LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

THE EFFECTIVENESS OF HRD PROGRAMMES WITH REGARD TO SERVICE DELIVERY IMPROVEMENT IN LDPW REPORT 2013-14

ACKNOWLEDGEMENT

The support given by the Senior Manager Monitoring and Evaluation Unit for the entire evaluation study period is acknowledged. The work of District Customer Care Officers who served as fieldworkers and data capturers amid unfavorable working conditions cannot go unnoticed.

My thanks go to all people who helped with the compilation of this final document.

ABSTRACT

The study aims at ascertaining if HRD Programmes implemented in LDPW have any influence on service delivery improvement.

The study employed a quantitative research methodology complemented by desktop study in reviewing previous performance related reports. The stratified-random sampling strategy was employed to draw the planned sample of 160 participants. Our quantitative research findings are based on 50 completed questionnaires that were returned.

Research findings revealed that the department does not have a conducive work environment. As such it hinders the transfer of learnt knowledge to actual work, and performance improvement. There is lack of management support to intervention programmes implemented in the department. This trend cascades down to First Line Managers or Supervisors at the coal face. Managers are not actively involved in the training and development of their supervisees.

There is lack of consultation, openness and transparency in the implementation of capacity building programmes in the department. Nominations of course participants are often imposed by Head Office Human Resource Directorate. Human Resource Development does not implement the best practice initiatives like pre and post course evaluation. HRD does not determine return on investment (ROI) on courses and training attended. This problem is exacerbated by first line managers' back stand and quite approach on issues pertaining to training and development.

It is recommended that a piece meal approach to training be replaced by a systematic approach to effective training model. This model integrates training activities to other strategic management functions. It is coherent in approach to training whereby all stakeholders participate actively in training and development.

It is the responsibility of founders of a company or senior leadership in the case of a government department to form an organizational culture espoused by the articulation of vision, mission and core values. The creation of a conducive work environment where all employees feel belonging to the department. This corporate culture will positively influence the transfer of learned knowledge and skills to actual work and allow all employees to perform to their full potential. This move will effect performance improvement.

Limitations were encountered during data gathering phase as some of participants were unwilling to complete the questionnaires as such few questionnaires were returned than expected. The study could not arrive at the valid consistent results as the variables within the environmental factors contaminated the whole study enquiry.

In other words, the department should put its house in order before any investigation of any kind can be conducted on HRD Programmes to arrive at valid objective findings.

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EVALUATION REPORT ON THE EFFECTIVENESS OF HRD PROGAMMES ON SERVICE DELIVERY IMPROVEMENT.

1. Introduction

Evaluation of Human Resource Development Programmes aims at establishing the contribution of training programmes in the department with regard to the implementation of the departmental core mandates and the realization of the departmental vision. Capacity Building Programmes were implemented in the department since the dawn of the new dispensation to date. This evaluation research study is striving to find out if the implemented training programmes are impacting positively towards service delivery improvement with 2010/11 financial year as the baseline.

The statement of the problem:
There is a sign of unusual relationship pattern between the HRD Programmes implemented in the department and service delivery improvement. The department spends money on training budget with a decline in organizational effectiveness.
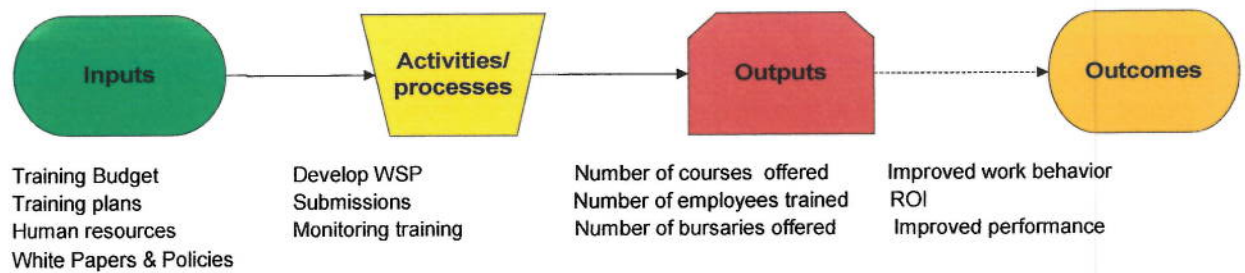
1.1 Terms of reference

The General Manager Strategic Management requested Evaluation Unit to embark on evaluation project to determine the effectiveness of Human Resource Development Programmes in the department. This study converges on the causal relationship between capacity programmes and service delivery improvement. What this study does not cover is the implementation of the PMDS in the department as it is a separate investigation on its own. In response to the request Monitoring and Evaluation Unit incorporated HRD Evaluation project in the Operational Plan and the Departmental Research Agenda 2013-14. The study population covers all service points and cuts across all organizational layers.

1.2 Outcome / strategic objective:

The Strategic Human Resource Management's (incorporating HRD) strategic objective number two in the APP 2011/12 states that Capacity Building Programmes developed and implemented". This strategic objective talks to HRD function in the department. HRD is a support function providing support to all Programmes in the department through developing knowledge, skills and capabilities to improve service delivery. The department sends employees for training with one objective in mind i.e to improve work performance.

1.3 HRD Logic model

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   ┌─────────┐      ┌──────────────┐      ┌─────────┐         ┌──────────┐
   │ Inputs  │ ───► │ Activities/  │ ───► │ Outputs │ ······► │ Outcomes │
   │         │      │ processes    │      │         │         │          │
   └─────────┘      └──────────────┘      └─────────┘         └──────────┘
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Inputs	Activities/processes	Outputs	Outcomes
Training Budget	Develop WSP	Number of courses offered	Improved work behavior
Training plans	Submissions	Number of employees trained	ROI
Human resources	Monitoring training	Number of bursaries offered	Improved performance
White Papers & Policies			

1.4 Research Objectives:

- To determine if the department is implementing its strategic objective of implementing capacity programmes.

- To ascertain if there is any significant improvement in departmental performance attributable to the implemented training programmes.

1.5 Research Questions:

- How many training courses were implemented in the department as from 2010/11 to 2012/13?

- How many employees benefitted from these training courses?

- What was the department performance level prior to implementation of the intervention programmes?

- Is there any performance improvement after intervention programmes withdrawal?

2. Chapter 2: Literature Study

2.1 Aguinis (2009:79) identified and categorized the determinants of performance as declarative knowledge, procedural knowledge, and motivation. Declarative knowledge incorporates conceptual skills i.e the ability to envision, goal setting, principles and facts. Procedural knowledge encompasses cognitive skills, psychomotor skills, physical skills and interpersonal skills. Motivation includes choice to perform, level of effort and persistence of effort. He further derives the equation:

Performance = declarative knowledge x procedural knowledge x motivation. Most interestingly is that if the value of either one of the determinants is zero (0); then performance will have the same zero value. He further maintains that these determinants of performance are influenced by the following factors: employee (abilities and previous experience), human resource practices and the work environment. In other words these variables need to be investigated to arrive at the real performance problems.

2.2 The work of Aguinis is further supported by Boninelli et al (2004) by saying that: Human capital investment = (ability + behavior) x effort x time.

2.3 Return On Investment (ROI) = results (savings) ÷ training cost (Werner 2006). If the answer to this equation is below one (1), then there is less or no positive training effects to the organization. The training initiative did not add any value to performance improvement.

2.4 Questionmark (2004) slides on KirkPatrick's training assessment model indicates that it is very critical for organization to embark on the whole training assessment to find out if there is any value added to the organization in training personnel.

2.5 It is worth mentioning that a learning organizational culture and performance improvement depend most largely on the CEO of the company or the HOD in the case of government department. His/her management style and general attitude towards the workforce can either motivate or set-off the employees willingness to go an extra mile in the execution of their duties. This was evident at General Electric (GE), one of the Fortune 500 companies Fortune (2011:2:58) whereby the company was more productive under the leadership of J. Welch as CEO, but performed dismally under J.Immelt.

2.6 The second example is the story by Elkind et al in Fortune (2011:8:42) at Pfizer where the company performed well until the appointment of new CEO in 2006-2010 by the name of J. Kindler. His management style was not fine for Pfizer work environment as such the organizational performance started to plummet low due to employees' dissatisfaction. Just two years later, the company is doing well under the new CEO. This stresses how the work environment can affect transfer of learning to workplace and performance improvement.

2.7 My third and last example on how the CEO leadership style in forming the productive organizational culture has more influence on the employees' work behavior:

Lashinsky during his interview with Larry Page, the current No.1 Fortune 500 companies CEO Fortune (2012:34-36); in response to how he can summarize Google's culture; his answer was "My job as a leader is to make sure everybody in the company has great opportunities and feel they are having a meaningful impact and are contributing to the good of society. As a world, we are doing a better job of that. My goal is for Google to lead, not follow that". Second interview question on how is it important for him are Google conditions of services i.e salary perks, free foods, to the massages etc. Larry's answer was that "I don't think it is any of those individual things. It is important that the company be a family that people feel that they are part of the company, and that the company is a family to them. When you treat people that way you get better productivity. Rather than really caring what hours you worked, you care about output. We should continue to innovate in our relationship with our employees and figure out the best things we can do for them".

2.8 From the above interview excerpt, one is not surprised to see Google dominating Fortune 500 companies in the twenty-first century. Never mind about things like free lunch and massages as provided by Google, in the public service Senior Officials are lacking that courage to encourage and motivate their employees to perform better. Most of them could hardly praise the employee for a job well done. That is why most of public servants are demoralized and burnt-out. One point I want to make is that these public servants are not from the same geographic location but they all have the same feeling of not belonging to their organizations.

2.9 Lastly one should take cognizance that training is conducted for any one of the following conditions or reasons: if there is performance problem, if new system / technology is introduced and lastly habitual training (training for the sake of training budget being available)

3. Chapter 3 : Research Methodology

3.1 Research Design

A desktop study was employed to peruse previous Annual Performance Reports, Auditor General Reports and Management Performance Assessment Tool (MPAT) Reports. This was complemented by quantitative research methodology. Units of analysis are human resource capacity programmes implemented in the department and employees behavioral change pattern. The sample was drawn through stratified-random sampling technique whereby employees are divided into a number of blocks or strata in the form of Management and Lower level employees. From each stratum random sampling was done using electronic sampling calculator. The planned sample size was 160 however only 50 completed questionnaires were received.

3.2 Participants

Participants were Senior Officials and lower level employees and were predominately black females and males cutting across all age groups from different service points.

3.3 Apparatus

Stationary and laptop were the main resources utilized for the study and compilation of this report.

3.4 Procedure

The self-administered questionnaire was e-mail to Head Office participants and District Offices Customer Care Officers. The Evaluation Practitioner personally coordinated the completion of the questionnaire at Head Office where questionnaires were distributed to (10) ten Senior Managers, (20) twenty Managers and (30) Deputy Managers. Customer Care Officers at district offices were requested to distribute questionnaires as follows: from each district of five; questionnaires were distributed to (3) three Middle Managers, (5) five First Line Managers and (12) twelve grassroots employees.

We encountered challenges with regard to the submission of the completed questionnaires whereby other employees were complaining about their daily work schedule and were not able to complete the questionnaire. The returned completed questionnaires were as follows:

Stratum	Planned	Returned / Actual
SMS	10	4
MMS	35	10
JMS	55	15
Lower Level Employees	60	21
Total	**160**	**50**

4. Chapter 4 Results / Findings

4.1 Desktop Study

4.1.1 During 2010/11 financial year Training Programs were implemented as follows:

Training Type	No. of Participants	Budget
Bursaries	63	1, 188
Training courses	1 004 from 63 courses.	3, 377
Learnerships (boiler making)	24	1, 723
Total		6, 289

See appendix 2 for list of courses.

4.1.2 Capacity Development Programmes implemented during the financial year (2011/12) is as follows:

Training Type	No. of Participants	Expenditure
Bursaries	56	1, 667
Training courses	781 from 43 courses	2, 322
Learnerships (Supervision in Construction Process)	31	0
Total	868	3, 989

4.1.3 Capacity Development Programmes implemented during the financial year (2012/13) is as follows:

Training Type	No. of Participants	Expenditure
Bursary scheme	59	4, 899
Training courses	781 from 33 courses	1, 326
Learnerships (boiler making)	31	0

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Total	871	5, 515

4.1.4 The total number of employees trained for the financial years under review is **2 840** to the total training expenditure of **R15, 993m,** excluding programme intervention beneficiaries' accommodation, travelling costs and man-hours lost during training periods.

4.1.5 Annual Performance Report 2010/11 revealed that HRD planned targets were achieved but some Programmes in the department did not achieve all planned targets in the APP. The department incurred an under spending of **R51, 764 m** against adjusted budget of **R777, 074 m.**

Programme	2010/11 Budget	Actual Expenditure	Variance
Program One Administration	227, 661	275, 059	2, 602
Programme Two Public Works	477, 409	428, 927	48, 484
EPWP	22, 004	21, 326	0, 678
TOTAL	777, 074	725, 310	51, 764

NB: From all the above performance the department got qualified opinion from AG's report.

4.1.6 Annual Performance Report (2011/12 p.58) revealed Programmes underperformance and an under expenditure of **R48, 406m** against the adjusted budget of **R837, 833m.** HRD achieved all its planned targets. Hereinafter is a snapshot on budget expenditure:

Programme	2011/12 Budget	Actual Expenditure	Variance (-)
Program One Administration	252, 115	239, 683	**12, 432**
Programme Two Public Works	557, 991	483, 570	**74, 421**
EPWP	26, 235	25, 761	**0, 474**
TOTAL	837, 833	789, 427	**48, 406**

NB: From this performance the department received a disclaimer opinion from AG's report.

4.1.7 Annual Performance Report (2012 /13 pp. 28-38) revealed that HRD achieved its planned targets. Programmes underperformed and incurred an under expenditure of **R95, 979m** against an adjusted budget of **R844, 002m**. Hereinafter is a table showing expenditure report:

Programme	2012/13 Budget	Actual Expenditure	Variance
Program One Administration	230, 192	211, 383	18, 809
Programme Two Public Works	579, 958	510, 475	69, 483
EPWP	33, 852	26, 165	7, 687
TOTAL	**844, 002**	**748,023**	**95, 979**

From this performance the department received a disclaimer opinion from AG's report.

4.1.8 DPME Management Performance Assessment Tool (MPAT 1.2) Report 2012/13.

- KPA 1: Strategic Management
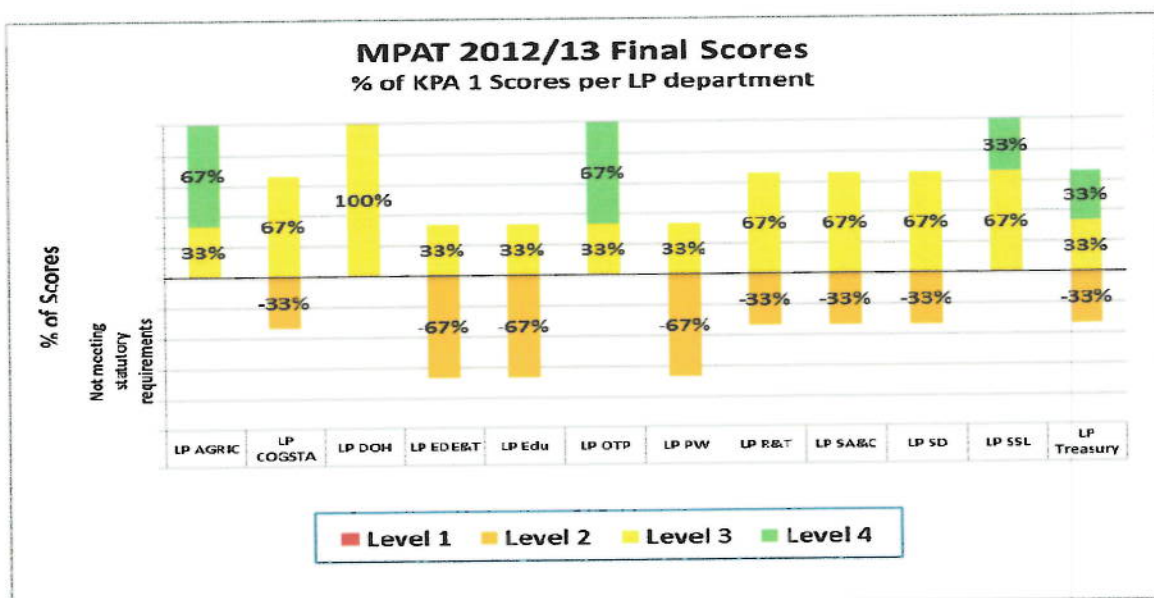
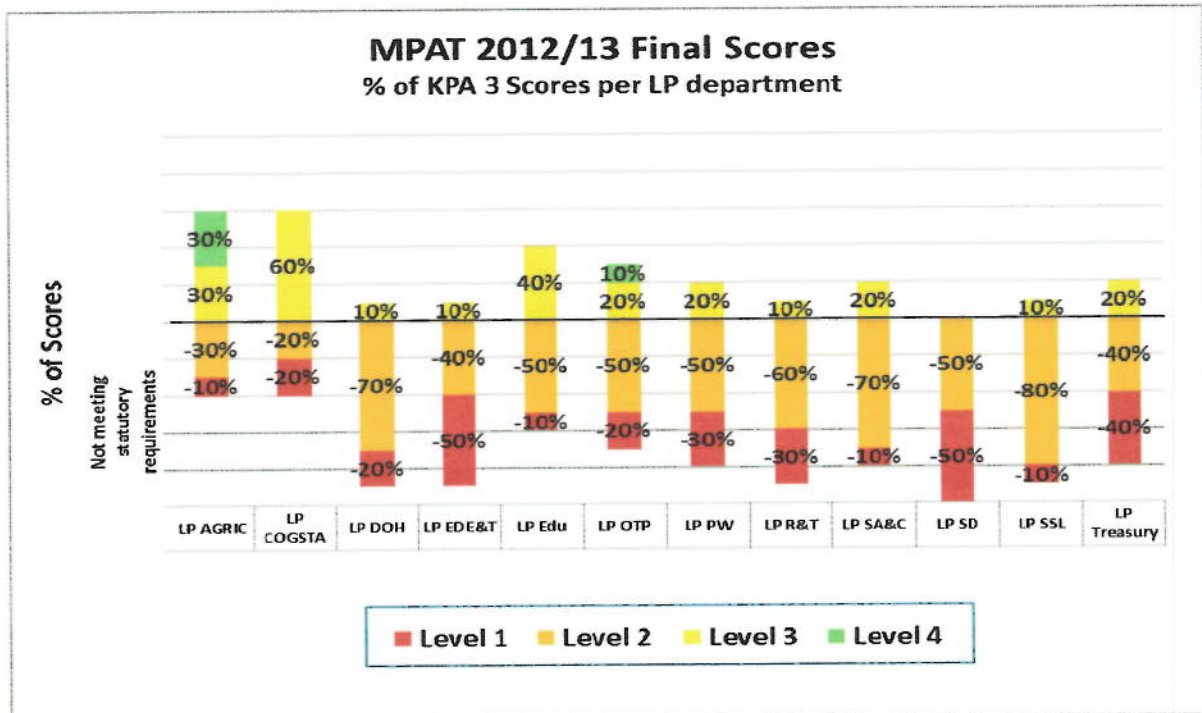The department depicted by **LP PW** from the graph, did not do well within Strategic Management.

- KPA 2: Governance and Accountability
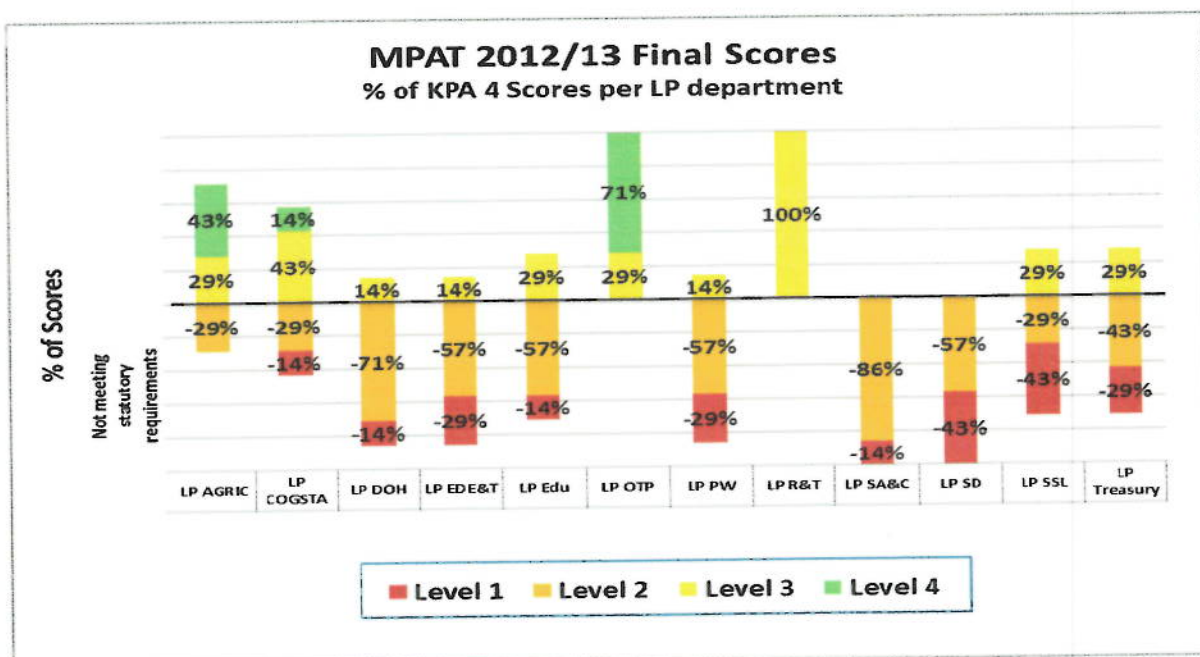
MPAT 2012/13 Final Scores
% of KPA 2 Scores per LP department
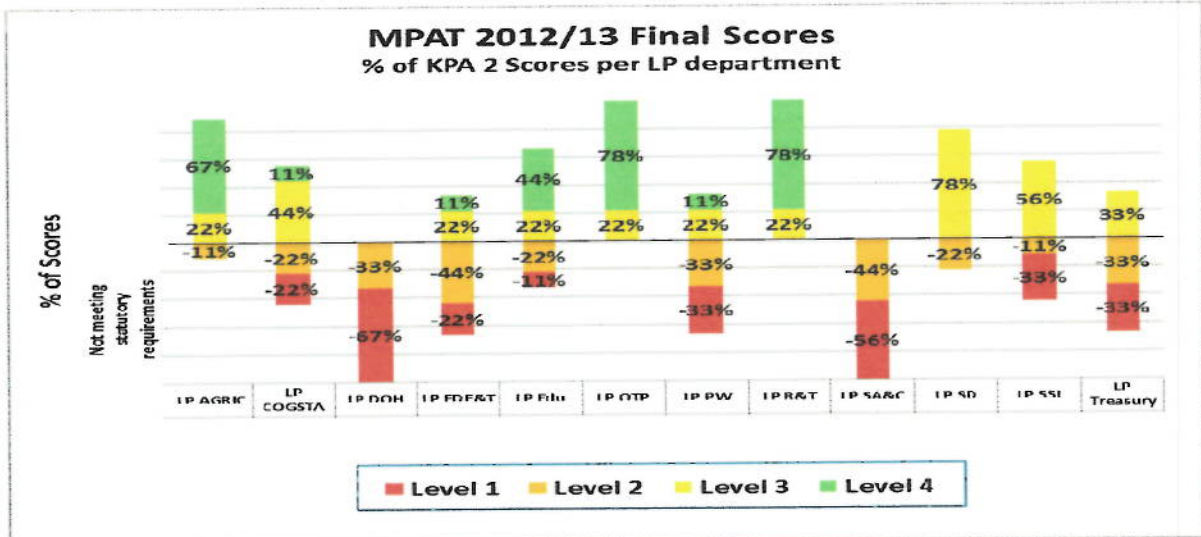
The department performance on G&A is below average.

- KPA 3: Human Resource Management

MPAT 2012/13 Final Scores
% of KPA 3 Scores per LP department

The department performance on HRM is below average.

- KPA 4: Finance Management

MPAT 2012/13 Final Scores
% of KPA 4 Scores per LP department

The department has performed dismally under Financial Management.

4.2 The completed survey questionnaire revealed the following:

(a)The experience of the respondents in the department varies between 2-years to 40-years.

	0-5-years	5-10	10-20	20-40	Exp. Not indicated
Managers(SMS.MMS& JMS)	5	5	8	11	0

Table 1.1 Responses on experience in the department

(b) Number of courses attended funded by LDPW:

	0-5 courses	5-10 courses	10-20 Courses	20-40 courses	Courses not indicated
Senior Managers	1	1	1	-	1
Middle Managers	5	6	1	-	0
First line Managers	10	3	-	-	0

Table 1.2 Responses on number of courses attended.

(c) Do you take part in the identification of training needs of supervisees?

	Yes	No
Senior Managers	3	1
Middle Managers	3	7
First line Managers	5	10
Total	11	18

Table 1.3 Responses on subordinates training needs

(d) Do you take part in the identification of personal training need?

	Yes	No
Senior Managers	3	1
Middle Managers	7	3
First line Managers	11	4
Grassroots employees	12	9
	33	17

Table 1.4 Responses on personal training needs

(e) Do you complete pre-course assessment form?

	Yes	No
Senior Managers	1	3
Middle Managers	4	6
First line Managers	2	13
Grassroots employees	3	18
	10	40

Table 1.5 Completion of pre-course assessment form

(f) Do you complete post course evaluation form?

	Yes	No
Senior Managers	3	1
Middle Managers	4	6
First line Managers	4	11
Grassroots employees	9	12
	20	30

Table 1.6 Completion of post course evaluation form

(g) Do you monitor supervisees' performance to ensure transfer of learnt knowledge and skills to workplace?

	Yes	No
Senior Managers	3	1
Middle Managers	4	6
First line Managers	5	10
	12	17

Table 1.7 Monitoring of performance of subordinates

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(h) Is your performance monitored to ensure transfer of learning?

	Yes	No
Senior Managers	1	3
Middle Managers	3	7
First line Managers	5	10
Grassroots employees	6	15
	15	35

Table 1.8 Monitoring of own performance by supervisor.

(i) Do you conduct cost benefit analysis to calculate the return on investment of the attended course?

	Yes	No
Senior Managers	0	4
Middle Managers	5	5
	5	9

Table 1.9 Cost benefit analysis by the respondent

(j) Do your manager conduct cost benefit analysis to calculate return on investment of the attended course?

	Yes	No
Senior Managers	0	4
Middle Managers	2	8
First line Managers	2	13
	4	25

Table 1.10 Cost benefit analysis by supervisor

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(k) Is the work environment conducive for the transfer of learning?

	Yes	No
Senior Managers	1	3
Middle Managers	5	5
First line Managers	4	11
Grassroots employees	5	16
	15	35

Table 1.11 Work environment

(l) Indicate the main impediments to transfer of learning to work environment.
In repose to this question most respondents indicated reasons similar to:

- Lack of resources(human, transport, equipment and tools)
- Poor human resources management practices
- Resistance to change by many supervisors
- Less projects given than expected to can practice project management tools and techniques.(Lot of work outsourced)
- Top down approach to developmental programmes.
- Lack of sharing of the learned knowledge.
- Lack of direction.
- Lack of management support
- Supervisors not adequately trained to perform their work.

5. Chapter 5: Analysis of results and discussions

5.1 Desktop study findings

5.1.1 Return on investment on training programmes.

If one looks at the training programmes implemented in the department within the years under review, the department is supposed to be one of the best performing departments in the province but the opposite is happening. The total budget spent on training programmes is **R15, 993m.** The department did not achieve all of its planned targets for the three years under review. Mostly disheartening is the fact that money was surrendered to Provincial Treasury amid incomplete Maintenance projects. SMS and MMS officials went through a rigorous competency assessment test, intervention programmes were implemented on deficiency areas within Project Management and Financial Management but the management of projects and finance is still a problem (see the attached course list).

The worst scenario is where the department was put under administration due to poor performance. The current picture illustrates how sometimes state resources are invested in assets that do not create any value to the organization.

5.2 Completed Questionnaires

5.2.1 Most of employees have many years of experience working in the department. Senior Officials attends an average of approximately 2-courses per annum (Table 1.2).

5.2.2 Eighteen (18) out of (29) which is 62% of the Senior Officials participants indicated that they do not take part in the identification of the training needs of their supervisees (Table 1.3). From the above statement one can generalize that Management to a certain extent does not take part in the identification of employees training needs.

5.2.3 Thirty-three (33) out of fifty (50) participants indicated that they take part in personal training needs identification. This gives us 66% of participants across all organizational layers are engaged in personal development (table 1.4).

5.2.4 Forty (40) of fifty (50) participants does not complete pre-course assessment form. i.e 80% of the participants just attend courses without completing pre-course forms. This shows how supervisors are less involved in training of supervisees (table 1.5).

5.2.5 Thirty (30) of fifty (50) participants does not complete post-course evaluation form (table 1.6). That is 60% of employees who constitutes the sample has never completed post course evaluation form of any kind from HRD.

Human Resource Development does not have a clear known system for managing the effectiveness of training programmes. What is done is the completion of pre-course attendance confirmation form and sometimes the course facilitator's post course evaluation form. The initiatives of KirkPatrick's model for assessing training is lacking in

the department. The model's Level 1 deals with the assessment of the learning environment (Training Venue) and Level 2 establishes if knowledge and skills were acquired by course participants. HRD relies on either course results or issue of attendance certificates nothing else is done.

5.2.6 Seventeen (17) out of (28) Senior Officials participants indicated that they do not monitor supervisees' performance to ensure that there is transfer of learned knowledge and skills to the real work environment (table 1.7).Sixty-one (61) percent of Managers does not manage the performance of their supervisees. This problem escalates to Programme Performance.

5.2.7 Thirty-five of fifty i.e 70% of participants reflected that their performance is not monitored to ensure transfer of learning to actual work situation (table 1.8).

5.2.8 Return on investment is not calculated on training courses attended in the department as reflected by 95% of respondents.

5.2.9 Seventy percent (70%) of the participants say that the environment within which they work is not conducive. This situation is detrimental to transfer of learned knowledge and skills to workplace. Remember from the literature review it was mentioned that work environment affects the determinants of performance improvement viz. motivation, procedural knowledge and declarative knowledge. This knowledge is gained through training, meaning that if the environment is not conducive the department performance will keep on declining whether employees are sent on training or not. This reveals that the work environment should be enhanced first before you can objectively determine if the training programmes are effective or not. This is a top executive function i.e it rest on the shoulders of the CEO and his senior executives.

6. Chapter 6 Conclusions and recommendations

6.1 Conclusions pertaining to the objectives

The results show that in any financial year, training budget is allocated for a number of training programmes whereby participants are selected to attend the training. But at the end of the financial year there is no any sign of performance improvement. Things remain the same for number of years. One of the impeding factors is that there is no conducive work environment. Conducive work environment is provided by Management of the organization. Human resource management practices should be applied by Management of the organization. This calls for strategic direction from the top and the moulding of a new culture of service delivery improvement. There is a need for "lean thinking" i.e doing away with any activity, behavior or practice that causes delays along business process value stream and concentrating only on value adding activities.

In many cases Managers' practices are found wanting, sometimes their actions are contrary to the developed democratic transformational policies in departments. Sometimes Managers engage in these acts unknowingly that a pattern of this practice hamper the achievement of the planned outputs at the end of the financial year.

Training should be needs driven and employee centered. The Supervisor has a role to play in the training of his supervisees. His/her role does not end with the nomination or selection of course participants, but continues till the identified performance gap is closed.

6.2 Recommendations

6.2.1 Setting the Platform (Organization Environmental Cure)

(a) Conducive environment

The HOD and top management should create an organizational environment where all employees are free to participate in departmental service delivery improvement initiatives and perform to their full potential.

(b) Strategic intent

The vision and the mission of the department need to be articulated to all employees. It is said that the vision of an organization serves as a focal point where the activities of the department converge. Whatever is done in the department should be directed at realizing its vision. The compelling vision stimulates the intrinsic motivation within employees' at all organizational levels. The mission of the department should be clear differentiating what the department is doing from what other departments do. The strategic intent should be the starting point from where all organizational functions and business processes are directed. Top management should be focused by giving a clear strategic direction to guide all business units in the department.

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(c) Organizational Values

The top executives should through their grounded behavior reflective of core values, shape the way employees should do things in the organization. Culture is a social glue that binds the organization together Robbins (2004). Leaders lead by example. The organizational culture should be aligned to the strategy of the organization.

(d) Core Competencies

The organization needs distinctive core competencies and capabilities for it to maintain a sustainable competitive edge in the industry environment. This is to say that the recruitment process should adopt a resource based view in the supply of the organization human capital. Recruitment should focus on scarce knowledge and skills which are very rare and difficult to imitate in parallel to training that builds on the core competences of the organization.

6.2.2 Robust training needs analysis approach

Based on the findings, the department should no longer embark on a piece meal approach to implementing training programmes, if and only if we need a long term solution to performance problems. It is recommended that the department adopt a systematic approach as illustrated on figure 1.2
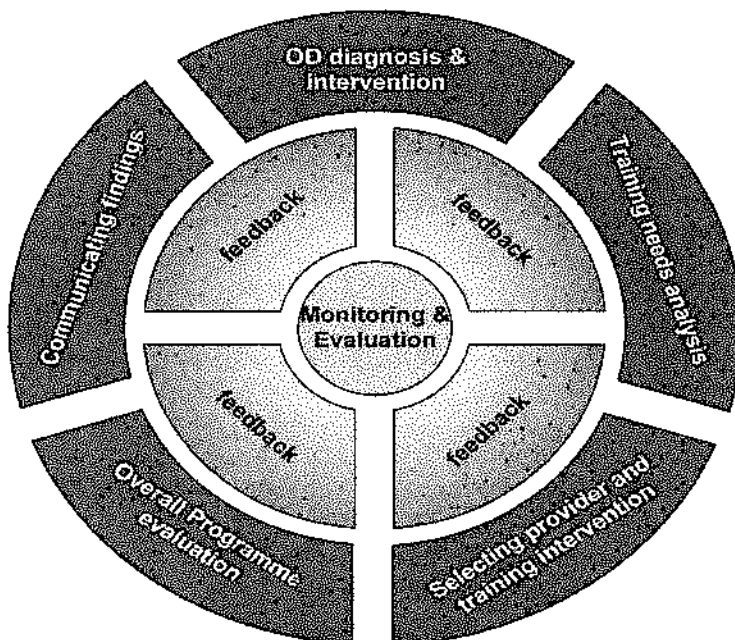

Figure 1. A Systematic Approach to effective training

(a) The whole training process is triggered by the organizational development diagnosis.

The diagnosis is necessary to identify the symptoms and the root causes of the problem in the department. This could be done through the organizational climate survey. It will require the appointment of an external OD Specialist if the department does not have capacity to conduct a survey of this magnitude. This process should be inclusive i.e the involvement of the internal Work Study Division, Human Resource Development and all Line Managers. The results of the organizational climate survey should be communicated to employees at all management layers and shop-floor. Obviously the findings will prescribe or recommend the programme intervention that need to be implemented to address the problem.

(b)The Programme Intervention

The recommended programme intervention should be planned and implemented. This should be followed by quarterly monitoring of the intervention to ascertain if the planned results are achieved. Evaluation is recommended in the successor year to the implementation of Programme Intervention. Evaluation is conducted to determine if the intervention is effective and yielding positive effects.

(c)Training needs analysis

The issue of the environmental factors inhibiting transfer of learning and service delivery should have been addressed by the first two steps. A consultative training needs analysis should be conducted looking at areas affected by under performance and recurring Auditor General's report findings. After the identification of the target participants, you will have in mind what needs to be done to close performance gap i.e the training outcome.

(d) Identifying the training Programme

The training programme should be at the required National Qualification Framework at participants' level of understanding. Start with the end in mind by stating the training outcome for the required training. The training programme should cover all dimensions identified as deficiencies.

(e) Selecting Service Provider

Different SETAs have databases of their respective training providers. The department has a database of service providers arranged according to services. This process need to be transparent and consultative. HRD and Work Study Unit need to be actively involved in the procurement process starting with the invitation of quotations and proposals, and evaluation of bids so that value for money is not compromised. I favour on-site training as compared to external training venues for one of the two reasons, apart of being economical, in-house training connect the learning content to the work environment, in the sense that the actual work processes and documented procedures

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could be accessed whenever required. Secondly the Line Managers could be called in for a few minutes on the discussions that involve their work. This will provide a good atmosphere where the supervisees and their managers engaged in discussions of mutual interest. The process will even promote communication in the organization.

(f) Monitoring of each phase of the training process.

Monitoring should be an ongoing process, all steps should be monitored on their own and reports generated.

(g) Programme Evaluation

After the training programme is conducted there is a need for evaluation to determine if there is return on investment. HRD Unit should take the lead in this regard. Post course evaluation forms should be completed by relevant officials e.g supervisors, supervisees and HRD Unit after a month of attending the course. After a quarter or annum, a return on investment need to be calculated to find out if the training programme added any value to the department.

Monitoring and Evaluation Unit will be responsible for the overall HRD Programmes evaluation to identify if the programmes impact positively on service delivery.

(g) Communication

There is a say that communication is the lifeblood of all other management functions in the organization. There is nothing you can do without any means of communicating. During planning you need to communicate with policy markers, planners and decision makers. The same applies to the other remaining management functions. All the training steps mentioned above should have a communication plan detailing how stakeholders are going to be informed of decisions taken.

6.2.3 National Development Plan Objectives

All trainings taking place in the department should be aligned to the NDP 2030 objectives. NDP Chapter 13, talks about professionalization of the public service. Training should be directed at addressing the social problems within government programmes. Training should be biased towards the core mandates of the department looking at core and critical competencies required to give the department a competitive edge. Training should be directed at professional registration of candidates with their respective professional bodies. There should be clear career paths to allow for upwards mobility along the progression ladder.

6.2.4 Kirk Patrick Model

The department (HRD) is encouraged to introduce the Kirk Patrick Model of training assessment with immediate effect.

The model will assist in tracking the weakest link along the training value chain as it assumes a hands-on approach to training programmes assessment.
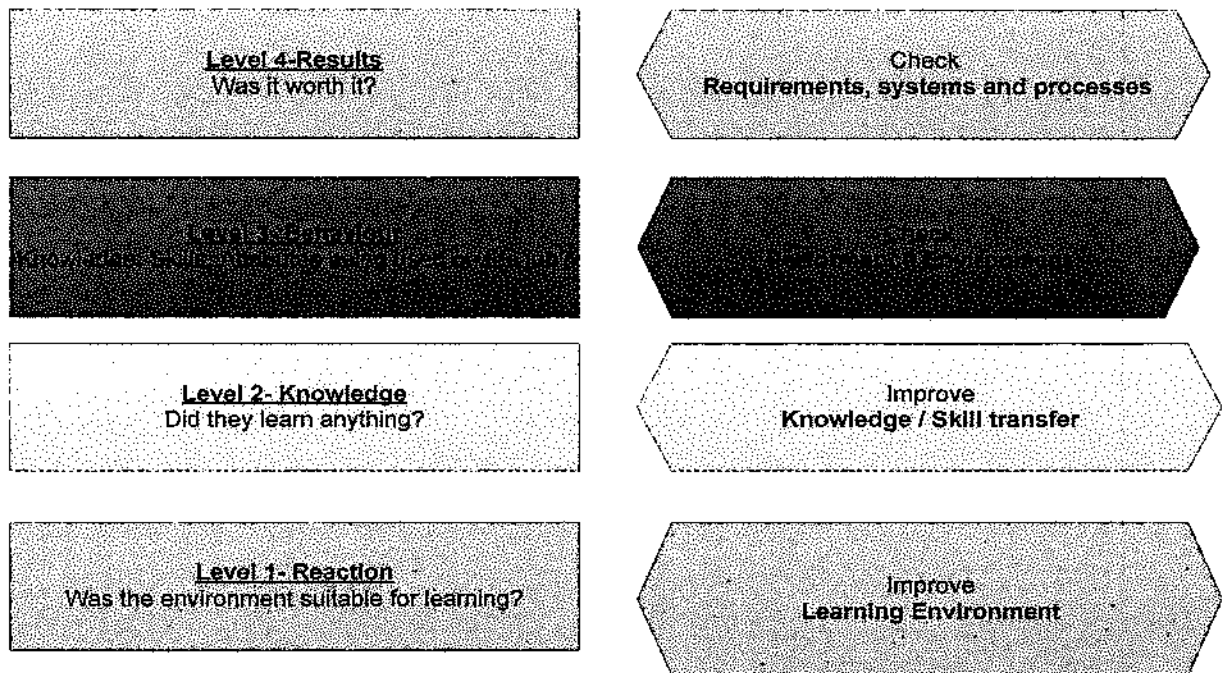

FIGURE 2. KirkPatrick Model (source: Questionmark 2004)

List of References

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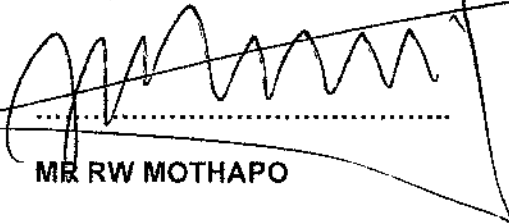
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Recommended / Not Recommended

MR RW MOTHAPO
ACTING HEAD OF DEPARTMENT

29 M ay 2014

DATE

Approved / Not Approved

ACCOUNTING OFFICER SECTION 100 (1) (B)

30/May/2014

DATE

Appendix 1: Questionnaire

QUESTIONNAIRE:

Questions	Number	Yes	No
Instructions: Please complete the relevant section to your post designation in full. The information gathered will be kept strictly confidential and will be utilize for the improvement of training programmes and other intervention to improve service delivery in LDPW. It is optional to complete your name.			
Name of the Respondent: Work Station:			
Post Designation: Salary Level:			
Questions	**Number**	**Yes**	**No**
Section A : To be completed by members of Senior, Middle and Junior Management Services			
1.Please indicate the number of years working for Limpopo Department of Public Works (LDPW)			
2. Indicate approximate number of course, training programmes etc. you attended funded by LDPW.			
3. Do you take part in the identification of training needs for your supervisees?			
4. Do you take part in the identification of personal training needs?			
5. Is your name just picked for training without your concern?			
6.Do you complete pre-course assessment form?(own & supervisees training)			
7. Do you complete post-course evaluation form? (own & supervisees training)			
8. Do you monitor supervisees' performance to determine if the learnt knowledge and skills are put into practice at work?			
9. Is your performance monitored to determine if the learnt knowledge and skills are put into practice at work?			
10. Do you conduct cost benefit analysis to determine return on investment of the attended course?			
11. Do your Manager(s) conduct cost benefit analysis for courses you attended?			

12. Is the work environment conducive for the transfer of learnt knowledge and skills?			
13. On the space provided below ; please indicate the main impediments to transfer of learning to work environment:			
Response:			
SECTION B: To be completed by lower levels employees			
1. Do you take part in the identification of personal training needs?			
2. Is your name just hand picked for training without your concern?			
3. Do you complete pre-course assessment form before attending training courses?			
4. Do you complete post-course evaluation form after attending training courses?			
5. Is your performance monitored to determine if the learnt knowledge and skills are put into practice at work?			
6. Is the work environment conducive for the transfer of learnt knowledge and skills?			
7. On the space provided below ; please indicate the main impediments to transfer of learning to work environment:			
Response:			
Thank you for completing the questionnaire			