of another (Leedy, 2001). This was ensured through the contextualisation of the findings through a literature control and use of an independent coder for consensus validation. Further more use was made of inductive and deductive reasoning.

5.2.7 Consensus

This criterion shows whether other individuals including participants and other scholars in the field agree with interpretations and explanations (Leedy, 2001). In this study consensus was achieved through peer review and consensual validation with an independent interviewer and coder.

5.2.8 Usefulness

This criterion establishes whether the study yields conclusions that promote better understanding of the phenomenon and lead to appropriate interventions and better quality measures (Leedy, 2001). It is the belief of the researcher that this study promotes better understanding of the management development programmes in the GHD, and the guidelines, which have been formulated, will lead to the effective implementation of the programmes. Furthermore the recommendations, which follow, will lead to improvement of management practice, nursing research and nursing education.

5.3 LIMITATION OF THE STUDY

The limitation of the study is that only two focus group interviews were held, where three were planned. The third interview did not meet the pre-determined criteria of minimum four and maximum twelve people in a group. However this later became strength as the people whose focus group could not take place were then interviewed individually and the results used to triangulate the finding of the focus groups.

The scope of the research report prevented more in-depth discussion in terms of the literature analysis and contextualization.

5.4 RECOMMENDATIONS FOR PRACTICE, RESEARCH AND EDUCATION

The following recommendations are based on lessons from the study:

5.4.1 Recommendations for Management Practice

This study revealed that some participants felt unsupported by their managers/supervisor in the workplace while they were on the programme/s. Staff development is a management functions, managers and supervisors must play a more active role in the learning of their staff (in this case other managers/supervisor). This includes involvement in training needs assessment particularly in relation the identification of skills gaps in the workplace and providing support to the learners in the workplace.

- **Recommendation**
- Managers must link training/learning needs to personnel performance management. This will ensure that learning is needs based and benefits the individual and the work environment ensuring return on investment.
- Managers must see the workplace as an active learning environment and provide support to the participants by incorporating learning activities e.g. projects and assignments into the work of the individual, and adjust the workload accordingly.

5.4.2 Recommendations for Nursing Research

This study used focus group interviews for data collection. Focus groups are notoriously difficult to assemble as they require participants to go to, specific place/s at a particular time. In this study the researcher decided to conduct individual group interviews on those people whose focus groups interviews could not proceed because their group did not meet pre-determined criteria of minimum 4 and maximum of 12 people per group. This is a unique contribution of this study to research.

- **Recommendation**

The study calls for more qualitative work in nursing research. Researchers should build into their qualitative research methods plans to deal with practical considerations like "no show" or too many people turning up.

Nursing education has focused mainly on learner evaluation to the exclusion of programmes evaluation. Nursing education must undertake evaluation of every nursing education programme. This must include impact assessments and studies on return on investment.

5.4.3 Recommendations for Nursing Education

This study revealed problems with the transfer of learning to the workplace. According to Jones and Woodcock (1985) this is one of the problems related to the use of external providers.

- **Recommendation**

In order to ensure transfer of learning providers should verify the training needs and build mechanisms into the management development programmes to ensure transfer of learning: Material vetting prior the commencement of the programmes; learners to submit portfolios of evidence, follow-up and assessment in the work place before certificates are awarded.

5.5 SUMMARY

This qualitative study was undertaken in order to identify the strengths and weaknesses of the management development programmes offered by the GHD between 1999 and 2001 by

exploring the perceptions of participants using focus group interviews and the formulation of guidelines for the effective implementation these programmes. The trustworthiness of the study was ensured through the use of an independent interviewer and coder, triangulation of the focus groups with individual interviews and providing a "thick description" of the study. The University of the Witwatersrand Ethical Committee ensured ethical rigor through scrutiny and approval of the research proposal.

While this study revealed some areas for improvement it has also showed positive perceptions regarding management development in the GHD.

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Appendix A

19 Student Avenue
Rossmore 2092

06 September 2002

Dear Colleague,

Re: Research - Invitation to participate in a focus group interview to evaluate the Management Development Programmes offered by the Gauteng Health Department between 1999 and 2001

My name is Lorna Bassed; I am undertaking a research project as one of the requirements towards a MSc Degree with the University of the Witwatersrand. The main purpose of the research is to evaluate the management development programmes offered by the Gauteng Health Department between 1999 and 2001. The research will explore and describe the perceptions of the participants of these programmes. The findings will be used to develop recommendations and guidelines for improving the management development programmes in the Gauteng Health Department. The report will be communicated to the Department for this purpose.

You were a participant on one of these programmes between 1999 and 2001. Kindly assist me by participating in a focus group interview to be held:

Date: ----------
Time: ---------- to ----------
Venue: ----------

An independent interviewer will conduct the interview to ensure anonymity and confidentiality of the interviewees. The interviewer will take notes on a butcher paper and the interview will also be tape recorded, and transcribed verbatim later. All information

will be treated with the strictest confidence. **Participation in the interview is voluntary and you may withdraw at any point without any penalty or prejudice to yourself.**

Refreshments will be provided

Please confirm attendance and give written consent for the interview to be audio recorded, by completing the attached slip and returning it by the **1st November 2002** to the researcher as indicated below. Please note that you are not required to write your name on the reply and consent form.

Attached please find an information sheet for regarding the focus group interview. Your participation in the study will contribute to its success.

Thank you for your kind and voluntary co-operation.

Lorna Bassed
Tel no 011 3553039
Fax no 011 – 3553021

Appendix B

Reply and Consent Form

To: Lorna Bassed Fax No: 011 3553021

Re: Participation in a research

Thank you for inviting me to participate in a focus group interview aimed at evaluating management development programmes in the Gauteng Health Department.

I understand that the information will be treated confidentially, and that I participate freely and voluntarily, and may withdraw from the interview at any time without prejudice.

[Please tick in the appropriate box, and do not write your name.]

I ☐ will be able ☐ will not be able to attend the interview as follows:

I hereby give consent for the interview to be tape-recorded. I understand that this information will be treated confidentially.

Date of interview: ----------

Time of interview: ----------

Appendix C

Information sheet for interviewees

Hi Colleague,

My name is Lorna Bassed; I am undertaking a research project as one of the requirements towards a MSc Degree with the University of the Witwatersrand.

1. I invite your kind, voluntary and free participation in this exciting study
2. The purpose of this study is to evaluate the management development programmes offered by the Gauteng Health Department to its employees from 1999 to 2001.
3. The main goal of the research is to explore and describe the perceptions of the participants of these programmes.
4. The study will use focus group interviews to collect data. The interviews will be audio recorded and transcribed verbatim to enrich the data collection and ensure that information is not lost. After transcription the audiotapes will be stored for review should this be necessary later.
5. All information gathered in this interview will be treated with strict confidence. Interviewees will not be asked to introduce themselves before the interview in order to maintain anonymity and confidentially. Names of the participants will not be reflected in any of the transcripts. The transcripts will be released to authorized persons for research purposes or review of current research only.
6. An independent interviewer will conduct the interviews in order to ensure objectivity of the study and anonymity of the participants.
7. Participation in the interview is voluntary and interviewees may withdraw at any point without penalty or prejudice.
8. The focus group interview will have a maximum of 12 interviewees, who will be interviewed together. The focus group interview will last only 2 hours.
9. The findings will be used to develop recommendations and guidelines for the improvement of management development in the Gauteng Health Department. The report will be communicated to the Department.

10. A copy of the interview guide is attached for your convenience
11. Refreshments will be served.

Thank you for participating in the study.

☺

Appendix D

INTERVIEW GUIDE

Section A – Orientation to the interview, establishing a common point of reference and climate setting:

This section should include the following:

1. Welcome [e.g. Good morning/afternoon ladies and gentlemen. Welcome, thank you for coming]

2. Introduction of the interviewer. [My name is ----- from ------. I am an independent interviewer commission to conduct this interview for the researcher in order to maintain anonymity].

3. Orientation to the study [e.g. the purpose of this study is to evaluate the management development programmes offered by the Gauteng Health Department to its employees from 1999 to 2001. The main goal of the research is to explore and describe the perceptions of the participants of these programmes. The findings will be used to develop recommendations and guidelines for the improvement of the management development programmes in the Gauteng Health Department. The report will be communicated to the Department for the purpose of improving its management development programmes. The interview will be audio-recorded [tape-recorded], and I will take notes without reflecting the identity of any person in this room. You are not required to introduce yourselves in order to maintain anonymity. All information gathered in this interview will be treated with strict confidence.

4. **Participation in the interview is voluntary and you may withdraw at any point without any penalty or prejudice to yourself]. This interview will take about 2 hours.**

5. Establish a common frame of reference [Let us briefly outline the main role and function of a manager/supervisor, which we will use a reference point during this interview].

Section B – Explore Perceptions:

This section must explore the perceptions of the interviewees regarding the programmes, which they attended. However the participants are not required to identify the providers]

4. In terms of the above frame of reference describe how the management development programme which you attended between 1999 and 2001 [which were offered by the GHD] met or did meet your management development/ training needs.

5. Describe the areas which you feel were not adequately covered by the programme

6. Tell us how you experienced the programme delivery methods or facilitation.

7. Tell us about the highlights of the programme?

8. What improvements would you suggest for management development programmes in the GHD?

9. Please explain why you think the programme was/was not money well spent

10. What are you doing differently in your work since you attended the management development programme

Section C – Closure and debriefing:

Would anyone like to add anything else?

I would like to reiterate that all information gathered here today will be treated confidentially. The report will be communicated to the Department. Thank you for your time and kind participation in the interview. Your participation has enriched this research.

Appendix E

19 student Avenue
Rossmore 2092

07 June 2002

The Chief of Operations

Gauteng Health Department
Private bag x085
Marshalltown
2107

Dear Dr Rahman,

Re: Request to undertake Research in the Department – Perceptions of participants of management development programmes in the Gauteng Health Department

I hereby request permission to undertake research in the Department. This is both an academic requirement towards a Masters Programmes with the University of the Witwatersrand and a normal job requirement for me as the Deputy Director – Management and Skills Development [HRD].

The GHD provides several management development programmes for its employees every year. Are these programmes meeting the needs of the Department? Are they aligned to the new legislative framework? The Public Financial Management Act requires increased accountability in managing finances in the public service. It is therefore necessary to evaluate the management development programmes in order to provide evidence of how money has been spent.

This study proposes to undertake an evaluation of the management programmes offered in the Department between 1999 and 2001. The main objective of the study is to explore

the perceptions of participants of management development programmes in GHD. The study will employ a qualitative exploratory research method, using focus group interviews for data collection. The Tesch method will be used to analyse the data. The findings will be used to develop recommendations and guidelines for management development in the GHD. The findings and guidelines will be communicated to the Department.

Attached please find a copy of my research proposal.

Thank you

Kind regards

Lorna Bassed
Tel no 011 3553039
Fax no 011 – 3553021

Appendix F

19 student Avenue
Rossmore 2092
06 June 2002

The HRD Manager &
CD – Resource Management

Gauteng Health Department
Private bag x085
Marshalltown
2107

Dear Mrs. Joseph,

Re: Request for funding and time to undertake Research in the Department – Perceptions of participants of management development programmes in the Gauteng Health Department

I am currently registered with the University of Witwatersrand to finalise my Masters Programme. One of the requirements towards the programme is submission of a research report.

The GHD provides several management development programmes for its employees every year. Are these programmes meeting the needs of the Department? Are they aligned to the new legislative framework? The Public Financial Management Act requires increased accountability in managing finances in the public service. It is therefore necessary for this Sub-Directorate to evaluate the management development programmes, which we offer in order to provide evidence of how money has been spent, and ensure appropriate improvements.

My proposed study is a post instructional evaluation of the management programmes offered in the Department between 1999 and 2001. The main objective of the study is to explore the perceptions of participants of management development programmes in GHD. The study will employ a qualitative exploratory research method, using focus group interviews for data collection. The Tesch method will be used to analyse the data. The findings will be used to develop recommendations and guidelines for management development in the GHD. The findings and guidelines will be communicated to the Department and management development providers.

I hereby request permission to undertake research during on duty-time, as it is part of my normal job requirement in the Sub-Management and Skills Development.

I also request that the research be co-funded from the HRD budget, as it is one of the deliverables of the Sub-Directorate – Management and Skills Development. [HRD]. The estimated expenditure will be R7000. I request that half of this amount [i.e. R3, 500] be funded from the HRD budget.

Attached please find a copy of my research proposal.

Thank you

Kind regards

Lorna Bassed
Tel no 011 3553039
Fax no 011 – 3553-21

Supported/Not Supported: ---------- Date: ----------

HRD – Manager

Remarks ----------

Approved/Not Approved ---------- Date: ----------

CD – Resource Management

Remarks: ----------

APPENDIX G

Group one - focus group interview (deputy directors)

Date: 08 November 2002

Interviewer: Dr Ann Muller

The interviews were transcribed verbatim and the following symbols used:

Legend: Italic denoted the interview; ( ) denotes inaudible, (2) brackets with a number denotes a pause for that number of minutes; so and so denotes a person's name was mentioned; ... denotes speaker trained on, but last few words were inaudible.

Alright folk lets start off as you know from the information that Lorna send through to you I would like to ask you to describe your experience of the management development programs which you attended between 1999 and 2001 which were offered by the GHD Gauteng Health Department. Could you speak to this?

I will start off, eh, its 3/4 years ago, so to remember the fine details will be quite eh, will be quite difficult. As I can remember it, that the time-frame between the nomination and the actual going to, eh, to attend the course was about two or three, perhaps two or three days up to a week, so it was quite overwhelming to, at that stage, I believe it has changed now, before a person could enter this course they were supposed to be interviewed to see if they eh, were qualified to attend the course. It was quite eh, eh a process from the interview to lend up, eh to lend up the course, eh on the course eh and eh I would prefer it to have a longer time frame say two or three weeks to prepare you broadly for that. And the stage that I attended the course it was eh, it was also the topics that was discussed, was eh quite new eh quite a problem or experience to getting used to it. Specifically because of the people attending the course was not eh administrative person or one specific field for doctors and nursing managers and administration, it is something to get used to, eh and then also what was difficult for me is to still continue with your own workload, eh during that week eh

and then also attending the course during the, the assignment and to to get ready for the next because it suprising how quick and how eh, I don't know how they do it now, one week a month for five months if I remember correctly. It is quite amazing how quick that time could fly between the two blocks and if you still had to do your own workload and the assignments and class attendance, quite difficult eh to get used to in the beginning.

I see there are some nods of assent around the table.

Ja eh, I just would like to add that I think I would actually echo these sentiments and just to add that you know the other thing is that you know the course that I attended eh that is the bottom line but the pre period, you know first nobody told us that there is was this course going on, then with it was going to take place the Monday, I think on the Thursday, I was told that please please you must go to this course. I did not even know at the time what the course was about. M, now the other issue I think it was arrangement, central office the, I don't know between central office and the regional office is what happens there. But I am telling you it was a Thursday and I was supposed to start on the Monday, I didn't know the course content, I got a verbal eh, invitation to the course and I even got lost on the Monday because the venue I was told was organized by Pretoria University. Then I went to Pretoria University only to find that it was at, the venue was at CSSR. Things like those so that this short notice and also it doesn't take into consideration that you've got plans. Because you've got plans like, she was saying that eh you know, you've still got to do your your workload, buts also if you are going to attend a course you've got to re-plan and redirect your work and all that and so you find that then the same thing of these assignments, when you are working fulltime and you actually have a backlog then you find that before you go to block for a week you have to come up with an assignment. Before you go to the next block next month you must have written your assignment. At the same there is just no chance what so ever or relief when it comes to your workload, it is just not not possible really.(.2)

ladys let us ask <u>so and so</u> first and then <u>so and so</u>

I attended a course with the level 13 group, its eh ( ) at ..... university, eh it was a course in senior eh hospital management. eh yes the assignments were so much that one could not cope. Not only that the course content itself, really it deserved to give people diploma and not just course attendance and things like that because of the intensity of the the curriculum and (.2) the content. so the very group itself also mentioned that they would preferred to have the Diplomas issued at the end of this particular course, and they were promised that, and that never happened.

So it frustrated expectations

It frustrated expectations eh m yes and the short notice. It was the beginning, when they started these courses; and obviously they wanted candidates, and made sh. and just called people quickly quickly quickly.

So some difficulty there with the logistical whole setting up?

Yes

<u>So and so</u> you would like to add?

Ya, eh, I would like to say to me the course came at the ( ) because then I was beginning to be on the management level. For me it was eh a course where I expected to be able to be directed on what I am supposed to be doing on the job. But to my surprise when I was at the course it was something else. The content itself, yes it is work related but very strenuous and very difficult to understand at a go. So it takes time for one to catch up, you don't like catch up at the beginning, and I should think again, because I had eh my senior who had already done the course, it was much easier, because when I meet difficulties i at least I had somebody to give me direction. And then eh, the( ) was very very difficult, you had to do school work and at the same time do what you are expected of you. But basically what I can say it is an aye opener it gives you confidence to do what you are expected of you. That's what I can say.

Well we are getting some, some clear consensus around the table on a number of issues. What about our participants who have not yet given their views.

(.3)

On the contrary, I was very well prepared, because I received early information on exactly where I was going eh, I had no problem on that respect, so my preparation was very good. Eh, I think one of the problems we encountered was the mixture of the groups we ranged from doctors to senior management clerks and I think that was, it created some problems especially for the people in the lower cat, echelons. They barely knew what was going on and I think this was a problem because we almost felt like those of the senior people had to carry the cat and eh, especially in work-groups.

Okay,let me check if I understand something well, the problem is not that the disciplines were mixed but that the various levels of management were mixed.

Yes

Okay thank you

Now, on the contrary the mixture of the disciplines was very good, it was actually an eye-opener, ... As a whole I found the course very comprehensive. Eh some topics and eh that we dealt with eh was very much a revision of eh to a person that had done in nursing management previously. So in this respect it was but it also updated previous knowledge, so it was not much of a problem when you look at it and think about it in a different way. Eh, the or the presenters particularly outside were incredibly knowledgeable in their fields and we found this very stimulating when they were actually doing their presentations. The assignments were very difficult to do in the work situation per se, when it comes particularly to applying what you have done. And the exam is now there, it really eh it just sort of eh diffused the whole course. Eh you been into the heard of ( )an old problem and almost sound like a school kid that must go and write examinations ( ).

( )exam when you attended that course. Could one assume that that course was not yet curriculated on an outcomes-based type and that why it was still the old system of eh, summative evaluation?

Probably because it was eh, in 1999

Excellent <u>So and so</u> I can see that you are itching to come it at this point

Okay, eh the course that I attended was eh I think I was before 1999 and I ..... It was the only management course I actually had and I think my skills were developed in the course. Yes I also was going to say the, the assignments were hectic and especially being trying to find my feet in the new situation and at the same time trying to manage and do assignments and I also had problems with eh with the different levels of people because some of them are, were my sub-ordinates in the management situation and eh it became very difficult to manage some of them; because at one level you are colleagues and at then at the other you are, you are the manager, so that was a bit of a problem. And eh I must also say the course was em an eye-opener,

<u>So and so</u> welcome. Have a seat. Would you just catch up with the conversation as we go? Sorry for the interruption, so and so would you like to carry on?

As I said it was really very beneficial, the course, but I gained a lot especially from the content . yes, some of the content at the beginning was a lot of repetition, some of the things we have done ( ) courses. But what I found very stimulating was the project because I am a skilled researcher and I have my Masters....

Eh I think eh I can echo some of the other's experience of the logistics. I think eh, I also went to the course quite unprepared, or what it was about or the content was going to be about , I was quite for what it was about what content was going to be all about. And I think especially in the first few blocks I would have gained more if I had been prepared before. Eh, in terms of timing in my own development, eh I was one of the people who came from the lower levels and I don't really consider even moving into management until I was invited to attend the course. ( ). So it really eh, yes, stimulated the potential that I never had eh I never even considered doing. Also at that stage being someone from the lower levels I found that being with people who had been in management positions for a longer time was extremely beneficial to me because I learned from the course content and also from the people who were on the course with me. And eh in fact I that group processes and learning from others was

very beneficial. Also the mixture of other disciplines and interesting stimulating and values. In terms of the pressure eh, I agree that yes, the projects and the ( ) project specifically, that created a lot of pressure having to do it with the rest of your work. But at the same time even back then I had an idea that it was part of being trained as a manager in terms of the pressure. In terms, eh in terms of process I think it was very beneficial. The course content was much wider than I had expected, and I think things like political economy of health is something that we all need to be expose to. So, eh ,yes, some of the things that are maybe not as completely, completely related to every day management but still cover in the gaps. Eh I found it most useful. All the things that were presented. Eh, the timing of the blocks could have been some what different. Eh I I think the contents of some blocks lends itself to shifting the block around for instance I mean e.g. group dynamics and group processes I think should have been in the middle blocks in the . Because by that time
The group dynamics would have developed between the people in the course itself and lending the participants the opportunity to reflect on that. Whereas it is presented in the first week it didn't give the people an opportunity to relate that to the experience. But on the whole it was a great opportunity

Great, so and so, Welcome, I am not going to do all the introductions again, but I just want to invite you to join. We have been reflecting as a group on the experience management development programs, which you attended between 1999 to 2001 which were offered by the Gauteng Health Department. Now you have heard some of the comments that people have been saying. What was your experience of these courses?

Also on a positive note, the senior management courses sort of opened up and changed one's eh way of thinking. One was not just focused on developing nursing but looked at hospital as a whole. Interested in so much, interested in admin and see yourself now as somebody with a global sort of view of everything, and something developed me and that gave me that impetus to be able to carry on.

As seeing the bigger picture, getting a wider perspective than just nursing management Or just whatever discipline you belong to.

I also just want to add something now, i, I feel I agree I want to agree with her. Specifically if you have been a public, eh, service for many years. You get into that habit to to focus into your own field of work and you look at something with a kind of a tunnel vision I would say. Now this course really opened up for me to, to force me to at the department to see it in a little bit in a different I saw before. It it gave me some confidence to go back to the hospital and to implement certain things that I'd never thought about previously. I'll also say that it opened my eyes, eh also on the political side. If we were brought up, eh or we started to work in the public service, eh,. I have got 25 years of public, eh, 28 years on public service experience, but you you work and you work but you don't see the bigger picture of why it happened to me in that way, why it should change to another way. And specifically also with with eh, all the PHC clinics, when I attended the course it was only the beginning of it where where eh, PHC eh, was put on the map and they opened up all the clinics and how did this fit into the hospitals, eh, and so on. And also I really think it changed my whole view totally. What was really difficult to do, if you come back from such a course in a hospital and you are the only one with that view, or only the one and the people that, eh, working with you, are still eh, will never be able or you will find it very hard to get them to believe in the same or to see things now a little bit differently than eh, six months ago. That is very hard you need to, and I would also like to have a comeback on the course, a refresher course, eh, to say to go back to classroom, say after six months to see what could you implement and how difficult it was to do certain things that would make it easier because it's nice now when after that, like in our hospital every year we try to send one or two. To now to, to have conversation you see, but don't you think we must try this or try that? But it's very hard come back when you want to try that and try this. It is very hard when you come back and also the people your fellow members eh, eh, management members are not really feeling the same about certain things. It was eh, it gave us self-confidence and was definitely an eye-opener.

I would like to explore this point for several of you have agree ot the fact that e.g. so and so.. Spoke, it came at the right time, appropriate to your work as a manager, the area that you had been put into. You spoke about developing you. You spoke about more confidence. You spoke about an almost transformative view that you now developed to your work, so and so spoke about your eyes, eye-opener, these are some

of the words that you used. Now I would like to explore this point. When you had done this course and you then did go back so to speak and in between and going back to your work as a manager, what other experience did you, could you take from this course with you into you every day work?

I just want to to comment that I actually actually wanted to add to what so and so was saying about the fact that, you go on a course and then it becomes your thing and because that has been my experience as well, because I think so and so also said that she was sort of forced to go to a course, you go untimely and didn't even plan for that and when you come back you sort of share like in the management meeting that I went to this good course and these are the important issues and each person goes to different courses. But when you come back it is not really visible the implementation of that course because in any case you were just told that we need a name, and can you please go. And when you come back there is no real arrangement for this to be implemented even if you share, you just share. ....we found that from the central office they have got a whole lot of course, one this week that one next week and the other one the following week. And there is shortage of staff; there is just no way that these people can attend most of these courses. So it is not like so, it gives the impression that people are not interested in going and yet it is not that it just that there is no way that we can take all those people out the eh, out of services. That is why I am saying I am deviating a bit.

My experience is it a little different, unfortunately for me I was the only manager in the region at that time and it was much easier to come back and implement what I had gained. And yes you don't see the fruits initially, you know but I must say over time I am now in my sixth year, must say and over a period of time I have changes in managers in the facilities, because I have had the opportunity to implement. And I will say why I am saying this, is I have monitored it and also evaluated on certain things. ..

And yes I would also say it is an eye-opener because We never had the opportunity in the past to have positions of management, so we were always being given directives and told what to do. And I think going to this course was the right time and I was also

in the right position at that time, and I needed the skills because eh, we were use to waiting for someone to tell you what to do you got to let people decide what to do and how to do it, and those skills were also sharpened and developed in that.. As I said initially you do feel frustrated but I think for me as time went on I could see the difference and the changes.

Great, so and so…

For me I think eh, again coming from a very focused military kind of a background training, nurses training and you not being just focused on one area and getting directives all the time; but having been trained like I think it goes against my nature and my character, being a kind of adjustable person I can fit in and think now you are here just swim and get out of this situation you know that's basically where I am from, also you know from a a union background. But also having had all these skills and training courses LR, HR and finance, project management you name it, and also being kind at the forefront when the district health service started and PHC started, I mean from a hospital centric eh background It came at the right time and capacitated me at the right time and eh Being a driver, I kind of see myself as having being one of the many drivers, I mean when I look at so and so we were all in that process, and (.2) coming back from the courses, with all the skills .and so and so also mentioned it, sometimes you find that you know eh, having these skills where do I start? Where do I implement, who do I take along with me? and that in itself was kind of a frustration for for me specifically. Coming back with all these skills you are very excited an you know just want to move and you find that there are a whole lot of people that you first have to empower and workshop and you find yourself worshipping taking along some people and also leave others, and I I think that thatss what we eh need to and especially district health service ,we need to come back and empower and take along the people that I suppose will take us a long time because when you eh. I also had an experience of eh other countries in district services you know and its also mentioned that it takes a long long time. And that in it self causes a whole lot of frustrations for me specifically.

Yes you talking about implementing this and what has made it possible what makes it difficult where you see the kinds of contexts where it becomes possible and less

possible. In terms of what you are saying it does take time and over time you see it. Are you saying to me that these management development programmes do equip you with what you need to nevertheless walk that path with your people? I see nods of assent,

To answer you. I must say in my case when I attended this course, the hospital did not have CEO at that time, so I wrote to the secretary at the time to go on to the course. At the same I got four of my matrons that I saw a need despite the fact that they have their B CURs and all, they must go to the hospital management course so that itself develops more of their skills. And see the fruits of that, and I see the fruits in that.

That much is about the point you made that those of you who have had some management e.g. trained as nurse managers, whilst some things were not new to you it was nevertheless enriching, and it did add. I see.

Ja, I just wanted to say coming to what has being said, that you know when you come back with you don't know whom to rope and when to start. I must say that you know when I initially said that I had a problem not a problem but you know that we had different levels in our group. To a certain extend those people actually were a great help because they were now my sub-ordinates and it was nice because I could actually call them in and say look we were all in the course, and you know, so perhaps and that made a difference and it helped, because just the way that I was excited and anxious to implement, they were too, but because they had me as their manager, and I knew that they also attended the course they too to certain extend I must say really assisted me .....

Now we going to have so and so.

I also think that the latest management courses really empowers you, it gives you tools and and really multi-skills us as managers. You you find that when you are faced with a Labour relations problem you have got the skills, although previously you knew a way of getting around it, but now you have the skills and you can apply those skills, you find that you are so empowered that often you do not have the time to apply all those skills, but I think that that is not really a problem because you faced

with different problems on a daily basis and you you can tap on your skill it is really unlike the previous nurses training the B CUR, you know I have got nothing against the Ethos of Nursing, but I just think that that is something that you can in any case build in your principles you know ethos you know your culture of, of work. But unlike the previous past training that we had as nurses, I mean I speak for the nursing fraternity, the latest skills or the new management skills, it is really, and you can actually the short little courses that you can actually, if you are stuck tap on and ja, ja that for me is so appropriate with the the new courses

Great so and so,

..... I have to say with the content, really I learned from this course, eh should I say with the skills I able to break through the resistance which was eh, being experienced within the institutions, so I should think it was easier for me to do an application we were at school based on the situation at my workplace. And really the very problems that which were being experienced we took back to the group to be utilised as eh as eh what, eh study, like an assignment for the whole group to assist I should think really it fit whatever we were experiencing, fit so well on this course and definitely I was able to go through...

Some of the people who have through theses course it is hard for them to accept you without having this type of courses, so they use it against you by the saying we don't understand how can you be a manager to us because we have been trained in these courses with the hope of saying that that they going to put us as managers. So it courses eh, eh you know a wall between you and them and so it becomes very very difficult.

I would actually like to move on to the very strong word I actually wrote ( ). I actually wrote it down as you spoke. If you want anything done in your organization done that it exactly where we need to start and eh, ye I think that is how to achieve success because otherwise you are going to be stumbling blocks.

Yes you have often mentioned this phenomenal of support, you have spoken of having a manager who has been on this course and actually served as a support system for you, somebody who encouraged you and you have spoken your subordinates being with you and then in a way its given you a management mandate, could you because you were all together, others of you spoke about being the only one lacking that type of support, how difficult it has been so this is certainly something that has come up strongly from you, but the isolation if it is only you but then the professional momentum if it is leadership driven and you go through. Any comment?

…..it was difficult to change the mind sets of people and to take along people you know from that old way of working.

I agree with her and I also ( ) with her to say that also that people want an informed leadership. They do not want a leader who is not informed and does not have knowledge at all. They need to develop the leadership and make sure that they know what they are about and they are able to, to encourage the other people to also be developed. In other words you can't lead the pack.

Another two interesting things that you spoke about. You have not just commented on the content. Although of course you have spoken about it. But a couple of you around the table have said that it actually gave you knowledge and skills and a second thing that I also heard you speaking about is that we are not just managers in the whole concept of being leaders has been introduced. Tell me more about how do you think these courses managed to develop skills and leadership and not just content as managers

I think I will start with it, its on my list that I want to say, eh one thing that it really taught me and focussed my attention to is that this type of management is the old management style versus the new management style. I think two of you were in the same capacity with me on this course, I think it opened your way of thinking that you are not really the manager in a hospital or whatever, you are a leader and you have to get everybody on board. To lead a team, it taught me or it pointed out to me that I am not a manager where I will say do this do that but that we are a team and that we have

to focus on team work and it also it definitely had eh an influence on my management style where I had to be ( ) Taking decision where have to make it a team thing. It focus or It forced me to focus on the management of change. How to do certain things. What would be the best way of doing that? I would also say that perhaps it is not so, I will think that you will learn it you will pick it up in the first week of the course, but when after everything is finished. You sit down now and think you think of what, what was the influence of the course on me. It really had a big influence on me now specifically because it came in 1998 /1999 a lot of things were still upside down in the department, in the hospitals people very much not very settled down in the hospitals and that really made a change in the hospitals on my focussing.

I I eh, would also like to agree with her about participative management Initially you use it because it is a nice term maybe. Part when you put it into practice it is something else. And just as so.. said earlier. Where we are with District Health and PHC setting you do not only deal with with a few people around you in you office, it is basically the community other sectors in the community, other clinics so you need a variety of skills, you have your on your back the whole time. Now you got to, you got to be ready to consult your unions, think you need a variety of skills, that's your negotiation skills, mx skills you even need your EAP programme that is where you need to start. What we done is initially let me say you come out of a course with nothing much it does help you very much in what you are going to do and what you are faced with. But as you. The short course that you are doing somewhat make you think things differently. I think now I am in a position where I can face life, I am not scared of anything I am so skilled with anything that I can cope. Whether it is a labour issue, whether I have to go and negotiate even with minister I am sure I will manage. .....

Great, I think you want to add, and then we are going to so and so, then so and so, we are getting warm around the table.

I think for me again I think all these short courses are very focused, and it gives you and you feel so empowered that you want to come back and implement. I think probably also because I a person that or maybe because we were very committed and were in the driving seats of the DHS, it it gave me a sense of achievement to *have*

done this course and come up and implemented this project fine, I have put it somewhere and somebody else is running it, and then let me get the next eh, eh, or not course eh, let me get the, the next skills. eh, I I think that to me that's really still apt unlike the previous way of training. You go to study these long courses for 4 to 5 years and then after you've collected your certificate, because sometimes we go and collect certificates, and it's no more applicable you can apply some of the things but that is really for me it gives me sense of achievement and, and confidence and ja.

Great, so & so

I think of interest is to offer something. How do people acquire skills? I think that matters is one of the divine qualities of a course that I attended, that eh, there was a lot of emphasis on group activity on implementing, on practicing things. eh, I think one of the effects was that when one is exposed to many different voices and somehow I think that that build my confidence and it gave it also gave a different view. Eh, second one was also more subtle eh, but it had the effect of realizing that the only way one learns to do things is to actually to go out and do things that really stimulated me in terms of my own practices and also in terms of getting people to work with me and support me into guidelines encourage and create a context where it is acceptable to eh, operate independently and creatively.

Before you speak... I would just like to reflect on this comment. Very strongly from you and most recently from.. Is coming the issue where the programme of lecturing is all but fair. That these methods of facilitation in terms of widening the skills, and building of confidence seem to have certain magic. Whereas the other training ventures that you have participated in simply seem not to have had that spark.

Eh... about skills and leadership I acquired from the development programme, maybe it is better if I reflect on the experiences that I have had. You know at my workplace there was this
( ) who was really ( )to the new breed, they said the breed of managers. [or new breed of mangers?] Y and I use to ask myself, but what is that, because what I understand is that for one to be a manager you need to have the required academic qualifications and the experience and actually what is been done that is job related one

can be able identify one role model in this life. I would like to be able to do things the way that matron so and so used to do them. Having gone through these courses you are able to identify so say it is not about acquiring skills but about behaving some of the skills. So because these courses they are composed of different things, i.e. we ve got finance, LR issues, transformation as one of the topics which are been taught in these courses, one is able to acquire skills along those lines. The other thing that were disturbing was that there was no consultation, there was no communication to say that now, because we are now managers here, I don't understand because during our time the matron would say this is the way forward and nobody would quiry it. Now things have turned around you cannot just say that, so those are some of the skills that one was able to get from these courses is that you cannot do things alone. Therefore I am supporting you in this type of management that the previous people had was top done. And the secondly there was one thing which has really hurt me in my life and that is the time when we were going through transformation; we really felt here you were alone, we are lost and we don't know the reasons why. Why us in particular, but now when the subject we are being taught, how transformation comes about, how we were selected as one of the institutions to transform. Then one is able to understand the issue. So it gives one strength at the workplace to be able to change some of the other issues and some of the other ways of doing things. Based on the knowledge that you have acquired and skills and the way to do it the way it was done previously. So to me really it was course for me because really it supported me.

So it was worthwhile?

I think to a great extend I have been covered. I just wanted to follow up of what so and so said that you know when you get out these short courses, you had a completely new approach to your way of working it changes your outlook because you know previously the courses were so theoretical. You know, you would write test, write assignments, and write exams but just for passing really. Then when you come out and you can not even have picture of how on earth you are ever going to implement any of those things. And mainly it was focused on loyalty to the employer. But now there is a total shift on these management courses, whereby you actually know why you are there. Your business is not to be loyal to the employer, you have to be loyal yes but it is not you main core business to be loyal to your employer. You have to be

loyal to the people that you are supposed to serve. And I think it actually gives you the tools. You right before you leave the course you are you actually have the feeling that when I go out I am going to do this and that. I am going to draw a operational plan and to assist the people, sub-ordinates on drawing their plans they are actually able to utilize this skill, maybe in other words you actually skills that you are not aware of. But when you get there and when people ask questions you are actually able to say…this is how you should approach it. And so and so mentioned that something quite important about issues like human resources issues, finance issues you know over the year when you have not attended these course you just ask finance anything. You just ask the question and what they tell you… When you have attended these courses you are able to say no to a finance person this expenditure I do not understand. But previously if you have not attended the course you just accept the printout as such. But now you are able to say no I have not spent this much. You are able to draw your own budget. You are actually able to explore what you are doing and are able to come up. Hr issues you plan, you are questioning personnel officers about these things.

so and so

In the past if you had a boss or you had a supervisor you were actually scared to ask questions, if you did you got the minimal answer, and I think today when you look at a leader the are words which come up like transparency, openness, sharing and I think of what so and so said. In the course when you do group work and there sharing in the group. As a leader you expect a leader to be knowledgeable to know the answers and to know things and I think for me is not keeping things to yourself, it is sharing that with people and always been there as consultant and that also develops you in a very strong leadership position, because people look up to you, because they know they come to you especially when they also share their problems and private issues with , then you feel you are have achieved a lot, you feel you are been recognized you are been accepted. …..

I see lot of nods of assent around the table. I must say my eh, observation of your sense here is that there is an element of surprise that you emerged so skilled. So multi-skilled you know wow, I can look at that financial statement, and I can actually

interrogate properly. Eh, being in LR as being, you know there is a sense of surprise that you are out of the laarger, being in the laager for so long now the wagons have opened. Well we are we are out of the laager and there is a, there is a nice spirit around the table. It feels almost like your excitement and confidence and I just want to reflect that back to you because that's the kind of sense around the table. Despite logistics preparation, intense curriculum, this clearly added to your workload etc, but there is a reflection that there is a reflection that there has really been a lot of really rich comprehensive etc contents and skills for you to take and get out of the manager managers, tied into the more facilitative leadership available type role. The whole new concept that has emerged. Is there a comment on that?

I think for me it was not the implementation of the distinct project or distinct skills, but rather a day to day implementation of what you have integrated eh, into your own self, of just being there and just being with the people and just managing them. So I think to pass there I certainly did not apply some of the things I have acquired on the course.

It was a way of being rather than the list of doing.

Yes, mh, mh.

Ya, for me it eh, probably because of the environment that was created for us, on that we were part of creating it, eh, it was so apt, it came at the right time. We just into the new democracy, and it come up like a, geewhiz have we bee sleeping all along? What were we doing all along? You know like a vow feeling, is this really happening, am I just at the right place at the right time? And you know just having the right skills at the right time? And this is the most exciting, I always tell my children, I do not want to be younger or older. I am just at the right place at the right time at the right age at the right time. it is just that type of feeling that I often, not forgetting that we also have the, the feeling of gee wiz now the achievement , if we go around sure in the health department we all feel BOL, head office people are leaving, skilled workers are leaving. We have those frustrations also but eh I wouldn't be at any other place at this point in time.

Just to share something, because I mean its, my son said to me yesterday, because I said to him that I am going to get early retirement, he said to me no you can't. And I said why not, and he said what are you going to do with all these skills that you have achieved? And it suddenly struck something in me and this what so and so said now and I totally want to agree with he, I think we are at the peak of of our careers and and at our level. I don't know if I am talking for myself only, I feel like you know you have being, we being on all thee short courses and, and the skills that we have developed and when you now think ahead of the years and now you must retire, I think it is a bit sad you look at it with sadness. Because you wonder will be sitting in a home and what are you, how are you going to do with all this knowledge that you have, all this tremendous skill and I remember when I first was employed in the DHS, when I was faced with all these diverse tasks, and and people that I have to deal with and things that I have to do and I ask myself you know when I got the post nobody said to me that this is all the tasks that I had to do, and this is all the jobs that I had do, and this was my job-description because this was far beyond what is really in n the key performance areas or in the adverts and I couldn't believe when I look back and I reflect that I have achieved all that. You can't really believe it.

I'll add to that and say, that the skills that I have developed, the knowledge that you have acquired is not only for health services. You will carry it with you throughout. It is you, you are the person who has been transformed and therefore you use them anywhere. Not only in the job situation. In job situation you are saying to the employer to the community that this is what I am here to do. It is a paradigm shift but definitely something that is ( ).

I am certainly hearing people being empowered, and wanting to contribute even in the face of the adversity which exists.

Absolutely

What I am also hearing is that, we have come to a place where we are basically, or you as a group are basically reiterating and assenting with what I saying. If I may take you

*Are there any other thoughts that you have to put in the pot as well? I am going to take it as we started w*e started off saying, *the course was a tough thing, you were telling me some of you were very very ill prepared, I think so and so was the only person who was well prepared, names were put forward and you were shuffed into this ... there was no sense of good preplanning. It was a tough for you on the course and you had a full workload, plus you had your blocks, you had assignments, it was an intense curriculum which for some of you was a whole lot of new staff, some of you had heard it before, but you, all of you went hard on this course logistically etc some frustration in terms of your expectations, people felt that the course actually contributed much more than just a certificate of attendance. Okay you certainly felt that, then you started to speak about the magic of the course and you said, you were speaking about your own staff had changed, you say eye-opener, load of perspective, I really feel skilled not only knowledge in my head, you not only compared this with you normal academic background eh, but also compared it with such as so and so did, with one course which followed later. skills and leadership, a sense of empowerment, I know more, I can speak more, other disciplines we can share, you spoken about having both a sense of support in implementing as well as those of you who might have lacked support and being the only person and know how difficult it is for change. You have spoken about the different levels, leadership very important, and bring everyone abroad spoke about the mixed levels. Particularly so and so reflected on this as being a person not yet in management but she learned not only from the course and from the people, and the sharing and the participation and how much that reflects in the way our more national imperatives now, hey, There is no more top down boss, boss-sub-ordinate situation but rather participative, and you have shared very specific examples of how people have in fact picked up on those challenges and how you are now reaping the benefits of that. I, I would like to do that as a or offer you that as a summary. What is important that you may wish to add, remember that all the other detail that you have offered we have captured. Any thought that you need to add to add?*

I merely would like to ask you if you think these courses were refresher course?

Yes you have spoken on refresher courses, come back six months evaluation, where would you like refresh, certainly.

Maybe not add but another comment, would be eh, the courses that we we have attended and, and I can only assume that the future courses is locally developed and so appropriate for the local situation, you know often we eh, we used to look at the global situation and we think people that come from America and wherever else come with all their experience and all the information, but eh, these courses have certainly taught me that, you know it is here and it is appropriate for the situation here, yes we must develop the global, national and internationally but I think ya the course are locally developed. With other experience also you know people coming from where ever, with experiences and we sit and listen, we can adjust, we take some of those thing and we adjust it locally. I think that.

Do you want to add?

Yes, eh something else, I think especially in our, looking at our group, we did not have people scaring you and making you feel out of place, there were people who were in the practical situation themselves, implementing themselves what they were teaching at that stage. E.g. I am just thinking at so and so, the girl that was actually doing it, eh, so and so's transformation in the health system, he was busy doing it it was his job.
( ).they were the guys in their field doing it and teaching it, and I think that also had a very large impact.

In deed

Just to say that one also can also assess your own gaps you know, in the, in the were you are lacking in skills, and a lot of the courses are very focused e.g. if you feel you are lacking in computer skills, that skill you can actually sharpen, you don't have to have any added to that that you don't need. Which in the past it was not like that you get a lot of things that you don't really want and even if its financial management its focussed on that aspect of skill that you want to develop in and I think that is what is good about the course because it focuses on the skill to develop.

So and so

Maybe if I can just also add to what so and so said, eh I think that the lectures that were presented by people who were spearheading transformation within the organisation also has the effect of hat transformation having a trickling down effect from the people who are actually spearheading it, I think that a most powerful aspect.

So that experience, being positive about the facilitation factors , that's the context from which these people came. They were ( ) they were grieving it you walking the talks..

Yes. May I come in?

In deed you may

The, the other eh, I was talking about the, the right environment that was created I think here again, the right political environment, the economic environment, yes maybe here and there, maybe the end of the ( ) but,

It's looking good at the moment,

But, but I also think of the new act, the new developments of this DHS act and the SDA, previously you had to have a certain level of standard before you could go on to a management course, but all the acts that were developed here is so appropriate. Now it allows anybody to go on a management course. You don't have to have anything, your age, and everything counts for you, and your, the the what the situation that you worked in it all up counts for you to go on those course unlike previously you know, you had to have a matric certificate, a standard certificate

So even in the macro environment has been facilitative of creating a climate within which these can exist, as you say even legislative and statutory acts and regulations actually facilitated this. Now they have taken away all the stereotype blocks o the past, you must have matric you must have this. This is about what is appropriate to your situation and the next skills that you need to acquire.

Second Focus Group Interview (level 8 down)

Date: 08 November 2002

Interviewer: Dr Ann Muller

Please describe your experience of the management development programmes which you attended between 1999 and 2001, which were offered by the GHD.

Can I start? *(Yes you may)* One that I experienced, it really changed my sense in terms of management principles, management approach because initially I had this conservative way of managing. Now I learned about involvement, involvement type of managing. That is what I experienced.

So that is what struck you?

Yes and before I attended the course I never knew how to strategise. I never knew how to put startegies in place... Secondly the interaction during the course the course, we were with people who were in higher posts than us, By the end they showed us that we are all people, we just need leadership skills irrespective of who we are.

It sound most liberating *(yes it was)*

I did the course immediately after I finished my degree and there were a lot of eye-openers. I found it a very good experience. The interaction with people from other hospitals was a good experience. I think I could say we/I shared a lot of information and I learned lot from the other participants in the group. What they were experiencing in their hospitals, what I was experiencing in my hospital and what the whole course brought to us. That was a good experience.

I see the men nodding their heads about your sharing comment. Was that also a positive experience for you? Now that's interesting. Lets go back to a couple of things that you said, you found it changing mind set, very liberating. What about the course/s do you think managed to change the mind sets?

In my experience but not to that extend, you understand that change from one situation to another is a process, but at least it initiated some changes, bit by bit, gradually

For me the thing that changed the mind sets was, you know, there are a lot of things that were in place which I was oblivious of, but it was the management course that surfaced it up. And it was things that I was doing but did not realise the importance there of you took it for routine daily work wise, but we did not put the importance to it. And the lecturers, the different lectures that were given to us on the different subjects were the ones that were eye openers.

Okay, so changing mind sets, changed awareness, and you spoke of lectures and topics you said were important e.g. Strategic planning, it sounds like you had in fact some the experience in some but also that some of the contents were new.

My opinion is that I nominated this person for the course what is the reason for us to be there. The reason for us to be there is to learn and implement and this I think is not happening and this is saddening for me. I could not go and share with many people. I could not share with management. I could share with my colleagues and my subordinates and that was sad for me. There is upward block not downward or horizontal.

<u>So and so</u> where are you based?....what is your experience of the management development programs?

My experience is that when you are on the course, there you become very excited with the knowledge that you are getting, you feel you are being equipped. You can come back and plough back, but once you are in the situation it is not as easy as it appears e.g. In my hospital I am responsible for training and development you will think I am more exposed than other people to be able to implement but the situation in the institution is not such that, it does not happen, because I happen to be working closely with the management group or the supervisors. I can to some extend share with them but going down to other people is not so easy because you also have your own span of control. At times you share with people close to you in terms of working the relationships but you can not go…

Not as broad as you would like? This is what some of you folks had.

I have not heard limitations of not being able to apply; I have not heard any limitations of the course. Would it be right to say the course is great, making it happen is the problem?

Ja it is. It's not. Let me go into the issue of the project, I don't know, even after the course I still did not feel very confident about the project part of it. We may have had lectures on project management but the applied project to me was still a bit of a problem I perceive I did not get enough guidance.

So and so?

I also felt that we did not get enough guidance as far as applying the project. How to go about it. We were give notes, we were told how but if we had not done, some of us had in-service or workshop in project management we would have been completely lost.

Okay does it mean that you would have liked more time, does it mean you have like a project mentor? What do you think would have made the successful completion of the project a little easier? Than just having notes?.

In my experience we had enough time we had to demonstrate and present to our colleagues there, we kind of got ideas there. It also depended on the lecturers. How does he present.

I think let's reach some consensus here, so you are saying that to your mind you were comfortable with the project?

In my case I am saying that the group projects that we did were fine, those it was very interactive, we supported one another we gave one another tasks and we had some research to do. But the end of the year project, I believed this changed on a year basis..(yes the projects that we did in groups were fine but the projects where we had to get marks were the ones that were difficult). You find that in the work environment you are expected to deal with a project or take a project approach, that is why when were on the course we felt that if we could have had more guidance more coaching as to how to do the project. Up to now I still do not know what I did right and what not.

(You feel you still don't have the confidence). Ya, I still feel that I want to go again for project management.

In my experience with the project management, I understood it. When we started the course some few months later they gave us some assignments to do, and discussions and said do you understand what we are doing here. The way that I understood this applied project is that you had to put aside everything that you did previously.

It is interesting because what I am hearing you say is that much of the course was ***about interaction sharing and learning from each other, and this was also the experience at work so why must I now do something absolutely on my own. That question arose. You don't sound absolutely confident about that. Maybe something maybe like a mentor to touch base with might have helped you.***

(Yes, maybe a mentor) I use to communicate with somebody who was doing project management at another school and she was very confident and comfortable with the project management.

Alright, so here we are seeing a difference when the situation of teaching and learning in one school is a little different from another. The result is the product from the one school is a little bit more confident than the one from the other school. Perhaps the other school that did not have the same facilitation methods.

And also, in my group, I don't know about the other groups, but my group did not get feedback on the projects.

Okay so lack of feedback means that you have not learned as much as you might have, So lack of feedback has not helped you learn in the case of the applied project. So improved feedback is certainly your recommendation re the applied project. <u>So ands so</u> you are frowning?

I don't know… (I worked with … she contributed to the group in fact sometimes she assisted me. we used to communicate). Often when I had problems I would say to her hey what do I do there?

It was amazing how we came from totally different backgrounds, and we were complete strangers, yet gelled together as a team. That was the beauty of it.

Yes I seem to have seen that all day when you were speaking you said "oh! here's my class mate". It is quite clear from what you are saying and what I have seen today is that there is a very good sense of group cohesion. You have being saying it and I can see it.

I would like to say that some of us are even still in contact with one another

So you actually folk took your group mates and formed a professional support system? And you must have formed it, because it met a need. Especially if you are feeling alone where you are?

Also because of implementing,

Because you have been reflecting that when you get back to the workplace there are sometimes blockages to implementing. How was that with you?

It is difficult, it is not easy.

What makes it difficult in your institution in you institution, in that context?

I know because on the course I learned about change management maybe I should have applied some of the skills that I learned there. Because people are in a different mood. We are coming out of this old way and we need to change mind sets, there is resistance to implementation. If you go to a course and people are have not gone to the course and you are here, it is difficult, you burn yourself out trying to get things to change (it is like Greek to them)

Is this in reference to top management in the institution?

You can't get people to hear what you are saying but ( ).

One thing that I experienced with my top management regarding my project. The topic that I chose, I discussed with my manager. I must say that she gave me her support and sent me out to different companies to go and learn. When I came back my project was not implemented.

So you had support with the project but the less support with its implementation?

Also what I have learned with this course, every project that you want tot do, a person must bench mark, we don't really benchmark. That is why Gauteng hospitals are always criticised in relation to quality.

In other word you are saying that what you don't know hurts you. I am hearing you say you don't bench mark, you don't know what the best practices are and when to use them. You don't even know what makes you, why is there a perception that Gauteng hospital services are poor or public hospitals services are poor. You also say that you learned to learn for each on the course. But you find that your institutions are not learning from each other. You don't network. Are those institutions learning from you?...

This course is designed for you to go and implement. For you to bring about those changes in your institution. That is the important thing to do. That is the whole idea behind it. That is not what is happening.

That is not what is happening, tell me, and are any of you seniors where you are or would you say you are middle managers? If your bosses said to you go on this course, and you come back to implement and you don't. What do think why did they send you ***on this course? Surely management does not want to waste ( ), so why did the send you.***

Did they send us because Head Office said they must nominate? Or maybe for our own personal gain? Or maybe not realizing that when we come back they must sit with us, consult with us, or learn from us. What have you experienced or what have you learned from these courses, which you can use on your daily basis. Can we change things, Can we improve things.

( )

My idea is before the course could commence, maybe there should be some briefing for those going on the course as to the content of the course. Before anybody could go on the course to those managers, what is the reason for the course? Before the intended course can be put into place. By the time they start nomination, they should know now what is going to take place, they know what this course is meant for this. They put it in a plan to say that this is for the hospital; this is the part/reason why we have this blockage.
( )

My experience when I went to the course I have realised that top management will nominate two for a course, not because they want to see change, or to improve your skill but because they must nominate. Some of the managers are scared of labour issues. They send someone to do a course because he is fighting.(So that he does not have ammunition?) He is fighting to be nominated and he has not attended a course for the pat year. Thus But when you come back you are not given a room to implement.

I am with the idea that maybe if head office, have briefed us together into this management course to tell them whoever you nominate, when the person comes back she/he should be given a specific thing to bring about change in the institution.

And so, that is your idea of improving things?

Probably

And you say that if senior management is ignorant of what you have gained there is not incentive to encourage or support you. So clearly they cannot do your performance agreement, what do you think?

Let me come in

I hear from you the recommendations that, there must be briefing on the courses, middle managers must be empowered, and there must be conditions for implementation.

I also want to say that people say that you need to implement when you come back. And they are giving you constraints, obstacles to implementation, but I would like to say that apart from having stumbling blocks in the institution. Even the, let me say I have been for this is not the first management course I was attending, I attended a nursing management course where I heard of vision and mission and I came back, and now I came to this course , I was under the perception that this course is going to give me the tools to actually do. I thought the other courses gave theory now I am going to this I thought I would be given something that I would be able touch and move. But I hear them saying you must be able to set standards, what is a standard? How do you set a standard? What do I do to set a standard?

How do I actually do it?

Yes. I have heard about standards I am still hearing about standards, but I still do not know how to set standards.

I see, you have the concepts but you do not feel confident to do it, to set standards?

There are no guidelines

As nurses you struggle what about you guys?

There are a lot of standards from my institution ( ). The institution can not come up clear and say this is how you set a standard...

I think this course is really exciting so that when you come back from the course you cannot wait to put things into place because we are so geared up ( )

Appendix H

Individual interviews

"Would you please describe your experience of the management development programmes which you attended between 1999 to 2001? What was you experience thereof?"

"My experience was that it was a priory as a manager to be able to run an institution, although I had training with (….). The (….) training was quite theoretical and I did not have the confidence to be able to run an institution. After being exposed to this course I gained confidence and I was ready to meet the challenge"

"You are actually saying in fact that this course was more than just theory, it actually empowered you? Tell me about that"

"Okay, there were projects and interaction with other managers and lecturers. This is more than you what you get in a textbook."

"All right. So not only the lectures contributed but you also interacted with others and learned from each other."

"Yes we shared with each other and learned that this problem is not unique, this is how we dealt with it."

"Right so it also helped you not feel isolated with a problem that you experienced. You learned from other colleagues. You also said that you gained confidence. The confidence not only came from the knowledge content but also from the practicalities. You say that even the lecturers were people from the practical situations, you also said that it came at a time when you had just being promoted in charge. So were not feeling confident before?"

"Yes because I went into a hospital where there was nobody to orientate and induct me. Because people had been given voluntary severance packages (VSP) and had left. So I was thrown into the deep end of the deep sea, and not knowing where to start and which direction to follow. So when I came here things like project management, negotiation skills and leadership skills, budget and finance, I even went back you know and set up a help desk which we did not have and you know it improved the running of things in the hospital."

"Okay, so you were really able to go back and implement some of the things you learned on the course. It was at the time when people had left with VSP and the course provided you with the support that you needed because people had left you were in the deep end".

"Yes. There was nobody to actually induct me and say this is how we do things. I found an office with all the documents and policies and unfortunately they were all written in Afrikaans. Although I was taught Afrikaans at school it was not enough for me to be able to read legal documents and understand them. So it was very very difficult, so you know the documents were there and some support. But it was from people who were junior to me, and looked to me for guidance. So this course opened my eyes"

"So it was an eye-opener for you?"

"Yes an eye –opener"

"Well you are saying that you had nobody to induct you and did not have the support to access documents as they were in a language that was not accessible to you. So this course provided you with the kind of support and the kind of knowledge because you spoke about quite a broad perspective including leadership, negotiation skills all of that provided you with quite a broad scope, and have gone and implemented some of the things."

"You know the LRA, the way that it was explained it became very practical and I could go out and use it to deal with resistance. I no longer fear trade unions now I see them as watchdogs that are there to make sure that managers do things according to the law. And I can consult with them and when we disagree we refer to the law because they too are not always right and when we refer to the law we are able to work together, but previously they were enemies."

"So previously you and the unions use to fight now you found you way around that and you use the law to guide your discussions. You also said that you learned leadership, negotiation skills and you are feeling more confident. You have also implemented e.g., established a relationship between management and the trade unions... All I have heard from you are only good things about the course. You told a lot of positive perspectives."

"So do you want to hear the negative side?"

"Only if there is one. I am just reflecting on the fact that your experience has been positive if there are negatives, yes certainly I want to hear about them but I do not want you to manufacture negatives it there aren't just because you think you have to."

"You know after each session we were given form to evaluate each lecture, so what ever I did not like I put on paper there and I am sure they were able to see what the students were saying and I am sure they made improvements. Evaluation is very important because it brings about change because no body is perfect and the negatives are weaknesses that people must build upon to strengthen and continue improvements."

"Well the other thing that you are saying about the course, which is another positive, is that they invited you to evaluate so that they could improve their offerings to you".

"They were not just doing them formally. I think they were actually listening to what we were saying to. I think because the course ran over (how many months?) we were coming to block once a month and we had a total of six blocks. Whatever was not right at the beginning of the course we were happy that things were starting to happen the way that we suggested. They were looking at our evaluations to make changes."

"Give me an example of one thing that you might have seen changing."

"E.g. some of the lectures were allowing some students to dominate the discussions, and the quite one being excluded. I was one of the quite ones, towards the end the lecturers would pull the quite participants into the discussions. You also have something to say you have an idea , you have a point but people are not the same , some people are shy abut if you are pulled into a discussion you feel proud to can say at the end of the day that said something and they listened to me and respected my contribution. They we making sure that we all participated."

"I think that this what you have said, that that kind of sharing and learning and participation is what you find valuable and built your confidence , so the other good think about the course is that people did not just do an evaluation as a paper exercise , they actually implemented those things and used data to see the difference. You have also said that you have been able to implement at work. Let's take a couple of these things you have said for example you have implemented a help desk at your hospital that you did not have before. This is something that you have learned on the course."

"Yes, we were given an assignment and you could choose any topic. I chose a help p desk. I started it and it is working at the hospital. There is someone manning the help p desk and giving information to the public you know it makes the flow of patients and

visitors in the hospital to be easy because they get directions they get into formation there s is not frustration. A person at the help desk sometimes manages things that might other wise have come to management and waste our time. Having a queue of people just waiting with silly things that might have been handled by a help desk officer.."

"This is what you meant when you said that the course was practical the assignment could be done at your hospital and you could see improvement that they made. What about leadership and finance how has that been valuable regarding you day to day work."

"I. The guy who taught us finance used to make jokes that we are supporting the market by buy on credit. After that I closed all my accounts, and i only buy cash now. Because you know you if you buy on credit you are enriching the other people. They are getting interest and the hidden interest that you don't see. So it has helped personally and in the hospital it has made me more finance conscious. I query things, why do we buy this rather than that. Previously I was leaving financial management to the fince people. Because I am nurse and my core business is patient care. But now I know that patient care has financial implications as a nurse you have to look at things like is there anything that I can do to shorten the patient's stay in the ward. We waste if we use equipment wrongly and it gets broken you know all those costs add. You save by using things appropriately, article for the right procedure and giving treatment at the right time so that the patient's stay is shortened. I introduced, even though the concept cost center when I joined the course had started, the problem was, it was just a concept that was spoken about. Dr … taught us about it and gave us exercises and when I went back, the concept was put into reality. We encourage the unit mangers to run their units like their houses with their own budgets and controlling. All the unit mangers were asked to come up with saving measures and to look at the cost drivers and make sure that they save. There are unavoidable cost drivers like blood transfusions and you can not do it alone as a manager."

Appendix I

Ethical Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

COMMITTEE FOR RESEARCH ON HUMAN SUBJECTS (MEDICAL)
Ref: R14/49 Bassed

CLEARANCE CERTIFICATE PROTOCOL NUMBER M02-06-02

PROJECT Perceptions of Participants of Management Development Programmes In The Gauteng Health Department (GHD)

INVESTIGATORS Ms PJ Bassed

DEPARTMENT School of Therapeutic Sci, Johannesburg Hospital

DATE CONSIDERED 02-06-28

DECISION OF THE COMMITTEE Approved unconditionally

Unles otherwise specified the ethical clearance is valid for 5 years but may be renewed upon application This ethical clearance will expire on 30 July 2007.

DATE 02-09-16 CHAIRMAN.....(Professor P E Cleaton-Jones)

* Guidelines for written "informed consent" attached where applicable.

c c Supervisor: Prof H Klopper
Dept of School of Therapeutic Sci· Johannesburg Hospital
Works2\Iain0015\HumEth97.wdb\M 02-06-02

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and ONE COPY returned to the Secretary at Room 10001, 10th Floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. I agree to a completion of a yearly progress form. I/we agree to inform the Committee once the study is completed.

DATE 1/4/2003 SIGNATURE .....

PLEASE QUOTE THE PROTOCOL NO IN ALL QUERIES .: M 02-06-02

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES