PN-ACJ-790
106349

DEPARTMENT OF EDUCATION

Free State Department of Education

NEEDS ASSESSMENT SURVEY: FINAL REPORT

VOLUME I OF III

USAID CONTRACT No. 674-1-00-00-00005-00, Task Order 003

SUBMITTED TO:
Free State Department of Education
The US Agency for International Development South Africa
National Department of Education: Provincial Administrative Support

In Co-operation With:
KHULISA Management Services (Pty) Ltd
Deloitte & Touche
Gobodo Incorporated

1 August 2000

SUBMITTED BY:
Development Associates, Inc.

International Headquarters:
1730 North Lynn Street, Arlington, Virginia 22209-2023 Tel: (703) 276-0677 Fax: (703) 276-0432
E-mail: devassoc@devassocl.com

A

TABLE OF CONTENTS

ANNEXURES iii
ACRONYMS iv
CONCEPTUAL DEFINITION OF TERMS vi
ACKNOWLEDGEMENTS ix
INTERNATIONAL SURVEY TEAM x
EXECUTIVE SUMMARY xi
1. INTRODUCTION 1
1.1 Rationale 1
1.2 Background 1
1.3 Organisation of Report 2
2. SCOPE OF THE PROJECT 2
2.1 Objectives 2
2.2 Limitations 3
2.3 Assumptions 3
2.4 Survey of Needs 4
2.5 Action Plan 4
3. METHODOLOGY 4
3.1 Consultation 5
3.2 Desk Study 5
3.3 Needs Assessment Survey 7
3.4 Skills Transfer 8
4. REPORT ON NEEDS ASSESSMENT 8
4.1 Introduction 8
4.2 Needs Assessment Findings 8
5. OVERALL MANAGEMENT 9
5.1 Introduction 9
5.2 Organisational Effectiveness 9
5.2.1 Achievements /Best Practices 9
5.2.2 Findings and Recommendations 10
5.3 Organisational Structure 13
5.3.1 Achievements/Best Practices 14
5.3.2 Findings and Recommendations 14
5.4 Transformation 16
5.4.1 Achievements/Best Practices 16
5.4.2 Findings and Recommendations 16
5.5 Resource Management and Usage 20
5.5.1 Achievements/Best Practices 20
5.5.2 Findings and Recommendations 20
6. HUMAN RESOURCES 24
6.1 Introduction 24
6.2 Achievements/Best Practices 24
7. FINANCIAL MANAGEMENT 47
7.1 Introduction 47

7.2 General Observations: Overall 47
7.3 The Financial Management Directorate (Directorate or Head Office) 48
7.4 General Observations: Directorate (Head Office) 49
7.4.1 Achievements/Best Practices 49
7.5 Provincial Head Office 49
7.5.1 Findings and Recommendations 49
7.6 District Offices 52
7.6.1 General Observations 52
7.6.2 Achievements/Best Practices 53
7.6.3 Findings and Recommendations 53
7.7 Schools 56
7.7.1 General Observations 56
7.7.2 Achievements/Best Practices 56
7.7.3 Findings and Recommendations 56
7.8 Section 21 Schools, ex-Model C Schools 57
7.9 Non-Section 21 Schools 57
7.10 Funding Schools 58
8. AUXILIARY SERVICES 60
8.1 Introduction 60
8.2 Achievements/Best Practices 60
8.2.1 Achievements Overall 60
8.2.2 Logistical Services Sub-Directorate 61
8.2.3 Book Provisioning and Tender Administration Sub-Directorate 61
8.2.4 Procurement and Stores Sub-Directorate 61
8.2.5 Departmental Works Sub-Directorate 62
8.3 Findings and Recommendations 62
8.3.1 Key Findings Overall 62
8.3.2 Findings Logistical Services Sub-Directorate 66
8.3.3 Key Findings Book Provisioning and Tender Administration Sub- 68
Directorate 68
8.3.4 Key Findings Procurement and Stores Sub-Directorate 69
8.3.5 Key Findings Works Sub-Directorate 71
9. SUMMARY FINDINGS 73
9.1 Overall Key Summary Findings 73
9.1.1 Communication 73
9.1.2 Management Systems 73
9.1.3 Training and Development 74
9.2 Key Summary Recommendations 75
9.2.1 Communications 75
9.2.2 Management Systems 75
9.2.3 Training and Development 78
10. THE WAY FORWARD 80

ANNEXURES

Annexure A: Resource Documents

Annexure B Interview Questionnaires

Annexure C Workshops

Annexure D Field Visits

Annexure E Training Needs List

Annexure F Resource Documents

Annexure G Workshop Presentation

ACRONYMS

ADMIN	Administration
COLTS	Culture of Learning, Teaching and Service
CPO	Control Personnel Officer
DD	District Director
DET	Ex-Department of Education and Training
DO	District Office
DOE	Department of Education (national)
EDSU	Education Department Support Unit
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
HOR	Ex- House of Representatives
FED	Free State Education Department
FET	Further Education and Training
FMS	Financial Management Systems
HEDCOM	Heads of Education Committee
GG	Government Garage
HO	Provincial Head Office
LF	Learning Facilitator
LOGIS	Logistics Information System
MD	Managing Director
MODEL C	Ex- Model C School
NAPTOSA	National African Professional Teachers Organisation of South Africa
NPI	National Productivity Institute
OBE	Outcomes Based Education
PAS	Provincial Administration System
PDOE	Provincial Departments of Education
PERSAL	Personnel System Salary
PMT	Project Management Team
PSCBC	Public Service Coordinating Bargaining Council
PPO	Principal Personnel Officer
SADTU	South African Democratic Teachers Union

SAOU	Suid Afrikaanse Onderwysersunie
SGB	School Governing Body
SMD	School Management Developer
SMT	School Management Team
TCU	Transformation Co-ordinating Unit
TU	Transformation Unit
USAID	United States Agency for International Development

CONCEPTUAL DEFINITION OF TERMS

Auxiliary Services
Auxiliary services include logistical services; book provisioning and tender administration; procurement and stores; and departmental works.

Book Provisioning and Tender Administration
Book provisioning and tender administration includes textbook and student stationery requisitions; management of textbooks; placing of orders; payment of invoices, and tender administration.

Corporate Services
Corporate services include overall management, human resources, financial management and auxiliary services for all FED levels. These services are provided to maintain a standard of service at the organisation and are housed at the Head Office of the FED.

Information Technology
Information Technology includes equipment used for transmission of information, telephone, computers, fax machines, photo copy machines, digital cameras, optical scanners, visual projectors, etc.

Job Description
A job description is a written statement of those facts, which are important regarding the duties, responsibilities, and their organisational and operational interrelationships pertaining to a certain post.

Job Specification
Job specification is defined as the minimum skills, knowledge and abilities required to perform the job.

Matrix Management
Matrix management is a structure that avoids one basis of grouping over another, but sets up a dual authority structure, sacrificing principle of unit of command and creates a delicate balance of power. It includes vertical and horizontal responsibilities; the primary responsibility to the resource matrix team "delivers" technical expertise.

Management Systems
Management systems pertain to those management systems, policies, principles, practices and procedures that institute, contribute to or sustain the economic, efficient and effective utilisation of resources across the organisation and enhance accountability, transparency and probity.

Performance Appraisals
Performance appraisals involve the process of reviewing performance and making decisions about training, development, promotions and salary increase or sanctions on the basis of past performance. It also provides data that helps managers evaluate and validate the whole

performance management system. Performance appraisals provide feedback to both the employer and the employee, and can be used to motivate and/or develop the employee by rewarding or correcting performance. Performance evaluation can also be motivational if it provides appraisee with some understanding of what is expected of them. Performance evaluation should also have recommendations for improvement as well as development and growth plans.

Performance Management

Performance management is a broader concept than performance appraisal as it involves other personnel functions such as good leadership skills, a reward system, objective setting, company image, training, development and career management. A performance management system is set up by an organisation to regularly and systematically evaluate employee performance. One of the broad stated purposes of performance evaluation is to reach an evaluative or judgmental conclusion about job performance. The performance evaluation programme at any level within the organisation must at some point focus on performance criteria or standards by which performance is judged.

A well-designed and efficiently implemented performance evaluation system can serve other, more specific functions. The system's chief objective is to review past performance, to serve as the primary basis for making decisions concerning salary, promotion, retention and termination and to provide employees with performance feedback.

The FED has the following systems:

- Performance Appraisal Questionnaire – for public servants
- Performance Assessment Questionnaire – for public servants
- Questionnaire: Merit Award – for public servants
- Developmental Appraisal System (DAS/CS) - for educators (in process of being phased in)
- Performance and Development System (in process of being developed) – for public servants
- Performance and Development Management (in process of being developed) – for public servants

Personnel Provisioning

This includes personnel provisioning, which encompasses advertising, recruitment, selection, appointments, transfers, secondments, promotions, and employment equity.

Procurement

Procurement includes procurement and stores.

Task

For purposes of performance management, a task is an action or related group of actions designed to produce a definite outcome or result.

Technology

Technology used broadly in this report includes the use of electronic equipment and infrastructure; (e.g. telephones, fax machines, e-mail, etc.)

ACKNOWLEDGEMENTS

The Free State Needs Assessment Survey was undertaken by Development Associates, Inc. under USAID South Africa Contract No. 674-1-00-00-0005-00, Task Order 003 on behalf of the Free State Education Department. USAID South Africa and the National Department of Education Development Support Unit made funding for this project available.

A Project Management Team (PMT) representing USAID South Africa, the National Department of Education Development Support Unit (EDSU), and the Free State Education Department supervised the project. Development Associates, Inc. wishes to acknowledge the PMT and its staff for their cooperation, contributions, and guidance.

The success of the project is the result of the cooperation and assistance received from many of the FED staff. Individuals at the Head Office, District Offices, and Schools contributed by coordinating visits, participating in interviews, providing documents and courteously responding to the requests of the Survey Team. The input received from the FED management staff during two workshops significantly improved the survey process and the results of the report. Development Associates Inc. expresses its appreciation to the FED and acknowledges the time and effort contributed to the preparation of this report.

The international team wishes to thank and acknowledge Ms Heather van der Nest and Ms Dominique van Onselen who provided invaluable technical support in the production of this report.

Finally, Development Associates extends its appreciation to its partners Khulisa Management Services, Deloitte and Touche and Gobodo, Inc. who provided support to this project.

DISCLAIMER

Development Associates, Inc. and its subcontractor, Khulisa Management Services, have prepared this report. The findings and opinions expressed in this report are solely those of the authors and do not necessarily represent those of the United States Agency for International Development (USAID South Africa), EDSU, or the PMT. Similarly, any errors or omissions are the responsibility of the authors.

INTERNATIONAL SURVEY TEAM

Survey Team Leader	**Mr Bahlakoana Godfrey Mosala**, Leader - SA Team
Overall Management	**Ms Mary T. Scott**, Leader – US Team Development Associates Inc.
	Mr Makase Joshua Khetsi – SA Team
Human Resources	**Dr Helene Aiello** – US Team Khulisa Management Services
	Dr Hendrien Freeman – SA Team
Financial Management	**Dr Luciano Baca** – US Team Development Associates Inc.
Auxiliary Services	**Dr Frank Carrasco** – US Team Development Associates Inc.
FED Advisor	**Mr Tebogo Lioma** – SA Team Chief Director Free State Department of Education

This needs assessment was commissioned by the Education Development Support Unit of the National Department of Education with funding from the United States Agency for International Development (USAID/SOUTH AFRICA).

EXECUTIVE SUMMARY

The Free State Education Department (FED) Needs Assessment Survey was undertaken by an international team of South African and United States consultants during the period of June-August 2000 for the purpose of proposing a plan for the systematic and sustained improvement of management performance. At the request of the FED, the project was commissioned by the National Department of Education/Education Department Support Unit (EDSU) with the support of the United States Agency for International Development (USAID). The investigation was supervised by a Project Management Team (PMT) composed of senior FED, EDSU, and USAID stakeholders and chaired by the international survey team leader.

The investigation was designed to answer questions on overall management, organisational structure, organisational matters, resource management, and corporate services relevant to directorates and sub-directorates in the Office of Head of Department, Human Resources, Finance and Auxiliary Services.

The investigation was structured to assess the most pressing needs that currently inhibit the FED from operating optimally and to identify gaps and challenges impacting on successful amalgamation of twelve districts into five. The survey identified achievements /best practices and concentrated on key findings and recommendations for performance improvement of the FED, which culminated in the development of fifteen action plans. The intent was to strengthen management structures in a systematic way and to meet the demands of globalisation and the changing environment in the Free State Department of Education.

Data were collected through (i) interviews with education stakeholders within the FED, including management and staff, district officials, school principals and SGBs, (ii) conducting school visits, and (iii) stakeholder workshops.

Respondents were selected by stakeholder status: Chief Directors; Directors; Deputy Directors; Assistant Directors; State and Chief Clerks at the Head and District Offices and Principals; Deputy Principals; Heads Of Departments (HODs); School Management Teams (SMTs) and School Governing Boards (SGBs). A total of 255 education stakeholders were interviewed. Validation was established through a desk study which highlighted gaps and areas for improvement. Main findings are listed below in no particular order:

Main Findings

First, an ineffective communications strategy often contributes to inefficient and ineffective operations of the department at the Head Office, district and school levels. A lack of customer focus also contributes to a fragmented and non-inclusive approach to communications and service delivery. The structure for disseminating information often results in late or undelivered communications among and between the various levels of the organisation. A lack of staff capacity and coordination among Directorates produce unclearly written and sometimes contradictory communications. Furthermore, communications with the public are poorly implemented.

Second, although the FED is making progress in using information technology, the primary method for oral communication is the telephone. Insufficient funds limit the use of technology and inhibit the development of staff capacity.

Third, policies and procedures lack standardisation throughout the FED with some districts with written procedures and others without procedures. This causes delays in backlogs in processing of paperwork, implementation of programmes and projects, and support to the amalgamation/decentralisation process. The current Restructuring Plan is insufficient to support amalgamation/decentralisation and lacks effective communication to all stakeholders.

Fourth, Human Resources development and placement structures in the FED result in the Department inadequately equipped with the necessary skills, knowledge, and systems to ensure commitment and productivity.

Fifth, the current Performance Management System does not address the personal development and training needs of employees being appraised and is used ineffectively to monitor employee performance and career pathing. A lack of induction and orientation programmes contribute to reduced commitment to organisational priorities and job expectations.

Sixth, a lack of a comprehensive Human Resources plan has contributed to staff uncertainty and anxiety about current posts, projected posts and inhibits a smooth implementation in the restructuring of twelve districts to five. Elements of the plan should include the division between administration and personnel components with HR management.

Seventh, databases (PERSAL, FMS, LOGIS) are not interfaced with each other causing system losses and backlogs in service delivery.

Eighth, textbook provisioning, stocktaking, and procurement need improvement through capacity building, formulation and operationalising of policy. School facilities need additional funds for maintenance and renovation. Security systems and quality control systems are inadequate to preserve assets.

Ninth, educator stakeholders are uncertain and tentative about the decentralisation and amalgamation process, wondering where they will fit in, when it will occur, and what the impact will be on staff and their work location.

Finally, the effectiveness, efficiency, and capacity building within the organisation is hindered by the presence of employees insufficiently skilled to carry out and perform tasks and responsibilities. Although a training programme exists, training and development are not aligned to strategic objectives of the FED.

Conclusions/Recommendations

FED management procedures and policies should be reviewed and standardised to ensure coordination, continuity, and uniformity to support FED requirements and to facilitate in the decentralisation and amalgamation processes. The Systems Alignment Model would help focus management and staff at all levels in the transition from the strategic planning level to the implementation and operational planning level.

Establishment of the training unit in the Organisation and Human Resource Development Directorate is of paramount importance to meet staff development needs to improve efficiency and build capacity of all employees. This necessitates a skills audit, development of job descriptions, as well as a work analysis for directing orientation and induction training and on-the-job, on-site training programmes. A change in emphasis on training approaches to highlight innovative techniques and international best practices is recommended. Link the training plan with the Skills Levy Act.

Mentoring programmes are recommended for new employees and newly promoted employees to provide individual support and organisation guidance.

The formation of a Communications and Community Relations unit is recommended to coordinate internal and external communications, respond to inquiries, and implement marketing strategies. The FED can improve communication through coordination of meetings, workshops and conferences and establishing an annual critical deadline calendar.

Interfacing of data bases to generate reports used in decision-making (linking of the PERSAL to FMS systems) must be functional and interfaced throughout all districts, and subsequently linked to the school level to enhance service delivery. Finances should become a management and planning tool to improve financial systems.

The piloting of the new Performance Management and Development System and assessment can include elements linked to rewards, recognition, motivation, productivity, the identification of personal improvement development plans, incentives and career pathing. If used properly, it can contribute to the attainment of optimal efficiency and worker productivity, ultimately impacting positively on the strategic objectives of the FED.

A Professional Performance Management Appraisal Contract is recommended at the Corporate level for Directors and Deputy Directors. This will serve to monitor performance management of the individual and the organisation, and to enhance capacity building through personal development and career pathing plans.

Finally, all these elements need to be linked to better management of the transformation/change process itself and, in particular, with motivational and systemic factors encouraging sustained changes in management practices. The FED should ensure that employees at district and school levels take ownership of this change management/transformation issue to increase motivation and commitment to FED objectives. The success of the implementation of the recommendations is dependent upon the HOD and corporate services "championing" and embracing this effort.

1. INTRODUCTION

The Free State Education Department (FED) Needs Assessment Survey was undertaken by an international team of South African and United States consultants during the period June and July, 2000. The study explored issues related to overall management matters, organisational matters, resource management, transformation and corporate services. The purpose of the study was to develop an action plan for the systematic and sustained improved performance and capacity development of the Department, District Offices and schools in the above-mentioned areas.

1.1 Rationale

The project was commissioned by the National Department of Education (NDOE), Education Support Unit (EDSU) with support of the United States Agency for International Development (USAID). EDSU was created by NDOE to render support to provincial education departments for overall management, resource management, corporate services, transformation and other functions needed for the delivery of services to learners. In this capacity, EDSU conducted a study of the FED's management capacity that was completed in November 1999. This survey is a result of that activity and recommendations contained therein.

The survey was conducted by a seven-member team consisting of three consultants from South Africa and four from the United States of America. One of the South Africans served as team leader. As far as feasible, the seven were divided into teams, each to conduct interviews in the assigned management areas. The team assembled in Bloemfontein and met with representatives from EDSU to review the project and prepare for the survey.

1.2 Background

The FED is comprised of one provincial office located in Bloemfontein and twelve district offices, which is in the process of being amalgamated into five districts. District Offices are responsible for schools in specific areas of the province. Each of these levels was examined as part of the survey although time constraints did not allow all districts to be visited.

The FED forms part of the Free State Provincial Government. Each province has its own legislature with an Executive Council, a Premier and Executive Councilors with specific portfolios. The FED has an MEC as political head. Education at all levels (excluding tertiary education) is a function where there is concurrent national and provincial legislative competence, but executive functions are performed by the FED.

The National Policy Act of 1996 provides for the determination of education policy at the national level with policies implemented by provincial departments of education (PDOE). Provision is also made for consultation by establishing a Council of Education Ministers and Heads of Education Departments (HEDCOM). Therefore, the PDOE must implement policy developed at both the national and provincial levels.

The PDOE is subject to national and provincial measures with regard to its operation. Public Administration is in terms of the constitution a national competency and therefore, the Public Service Commission and Department of Public Service and Administration have jurisdiction over the systems with regard to organisation structures, training and personnel administration. The financial management of a PDOE is subject to prescriptions by the Departments of Finance and State Expenditure (both the national level and provincial treasuries). The same will apply to procurement and stock control.

Within the parameters described above, the survey team embarked on the needs assessment.

1.3 Organisation of Report

The culminating product of the Needs Assessment Survey is presented in three volumes:Volume I *Needs Assessment Survey Final Report*, Volume II *Needs Assessment Survey Action Plan Report*, and Volume III *Needs Assessment Survey Annexures*.

Volume I, *Needs Assessment Survey Final Report*, is organised into ten sections. The first four sections include the introduction, scope of project, methodology, and report on needs assessment. Sections 5 through 8 present the key findings for the four major components of the study. This information identifies achievements/best practices as well as findings and recommendations supported by effects and examples in the categories of Overall Management, Human Resources, Financial Management and Auxiliary Services. Section 9 highlights key summary findings and recommendations for the overall categories: Communications, Systems Management and Training and Development with recommendations for possible implementation. Section 10 is the conclusion and the way forward.

Volume II, *Needs Assessment Survey Action Plan Report*, includes action plans for overall management and corporate services performance improvement in three comprehensive areas: Communications, Systems Management, and Training and Development. These action plans include objectives, strategies, timelines and suggested parties responsible at all FED levels, as appropriate, to assist in operationalising the summary key findings and recommendations identified in Volume I.

Volume II, *Needs Assessment Survey Annexures*, includes the bibliography, research instruments, workshop agendas and documents, schedule of field visits, training needs checklist, and sample resource materials.

2. SCOPE OF THE PROJECT

The scope of the project is broad and includes key objectives, limitations, assumptions, an explanation of the purpose of the survey of needs and the action plan as described below:

2.1 Objectives

The key objectives of the needs assessment were to:

- identify key issues (problems) pertaining to current performance in the corporate services of the FED at all levels;
- design a plan for systematic improvement of performance in the short term (July 2000 – December 2000) and the longer term (January 2001 – December 20003);
- develop a strategic plan for addressing major weaknesses through discrete projects presented in detail to invite statements of work for tender documents to procure services for the execution of recommended plans;
- work with the FED to actually start addressing weak areas that can be effectively addressed during the two-month period of the survey;
- prepare a comprehensive report that fully addresses the above-mentioned aspects.

2.2 Limitations

The needs assessment was limited by several conditions:

- length of time available to complete the needs assessment and analyze the results was limited to 52 days;
- timeframe for the work project, June-July, included many FED workshops and meetings that limited the availability of interviewees;
- interview sampling was not random, therefore, the needs assessment may not be generalised to other populations and projects;
- timeframe limited the opportunities for the team to conduct on-site visits of schools that were closed due to the holiday period; and,
- desk study submissions continued during the project timeframe and, as additional relevant documents were provided, data had to be reviewed and recommendations re-written.

2.3 Assumptions

The report is based on the following assumptions:

- FED is transforming to decentralising corporate services;
- FED is reorganising from 12 to 5 districts;
- many vacant posts will continue to remain unfilled;
- there is a willingness and a desire for change to improve the system;
- FED has good strategic planning capacity;

- Batho Pele principles are embraced;
- efforts are geared toward Culture of Learning, Teaching and Service (COLTS);
- there will be limited increases in funding in the future;
- FED provincial head office, districts and schools have the capacity to implement the work plan;
- outsourcing of select work plans is a viable tool, but will not necessarily enhance capacity building;
- the survey questionnaires were appropriate and valid instruments; and,
- the sample was appropriate for qualitative research.

2.4 Survey of Needs

The survey of needs was conducted to validate previous survey findings in the Free State and to determine needs for comprehensive, sustained and systematic improvement. General needs were identified in previous surveys, a more in-depth survey was required to develop an action plan for performance improvement with the FED senior management in order for the FED to begin to strengthen its management structures in a systematic way. The survey was designed to assess the current status of management practices within the FED as well as the efficiency, capacity, and effectiveness of management staff. Survey components included overall management, human resources, auxiliary services, and financial administration.

2.5 Action Plan

Key summary recommendations were identified as a result of the analysis of needs survey findings. The FED requested that an action plan be developed for performance improvement and the successful implementation of managerial responsibilities.

The action plan identified management strategies to promote systematic and sustained improvement of performance focused on core issues affecting decentralisation. Action plan components included objectives, activities, resources, persons responsible, measurable outputs, as well as short-term and long-term timelines.

3. METHODOLOGY

The needs assessment was based on a survey utilising qualitative methods of data gathering. The qualitative approach was utilised due to the 52 day timeframe set for conducting the survey and the small sample available. A survey questionnaire was designed by members of the survey team and validated by EDSU and representatives of management staff. The methodology consisted of a desk study, consultation with relevant staff of EDSU and the FED, and interviews with staff of the Head Office, the District Offices and Schools in their

natural settings. All participants were assured that the responses were confidential and that the respondents' questionnaires would remain anonymous.

Time constraints of the project, scheduling of site visits, and staff availability presented a challenge. The survey instrument used with Head Office staff was also considered too lengthy, it was not uniformly utilised in data collection at the district and school levels.

Instead, a briefer instrument was used as a guide for conducting unstructured interviews. Interviews at the district and school levels were conducted at Bloemfontein East, Bloemfontein South, Bloemfontein West, Sasolburg, Odendaalsrus, Reitz, Bethlehem, Harrismith and Phuthaditjhaba.

Although there was a deviation from the format of the structured interview, the interviews at the district and school levels generated information that was sufficiently valid for the preparation of this report. Upon completion of the fieldwork, follow-up interviews were held with FED staff for clarification and solicitation of additional information. Additionally, because of the timeframe set for data gathering, the opinions generated by the interviews were assumed to be valid and not independently verified for accuracy of information.

3.1 Consultation

Throughout the implementation of the needs survey EDSU and the FED staff were available for consultation to the investigating team. Prior to beginning the project, the survey team attended two separate briefings hosted by EDSU and USAID. From the information presented at these briefings, the project team designed survey instruments specific to each of the four focus areas of the needs assessment.

The survey team workshopped the survey instrument with FED officials to determine the relevancy and appropriateness of the questions of the survey instrument. Interview protocols were revised to include only relevant questions. The work plan for the project was also presented and was also revised as a result of inputs received. Throughout the project FED staff was available to survey team members providing additional inputs and supplying relevant documents.

3.2 Desk Study

The desk study commenced in April prior to the beginning of the fieldwork in South Africa. Team members were provided with documents prepared by EDSU, consultants and the FED. The desk study continued during the preparation of this report. As the survey team became aware of the existence of additional relevant documents, copies were requested from the FED and reviewed.

The desk study revealed several areas in which the FED is performing well and these are regarded as strengths:

- departmental policies are in place and in line with legislation;
- the FED has a broad management team committed to transformation;

- the FED has a well-established infrastructure, including a reasonable level of physical infrastructure;
- awareness of most of the barriers to efficient and effective management and measures is utilised to address these problems;
- high ability level of management;
- there is no "passing the buck"- real problems are identified and discussed;
- good at competing for and obtaining additional finances;
- good capability in planning;
- policy on equity in place;

The main weaknesses according to recent surveys were identified as:

- management has to contend with on-going tension between insufficient public resources and increasing needs for services;
- lack of capacity and physical facilities for schools, laboratories and libraries;
- too many and too long workshops;
- lack of employee support programmes which causes demotivation of staff;
- no clear definition of roles of the executive and administrative heads which results in poor accountability;
- centralised decision-making and insufficient delegation;
- provincial moratorium in filling of posts contributed to backlogs;
- backlogs in corporate service is a reflection of lack of capacity;
- staff lacks capacity and commitment;
- some departmental priorities are determined in the political arena;
- staff experiences tension due to a conflict between professionally appropriate and affordable solutions to problems;
- head office has to contend with the limitations imposed on the scope of management by the transverse (national) management of functions and resources (Treasury);

- implementation capacity is weak due to lack of organisational components that support macro and resource planning;

The desk study also presented inhibiting factors in the ability of the district offices to function effectively. These were:

- managers are not provided with managerial assistants;
- inadequate budget, lack of funds for staff and logistical needs;
- late receipt of budgets from Treasury;
- District Managers (DMs) do not have opportunities to meet with their programme managers on finance management;
- there is a lack of transport resources (vehicles and facilities);
- provisioning of stores, subject matter material and equipment is slow;
- no monthly expenditure reports provided;
- lack of computerised facilities for managers' offices;
- poor management flow of files and correspondence;
- Head Office provides insufficient direction and response to the district offices;
- DMs are not taken seriously and receive orders from too many people;
- crisis management culture exists throughout the FED;
- systems are not in place to ensure good feedback on services;
- control systems which ensure that requests and complaints are dealt with promptly and effectively are not in place;
- senior managers do not attend to customer complaints themselves; and,
- decision-making is centralised in head office.

3.3 Needs Assessment Survey

The survey was conducted by a combination of structured interviews using team developed questionnaires and semi-structured, free attitude interviews. The questionnaires used for the interviews were developed by the project team in each of the four focus areas and reviewed for relevancy at two levels. First, the instruments were reviewed by EDSU personnel and then workshopped with relevant FED staff.

Key personnel at all levels of the FED were interviewed. Although only specific district offices were selected for site visits and interviews, all offices across the organisation were invited to participate in workshops held to validate the interview questionnaires and presentation of this report.

3.4 Skills Transfer

A formal skills transfer activity was conducted during the initial workshop with Head Office and District Officials. Officials participated in the validation of the questionnaire that was used in the semi-structured interviews. As opportunities presented themselves, informal skills transfer activities occurred.

4. REPORT ON NEEDS ASSESSMENT

4.1 Introduction

This part of the report presents the findings revealed from the needs assessment survey data, which was analysed, synthesised and interpreted. Findings are reported as achievements/best practices and include recommendations for improvement as a case for change.

4.2 Needs Assessment Findings

Inevitably, in an exercise such as this, the focus is on problems and aspects that require improvement. Nonetheless, there are ample examples of achievements and best practices that can and should be built upon and wherever possible these have been identified. However, no organisation or structure is ever perfect or functioning optimally; there is always scope for improvement.

Findings and comments are not necessarily a criticism of what has happened in the past but are statements of the shortcomings of the current scenario within the FED as an organisation. Without the benefit of involvement in, and knowledge of what has happened before, we cannot (and it was not within the scope of work to) explain the history of how or why the current situation has arisen, nor to apportion blame. The underlying causes of situations are important, so that lessons can be learnt and previous mistakes can be avoided. The focus of this report is to identify gaps that exist between policy making and implementation strategies which result in diluted customer focus, a lack of accountability, monitoring and review.

The general findings that have emerged from the survey research are organised into four categories: Overall Management, Human Resources, Financial Management, and Auxiliary Services. Achievements and Best Practices are highlighted and challenges are presented as a case for change.

5. OVERALL MANAGEMENT

5.1 Introduction

The report for Overall Management reflects the findings of the needs survey undertaken to determine the status quo with respect to FED management performance.

Achievements/best practices and findings-recommendations have been identified for four management categories: (1) organisational effectiveness; (2) organisational structure; (3) transformation; and (4) resource management and usage. Furthermore, many of the findings and recommendations identified in these four categories have also been prominent findings in the financial management, human resources, and auxiliary services sections of the Needs Survey Report.

The information contained in this report is intended to assist the FED management staff at all levels in further bringing about transformation within the Department.

5.2 Organisational Effectiveness

The leadership, direction, monitoring, evaluation, and overall accountability of the management staff influence organisational effectiveness. The following information highlights accomplishments and suggests what is needed for the FED to strengthen unity of purpose.

5.2.1 Achievements /Best Practices

The following achievements/best practices were identified by needs survey participants at the provincial head office, district and school levels.

Direction

- Development and effective standardization of national and provincial strategic plans to support an informed management system is evident.
- The FED has developed written Business Plans and Action Plans to support the focus on improving the culture of teaching and learning.
- Real problems are identified by management staff at all levels of the FED.
- Utilisation of School Governing Bodies and School Management Teams has resulted in more staff and parent involvement in educational system governance.
- An FED Awards and Recognition Program (COLTS) is in place to recognise the achievement and excellence of learners, teachers, and schools.
- A Staff Discipline Framework has been developed and is being implemented by the FED.

Leadership

- Development and training programmes have been provided for management personnel at all FED levels to improve leadership skills.

- The vision, mission, and goals of the FED establish the framework for standardisation effectiveness and are communicated to all stakeholders.

- Management staff at all levels display readiness to invest time and expertise to develop and implement needed actions to support the amalgamation/decentralisation of districts.

Monitoring, Evaluation and Accountability

- Ongoing annual review and revision of Business Plans and Action Plans, and identification of strategies to improve the educational system is highly evident at all levels of the FED.

- "Checklists for Heads of Education and Managers in Corporate Services," have been developed by EDSU to remind managers of duty requirements.

- The FED focus on reducing backlogs is resulting in backlog reduction in human resources, finance, and provisioning services.

5.2.2 Findings and Recommendations

The following areas for improvement were identified by needs survey participants at the provincial head office, district, and school levels. Specific findings for improvement have emerged out of the evaluation of findings. Effects and examples support these findings and, where appropriate, recommendations are offered.

Finding 1

Systems development and co-ordination of activities necessary to support the implementation, monitoring and evaluation of the FED Strategic Plan and Business Plan objectives are not operational at all levels

Effects and examples:

- the FED is not perceived by district and school level staff, and parents as performing satisfactorily with regard to implementation. Although planning is good, the problem is implementation and getting procedures and management systems operational (e.g. follow-up to ensure there is implementation of Management Checklists);

- lack of co-ordination and communication resulting in poor planning, no implementation, and too many projects was noted by survey participants. Directorates at the provincial level seem to operate in isolation and do not communicate and co-ordinate services sufficiently;

- an effective communications structure is not in place to ensure timely report back at all levels;

- expectations for completion of required inputs from the district and school offices are not realistic and creates a "crisis management" mode;
- no document tracking system is in place to ensure timely completion of requirements;
- standardisation of procedures is lacking throughout the FED resulting in loss of continuity among districts in the completion of requirements;
- report timelines are not co-ordinated through a central clearing system location resulting in Districts and schools getting conflicting timeline requests;
- old forms that are no longer operational in each directorate have not been purged; and,
- information submitted from schools and districts is not always completed properly which adds to the workload and causes confusion.

Recommendations:

The FED should consider utilising the *Total Quality Transformation* principles to improve efficiency, capacity and effectiveness at all levels of the Department. Like Batho Pele, it is also based on the principles of "customer first." The quality principles focus on flexibility, openness, and involvement of all stakeholders to improve the delivery of services.

The FED should strongly consider adopting the Systems Alignment Model to support quality improvement and transformation of the Department. This model is a systems approach to support decentralisation and improve alignment of FED strategic plan initiatives. The model will help focus management staff at all levels in transitioning from the strategic planning level to the implementation and operational planning level.

The Operational Plan Aligned Action Steps identified in the Alignment Model are considerations for a twelve-month timeframe (e.g. January through December – school year cycle). The principle focus of aligned action requires that the Department identify limited strategic plan priorities for accomplishment within the annual school year cycle. This process will integrate the utilisation of Human Resources Development throughout the Department to implement strategies at all levels to accomplish key projects of the FED strategic plan.

An audit of administrative management systems must be conducted for all directorates at the provincial level of the FED, and a standardised review of management system procedures with users is needed to improve accountability at all levels.

Written policies and procedures must be developed for all management areas to ensure co-ordination and continuity of FED requirements.

Standards and procedures must be identified for each directorate, with input from all users at the district and school levels. Follow up and monitoring of the procedures system in place must be incorporated into the FED management requirements.

Implementation of written procedures must include on the job training at work locations at all FED levels to provide more "hands on" guidance and staff understanding leading to integration of requirements into the daily system of work.

A monitoring and reporting process must be implemented at all levels of the FED to assess the effectiveness and impact of standards and procedures and to determine the gaps and revisions needed.

Progress reports noting the accomplishment of FED Strategic Plan and Business Plan objectives must be submitted from all levels of management.

Annual FED progress reports must be made public and communicated to all stakeholders.

A communications structure must be established to ensure timely and effective report back protocols for all FED levels. Communications should be channelled through the head office directorates and sent to district managers –screened and co-ordinated then channelled to school levels in a controlled, timely, team effort.

A Document Tracking System must be identified to ensure timely completion of requirements at all levels

Technology and networking are needed at all levels to assist with systems improvement.

Finding 2

A staff development plan to facilitate leadership development and management training has not been implemented to support the FED Three Year Business Plan and Strategic Plan

Effects and examples:

- management staff are called away from their posts for days at a time to attend training programs and meetings. Some management staff noted that in a month's time they are away from their posts more than 55% of their time to attend workshops;
- no direct correlation exists between the workshops presented and the FED Business Plan objectives; and,
- management staff at the district and school levels do not have sufficient time to implement what they have learned as a result of their participation in training programs and meeting attendance.

Recommendations:

Increasing staff capacity through on the job training is needed to assist management staff in implementing FED requirements.

A Staff Development Plan for the FED must be identified annually to support the goals and objectives of the FED Strategic Plan and Business Plan. The Staff Development Plan must be focused on *limited* areas for management training with time for implementation allowed.

Workshop participants must be expected to provide feedback on what was learned and implemented as an annual requirement.

Training programs should be scheduled between terms and at optimum intervals to minimise the absence of management staff from their posts.

Finding 3

Accountability systems are not operational to communicate the FED's expectations to employees

Effects and examples:

- job description standards and expectations for employee performance have not been developed;
- a performance management system to monitor individual and group performance is not utilised effectively throughout the FED for public service sector employees (management staff and support staff); and,
- the educator appraisal system has been developed but has not been implemented.

Recommendations:

The FED must establish performance indicators for all FED management staff and support staff employees including monitoring and evaluation instruments.

The performance management system must also address the development and growth needs of individual employees (e.g. intervention plan).

Finding 4

Funding for the supply of learner support materials is inadequate at the district and school levels

Effects and examples:

- limited resources hampers the achievement of Action Plan objectives at all levels of the FED; and,
- teachers in classrooms have limited availability of resource materials, textbooks, library books, laboratory supplies, and teaching aids.

Recommendations:

Identification of funding for the supply of resource materials to support the needs of teachers must be improved.

A more effective stocktaking system is needed at schools to ensure that textbooks are utilised for at least the five-year requirement.

5.3 Organisational Structure

The structure of the organisation communicates to all stakeholders the roles and responsibilities that contribute to the effectiveness of the organisation. The following information identifies what is needed to strengthen the FED organisational structure.

5.3.1 Achievements/Best Practices

The following achievements/best practices ere identified by needs survey participants at the provincial head office, district, and school levels:

- The FED is currently streamlining the organisational structure from twelve districts to five districts. The decentralisation of districts will result in a restructuring and a reduction in expenditures. Some staff members will be required to relocate to other positions throughout the province as a result of decentralisation.

- The FED decentralisation emphasizes the importance of people, excellence, teamwork, and innovation to further improve the culture of teaching and learning.

- The head office of the FED has identified the number of learners in schools per district, the types of schools that will be available, and the number of learners and educators per school have all been identified in the new decentralized organisational structure.

- The FED organogram identifying the delegations of the Department has been revised to support the new decentralised organisational structure scheduled for implementation in 2001. The new organogram structure is more streamlined and clearly demonstrates the emphasis of the FED in supporting the culture of learning, teaching and service at the district and school levels.

5.3.2 Findings and Recommendations

The following areas for improvement were identified by needs survey participants at the provincial head office, district and school levels. Specific findings for improvement have emerged out of the evaluation of findings. Effects and examples support these findings, and where appropriate, recommendations are offered.

Finding 1

A Restructuring Plan has not been finalised by the FED

Effects and examples:

- The Restructuring Plan is not yet refined to support decentralisation and has not been communicated to all stakeholders;
- insecurity and speculation exists among employees about their position in the new decentralised structure and where they will be located; and,
- decentralisation is scheduled to be implemented during the year 2001 but there is a perception in the Districts that decentralisation must be completed by November 2000; and,
- district offices are not prepared for implementation of decentralisation.

Recommendations:

The head office should solicit the input of district and school officials before finalising the Restructuring Plan.

The timelines, specific duties and key requirements necessary to ensure amalgamation of districts must be completed by directorates/sub directorates.

The new decentralised organisational structure and staff integration system must be finalised and communicated to all stakeholders as soon as possible.

Changes in delegations and duties must be communicated to individual employees.

The FED and District organograms should identify "Transformation" in the services structure listing for each district.

Finding 2

Labour Relations services are limited at the district and school levels

Effects and examples:

- there were no labour relations offices identified at the district level; and,
- district staff, principals and SMD's need the assistance of individuals trained in labour relations assigned to the district offices.

Recommendations:

Although it is the intent of the FED to have a labour relations office at each of the five decentralised districts, labour relations units must be instituted at district sites without further delay to co-ordinate assistance and resolve issues at the district and school levels.

A legal advisor on staff at the FED is needed to provide legal interpretation and guidance to labour units at the district levels.

Finding 3

Decentralisation presents an opportunity to delegate responsibilities to district office

Effects and examples:

- district office staff identified redeployment, processing of leave requests, and appointing substitutes and educators, and labour relations, as responsibilities that could be delegated from the head office to district offices; and,
- school level staff also identified the need to delegate specific duties and powers to the district level.

Recommendations:

Delegation of specific staff responsibilities to District offices is needed to ensure support of the culture of learning, teaching, and service.

District offices must be empowered to make more decisions with more authority in the new decentralised structure.

The FED head office should consider delegating specific human resources responsibilities to the district level.

5.4 Transformation

Continuous improvement of the organisation occurs through planned change that is only accomplished by people in the organisation. Issues of commitment and attitude affect the organisation's ability to implement change. The following information addresses actions that can be taken to facilitate the process of transformation throughout the FED.

5.4.1 Achievements/Best Practices

The following achievements/best practices were identified by needs survey participants at the provincial head office, district and school levels.

- The FED has established a Transformation unit led by a director in the office of the Head of Department.
- The management of FED is committed to the transformation process and has been pro-active in establishing the direction necessary to transform the FED into a high performance department.
- Management staff is aware of the barriers to effective and efficient performance.
- The Human Resources Certification Project now in progress will ensure that a certificate is issued to each individual, certifying knowledge of the job.
- Since 1994, the new Department of Education has unified a former racially compartmentalized system into a non-racial Department of Education.
- There is a more relaxed atmosphere in the FED and people have developed and learned from each other.
- Improvement of the culture of learning, teaching and service is a high priority of the FED resulting in the development of a positive work ethic of learners and educators.
- There is acknowledgement from employees and parents that the FED has been working to improve the educational system.

5.4.2 Findings and Recommendations

The following areas for improvement were identified by needs survey participants at the provincial head office, district and school levels. Specific findings for improvement have emerged out of the evaluation of survey responses. Effects and examples support these findings and, where appropriate recommendations are offered.

Finding 1

There is employee uncertainty about roles and responsibilities in the new decentralised structure

Effects and examples:

- Employees have not received information about their roles and job duties in the decentralised structure or their job location; and,
- the role of the District Manager now in place and the new District Director position in the decentralised structure is not understood by district staff.

Recommendations:

The new decentralised organisational structure and staff integration system must be finalised and communicated to all stakeholders as soon as possible.

The role of the current District Manager position must be clarified in relationship to the new District Director's position duties and responsibilities in the decentralised structure and communicated to all stakeholders.

Finding 2

Induction and orientation programs are not available to develop the efficiency and capacity of all employees

Effects and examples:

- principals need more induction and orientation to assist them in understanding their role as principals and to assist them in carrying out their job responsibilities;
- the skills of clerks and other support staff do not match job requirements; and,
- job descriptions to identify roles and responsibilities are not available.

Recommendations:

The Training Unit identified in the Human Resources Development Directorate in the new decentralised structure must be responsible for developing and implementing a staff development program to improve the efficiency and capacity of all employees.

A skills audit must be completed to determine the focus areas for induction, orientation, training and development as well as on the job training programmes.

The skills audit must include input from employees to identify what skills and aptitudes are needed to improve their job performance.

A Leadership programme for induction, orientation, and continuous development of principals must be implemented to provide ongoing annual assistance to principals and aspiring principals.

The FED should seek the assistance of higher education and the National DOE to ensure that an administrative preparation program and leadership training courses are available for current managers and for those individuals who aspire to administrative positions. These institutions might also provide assistance to the FED in developing and conducting an annual Leadership Training Academy for management staff.

The development of job descriptions for employees must be completed and reviewed with each employee.

Finding 3

The relationship with labour unions at the District and school levels is not cooperative

Effects and examples:

- teacher unions are having difficulty taking ownership of the new performance evaluation system;
- district and school management staff are not empowered to handle labour relations issues;
- principals and SMD's voiced the need to have training in how to work with union officials and want assistance in resolving labour relations issues (e.g. handling disputes, conflicts, and staff discipline problems);
- disciplinary actions at the school level often lead to protracted hearings between labour unions and the FED; and,
- labour relations assistance is not available at district offices to assist with the backlog of misconduct cases.

Recommendations:

School principals must be skilled in labour relations procedures to ensure correct handling of disciplinary actions at the onset. Joint training with union officials and management staff would assist in improving the working relationship among all stakeholders. The focus of training must include consensus building, team building, and conflict resolution. The "Disciplinary Manual for Principals" must also be a component of training.

FED officials need to hold bilateral meetings at least once each quarter with labour union officials outside of the Education Labour Relations Council. These meetings should be held at both the provincial head office and district levels. Discussions could focus on budgeting issues, transformation goals in the education sector, development of work ethic, and balancing the needs of the organisation with the goals of the stakeholders.

A Labour Relations unit must be instituted at the provincial office as well as each of the five Districts to coordinate assistance, training, and communications throughout the FED.

The Labour Relations unit staff must work with the Education Labour Relations Council to develop a cooperative strategy of working together to improve employee relations.

The National Department of Labour could serve as resource to the FED in improving labour relations.

Finding 4

Participatory decision-making is not practiced routinely to include input from the stakeholders affected by decisions

Effects and examples:

- managers understand the requirements of decision-making and the fact that there will always be certain decisions that must be made by the FED head office and district office levels;
- district and school level staffs want more opportunities to discuss issues, offer input, and develop solutions to issues which affect them prior to decision-making; and,
- managers at all levels would like to provide more input and be more involved in seeking solutions leading to transformation of the FED.

Recommendations:

District officials must provide opportunities for teachers and principals to express concerns about their work and to solicit their ideas on what strategies are needed to improve conditions, work ethic, and the culture of learning, teaching and service.

A District Communications Council to allow for review of district and school issues, and opportunities to identify strategies and seek solutions to issues would improve communications and team decision-making. Council representatives would include a representative sample of those individuals who are already serving on the School Governing Bodies or School Management Teams throughout the district.

Finding 5

The use of team approaches, employee recognition, and opportunities to build staff commitment are not observed at all levels of the FED

Effects and examples:

- there was a tendency for survey participants to blame others when describing problems and issues that exist in the FED—"they" versus "we;"
- some employees commented on the fact that they have not had a chance to contribute and that their ideas and opinions have not been solicited or heard by district or head office management staff;
- management staff has identified that employee absenteeism, arriving late, and leaving early are commonplace issues in their schools and departments;
- employees noted that management staff must set the example for others;
- district management staff want more delegations to the district level from the head office; and
- employee recognition is not evident at all school and district levels.

Recommendations:

A management-training program to assist all FED managers in understanding and implementing "Building Staff Commitment During Organisational Change" must be given high priority.

Although the FED provincial office plans to delegate more powers and duties to the district level in the decentralised structure, this information must be communicated to District and school employees.

A system for seeking input and involving employees in decision making must be implemented by the FED management staff at all levels. This system must

include opportunities for employees to exchange ideas, offer solutions to problems, and provide opportunities to clarify communications with management staff.

Employee Recognition Programs must be established at all levels of the FED. Employee successes and contributions must be communicated to all stakeholders.

5.5 Resource Management and Usage

Budgetary resources to support the culture of learning, teaching and service are limited and cannot address all of the needs. The information in this section of the report address how resources can be more effectively and efficiently utilised to improve existing FED resource systems and procedures.

5.5.1 Achievements/Best Practices

The following achievements/best practices were identified by needs survey participants at the provincial head office, district and school levels:

- Backlogs related to the moratorium placed on filling all vacant posts and additional backlogs in human resources, and the FED is addressing financial management.
- Resource management has continued to improve despite the initial exodus of staff that opted to participate in the employee severance programme.
- There are implemented norms and standards for school funding throughout the FED.
- The personnel expenditure for staffing in the FED has been reduced from 97 to 87% over the last three years. This reduction has allowed funds to be reallocated to learning services support.

5.5.2 Findings and Recommendations

The following areas for improvement were identified by needs survey participants at the provincial head office, district and school levels. Specific findings for improvement have emerged out of the evaluation. Effects and examples support these findings and, where appropriate, recommendations are offered.

Finding 1

Lack of resources exist in schools

Effects and examples:

- some schools in the rural areas lack toilets, electricity, telephones, and other basic systems necessary to support the learning environment;

- textbook and learner support materials, libraries and laboratories are lacking in some of the township and farm schools;
- rural schools often do not have telephone or fax machines to assist with communications; and,
- many schools need repair and maintenance including replacement of faucet and toilet fixtures, painting, and repair of broken windows.

Recommendations:

Maintenance and Repair Schedules must be updated and implemented with funding priorities assigned.

An annual inventory must be completed at each school location to identify materials and equipment needed for classrooms, libraries, laboratories and other support services.

Provisioning Plan timelines must be reviewed and adjusted as needed to ensure timely delivery of materials before the beginning of the new school year.

Strict control measures such as regular stock taking and implementing actions in cases of negligence are needed.

Finding 2

Inequity in the payment of school tuition fees is a concern of members of School Governing Bodies and parents

Effects and examples:

- not all parents are able to pay as a result of socio-economic conditions;
- funding for schools throughout the province has not increased significantly in the last three years, and;
- increasing utility costs must be paid without sufficient funds available.

Recommendations:

FED needs to assist districts and schools in implementing the norms and standards for school funding.

Training on school budgeting should be provided to SGBs and SMTs to assist with the effective utilisation and prioritisation of allocated funds.

Finding 3

Computer technology is a major need at all levels of the FED

Effects and examples:

- all district offices do not have direct access to the FMS and PERSAL systems;
- availability of computers and networking is limited;
- computer literacy training is needed by managers and staff; and

- the infrastructure to support technology is limited (e.g. wiring, telephone and communication lines).

Recommendations:

A technology plan must be developed for the FED to address infrastructure, hardware, and software needs at all levels.

The technology plan must be utilised to identify priority areas for technology expansion with budgetary allocations.

The Information Technology Directorate must develop a plan to ensure that computer users are adequately trained in specific software programs and provide the necessary training.

Finding 4

A lack of adequate security exists at schools resulting in thefts, vandalism, and loss of equipment

Effects and examples:

- thefts, vandalism, and loss of equipment have been noted throughout the FED;
- security staff is not sufficient, and in many cases, ineffective (e.g. cars are not randomly checked leaving through gates with security services);
- loss of equipment and resources are not replaced due to budget limitations; and
- many offices, storage facilities, and parking areas are not secured.

Recommendations:

Cooperative Agreements with Public Works and Security must be developed and implemented to address severe security problems at the district and school levels.

Additional security staff should be added at locations where theft and vandalism are concerns, and security staff must be trained to be more effective.

A Community Policing Partnership (e.g. Community Watch or Crime stoppers) involving community members, students, and police will assist in reducing theft and vandalism.

Security requirements must be developed and communicated to all FED staff.

Finding 5

There is limited quality control at all levels of the FED

Effects and examples:

- telephone calls are not always promptly answered; and,
- reports and required information are not always completed timeously.

Recommendations:

A designated staff member in the office of the District Director in the decentralised structure must be responsible for "quality assurance" and ensure oversight and completion of requirements, reports and established timetables.

Expectations for improving the service delivery environment to clients must be identified according to the Batho Pele Principles and included in job descriptions. Office staff must receive training in telephone and service etiquette.

Finding 6

Schools in some Districts must platoon students due to overcrowded conditions and lack of available facilities and staff to support the culture of learning, teaching and service

Effects and examples:

- the FED can only provide funding to build two schools per year due to limited funding; and
- platooning of schools creates a greater demand on the infrastructure of the school and does not allow adequate time for maintenance and repair of facilities.

Recommendation:

The FED should research the possible utilisation of portable classrooms to alleviate platooning in schools. Portable classrooms can be relocated to accommodate student growth areas throughout the province when needed.

6. HUMAN RESOURCES

6.1 Introduction

Human Resources Directorate functions exist in terms of two sets of legislation: for educators and non-educators. The terms and conditions of service are determined by the legislation, but different agreements that were negotiated with bargaining councils also govern the Human Resources Department.

The Directorate Department comprises of one Director, who is responsible for both the administration and the management of personnel issues in the HR Directorate. The Directorate is furthermore subdivided into four sub-directorates, which are managed by Deputy Directors: Personnel Provisioning, Labour Relations, Human Resources Utilisation and Conditions of Service.

Interviews were held to obtain data from Human Resources sub-directorates. All the Deputy Directors were interviewed as well as the Director of Human Resources. Interviews were also conducted with supervisors and clerks, and the secretary of the Directorate.

At the District offices the Control Personnel Officers as well as the Deputy Directors who were available were interviewed. At the school level, Principals, HODs and SGBs were interviewed. A total of ten HR Head Office employees were interviewed.

The interviews yielded valuable information concerning systems, procedures, and policies as applied in the FED in general and, specifically in the HR Directorate.

Although a comprehensive Human Resources Management Plan was not in place, the Directorate is capable of and is endeavouring to implement the new Public Service Regulations, effective 1 July 1999.

6.2 Achievements/Best Practices

Human Resource findings are organised across the three levels of the FED organisation and include Provincial Head Office, Districts, and Schools. General findings are reported, Achievements and Best Practices are highlighted and Challenges and Recommendations for improvement follow. Recommendations for improvement are presented under the following categories: Service Delivery, Management of Directorate/Sub Directorate, Organisation and Decentralisation, Disciplinary Functions/Labour Relations, and Personnel Management.

Positive features and good practices identified in the Provincial Head Office, District and School as administrative organisations, and in the FED in general, are presented in no particular order.

PROVINCIAL HEAD OFFICE

- Downsizing the personnel budget from 95% to 87% with the aim at 85%;
- Strategies for filling funded posts were put into motion; all critical administration posts were advertised by June and plans to fill posts by end of 1 January 2001 are underway;
- Appointments are more streamlined for educators and non-teaching staff (a recent appointment took only 10 days);
- Filling of posts has promoted affirmative action and equity;
- Re-deployment: currently all outstanding cases are being finalised;
- Re-settlement Programme is offered to all staff members who are re-deployed (see
- regulation Interim Accommodation Policy: Employer Initiated Transfers)[1];
- Bursaries are provided to upgrade skills of scarce subject educators;
- Progress toward identification of "ghost teachers" is improving – as reflected in the last head count during the April, 2000 audit;
- Some HR sub-directorates are empowering employees through meeting forums, suggestion boxes;
- Excess teacher list is helpful in filling vacant posts (lists teacher's qualifications, experience, subjects offered, and school of preference);
- HO provides annual performance management forms to appropriate supervisors on a regular basis;
- A new Performance Management system is being explored for implementation;
- Workshops are frequently used to train HO and DO officials and staff;
- Task teams are used to do assignments in collaboration with other departments (e.g. the Performance Management Task Team) and they report back to structures;
- There is a grievance procedure in place for all employees;
- There is a policy on Employment Equity;
- Manuals are being developed in HR (e.g. Pension Manual, Manual of Discipline of Education for Principals, etc.); and,
- A Transformation Unit is in place and oversees changes.

DISTRICT OFFICE

- six districts are operating semi-independently. This provides experience for the amalgamation of 12 districts to five; specifically in areas of leave, substitute appointments and housing;

[1] Free State Province, Permanent Transfer According to Redeployment List; #3 Interim Accommodation: Employer Initiated Transfers. (here and/or bibliography)

- approvals and authorisation processes for appointments are efficient with a few of the semi-independent functioning districts; weekly and monthly production sheets are used by some Deputy Directors for HR to monitor staff productivity;
- district Training programmes are offered to School Officials and are coordinated with the yearly HO training management plan;
- an Internal Service Delivery Policy for Human Resources was designed at one district office;
- written regulations and policies for control and monitoring exist in some districts (transport, communication, use of telephone, discipline, enforcement of basic conditions of work policy, communication, etc.);
- a District Office Calendar is disseminated to all DO staff at the beginning of the school year in most districts. Updates are made on a quarterly basis;
- SMDs are actively engaged with school management and governance; and,
- SMDs visit schools once a week in some districts and require monthly reports in some districts.

SCHOOL GENERAL FINDINGS

- the culture of learning teaching and service (COLTS) is returning to schools and Principals have committed themselves to a seven hour work day; (the award system for best school, best educator, best learner was instituted through COLTS);
- schools are positive about SGBs and there seems to be a slowly increasing level of parental and community involvement;
- a few schools designed their management plans linked to DO management plans, which were based on to HO plans;
- one school principal had timetables, calendars, duty sheets, and achievement statistics posted on a bulletin board;
- schools implement participatory management and decision-making through SMTs and SGBs; and,
- the new establishment has made progress in the direction of racial integration in schools.

PROVINCIAL HEAD OFFICE KEY FINDINGS

Specific key findings representing challenges for improvement have emerged out of the evaluation. These findings are supported by effects and examples and are organised according to three levels: Head Office, District Office and School Level, and are divided into five categories: Service Delivery, Management of Directorate/sub-Directorate, Organisation and Decentralisation of HR, and Personnel Management. More than one finding may be listed under each of the categories.

SERVICE DELIVERY

Finding 1

Redeployment process impacted on schools not being properly staffed and on subject areas not properly serviced

Effects and examples:

- officials were reluctant to comply with regulations to assist redeployment process:
- in some cases, educators refused to report to assigned schools;
- in some cases, some schools would not accept redeployed educators;
- although there is a need for scarce subjects, educators on redeployment list were not qualified in those areas; and,
- educators were not well informed about the resettlement packages.

Recommendations:

The HO should evaluate the redeployment procedure in order to refine procedures to address future re-deployment as an on-going exercise.

HO should implement transfer fairs at the District level as an example of how re-deployment and excess teachers can be addressed through educator participation and empowerment.

Finding 2

Numerous vacancies exist throughout the FED. Appointment process is lengthy and cumbersome

Effects and examples:

- from beginning to end, there are 22 steps until appointment;
- authorisation process is tedious, original files need to be transported to HO;
- learners are left without teachers for long periods of time;
- administration staff suffers from work overload because of person power shortage; and,
- the recruitment process does not always yield appropriately skilled staff.

Recommendations:

Appointment process must be streamlined.

The route of authorisation should be shorter.

Recruitment and interview processes should be reviewed in order to yield appropriate skilled staff.

A National Productivity Institute (NPI) study on productivity and efficient use of time should be conducted on Outputs and Tasks Workload Analysis.

Finding 3

Although staff members are conversant with the Batho Pele Principles, these principles are inconsistently applied

Effects and examples:

- all customer service agreements are not in place;
- phones are not answered promptly in offices;
- HO staff view District Officials as colleagues rather than as customers;
- no comprehensive management implementation plan exists in HR to improve customer service; and,
- HO reception areas of all FED buildings are neither user-friendly nor welcoming.

Recommendations:

A strategy for customer service agreements should be designed and put in place.

A management plan to address Batho Pele Principles should be developed and monitored.

Staff should be trained on Batho Pele Principles.

The physical environments in the reception areas of the Head Office FED buildings should be made more user-friendly and inviting.

Finding 4

The Human Resources utilisation lacks a "systems approach" towards service delivery

Effects and examples:

- documents used are outdated and lack standardisation;
- routes for documentation from school to Department are inefficient and staggering; and,
- duplication and delays in appointments cripple service delivery; and lack overall efficiency.

Recommendations:

Standardise all documents, in particular leave and pension applications.

Develop protocol for use of new forms, documents, and files.

MANAGEMENT OF DIRECTORATE/SUB-DIRECTORATE

Finding 1

Directors are absent from their offices too frequently

Effects and examples:

- Some directors were out of the office more than 50% of the time between January and June 2000;
- subordinates have to fill in for absent directors and sub-directorate deputy directors causing stress, work overload and backlogs;
- quality control is hampered;
- staff commitment is negatively influenced; and,
- break down in reporting processes of task teams and supervisors.

Recommendations:

In the absence of an official, a stand-in should be present to act in his/her place to perform certain tasks (e.g. authorise and approve) to avoid breakdowns in reporting and backlogs.

Develop systems to address quality control (i.e. weekly and monthly staff reports).

Empower staff through delegation and recognition

Finding 2

Filing system is still cumbersome and retards service delivery

Effects and examples:

- up to five files can exist on each employee;
- backlogs exist on processing of leave applications, pensions and gratuities;
- files are hand carried and car transported to HO when vacancies are filled causing a risk factor;
- file rooms are disorganised and space is inefficiently used; and,
- PERSAL is not optimally utilised.

Recommendations:

Develop a protocol policy to transport files efficiently and safely.

A National Productivity Institute (NPI) study on productivity and efficient use of time should be conducted on Outputs and Tasks Workload Analysis.

Technology is needed and FMS and PERSAL should be interfaced.

Finding 3

Although circulars and policy documents sent out by HO are coordinated, keeping on top of them can be challenging

Effects and examples:

- too many circulars are received at the DO and School levels causing stress and confusion;
- FED communication is not taken seriously due to frequency and "tone" of circulars;
- same circular comes from different departments or contradicting circulars come from another department;
- circulars do not reach district offices timeously to comply with due dates; and,
- memos issued from offices are not coordinated.

Recommendations:

Provincial Head Office should coordinate memos from sub-directorates to District Offices.

Use 'urgent action' on circulars on a limited basis.

Use technology to improve communication of circulars.

Disseminate circulars timeously and coordinate memos.

Districts should send memos, not circulars to schools, even those in remote areas.

Finding 4

Communication and productivity are impeded by the lack of technology such as computers

Effects and examples:

- causing backlogs in HR processes (e.g. leave, pensions, housing, etc.);
- procedures are manually processed;
- when computers do exist, staff either does not have access to them or are not computer literate;
- computers do not have word processing software on them in most cases; and,
- PERSAL is exclusively used by specific personnel and is not readily available for those who need to use it – resulting in backlogs.

Recommendation:

Technology and networking needed.

ORGANISATION AND DECENTRALISATION

Finding 1

The systems for amalgamation of 12 districts to five districts are not yet in place – the process is fragmented by certain new Directors already having been appointed even before the process was officially started

Effects and examples:

- the policy on the transfer of files to newly merged district offices is not effective;
- timeframe for completion of amalgamation has not been determined;
- HO still has to authorise and approve leaves, housing, appointments, substitutes in spite of semi-independence of six districts; and,
- district offices are not sufficiently prepared for the implementation of the envisaged decentralisation of HR.

Recommendations:

Develop a management and implementation plans for amalgamation of district offices from 12 to five offices.

Real power and authority should be given to decentralised district officials on all decentralised processes – empowerment opportunities should be provided for shared decision-making.

Develop roles and responsibilities to go with new decentralised offices.

Change management protocols should be incorporated in the new paradigm.

Finding 2

The comprehensive Human Resource Plan for accommodation and implementation of new structure needs to be finalised so as to minimise the negative influence the lack of a plan has on service delivery

Effects and examples:

- lack of a Human Resources plan impedes on service delivery at all levels;
- equity issues are still not properly addressed;
- appointments, leave and housing, pensions, medical schemes, provisioning, etc. are not reorganised for the new structure;
- no employee assistance programme exists to support staff and promote commitment;
- no induction, orientation or mentoring programmes for new employees exist; and,
- there is no policy on routing of documents from school to Provincial Head Office.

Recommendations:

Develop a comprehensive human resources management plan that addresses selection procedures and practices that do not discriminate against previously disadvantaged groups that serves as a model for District Offices.

Incorporate employee assistance programmes in the new human resources management plan as a model for District Offices.

Develop policies on routing of documents from school to Provincial Head Office.

Eliminate duplication and delays in appointments, leave, substitutes, pensions, etc. by streamlining processes through an NPI study on output and tasks related to HR.

Design a comprehensive Human Resources Plan.

Build in systems to monitor the Human Resources Plan for decentralisation of districts.

DISCIPLINARY FUNCTIONS/LABOUR RELATIONS

Finding 1

Although systems are in place for disciplinary procedures in the labour relations sub-directorate, some processes affect efficiency - staff appear overworked and understaffed

Effects and examples:

- huge backlogs in labour relations cases continue to exist;
- there is a need to follow the new labour strategy for HO which stipulates the approach to labour relations;
- labour relations personnel do not have full access to PERSAL and hence can not update disciplinary or misconduct files for accuracy;
- manuals on discipline of educators exist at the school level only;
- the system of mail distribution causes delays in responses;
- investigation of serious misconduct cases is confined to head office only; and,
- officials often do not have legal training.

Recommendations:

Labour relations at the District offices should have practitioners in the new decentralised structure to ease the burden of HO and to provide improved service delivery to the schools.

Manuals on discipline should be developed for staff at all levels of the FED organisation.

More labour relations officials should have access to PERSAL.

Although adherence to labour relations policy is adamant, systems need to be reviewed for enhanced efficiency (e.g. streamlining of disciplinary action, backlog of cases, investigation of cases, etc.).

Decentralise investigation of cases to district labour relations in the amalgamation of 12 to five districts and follow the case through to the decision.

Conduct skills audit of labour relations staff at head office and districts to coordinate and offer training in labour relations practitioner matters.

Utilise the training of the Unions and PSCBC that is available.

PERSONNEL MANAGEMENT

Finding 1

HO training management plan disseminated at beginning of year is not adhered to and specific HR training and development for HO Human Resources staff is not available to all staff (Training and Development)

Effects and examples:

- HO changes in yearly management schedule and inadequate planning causes districts and employees to consistently adjust their diaries and work schedules.
- HO junior staff are not enrolled in training and development programmes to improve their skills;
- training is haphazard and occurs when funds are available; and,
- all directors attend workshops and junior staff can only attend when there is room for them in the workshops.

Recommendations:

All employees should have the opportunity of attending training workshops.

To address the new Skills Levy Policy, training needs should be discovered through a skills audit and a plan should be developed.

Bursaries should be offered to employees using the Skills Levy Policy of 1 per cent (.5 per cent for the current year).

Employees should have to apply for bursaries offered on a yearly basis.

Finding 2

The current Performance Management System appraisal has a reward and merit function only and does not address development and growth areas

Effects and examples:

- appraisal instrument does not include formative evaluation;
- appraisal does not promote development and growth strategies for improving employee performance;
- appraisal does not succeed in motivating staff;

- performance management does not allow for individual mentoring or feedback on unit performance;
- incident reports are not kept up to date; and,
- appraisals are not done regularly; sometimes done annually and, in some cases, no appraisal for several years.

Recommendations:

Discontinue current performance management system and replace with the new performance management and development system policy.

Determine job descriptions to be used.

Refine the new Performance Management Instrument to include key performance indicators and standards of performance that cross positions (e.g. same expectations and standards for same posts).

Focus on intervention plan for development and growth areas as needed.

Use recognition and rewards as motivation and incentives.

DISTRICT KEY FINDINGS

The following key findings were discovered through interviews with District Office Human Resources and other relevant personnel and are reported under the following categories: Service Delivery, Management of Directorate/sub-Directorate, Organisation and Decentralisation of HR, and Personnel Management. Findings, effects and examples and recommendations are offered. More than one finding may be listed under each of the categories:

SERVICE DELIVERY

Finding 1

Redeployment affected the workload and caused backlogs in the district offices

Effects and examples:

- although finished for the year, District offices are still feeling the effects of redeployment; and,
- the tasks that had to be put aside during redeployment caused backlogs that only now are being addressed by districts (e.g. 6000 leave cases were reported in one district).

Recommendations:

The redeployment procedure should be re-evaluated and refined to become standard practice.

DO should develop procedures to address future re-deployment as an ongoing proactive exercise.

Finding 2

Staffing complement at most districts is inadequate

Effects and examples:

- posts at District Offices continue to remain unfilled;
- delays in processing of documents result;
- service delivery to customers is compromised;
- staff are expected to perform two jobs at once; and,
- people are acting in posts for long periods (up to 3 years) of time without being properly compensated.

Recommendations:

Need to appoint middle management posts immediately (e.g. Chief Assistant Director).

Need to fill all posts and train employees in running efficient operations.

Staff need to work more efficiently.

Finding 3

Some appointments of HR personnel do not result in the hiring of employees with the necessary skills to match the job requirements

Effects and Examples:

- delivery of services is compromised;
- people are leaving the system for other public service posts; and,
- training of personnel takes a long time and is a financial investment for the FED.

Recommendations:

The interview process needs to include interviewing practises relevant to the job requirement (e.g. for assistant directors and equivalent, the interview process should include prioritising activities, case scenarios for problem solving, writing samples on the spot, etc.).

Referees should be contacted for prior work experience verification and recommendations.

Finding 4

Approval and authorization processes for appointments, related payments leave, substitutes, and other transactions take too long

Effects and Examples:

- approval for appointments and leave can take up to 3 months or more; and,
- substitute teachers are not immediately assigned to vacated posts.

Recommendations:

Delegate the following processes to the decentralised Districts as soon as they are ready: appointments, salary approval, housing, leave, substitute teachers, redeployment labour relations, etc.

A review of the processes at the specific offices having delays in the system should be undertaken to see what caused the delay.

Monitoring of the processes needs to be formalised at the district offices.

Recommended NPI study on Outputs and Tasks Workload Analysis be conducted to work smarter – more efficiently and effectively.

Finding 5

Head Office does not act timeously to help supervisors manage HR services at the District level

Effects and examples:

- queries, phone calls, and letters regarding posts go unanswered;
- districts get reprimanded when they pressure HO for responses to their queries;
- temporary school appointments are a struggle for schools (e.g. it takes approximately eight steps and several years to authorise the permanent appointment of a math educator);
- freezing of posts compounds the temporary to permanent appointment process as well as the tedious process of writing motivation letters to fill posts;
- administrative posts at schools are not filled and educators are acting in posts for up to four years; and,
- appointments take a minimum of 22 steps to get processed and appointed to a post (notices, files, motivations, documents go back and forth from schools to districts to HO and back to districts and to schools).

Recommendations:

HO should streamline the appointment process.

Appointments should be decentralised to districts in the new structure.

Some schools think that school managers need a type of Peter Morkel model for administrative staffing.

Clarify and communicate the freezing process to schools and district managers and supervisors.

Streamline the provisioning process.

MANAGEMENT OF DIRECTORATE/SUB-DIRECTORATE

Finding 1

Some districts are not managing the handling of files in an efficient manner

Effects and Examples:

- there are delays in processing of files;
- there is a lack of standardisation in handling of files between districts;
- enforcement of a management system is not adhered to in all district offices; and,
- files are not readily available upon request, duplicate files exist on individuals, and files are sometimes lost.

Recommendations:

For the amalgamation of district offices, file management plans and systems must be put in place to handle files at receiving districts. It should include outlined responsibilities and timeframes so that files do not become the sole responsibility of the receiving offices;

The envisaged policy to be developed by Head Office should be communicated without delay; and new filing management plan should be implemented urgently.

Enforcement of file management systems by supervisors must be implemented.

File rooms need to be assessed for optimum use of space, efficiency, and security.

Finding 2

Most district offices do not have a coherent Human Resource Management Plan

Effects and examples:

- service delivery to district staff and education stakeholders is marginal; and
- employee assistance programmes are non-existent.

Recommendations:

District HR sub-directorates should develop comprehensive Human Resources Management plans linked to the draft HO Human Resources Management Plan.

Districts should contextualise service delivery at each of the district offices.

Action plan of HR at District office should be adapted to address "human needs" (e.g. employee careers, employee assistance programmes, etc.).

ORGANISATION AND DECENTRALISATION

Finding 1

District managers are concerned about the restructuring of the offices from 12 districts to five

Effects and examples:

- concerns include space availability, management of files, computers, accommodating varying work procedures and work culture;
- uncertainty is contributing to low employee morale;
- some Districts think that amalgamation has already started (e.g. files have been sent to merged districts); and,
- some employees are worried about their positions.

Recommendations:

Management plan should be in place for the merged filing systems, transfer of equipment, utilisation of space for offices, etc.

Managers may need support to address change management.

HO needs to communicate in writing to District Offices where the restructuring has officially started, where appointments have been made, and which plans in the restructuring process are being implemented in order to clarify misinformation that is being communicated.

As soon as Districts are ready, delegate the following processes to the decentralised Districts: appointments, salary approval, housing, leave, substitute teachers, redeployment labour relations, etc.

Train Districts on new decentralised responsibilities.

Finding 2

Lack of induction and orientation programmes at all levels for new and newly promoted employees result in low productivity and low motivation

Effects and examples:

- only informal on-the-job training was conducted;
- lack of formal training;
- employees fend for themselves;
- hence, learning the job tasks requires a longer period of time for the new employee; and,
- impacts on staff motivation and staff morale at District Offices.

Recommendations:

Formalise on the job training programmes with supervisors.

Formal induction programmes should be developed.

Formal orientation programmes should be developed.

Mentoring system should be developed.

Mentors should be assigned (voluntary) to new employees.

Finding 3

Districts are concerned about being understaffed with the amalgamation of 12 districts to five districts

Effects and examples:

- district officials prefer that a type of The Morkel Model for non-educator staffing will be applied to the district office staff;
- fears of placing people in satellite offices exist; and,
- stress and anxiety are mounting and morale is low.

Recommendations:

HO needs to communicate the staffing ratios in districts offices to district staff to eliminate myths and perceived fears regarding under staffing.

Transparency needs to occur to clear up misunderstanding.

A staffing model should be designed for the amalgamated district offices to accommodate the customer schools.

Finding 4

District HR offices do not provide employee assistance programmes

Effects and examples:

- the number of misconduct cases are high in districts; and,
- employees do not have support employee programmes (e.g. counselling and advising support for work related (relocation), health (HIV/AIDS), financial and family problems.

Recommendation:

Districts need to link up with HO employee assistance programmes as they develop their overall comprehensive Human Resources Plan.

Finding 5

Districts receive three to five faxes and circulars weekly with similar requests from different sub-directorates

Effects and examples:

- faxes and circulars often demand similar reports in an unreasonable time period;
- districts respond in a crisis mode to "urgent" faxes;
- unrealistic turn around time lines place stress on district staff; and,
- coordination of circulars from various sub-directorates is lacking at Head Office.

Recommendations:

The list of circulars should be updated regularly and disseminated to all Heads and District offices so that officials know exactly which circulars have been published, by whom, and distributed to offices.

The distribution of District and Head Office circulars should be coordinated so that the distribution of all circulars is managed in a coherent manner.

DISCIPLINARY FUNCTIONS/LABOUR RELATIONS

Finding 1

There is no formal labour relations practitioner at the District level

Effects and examples:

- personnel officials at DO must provide that function without formal training in negotiation, investigation and legal matters;
- HO and DO do not always work together in a cooperative spirit;
- reliance on HO is hindering DO services; and,
- labour disputes cases drag on resulting in shortage of teacher staffing (e.g. teachers getting salary for two years and post not filled).

Recommendations:

Decentralise Labour Relations function to District Office in new structure.

Remove Labour Relations section out of HR and create a separate sub-directorate, staffed with practitioners experienced in labour relations experience and skills.

Improve relations with HO and DO so that they can work toward same goals.

Provide intensive training and skills transfer in labour relations to practitioners at the District level. Suggested courses include: labour relations, HR legislation, labour case investigation, grievance procedures and how to become a practitioner.

PERSONNEL MANAGEMENT

Finding 1

In all district offices, current performance management system is for the purpose of merit awards and not development and training

Effects and Examples:

- emphasis is on promotions and merit awards resulting in end of cycle writing of incident reports without formative evaluation;
- employees do not know when to apply for merit awards;
- awards are based on the employee's ability to write good incident reports;

- incidents reports are not kept up to date by employee and immediate supervisor; and, immediate supervisor; and,
- performance appraisal system does not motivate employees through career pathing, etc.

Recommendations:

District Policy should be communicated to each new employee through an induction programme.

Phase out the current performance appraisal system and replace it with the new performance appraisal system, which has improvement plans for growth and development incorporated into the appraisal.

Develop a management plan with timetables to implement the new performance appraisal system.

Incorporate quality assurance controls for implementation of the new performance appraisal system with regular cycles for performance reviews.

Finding 2

Employees are not motivated and staff commitment is low

Effects and examples:

- educators lack incentives to perform;
- employees come to work unmotivated;
- threats that employees will be "charged" are increasing even amongst those who work hard; and,
- absenteeism is high amongst educators and office staff.

Recommendations:

Build in employee rewards and recognition programmes.

Conduct team-building exercises.

Create stimulating and attractive work environments.

HR provides employee assistance programmes and short term counselling services for DO staff.

Upgrade office equipment for enhanced efficiency.

Finding 3

District staff needs capacity training

Effects and Examples:

- although skills exist, training programmes need to be offered quarterly to staff members in the following areas: computer literacy, management skills, project

management training, time management, quality control and monitoring skills, PERSAL, customer service orientation, and organisation skills;

- skills training is not aligned to training needs of employees or to performance management improvement plans; and,
- training is not linked to specific timeframes, but is done on an ad hoc basis.

Recommendations:

Conduct a formal or informal skills audit of District staff starting at the lowest level and working up.

The planning of skills upgrading should be linked to a specific time fame for all employees and linked to performance management and should be based upon the results of a skills audit.

Develop a DO training schedule and training management plan linked to HO.

Implement Cascade Training at the District Level.

Employees should prioritise activities and workshops they will attend.

Bursaries and scholarships should be advertised.

Finding 4

Quality control is not utilised by all District Managers and Supervisors

Effects and examples:

- productivity goes unmonitored and suffers;
- learning and growth opportunities are missed;
- lack of close monitoring results in wasted time spent on checking and rechecking of reports, documents, and processes;
- benchmarks and standards for expected day to day performance are either not reinforced or established; and,
- efficiency and service delivery to stakeholders is compromised.

Recommendations:

Supervisors should implement weekly and monthly production sheets reports to monitor productivity levels from their staff.

Internal policies and written regulations should be communicated and reviewed on a regular basis with staff.

District offices should adhere to FED policies related to transportation, telephone, basis conditions of work, etc.

SCHOOL OFFICE KEY FINDINGS

The following key findings were discovered through interviews with School Office Managers, SMT and SGB personnel and are reported under the following categories: Service Delivery, Management of Directorate/sub-Directorate, Organisation and Decentralisation of HR, and Personnel Management. Findings, effects and examples and recommendations are offered. More than one finding may be listed under each of the categories:

SERVICE DELIVERY

Finding 1

Some schools still have teachers in excess, while others are understaffed in critical areas

Effects and examples:

- although redeployment is finished for the year, excess teachers remain at schools and on the excess list for a variety of reasons;
- labourer and matron posts are unfilled in some schools;
- some educators refuse to relocate;
- some schools do not readily accept re-deployed educators;
- scarce subject teachers are in great demand; and,
- hostels are understaffed.

Recommendations:

Teachers should be informed of and encouraged to take advantage of training in scarce subjects.

All staff must be informed of the relocation package and how to access it.

Norms for non-educator posts should be developed and funds should be provided to address backlogs in this area.

MANAGEMENT OF DIRECTORATE/SUB-DIRECTORATE

Finding 1

SMDs work closely with schools in delivery of HR services and are overworked

Effects and examples:

- SMDs are actively engaged with overall school management, however, they work outside their job description.

Recommendations:

Review SMDs draft job description.

Assign an administrative assistant or secretarial support to SMDs at the District Office.

Finding 2

School security is threatened

Effects and examples:

- school vandalism and burglaries are problematic, particularly in the rural and township schools where resources are already scarce;
- school security is no longer the responsibility of the FED;
- services are currently undergoing a change in designated responsibility; and,
- security services are reduced causing an increase in vandalism and burglaries at the schools.

Recommendations:

Investigate the security problems.

Government offices must work together to safeguard the schools.

The community should be encouraged to use the school buildings so they can take some ownership of the school facilities (e.g. projects such as gardening, "handyman" work at the schools should be undertaken, etc.).

Finding 3

Principals often receive circulars from Head Office and Districts through faxes or the post with due dates that have already expired

Effects and examples:

- volumes of circulars reach schools without prioritisation and organisation; and,
- principals are constantly reacting to circulars.

Recommendations:

Head Office needs to streamline and coordinate circulars.

District Offices should not issue circulars that were not sanctioned by Head Office. Rather, they should issue memos, etc.

ORGANISATION AND DECENTRALISATION

Finding 1

Schools are impacted by decentralisation and are feeling the insecurity caused by the miscommunication related to restructuring

Effects and examples:

- education stakeholders were not informed of the details of the amalgamation process; and,

- press and union information was leaking before school managers were informed, putting principals in an uncomfortable position.

Recommendation:

Communication about the amalgamation plan to all staff should occur on a regular basis to prevent misinformation and miscommunication.

DISCIPLINARY FUNCTIONS/LABOUR RELATIONS

Finding 1

Principals are uncomfortable in dealing with labour relations issues

Effect and example:

- new manuals (Manual on Discipline of Educators) imply an expectation at the school level for principals to be increasingly involved with labour relations cases at their schools.

Recommendations:

Experiential and hands-on training is needed for principals to comprehend and implement the new procedures outlined in the manual.

Follow up monitoring of a transfer of skills resulting from the training on the new manual is necessary to assess learning and application.

PERSONNEL MANAGEMENT

Finding 1

The educator Development Appraisal System (DAS) cycle has not been implemented in most of the schools

Effects and examples:

- DAS has not been partially or fully implemented in most of the schools due to a "union directive" to suspend its implementation; and,
- educator appraisal is necessary for a systematic programme of development and growth for educators.

Recommendations:

HO should clarify the union position and make efforts to put pressure on the unions that the DAS can resume implementation of the DAS.

District Officials should conduct monitoring of DAS.

Finding 2

Redeployment affected the culture of learning and teaching in schools

Effects and examples:

- unwillingness of teachers to be redeployed caused learners to be without teachers for long periods of time;
- scarce subjects were not serviced; and,
- special and technical schools were without specialised educators.

Recommendations:

Resume the practical focus on COLTS programmes to improve learning and teaching in the schools.

Educators need to understand the rationale of redeployment and that it is an accepted practise in many school systems.

Finding 3

Principals lack training in a variety of managerial skills and office staff lack training

Effects and Examples:

- principals desire role definition and job descriptions; and,
- principals are expected to manage finances, be instructional leaders and overall managers.

Recommendations:

Principals need training in finance and budget, bookkeeping conflict management, leadership, legal terms, organisation, prioritising and curriculum developers and implementers (especially with OBE).

Administrative clerks need training in basic computer skills, Excel and Microsoft Word, book keeping and filing.

7. FINANCIAL MANAGEMENT

7.1 Introduction

This report reflects the conclusions drawn from activities conducted during the study of financial management activities in the Free State Department of Education (FED), selected District Offices (DO) and selected schools. The responsibility involved a review of documentation relating to financial management and internal controls, review of management assessments completed during recent months, and interviewing relevant persons at the provincial, district and school levels and to solicit information on the needs in the areas cited above.

This report and accompanying recommendations emanate from information obtained through interviews with available personnel from all three levels. Some of the findings relate to the districts or schools surveyed and could apply in other, similar situations.

During the survey on financial management, a total of fifty-three persons were either involved in or present during the thirty-two interviews conducted. Those interviewed included employees from the FED, District Offices, principals, and deputy principals and, respectively, members of a Student Governing Body (SGB), School Management Teams (SMT) and Heads of Departments (HOD). Included in the interviews were representatives from eight schools: four ex-Model C Schools and four ex-DET Schools.

The review of literature included numerous publications consisting of laws, explanations of laws, Treasury regulations, Auditor General's Report, manuals prepared by financial management, budget information, workshop materials, task force reports, strategic plans, business plans, studies conducted in other provinces and assessments of the FED's Financial Management Directorate.

7.2 General Observations: Overall

Although conditions and responsibilities vary at each of the levels, province, district and school, there are elements that extend across all levels. Personnel at all levels worked diligently to implement the National Norms and Standards, maximised existing skills to assist administrators and local policy makers understand their respective roles and responsibilities, and worked to support the culture of learning and teaching service (COLTS).

Other elements affecting employee performance at all levels included the need to improve communications, to systematically implement (or revise and implement) procedures, plans and controls already formulated and agreed upon; and training to increase the capacity of each entity to become more efficient and effective in the delivery of services. A desire to be "heard" by management was a need often voiced by participants in the needs survey along with a desire for updated communications tools such as computers, e-mail, fax machines and photocopy machines.

Hopes voiced by participants from all levels included a desire to see:

- delegating the authority to hire, transfer or dismiss employees to district offices or accelerating the approval process at the provincial level;

- increasing two-way contact between schools and district offices and between district offices and the FED;
- obtaining additional funding for personnel, technology, facilities and maintenance of facilities; and,
- providing training to improve the skills of employees.

7.3 The Financial Management Directorate (Directorate or Head Office)

Many changes have impacted the Directorate since the amalgamation of five different departments from the 1995-96 financial year. The amalgamation has involved the installation of new management and staff at all levels, with many of the persons having little or no direct management experience. Concurrently, many experienced and competent staff left the department through voluntary severance packages (VSPs) or to accept employment elsewhere.

Underfunding of the Directorate and a moratorium on filling of vacant posts prevented the hiring of staff considered necessary to satisfactorily carry out the assigned responsibilities and compounded the problem of operating with inexperienced staff. Efforts are now underway to fill funded posts and, with assistance from EDSU, to eliminate selected backlogs, some of which date back to 1996.

An order issued 16 September 1998, Cabinet Minute 5.3 directed that the financial system of Education be linked to the rest of the provincial departments and operate as one banking account as of 1 April 1999. All information on the Financial Management System (FMS) was transferred at the close of the financial year ending 31 March 1999. Related functions and staff were also transferred to the Department of Finance, Expenditure and Economic Affairs. With this transfer, the Directorate lost all staff trained in tax collections and reconciliations, and the Directorate was left without an employee with knowledge of tax collections and tax reconciliations to reconcile accounts. With assistance from EDSU, a tender to clear backlogs in tax reconciliations is being advertised.

The responsibilities of the Directorate are performed by three sub-directorates: Financial Planning, Budgeting and Record Keeping; Salaries and Debtors, and Expenditure, Revenue and Accounting Control. Major responsibilities delegated to each sub-directorate are reflected in the assigned titles. During the current financial year, the Directorate oversees the allocation and expenditure of R 2,950,518,000.

The Directorate is authorised 139 posts, 107, or 77%, of which are filled. Several posts are being advertised. Current staffing is shown below:

Financial Management Director, 2 posts total, 1 vacant, or 50% filled
Planning & Record Keeping: 10 posts total, 1 vacant, or 90% filled
Salaries & Debtors, 78 posts total, 21 vacant, or 77% filled
Expenditure, Revenue, Accounting, 49 posts total, 9 vacant, or 82% filled

7.4 General Observations: Directorate (Head Office)

From interviews conducted and reading of documents related to duties of the Financial Management Directorate, some conclusions were drawn and are summarised below.

7.4.1 Achievements/Best Practices

The following achievements were identified by needs survey participants at the provincial level:

- the FED's financial system was successfully amalgamated with the provincial system;
- National Norms and Standards were implemented;
- Additional personnel have been hired;
- There was no delay in miscellaneous payments to suppliers;
- Additional technology was obtained (40 computers and 20 printers);
- Headcounts were conducted at the department, district and school levels; and,
- The Directorate operated for one year without the services of a Director (relied on Acting Director).

7.5 Provincial Head Office

7.5.1 Findings and Recommendations

The following areas for improvement were identified by needs survey participants at the provincial department level.

Finding 1

Financial management system is adequate for current needs but is perceived inadequate for future needs

Effects and examples:

- FMS and PERSAL are not interfacing effectively;
- access to FMS is not available to all staff;
- some staff need training on use of computers and job requirements;
- all staff need training on implementing the Finance Management Act, e.g., changing from a cash basis to an accrual system of accounting;
- some requests are still being submitted on "old" forms;
- some staff do not have access to computers; and,
- expertise external to the Directorate is needed to select and install the software needed to implement the Finance Management Act.

Recommendations:

The effective interfacing of FMS and PERSAL functions is essential to improving and expediting control over salary-related functions.

Top management should support the Directorate's request for "expert" assistance to implement the Finance Management Act.

Top management should continue efforts to update computer technology and fill funded posts.

All directorates should demand that all submittals from districts and schools are made on approved, standardised forms.

All staff should be afforded access to FMS information and provided the training required for its effective use.

Finding 2

Generally accepted internal controls are in place but are not always effectively implemented

Effects and examples:

- backlogs are reported in filing (70,000 files await filing according to a report from the Acting Director), suspense accounts dating back several years exist and uncleared ledger accounts whose number increased from March to April 2000;
- requests using "old forms" are still being received and processed;
- the processing of district and personnel leave requests continue to be time-consuming and serves to exacerbate staffing and procurement problems at the district, school and personal levels;
- some staff must rely on "paper and pencil" techniques to implement internal controls and don't always have access to the technology that could expedite their exercise of responsibilities;
- some staff backlogs exist because employees assigned to the functions are not as skilled in the performance of their responsibilities as they should be;
- the FED does not conduct on-site monitoring of financial activities at the district and school levels but relies on audited statements prepared and paid for by the districts and schools; and,
- not all recommendations submitted by the Headcount Task force have not been implemented.

Recommendations:

Staff needs to be deployed in a manner that will enable the Directorate to eradicate the existing backlogs. An example is cited below.

> The Director, in collaboration with the deputy directors and assistant directors should form task teams to stage periodic; temporary attacks on the backlogs reported. The process should include training, as needed, coordination of efforts, setting of priorities

and weekly and monthly progress reports submitted to top management. Because employees will be asked to work outside their presumed job descriptions, representatives from labour unions should be involved as needed.

The HO should insist that all requests be submitted on approved, standardised forms or refuse to process the requests.

The Director, in collaboration with deputy directors and assistant directors, should develop and enforce a reporting schedule requiring daily, weekly and monthly reports on efforts to eradicate backlogs.

The Director, in collaboration with deputy directors and assistant directors, should develop a rating scale to periodically assess the strengths and weaknesses of managers.

The Director, in collaboration with deputy directors and assistant directors, should develop guidelines for sub-directorates to determine priority among duties involving money.

Top management, the Director, deputy directors and supervisors should collaborate in developing and implementing a training program that includes the induction of new employees, regularly scheduled on-the-job training by supervisors, monitoring the effectiveness of the training, conducting training on a cyclical or periodic basis for all employees.

Assistant directors and deputy directors must ensure that employees, especially lower echelon and new employees, understand the interactions among the various individual transactions.

In collaboration with District Office management, the FED should develop a cyclical system for on-site monitoring of district and school financial activities.

Recommendations submitted by the Headcount Task force should be implemented as soon as possible.

Finding 3

Internal communication among staff and staff involvement in determining policy and procedural changes are inadequate

Effects and examples:

- policy and procedures revisions are made without involvement of those who must implement the changes;
- sub-directorate personnel feel an absence of two-way communication and report that meetings are not regularly scheduled to exchange information and opinions; and,
- changes in policies and procedures are often communicated by word-of-mouth or on a need-to-know basis.

Recommendations:

The Director should schedule regular, planned meetings with deputy directors and assistant directors.

The Director should hold occasional, planned meetings with all Directorate staff and allow time for inputs from employees.

The Director and all supervisors should implement an open door policy so employees have an opportunity to express their views on work-related matters.

A system of recognition and soft rewards should be implemented to acknowledge employee contributions and be utilised to also foster communications among colleagues.

Finding 4

Communication to District Offices and schools is often perceived as unclear and as a barrier to prompt and accurate responses

Effects and examples:

- circulars designed to explain changes in laws, policies or procedures are unclear and sometimes contradictory with each other;
- requests for information sometimes arrive at schools after the due date of the response;
- instructions for completing forms are sometimes unclear causing paperwork to be incomplete or inaccurate and creating delays in obtaining the approvals needed;
- policy and procedures changes are developed without involving those responsible for implementing the changes; and,
- responses to requests for approvals are not expeditiously processed, sometimes because the request forms are incorrectly completed.

Recommendations:

In collaboration with representatives from District Offices and schools, The Head Office should develop a communications plan that includes a:

Centralised dissemination center that coordinates elements disseminated and that is empowered to detect and avoid duplication of information, inconsistencies in various information circulars and/or memoranda.

Schedule of planned information distributions and scheduled requests for information.

Process to issue press releases designed to alert relevant role player that circulars, requests for information, etc., should be anticipated.

On-site training session on how to properly complete new and existing forms.

Mechanism for periodically assessing the effectiveness of the efforts.

7.6 District Offices

7.6.1 General Observations

In the school districts visited, the emphasis is placed on provisioning and logistics with finance responsibilities limited to functions handled by clerks: the tracking of expenditures and the in-office monitoring of school budgets for accuracy and sufficiency. There appears to be little commitment to finance as a purposeful planning and management tool. This practice has lead finance sections being assigned "bill paying" as the major responsibility, under-

utilises a primary management tool and fails to acknowledge the importance of finance as a critical planning tool and information gathering mechanism.

7.6.2 Achievements/Best Practices

The following achievements were identified by needs survey participants at the District Office level.

- DO personnel provided training to school principals and secretaries on budget compiling, financial reporting, finance as a planning mechanism and critical information gathering tool
- DO personnel expedited processing of provisioning orders.
- DO assisted schools in implementing National Norms and Standards.
- Some DO's strengthened controls over purchasing and use of GG cars.

7.6.3 Findings and Recommendations

The following areas for improvement at the District Office level were identified by needs survey participants. Specific findings for improvement have emerged out of the evaluation. Effects and examples support these findings, and, where appropriate, recommendations are offered. The recommendations address how financial systems can be improved.

Finding 1

Financial systems in district offices are not adequate due to a lack of equipment and adequately trained personnel

Effects and examples:

- most respondents reported existing financial systems were inadequate;
- equipment needed was either outdated or unavailable;
- one district had one outdated computer for two clerks and did not provide a calculator for the clerks;
- in some districts, computers assigned to SMDs were underutilised but could not be used by finance clerks;
- staff did not always feel sufficiently skilled to carry out assigned responsibilities;
- in one district, no one person was appointed to be responsible for finance;
- in some districts, finance is treated as an ad hoc activity;
- some posts assigned to finance are not filled; and,
- under current conditions, clerks assigned to finance will not be able to handle finance responsibilities related to redistricting.

Recommendations:

DO management in every district should review the role finance can play in the planned amalgamation of school districts, redefine the functions assigned to the finance unit and assign staff with the skills needed to effectively meet the responsibilities.

DO management should inventory the available technology, evaluate its current use and, where possible, re-assign the computers and develop a schedule to maximise their use, e.g., sharing with finance unit, with human resources unit, secretaries.

HO, DO management should arrange training for finance unit staff with an emphasis on skill development and clarification of the role finance plays in the organisation.

Training in school finance matters should be provided for SMDs if they are going to assist principals, school secretaries, SGBs and SMTs in the preparation of budgets and financial reports.

Finding 2

Given the bill paying responsibility assigned to finance, adequate internal controls are reported in place once requests for processing are received at district office

Effects and examples:

- duties assigned to finance revolve around tracking expenditures and ensuring that over-expenditures are avoided;
- principals and secretaries (clerks) have limited training and skills in financial matters, especially in filling out the forms required for budgeting, reporting, and purchasing; and,
- principals and their secretaries (clerks) experienced difficulty compiling their school budgets during the first year schools were required to develop their own budgets.

Recommendations:

HO and DO management should assign a high priority to developing and implementing a sequential training program in the financial responsibilities of a school for principals and their secretaries.

DO management should ensure that on-site follow-up activities are implemented to monitor effectiveness of training.

DO staff should use finance as a planning and evaluation mechanism.

DO finance personnel should review all finance related materials submitted by schools for accuracy, sufficiency and use of appropriate forms PRIOR to forwarding to HO. School personnel should be advised of inadequacies and provided instructions on how to correct them. Incomplete submittals should be returned to schools with instructions on how to correct the inadequacies detected.

Finding 3

Responsibilities over school financial activities are limited and, in some instances, unclear to finance persons:

Effects and examples:

- perceived DO control over school budgets varies among the districts visited;
- two district finance persons said they "made" budgets for schools unable to do so while other district finance persons said they accepted the budget as submitted;
- DO has no on-site monitoring system to ensure that funds raised at the school level are receipted, deposited timeously, or "properly" reported to SGB, DO and HO; and,
- uncertainties regarding DO authority over school budgets are intensified by absence of sufficiently high skills in financial matters in DO.

Recommendation:

DO management should ensure finance unit staff know and understand the role of finance in the organisation and its "authority" and responsibilities in relation to finance-related requests submitted by schools to the district.

Finding 4

Communications with Head Office and the national office are problematic

Effects and examples:

- finance persons indicated a need for more and clearer communications with HO, e.g., regarding policy changes, explanations in circulars and directives, new legislation, and availability of stock in warehouse;
- absence of direct linkages with HO inhibits districts' ability to respond to HO requests;
- some bills are sent directly to the school without sending copy to DO;
- on personnel matters, HO communicates directly with teachers without advising the DO of the nature of the communiqué and its impact on the district;
- DO finance staff report a need for training and more direct communication with HO; and,
- changes in policies and procedures are formulated without involving the staff most responsible for implementing the changes, and, consequently, some changes are viewed as unsuited to the realities of the districts and schools.

Recommendations:

HO and DO management must develop a communications system that acknowledges the responsibilities for sharing relevant personnel information with each other as well as with the employee affected.

HO and DO management should respect the role of finance in district offices and seek the opinion of finance unit employees regarding the impact of proposed changes and policies in the districts and on schools.

7.7 Schools

7.7.1 General Observations

The following observations are drawn from information obtained during interviews and visits to selected schools. Elements that are common to Section 21 Schools and Non-section 21 Schools are shown below. Significant differences findings and recommendations follow.

7.7.2 Achievements/Best Practices

The following achievements were identified by needs survey participants and are common to Section 21 Schools and Non-Section 21 Schools.

- Efforts are made to maximise revenue streams. Student fees are assessed at the highest-level parents can afford, and fund raising activities are conducted.
- Some SGBs, SGB Finance Committees and principals have initiated programs to collect fees from parents who can afford to pay at least part of the assessment but haven't, e.g., hearings with parents, hiring attorneys, first for fees then on a commission basis.
- SGBs and principals are developing viable participatory management practices.
- SGBs, principals and staffs strive to maximise the resources available.

7.7.3 Findings and Recommendations

The following areas for improvements were identified by needs survey participants and are common to Section 21 Schools and to Non-Section 21 Schools. Specific findings for improvement have emerged out of the evaluation survey responses. Effects and examples support these findings, and, as appropriate, recommendations are offered.

Finding 1

All participants reported inadequacies in staffing and availability of learner support materials

Effects and examples:

- all participants reported under funding;
- all participants reported overloaded classrooms;
- all participants reported all or some of the technology needed was unavailable, e.g. computers, fax machines, photocopiers;
- some participants were unable to meet National Norms and Standards; e.g., teachers, groundskeepers and support staff did not comply with standard requirements;
- HO delays in approving hires exacerbate problem of understaffing;

- most participants reported a need for training in finance matters; and,
- all participants reported inadequate funding inhibited their ability to perform facilities maintenance on a planned and systematic manner.

Recommendations (only those requiring no increases in funding):

HO and DO should provide training in school finance matters to those associated with the schools, e.g. SGBs, principals, SMTs, and HODs.

Processing of personnel requests should be accelerated or responsibilities should be delegated to District Office and/or SGBs.

SMDs should be trained in school finance matters so they can assist schools in meeting their financial responsibilities.

HO approval to fill posts should be dramatically accelerated or authority to hire should be delegated to District Office or SGBs.

HO and DO should collaborate in designing a training program in school finance for SMTs, HOD's, principals SGBs and parent groups.

HO and DO should collaborate on follow-up activities to determine the degree the training has achieved desired results and to assess additional training needs

7.8 Section 21 Schools, ex-Model C Schools

In ex-Model C schools, the ability to raise funds allows SGBs and Principals to hire additional teachers and support staff, purchase computers and software, and outsource accounting responsibilities. In addition, ex-Model C schools are able to attract teachers who are both experienced and "appropriately" qualified.

7.9 Non-Section 21 Schools

Conditions in Non-Section 21 schools are significantly different and are discussed below.

Finding 1

Financial "Systems" are not adequate due to a lack of equipment and training in finance

Effects and examples:

- the first year's experience verifies adequacy is lacking;
- principals, school secretaries, SMTs and HODs are minimally trained in school finance;
- technology is lacking (calculators are unavailable in some cases);
- inadequate security of facilities and equipment is linked to absence of technology needed to develop adequate financial systems at school level in some districts;
- most parents are unable to pay the student assessment fee, however low it might be and efforts to obtain any type of payment have thus far yielded little additional revenue;

- principals, SGB members and SMTs interviewed cited lack of knowledge in financial matters and requested training for themselves and school secretaries;
- DO personnel confirm the absence of financial skills at the school level even though some training has been provided; and,
- accurate and satisfactory completion of required forms continues to be a problem.

Recommendations(only those requiring no increases in funding)

DO and HO should collaborate in designing a training program in finance for SMTs, HODs, Principal, SGBs and parent groups.

HO approval to fill posts should be dramatically accelerated or authority to approve hires should be delegated to DO.

HO and DO should collaborate on follow-up activities to determine the degree that training has achieved the desired results.

Finding 2

Communications with Head Office and District Office are problematic

Effects and examples:

- memoranda, directives and circulars are sometimes received after due date for required action to take place;
- school personnel often find it difficult to understand information being conveyed and thus find it difficult to correctly implement changes or satisfy reporting and/or ordering of materials requirements; and,
- geographic isolation technological inadequacies at school level make communication slow and uncertain.

Recommendations:

The DO should provide security and equipment for basic operations, e.g., photocopiers, cell phones, calculators and computers.

The DO should provide finance and management training with follow-up activities for SMDs, SGBs, principals, SMTs, HODs and school secretaries, e.g., compiling budgets, monitoring of financial activities, reading financial reports, prioritising expenditures, mediation, and communicating with the public and elected officials.

The DO should design and implement a courier system with regularly scheduled delivery and pick-up times to facilitate communication with HO and with the DO.

DO must assume responsibility for monitoring financial activities at the school level, e.g., accuracy and sufficiency of reports, orders for materials.

7.10 Funding Schools

The province provides almost all of the funding for public schools. Only ex-Model C schools have the ability to raise enough additional funds to allow them to hire teachers and support

staff not provided by the province. Other schools rely primarily on the province for operational funds.

The provincial allocation of funds and staff is determined at the HO and is based on efforts to implement the National Norms and Standards within available revenue. As the country's financial fortunes and educational environment improve, the allocation process should be reviewed. Consideration should be given to developing a funds distribution mechanism that takes into consideration elements such as school size, special needs of students, grade levels, teacher training and experience and district size (enrollment). During the interim, HO and DO may begin by developing an information gathering system that can be used in the decision-making process. The type of data collected can and should eventually include elements such as enrollments at each school at least twice each school year, student mobility rates and individual teacher training and experience. In addition, a history of expenditures by school should be maintained for items such as supplies, textbooks and textbook reallocations, utilities and any other items that may impact on the cost of operating a school and\or district office.

Over expenditures have on occasion occurred at all three levels. Personnel interviewed attributed the over expenditures to two causes:

Supplies, furniture and equipment being ordered but not delivered during the financial year in which they were requisitioned; and,

Unexpended funds reverting at the end of a financial year.

It is recommended that officials at the national, provincial and district levels reconsider the practice of reverting funds and allow both the district and the province to rollover funds sufficient to at least cover encumbrances from the previous financial year.

8. AUXILIARY SERVICES

8.1 Introduction

This report is an outcome of the needs assessment conducted by a team of specialists in corporate services. For purposes of this report, the area of logistics was expanded to include: logistical services; book provisioning and tender administration; procurement and stores; and departmental works. To reflect this breadth, the term Auxiliary Services is used in this report.

The report is organized into five sections. The first section includes general findings that are common to all areas of Auxiliary Services. The other four sections correspond to the four sub-directorates of the Free State Department of Education (FED) as presented in the briefing by the Director. One sub-directorate is logistical services. This includes: office typing services, switchboard services, messenger service, transport, fleet management, office equipment management, and stocktaking. Another sub-directorate is book provisioning and tender administration. This includes: textbook and student stationery requisitions; management of textbooks, placing of orders, payment of invoices, and tender administration. The third sub-directorate is procurement and stores. This includes: orders, commitments, payments; stores management, contracts, management of school furniture, provisioning of subject material, and office stationery. The fourth sub-directorate is departmental works. This includes: day-to-day school maintenance; tenders and contracts for buildings, civil, mechanical and electrical services; payment of contractors, and management of immovable property.

The information for this report was generated by a combination of group and individual interviews. Head Office staff was interviewed as a group according to their designated sub-directorate. At the end of each group session participants were requested to submit completed questionnaires the following day. All participants were assured that the responses were confidential and that the questionnaires would be anonymous.

8.2 Achievements/Best Practices

The Auxiliary Services Directorate has a solid organisational foundation as a result of many perceived strengths. The stability of the directorate is further supported by strengths evident in each of the four sub-directorates. Following is a summary of these findings:

8.2.1 Achievements Overall

- understanding of the mission and vision of the FED and a commitment to providing support services that facilitate the Culture of Learning, Teaching and Service (COLTS);
- delineated organisational structure as evidenced by organograms;
- Head Office (HO) staff are knowledgeable in their respective areas and committed to carrying out their responsibilities;
- written business plans indicate an understanding of planning, developing activities, identifying outcomes and estimating costs;

- knowledge of strategic and long-range planning was demonstrated through a variety of strategic planning documents;
- supervisory staff exhibited a commitment to diversity and affirmative action in the workplace;
- HO staff is committed to the decentralisation effort of the FED and is exploring functions that may be delegated to district offices and schools;
- understanding the importance of written procedure manuals, many manuals have been produced for areas such as stocktaking, telephones, use of the Logistics Information System (LOGIS), and textbook ordering;
- some backlogs have been addressed by using consultants and independent contractors to eliminate the backlogs while implementing procedures that prevent any additional backlogs;

8.2.2 Logistical Services Sub-Directorate

- efforts are in place to curb illegal and inefficient use of resources through on-site monitoring, auditing of use and issuance of circulars explaining prohibited uses and practices;
- a new telephone system was recently installed which links most of the buildings housing FED offices, this is more cost effective and promotes efficiency by allowing the use of short numbers;
- a workshop on transport was conducted and manuals distributed on the use and control of Government Garage (GG) vehicles;

8.2.3 Book Provisioning and Tender Administration Sub-Directorate

- 90% of textbooks have been delivered to schools in December for the following school year;
- a new decentralised system of ordering textbooks has been implemented placing responsibility on the school level;
- training sessions were held to inform relevant staff on how to prepare accurate requisitions for textbooks;
- LOGIS is 80% automated;
- a plan has been implemented that will link LOGIS with the Financial Management System (FMS) which will improve financial and resource accountability;

8.2.4 Procurement and Stores Sub-Directorate

- Provincial Administration System (PAS) courses are conducted to provide certification of staff who attain competency and capacity;
- controls are in place at the school level, the district level, and the Head Office to monitor the accuracy and completeness of requisitions for provisioning;

- student stationery has been delivered timeously, schools have stationery in store at the end of the school year for use in the next school year;
- a procedure is in place for stocktaking to be conducted quarterly by schools and annually by district office to verify immovable equipment and furniture and identify those that are redundant or no longer useable;
- procedure manuals are available in provisioning, finance and property administration;

8.2.5 Departmental Works Sub-Directorate

- master planning of facilities is based on the Education Management Information System (EMIS) which provides the number of schools, classrooms, learners, and other information needed;
- consultants and other professional teams to compliment staff efforts in drawing up building specifications and in conducting inspections prior to the hand-over of new facilities thereby controlling the quality of new facilities;
- renovations and emergency day-to-day maintenance is accomplished according to criteria for establishing a priority list of schools needing attention and by setting aside four million rand for this purpose;
- a facilities maintenance program based on three, five and ten year horizons has been developed;
- a business plan has been developed to provide heat, electricity and telephone service to rural schools through cooperative agreements with Telkom and Eskom, additionally solar power is being explored as an alternative energy source;
- manuals which contain building materials specifications to be used in new construction and renovations are used by regional inspectors to control quality;
- district planners use a physical resources planning manual to assist with works planning;
- physical planning functions are decentralised to three regional offices; and,
- a compilation of the utilisation rate of facilities in departmental works is conducted annually to identify redundant facilities and transfer these to other departments.

8.3 Findings and Recommendations

In addition to the strengths identified for Auxiliary Services, the needs assessment identified several areas in need of improvement. The presentation of these findings and supporting effects and examples follow. Recommendations that address the findings are also presented.

8.3.1 Key Findings Overall

Finding 1

The organisational structure combining the Directorates of Logistical Services and Departmental Works into a single directorate of Auxiliary Services is not uniformly accepted as more efficient or effective

Effects and examples:

- services provided by logistical services and departmental works carry significant responsibilities, one directorate will diminish the importance of each and result in reduced oversight of their respective functions;
- the two directorates provide sufficiently different services and interact with different customers as to render them organisationally incompatible;
- the organograms are well done for the various units, but need additional clarification of lines of supervision within the sub-directorates and between the sub-directorates; and,
- the high number of critical vacant posts and "acting" designations in all sub-directorates present conflicts in determining which sub-directorate should have priority in the filling of critical posts.

Recommendations:

The FED should retain two separate directorates with realignment of functions between the directorates of Logistical Services and Departmental Works.

The Logistical Services Directorate should include all of the functions of logistical services; books provisioning and tender administration and procurement and stores with the exception of procurement and management of GG vehicles and communications infrastructure such as telephones, computers, fax machines, and photo copy machines.

The two sub-directorates for procurement for textbooks and student stationery and procurement and stores is an artificial division since they both perform similar functions distinguished by the end customer. One sub-directorate for procurement and stores could be organised. This would provide additional staff to attend to book provisioning when books are ordered and the balance of the time staff could focus on provisioning learning materials and other procurements. The units for payments, and tender administration would continue. Stores could assume stock taking responsibilities from Logistical Services sub-directorate since Stores has a good system of stock taking function in place. The Offices Services with the exception of telephones, fax machines, and computers would remain with Logistical Services.

The Departmental Works Directorate would encompass the existing works functions and assume responsibilities for information services infrastructure and equipment including telephones, computers, computer networks, copying and fax machines. This would improve coordination of infrastructure and facilities during construction and renovation projects. Additionally, the Works Directorate could assume responsibility for immovable assets and transport. Oversight of these areas would build on the existing expertise in capital asset control and security that exists within the Departmental Works Sub-Directorate.

Finding 2

Leadership capacity needs to be developed in the areas of decision-making, communication strategies, supervision, and motivation of staff

Effects and examples:

- decision-making is perceived as being top-down with few opportunities for providing inputs, this promotes a division between staff and management;
- the majority of management are not trained in staff supervision techniques;
- a lack of commitment and enthusiasm among management sometimes influences other staff and results in lack of productivity and low morale;
- unclear standards of work performance contribute to poor discipline among workers;
- selective, little or no enforcement of Treasury regulations by supervisors indicate a poor leader;
- DO staff requested more visits from Head Office to better inform relevant individuals; and,
- school staff requested more visits from DO and HO staff to better inform relevant individuals.

Recommendation:

A leadership development plan for supervisors should be implemented using a combination of mentoring and skills development workshops demonstrating effective leadership strategies and motivational techniques.

Finding 3

Limited knowledge of management strategies and appropriate implementation inhibit of the Directorate

Effects and examples:

- failure by management to consider the communications infrastructure causes many requests for follow-ups received from HO and DO to be received not timeously and often after the due date for a response;
- lack of planning creates requests for information that are "urgent" and require a 24-hour turn around time. These requests disrupt work at the DO and schools which creates stress and contributes to backlogs;
- managers do not adapt strategies that are appropriate to implementation plans and desired outcomes; and,
- the inability to motivate and manage staff creates disciplinary problems, some of which have not been resolved in over two years.

Recommendation:

A series of workshops should be conducted for managers to ensure an understanding of management strategies and how to apply them to implementation plans and the desired outcome.

Finding 4

Staff at all levels requested that training to improve job skills be provided and that training should be held in venues convenient to participants and during hours which would not inhibit their work

Effects and examples:

- training in use of computers and development of computer literacy is essential to the successful utilisation of LOGIS, FMS, and EMIS;
- new and recently hired staff reported had not received any induction or orientation to their job responsibilities or an explanation of standards of job performance;
- lack of training at all levels contributes to the significant backlogs in the directorate;
- training for staff in financial matters is inadequate;
- controllers and inventory holders need training regarding procedures for stock taking;
- school staff wanted training be held in township schools more frequently so that it would be more accessible to participants and as an indicator of recognition of the school; and,
- school staff requested that workshops not be held during school hours.

Recommendation:

A skills audit should be done of all staff and development plans prepared for improvement of skills. Supervisors in consultation with staff should determine the training a staff member must attend. Additionally, a staff development committee representative of the worker group should be organised to identify three or four workshops for skills development required by the largest number of people.

Scheduling and venue of all training should be done at a time and venue most convenient and least costly to the majority of the participants, schools or districts.

Finding 5

Vacant posts and inadequate number of posts cause inefficient staff productivity

Effects and examples:

- because of a poor communication system and lack of infrastructure, School Management Developers (SMDs) and Learning Facilitators (LFs) are asked to deliver policy documents, circulars and other communication to rural and farm schools which takes away from time spent on required tasks;
- vacant positions at the school level requires teachers to perform deferred maintenance of facilities, provide transport and assume other functions that take them out of the classroom; and,
- lack of computer programmers prevents the timeous implementation of computerised systems and full utilisation of existing computer resources.

Recommendation:

All supervisors should analyse how staff are being used and develop implementation plans to facilitate improved productivity.

Finding 6

External processes and organisations strongly influence the ability of the directorate to effectively perform its functions

Effects and examples:

- Treasury controls payments and approvals of any purchase over R15 000 are often delayed and cause poor relationships between the Directorate and suppliers;
- Human Relations appointments of staff are not timeous and contribute to backlogs and low staff morale;
- late approval and authorisation of the budget shortens the time available for procurement and tender administration;
- final decisions on decentralisation and the re-organisation to five districts need to be finalised in order for Departmental Works to proceed with facilities planning, development of infrastructure and offices services for the new organisation; and,
- the delegations between the Departmental Works Sub-directorate and the Public Works Department prevent the ability of Departmental Works to manage and control its projects.

Recommendations:

Implementation plans should indicate decisions or activities that other Directorates or government organisations need to complete before Auxiliary Services sub-directorates can implement their activities. These should be shared with other Directorates to ensure their knowledge of their impact on the work of the Auxiliary Services. The sub-directorates must establish good communication systems with their partnering organisations to ensure cooperation and support.

The FED should review and revise the delegations to the Public Works Department to allow the Departmental Works Sub-Directorate to function more effectively and use its expertise.

8.3.2 Findings Logistical Services Sub-Directorate

Finding 1

The absence of adequate security systems and controls results in losses and abuse of scarce resources

Effects and examples:

- lack of adequate security at schools results in theft of equipment, furniture, door locks and other materials;

- schools must operate with broken windows, broken toilets and vandalised classrooms due to poor security;
- inadequate security and systems for GG transport management results in abuse of petrol cards, theft of vehicles and poor recording of maintenance of vehicles;
- inadequate numbers of GG vehicles at district offices impede ability of staff to support schools;
- loss control procedures vary according to school, one standard operating procedure needs to be designed and implemented; and,
- compliance with Treasury requirements for stocktaking needs improvement.

Recommendations:

The Directorate should establish a high priority for providing security for schools and other government assets.

The Directorate should implement one or a combination of the following strategies: negotiate security services with local police with frequent tours during evenings, weekends and holidays; providing housing on school property for a caretaker, teacher or principal to have a physical presence at the school; open the school to community use to develop community pride and protection for the facilities; organise an anonymous reporting vandalism and theft system with follow-through of criminal prosecution.

A computerised system for stock management at schools, district offices and Head Office should be developed to accurately reflect assets, manage redundant stock and eliminate obsolete items.

Finding 2

Communication resources are scarce, not shared and their use costly due to lack of controls and sharing

Effects and examples:

- only 40% of schools have telephones and fewer have fax machines;
- a majority of the 1 547 farm schools must rely on farmers, SMDs, LFs, post or carrier service to receive communications;
- photo copy machines are not available in most schools and where available they are not used because of the high cost;
- absence of maintenance contracts for photo copy machines results in poor service;
- availability of computers at district offices and schools is limited and where available there is no evidence of sharing of computers;
- DO and school staff complained about the numerous requests for information which require immediate attention and interrupt the work flow and productivity; and,
- a significant amount of the telephone costs paid by the Directorate for telephone and cell telephone usage is for personal calls of staff.

Recommendations:

A communications plan needs to be developed which identifies the most reliable and efficient method of communicating information to the districts and the schools.

All district offices should have computer electronic mail (e-mail) capabilities with the HO.

District Offices should develop a communications system by designating different levels for schools and establishing a communications tree.

Treasury regulations for payment of personal telephone usage should be enforced for all staff.

8.3.3 Key Findings Book Provisioning and Tender Administration Sub-Directorate

Finding 1

The textbook provisioning process is inefficient and has no designated responsibility manager at the school level that exercises control of ordering, stocktaking and follow-up on missing books

Effects and examples:

- everyone is involved in ordering textbooks: teachers, principals, LFs, SMDs, district office staff, head office staff, Department of Welfare, the Education Institute, publishers, etc;
- technical assistance to Head Office staff for textbook ordering is usually available only after work hours or delayed due to consultants being out-of-town;
- textbook ordering is delayed by the late distribution and accuracy of the catalogue by the Education Institute; several corrections and changes to the catalogue were issued this year;
- principals were trained in textbook ordering but still make many errors in completing textbook and student stationery orders; many principals did not want to accept the responsibility for textbook and student stationery ordering;
- SMDs and LFs are supposed to check textbook orders for accuracy and verify completeness; provisioning staff at the district office often must return textbook orders due to incomplete or inaccurate orders;
- packaging of textbook orders by the Department of Welfare limits the responsibility of the Sub-Directorate in ensuring that textbook orders are filled accurately and completely;
- physical stock taking of textbooks is done manually and there is no responsibility manager to reconcile books in store and to follow-up on books not returned;
- redundant textbooks not eliminated from inventory; and,
- there is a lack of administrative support at the district and school levels for textbook provisioning.

Recommendations:

A timeous and simple system of textbook ordering, stocktaking and re-distribution needs to be established.

Once textbooks have been used for five years, approved for disposal and removed from the school inventory, they should be given to learners to take home.

Finding 2

The time between original submissions and approvals by the Tender Board is excessive and increases the cost of doing business

Effects and examples:

- Tender Board approvals take anywhere from 6-9 months severely limiting the time for provisioning and delivery of materials;
- Departmental Works is severely limited in its ability to construct and renovate facilities in a timeous and cost effective manner; and,
- tenders for provisioning of necessary and customary materials often expire before new tenders are approved and cause schools to operate without necessary learning support materials.

Recommendations:

Until more timeous processes are available for tendering, implementation timelines must incorporate sufficient time for Tender Board approvals.

Until the Tender Board acts more timeously, tender policies should be revised to allow use of National Tender Board contracts.

All tenders for necessary and usual provisioning should be monitored and rolled forward prior to the end of the tender period or the tender process should be started with sufficient time to have a new tender in place when the old tender expires.

8.3.4 Key Findings Procurement and Stores Sub-Directorate

Finding 1

The FED has a negative image among suppliers, which creates difficulty for procurement staff

Effects and examples:

- suppliers are reluctant to provide quotations for requisitions because they only have a chance of 1 in 3 to have an order placed;
- suppliers often complain about not getting orders, the slow ordering process and late payment of invoices; and,
- suppliers usually place the FED in a lower priority than customers who have maintenance contracts for equipment or pay more promptly.

Recommendations:

The FED should meet with Treasury to determine the most efficient method of processing payments and communicate the time frame for payment to suppliers.

The sub-directorate should institute monitoring procedures for tracking payments and follow-up with Treasury on delinquent bills.

Finding 2

Procurement policies and procedures do not encourage cost efficiency

Effects and examples:

- prohibiting procurement outside the province impacts district office and schools close to the provincial border increases costs;
- stock taking of furniture and equipment is not done timeously, therefore redundant furniture and equipment is not redeployed to other schools in need; and,
- the policy requiring quotations for procurement often results in securing quotations that are good for 7-30 days, however, approvals from HO usually take longer which creates a cycle of securing quotations and approvals that is a waste of time for staff and irritates suppliers.

Recommendations:

Stock taking of furniture and equipment should be conducted annually and redeployed for use as soon as need arises. This eliminates some procurement and cost savings by not purchasing unnecessary items.

Procurement approvals need to be streamlined by establishing guidelines and standards for procurement and giving the authority to procure to the district level. The basic criteria of price, quality and availability should be incorporated in the standards. If there is a policy of preference for provincial suppliers or suppliers who are previously disadvantaged, a cost criteria of a maximum percentage in cost, for example 10% more than the lowest cost could be considered. This will allow the FED to ensure that suppliers consider pricing.

Finding 3

A contributing factor to the creation of backlogs is the level of detail required for input into the computerised systems

Effects and examples:

- backlogs on requisitions processing of 200 000 combinations of responsibility codes, authority codes, object codes and item codes will be completed by the end of August; and,
- backlogs in updating stock lists, capturing requisitions, reconciling payments with supply lists are being addressed.

Recommendations:

All data elements of the computerised systems should be reviewed and analysed to determine their use in making management decisions. Unnecessary elements should be removed.

A data element dictionary should be developed so individuals filling out forms understand the information that is being asked for and how it is used.

8.3.5 Key Findings Works Sub-Directorate

Finding 1

Funds available to the Directorate are insufficient to accomplish the goals and strategic plans

Effects and examples:

- the backlogs in school construction due to lack of funding are 88 new schools, the goal established is to construct 12 new schools per year; funds available will render one or two new schools to be constructed;
- deferred maintenance and renovation is needed to replace leaking roofs, fallen ceilings, broken windows, non-functional doors and poor electrical systems;
- school facilities lack proper heating;
- schools are functioning in inadequate facilities with poor physical conditions; and,
- transport for Head Office physical planning staff is inadequate; staff are not permitted to use subsidised vehicles to monitor project venues.

Recommendations:

Additional funding commitments must be made if the backlogs in new school construction and maintenance are to be addressed.

Subsidised vehicles should be considered for physical planning staff to monitor project venues.

The goals for the construction, renovation and maintenance of schools need to be adjusted to reflect the amount of money allocated for the functions.

Finding 2

The Sub-Directorate has significant challenges in meeting the needs of rural and farm schools and addressing the imbalance in school facilities

Effects and examples:

- few of the 1,200 Farm Schools have contracts between the FED and the farmer. consequently, the Sub-Directorate is unable to improve and upgrade farm school facilities and infrastructure;
- platooning of schools limits the time available to the Sub-Directorate for performing adequate maintenance and needed renovation in over-crowded schools and over-utilised schools; and,

- as school facilities and hostels become under-utilised, these are given to other government departments.

Recommendations:

The FED should establish a systematic approach and identify annual goals for completing farmer contracts, which would assist the Sub-Directorate in planning support for Farm Schools.

The use of portable or temporary facilities to alleviate platooning in schools should be explored.

The Sub-Directorate in conjunction with EMIS should determine which school facilities can be promptly reallocated to other provincial government uses in order to eliminate unnecessary cost for facilities maintenance and security.

9. SUMMARY FINDINGS

9.1 Overall Key Summary Findings

Emerging out of the general findings for each of the four components (Overall Management, Human Resources, Financial Management and Auxiliary Services) and across each of the Provincial Head Office, District and School levels are overall key summary findings which are grouped into three major categories: Communication, Management Systems, and Training and Development. These include:

9.1.1 Communication

The FED has poor communication that often contributes to inefficient and ineffective operations of the department at the Head Office, the district and school levels. Findings in the needs assessment indicate a need for improvement in communications structures, the use of technology and the communications process.

The structure for disseminating information often results in late communications or undelivered communications among and between the various levels of the organisation. Staff capacity and lack of coordination among Directorates produce communications that are not clearly written, sometimes contradictory and in some situations unnecessary.

The FED is making progress in using information technology, but is facing many challenges. The telephone continues to be the primary method for oral communication, although some schools do not have this capability. Technology for written communication is the most diverse. Some offices are computerised and able to use electronic mail (e-mail) and the Internet. Other offices have fax machines. Some rural and farm schools have no means of communication except by personal delivery. The lack of funds will limit the use of technology and will inhibit the development of staff capacity. The FED will continue to be challenged by the remoteness of rural and farm schools.

A lack of focus on the customer or chief user contributes to a fragmented and non-inclusive approach to communications. Communications with the public is poorly implemented. Communications are not always understood. The process used does not encourage team building among staff, generate trust, or instill confidence among the public.

9.1.2 Management Systems

The current centralised management systems within the FED need improvement to accommodate and support the implementation of the amalgamation and decentralisation of districts. Policies and procedures lack standardisation throughout the FED. The Restructuring Plan is not yet refined or communicated to support amalgamation/decentralisation and has not been communicated to all stakeholders. Although the FED Strategic Plans identify numerous projects and activities to improve the management system at all levels, a systems approach dedicated to educational transformation is not utilised to focus on the prioritisation of organisational objectives and initiatives.

Human Resources development and placement structures in the FED result in the department being inadequately equipped with the necessary skills, knowledge, and systems to ensure commitment and productivity. The current Performance Management System does not address the personal development and training needs of employees being appraised and is not

used effectively to monitor and motivate employee performance and career pathing. The lack of a comprehensive Human Resources Plan is inhibiting service delivery and the smooth implementation of the restructuring and amalgamation process.

Financial management survey findings suggest that existing talent and systems need to be better utilised; the role of finance as a management tool needs to become a respected administrative partner. One of the basic functions of finance is to provide an integrated system that serves as an efficient management structure for control of finances, planning and data gathering. Theoretically, this structure exists in the Free State educational system.

Summary findings include the following key contributors to the delays experienced in the processing of requests at the provincial level:

- two of the systems central to efficient administration, FMS and PERSAL, are not effectively interfaced;
- high employee turnover exacerbates the problems attributed to understaffing at the provincial and district levels;
- backlogs exist in some areas (e.g. in filing, debt collection, payroll, reconciliation, bursaries, etc.);
- insufficient technology inhibits the efficient and effective carrying out of employee responsibilities;
- some structures, policies, and procedures are in place, but they must be revisited and revised as needed to accommodate recent legislation such the Public Finance Funds Act. Implementation must be accompanied by on-site monitoring of financial activities and follow-up technical assistance and training;
- systems for textbook provisioning, stocktaking and procurement are in place but are not efficiently managed due to lack of training and technology availability;
- security and control systems need to be monitored more closely to ensure that the assets of the Department are safeguarded; and,
- funding is not adequate for construction, maintenance, and renovation of school facilities.

9.1.3 Training and Development

The effectiveness and efficiency of the organisation is inhibited by the presence of employees insufficiently skilled to carry out and perform their tasks and responsibilities.

Training is not linked to specific timeframes that follow the overall training management plan, but rather done on an ad hoc basis. Training programmes are not aligned to strategic and business plans of the FED, nor are they effectively coordinated throughout the organisation.

This contributes to fragmented training and targeting similar groups at different times, and affects the presence of directors in offices.

Training is not ordered to serve the training needs of all employees, such as the previously disadvantaged and educationally challenged individuals. Likewise, it is not linked to staff development, skills audits, and work analysis. Induction and orientation programmes are completely ignored.

9.2 Key Summary Recommendations

Emerging out of the key summary findings for each of the four components (Overall Management, Human Resources, Financial Management and Auxiliary Services) and across each of the levels (Provincial Head Office, District and School) are overall key summary recommendations for improvement, some of which are further, translated into action plans.

9.2.1 Communications

Three summary recommendations to improve communications were derived from the findings of the needs assessment. The recommendations are further supported by the Batho Pele principles that encourage the improvement of relationships with all stakeholders. The recommendations were formulated on the assumption that the improvement of communications is a systemic function, rather than the responsibility of one Directorate. Generally, the recommendations build staff capacity, improve the communications processes and encourage the use of technology. These include:

- improve staff capacity through skills development in writing simple and clear communications, presenting information orally, determining the most effective and efficient methods of communicating, building technical capacity for using various methods of communicating, and encouraging staff involvement and enhancing community involvement;

- improve communications by implementing structures to ensure that all chief users receive communications on a timeous basis, by processes to encourage staff participation and involve the public, by centralised coordination and control of all circulars and communications; and,

- complete the Information Technology Plan and use technology to support communications structures to increase efficiency of information flow between directorates, districts, schools, other organisations and the public and through data collection, transmission and interfacing of data bases to generate reports used in decision-making.

9.2.2 Management Systems

Administrative management systems must be in place to support policy planning and implementation to effect the amalgamation/decentralisation of districts. Management systems need improvement in the following areas:

Standardise Management Procedures

- Standardisation will facilitate uniformity of management procedures and the effective, efficient utilisation of resources.
- The FED should consider utilising the *Total Quality Transformation* principles to improve efficiency, capacity, and service delivery at all levels. These principles would also assist the FED in prioritising the objectives to accomplish implementation.
- The current system of policies and procedures utilised in the centralised structrure of the FED must be revised and standardised to accommodate the decentralised system.
- Policies and procedures must be reviewed annually to identify any gaps with national legislation.
- FED Procedures Manual to include standardised forms should be developed for distribution and utilisation by all departments, districts and schools.

Implementation of Alignment Model

- A systems Alignment Model should be implemented at all levels of the FED to assist the Department in operationalising Strategic Plan priorities to support quality improvement and transformation. .
- Selecting specific priorities from the Strategic Plan for annual focus will also assist the Department with annual Action Plan development at the Department, District and School levels.
- The principle focus of the aligned action steps in the Alignment Model will also integrate the utlilisation of the talents and abilities of all FED employees to accomplish the key priorities identified in the Strategic Plan.

Implementation of the Restructuring Plan

- The FED Restructuring Plan must be reviewed with all stakeholders at the Head office, District offices and schools as soon as possible. Input from all stakeholders should be requested to further clarify restructuring plan activities and information.
- The Restructuring Plan developed by the Transformation Coordinating Unit should incorporate input from all directorates and sub directorates. This input must identify the specific tasks that must be communicated and accomplished in the form of management/action plans to ensure that all details and key requirements are completed in specific timeframes to support the amalgamation of districts.
- Transformation unit representatives have been identified for all districts and it would be beneficial to include "transformation" in the services structure listing for each district in the new FED organizational organogram. Transformation should also be included directly under the District Director position on the "Proposed Organisational Structure for a Regional Office" organogram.

Refine the Performance Management System

- To address the new Performance Management system to be piloted, public service employees will soon be implementing the new Performance Management and Development System. Action Plans are developed in phases to plan, implement, and evaluate the new performance assessment system and provide suggestions on designing a rewards and recognition system.

Develop a Human Resources Plan

- A new organogram should be developed, using a matrix team approach to address project management. Labour Relations should be a separate sub-directorate. A comprehensive HR plan should be developed to include the division between administrative and personnel components within Human Resource Management.

- During the restructuring process, efforts should be made to ensure the amalgamation has a positive impact on HR service delivery. This can be achieved by making the five districts strong administrative centers with HR divisions fully staffed. HR Policy making should continue to be centralised in FED Head Office HR (e.g. HO has the policy making role and DO has the implementation role). HO should remain autonomous so that the administrative offices will govern themselves and their satellite offices. This will ensure uniformity at all five administrative centers.

Induction and Orientation

- Induction and orientation programmes are needed at all levels to assist new employees on the job and to inform them of department and unit policies and procedures.

Mentoring Programmes

- Mentoring Programmes should be designed for new and newly promoted employees at all levels (e.g. HO, DO managers and Principals) to assist them in adjustment and in building confidence, as well as to provide guidance in understanding the organisation and job expectations.

Staffing Provisioning Utilisation

- In filling of posts, the FED should recruit highly qualified and motivated people. If qualified people for posts are not obtained, the FED should consider short term contract employment especially in fields such as finance and IT.

- Decreasing the steps in the appointment process and a reduction in the leave process are strongly recommended.

Enhance Financial Systems

- The central financial and personnel systems, FMS and PERSAL or their software successors, must be effectively interfaced and made user friendly.

- Turnover should be addressed through a variety of methods including induction and orientation of new employees, on-the-job training for current employees and a systematic approach to skill building which can assist an employee's career path.

- Backlogs must be eradicated in all areas through the use of task team approaches, rewards, recognition to productive employees and training for those most in need of skill development. Issuing tenders in high priority programmes should be considered.

- Within available resources and the parameters to be established by the provincial IT plan, a high priority should be given to acquiring the appropriate technology and accompanying software at all levels.

- FMS and PERSAL should be made accessible to all employees who must rely on the system to perform their duties.

Improve Auxiliary Systems

- The FED must increase efforts to secure additional funding for construction, maintenance, and renovation of school facilities.

- The FED must have a proper textbook allocation system in place. Annual stocktaking is necessary to identify needed replacements and to account for textbook inventory.

- The procurement management system must ensure best quality for best price and the prompt purchase and delivery of materials and equipment which support the culture of learning and teaching service.

- Auxiliary Services Director will serve the FED better if logistical services and the department of works remain independent.

- Security and quality control systems must be established to preserve assets such as equipment, vehicles, and facilities.

- The staff of Auxiliary Services need training and access to technology to accomplish their assigned responsibilities.

9.2.3 Training and Development

- The focus of training needs to emphasise the importance of competent and motivated employees and staff with the commitment to achieving high levels of professionalism.

- The Organisation and Human Resources Development Directorate training unit should be established with a Management Plan in place. A training needs check list should be conducted to determine training needs of staff. The new training unit should take charge of induction and orientation programmes.

- The training unit should design an annual staff development and training plan based on skills audit, work study and performance management assessment information.

- Training programmes should keep employees out of their offices a minimal amount of time so as not to impact their ability to provide leadership at the work site.

- A leadership development plan for supervisors should be designed using a combination of mentoring and skills development workshops to acquire effective leadership strategies and motivational techniques.

- The Skills Levy policy should be implemented and incentives attached to training and bursaries.

- District offices should be visited more often for on-the-job training, on-site training.

- To promote professionalism, a change in emphasis on training approaches is recommended. Move away from theoretical to practical application with off-site courses. The workplace should become a training site with more explicit linkages between training and development and actual work undertaken. A change of emphasis should include the following: support for self-directed study by individual, work teams, peer group; on-the-job training; whole site training (entire office is trained all at once on site); flextime study (training during breaks, before and after work); distance learning materials, information packs, projects and manuals; office determined training agendas; professional performance enhancement and mentoring programmes.

- Training approaches should highlight innovative techniques and model international best practices.

10. THE WAY FORWARD

The corporate services level of senior management of the FED clarified and defined the strategic direction of the FED through a five-year strategic plan and a three-year business plan. Several priorities emerged from these plans which formed the foci of this needs assessment. Key summary findings and recommendations generating out of the needs assessment were linked with strategic priorities and programmes and were operationalised through the development of organisational management/action plans for the FED.

Although strategic measures are in place, corporate management needs capacity building and effective performance management tools to monitor organisational and individual performance and to guarantee quality control. Notwithstanding the FED writes important policy, by their own disclosure, they lack skills in implementation. Whilst the strategic planning process provides the necessary foundation for organisation direction, development of plans and projects aligned to strategic plans requires a template for successful operationalisation and implementation. The survey team recommends the use of action plans that are closely monitored by management to address gaps found in the FED and to overcome challenges to achieving strategic objectives and targets.

Despite efforts to effectively manage at corporate levels, management is challenged by internal demands on physical and human resources and polarised modes of operating, which are further compounded by transverse national and provincial demands on functions and resources. These demands cause ongoing tensions between insufficient public funds and the increasing need for services. Many of the critical decisions, over which management has no control, are made in the political arena causing constraints on the scope of management effectiveness.

To compound the problem, basic structures and systems are ineffective. Functional and efficient communications systems supported by information technology (IT) should enhance interaction between the different levels within the FED. Training and development plans must be linked to the FED strategic plans to improve the efficiency and effectiveness of current systems in the FED. New and improved management systems need to be in place, particularly for the restructuring efforts in the decentralisation and amalgamation of twelve districts to five.

Priority areas common across all levels of the FED and those identified under specific components deserving attention are offered below as the way forward:

Management Systems

In the category of systems development, it is recommended that FED management procedures and policies be reviewed and standardised to ensure coordination, continuity, and uniformity to support FED requirements and to facilitate in the decentralisation and amalgamation processes. The input from all users at the districts and school levels is required to define standards and procedures. The Systems Alignment Model would help focus management and staff at all levels in the transition from the strategic planning level to the implementation and operational planning level. This process integrates the utilisation of Human Resources development throughout the department to implement strategies at all levels to accomplish key projects identified in the FED strategic plan.

Training and Development

Out of the strategic planning process, training and capacity building has emerged as a priority and an integral component of Human Resources Development programme. Training and capacity building for managers at all levels will constitute a valuable investment in an organisation which is striving for efficiency in its administration. It is incumbent upon management to ensure that training programmes emphasise the importance of competent and motivated employees and staff commitment.

The dire need for a staff development programme to improve efficiency and build capacity of all employees renders the establishment of the training unit in the Organisation and Human Resource Development Directorate unavoidable. This necessitates a skills audit as well as a work analysis for directing orientation and induction training and on-the-job, on-site training programmes. An organogram utilising matrix management for project and programme support is recommended.

Human Resources

The FED is currently recruiting a large number of new staff members at Head Office and District Office levels. Therefore, staff orientation and induction for both newly recruited and existing staff will have to be provided based on their job descriptions in order that they could be equipped with the necessary skills to deal with the challenges they will be facing. A formal Mentoring Programme for new employees and newly promoted employees is also recommended to provide individual and organisation support and guidance. Developing job descriptions for all employees of the FED has become essential to include the training needs of inappropriately skilled, previously disadvantaged individuals, and educationally challenged employees.

Communications

Despite a commitment to the Batho Pele Principles, a lack of focus on the customer or chief user contributes to a fragmented and non-inclusive approach to communications and service delivery. Structures that ensure the timeous receipt of internal and external communication through staff participation and involvement in the public, and by centralising coordinating and controlling all communications will improve the flow of communication. Improvement of capacity of written and oral communication with efficient methods of electronic communication should receive priority. The formation of a Communications and Community Relations unit is recommended to coordinate internal and external communications, respond to inquiries, and implement marketing strategies.

Financial Management

Furthermore, communication structures at all levels are impeded by a lack of information technology. Interfacing of data bases to generate reports used in decision-making (linking of the PERSAL to FMS systems) must be functional and interfaced throughout all districts, then linked to the school level to enhance service delivery. Once the framework is in place, this will reduce system losses and will improve delivery of services.

Auxiliary Services

Auxiliary services and logistics are dependent upon and react to the overall strategy of the department it serves. Acceleration of strategic plans for other directorates has a direct impact on the formulation of policy and implementation concerning textbooks and other tangible assets. Therefore, it is recommended that auxiliary services work in cooperation with financial management to improve maintenance and renovation of school facilities and to ensure prompt delivery of materials and equipment. Security and quality control systems must be established to preserve assets.

Performance Management

Moreover, current performance management systems are ineffectively utilised to enhance individual, sub-directorate, and organisation performance. The envisaged pilot Performance Management and Development System produces a measureable system which would include elements linked to rewards, recognition, motivation, productivity, the identification of personal improvement development plans, incentives and career pathing. Implemented properly, it can contribute to the attainment of optimal efficiency and worker productivity, ultimately impacting positively on the strategic objectives of the FED.

A Professional Performance Appraisal Contract is recommended at the Corporate level for Directors and Deputy Directors. This will serve to monitor performance management of the individual and the organisation, and to enhance capacity building at top levels of management through personal development and career pathing plans.

Transformation

One of the most pressing needs in the FED is the enhancement of the degree of interaction and co-operation between the provincial, district and school levels of the structure. A greater emphasis should be placed on improving the different aspects of change/transformation. In this respect, transformational plans for the amalgamation of District Offices are well underway. However, the lack of a comprehensive Human Resources Plan inhibits a smooth implementation. Elements of the plan should include the division between administration and personnel components with the HR management.

Although the FED has successfully undergone transformation in a short period, commitment to change continues to be a challenge for managers. The FED should ensure that employees at district and school levels take ownership of this change management issue to increase motivation commitment to FED objectives. The success of the implementation of the recommendations is dependent upon the HOD and corporate services "championing" and embracing this effort.

Finally, to operationalise some of the above recommendations, action plans are offered to effectively translate the vision, mission and strategic objectives of the FED into implementation tools encompassing the areas of overall corporate services management, human resources development, financial management, and auxiliary services. Action plans include strategic objectives, activities, inputs, targets and performance indicators and are intended to be useful documents for implementation by programme designers and implementers. These action plans are found in Volume II of the FED Needs Assessment and are organised under major headings of Communications, Systems Management, and Training and Development.

DEPARTMENT OF EDUCATION

Free State Department of Education

NEEDS ASSESSMENT SURVEY: ACTION PLANS

VOLUME II OF III

USAID CONTRACT No. 674-1-00-00-00005-00, Task Order 003

SUBMITTED TO:
Free State Department of Education
The US Agency for International Development South Africa
National Department of Education: Provincial Administrative Support

In Co-operation With:
KHULISA Management Services (Pty) Ltd
Deloitte & Touche
Gobodo Incorporated

1 August 2000

SUBMITTED BY:
Development Associates, Inc.

International Headquarters:
1730 North Lynn Street, Arlington, Virginia 22209-2023 Tel: (703) 276-0677 Fax: (703) 276-0432
E-mail: devassoc@devassocl.com

83

ACTION PLAN REPORT

This is the second of three volumes produced in the Needs Assessment Survey conducted on behalf of the Free State Department of Education. Volume I is the Needs Assessment Survey Final Report. Volume III is the Annexures document. Volume II includes Action Plans to assist in operationalising the summary key findings and recommendations in Volume I. Action Plan recommendations serve as a resource in implementing improvements throughout the FED.

TABLE OF CONTENTS

COMMUNICATIONS STRATEGIES

Increased Staff Capacity in Communications A-1

Improvement of Internal and External Communications A-10

Developing an Information Technology Plan A-19

SYSTEMS MANAGEMENT

Standardise FED Management Procedures B-1

Systems Alignment Model B-8

Performance Management and Development System for Supervisors B-16

Professional Performance Appraisal for Directors and Deputy Directors B-35

Developing a Human Resources Plan B-43

Induction and Orientation Programme B-50

Mentoring Programmes B-64

Financial Systems to Support Management Planning B-76

Textbook Management System B-84

Security Management System B-91

Improvement of Service Delivery B-95

TRAINING AND DEVELOPMENT

Establishing New Training Development Unit C-1

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	Communications Strategies

DESIRED OUTCOMES	Improved Staff Capacity in Communications

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. Increase staff capacity in communications		1.1.1 Identify staff requiring skills development in communication	1.1.1 Identify staff requiring skills development in communication	1.1.1 Identify staff requiring skills development in communication	Sep 2000		Staff Development Needs Established	Managers
	Computers with word processing capability, typewriters, photo copy machines, duplicating machines	1.2.1 Workshop technical writing: reports, manuals,circulars, memorandum, e-mail, business letters, submissions, motivations, newsletters	1.2.2 Workshop technical writing: reports, manuals, business letters, memorandum, motivations, e-mail, newsletters	1.2.3 Workshop technical writing: reports, letters, motivations, student evaluations		Jan 2000 to Mar 2001	Materials that are clearly written	Training & Development Unit Relevant staff
		1.3.1 Assign tasks for skills application	1.3.2 Assign tasks for skills application	1.3.3 Assign tasks for skills application	On-going		Application of skills	Managers

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.4.1 Monitor work assignment	**1.4.2** Monitor work assignment	**1.4.3** Monitor work assignment				
		1.5.1 Evaluate skills application, provide feedback	**1.5.2** Evaluate skills application, provide feedback	**1.5.3** Evaluate skills application, provide feedback	On-going		Higher standard for written communication	Managers
	Overhead projectors, computers with graphic capabilities, microphones, tape recorders, cameras, video cassette recorders, video cameras	**1.6.1** Workshop Oral Communication: Presentations, Use of multi-media, Radio, Television	**1.6.2** Workshop Oral Communication: Presentations, Use of multi-media,	**1.6.3** Workshop Oral Communication: Presentations, Use of multi-media, teaching learners with audio-visual learning styles		Jan 2001 to Mar 2003	Improved oral presentations	Training and Development Unit
		1.7.1 Assign tasks for skills application	**1.7.2** Assign tasks for skills application	**1.7.3** Assign tasks for skills application	On-going		Performance measurement	Managers
		1.8.1 Monitor work assignment	**1.8.2** Monitor work assignment	**1.8.3** Monitor work assignment				

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.9.1 Evaluate skills application, provide feedback	**1.9.2** Evaluate skills application, provide feedback	**1.9.3** Evaluate skills application, provide feedback		Jan 2001 to Mar 2001	Improved presentations, confident interviews, improved stage presence	General Public Managers Principals
	Video camera, video cassette recorder	**1.10.1** Workshop listening skills, dialogue, groups	**1.10.2** Workshop listening skills, dialogue, groups	**1.10.3** Workshop listening skills, conversing with learners	Nov to Dec 2000		Learning from others	Training and Development Unit
		1.11.1 Monitor work assignment	**1.11.2** Monitor work assignment	**1.11.3** Monitor Work Assignment				
		1.12.1 Evaluate skills application, provide feedback	**1.12.2** Evaluate skills application, provide feedback	**1.12.3** Evaluate skills application, provide feedback			Performance Management	Managers Principals Learners
	Telephones Telkom	**1.13.1** Workshop Telephone skills, answering, taking messages, use of equipment	**1.13.2** Workshop Telephone skills, answering, taking messages, use of equipment	**1.13.3** Workshop Telephone skills, answering, taking messages, use of equipment	Sept to Dec 2000		Prompt answering, accurate messaging, courtesy to callers	Training and Development Unit and Telkom
		1.14.1 Monitor work assignment	**1.14.2** Monitor work assignment	**1.14.3** Monitor work assignment				

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.15.1 Evaluate skills application, provide feedback	**1.15.2** Evaluate skills application, provide feedback	**1.15.2** Evaluate skills application, provide feedback	On-going		Improved service to public	Managers
2. Coordination of significant meetings, conferences and workshops	Telephone, e-mail, calendar management software, computers, Wide Area Network	**2.1.1** Establish Task Team for Calendar Management made up of Calendar Managers for Head Office, Directorates and sub-Directorates	**2.1.2** Establish Task Team for Calendar Management made up of Calendar Managers for schools (SMDs)		Dec 2000 and On-going		Calendar Management Task Team (CMTT)	Head Office Directors SMDs
		2.2.1 Develop policies and procedures to determine what types of meetings will be included in the Calendar, specific duties and responsibilities of the Calendar Managers	**2.2.2** Develop policies and procedures to determine what types of meetings will be included in the Calendar, specific duties and responsibilities of the Calendar Managers				Meeting procedures and policies manual	Auxiliary Services Director
		2.3.1 Sub-directorate CM maintains meeting calendar forwards to Directorate CM	**2.3.2** Maintain coordinated calendar for schools forward to DM				Knowledge of significant school activities	Calendar Manager (CM)

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		2.4.1 Directorate CM maintains meeting calendar for Directorate forwards to Head Office CM						Calendar Manager (CM)
		2.5.1 Head Office CM maintains master meeting calendar	**2.5.2** DM maintains master meeting calendar for all schools				Master Calendar	Calendar Manager (CM) DM
		2.6.1 Managers at all levels monitor meeting calendars					Management tool for time on task	Managers
		2.7.1 Evaluate system at end of year to revise and improve					Continuous quality improvement	Head Office
3. Improved staff capacity in organising and leading meetings		**3.1.1** Workshop meetings: organisation and responsibilities of leader and participants	**3.1.2** Workshop meetings: organisation and responsibilities of leader and participants	**3.1.3** Workshop meetings: organisation and responsibilities of leader and participants	On-going	Jan 2001	Understanding role and responsibilities in meetings	Training and Development Unit

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		3.2.1 Identify desired outcome, identify relevant participants, prepare agenda, transmit relevant background material for review by participants	**3.2.2** Identify desired outcome, identify relevant participants, prepare agenda, transmit relevant background material for review by participants	**3.2.3** Identify desired outcome, identify relevant participants, prepare agenda, transmit relevant background material for review by participants		Jan 2000 and On-going	Planned meetings with informed participants	Staff conducting meeting
		3.3.1 Schedule meeting with relevant Calendar Manager giving time for participants to receive notification and prepare for active participation	**3.3.2** Schedule meeting with relevant Calendar Manager giving time for participants to receive notification and prepare for active participation	**3.3.3** Schedule meeting with relevant Calendar Manager giving time for participants to receive notification and prepare for active participation		Jan 2000 and On-going	Meeting coordination with advanced notice	Staff conducting meeting, Calendar Manager
	Agenda, meeting room, equipment, materials, recorder to take notes	**3.4.1** Hold meeting with relevant staff to: inform, solicit inputs, involve in problem-solving or brainstorm	**3.4.2** Hold meeting with relevant staff to: inform, solicit inputs, involve in problem-solving or brainstorm	**3.4.3** Hold meeting with relevant staff to: inform, solicit inputs, involve in problem-solving or brainstorm		Jan 2000 and On-going	Purpose of meeting established in advance	Staff conducting meeting

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Post, e-mail, telephone, Inter-office distribution system	**3.5.1** Prepare and distribute written summary report of meeting indicating follow-ups needed, responsible member and timeframe for completion	**3.5.2** Prepare and distribute written summary report of meeting indicating follow-ups needed, responsible member and timeframe for completion	**3.5.3** Prepare and distribute written summary report of meeting indicating follow-ups needed, responsible member and timeframe for completion		Jan 2000 and On-going	Record of meeting and follow-ups tool created	Staff conducting meeting
4. To Communicate critical deadline dates to stakeholders	Listing of critical deadlines, School Calendar	**4.1.1** Establish Task Team for preparation and monitoring of Deadline Calendar	**4.1.2** Establish Task Team for preparation and monitoring of Deadline Calendar	**4.1.3** Establish Task Team for preparation and monitoring of Deadline Calendar		Feb 2000 and On-going	Critical Deadline Task Team	Head Office, DM, Principal
		4.2.1 Each Sub-directorate appoints Calendar Deadline Monitor (CDM)	**4.2.2** DO appoints Calendar Deadline Monitor (CDM)	**4.2.3** Principal appoints Calendar Deadline Monitor (CDM)		Feb 2000 and On-going	Calendar Deadline Monitors (CDM) identified	Deputy Directors, District Managers, Principals
		4.3.1 Each CDM requests inputs from sub-directorate managers on critical deadlines	**4.3.2** Each CDM requests inputs from managers on critical deadlines	**4.3.3** Each CDM requests inputs from staff on critical deadlines		Feb 2000 and On-going	Responsibility managers defined	Managers
		4.4.1 Managers consult with relevant staff to identify critical deadlines	**4.4.2** Managers consult with relevant staff to identify critical deadlines	**4.4.3** Managers consult with relevant staff to identify critical deadlines		Feb 2000 and On-going	Staff inputs on critical deadlines	Relevant staff

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		4.5.1 Managers compile inputs, submit calendar to CDM	**4.5.2** Managers compile inputs, submit calendar to Head Office CDM	**4.5.3** Principals compile inputs, submit calendar to District Office CDM		Feb 2000 and On-going	Unit critical deadlines	CDM
		4.6.1 CDMs prepare deadline calendar for Directorate, obtains approval from Director				Feb 2000 and On-going	Draft FED Critical Deadline Calendar	CDM
		4.7.1 FED Directors negotiate final Deadline Calendar for department				Feb 2000 and On-going	FED Critical Deadline Calendar established	Head Office
		4.8.1 Approved Critical Deadline Calendar sent to Office of Communications and Community Relations (OCCR) for printing and distribution				Feb 2000 and On-going	All relevant staff receives Critical Deadline Calendar	OCCR
		4.9.1 Work activities monitored according to Calendar				Feb 2000 and On-going	Performance management tool	Managers

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIMEFRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		4.10.1 Managers recommend changes for next years calendar to CDM	**4.10.2** Managers recommend changes for next years calendar to CDM	**4.10.3** Managers recommend changes for next years calendar to CDM		Feb 2000 and On-going		Managers, CDMs Directors
		4.11.1 Monthly meeting to revise Critical Deadline Calendar for the next year	**4.11.2** Monthly meeting to revise Critical Deadline Calendar for the next year	**4.11.3** Monthly meeting to revise Critical Deadline Calendar for the next year		Feb 2000 and On-going	Monthly revision of calendar based on when work accomplished	CDMs
		4.12.1 Negotiating and approval cycle of new critical deadlines completed						
		4.13.1 Critical Deadline Calendar published and disseminated				Feb 2000 and On-going	New calendar issued	OCCR

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	Communications Strategy

DESIRED OUTCOMES	Improved Internal and External Communications

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. Improve internal and external communication		1.1.1 Establish an Office of Communication and Community Relations, (OCCR)	1.1.2 Establish District Communication Forum to include learners, parents, teacher unions, school staff, SGBs,	1.1.3 Use SGB as communications forum for school		Sept 2000 to Feb 2001	Unit responsible for Communication standards and leading Batho Pele	Head Office, DM, Principal
		1.2.1 Establish and enforce standards for FED official communications	1.2.2 Elect chairman to conduct meetings, DM serves as recording secretary	1.2.3 Encourage participation in Forum, encourage participation ir SGB meetings		Mar 2001	Establish standards for written communication	OCCR, District Communication Forum (DCW)
		1.3.1 Provide training and technical assistance to all FED in communications	1.3.2 Communication Forum holds monthly meetings at different venues to share concerns, receive briefings, provide inputs to DM	1.3.2 Provide transport for school participants to attend Communication Forum meetings		Apr 2001 and ongoing		OCCR, DCW, Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.4.1 Provide information and support to Communication Forum	**1.4.2** Prepare meeting agenda, prepare report of meeting, distribute report to schools and Head Office	**1.4.3** Distribute reports, provide inputs for discussion		Apr 2001 and ongoing	Improved communication with community	DM Principal
		1.5.1 Maintain registry of FED staff with fluency in languages other than English	**1.5.2** Maintain registry of staff with fluency in languages other than English	**1.5.3** Maintain registry of staff with fluency in languages other than English	Sept 2000	ongoing	Ability to prepare materials in languages of readers	OCCR, Human Relations, DM, Principal
	Printing, Copying equipment and materials	**1.6.1** Edit publications, assist with graphics, final layout and printing of publications	**1.6.2** Edit publications, assist with graphics, final layout and copying of publications				Maintenance of standards in official publications	OCCR
		1.7.1 Publish monthly newsletter	**1.7.2** Publish monthly newsletter	**1.7.3** Publish monthly newsletter		Apr 2001 and ongoing	Informed public	OCCR, DM, Principals
		1.8.1 Finalise all circulars and official publications of FED	**1.8.2** Receive and organise all official publications of FED			Apr 2001 and ongoing	Control system for circulars, ensure clarifty of writing	OCCR
		1.9.1 Maintain registry of circulars	**1.9.2** Maintain registry of circulars			Apr 2001 and ongoing	Central source for cirucular	OCCR

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.10.1 Distribute circulars	**1.10.2** Read and distribute circulars	**1.10.3** Read and distribute circulars				
2. To inform the public of FED accomplishments and achievements and respond to inquiries		**2.1.1** Issue Annual Report to Citizens		**2.1.3** Submit annual report to SGB and District Office	Dec 2000	Jan 2001	Document achievements	Head Office and OCCR, Principal
			2.2.2 Compile school annual reports with district annual report, submit to FED			Jan 2001	Document achievements	DM and SMDs
		2.3.1 Directorates prepare annual reports for Head of Education				Jan 2001	Document achievements	Directors
		2.4.1 Annual report on FED achievements for year				Feb 2001	FED Annual Report, informed public	Head Office, OCCR
	Toll-Free Telephone line	**2.5.1** Install and manage toll free hotline for information requests				Jan 2002	Information requests filled	OCCR

67

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		2.6.1 Establish schedule for Head of Education to visit District Offices at least 2 times per year	**2.6.2** Communication Forum hosts visit by Hea		Dec 2000	Jan 2001 and On-going	Familiarity with schools developed, public provided opportunity for inputs	OCCR, Head Office, DCF, Principals,
3. To develop and promote a public image for the FED and improve staff morale		**3.1.1** Appoint Task team to develop FED marketing plan	**3.1.2** Appoint Task team to develop marketing plan	**3.1.3** Appoint Task team to develop marketing pla				Head Office, DM Principals
		3.2.1 Develop principles and guidelines for FED image improving public confidence and boosting staff morale	**3.2.2** Develop principles and guidelines for image improving public confidence and boosting staff morale	**3.2.3** Develop principles and guidelines for image improving public confidence and boosting staff morale		Nov 2000 to May 2001	FED, district and school Public images developed	Marketing Task Team (MTT)
		3.3.1 Hold activities to acquaint staff with FED leaders	**3.3.2** Hold team building activities	**3.3.3** Hold team building activities	Nov 2000 and on-going		Staff interact outside work activities	MTT, Managers
		3.4.1 Publish in newspaper photo of employee of month with achievements	**3.4.2** Publish in newspaper photo of employee of month with achievements			Jan 2001 and On-going	Publicity for FED, Districts and Schools, recognise employee performance	MTT, DM

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		3.5.1 Issue press releases to all Free State print media on a regular basis	**3.5.2** Issue press releases to print media in district on a regular basis			Jan 2001 and On-going	Maintain public presence	MTT, OCCR
		3.6.1 Arrange radio and television interviews to report on FED activities, district and school visits				Jan 2001 and On-going	Public presence of FED officials	OCCR
		3.7.1 Maintain and update FED Internet web-site				Sept 2000 and On-going	National and International image of FED	OCCR
4. To increase the efficiency of communication with each school	Information Technology Circulars, Newsletters Memoranda	**4.1.1** Designate Communication Coordinator (CC)	**4.1.2** Designate Communication Coordinator (CC)	**4.1.3** Designate Communication Coordinator (CC)	Sept 2000			FED, District Managers (DMs) Principals
			4.2.2 Compile registry discuss with SMDs, the most efficient method of communication with their schools	**4.2.3** Submit CC name to DO and specify best mode of communication: e-mail telephone, cell phone, courier or post	Oct 2000		Mode of communication recognized for each school	DMs, Principal

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
			4.3.1 Submit registry of DO and school CCs to HO		Nov 2000			DMs
		4.4.1 Compile registry of Communication Coordinators (CCs) for FED			Dec 2000		Registry of Communication Coordinators	FED Communication Coordinator (Head Office CC)
		4.5.1 Assign responsibility to each Communication Coordinator for distribution, receipt and timeous delivery of official FED correspondence	**4.5.2** Assign responsibility to each Communication Coordinator for distribution, receipt and timeous delivery of official FED correspondence	**4.5.3** Assign responsibility to each Communication Coordinator for distribution, receipt and timeous delivery of official FED correspondence		Jan 2001	Responsibility managers defined	Head Office, Managers
5. To improve communication with rural and farm schools	Telephone Fax Photo copier Post	**5.1.1** Facilitate creation of communication tree to be used by Communication Coordinators	**5.1.2** Establish communication tree (Comm Tree) by identifying schools in clusters:	**5.1.3** Identify as cluster A: e-mail, telephone, fax,; B: telephone, fax; C: telephone; D: post or courier	Sept – Oct 2000		Most efficient means of Communication with each school determined	Head Office CC, DMs, Principals
				5.2.3 Cluster D schools identify best pick-up delivery location, time, days (churches, business, homes, etc)		Feb 2001		Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Communication Tree (Comm. Tree)	**5.3.1** Conduct training workshop for District	**5.3.2** Conduct training workshop for schools			Mar 2001	Understanding of Comm Tree and responsibilities of all stakeholders and chief users	Head Office CC, DMS, SMDs, Principals, School CCs
		5.4.1 Send communication to District Office, by e-mail, post or courier	**5.4.2** Broadcast e-mail message to all Cluster A schools	**5.4.3** Cluster A schools print e-mail and fax to specific cluster B schools		Mar 2001 and On-going		Head Office, DO & School CCs
			5.5.2 Send message by courier to Cluster D schools	**5.5.3** Cluster B schools read fax over telephone and post to specific Cluster C schools				DO & School CCs
			5.6.2 Staff deliver message to Cluster D school delivery point	**5.6.3** Cluster D school Communication Coordinator picks up post or courier delivers			Efficient delivery	SMDs, LFs School CCs
6. To establish an external courier system for rural and farm schools	Planned Courier specifications	**6.1.1** Prepare and submit tender for courier system for Cluster D schools				Apr 2001		Head Office CC
		6.2.1 Finalise contract with courier				Oct 2001		FED

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		6.3.1 Inform districts and initiate courier system	**6.3.2** Inform schools and co-ordinate use of courier and communication tree	**6.3.3** Carry out designated responsibility in communication tree		Dec 2001	Rural and farm schools receive information	Head Office CC, DMs, Principals, School CC
		6.4.1 Conduct annual evaluation of courier system and communication tree for FED	**6.4.2** Conduct annual evaluation of courier system and communication tree for District	**6.4.3** Evaluate system, consult staff, provide inputs on improvements		Jan 2002	Improvements needed	FED Directors, Head Office CC, DMs, Principals, School CCs
			6.5.2 Compile school evaluations with District evaluation, recommend changes, improvements to HO			Jan 2002	Report to Head Office	DMs
			6.6.2 Send report to HO and schools	**6.6.3** Receive report, communicate with staff		Jan 2002	Inform stakeholders	DMs, Principals, School CCs and staff
		6.7.1 Compile District reports with HO evaluations; develop improvement plan				Feb 2002	Revise system according to improvements needed	FED Directors, Head Office CC
		6.8.1 Send report and improvement plan to Districts	**6.8.2** Receive report, seek clarification, forward report to schools, implement changes	**6.8.3** Receive report, seek clarification, implement changes as needed		Feb 2002	Improved communication system	Head Office CC, DMs, Principals, all CCs

102

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	Communications Strategy

DESIRED OUTCOMES	Developing an Information Technology Plan

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. To use information technology to improve communication	Computer work stations, Local Area and Wide Area Networks with remote dial up capabilities and Internet access	1.1.1 Create task team to develop Information Technology implementation plan, create a sub-directorate responsible for IT planning and implementation	1.1.2 Create task team to develop IT implementation plan for district and schools, provide inputs to HO Information Technology plan	1.1.3 Develop plan for implementing information technology as appropriate	Oct 2000		Information Technology Plan	Head Office
		1.2.1 Involve stakeholders by seeking inputs on how technology can promote efficient communication and work	1.2.2 Involve stakeholders by seeking inputs on how technology can promote efficient communication and work	1.2.3 Involve stakeholders by seeking inputs on how technology can promote efficient communication and work	Nov 2000 to Dec 2000		Involve stakeholders	IT Task Team

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.3.1 Develop plan, distribute widely, seek written inputs from stakeholders	**1.3.2** Develop plan, distribute widely, seek written inputs from stakeholders	**1.3.3** Develop plan, distribute widely, seek written inputs from stakeholders		Jan 2001 to Mar 2001		IT Task Team
		1.4.1 Inventory existing computer resources and assess capacity of infrastructure	**1.4.2** Inventory existing computer resources and assess capacity of infrastructure	**1.4.3** Inventory existing computer resources and assess capacity of infrastructure		Jan 2001 to Mar 2001	Environmental Analysis	IT Task Team
		1.5.1 Consult managers to establish criteria for deciding what staff will get computer work stations or upgrades	**1.5.2** Consult managers to establish criteria for deciding what staff will get computer work stations or upgrades	**1.5.3** Consult staff to establish criteria for deciding who will get computer work stations or upgrades		Apr 2001		IT Task Team Managers
		1.6.1 Distribute criteria and seek feedback from staff	**1.6.2** Distribute criteria and seek feedback from staff	**1.6.3** Distribute criteria and seek feedback from staff		May 2001 to Jun 2001		IT Task Team

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.7.1 Develop policies and procedures on use of computers, e.g. playing games, personal use, use of Internet access for entertainment	**1.7.2** Distribute policies and procedures on use of computers, e.g. playing games, personal use, use of Internet access for entertainment	**1.7.3** Distribute policies and procedures on use of computers, e.g. playing games, personal use, use of Internet access for entertainment		Jul 2001 to Aug 2001	Policies and Procedure Manual on Computer Use	IT Task Team
		1.8.1 Hold meetings to discuss plan progress, report final criteria for computer distribution, seek inputs on policies and procedures	**1.8.2** Hold meetings to discuss plan progress, report final criteria for computer distribution	**1.8.3** Hold meetings to discuss plan progress, report final criteria for computer distribution		On-going	Informed Stakeholders	IT Task Team
		1.9.1 Identify number of work stations needed, peripheral equipment, infrastructure and upgrades	**1.9.2** Identify number of work stations needed, peripheral equipment, infrastructure and upgrades	**1.9.3** Identify number of work stations needed, peripheral equipment, infrastructure and upgrades		Sep 2001		IT Task Team
		1.10.1 Establish standards for computers, software, printers, keyboards, monitors, other peripherals	**1.10.2** Inform staff of standards for computers, software, printers, keyboards, monitors, other peripherals	**1.10.3** Inform staff of standards for computers, software, printers, keyboards, monitors, other peripherals		Oct 2001	Informed stakeholders	Managers

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.11.1 Establish posts to manage the information system, maintain it and provide technical assistance and training to all FED users	**1.11.2** Establish posts to manage the information system, maintain it and provide technical assistance and training to chief users at district and school levels			Jan 2002	Establish technical, support and training unit	Head Office Auxiliary Services
		1.12.1 Develop training plan for increasing staff capacity using information technology	**1.12.2** Develop training plan for increasing staff capacity using information technology			Jan 2002 to Feb 2002	Staff development	IT Unit
		1.13.1 Estimate costs for equipment, infrastructure, staff and training				Feb 2002	Budget	IT Unit and Task Team
		1.14.1 Develop funding plan and timeline for implementation				Mar 2002		Finance and Head Office
		1.15.1 Hold meetings to report progress	**1.15.2** Hold meetings to report progress, provide inputs to Head Office	**1.15.3** Hold meetings to report progress, provide inputs to District Office		Apr 2002	Inform stakeholders	Task Team

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.16.1 Design system, obtain funding committment				May 2002		IT Unit, Head Office
		1.17.1 Prepare Tender Board submissions, obtain approval				Jun 2002	Tender Board approval	IT Unit
		1.18.1 Install infrastructure, purchase equipment	**1.18.2** Install infrastructure, purchase equipment	**1.18.3** Install infrastructure, purchase equipment		Jan 2003	Infrastructure	Departmental Works, IT Unit
		1.19.1 Implement training plan, require all staff to receive orientation and training, read and understand policies and procedures	**1.19.2** Attend training, implement training for district and school staff, require all staff to receive orientation and training, read and understand policies and procedures	**1.19.3** Attend training, read and understand policies and procedures		May 2003	Staff development	IT Unit Chief Users
		1.20.1 Install computers according to staff completion of training and orientation	**1.20.2** Install computers	**1.20.3** Install computers		Jun 2003	Staff have computer capabilities	IT Unit

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.21.1 Compile registry of installation date, equipment, serial numbers, location and responsible staff				Jun 2003 and On-going	Inventory of equipment	IT Unit and Chief User
		1.22.1 Establish and implement routine maintenance of equipment and a replacement schedule				On-going	Maintenance and replacement schedules	IT Unit
		1.23.1 Develop training schedule for skills refresher, and development throughout year				On-going	Maintain and upgrade computer skills	IT Unit Chief Users
		1.24.1 Conduct annual evaluation by chief users to determine improvements needed				Annually	Revise operation according to chief user needs for improvement	IT Unit Chief Users

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT: STANDARDISE FED MANAGEMENT PROCEDURES

DESIRED OUTCOMES:	(1) Management systems are in place to support policy, planning and implementation processes.
	(2) Management is improved through the reinforcement and development of administrative systems.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. Review FED policies and Legislation	Legislation FED Policies FED Directorate Procedures Circulars Manuals	1.1.1 HOD Task Team reviews Legislation & FED policies to identify gaps 1.2.1 Team conducts audit of Directorate Manuals, procedures, forms & circulars to identify the standards that support FED policies & Legislation	1.1.2District Directors send representatives to serve on HOD Task Teams 1.2.2 District Director send established District procedures for HOD Task Team review	1.1.3 Principals request Union representatives to serve on HOD Task Teams	Sept 2000 Oct 2000		Effective, efficient, management of FED resources. Empowering others to fulfil Management and administrative tasks.	Head of Department District Directors Principals HOD Task Team.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
2. Determine needed policies and procedures to support national and FED requirements.	District procedures	**2.1.1** H.OD Task Team reviews District Procedures & forms			Nov 2000		Effective, efficient, management of FED resources.	Head of Department
		2.2.1 H.O.D Task Team identifies the policies, procedures & forms that need to be developed for the FED and send their recommendations to the Head of Department for approval.			Dec 2000		Empowering others to fulfil Management and administrative tasks.	HOD Task Team. District Directors
	H.O.D Team's recommended list of policies and procedures.	**2.3.1** Head of Department reviews the Task Team recommendations & approves policies, procedures & forms development				Feb 2001		

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
3. Develop uniform written procedures manual for all FED levels.	District procedures	**3.1.1** Task Team assigns work groups to formulate written standardised management procedures & forms for Directorates and Districts.	**3.1.2** District Directors or Designees assigned to work groups.	**3.1.3** Principals request union representatives to serve in work groups.		Mar 2001	Shared governance & decision making	Head of Department District Directors Principals
	Directorate procedures	**3.2.1** Task Team work groups compile procedures & forms into Draft manual format.				Mar 2001		
	Draft manual of procedures	**3.3.1** Draft manual procedures & forms are forwarded for review to all FED levels.	**3.3.2** Draft manual Recommendations submitted to a Task Team by District office Review Team			Apr 2001		
	Draft manual of procedures	**3.4.1** HOD Directorates review Draft manual	**3.4.2** District Directors and staff review Draft manual	**3.4.3** School Principal's, SMT's, SGB's review Draft Manual.		Apr 2001		

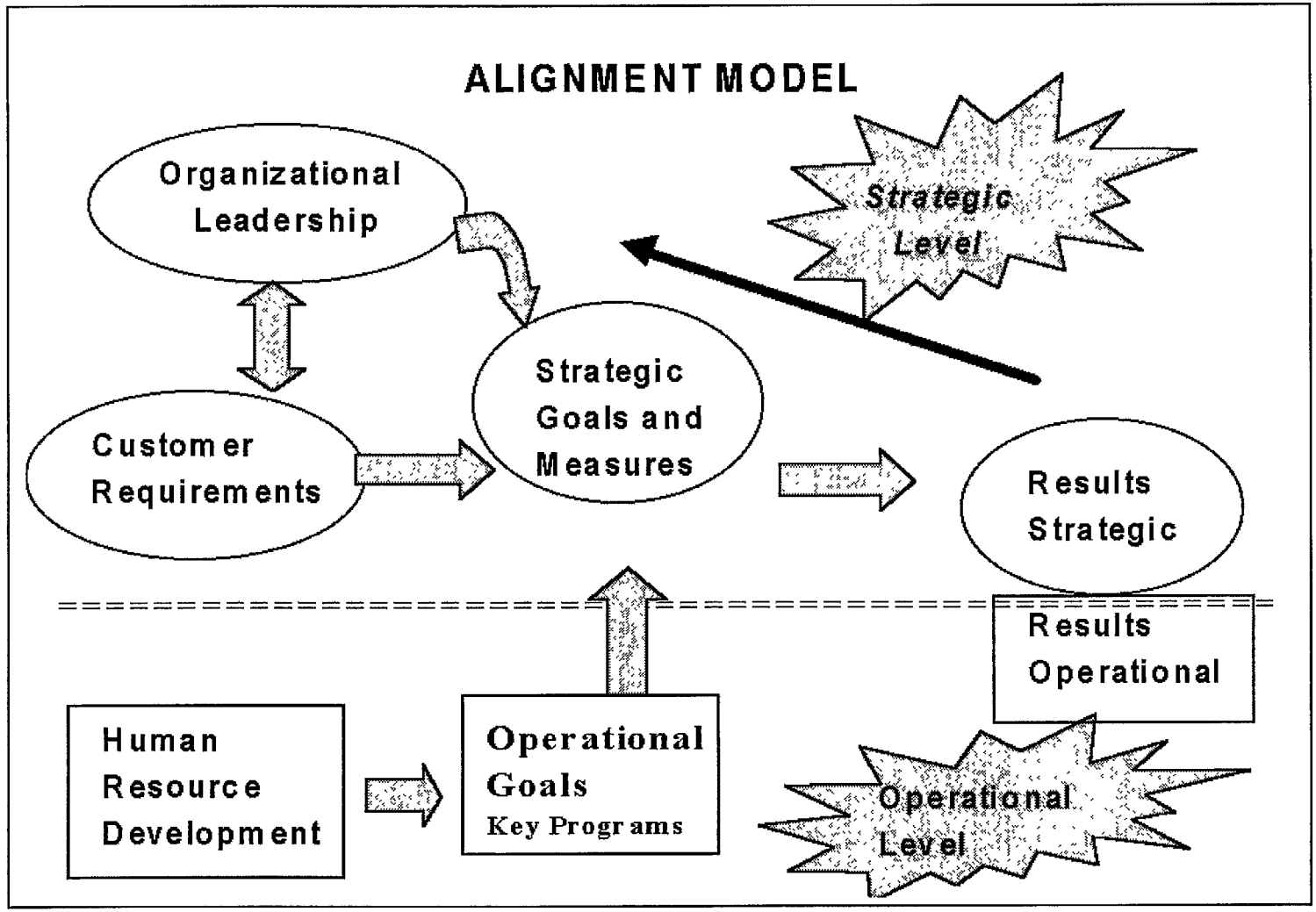
OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Draft manual procedures	**3.5.1** Draft manual recommendations from Directorates are submitted to the HOD Task Team for review. **3.6.1** H.O.D Task Team reviews Input from Directorates, District & School levels & finalises draft manual of procedures.	**3.5.2** Draft manual recommendations are submitted to the HOD Task Team.	**3.5.3** Draft manual recommendations are submitted to the District Director		May 2001 May 2001		HOD Task Team.
4. Completed FED procedures manual is forwarded to all stakeholders.	Finalised FED procedures manual	**4.1.1** Finalised FED procedures manuals, which incorporate requirements for all by Directorate, are forwarded to all HOD Directorates, Districts and Schools.	**4.1.2** Districts receive finalised FED procedures manual and forward to schools	**4.1.3** Principals receive procedures manual		Jul 2001		Chief Directorate District Directors Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		4.2.1 Task Team representatives schedule Briefing meetings to review manual procedures with HOD staff in each Directorate.	**4.2.2** Task Team representatives schedule Briefing meetings to review manual procedures with District staff in each Directorate.	**4.2.3** Task Team representatives schedule Briefing meetings to review manual procedures with Principals, SMT's & SGB's.		Jul 2001		
5. FED manual & procedure/s implemented & monitored	FED procedures manual	**5.1.1** Head office management reviews the expectations for implementation of manual procedures and the monitoring process with staff.	**5.1.2** District Directors reviews the expectations for implementation of manual procedures and the monitoring process with staff.	**5.1.3** Principals and staff review the expectations for implementation of manual procedures and the monitoring process with staff.		Jul 2001	Finalised FED procedures manual. Improved accountability of staff	Chief Directorate District Directors Principals Staff
	Job Descriptions	**5.2.1** Head Office management staff review individual job descriptions to identify the responsibilities for manual implementation	**5.2.2** District Directors review individual job descriptions to identify the responsibilities for manual implementation	**5.2.3** Principals review individual job descriptions to identify the responsibilities for manual implementation		Jul 2001		

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	FED procedures manual	**5.3.1** Chief Directorate meet routinely with District Directors to discuss implementation of the procedures manual.	**5.3.2** District Directors meet routinely with principals to discuss implementation of the procedures manual	**5.3.3** Principals meet routinely with responsible individuals at school level to discuss implementation of the procedures manual		Aug 2001		
6. Evaluate the effectiveness of FED procedures manual annually.	FED procedures manual.	**6.1.1** Head office Task Team annually requests input from all stakeholders for recommended revisions for Procedures manual.				Sep 2001	Empowerment of others to fulfil management and administrative tasks	Chief Directorate District Directors Principals
			6.2.2 District Directors submit implementation reports and recommendations for revision to HOD Task Team	**6.2.3** Principals submit implementation report to District Directors with recommendations for manual revision		Oct 2001	Improved accountability	

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
7. Revise annually FED manual & procedures	FED procedures manual	**7.1.1**Task Team reviews input from all FED levels, legislation, & completes new revisions. **7.2.1** Revised manuals of procedures is sent to all FED stakeholders	**7.1.2** Recommendations for revision submitted to Head Office Task Team	**7.1.3** Recommendations for revision submitted to District Office.		Nov 2001 Jan 2002 then thereafter November of each year	Shared decision-making Efficient, management of FED resources.	Head of Department. Task Team

116


ALIGNMENT MODEL
Organizational Leadership
Strategic Level
Strategic Goals and Measures
Customer Requirements
Results Strategic
Results Operational
Human Resource Development
Operational Goals
Key Programs
Operational Level

117

STEPS TO SUPPORT OPERATIONAL PLANNING IMPLEMENTATION

Alignment Focus: Transitioning from Strategic Planning to Operational Plan Implementation

- VALIDATE THE NEED FOR IMPROVEMENT
  Customer Requirements
- CLARIFY ORGANISATIONAL PURPOSE
  Vision, Mission Goals
- ADOPT ORGANISATION-WIDE APPROACH TO IMPROVEMENT

  FED Strategic Plan
  Goals and Measures

  Annual Operational Plan
  January –December
- TRANSLATE THE APPROACH TO ALIGNED ACTIONS
  Organizational Leadership
- ANALYSE RESULTS AND MAKE IMPROVEMENTS
- REPEAT THE CYCLE

OPERATIONAL PLAN ALIGNED ACTION STEPS

Implementation Timeframe: Annually- January through December

- *Identify selected priorities for improvement from the FED Strategic Plan*
- *Define clear purpose for each HOD Directorate, District, and School to focus on annual priorities*
- *Link HOD Directorate, District, and School operational plans to accomplish identified priorities*
- *Set realistic measures and targets that allow for flexibility*
- *Communicate priorities and actions to be undertaken to Department, District, and School staff to gain commitment*
- *Describe where people fit into the improvement process to accomplish Operational Plan priorities*
  Expectations, involvement, staff development, and staff performance requirements
- *Communicate how management will be involved in meeting priorities and assisting staff*
- *Develop Action Plans at all FED levels to accomplish priorities*
- *Monitor Action Plans and report progress throughout the year and analyze results*
- *Communicate progress and successes to the public (e.g. Report Card to the Community) annually*
- *Repeat the Cycle*

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT: SYSTEMS ALIGNMENT MODEL	
DESIRED OUTCOMES:	**(1) Ensure that a systems alignment model is utilised to operationalise FED strategic plan priorities**
	(2) Management is improved through the reinforcement and development of administrative systems
	(3) Management systems are in place to support police, planning, and implementation processes

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. Review FED strategic plan to determine the specific priorities for annual focus	FED Strategic Plan	**1.1.1** HOD management review priority areas for focus	**1.1.2** District managers review priority areas for focus	**1.1.3** Principals review priority areas for focus	Sept 30		Participatory management	Head of Department District Directors
		1.2.1 HOD solicits input on priority selection from District Directors	**1.2.2** District Managers forward priority recommendations from District schools to HOD for review	**1.2.3** Principals forward priority recommendations for review to District Manager	Sept 30		Staff involvement	Principals SMT's
		1.3.1 HOD management schedule meetings with district managers to discuss priority inputs and to select a limited number of strategic plan priorities for annual focus	**1.3.2** District Managers review priority areas for focus with District management staff and assist HOD in selecting priorities for annual focus	**1.3.3** Principals review priority areas for focus with SMT's and parent groups and provide input to District Directors	Sept 30		Shared decision-making	Parent Groups

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.4.1 HOD identifies the theme of the year focus based upon selected priorities for annual improvement, e.g. "Working together for students- better schools, better communities"						
2. Review requirements and expectations necessary to link HOD Directorates, Districts, and School Operational Plans to identified FED priorities	FED Strategic Plan FED Business Plan FED Restructuring Plan FED Annual Budget	**2.1.1** HOD Management meet with District Directors to review input on improving priorities and select operationalising procedures to accomplish priorities **2.2.1** HOD Management reach consensus with District Directors and finalise the procedures necessary to accomplish FED selected priorities. Finalised procedures are communicated with the expectations to accomplish annual priorities	**2.1.2** District Directors hear input from Principals and meet with HOD Management to present District recommenda-tions for procedures to accomplish priorities **2.2.2** District Directors meet with HOD Management to discuss expectations, strategies, parameters and timelines for completion of annual priorities.	**2.1.3** Review dialogue with SMT's and staff and submit procedural recommendations to the District Directors to establish operationalising procedures	Oct 15		Focus on Aligned Actions Operationali-sing the FED Strategic Plan	Head of Department District Directors Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
3. Communicate aligned action priorities to all staff at the Department, District and School levels	FED Operational Plan Priorities and establish implementa-tion procedures Meetings to review priorities and procedures	**3.1.1** HOD Management staff meet with District Directors and their staff to review focus areas for FED aligned action for the upcoming school year	**3.1.2** District Directors meet with HOD Management and school Principals to review focus areas for the upcoming school year District Directors meet with school staff to review requirements as needed.	**3.1.3** Principals meet with SMT's, staff and parent groups to review aligned focus areas that will be implemented at all FED levels in the upcoming school year	Oct 31		Staff Commitment Delegation for Productivity Focus on Aligned Actions	Head of Department District Directors Principals
4. Describe where employees fit into the process to accomplish FED operational plan priorities	FED Operational Plan Priorities and establish implementa-tion procedures Meetings to review priorities and procedures	**4.1.1** HOD Management meets with department staff to review how employees will be involved in operationalising and accomplishing FED annual priorities **4.2.1** Management hears input from employees **4.3.1** Management clarifies employee roles and responsibilities	**4.1.2** District Directors meet with District staff to review how employees will be involved in operationalising and accomplishing FED annual priorities **4.2.2** Management hears input from employees **4.3.2** Management clarifies employee roles and responsibilities	**4.1.3** Principals meet with SMT's and staff to review how employees will be involved in operationalising and accomplishing FED annual priorities	Oct 31		Staff Commitment Staff Involvement Spirit of Co-operation	Head of Department District Directors Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
5. Communicate how Management will be involved in meeting priorities and assisting staff	Meetings with staff Circulars FED Operational Plan Priorities	**5.1.1** HOD leadership communicate in meetings and in circulars their role in working with staff to accomplish FED priorities	**5.1.2** District Directors communicate to staff how they plan to work with staff to accomplish the annual operational plan priorities	5.1.3 Principals communicate to staff, parents and students how they plan to work with all stakeholders to accomplish the annual FED priorities.	Oct 31		Management Leadership Building Relationships Team Co-operation	Head of Department District Directors Principals
6. Communicate progress and success to the public	FED Circulars and Newsletters District and School Circulars Television Radio Newspapers	**6.1.1** HOD submits written report card to the public noting the successes and accomplishments in achieving FED annual priorities HOD also communicates the priorities selected for focus for the upcoming school year	**6.1.2** Forward circulars to all employees and parents announcing the successes achieved and announce the priorities selected for focus in the new school year	**6.1.3** Principals meet with parents, staff and students to announce the accomplishments in meeting priorities and identify annual priorities for the upcoming school year	Nov 1	Annu-ally	Public Accountability FED Priorities achieved	Head of Department District Directors Principals FED staff at all levels
7. Develop and implement Action Plans at all levels of the FED to accomplish annual priorities	Staff Inputs FED Operational Plan Priorities Staff Input	**7.1.1** HOD management meet with DD's to ensure that District Action Plans link to HOD Operational Plan priorities	**7.1.2** DD's meet with Principals to ensure that School Action Plans address FED priorities	**7.1.3** Principals work with SMT's and staff to develop and implement strategies to accomplish FED annual priorities	Nov 30		Delegation for Productivity Improved Co-ordination & Co-operation	Head of Department District Directors Principals

22

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Meetings Strategies and solutions for Action Plan implementa-tion	**7.2.1** HOD management incorporates District Action Plans into the overall Department plan **7.3.1** HOD action plans for the new school year is completed	**7.2.2** District Directors incorporate school action plans into the overall District plan **7.3.2** District Action plan for the new school year is completed	**7.3.3** Schools action plan for the new school year is completed			Shared Decision-making Staff Involvement Capacity Building Written Action Plans	SMT's SMD's
8. Monitor action plan progress and submit progress reports throughout the year	FED Action Plans in operation at all levels	**8.1.1** HOD management reviews action plan progress with District Directors during scheduled meetings throughout the school year **8.2.1** HOD management reviews written progress reports submitted by District Directors	**8.1.2** District Directors meet with HOD management to review action plan progress and submit semi-annual written progress reports **8.2.2** District Directors review action plan progress with principals and SMD's throughout the year **8.3.2** District Directors submit an annual written progress report to HOD	**8.1.3** Principals review action plan progress with SMT's and school staff monthly **8.2.3** Principals meet with District Directors quarterly to review school action plan progress **8.3.3** Principals submit an annual written progress report to District Directors		Jan - Jul Jan 31 May 30 Jul 31	Shared governance Effective, efficient monitoring of action plan progress Progress reports	Head of Department District Directors Principals SMD's FED staff at all levels

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	**DISTRICT OFFICE**	**SCHOOL OFFICE**	**Short Term**	**Long Term**		
9. Repeat the cycle annually		**9.1.1** HOD staff reviews previous year's accomplishments and sets new priorities for the new school year	**9.1.2** District Directors and staff review previous year's progress and prepare recommendations to HOD for new school year	**9.1.3** Principals and staff review previous year's progress and prepare priority recommendations to District Director for new school year	Sept 30		Continual utilisation of Alignment Model for operational planning	

124

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 1 **Start up Plans**									
1. To develop a management plan	1.1 Develop a management plan based upon the action plans that follow. 1.2 Workshop the action plans	1.1. Action Plans 1.2. Workshop to HO and DO managers	X	X		4th quarter 2000		100% HO and DO attend workshop	HO
2. To secure documents are in place	2.1 Secure the following documents: Strategic Plans, Service Delivery Plan, Job Descriptions, Job Requirements/Specifications, Skills Audit/identified training and development needs	2.1Refer to Completed **Job Descriptions Tender,** Service Delivery Plan; Suggested Job Descriptions are found in the ELRC June 2000 Study[1] 2.2 Completed	X	X		4th quarter 2000		All documents secured and copies made for relevant staff	HR managers supply to HO and DO managers and appraisal supervisors Recommended Skills Audit Tender

[1] Education Labour Relations Council, Study on Career Pathing and a Post Grading System for Educators, June 2000.

125

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
		Skills Audit Tender 2.3 Completed Staff Training Needs Checklist							
3. To inform managers and supervisors	3.1. Supervisor attends training to learn preparatory steps and to understand purpose and criteria for performance appraisal, and receive training in conferencing and interview/feedback skills	3.1 Training Schedule	X	X		4th quarter 2000		100% managers and supervisors attend training	HO and DO managers – Possible Tender
4. To cascade training with appropriate staff	4.1 Provide cascade training and review with relevant staff on the performance appraisal procedures document 4.2 .Demonstrate to senior management how the appraisal components link with the FED strategic plans and objectives.	4.1 Make copies of new scheme design and distribute to all staff 4.2 FED relevant strategic and business plan	X	X		4th quarter 2000		HO Training cascaded to DO managers	HO and DO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
		documents							
5. To train the supervisors/ evaluators	5.1 Train supervisors/evaluators on assessment process and on fair practices 5.2. Audit supervisor performance	5.1 New performance management documents, management plan	X	X		4th quarter 2000			HO Officials
Phase 2 Implementation									
1. To set timetable	1.1. Organise and communicate meeting timetable.	1.1 Timetable document completed and distributed to staff	X	X		1st quarter 2001		50 % less complaints from staff about communica-tion	HO and DO supervisor
2. To meet and inform all staff of the Performance Management System Assessment	2. 1 Supervisors meet with all staff to discuss the purpose of assessment and role of employee and that of supervisor	2.1 Adhere to agreed upon meeting time. Meeting should not exceed one hour.	X	X		1st quarter 2001		80% of meetings executed as scheduled	HO and DO Supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To conference with individual staff	3.1. Meet with appraisee to agree on job description (key performance areas), appraisal criteria/ standards and units of measure (in percentages). 3.2 Set specific performance expectation for Code of Conduct 3.3 Communicate as clearly and gently as possible the purpose and outcome of the new appraisal system to overcome resistance. 3.4 Explain the role of appraisal in influencing raises, promotions, value added, etc. 3.5 Spell out role of employee during assessment	3.1 Job descriptions, task or duty list. 3.2 Strategic plans of unit and of department 3.3 Code of Conduct to be supplied to appraisee and ensure an understanding of Code of Conduct 3.4 Assessment documents 3.5 Role clarification	X	X		First month of assess-ment Cycle in 2001	Set specific perform-ance for code of coduct	Meetings held with 90% of staff in appraisal cycle by end of first month 50% incorporation of new job descriptions	HO, DO supervisor

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
4. To Set Performance Standards	4 .1 Appraisee and supervisor together arrive at performance standards Suggested standards might include: Quality of work, resource management, Teamwork and Interpersonal skills, Professional, Staff Development and Leadership and Management. 4.2. Choose performance measures that are job related, feasible and measureable.	4.1 For suggested standards (see sample appraisal attachment to Action Plan) 4.2 Assessments documents	X	X		First Month of Assess-ment Cycle in 2001		95% success rate in task completion	HO, DO supervisor
5. To assign weights to performance standards	5.1 Determine weight assigned to each standard. 5.2 Discuss and agree on priority of standard relative to job performance	5.1 Knowledge of job priorities and role. 5.2. Training skills is prioritising	X	X		First Month of Assess-ment Cycle in 2001		95% agreement	HO, DO supervisor

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
6. To complete assessment format content	6.1 Write out agreed upon Objectives, targets standards and performance measures (Unit of Measurement Standard and Weight of Objective on New Form). 6.2 Seek agreement on content and signatures of parties on dated document	6.1 Typed and edited content of assessment format; 6.2 Final content agreement	X	X		First Month of Assess-ment Cycle in 2001		100% task completion of appraisal content on instrument format	HO, DO Supervisor
7. To develop assessment timetable for entire cycle.	7.1 Develop a timetable for performance cycle with appraisees (to include the four quarterly assessments, pre-conference dates, assessment dates and feedback dates.) 7.2 Communicate timetable to all appraisees in the cycle 7.3 Secretaries send out timetables to appraisees	7.1 Compare diaries and calendars to set assessment dates and times, etc. 7.2 Appraisee timetables	X	X		First Month of Assess-ment Cycle in 2001		100% Timetable completion and communica-tion tasks	HO, DO Supervisor

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
8. To set Pre-Conference date for formal assessment	8.1. Set a pre-conference meeting to again review performance objectives, performance indicators, standards, scale, weights, targets and total value, and rating scale so employee knows what to expect. 8.2 Review what supervisor is expected to observe and assess (e.g. tasks) during the assessment period.	8.1 Diaries and calendars 8.2 Conference to review upcoming assessment	X	X		1st quarter of appraisal cycle		90% of pre-conference meetings confirmed	HO, DO Supervisor

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 3 Conducting the Assessment									
1. To conduct the first assessment conference in the cycle	1.1 Discuss assumptions being made and constraints in relation to achievement of objectives, targets and standards as agreed upon. 1.2 Discuss Performance against performance objectives, performance indicators and performance standards. Be candid in order to identify development needs. (In cases of non-promotion, it is essential).	1.1 Performance Assessment content which was signed and dated. 1.2 Use appropriate interview and feedback skills	X	X		1st quarter of appraisal cycle		90% of conferences conducted	HO, DO Supervisor

132

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To complete the assessment	2.1 Identify progress or obstacles to achieving targets, identify support needed, identify training and development needed. Use words carefully; focus on behaviour not the person. 2.2. Incorporate previous supervisor incident reports *if still part of new process,* (continuous assessment) 2.3 Keep focus on paperwork. 2.4 Plan feedback conference with modifications to objectives and targets as needed. Include written reasons for any poor performance evaluation. 2.5 Document negative feedback	2. 1 All assessment documents and supporting evidence 2.2 Assessment documents	X	X		1st quarter of appraisal cycle		Completion of assessment actual assessing session	HO and DO supervisor
3. To secure approval	3.1 Seek approval from Head of Department for assessments of employees on level of Deputy Director or higher.	3.1 Authori-sation of Head of Department	X	X		1st quarter of appraisal cycle			HOD and Directors of FED

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
4. To conduct the appraisal feedback conference	4.1 Build two-way process into feed back session 4.2 Design draft personal development plan.	4.1 Environment that lends itself to confidentiality	X	X		1st quarter of appraisal cycle		Consultation completed	HO and DO supervisors
5. To finalise the Personal Development Plan	5. 1 Incorporate two way feedback session decisions and results of performance assessment	5. 1 Atmosphere of cooperation Recorded outcomes	X	X		1st quarter of appraisal cycle		Ongoing discussions	HO and DO supervisors
6. To inform appraisee of appeal procedure	6.1 Convey appeal procedure to employee	6.1 Grievance Regulations or Union representative present	X	X		1st quarter of appraisal cycle		Agreement on appeal procedure	HO and DO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
7. To provide support and assistance	7.1 Determine support needed to recommend immediate intervention in form of intervention team, mentor, or colleague assistance for under-performers	7.1 Input from employee as to kind of support needed 7.2 Personal Training and Development Plan	X	X		1st quarter of appraisal cycle	As long as required during cycle	Employee satisfaction	HO and DO supervisors
8. To complete statistical procedures	8.1 Provide necessary quarterly statistics to HR unit as requested	8.1 Statistics policy from HR	X	X			End of annual cycle	Data on assessments completed	HO and DO supervisors, HR staff
9. To repeat phase steps to continue the assessment cycle	9.1 Refer to phase 2 and phase 3 steps to implement second, third and fourth procedures in the assessment cycle	9.1 Action Plan, Management Plan, Timetable, signed agreements	X	X			2nd, 3rd 4th quarters 2001	Completion of 90% of staff assessments	HO and DO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 4 Performance Review: Evaluation of New Performance Management and Development Appraisal System									
	1.1. Check if all performance criteria are job related 1.2 Ensure the focus is on performance versus personal traits. 1.3 Ensure employees understand advantages 1.4 Assess if supervisors have been adequately trained 1.5 Verify if the programme is understood by the employees 1.6 Check if all employees behaviours have been documented	1.1 Completed assessment documents 1.4 Spot check supervisors 1.5 Spot check employees	X	X			By end of 2001	100% Assessments completed	HR Training component unit and HR Personnel unit

136

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
	1.7 Check if employee confidentiality has been maintained	1.6 Conduct documents check							
	1.8 Ensure subsequent HR decisions consistent with employee evaluations								
	1.9 Ensure all the elements of appraisal reviewed with the legal counsel.								
	1.10 Evaluate staff development training	1.10 Personal Files							

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 5 **Career Pathing**									
1. To facilitate career pathing	1.1 Complete the succession planning chart in order to compare required current human resources to currently available human resources 1.2 Incorporate skills audit information gleaned from skills audit.	1.1. Refer to Performance management assessment evaluation conclusion 1.2 Refer to Skills audit in Phase 1 of Action Plan	X				End of assess-ment cycle 2001	Talent within the organisa-tion is identi-fied.Satisfac-tion level in-creased re-garding ca-reer aspira-tions through development and promo-tions	HR Sub-Directorate
2. To review the skills audit outcomes	2.1 Review the skills audit outcomes and recommendations on Career Pathing	2.1 Refer to ELRC Study on Career Pathing Report[2]	X				End of assess-ment cycle 2001	Career Pathing is addressed	HR Sub-Directorate

[2] Education Labour Relations Council, Study on Career Pathing and a Post Grading System for Educators, June 2000.

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 6 Rewards and Recognitions Programme									
1. To develop a reward and recognition system for staff	1. 1. Identify various incentive and motivation schemes. Determine intrinsic and extrinsic rewards	1.1 List of kinds of rewards. Examples could include: 1.2 Certificate of Good Performance, 1.3 Supervisor acknowledges employee achievement, 1.4 Verbal compliment, 1.5 Publicising names of achievers in "inhouse" newsletter, 1.6 Employee of month	X	X			Jan 2001-Jan 2003	Range of rewards established	HO and DO managers

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To build in award scheme	2.1 Develop policy for reward and recognition programme	2.1 Policy development for employee reward and recognition programme	X			1st quarter 2001		Policy document developed for managers	HR Training Unit
3. To inform employees	3.1 Communicate reward policy to line managers and FED employees	3.1 Use Head Office newsletter circulars, and district memos as communication vehicles	X			1nd quarter 2001		Policy communica-ted; enhanced employee incentives	HR Communications staff
4. To develop awards manual	4.1 Develop rewards and recognition manual for supervisors	4.1 Policy and procedures developed	X			2nd quarter		HR Rewards and Recognition Manual	HR Communications staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
5. To plan workshop	5.1 Design workshop to inform line managers and supervisors	5.1 Policy and procedures, planning schedule and management year planner	X			2nd quarter		Workshop conducted	HR Training Unit
6. To invite managers to workshop	6.1 Send invitations to workshop to explain new reward programme to line managers and supervisors with RSVPs	6.1 Line managers and supervisors provided inservice on policy and procedures manual	X				3rd quarter 2001	100% communicati on to manager staff	HR Secretary
7. To workshop line managers and supervisors	7.1Conduct workshop to line managers and supervisors	7.1 HR designed workshop and provisioning for manuals and handouts	X				3rd quarter	90% of HO and DO manager/ supervisor attendance	HR Training Unit

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
8. To market development plan	8.1 Develop system for publicly acknowledging use of reward programme for line managers	8.1 Inside newsletter, newsletters, post employee of month, district newsletters, other vehicles	X				3rd quarter of 2001	Establish-ment of systemised way to recognise employees	HR Training Unit
9. To design certificates	9.1 Design new FED Reward and Recognition Certificates 9.2 Run a competition for designing certificates	9.1 Utilise Forms services of Community Relations	X				4rd quarter of 2001	Printed reward and recognition certificate	Community Relations
10. To link rewards to assessment performance	10.1 Link use of rewards to performance assessment system	10.1 Accurate record keeping system	X	X			4th quarter of 2001	60% increased staff motivation	HO and DO supervisors
11. To monitor rewards programme	11.1 Send number of certificates and rewards awarded to employees to HR at end of year	11.1 List of certificates and rewards received	X	X			End of cycle	Updated statistics	HO and DO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Implementing new approved Performance Management and Development System at the office level for supervisors.

Systems Improvement: To Support Decentralisation Enhance Human Resources systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT / OUTPUT	RESPONSIBLE PERSON/ OFFICE
12.1To showcase achievers	12.1 Plan an awards ceremony to recognize employee achievers 12.2 Recognise employees in public ceremony	12.1 Certificates, list of names of achievers	X	X			End of cycle	Motivated employees	HOD and HR

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
Phase 1 **Start up Plans**									
1. To improve productivity of staff	1.1 Managers review productivity recommendations with each employee	1.1 Meeting venue 1.2 Productivity norms	X	X		4st Quarter 2000		25- 50% improvement in productivity and staff utilisation for each Section;	HO and DO Supervisors, Managers and Directors
2. To incorporate the performance management system into the objectives of the FED strategic plans	2.1 Managers with staff review performance objectives linked to strategic and business plans	2.1 Copy of FED strategic and business plans; performance objectives	X	X		4st Quarter 2000		90% incorporation of Strategic and Business Plan objectives 100% of staff evaluated	HO and DO Supervisors, Managers and Directors
3. To refine by Incorporating objectives from job descriptions	3.1 Managers with staff incorporate job descriptions for the FED new organogram 3.2 Review newly revised Organisational Structure and Organogram 2000.	3.1 Copy of new organogram, new organisational structure, job descriptions 3.2 Organogram 2000	X	X		4st Quarter 2000		100% incorporation of job description objectives/ outputs from new Organisational Structure 2000	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
4. To draw up a scheme design for senior management	4.1 Draw up a project plan; scheme design; present Professional Contract Appraisal to Senior Management for approval;	4.1 Input for project plan	X	X		4th Quarter 2000		Draft Professional Contract Appraisal scheme developed	HO and DO Supervisors, Managers and Directors
5. To inform management of orientation	5.1 Arrange organisational meetings on new performance contract for managers	5.1 Attend Meetings	X	X		4st Quarter 2000		Managers are informed of new appraisal system	HO and DO Supervisors, Managers and Directors
Phase 2 To implement performance management development system									HO and DO Supervisors, Managers and Directors
1. To implement performance management system	1.1 Develop measurement criteria, identify objectives, measuring scale, weights, method of calculation, evaluation, plan for recommendations	1.1 Measurement instrument (See Attachment in Appendix F)	X	X		1st Quarter 2001		100% participation	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
	1.2 Determine performance objectives, performance indicators, standards, performance scale, bench-marks, weights, total value, ratings and recommendations for development/growth 1.3 Target dates for implementation 1.4 Communicate and consult	1.2 See Attachment Appendix F 1.3 Calendars, diaries 1.4 Communication channels						100% participation 100% participation	
Phase 3 **To prepare for actual assessment implementation**									
1. To prepare printing	1.1 Finalise and print appraisal instruments and procedures	1.1 Determine format numbers to be printed	X	X		4th Quarter 2000		Appraisal instrument printed	HR Directorate

146

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
2. To communicate new document information and appraisal steps to evaluators	2.1 Develop management plan for appraisal system and use of documents and instruments 2.2 Hold meetings to explain evaluation systems and introduce final documents	2.1 Evaluation instrument, Instructions on management plan 2.2 Venue, time and date	X	X		4th Quarter 2000		Managers informed	Managers, Directors
Phase 4 Conducting the assessment									
1. To set pre-conference date	1.1 Meet with appraisee to discuss expectations and assessment instruments 1.2 Explain types of observations: formal, informal, job shadowing, etc.	1.1 Job descriptions and performance management standards 1.2 Knowledge of observation formats	X	X		4th Quarter 2000		100% participation	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
2. To conduct the first assessment conference in the cycle	2.1 Discuss performance appraisal against performance objectives, performance indicators and performance standards 2.2 Apply assessment instrument (e.g. record on performance management instrument)	2.1 Same as above 2.2 Appraisal documents	X	X		End of 1st quarter 2001		90% completion of assessment	HO and DO Supervisors, Managers and Directors
3. To complete the assessment	3.1 Identify progress or obstacles to achieving targets, identify support needed, identify training and development needs.	3.1 Outcomes of assessment conference	X	X		End of 1st quarter 2001		Knowledge of needed training programmes to capacity building	HO and DO Supervisors, Managers and Directors
4. To seek approval and authorisation	4.1 Seek approval for assessments of employees on level of Deputy Director or higher	4.1 Documentation or records	X	X		End of 1st quarter 2001		95% approval secured	HO and DO Supervisors, Managers and Directors
5. To conduct the appraisal feedback conference	5.1 Build two-way process into feedback session 5.2 Design draft development personal development plan	5.1 Atmosphere of confidentiality 5.2 Listening skills	X	X		End of 1st quarter 2001		90% consultation and mediation success	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme Project: **Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level**

Systems Improvement: **To Support Decentralisation- Enhance Human Resource Systems**

Desired Outcome(s) **Management of the FED is improved through the reinforcement and development of administrative systems**

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
6. To convey appeal procedures	6.1 Convey appeal procedures to employees	6.1 Labour Relations Grievance / Appeal Procedures	X	X		End of 1st quarter 2001		100% communication of regulations	HO and DO Supervisors, Managers and Directors
7. To provide support and assistance	7.1 Determine support needed in form of intervention team, mentor, or colleague assistance for under-performance 7.2 Write a personal training and development or intervention plan	7.1 Labour Policy and regulations 7.2 Results of assessment	X	X		End of 1st quarter 2001		Completion of capacity building training programmes	HO and DO Supervisors, Managers and Directors
8. To provide statistical procedures	8.1 Provide necessary quarterly statistics to HR unit as requested	8.1 Report data	X	X		End of 1st quarter 2001		100% reports completed and submitted to HR	HO and DO Supervisors, Managers and Directors

149

NEEDS ASSESSMENT ACTION PLAN

Programme Project: **Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level**

Systems Improvement: **To Support Decentralisation- Enhance Human Resource Systems**

Desired Outcome(s) **Management of the FED is improved through the reinforcement and development of administrative systems**

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
Phase 4 Implement a Personal Development Plan linked to the Human Resources Development Strategy									HO and DO Supervisors, Managers and Directors
1. To implement a personal development programme	1.1 Conduct a skills and needs assessment for each staff member to identify training needs and workload capacity 1.2 Re-assign duties for efficient use of staff using team approach. 1.3. Conduct skills audit **(possible Tender)**	1.1 Outcomes from needs assessment and workload capacity 1.2 Skills matching 1.3 Skills audit	X	X		2nd Quarter 2001		90% of training and staff development needs accommodated	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme Project: Implementing new Performance Management and Development System Professional Contract for Directors and Deputy Directors of the FED at the Head Office and District Level

Systems Improvement: To Support Decentralisation- Enhance Human Resource Systems

Desired Outcome(s) Management of the FED is improved through the reinforcement and development of administrative systems

Address Strategic Priorities:

1.5 Improve management of districts and reinforce the administrative systems and provincial head office

4.1 Improve HR systems, procedures and practices, including employment equity

4.1 Establish and development HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ ACTIVITIES	RESOURCES/ INPUTS/REQUIRE-MENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT OUTPUT	RESPONSIBLE PERSON
Phase 5 **Repeat assessment cycle on said dates**									
1. To repeat evaluation cycles	1.1 Conduct assessment 2nd, 3rd, and 4th quarters	1.1 See process steps above	X	X			2nd thru 4th quarters 2001	90% completed cycle	HO and DO Supervisors, Managers and Directors
2. To evaluate progress and training	2.1 Review certain reports on the progress made on those aspects that needed to given attention by the Manager and the Employee	2.1 Continuous performance data	X	X		2nd Quarter 2001		100% reports and documentation submitted	HO and DO Supervisors, Managers and Directors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 1 Planning Start up Plans	**Objectives, Strategic Plans, current human resource situation, human resources forecasting, plans for implementation, human resource audit and adaption (take stock)**								
1. To determine HR objectives	1.1 Look at the 5 year Strategic Plan of FED and link HR objectives to FED objectives	1.1 Strategic Plans 1.2 Name of executive authority contact details, size of organisation 1.3 Period of Plan (dates)	X			3rd quarter 2000		Objectives established	HR Director chairs task team
2. To conduct an inventory of people - employees	2.1 Conduct a human resources inventory of employees in order to establish the status quo and assess equity/skills, experience, overall numbers, representivity targets) 2.2 Identify key posts to be filled 2.3 Identify key posts to be abolished	2.1 Updated personal info, training and qualifications service record, performance and potential, career prospects qualifications	X			3rd quarter 2000		Complete inventory of people	HR Director chairs task team

152

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 2 Forecasting									
1. To forecast human needs	1.1 Conduct a human resource forecast to determine what kinds of human resources are needed in the future (current and future). 1.2 The process demands an internal analysis of the need for human resources. (Development of instrument, completion of questionnaire, etc.)	1.1 Marketing, finance, operational, technological plans for FED 1.2 Questionnaires, surveys	X	X		3rd quarter 2000		Demands analysis	HR Director chairs task team
Phase 3 Supply Analysis									
1. To review recruiting plan	1.1 Review the recruiting plan 1.2 Establish turnover patterns, write promotions, transfers, demotions, retrenchments and resignations 1.3 Gauge the external labour market. Look for supply of potential employees	1.1 Recruiting Plan 1.2 Skills Inventory 1.3 Labour market information	X			3rd quarter 2000		Supply analysis	HR Director chairs task team

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 4 Reconciliation									
1. To apply forecasting	1.1 Compare demand analysis versus supply forecast with regard to the number of employees, experienced skills, race, gender and equity	1.1 Statistical information 1.2 Policy on equity	X			3rd quarter 2000		Data	HR Director chairs task team
Phase 5 Implementation Programme									
1. To transform human resources planning into action steps	1.1 Adjust recruitment and placement plans according to needs. 1.2 Investigate all intended changes and rightsizing	1.1 Market information and HR FED needs 1.2 Rightsizing documents	X			3rd quarter 2000		Action Plans	HO Director Director chairs task team
2. To conduct performance appraisals	1.1 Conduct performance appraisals to take decisions about salary increases, promotions, transfers and dismissals and 1.2 To provide information about the development of employees 1.3 Consider technological changes, reorganised personnel and promotions, and the need for well designed training and development programmes and career pathing	1.1 Performance management and development system programme 1.2 Promotional needs, proficiency 1.3 Job and technology changes	X			3rd quarter 2000		Implementa-tion programme	HR Director chairs task team

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 6 Human Resources Audit									
1. To establish current state of human relations situation	1.1 Systematically evaluate all human resources policies and programmes in the FED 1.2 Focus on matters such as how well does HR reflect the current purpose and strategy of FED 1.3 Establish how well does the HR enhance the FED's ability to function 1.4 Establish how compatible are the HR staffing policies with its purpose in the organisation	1.1 FED HR policies				3rd quarter 2000		Effectiveness of HR sub-directorate	HR Director chairs task team

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To conduct a skills audit	2.1 Conduct a job analysis to determine staff development 2.2 Consult the skills inventory to determine level of proficiency of the employees. 2.3 Design replacement schedules and determine internal movement (e.g. promotions, transfers).	2.1 Job Analysis 2.2 Employee turnover information	X			3rd quarter 2000		Skills Audit	HR Director chairs task team
3. To design a training and development Programme	3.1 Link up with Skills Levy Legislation 3.2 Apply performance assessment outcomes 3.3 Indicate range of service of HR Department to employee	3.1 Skills Levy Legislation 3.2 Performance assessment results Skills inventory 3.3 NQF standards	X			3rd quarter 2000		Training and Development Plan in place	HR Director chairs task team

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
4. Design future organogram	4.1 Outline in detail the proposed planned changes and means of rightsizing		X	X		3rd quarter 2000		Organogram in place	HR Director and Senior Management Staff
Phase 7 Final Steps									
1. To design consultation strategies	1.1 Design an employee assistance programme to include counselling and support for the well being of employees		X	X		3rd quarter 2000		Employee Assistance Programme in place	HR Director and chairs task team, DD
2. To design a communications strategy	2.1 Decide on marketing strategies, marketing the media, advertising, using all channels of communication		X	X		3rd quarter 2000			HR Director chairs task team

151

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Development of a Human Resources Plan

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcomes(s) Management of the FED is improved through the development of a Human Resources Strategy

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and implement HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To extend plan to District Offices	3.1 Communicate HR plan to districts		X	X		3rd quarter 2000			HO and District Directors
4. To address learner-teacher ratio	4.1 Increase number of teachers in large schools (1:34) 4.2 To improve management of schools		X	X					HO DD
5. To address budget for sub-directorate expenditures	5.1 Subsistence costs; Hotel accommodation 5.2 GG Transport 5.3 Motor finance scheme 5.4 Air Transport 5.5 TV License 5.6 Cell Phone 5.7 College bursaries	5.1 Post-allocation of budget for all items	X			3rd quarter		Expenditure within budget limits	HR Director

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: **Induction and Orientation**

Systems Improvement: **To Support Decentralisation and to Enhance Human Resources systems (planning)**

Desired Outcome(s): **Management of the FED is improved through the reinforcement and development of administrative systems.**

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
STAGE 1: Group Orientation **Phase 1** **Group Orientation Start up Plans**									
1. To plan a one day orientation of new staff in large group session	1.1 Plan a large group formal FED orientation session twice annually to induct and orient new and promoted staff 1.2 Design and produce an orientation video for the FED (Tender) 1.3 Determine venue and time 1.4 Design a Written Agenda. Suggestions include: Relevant FED policies and procedures that apply to everyone (e.g. conditions of service). Separate organisation policies from job specific procedures. 1.5 Develop Policies and Procedures manual (employee handbook). 1.6 Develop and assemble a checklist for employees for distribution. It should include everything that a new employee	1.1 Established timetable prior to school year 1.2 Reserve venue location and dates 1.3 Agenda contents 1.4 Written documentation on anything complex or legally mandated (e.g employment equity, labour relations, etc.) 1.5 Knowledge of essential topics to be covered in new employee checklist 1.6 Call HOD secretary in	X			4th[st] quarter 2000		Employee Handbook on Policies and Procedures – **Consider Tender** to develop handbook or manual	HO Directorate staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
	should know. Topic should include: places to see, forms to fill out, people they should meet, things they must do. Print map of office distribution/allocation 1.7 Design Mentor Programme for FED for HO, DO and SO use. 1.8 Timeously invite senior staff: Invite the HOD, Director General or Chief Deputy to make an appearance and say a few words to new employees, if video was not produced. 1.9 Timeously, print agendas, manuals and distribution materials. 1.10 Arrange for tea and lunch catering 1.11 Send invitations to new employees explaining attendance expectation	advance to put into HOD diary. 1.7 Arrange for large printing 1.8 Determine menus and reserve caterer and catering dates. 1.9 Communications channel							

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 2 **Implement group orientation**									
1. To implement large group orientation (1st quarter and 3rd quarter)	1.1 Involve Senior Staff 1.2 Distribute written agenda 1.3 Make group presentation user-friendly: Keep it simple, pay attention to legalities, control manual distribution, pay attention to presentation details 1.4 Distribute written documents, Handbook for Employees and any handouts 1.5 Distribute Employee Check List 1.6 Assign Mentors	1.1 Diarise with senior staff in advance. 1.2 Utilise verbal, audio-visual presentation and written documents. Reduce complexity. 1.3 Use video presentation; **Possible Tender** 1.4 Ensure printing of materials is timeous and of sufficient quantity. 1.5 Mentor Programme in place	X	X			1st and 3rd Quarter	95% of new and promoted staff attend	

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 3 **Evaluate orientation Programme**									
1. To evaluate group orientation programme	1.1 Distribute evaluation instrument 1.2 Conduct evaluation	1.1 Assessment instrument 1.2 Data collection	X			1st Quarter End of orienta-tion cycle 2001		Data to improve system Better Job informed and skilled employees	In house or Service Provider
2. To collect data	2.1 Collect data	2.1 Scan data	X			1st Quarter End of orienta-tion cycle 2001		Data to improve system Better Job informed and skilled employees	In house or Service Provider

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
3. To analyse and Interpret data	3.1 Interpret data findings	3.1 Analysis, synthesis and interpretation of group findings	X			1st Quarter End of Orienta-tion cycle 2001		Data to improve system Better Job informed and skilled employees	HR Task Team or service provider
4. To write report	4.1 Write report on evaluation	4.1 Written report	X			1st Quarter End of Orienta-tion cycle 2001		Data to improve system Better Job informed and skilled employees	HR Task Team or service provider
5. To present report results	5.1 Present report findings to Orientation task team	5.1 Meeting	X			1st Quarter End of Orienta-tion cycle 2001		Communicati on of evaluation results to relevant staff	HR Task Team or service provider and supervisors

163

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: **Induction and Orientation**

Systems Improvement: **To Support Decentralisation and to Enhance Human Resources systems (planning)**

Desired Outcome(s): **Management of the FED is improved through the reinforcement and development of administrative systems.**

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
6. To modify future orientations	6.1 Incorporate findings on evaluation of group orientations based on results of evaluation	6.1 Evaluation recommendations	X			1st Quarter End of Orienta-tion cycle 2001		Improved orientation programmes Motivated and committed staff	HR Task Team or service provider
7. To revise group orientation programme	7.1 Design revised group orientation to be used for next orientation cycle	7.1 Modifications	X			1st Quarter End of Orienta-tion cycle 2001		Data to improve system Better Job informed and skilled employees	HR Task Team or service provider

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
STAGE 2: Individual Induction Phase 1 Start up Plans: On site Induction of new employees									
1. To Prepare for induction actitivies	1.1. Review CV of new employee 1.2. Ensure Mentor Programme in place 1.3. Develop Management Plan	1.1 CVs of new and promoted employees 1.2 Mentor Programme 1.3 Management Plan	X			1st Quarter End of Orienta-tion cycle 2001		Tap employee strengths	HO, DO, and SO Supervisors
2. To develop Orientation Schedule	2.1 Develop orientation schedule and information pack for First Day. 2.2 Inform other staff 2.3 Match and assign mentor	2.1 Agenda 2.2 Relevant staff list 2.3 Mentor list				1st Quarter End of Orienta-tion cycle 2001		Management organisation and preparation for programme	HO, DO, and SO Supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
3. To aggregate information and people	3.1 Arrange printing of documents 3.2 Communicate to relevant staff members	3.1 Printing distribution 3.2 Communication				1st Quarter End of Orienta-tion cycle 2001		Management organisation and prepartion for programme	HO, DO, and SO Supervisors
4. To prepare orientation schedule information package	4.1 Schedule for first day 4.2 Develop tentative schedule for rest of week 4.3 Compile brief department handbook/info pack	4.1 Orientation Schedule 4.2 Maps of building Layout of offices 4.3 Policy documents	X	X	X	1st Quarter End of Orienta-tion cycle 2001		Management, organisation, preparation for programme	HO, DO, and SO Supervisors
5. To inform other staff	5.1 Inform about role of newcomer in group 5.2 Copy of orientation schedule 5.3 Arrange a welcome coffee	5.1 Communication of information to other staff 5.3 Venue, time and menus	X	X	X	1st Quarter End of Orienta-tion cycle 2001		Management, organisation, preparation for programme	HO, DO, and SO Supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
6. To prepare work area	6.1 Prepare work area: ensure supplies, materials, equipment, computers, infrastructure are in place and in order	6.1 Location, supplies, desk, work tools and other equipment	X	X	X	1st Quarter End of Orienta-tion cycle 2001		Employee comfortable in new job environment	HO, DO, and SO Supervisors
Phase2 First Day									
1. To prepare for first day meeting	Plan Agenda: 1.1 Organise work site policy manuals and procedures 1.2 Organise job specific policy and procedures 1.3 Organise staff who will be involved in the induction 1.4 Decide roles and functions for Induction meeting 1.5 Determine venue, date and time 1.6 Contact newcomers regarding time and place	1.1 Agenda 1.2 Policy manuals and procedures 1.3 Job specific information 1.4 Staff 1.5 Roles and Functions 1.6 List of new employees 1.7 Venue, date and time	X	X	X		1st Quarter End of Orienta-tion cycle 2001	Management, organisation, preparation for programme	HO, DO, SO Supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
2. To determine content of first day meeting agenda and activities	2.1 Determine content of First Day. Suggestions include: ❖ "Getting to know you" activity ❖ Establish relationship ❖ Discussion of experience, training and interests, ❖ Explain vision and objectives ❖ Organisation structure ❖ Orientation schedule ❖ Assign an on-site mentor ❖ Location maps, diagrams of work area, map of local area 2.2 Consult mentor list and seek mentor approval 2.3 Assign an on-site mentor 2.4 Arrange for mentor/inductee meeting	2.1 Gather info on the suggested content 2.2 Mentor Programme and mentor availability 23. Mentor list 24. Meeting	X	X	X	When new employ-ees are appoin-ted or promoted		Agenda completed Mentors assigned	HO, DO, SO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 3 Implementing Individual Induction									
1. To meet with inductee – Introductory meeting	1.1 Discuss experience 1.2 Allow for questions 1.3 Discuss orientation agenda 1.4 Communicate schedule	1.1 Meeting venue 1.2 Openness 1.3 Agenda 1.4 Schedule	X	X	X	When new employ-ees are appoin-ted or promoted			Supervisor
2. To implement induction the first week to inductee	2.1 Discuss job specifics 2.2 Introduce Mentor 2.3 Assign reading material and a few tasks 2.4 Supply written information about the job 2.5 Supply and discuss job description 2.6 Monitor questions	2.1 Job specifics 2.2 Mentor list 2.3 Relevant Reading material, tasks 2.4 Job information 2.5 Job Description 2.6 Supervisor availability							Mentor

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
3. To conduct first week review meeting	3.1 Discuss week's work 3.2 Invite questions 3.3 Discuss responsibilities 3.4 Explain probationary period, procedures 3.5 Discuss remainder of month's orientation activities	3.1 Job Tasks 3.2 Availability 3.3 Responsibility list 3.4 Rules and regulations 3.5 Orientation activities	X	X	X	When new employ-ees are appoin-ted or promoted		Informed employees	HO,DO, and SO supervisors
4. To conduct activities remainder of first week	4.1 Provide assistance as needed 4.2 Address employee professionally 4.3 Discuss previous meetings 4.4 Ask about specific work tasks: any problems? Clarify confusion, provide direction 4.5 Watch for uncertainty, hesitation to decide where employee should be encouraged	4.1 Support availability 4.2 Professional conduct 4.3 Meeting notes 4.4 Questionning 4.5 Knowledge of body language	X	X	Xn	When new employ-ees are appoin-ted or promoted		Informed and assisted employees	HO, DO, and SO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 4 Inductee Programme Assessment									
1. To evaluate site induction programme	1. 1 Explain assessment system 1.2 Acquire feedback on induction programme 1.3 Use feedback information to improve induction programme	1.1 Design Methodology 1.2 Instrument and inviting questions and comments 1.3 Constructive feedback process	X	X	X	First month after the new employ-ees are appoin-ted or promoted		Improved induction programme	HR Directorate and HO, DO, SO supervisors
2. To improve future induction system	2.1 To modify future induction programme	2.1 Evaluation results and recommendations	X	X	X	First quarter - after the new employ-ees are appoin-ted or promoted		Improved induction programme	HR Directorate and HO, DO, SO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Induction and Orientation

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of administrative systems.

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
STAGE 3: Repeat induction phases during 3rd quarter									
1. To conduct group orientation and on-site inductions for new and promoted employees	1.1 Follow Stages and Phases above	1.1 See Action Plan steps above	X				End of cycle		HR Sub-directorate

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 1 **Start Up Plans for Formal Mentor Programme Design**									
1. To get senior management commitment	1.1 Obtain endorsement and commitment from HOD	1.1 Rationale and purpose of Mentor Program 1.2 Find a "Champion" (e.g. Mr. Nkonka)	X					Commitment from HOD on down	HR Directorate
2. To appoint a task team	2.1 Make a list of possible candidates for representative transversal task HR Mentor Task team 2.2 Set up Interviews and interview candidates to serve on task team 2.3 Make final selection of Mentor Task team	2.1 In-house advertisement for volunteers; racial and gender equity and educationally challenged representation 2.2 Volunteers and recommendations 2.3 Meeting times, venue and dates	X	X		3rd Quarter 2000		Mentor task team determined and assembled	HR Directorate Staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
3. To prepare for meeting with Mentor Programme task team	3.1 Develop agenda 3.2 Develop draft management plan 3.3 Determine scope of work, work plan, timetable, final product, and possible add-ons (e.g. advisement once programme is underway, evaluation involvement, etc.)	3.1 Programme overview 3.2 Outline processes in design for developing Mentor Programme	X	X	X	3rd Quarter 2000		Mentor task team determined and assembled	HR Directorate Staff
4. To determine goals and objectives of Mentor Programme	4.1 Develop a vision and mission for Mentor Programme aligned with FED strategic Plans: Suggestions include: Vision: The FED is committed to the individual development of its employees through a relationship between two people who respect and trust each other and who have organisation backing to develop the relationship and positive outcomes from it. Mission: To provide all new employees with a non-judgemental and caring mentor who can provide an additional source of individual and organisational support during an employee's first few days and weeks with the FED.	4.1 Strategic Plans	X			3rd Quarter 2000		Establishment of purpose, goals and objectives of FED formalised Mentor Programme	HR Directorate Staff HR Directorate Staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
5. To define Mentor	5.1 To agree on Mentor definition: Possible Suggestion: "A mentor is someone who guides and shows the way in a non-judgemental manner." 5.2 To agree on roles, responsibilities and functions of Mentors to promote career/professional advice 5.3 Agree on form, content, and marketing 5.4 To provide psycho-social support	5.1 Range and scope of mentor definition in context of FED organisation 5.2 Possible roles, responsibilities and functions of mentors	X	X	X	3rd Quarter 2000		Purpose and direction established	HR Directorate Staff
6. To meet with Mentor task team	6.1 To review programme goals and objectives; vision and mission, and mentor roles, responsibilities and functions 6.2 To discuss elements of mentor programme management plan 6.3 To set target dates to accomplish the following: • Design of programme,	6.1 FED strategic plans Mentor Programme Vision and Mission 6.2 Goals of the Mentor Scheme: Common reasons might include: • Improving skills and morale	X	X	X	4th Quarter 2000		Planning and project organisation	HR Directorate Staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
	• Roles, responsibilities and functions of Mentors, • Development of Mentor Manual; and, • Implementation of Mentor Programme • Establishing mentoring "contract" to clear objectives, development tasks, monitoring and reviewing the progress of relationship	• Providing additional source of guidance and support • Enabling staff to realise career development plans • Improving internal communications							

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
7. To develop a Mentor Manual and Mentor Programme System	7.1 Assign parts of the Mentor Manual to be written by team members; group teams into subgroups with team leader reporting to HR directorate: Suggestions include: • Introduction to Mentor concept, • Required Mentor Skills, • Rationale for Formal Mentor Programme, • Role of organisation and role of Mentor • Training of Mentors • Do's and Don'ts of Mentors • Role of Mentee, • Setting up partnerships • Mentor and Mentee required and suggested activities • Oral written commitment • Schedule of formal organisation activities • Evaluation of Mentor Programme 7.2 To set target dates to submit drafts to HR Directorate 7.3 Meet with sub-teams as needed to support activity 7.4 Finalise Mentor Manual and Mentor Programme	7.1 Processes, steps, procedures, time frames, programmes, activities, etc. 7.2 Determine issues of confidentiality, legal issues, professional distance, etc. 7.3 Clear guidance on Dos and Don'ts, expectations, etc. 7.4 Support offered to mentors	X	X	X	4th Quarter 2000		Planning and project organisation	HR Directorate Staff or **possible Tender for Service Provider**

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
8. To obtain funding for development of Mentor Manual	8.1 Secure funding 8.2 Check budget for allocations	8.1 Funding sources 8.2 HR budget	X	X	X	3rd Quarter 2000		Funding acquired	**Possible Tender**
9. To review draft Mentor Manual	9.1 Committee Review draft copy of Mentor Manual 9.2 Make modifications and adjustments to Manual 9.3 Team leader submits draft to HR for approval	9.1 Working meeting 9.2 Manual inputs 9.3 Completed draft	X	X	X	3rd Quarter 2000		Completed Mentor Manual Draft	In house or Service Provider
Phase 2 Training Mentors									
1. Design mentor training programme	1.1 Contact Training Unit to assist with training of mentors 1.2 Design Training Modules: • Training on sharing ideas, perceptions and understanding • Active listening, clarifying ideas • Focusing • Challenging people	1.1 Knowledge of role and function of mentors 1.2 Identify mentors 1.3 List of mentors	X	X	X	4th Quarter 2000		Pool of trained Mentors	HR Task Team or service provider

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
2. To get mentors	2.1 Obtain recommendations 2.2 See volunteers – general invitation should be circulated among all staff at all levels 2.3 Develop Mentor application 2.4 Sort applications for job matching	2.1 and 2.2 Mentors should have traits that include being positive role models, and who have the personality and workload to act as effective mentors.	X	X					**HR Task Team New Training Unit official; possible service provider tender**
3. Conduct training of Mentor modules	3.1 Train volunteers who were selected as mentor candidates. 3.2 Use variety of training strategies using videos, role-playing exercises and feedback 3.1 Include Question and answer sessions on: • Motivation • Effective listening, observing • Body language • Objectivity • Giving, receiving constructive feedback • Negotiation • Problem solving • Managing stress • Time Management	3.1 Training facilitators 3.2 Training Materials 3.3 Mentor Manual	X			4th Quarter 2000			

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
Phase 3 **Implement Mentor Programme**									
1. Link up Mentor programme with Induction and Orientation Programmes	1.1 Link up Mentor Programme with Induction and Orientation programme 1.2 Assign mentors – matching exercise; process of pairing. Suggestions are: • People with variety of job experience • Staff with good reputation • People willing to give time • Persons with helping skills • People who recognise own learning needs 1.3 Plan mentor introduction; propose framework for first meeting 1.4 Plan follow up activities	1.1 Time, date and venue of orientations and inductions 1.2 Close communication with induction and orientation officials 1.3 Schedules and timetables	X	X	X	1st and 3rd Quarter During Orientation cycles 2001		New employees provided individual and organisation support Capacity building	HR Task Team or service provider Training Unit Directorate

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
2. To conduct pilot scheme first round	2.1 Pilot mentor scheme first cycle	2.1 Mentor Programme linked with Orientation and induction programme 2.2 Names, posts of new employees	X	X	X	1st Quarter during orientat-ion cycle		Pilot test of programme	HR Directorate, task team, New Training Unit
3. To match new employees with mentors	3.1 Matching process 3.2 Formally assign mentors to: • Formally assist with realistic career goals • Act as sounding board for employee's ideas and concerns • Act as resource to learning opportunities • Challenge mentee to face decisions • Pass on professional knowledge • Coach in-work skills	3.1 Use grid or some sort of matching exercise 3.2 Names of mentees and mentors	X	X	X	1st Quarter During Orienta-tion cycle 2001		Matching completed	HR Directorate, task team, New Training Unit

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
4. To build in mentor introduction and activity during orientation	4.1 Plan mentor introduction and warm- up exercises 4.2 Conduct mentor activities aligned with orientation and induction programmes	4.1 Venue conducive to relationship-building				1st Quarter End of Orienta-tion cycle 2001		New employees provided with guidance and support	HR Directorate, task team, New Training Unit
5. To continue with ongoing mentor-mentee relationship	5.1 Encourage mentor-mentee relationship as a two-way process of giving					1st Quarter End of Orienta-tion cycle 2001		Growth and confidence of new employee	HO, DO, and SO Supervisors
Phase 5 Programme Evaluation									
1. To provide formative and summative evaluation	1.1 Provide feedback reporting on quarterly basis 1.2 Conduct assessment at end of quarter	1.1 Assessment tools in the form of interviews, surveys, etc. **Possible service Provider**	X	X	X	1st Quarter End of Orienta-tion cycle 2001		Management, organisation, preparation for programme	HO, DO, and SO Supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
2. To collect data	2.1 Collect assessment data	2.1 Data from all levels	X	X	X	1st Quarter End of Orientation cycle 2001		Employee comfortable in new job environment	HO, DO, and SO Supervisors
3. To capture and organise data	3.1 Manually or electronically capture data	3.1 Possible service provider	X	X	X		1st Quarter End of Orienta-tion cycle 2001	Management, organisation, preparation for programme	HO, DO, SO Supervisors
4. To analyse and interpret, and report data	4.1 Conduct data analysis and synthesis 4.2 Conduct interpretation 4.3 Report preliminary findings and trends 4.4 Draft report writing 4.5 Final Report writing 4.6 Presentation to Mentor Task Team	4.1 Data collected from all orientations and induction programmes 4.2 Interpretation skills 4.3 Report writing 4.4 Task team meeting	X	X	X	2nd Quarter 2001			HO, DO, SO supervisors

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Mentoring Programme

Systems Improvement: To Support Decentralisation and to Enhance Human Resources systems (planning)

Desired outcomes(s): Management of the FED is improved through the reinforcement and development of Human Resources Development Systems and Programmes

Addresses Strategic Priorities:

4.1 Improve HR systems, procedures and practices, including employment equity.

4.2 Establish and develop HR Development Programmes

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSI-BLE PERSON/ OFFICE
5. To incorporate findings to modify and improve mentor programme	5.1 Incorporate findings to modify Mentor Programme 5.2 Revise Mentor Guide and Mentor Programme Schemes based upon evaluation results	5.1 Review committee 5.3 Revised Mentor Guide and Programme scheme	X	X		2nd Quarter 2001		Revised Mentor Guide and Mentor Scheme	HR Directorate, Mentor Task Team or Service Provider
Phase 6 Annual Mentor Programme implementation									
1. To implement annual Mentor Programme	1.1 Refer phases above to implement Annual Mentor programmes	1.1 Revised Mentor Guides and Programme Scheme	X	X		3rd Quarter and on-going		New employees supported	Mentor Task Team, HR Directorate

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.

DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
To improve efficiency and effectiveness of finance as an integrated management and planning tool.	Telephone Fax Photocopier Typewriter Computer	1.1.1 Prepare school funding recommendation and submit to MEC and review criteria used to allocate funds to schools.	1.1.2 Respond to HO requests for information on forecasts for learner needs, enrolments and other data that may be used in preparing funding request for next school year.	1.1.3 Respond to HO requests for forecast on enrolments, learner needs, supplies, textbooks and funding for the next school year.	On-going		Improved forecasts prepared Improved criteria for allocation of funds	Director, Financial Management Directorate (DFMD) District Directors (DDs) Principals
	Policies, manuals of procedure, copies of standardised forms and instructions for completion, budget forms, guidelines for budgeting	2.1.1 Conduct training dealing with: Finance as an integrated management and planning tool, FED policies and procedures, Budgeting procedures and practices, Completion of forms and reports and Rudimentary forecasting techniques.	2.1.2 Appropriate staff participate in HO designed training and in training requested by DO that is based on needs identified by DO staff, principals and teachers.	2.1.3 Begin new financial year with step one.	On-going		Schedule of on-site training programmes, training modules, workshops, seminars scheduled on-the-job training offered by universities.	DFMD DDs Principals

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.

DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Copies of materials to be distributed	**2.2.1** Distribute revised manuals, forms and instructions to DDs.	**2.2.2** Review revised manuals, forms and procedures with DO staff and principals.	**2.2.3** Review HO and DO revised manuals of financial procedures, forms and instructions for completing forms with SGB, staff and parents.	Nov 30		Relevant players informed	DFMD DD's Principals
	Previous year information Enrolments Learners' needs Expenditure allocations	**3.1.1** Review and approve estimated district budgets based on forecasts from previous year and within available resources. **3.2.1** Allocate, fund and approve District and School budgets for next school year	**3.1.2** Compile estimated district budget and submit to HO.	**3.1.3** Compile estimated school budget to include income from all sources, submit to SGB and parents for approval then forward to DO and HO.	July 1 Nov 1		Estimated budgets for next financial year Budget for next financial year	DFMD DDs Principals
	Policies Manuals of procedures National laws Provincial laws & policies Communica-tions Technology	**4.1.1** Review existing policies, procedures and manuals and redefine as needed to ensure consistency with national and provincial policies and procedures and laws. a) appoint Directorate staff task team,	**4.1.2** Review FED policies and procedures and national regulations and laws, review district policies and practices to ensure consistency with national and provincial laws policies and procedures a)appoint District staff task team, b) review policies,	**4.1.3** Become acquainted with national and provincial laws, policies and regulations and advise SGB, staff and community of financial responsibilities of principal, school secretary and SGB.	Sep 30		Educators knowledgeable of current school laws, policies and procedures, and informed SGBs and parents.	DFMD DDs Principals

186

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.								
DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.								
OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		b) review policies, procedures and manuals c) determine which adjustments are needed d) communicate proposed adjustments to relevant role players e) receive and consider relevant role player inputs f) adapt/revise procedures and manuals accordingly g) communicate adjustments to relevant role players and h) implement	procedures and manuals c) determine which adjustments are needed d) communicate proposed adjustments to relevant role players e) receive and consider relevant role player inputs f) adapt/revise procedures and manuals accordingly g) communicate adjustments to relevant role players and h) implement					
	Funds, appropriate requisition and purchase forms.	**5.1.1** Identify and prioritise technology needs in accordance with Province's IT plan. **5.2.1** Continue acquisition of technology and relate to province's approved IT plan and standards therein.	**5.1.2** Identify essential technology needs and prioritise in accordance with province approved IT plan. **5.2.2** Continue technology acquisitions and relate to province approved IT Plan.	**5.1.3** Identify technology needs and submit to DO and HO. **5.2.3** Request funds for purchase of essential technology.	June 30 June 30		Prioritised list of technology needs Requisition of technology	DFMD DDs Principals DFMD DDs Principals

187

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.								
DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.								
OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Internal Control Policies & Procedures Appropriate forms	**6.1.1** Review internal controls, revise, strengthen as needed and implement changes. **6.2.1** Process payroll, pensions, bursaries, requisitions, requests for approval to fill posts and all other requests money-related actions requiring HO approval from Financial Management Directorate. Use internal controls to avoid over expenditures by ensuring that: documentation submitted is accurate and complete before processing, files have been checked to avoid duplicate or erroneous payments and DDs has been contacted if documents submitted are inaccurate on submitted on inappropriate form.	**6.1.2** Review internal controls and revise as needed. **6.2.2** Submit requests for salaries, payments to vendors, approval of proposed hires and other financial matters to HO on the forms appropriate for each transaction after verifying that each request is documented, signed by the necessary approving official and that all information is true and accurate.	**6.1.3** Review school's financial policies and procedures and revise as needed. **6.2.3** Submit requests for furniture, equipment and supplies needed to DO after ensuring that budget is available for the transaction.	June 30 On-going			Improved internal controls Documents needed to process financial transactions in timeous payment of obligations.	DFMD DDs Principals DFDM DD's Principal

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.

DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Job description Duty sheets	**7.1.1** Review job description and duty sheets and redefine **a)** appoint task team from finance and human resources units, **b)** follow steps in #1	**7.1.2** Review job descriptions and duty sheets and redefine as needed: **a)** appoint task team from DO staff, **b)** follow steps in #1.	**7.1.3** Review and clarify, as needed the roles of parents and SGBs in carrying out financial responsibilities of the school.	Sep 30		Job roles clarified and updated job descriptions and duty sheets	DFMD DDs Principals
	Summary of changes Revised job description	**8.1.1** Communicate changes to DD's	**8.1.2** Communicate revised HO policies and procedures to principals and other stakeholders through meetings, workshops, written memoranda and any other available means.	**8.1.3** Communicate changes in policies and procedures to HO and DO.	Sep 30		Informed staffs	DFMD DDs Principals
	Previous year's list of activities	**9.1.1** Develop and disseminate annual calendar of activities to DDs with due dates for the: Dissemination of standardised forms and instructions for completion of forms, forecasts for enrolments, textbooks, supplies	**9.1.2** Relate district activities calendar to HO yearly calendar and ensure principals have copy of both calendars.	**9.1.3** Develop school's calendar of activities for the year and relate to calendars published by DO and HO.	Nov 30		Schedule(s) of activities disseminated	DFMD DDs Principals

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.								
DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.								
OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		for next school year, submitting monthly, quarterly and yearly financial reports and schedule of FED-sponsored activities for the school year.						
	Staff (planning and co-ordinating team)	**10.1.1** Develop and implement cyclical plan for in-site monitoring of financial activities in DO and schools (e.g., every 3 or 5 years).	**10.1.2** Maintain adequate records of all financial transactions and be prepared for any on-site visit from HO, Auditor General or any other inspection team.	**10.1.3** Maintain records required by law, HO and DO and be prepared for on-site visits from HO, DO, Auditor General or SGB and parents groups.	On-going		On-site visits co-ordinated and implemented.	DFMD DDs Principals
	Reports from DO schools	**11.1.1** Receive, compile and analyse monthly, quarterly and annual financial reports submitted by DDs and submit compilations to MEC.	**11.1.2** Receive monthly, quarterly and annual financial reports from principals, compile, analyse and submit to HO.	**11.1.3** Provide monthly, quarterly and yearly reports to HO and DO.	On-going		Systematic reporting of financial activities	DFMD DDs Principals

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.

DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Reports from DO schools for FED compilations	**12.1.1** Prepare monthly, quarterly and annual expenditure reports to MEC.	**12.1.2** Share compilations of financial reports with principals and DO staff and obtain copy of report to MEC for distribution to DO staff and principals.	**12.1.3** Receive, research and report information obtained form HO and DO reports to SGB and parent groups.	On-going		Systematic Reporting of financial Activities to MEC.	DFMD DDs Principals
	Audit Reports	**13.1.1** Receive yearly audited reports form DDs and principals and provide technical assistance to DDs to correct any deficiencies reported.	**13.1.2** Contract with registered auditor to conduct of annual audit, which upon completion is submitted to HO.	**13.1.3** Contract with appropriate firm for conduct of annual audits(not necessarily a registered auditor).	Oct 31		Properly audited financial statements.	DFMD DDs Principals
	List of backlogged programmes or activities; Select team, Identify training needed.	**14.1.1** As needed, appoint task team activities to eradicate backlogs: Train task team members as needed, e.g., clear ledgers, follow up on debt accounts. Conduct on-the job follow up training of task team. Schedule and co-ordinate task team	**14.1.2** Provide information to HO accurately, timeously and on the appropriate forms to minimise HO staff processing time and avoid backlogs.	**14.1.3** Provide the required information to HO and DO in a timeous manner on the appropriate forms with the information checked for accuracy and sufficiency.	On-going		Requested information submitted to HO and DO. Minimise backlogs.	DFMD DDs Principals

PROGRAMME/PROJECT: Management of schools and districts is improved through reinforcement and development of administrative systems.								
DESIRED OUTCOMES: Enhanced Financial Systems. To have proper financial structures in place to accommodate current needs and implementation of Public Finance Act.								
OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		"attack: on backlogged program (e.g., one day per week per month, one week per quarter, four hours per day per week)						
		15.1.1 Begin new financial year with step one.	**15.1.2** Begin new financial year with step one.	**15.1.3** Receive, research and report information obtained from HO and DO reports to SGB and parent groups.	Jan 31		Opening of schools	DFMD DDs Principals

192

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	Textbook Management System

DESIRED OUTCOMES	(1) Management is improved through the reinforcement and development of Administartive Systems (2)Management Systems are in place to support planning and implementation of textbook provisioning

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME FRAME		OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. To establish a textbooks management system	EMIS data forms, manuals, catalogues, book requisition forms	1.1.1 EMIS projects the number of learners in each grade at each school to determine number of textbooks needed	1.1.2 Teachers, LFs, SMDs determine the useful life span of each textbook to determine the ordering cycle of new textbooks; not all will books last for 5 years	1.1.3 Teachers and principals estimate the number of new textbooks to be ordered for first year of use; thereafter teachers will only order textbooks to replace missing or damaged books for top up until the ned of the life cycle of the textbooks		Mar 01	Estimate of textbooks needed, textbook cycle established according to type book, system in place for textbook stocktaking	EMIS, District Directors, Teachers Learning Facilitators, School Management Developers, Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Textbooks for subject areas		**1.2.2** Teachers, LFs and SMDs forward recommendations for textbooks to Education Institute			Mar 01	Inputs for catalogue	EMIS, District Directors, Teachers Learning Facilitators, School Management Developers, Principals
	Textbook catalogue	**1.3.1** Education Institute compiles catalogue, sends to SMDs	**1.3.2** SMDs verify accuracy of catalogue, send draft to schools	**1.3.3** Teachers begin ordering process using draft catalogue		Apr 01	Preliminary orders completed	SMDs, Teachers
	Textbook order forms, manuals for textbook provisioning	**1.4.1** Education Institute receives inputs from SMDs, prints catalogue, sends to district office and schools		**1.4.4** Teachers submit draft orders to Principal		May 01	Principal reviews orders for accuracy	Principals EMIS District Directors
			1.5.2 SMDs provide technical assistance to schools in completing textbook order forms	**1.5.3** Principal meets with SMD to finalise teacher orders based on printed catalogue		Jun 01	Accurate and complete orders	District Directors Principals
			1.6.2 SMDs review and approve textbook orders for completeness and accuracy, submit to Head Office				Accurate and complete orders	District Directors

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
		1.6.1 Head Office compiles textbook orders, meets with publishers				Jun 01	Order placed	Head Office
		1.7.1 Head Office communicates with principals on final textbook order and expected date for book delivery				July 01	Report back to chief users	Head Office, Principals
		1.8.1 Head Office compiles report on books ordered, cost and distribution by school, send report to District Office	**1.8.2** District Office maintains registry of all textbook orders for schools			Jul 01		Head Office, District Directors
	Textbooks, shipping receipts, textbook orders			**1.9.3** Schools receive textbooks. Principal matches book orders with book receipts, counts books to verify number of books shipped and number of books received		Nov 01		Principals

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
				1.10.3 Principal notifies District Office and Head Office of differences between books ordered and books received		Dec 01	Control on books received and amount to be paid	Principals Book provisioning unit
		1.11.1 Head Office compiles registry of discrepancy and conducts follow-ups to get missing textbooks to schools	**1.11.2** District Office adjusts registry to reflect number of books received at school				Accurate registry of books on hand at each school	District Directors Book provisioning unit
	Rubber stamp with name of school and numbering capability, black unerasable ink			**1.12.3** Books identified with a stamp indicating the name of the school and a number assigned to each book		Dec 01	All school books identifiable	Principals
	Book registry			**1.13.3** Principal distributes books to teachers with a copy of the registry of the book numbers.		Jan 02	Teachers assigned responsibility for textbooks	Principals, Teachers

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
				1.14.3 Teachers distribute books to students listing the name of the student next to the number of the textbook assigned to the student		Jan 02	Registry of learner responsible for each book	Principals, Teachers Learners
	Book registry			**1.15.3** At the end of the year, or when a student leaves school the teacher must collect all textbooks.		Dec 02 and On-going	Automatic update of textbook registry	Principals, Teachers, Learners
				1.16.3 Teachers attempt to recover books then prepare a report for the principal indicating which textbooks were not returned and the name of the learner responsible		Jan 03		Principals, Teachers, Learners, Parents
				1.17.3 Principal talks with learners and parents to collect book or money to replace book		Jan 03		Principals, Learners, Parents

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
	Stocktaking form			**1.19.3** Principal conducts textbook stock taking		Jan 03	stocktaking	Principals
				1.20.3 Principal prepares report to SGB on books lost, destroyed or redundant		Jan 03	Informed SGB on textboook shortages	Principals, SGB
				1.21.3 SGB attempts to contact parents of learners to replace or return missing textbooks		Feb 03	SGB assumes responsibility for working with Learner parents	SGB
				1.22.3 SGB collects for books or allocates local funds to replace missing textbooks		Mar 03		SGB
	Redundant and unusable books			**1.23.3** SGB approves listing of old and unusable books, submits listing to Head Office with request to donate books to learners		Apr 03	Identification of unusable or redundant textbooks	SGB
		1.24.1 Head Office receives redundant books listing and approves donation		**1.24.3** SGB donates books to learners		Jun 03	Books available in learner homes	Head Office, SGB

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
				1.25.3 Book Ordering process begins again		Jun 03 and On-going	Learners have textbooks at all times	Head Office, Principals

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	SECURITY MANAGEMENT SYSTEM
DESIRED OUTCOMES:	(1) Management systems are in place to support policy, planning and implementation processes.
	(2) Development of security procedures and systems

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
Reduce occurrence of theft and loss		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	**Short Term**	**Long Term**		
1. To update standard procedures	Department of Safety and Security, HO Policies and Procedures	**1.1.1** HO to inform DO of standard procedure to be followed in cases of theft and loss.	**1.1.2** DO receives from HO updated standard procedure for cases of theft and loss and inform schools.	**1.1.3** Schools receive from DO updated standard procedures for cases of theft and loss and inform learners and parents.	Oct 31 2000		Safe assets and equipment in a safe working place.	Director Logistics and procurement District Director Principals
2. To communicate with stakeholders	Meeting, time and venue	**2.1.1** HO holds information meeting with stakeholders.	**2.1.2** DO holds information meeting with stakeholders of school.	**2.1.3** Schools hold information meetings with stakeholders.	Nov 30 2000		Stakeholder knowledge of issues	Director Logistics and procurement District Director Principals
3. To implement safety and security procedures	Establish and communicate security policy	**3.1.1** HO to implement updated standard procedures for theft and loss.	**3.1.2** DO implements updated standard procedures for theft and loss.	**3.1.3** Schools implement updated standard procedures for theft and loss.	Jan 31 2000		Procedures in place at all levels	Director Logistic and procurement District Director Principal

OBJECTIVE **Reduce occurrence of theft and loss**	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	**DISTRICT OFFICE**	**SCHOOL OFFICE**	**Short Term**	**Long Term**		
4. To further update security policies	Updated policies	**4.1.1** HO supplies DOs and stakeholders with updated procedure systems.	**4.1.2** DO supplies schools and stakeholders with updated procedures.	**4.1.3** Schools supply staff SMTs, SGB and stakeholders with updated procedures.	Nov 30 2000		Information communicated	Director Logistics and Procurement District Director Principals
5. To monitor and enforce regulations	Safety and security measures	**5.1.1** HO monitors enforcement of security measures at HO and DO.	**5.1.2** DO monitors the enforcement of security measures at DO and school level.	**5.1.3** Schools monitor enforcement of security measures at school level.	Jan 31 2000		Tighter security at all levels	Director Logistics and procurement District Director Principals
6. To establish communication channel	Toll-free number	**6.1.1** HO establishes a toll-free number for public to report acts of vandalism and theft	**6.1.2** DO communicates toll-free number for public to report acts of vandalism and theft.	**6.1.3** School communicates toll free number for public to report acts of vandalism and theft.	Jan 31 2001		Increased monitoring and support contact	Director District Director Principals
7. To discipline malpractice	Discipline	**7.1.1** Charge employees found guilty of malpractices at HO to be dealt with according to prescribed procedures.	**7.1.2** Charge District officials and employees found guilty of malpractices to be dealt with according to prescribed procedures.	**7.1.3** Charge school officials and employees found guilty of malpractices to be dealt with according to prescribed procedures.	Ongoing		Enforcement of proper practices	Director Logistics and procurement District Director Principals

OBJECTIVE **Reduce occurrence of theft and loss**	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	**DISTRICT OFFICE**	**SCHOOL OFFICE**	**Short Term**	**Long Term**		
8. To regularly monitor security measures	Process of reporting and monitoring	**8.1.1** Daily monitoring of safety and security of GG cars at HO by relevant Director .	**8.1.2** Daily monitoring of safety and security of GG cars at DO by District Director.	**8.1.3** Daily monitoring of safety and security of GG cars at DO by principals.	Ongoing		Tighter Security	Director Logistics and procurement District Director Principals
9. To access funding	Budget allowance (what is needed?)	**9.1.1** Make budget available to DO for procuring needed security measures. e.g. armed security.	**9.1.2** District Director budgets for needed security measures e.g. armed security.	**9.1.3** Principals' budgets for needed security measures e.g. armed security.	Jan 31 2001		Increased budget funding for security	Director Logistics and procurement District Director Principals
10. To reconcile petrol consumption	Accurate log of kms travelled	**10.1.1** Reconciliation of petrol consumption with kms travelled on daily basis to be enforced by HO.	**10.1.2** Reconciliation of petrol consumption with kms travelled on daily basis to be enforced by District Director.	**10.1.3** Reconciliation of petrol consumption with kms travelled on daily basis to be enforced by Principal/Rector.	Ongoing		Reconciliation of petrol usage	Director Logistics and procurement District Director Principals
11. To heighten awareness	Security measures	**11.1.1** Make HO officials/employees aware of security measures of HO. **11.2.1** Hold meetings with relevant staff.	**11.1.2** Make school officials/employees aware of security measures of DO. **11.2.2** Hold meetings with relevant staff.	**11.1.3** Make school officials/employees aware of security measures of school. **11.2.3** Hold meetings with relevant staff.	Ongoing		Heightened awareness	Director Logistics and procurement District Director Principals

OBJECTIVE **Reduce occurrence of theft and loss**	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	**DISTRICT OFFICE**	**SCHOOL OFFICE**	**Short Term**	**Long Term**		
12. To maintain high security standards	Policy expectations	**12.1.1** HO officials/ employees should not be allowed to compromise the security measures.	**12.1.2** District Director to ensure that no official/ employee compromises set security measures.	**12.1.3** School officials/employees should not be allowed to compromise the security measures.	Ongoing		Standardisation of policy expectations	Director Logistics and procurement District Director Principals
13. To involve community and to access support	Resources and community support	**13.1.1** HO to enlist available security measures such as involvement of community police forums, local community in HO activities.	**13.1.2** DO to enlist available security measures such as involvement of community police forums, local community in District activities.	**13.1.3** Schools to enlist available security measures such as involvement of community police forums, local community in school activities.	Ongoing		Enhanced security support and participation	Director Logistics and procurement District Director Principals
14. To increase security on site	Security company	**14.1.1** Use armed security on site.	**14.1.2** Use armed security on site.	**14.1.3** Use armed security on site.	Ongoing		Enhanced security	Director Logistics and procurement District Director Principals
15. To improve record-keeping	Software programme	**15.1.1** HO to computerise system for stocktaking to include GG vehicles.	**15.1.2** DO links to computerised system for stocktaking to include GG vehicles.	**15.1.3** Schools with capacity link to computerised system for stocktaking to include GG vehicles.	Nov 30 2000		Improved records	

NEEDS ASSESSMENT ACTION PLAN

PROGRAMME/PROJECT	IMPROVEMENT OF SERVICE DELIVERY

DESIRED OUTCOMES	(1) Management systems are in place to support policy, planning and implementation processes.
	(2) Management is improved through the reinforcement and development of administrative systems

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
1. To update service delivery management system	White Paper on transforming public service delivery, Head Office vision and mission document, Management meetings, Meetings with Stakeholders	1.1.1 HO updates prompt service delivery management system	1.1.2 D.O. receives updated prompt service delivery management system	1.1.3 School receives updated prompt service delivery management system	Oct 2000		Updated service delivery management system	Education Head District Directors Principals
2. To facilitate implementation		2.2.1 Hold implementation meetings with management team	2.2.2 Hold implementation meetings with management team	2.2.3 Hold implementation meetings with management team	Nov 2000		Supportive staff	Education Head District Directors Principals

294

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
3. To implement service delivery management system		**3.1.1** HO implements updated service delivery management system	**3.1.2** Implements updated service delivery management system	**3.1.3** Implements updated service delivery management system		Jan 2001	Staff begins to deliver decent service	Education Head District Directors Principals
4. To supply D.O. and schools with service delivery management system		**4.1.1** HO supplies the D.O. with an updated service delivery management system	**4.1.2** Arrange information meeting with stakeholders to enhance involvement, trust and support	**4.1.3** Arrange information meetings with stakeholders to enhance involvement, trust and support	Nov 2000		Empowered District Office and Schools	Education Head District Directors Principals
5. To ensure that implementation is sustained		**5.1.1** HO monitors enforcement of the service delivery management system	**5.1.2** Monitors endorsement of the service delivery management system at District level	**5.1.3** Monitors enforcement of the service delivery management system at school	On-going		Maintained decent service delivery	
6. To encourage interest and support by the public		**6.1.1** Hold implementation meetings with stakeholders	**6.1.2** Hold implementation meetings with stakeholders	**6.1.3** Hold implementation meetings with stakeholders		Jan 2001	Supportive community and customers	

205

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
7. To obtain staff's pledge to render decent service		**7.1.1** Publish HO commitment to prompt service delivery covering: a) the length of time to : - complete appointment forms and issue payment, - process retirement forms and payment of benefits - read correspondence/ queries and acknowledge receipt, etc. b) service with a smile, a please and a thank you	**7.1.2** Publish DO commitment to prompt service delivery covering: a) the length of time to: - complete appointment forms and issue payment, - process retirement forms and payment of benefits - read correspondence/ queries and acknowledge receipt, etc. b) service with a smile, a please and a thank you	**7.1.3** Publish school commitment to prompt service delivery covering: a) the length of time to: - complete forms and school reports - read correspondence of queries and acknowledge receipt, etc. b) service with a smile, a please and a thank you		Jan 2001	Committed staff	Education Head District Directors Principals
8. To encourage acceptance of the service delivery management system		**8.1.1** Inform HO and the DO how service standards will be monitored and reported on	**8.1.2** Inform the DO and schools how service standards will be monitored and reported on	**8.1.3** Inform the SMT, SGB and teachers how service standards will be monitored and reported on		Jan 2001	Willing and performing staff	Education Head District Directors Principals

206

OBJECTIVE	INPUT RESOURCES	ACTIVITIES			TIME	FRAME	OUTPUT	RESPONSIBLE PERSON
		HEAD OFFICE	DISTRICT OFFICE	SCHOOL OFFICE	Short Term	Long Term		
9. To encourage leadership by example		**9.1.1** Insist on management team and heads of section setting good example	**9.1.2** Insist on management team and heads of section setting good example	**9.1.3** Insist on management team and heads of section setting good example		Jan 2001	Exemplary officials	Education Head District Directors Principals
10. To keep stakeholders informed		**10.1.1** Arrange formal information to stakeholders to enhance involvement, trust and support	**10.1.2** Arrange formal information to stakeholders to enhance involvement, trust and support	**10.1.3** Arrange formal information to stakeholders to enhance involvement, trust and support		Feb 2001	Informed and involved stakeholders	Education Head

SERVICE RATING REGISTER

PLEASE INDICATE WITH A CROSS HOW YOU WERE SERVED

With a Smile	With no Smile	With a Please	With no Please	With a Thank you	With no Thank you	Date

PROMPT SERVICE DELIVERY MANAGEMENT SYSTEM

(COMPLAINTS/CONCENRS/CASES)

Completion expected after _____ days.

Description	When Reported	When Solved/Addressed	By Whom

SUPERVISOR:_____ DATE:_____

PROMPT SERVICE DELIVERY MANAGEMENT SYSTEM

APPOINTMENT FORMS/TASKS OR INSTRUCTIONS

Completion expected after _____ days.

Description	When Received	When Finalised	By Whom

SUPERVISOR:_____ DATE:_____

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 1 **Start up Plans**									
1. To establish a training unit	1.1 Develop a Vision and Mission for the new Educational Development and Professional Services Unit at Head Office. Suggestions follow: 1.2 **Vision**: The Training Unit commits itself to providing quality education and training that guarantees equity, redress of past imbalances, access to education and capacity building for all stakeholders including learners, parents, teachers, and department officials. 1.3 **Mission**: To strengthen the FED in providing the South African community with competent self reliant and contributing citizens through lifelong learning during the transformation process 1.4 Develop a training unit organogram and job descriptions	1.1. 5 Year Strategic Plan, Business Plan 1.2. Current vision and mission statements of FED 1.3. Input for job descriptions and job specifications	X			3rd Quarter 2000		Vision and Mission for new training unit linked to FED Strategic Plans and Priorities Organogram Established Vision and Mission Statements	HR Directorate and Senior Management

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To appoint staff	2.1 Appoint staff in the training unit at HO and DO levels 2.2 Review gaps found by job analysis 2.3 Define job roles and functions 2.4 Define reporting structure: Training unit should be centralised, with district trainers ultimately reporting to Head Office Training Unit	2.1 Job descriptions 2.2 Job analysis to determine appropriate match for job requirements 2.3 Organogram	X	X		3rd Quarter 2000		New posts created and approved	HR Directorate
3. To conduct an audit on training needs	3.1 Conduct training needs analysis (TNA) on three levels: the organisation, the activity and the individual. 3.2 Conduct a limited but representative audit – a training needs assessment of employees to design developmental programmes 3.3. Review Personal Development Plans of Personal Management and Development Assessment results to determine gaps in performance to identify individuals' training needs and to direct career pathing	3.1 Audit on training needs 3.2. Training needs audit – possible tender 3.3 Results of Performance management and Development assessments – Personal Development plans	X	X		3rd Quarter 2000		Conclusion on content of training needs assessed on three levels: the organisation needs, the activity needs, the individual needs	Newly appointed Training Directorate

212

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
4. To identify training needs	4.1 Conduct focus groups consisting of representatives from various levels of employees within FED 4.2 Facilitate focus group discussions 4.3. Develop surveys and questionnaires (see attachment E Training Needs Checklist sample) 4.4 Determine nature and scope of gaps 4.5 Plan training and strategies to overcome gaps	4.1 Determine off site venue, times and dates 4.2 Select a focus group trained facilitator 4.3. Strategic goals and assessment instruments 4.4 Assessment outcomes	X	X	X	4th quarter 2000		Rich and diverse input from participants	Newly appointed Training Directorate
5. To redress past injustices and promote equity	5.1 Draw up needs inventories for special groups to address training needs	5.1 Specially designed assessment instrument	X			4th quarter 2000		Completed inventories	Newly appointed Training Directorate
6.To accommodate the special training needs of educationally challenged individuals	6.1 Obtain list of educationally challenged employees 6.2. Conduct individual counselling sessions and draw up skills inventories	6.1 Obtain list of names from HR 6.2 Provide timetables and venues with atmosphere of confidentiality	X			4th quarter 2000		Accommoda-tion of special needs populations	Newly appointed Training Directorate and HR Manager

213

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
7. To determine current state of labour market for career pathing planning	7.1 Review supply and demand analysis from Labour Department; conduct research through internet for labour projections 7.2 Ensure training is tailored to needs of organisation	7. 1 Current and projected Labour Market information	X			3rd quarter 2000		Oversupply of skills prevented and appropriate skills accommo-dated	Newly appointed Training Directorate
8. To assess current work load of group of employees	8.1 Conduct work analysis and detect weak spots and gaps	8.1. NPI Study recommended for selected group of employees **(possible Tender)**	X			3rd quarter 2000		Gaps detected	Newly appointed Training Directorate
9. To sort training needs	9.1 Sort training needs into three types: those that are anticipated, those arising from monitoring, those reacting to unexpected problems 9.2 Identify the level: (eg. Batho Pele Principles in treating customers can be offered on an organisational level rather than individual sessions).	9.1 Liase with other management colleagues aggregate training need information 9.3 Aggregated information	X	X	X			Training needs organised	Newly appointed Training Directorate and DO and SO relevant staff

214

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 2 **Develop a staff development plan**									
1. To develop a Three Month plan as a Pilot during the fourth quarter	1.1 Incorporate all information gleaned from data collection, taking into account the needs of previously disadvantaged and educationally challenged – review research 1.2 Target courses of identified priorities 1.3 Tailor training programme offerings to the specific needs of the FED and the needs of staff members 1.4 Develop a timetable of training course dates and venues	1.1. Data from all assessments and inventories, audits and job analyses and research	X	X		3rd quarter 2000		Three month Training Plan	Newly appointed Training Directorate

215

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To determine training approaches	2.1 Determine most effective types of delivery methods - training approaches to be utilised with training courses (review training research) 2.2. Determine when to offer training 2.3. Determine most effective delivery of methodologies that match training topics to trainee needs 2.4 Research international best practices	2.1 Knowledge of variety of training approaches: 2.2 On site, whole site training, Distance learning, 2 hour, 1 day, 2 or 3 day courses, week long, weekend conferences, workshops, seminars, etc. 2.3 Knowledge of effective times to offer training 2.4 Knowledge of innovative training methodologies: Examples include: IT training, hands- on, experiential, on -site, whole site, during breaks, co-operative learning, lecture, plenary, small group, office generated training, etc.	X			3rd Quarter		Effective delivery of training methodologies	Newly appointed Training Directorate

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To develop training application form	3.1 Develop application form	3.1 Information needed on participants and organisations participating	X	X	X	3rd Quarter		Application form	Newly appointed Training Directorate
4. To obtain authorisation	4.1 Seek approval from HOD Use all communication channels to inform staff (e.g. newsletters, memos, notice boards, inform unions, etc.)	4.1 Authorisation and communication channels	X	X		3rd quarter 2000		Authorisation	Newly appointed Training Directorate
5. To communicate the plan to all FED Staff	5.1 Use all communication channels to inform staff (e.g. newsletters, memos, notice boards, inform unions, posters, etc.)	5.1 Communication media	X	X		3rd quarter 2000		Informed staff	Newly appointed Training Directorate

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 3 Implement Training Programme									
1.To operationalise the training	1.1 Develop management Plan for training	1.1. Who teaches what, where, and when 1.2. Teaching Plan 1.3. Reporting Marks on performance and participation policy	X	X		4th quarter		Management Plan, Training Plan in place	Newly appointed Training Directorate and Facilitators
2. To conduct training	2.1 Determine work plans 2.2 Create a learning environment 2.3 Select facilitators 2.4 Utilise experts in the field, university networking, etc. 2.5 Match training programmes to appropriately selected staff for **capacity building**	2.1 Objectives and outcomes 2.2 Conditions of venues 2.3 Core of facilitators, expertise in buildings 2.4 University networking and subject specific experts in industry	X	X			1st Quarter 2001 and ongoing	Training Programme in place	Newly appointed Training Directorate and Facilitators

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To Cascade training	3.1 Utilise cascade training approach as approach for training to develop large cadre of trainers. 3.2 Encourage participants to share newly acquired knowledge with colleagues back at the workplace to extend capacity building 3.3 Develop feedback mechanisms with supervisors to encourage sharing of skills and knowledge gleaned from training experience	3.1 Trainers 3.2 Meetings to share new knowledge and skills 3.3 Reporting mechanism	X	X			1st Quarter 2001 and ongoing	Wider and broader application of training programme	Newly appointed Training Directorate and Facilitators

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 4 Transfer to workplace (notify supervisor of newly acquired skills									
1. To transfer skills to workplace	1.1 Transfer of skills and knowledge to workplace (notify supervisor of newly acquired skills) 1.2 Use meetings, forums, memos to colleagues to share new knowledge and skills 1.3 Encourage feedback	1.1. Supervisors at workplace 1.2. Sharing opportunities encouraged through meetings 1.3. Co-operative learning	X	X	X		1st Quarter 2001 and ongoing	Transfer of skills of individual to workplace and to peers, colleagues	New Sub Directorate and DO Training officials
Phase 5 Training Impact Measures									
1. Plan monitoring and evaluation of training programmes	1.1 Meet to discuss variety of monitoring and evaluation approaches and methodologies	1.1 Possible Outsourcing - Research Service Provider **Tender**	X	X			1st Quarter 2001 and ongoing	Continuous monitoring and evaluation of training	New Directorate Task Team

220

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To measure impact of training	2.1 Evaluate training using the Kirkpatrick Model which measures the following: ❖ Satisfaction ❖ Learning ❖ Application ❖ Value added to organisation Conduct Pre and Post Tests 2.2 Develop evaluation tools (instruments) **Consider tender** to evaluate and monitor sample training 2.3 Monitor skills transfer of training at worksite 2.4 Follow up focused training as needed 2.5 Use other evaluation models as appropriate	2.1 Knowledge of Kirkpatrick Training Model for impact evaluation 2.2 Service Provider evaluate sample training sites 2.3 Outsource Education Research Service Provider - **Tender**	X	X			1st Quarter 2001 and ongoing	Continuous monitoring and evaluation of training Satisfaction and Learning measures Application measures Value added measures	Newly appointed Training Directorate

22

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To adjust future training	3.1 Modify future training plans and schedules according to results and recommendations from evaluation by using a task team 3.2 Target resources of identified priorities	3.1 Task committee review evaluation 3.2 Quality control measures	X	X			End of annual cycle	Data on assessments completed	HR Directorate HO and DO supervisors, HR staff
Phase 6 Annual Training Plan									
1. To develop annual training schedule	1.1. Incorporate activities in Phase 1 to 4 above. 1.2. Utilise evaluation findings	1.1 Action Plan 1.2 Evaluation Results 1.3. Management Plan	X	X			New Cycle	Annual training programme plans	HR Directorate HO and DO supervisors, HR staff
2. To implement annual training plan	2.1 Implement training modules 2.2 Review training applications to select appropriate trainees to match training programmes	2.1 Action Plan 2.2 Selection process	X	X			New Cycle	Annual training programme plans	HR Directorate HO and DO supervisors, HR staff

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 7 Certificates and Training Recognitions Programme									HR Manager
1. To develop certificates and recognition processes	1.1 Develop training certificates and course completion certificates and employee recognition programme	1.1 Certificates 1.2 Recognition Programme	X	X			At end of training modules	Improved morale through recognition and enhanced job satisfaction	HR Manager
2. To distribute certificates	2.1 Distribute certificates to training participants at course completion	2.1 Printed Certificates 2.2 Distributed Certificates	X	X	X		At end of training modules	Improved morale through recognition and enhanced job satisfaction	HR Manager

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
3. To recognise staff development	3.1 To publicise developmental growth of organisations and individuals	3.1 Newsletters, memos, other communication channels	X	X	X		At end of training modules	Improved morale through recognition and enhanced job satisfaction	HR Manager
4. To coordinate and record staff development	4. 1 To record completed course work by staff into the Professional Performance and Development System Files	4.1 Policy document	X	X	X		At end of training modules	Certificates recorded in Personnel files	HR Manager

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
Phase 8 Compare evaluation with Training Outcomes									
1. To review training outcomes (suggestions)	1.1 Enhance levels of job satisfaction, morale, motivation 1.2 Coordinate results between different managers and supervisors to reflect training needs across the FED and to avoid duplication 1.3 Liase with the management colleagues to aggregate training needs information in order to plan appropriate training	1.1 Training evaluation results 1.2 Training Analysis 1.3 Management Meeting	X	X			At end of cycle	Analysis of results and outcomes Capacity building Job enhancement	New Directorate and HR Manager

225

NEEDS ASSESSMENT ACTION PLAN

Programme/Project: Establishment of new Training and Development Unit

Systems Improvement: To Support Restructuring and Decentralisation and to Enhance Management Systems

Desired Outcome(s): Management of the FED is improved through the reinforcement and development of individual training to enhance capacity, efficiency, effectiveness, and productivity.

Addresses Strategic Priorities:

1.5 Improve management of schools and districts and reinforce the administrative systems at schools, districts and provincial head office.

4.2 Establish and develop HR Development Programme

PROJECT OBJECTIVES	ACTION PLANS/ACTIVITIES	RESOURCES/ INPUTS REQUIREMENTS	HO	DO	SO	SHORT TERM TIME FRAME	LONG TERM TIME FRAME	MEASURE-MENT/ OUTPUT	RESPONSIBLE PERSON/ OFFICE
2. To further monitor training outcomes	2.1 Develop monitoring techniques to assess teaching techniques 2.2 Conduct further assessment: Ask questions, interview staff and customers, exit interviews with staff that have resigned 2.3 Use training evaluation results to improve training – formative evaluation 2.4 Design further Action Research	2.1 Assessment tools 2.2 Follow-up interviews, exit interviews (staff leaving FED) 2.3 Formative evaluation 2.4 Action research	X	X			At end of cycle	Analysis of results and outcomes	New Directorate and HR Manager

DEPARTMENT OF EDUCATION

Free State Department of Education

NEEDS ASSESSMENT SURVEY: ANNEXURES

VOLUME III OF III

USAID CONTRACT No. 674-1-00-00-00005-00, Task Order 003

SUBMITTED TO:
Free State Department of Education
The US Agency for International Development South Africa
National Department of Education: Provincial Administrative Support

In Co-operation With:
KHULISA Management Services (Pty) Ltd
Deloitte & Touche
Gobodo Incorporated

1 August 2000

SUBMITTED BY:
Development Associates, Inc.

International Headquarters:
1730 North Lynn Street, Arlington, Virginia 22209-2023 Tel: (703) 276-0677 Fax: (703) 276-0432
E-mail: devassoc@devassocl.com

227

ANNEXURES

This is the third of three volumes produced in the Needs Assessment Survey conducted on behalf of the Free State Department of Education. Volume I is the Needs Assessment Survey Final Report and Volume II is the Action Plan developed as a result of the survey. Volume III contains information on resource documents consulted in the development of this project as well as instruments developed to conduct the study. Materials are also included to expand on the methodology used and to provide resources for follow-ups or implementation of the way forward.

TABLE OF CONTENTS

ANNEXURE A

Resource Documents A-1

ANNEXURE B INTERVIEW QUESTIONNAIRES

Overall Management B-1

Human Resources B-9

Financial Management B-17

Auxiliary Services B-23

District and Schools B-29

ANNEXURE C WORKSHOPS

Instrument Validation C-1

Presentation of Preliminary Report C-3

ANNEXURE D FIELD VISITS

Schedule of Field Visits D-1

Overview of Sample D-2

ANNEXURE E

Training Needs List E-1

ANNEXURE F RESOURCE MATERIALS

Systems Alignment Model F-1

Draft Performance Appraisal F-6

Kirkpatrick Strategic Training Model F-20

ANNEXURE G WORKSHOP PRESENTATION JULY 21, 2000

RESOURCE DOCUMENTS

Amos, Julie-Ann, *Moving into Management, How to Books*, Ltd., Oxford OX4IRE, UK, 2000.

Gerber, P., Nel, P. and Van Dyk, P. *Human Resources Management,* 4th Edition International Thomson Publishing South Africa (Pty) Ltd., Halfway House 1685, 1998.

Hodder and Stoughton, *Personnel Policies, Training and Development,* Bookpoint Ltd. Abingdon, Oxon OX14 4TD, UK. 1999.

Kaplan, R.S. and Norton, D.P. *The Balanced Scorecard*, Boston: Harvard Business School Press.

O'Neill, J., Middlewood, D., and Glover, D., *Managing Human Resources in Schools and Colleges,* Longman Group Limited, Westgate House, Essex CM20, England, 1994.

Sheal, Peter, *The Staff Development Handbook*, 2nd Edition, Kogan Page Limited, London N19JN, UK, 1999.

.....*Budget Allocation and Expenditure for Financial Year 2000-2001 Till May 2000* , Free State Education Department, Financial Management Directorate.

.....*Business Plan, Free State Department of Education*, Price, Waterhouse, Coopers, April 30, 1999.

.....*Corporate Plan January 2000 – December 2004*, Tirisano Document, Education Development Support Unit, National Department of Education, January 2000.

.....Directorate of Financial Management, Free State Department of Education Orientation Briefing, June 2000.

.....*Division of Revenue Bill, Republic of South Africa.*

.....*Final Strategic Planning Report to the Education Labour Relations Council,* Khulisa Management Services, Johannesburg, 2000.

.....*Financial Management Questionnaire to be Completed by Auditors of Votes and Provincial State Departments, (Audit Year 1999-2000)* (response required by the National Auditor General), Free State Department of Education Management Capacity, November 1999.

.....*Foundations for Leaders for Education---Total Quality Transformation, "Systems Map"*, QIP, Inc and PQ Systems, Inc., 1994.

.....*(Free State) Department of Education Final Report: Task Team Investigating the Possible Reduction of District Offices*, July 1998.

.....Free State Department of Education Tenders
- Backlogs in Financial Administration # 8
- Backlogs in Logistical Services
- Backlogs in Personnel (Personnel and Disciplinary) # 9
- Backlogs in Personnel (Post/Job Descriptions) # 10
- ESU Development of Business Plan
- Guides on Financial Administration
- Guides on HR Administration # 11
- Guides on Provisioning Administration
- Head Count of Districts # 7
- Revised Filing System # 15

.....*FREE STATE SCHOOL EDUCATION ACT, 2000.*

.....Human Resources Directorate, Free State Department of Education Orientation Briefing, June 2000.

.....*Implementation Plan for Tirisano, January 2000 – December 2004,* Education Development Support Unit, National Department of Education.

.....*Lekoomo 2000*, Free State Department of Education

.....*Management Needs Assessment of the KwaZulu-Natal Department of Education and Culture,* Education Development Support Unit of the National Department of Education with USAID South Africa, Pretoria, 1999.

.....Manual on Discipline of Educators, *Document 3, Free State Education Department, 1 April, 2000.Messer, Max,* Human Resources Kit, *IDG Books Worldwide, Inc. New York, NY, 1999.*

.....*National Institute of Public Administration (NIPAAM) Business Plan*

.....Organogram: Approved Organisation and Establishment, Free State Department of Education.

.....Proposed Macro Organisational Structure and Post Establishment, Free State Department of Education.

.....*The Public Finance Act: Background and Overview*, copyright by Professor Dave Lubbe.

.....*The Public Finance Management Act (Act 1 of 1999 as amended by Act 29 of 1999).*

.....The Public Funding of Public Schools: Cost Allocation Categories, (photo copy of application of Norms and Standards to capital cost allocations).

.....*Professional and Technical Support Services in the Restructuring of the Gauteng Department of Educations*, Gauteng Department of Education, Pricewaterhouse Coopers and Khulisa Management Services, Johannesburg, 1999.

.....*Provincial Auditor General's Report, 1996-1997 & 1997-1998, VOTE 6, EDUCATION.*

.....*Provincial Strategic Plan Department of Education 1999 – 2000*, Free State Department of Education.

.....Provision of Auxiliary Services, Free State Department of Education Orientation Briefing, June 2000.

.....*Quality Education for All,* Tirisano Document, Education Development Support Unit, National Department of Education, January 2000.

.....*Report on the Headcount Investigation, Tender RT 839 SP,* Price,Waterhouse, Coopers.

.....*School Finance Management,* compiled by J.M.M. Mthimkhulu, Sasolburg, Director of Human Resources.

.....School Management Development, Working Conference, 26 June 2000: Section 21 Functions, Presentation developed by John Faure & Hannes Nieuwoudt.

.....*South African Schools Act (1996),* National Legislature

.....*Strategic Five Year Plan Free State Dept of Ed 1999 -2004*, Free State Department of Education September 1999.

.....*Strategic Planning for New Mexico Public Schools*, State Department of Education, 1999.

.....Strengthening Quality in Schools, Baldridge in Education Workshop, SQS/Horine & Associates/PKR, 1999.

.....*Treasury Regulations for Departments and Constitutional Institutions: Issued in terms of the Public Finance Management Act of 1999*, National Treasury, Republic of South Africa, May 2000.

.....*Understanding the South Africa Public Schools Act: What Public School Governors Need to Know,* National Department of Education, 1999.

.....*VOTE 6: EDUCATION, Important Notes,* photo copy of report detailing outstanding transactions in the Free State Department of Education through April 2000.

.....White Paper on Transforming Public Service Delivery, *Batho Pele – "People First"*, Department of Public Service and Administration, Pretoria 1997.

FREE STATE DEPARTMENT OF EDUCATION NEEDS ASSESMENT JUNE 2000

OVERALL MANAGEMENT

ORGANISATION QUESTIONS

SECTION I: OVERALL MANAGEMENT

1. Are you familiar with the vision/mission/goals of both the National and Free State Department of Education?

_____

_____

2. How do you communicate the vision/mission and goals to staff under your supervision?

_____

_____

3. How do you incorporate the National and Free State Strategic Plans into your unit or business plans?

_____

_____

4. Do the strategic plans and identified strategies provide sufficient direction to carry out your position responsibilities?

_____

_____

5. What do you consider your 3 most significant contributions/ achievements to your department/school?

(a) _____

(b) _____

(c) _____

6. How are decisions made in your unit?

_____

_____

7. How will you rate the services provided by your department to support the Legislature and the MEC's efforts to provide services to clients?

_____

_____

8. What projects have you postponed as a result of your strategic plan?

_____

_____

9. What managerial tasks are you not required to do any more?

_____

_____

SECTION II: ORGANISATIONAL MATTERS

10. Were you involved in the development of the department's business/action plans for your directorate/institutions?

_____

_____

11. How would your staff describe your management style?

_____

_____

12. What management tool(s) do you have in place to ensure speedy processing of documents?

_____

_____

13. How do you set the tone for proper conduct and positive performance for your staff (strategies)?

_____

_____

14. Is there a written implementation plan available for quality assurance and productivity?

_____

_____

15. Do your superiors rely on expert or position power? Explain or motivate your answer.

_____

_____

16. Are you familiar with your job description? Explain or motivate your answer.

_____

_____

17. What is your system for ensuring that delegated duties are carried out?

_____

_____

18. Have you as a manager been trained in conflict resolution and conflict prevention skills?

_____

_____

19. Are you aware of anyone experiencing job incompatibility or job overload in your department? (Please explain)

_____

_____

20. Are you currently utilizing teams to plan and/or implement programs?

_____

_____

21. What successes have you noted as a result of the improvement initiative of the new education department?

_____

_____

22. Given existing resources what do you consider to be the three most important priorities for improvement?

(a) _____

(b) _____

(c) _____

23. Given existing resources, how might you re-deploy staff to improve efficiency of your organization?

_____

_____

24. Do you receive cooperation and support from other departments?

_____

_____

25. Can you get through to other departments?

_____

_____

SECTION III: COMMUNICATIONS

26. How do you improve the free flow of communication from top management to staff?

_____

_____

27. How do you communicate information received from meetings or the department to staff?

_____

_____

28. In your opinion what is the most effective method of communication?

_____

_____

29. What is the report back process in your department?

_____

_____

30. What factors are inhibiting communications?

_____

_____

31. How regularly do you hold meetings? What do you focus on? Do you maintain records of meetings?

_____

_____

SECTION IV: USE OF TECHNOLOGY

32. Do you have a plan to improve your existing technology, may I have a copy?

_____

_____

33. Are computers available to assist office staff in the performance of job duties?

_____

_____

34. What computer programs do you use to be more efficient and effective?

_____

_____

35. What is your plan for ensuring staff understands and accepts use of technology?

_____

_____

36. What information sources do you utilize to assist in decision-making?

37. Is your district/ directorate/ sub-directorate linked to any computerized system?

SECTION V: CONTROL

38. How often do you visit offices of people under your supervision?

39. What are the benefits of conducting staff appraisals, how often are they done?

40. What system do you utilize to evaluate the performance of staff?

41. Have you received an evaluation of your performance from your supervisor?

42. What functions do you think need to be delegated to district managers and what functions need to be delegated to others (organizational matters)?

43. Who monitors your unit's progress toward meeting initiatives adopted by the national and provincial education departments?

44. What are the areas of non-compliance in your unit?

_____

_____

45. What areas of corruption/ fraud exist in your department?

_____

_____

SECTION VI: TRAINING AND DEVELOPMENT

46. Have training opportunities to improve and update the skills of your staff been provided within the past six months?

_____

_____

47. Who assists you in carrying out the core business requirements of your position?

_____

_____

48. What type of training do you need to improve your job skills?

_____

_____

49. Are specific training programs tailored to the specific needs of individuals?

_____

_____

50. Have you ever participated in a needs assessment of your training needs?

_____

_____

51. What additional training do you need to help you implement initiatives or to bring about improvements?

_____

_____

52. Have you been trained in implementation strategies? (e.g. planning, preparation, monitoring, and evaluation) If yes, specify.

_____

_____

53. What are the obstacles that inhibit implementation of new programs or initiatives?

_____

_____

SECTION V: GENERAL

54. Is there any other information or need you would like to comment on?

_____

_____

FREE STATE DEPARTMENT OF EDUCATION NEEDS ASSESSMENT JUNE 2000

HUMAN RESOURCES

PROVISIONING (Staffing)

1. What strategies are you using to fill the funded posts (public service and educators) with appropriate staff?

_____

_____

2. Were schools affected by re-deployment? If so, how?

_____

_____

3. What kind of support services exists for educators?

_____

_____

4. Do you envisage any process of downsizing in the future? If so, what tools are in place?

_____

_____

5. Discuss your recruitment plans for the department/district.

_____

_____

6. Do you have a system of recruitment in place? (Please explain)

_____

_____

7. How is the interview process conducted? Is there a standardized interview format?

_____

_____

8. Is evaluation done to determine the success of the selection process?

_____

_____

9. What percentage of your posts are filled? (not more than 10% of establishment should be vacant)

_____

_____

ORGANISATION/MOTIVATION (Basic Workplace policies)

10. How are you incorporating the Batho Pele Principles in HR? Do you have service agreements with your customers?

_____

_____

11. What induction and orientation systems are in place for new employees?

_____

_____

12. Once new or existing staff has been absorbed into the new establishment, what human resource strategies do you apply?

_____

_____

13. What components of HR management do you wish to see decentralized to the Districts?

_____

_____

14. How are issues surrounding redeployment affecting staff morale?

_____

_____

15. Is there a comprehensive human resources strategy that includes: employment equity, forecasting of human resource needs, competency files and succession?

_____

_____

16. How do you empower department employees to share in decision-making?

_____

_____

17. Are there any motivational programs and employee assistance programmes in place to get commitment from your staff?

_____

_____

18. What actions do you as supervisor take to develop commitment?

_____

_____

COMPENSATION AND BENEFITS (Payroll, etc.)

19. When were compensation benefits and pension schemes last revised? How often is this done?

_____

_____

20. Are the existing systems adequate to address backlogs?

_____

_____

TRAINING AND DEVELOPMENT

21. What is being done to prepare HR staff for the computerization of HR with regard to filing systems, PERSAL and FMS?

_____

_____

22. Are the development needs of individual employees regularly assessed and are development plans in place and implemented?

_____

_____

23. Is there a draft Human Resources Plan? May we have a copy?

_____

_____

24. A lot has been said about commitment. Does the department pay attention to the basic and higher order needs of its employees through job descriptions and organizational culture?

_____

_____

25. What training strategies are designed for employees in Labour Relations practices?

_____

_____

26. How do you feel about the skills of your employees?

_____

_____

REGULATORY ISSUES (Policies, Legislation)

27. What kind of access and control regulations do you have in place with computerization?

_____

_____

28. How far is Human Resources with the implementation process of professional contracts, performance appraisals and improvement plans?

_____

_____

29. Are you familiar with the proposed new Performance Management and Development System for the Province? What kind of assistance is needed for successful implementation of performance management?

_____

_____

30. What kinds of systems do you employ to be in compliance with all the HR regulations? Do you have regulations accessible on the internet?

_____

_____

OVERALL MANAGEMENT(Routine vs. Strategic)

31. Are there mechanisms in place for accountability and counter accountability?

_____

_____

32. What avenues are in place for employees to voice their concerns?

_____

_____

33. Explain the procedures for utilization of contingent staff (consultants, contractors, etc.).

_____

_____

34. How do you utilize teams in assignments, resources and authority on how to do the task?

_____

_____

35. How do you see the consolidation process in HR from twelve to five districts "playing out"? What kind of HR plans are in place?

_____

_____

36. What is the rationale for maintaining three files on each employee?

_____

_____

37. What management tool is being used to manage filing systems?

_____

_____

38. Is there a protocol for lost files?

_____

_____

39. When can files be terminated and destroyed?

_____

_____

40. What are the obstacles in standardizing forms and processes to promote efficiency in HR?

_____

_____

41. How do you separate the routine tasks from the strategic things? Which of these drives your performance outcomes?

_____

_____

TECHNOLOGY

42. How are you keeping pace with technological advances?

_____

_____

43. Explain how employees are empowered for use of technology?

_____

_____

44. How do you use technology to be more efficient in HR?

_____

_____

COMMUNICATIONS

45. What types of communication strategies do you employ in HR? Which ones are most effective?

_____

_____

46. How do you keep your employees informed about employment law?

_____

_____

47. Do you need a mandate from the HOD to communicate with the media?

_____

_____

LABOUR RELATIONS

48. How would describe your relationship with the unions? How does this contribute to the backlogs in areas?

_____

_____

49. How do you work with union officials regarding the mandates for negotiations?

_____

_____

50. What criteria do you use to select FED representatives on the Education Labor Relations Council?

_____

_____

51. Do you enjoy organizational rights?

_____

_____

GENERAL

52. Is there any other information or need you would like to comment on?

_____

_____

FREE STATE DEPARTMENT OF EDUCATION NEEDS ASSESMENT JUNE 2000

FINANCIAL MANAGEMENT

GENERAL OPERATIONS

1. Have the needs for a financial management system been specified and systems put in place so information may be regularly obtained?

   _____

   _____

2. Can financial information be retrieved in a timely manner for use as needed by decision makers at all levels?

   _____

   _____

3. Have responsibilities for the various positions within the financial management directorate been clearly defined?

   _____

   _____

4. Have standardized forms and procedures been developed and disseminated to all of the financial offices (units) within the province?

   _____

   _____

5. Are the standardized forms and procedures being used\followed? Is an on-site monitoring system in place to assure compliance?

   _____

   _____

6. Has training in the use of these policies and procedures been provided to the staff affected? If so, when?

   _____

   _____

7. Are written policies regarding proper procedures available to staff?

_____

_____

8. Are staff and relevant role players involved in the development of policies and procedures? If so, how?

_____

_____

9. Are policy changes and directives communicated to those affected? If so, how?

_____

_____

10. How has your job performance been affected by the adoption of a strategic plan for the financial management department? By other studies?

_____

_____

11. What authority to deal with financial matters is delegated to each of the administrative levels in the province, e.g., district, building, SMG, SMB, SGB?

_____

_____

12. What efforts are being made to eliminate or reduce the backlog in debt collections? Timely processing of changes in employee pay? Benefits? Promotion? Employment status? Reconcile FMS|PERSAL?

_____

_____

13. Have proposals to improve late payments to vendors been presented to top management? If so, when? What was the result?

_____

14. What steps do you think can be taken to improve the efficiency and effectiveness of the unit? What will effect be on job performance?

_____

_____

15. What steps are taken to ensure that all information received is accurate?

_____

_____

16. What process is followed in compiling your budget?

_____

_____

17. To what degree are you able to get commitment from your staff?

_____

_____

18. How do you assess the skills level of your staff?

_____

_____

19. Do you receive any feedback on how your department renders service to the Legislature?

_____

_____

20. What percentage of your posts are filled?

_____

_____

21. Are you able to get the cooperation of other directorates and sections?

_____

_____

22. What procedures do you suggest to ensure two way communications?

_____

_____

INTERNAL CONTROLS

23. Please describe the internal controls used by your section or unit.

_____

_____

24. Describe the method of control carried out in your section.

_____

_____

25. If in the conduct of an internal audit you uncover a discrepancy, whom do you notify? Do you follow up to ensure that the discrepancy is resolved?

_____

_____

26. Does the department conduct an annual audit to ensure that internal controls are adequate?

_____

_____

27. What backlogs do you experience in your unit/section?

_____

_____

28. How do you plan to solve the backlogs in the areas mentioned?

_____

_____

29. Does staff from the Auditor General's Office conduct on-site audits to ensure compliance with adopted accounting standards, policies and procedures? FED?

_____

_____

30. What steps are taken to ensure that deviations of financial proceedings are corrected?

_____

_____

EXTERNAL CONTROLS

31. Are external controls conducted at all levels of administration?

_____

_____

32. Does staff from the FED provide technical assistance to staff at the district and school site levels?

_____

_____

33. What types of controls are exercised over suspense accounts? (Only Head Office)

_____

_____

34. What types of controls are exercised over the clearing of ledger accounts?

_____

_____

35. What procedures are followed to control expenditure against budgets?

_____

_____

FUNDING STRATEGIES

36. What procedures do you have in place to ensure you get the best value for money?

_____

_____

37. Up to what level did you manage to achieve your goals (objectives) in the previous financial year?

_____

_____

38. Other than an increase in funding levels, what steps do you think could be taken to improve equity in the distribution of funds?

_____

_____

GENERAL

39. Is there any other information or need you would like to comment on?

_____

_____

FREE STATE DEPARTMENT OF EDUCATION NEEDS ASSESMENT JUNE 2000

AUXILIARY SERVICES

GENERAL QUESTIONS

1. What is your mission, vision? What strategies have you developed to implement these?

   _____

   _____

2. What are the successes in your area, what accounts for this?

   _____

   _____

3. What percentage of your posts are filled?

   _____

   _____

4. May I have a copy of your organogram? How many unfilled posts do you have and what progress has been made in filling them?

   _____

   _____

5. What factors inhibit your ability to carry out your responsibilities?

   _____

   _____

6. What kind of technical assistance or other resources are needed to overcome these? Who could provide these?

   _____

   _____

7. What are your priorities to improve the system or your area of responsibility, short/long term?

_____

_____

8. What training workshops have you attended over the past years? How did these contribute to improvement of your job skills?

_____

_____

9. Does your unit have job descriptions or performance agreements for all staff?

_____

_____

10. What strategies do you use to maintain good relations and networks with your customers?

_____

_____

11. What is your system to ensure monitoring of return date or process date compliance?

_____

_____

12. Do you have backlogs? How did they occur? What is your plan for eliminating and addressing these?

_____

_____

13. What is your plan for redeployment with the consolidation of districts?

_____

_____

14. What type of control measures have you established to ensure legal and efficient use of resources?

_____

_____

15. In what areas do you have written manuals and procedures? Are they adequate? What is the process for revising?

_____

_____

16. What systems have you implemented to prevent loss, fraud and inefficient use of resources?

_____

_____

INFORMATION TECHNOLOGY

17. What IT linkages have been provided between head office, district office and schools?

_____

_____

18. What is the access and utilisation of FMS and LOGIS?

_____

_____

19. What is your interaction with the Information Technology Committee?

_____

_____

20. How does your IT help desk function?

_____

_____

SUPPORT SERVICES

21. How do you use resources to improve efficient methods of disseminating information and internal communication (franking/copying/telephones availability)?

_____

_____

22. How do you assess needs in logistical transport? What strategies do you use to ensure timeous response to these needs?

_____

_____

23. What strategies do you use to ensure compliance with archiving standards and ensure that filing systems are implemented effectively?

_____

_____

PROCUREMENT

24. What is your interaction with the Tender Board?

_____

_____

25. What type of assistance do you receive from Consumer Heads and how could this be improved?

_____

_____

26. What system is used to ensure that all procurement meets tender specifications and quality before signing receipt for acceptance?

_____

_____

27. What improvements would you recommend in the provisioning of transport, learning support material, text books and equipment?

_____

_____

28. How do you verify procurement needs?

_____

_____

29. How do you assess service agreements to improve support services?

_____

_____

ASSET MANAGEMENT

30. What is the process for inventory/stock taking? Who is responsible? How often is it completed? How is it reconciled?

_____

_____

31. What is the process for disposal of redundant, obsolete and unserviceable property?

_____

_____

32. Are maintenance contracts to service and repair equipment monitored for quality of contract performance? Who is responsible for this function?

_____

_____

33. What process do you use for fleet management regarding accidents, thefts, misuse, abuse, maintenance, fuel, and tires?

_____

_____

FACILITIES MANAGEMENT

34. What is your program for maintenance of facilities?

_____

_____

35. What is your progress for monitoring works progress?

_____

_____

36. How do you assess utilization of facilities? What plans do you have for improving utilization?

_____

_____

37. Is there any other information or need you would like to comment on?

_____

_____

DISTRICT/SCHOOL INTERVIEW

1. Introduce self and project.

2. What do you do in your position?

3. Are there challenges that prevent you from carrying out your responsibilities?

4. What kinds of training have you had in the last six months?

5. What kinds of training would enable you to be more efficient?

6. How would you rate service delivery from the department of Education?

7. What functions does head office do that you would like the authority to do?

8. What processes would you change to be more efficient? How would you make those changes?

9. What are some of the functions of head office that you could assume with training and proper resources?

10. What is your opinion about decentralization of functions from head office (provincial) to district office?

11. What changes and/or processes should occur for the district office to become self-sustaining and independent from the Provincial Office?

12. What kind of training would you need to become self-sustaining? What kinds of training are needed for other district officers/principals?

13. What effect will decentralisation to districts have on the schools?

14. What functions will the provincial department have to perform after decentralization, specifically in the directorates of: Human Resources? Finance? Logistics? Overall Management?

15. What resources do you need to effect positive labour relations?

16. What resources are needed to help principals enforce the regulations and requirements for job performance and misconduct of educators and staff?

17. Would you like to provide any other information?

NEEDS ASSESSMENT WORKSHOP
AGENDA
15 June 2000
Venue: Kopano Nokeng

9h30	Tea and Biscuits
10h00	Welcome and Introductions (Mr Mosala)
10h15	Overview of Project (Ms Scott, School Superintendent) A. Project focus and review of objectives B. Four Components of Survey C. Scope of work and methodology D. Staff involvement
10h45	Purpose of Workshop A. To communicate project objectives and guidelines B. To present work plan schedule (Dr Carrasco) C. Site Visits (Dr Freeman and Mr Khetsi) D. To hear input from workshop participants to finalise target areas of needs survey
11h00	Focus Group Activities (Dr Aiello) A. Explanation of group task B. Breakout sessions C. Report back of group consensus
12h30	Lunch
1h30	Plenary Session – Large Group (Dr Baca) A. Summarisation of group activities B. Finalising focus areas
2h45	Evaluation (Ms Scott) Closing Remarks (Mr Mosala)

WORKSHOP EVALUATION

June 15, 2000

1. Did the workshop increase your awareness and understanding of this project?

_____

_____

_____

2. Did the workshop meet your expectations?

_____

_____

_____

3. Recommendations for future workshops:

_____

_____

_____

NEEDS ASSESSMENT REPORT
AGENDA
21 July 2000
Venue: Bloem Spa Lodge

9h00	Refreshments
9h15	Welcome and Introductions (Mr. Mosala)
9h30	Purpose & Overview of Workshop (Dr. Freeman)
9h45	Synthesis of Key Findings (Dr. Baca) Communications Strategies Systems Management Training & Development
10h00	Action Plan Projects (Mr. Khetsi)
10h15	Systems Alignment (Ms. Scott & Dr. Carrasco)
10h45	Tea Break
11h00	Focus Group Activities (Dr. Aiello)
	Breakout Sessions FED Procedures Standardisation Performance Management & Development Financial Management Communications Strategies
11h45	Report Back (Dr. Aiello) Summarisation of Group Activities Action Plan Prioritisation The Way Forward
12h30	Evaluation (Ms. Scott) Closing Remarks (Mr. Mosala)
12h45	Lunch
	Adjourn

NEEDS ASSESSMENT REPORT
ACTION PLAN PROJECTS

Instructions: Under each heading, please prioritise in order of importance for implementation

COMMUNICATIONS

- *Increase staff capacity in communications*
- *Increase staff capacity in planning and leading meetings*
- *Improve internal and external communication*
- *Improve communication through coordination of meetings, workshops and conferences and establishing an annual critical deadline calendar*
- *Increase the efficiency of communications with schools*
- *Improve communication through use of information technology*

SYSTEMS MANAGEMENT

- *Standardize FED management procedures*
- *Identify systems approach to support decentralisation and improve alignment of FED Strategic Plan Initiatives*
- *Design comprehensive Human Resources Plan*
- *Implement new approved performance management development system*

- *Induction and orientation programme*
- *Mentoring programmes*
- *Enhance financial systems and use finance as a management and planning tool*
- *Reduce occurrence of theft and loss*
- *Ensure proper management of textbook control*
- *Ensure timeous delivery of quality service*

TRAINING AND DEVELOPMENT

- *Address capacity building for managers at all levels*
- *Focus training to emphasise the importance of competent and motivated employees and staff commitment*
- *Establish the new Educational Development and Professional Services Unit*
- *Design an annual Staff Training & Development Plan linked with FED Strategic Plans following skills audit and work analysis*
- *Link the training plan with the Skills Levy Act*

- *Create a change in emphasis on training approaches to highlight innovative approaches and international best practices*

WORKSHOP EVALUATION

July 21, 2000

1. Did the workshop increase your awareness and understanding of the project findings and action plans?

_____

_____

_____

2. Did the workshop meet your expectations?

_____

_____

_____

3. Recommendations for future implementation?

_____

_____

_____

4. Comments: The Way Forward

_____

_____

_____

SCHEDULE OF FIELD VISITS

DATE	PLACE VISITED	PURPOSE
15 June 2000	Kopano Nokeng	Workshop – H.O and D.O Officials
19 – 20 June 2000	Head Office: FED	Interview H.O officials
21 June 2000 am	Bloemfontein Districts schools 1- Technical H.School-ex Model C 2- (4) Secondary – ex DET 3- (1) Primary – ex DET 4- (1) Combined – ex DET	 Interview- Principal, SGB and SMT Interview- Principal, SGB,SMT Interview- Principal, SGB,SMT Interview- Principal, SGB, SMT
21 June 2000 pm	Bloemfontein Districts 1- Bloemfontein West 2- Bloemfontein East 3- Bloemfontein South	 Interview District Officials Interview District Officials Interview District Officials
22 June 2000	Odendaalsrus District 1. District Office 2. Primary –ex Model C 3. Primaries- ex DET 4. (1) Secondary- ex DET	 Interview District Officials Interview Principal, SGB,SMT Interview Principal, SGB, SMT Interview Principal, SGB, SMT
26 June 2000	Sasolburg District Office	Interview District Officials
27 June 2000	Reitz District Office	Interview District Officials
28 June 2000	Phuthaditjhaba District Office Harrismith District Office Bethlehem District Office	Interview District Officials Interview District Officials Interview District Officials

OVERVIEW OF SAMPLE

SAMPLE SURVEY PROVINCIAL OFFICES

- Bloemfontein
- Odendaalsrus
- Phuthaditjhaba
- Harrismith
- Bethlehem
- Sasolburg
- Reitz

SAMPLE SURVEY SCHOOLS

- Urban—City and Township
- Rural—Farm Schools
- Ex-departments (ex-DET, ex-HOR, ex FSED, former Homelands)
- Primary
- High School
- Secondary
- Comprehensive
- Technical
- Special Schools

SCOPE OF INTERVIEWS

- Provincial Relevant Senior Management
- Relevant Heads of Education
- Relevant Directors, Assistant Directors
- Relevant Deputes, Chief Clerks and Officials
- District Managers
- Heads of Units/Services and Staff
- Principals
- School Management Team Members
- School Governing Board Members

NUMBER OF INTERVIEWS

Head Office Staff	45
District Office Staff	116
Principals	29
School Management Team Members	32
School Governing Body Members	33
Total	255

TRAINING NEEDS CHECK LIST

NAME:

POSITION AND DEPARTMENT:

Please mark the areas in which you feel you would benefit from a training course, workshop or seminar, in your current position in the FED. If there is anything specific within these areas, please indicate.

No.	Area for training, workshop, seminar	Tick or Cross
1	Accurate Record Keeping	
2	Accounting – Introductory and Intermediate (circle one)	
3	Active Listening	
4	Assertiveness Training/Confidence Building	
5	Budgeting – Introductory and Intermediate (circle one)	
6	Building Staff Commitment	
7	Change Management	
8	Communication Techniques	
9	Computer Literacy training	
10	Computer Training (e.g. other packages e.g. Pastel, Excel, PowerPoint)	
11	Conducting Meetings	

12	Conflict Management and Resolution skills	
13	Customer/Client Services	
14	Customer Service Orientation	
15	Developing Timetables	
16	Dispute Prevention Practices	
17	Electronic Banking	
18	Empowerment Courses for Directors and Deputies	
19	Exercises on Personal Differences/Work Styles	
20	Financial Accounting Packages	
21	FMS1 Training	
22	General Office Administration (e.g. filing, telephone skills etc.)	
23	Interpreting Policy Documents	
24	Implementing the new Performance and Development Management System	
25	Induction and Orientation Training	
26	Interpersonal Relations	
27	Interview Skills	

28	Labour Relations in SA	
29	Leadership and Management Styles	
30	Logistics and Coordination	
31	Mentoring and Designing Mentoring Programmes	
32	Other Information Technology Systems (e.g. internet/ email)	
33	Personnel Appraisal/Assessment Techniques	
34	PERSAL Training	
35	Personnel Provisioning	
36	Public Relations	
37	Recruitment and Selection practices	
38	School Finance Training	
39	Staff Supervision Techniques	
40	Stress Management	
41	Team Building and Bonding	
42	Technical writing	

44	Total Quality Management/Transformation	
45	Understanding Implementing Requirements	

SYSTEMS ALIGNMENT MODEL

TO

SUPPORT QUALITY IMPROVEMENT

AND

TRANSFORMATION

STEPS TO SUPPORT OPERATIONAL PLANNING IMPLEMENTATION

Alignment Focus: Transitioning from Strategic Planning to Operational Plan Implementation

- **VALIDATE THE NEED FOR IMPROVEMENT**
  Customer Requirements

- **CLARIFY ORGANISATIONAL PURPOSE**
  Vision, Mission Goals

- **ADOPT ORGANISATION-WIDE APPROACH TO IMPROVEMENT**

  FED Strategic Plan
  Goals and Measures

  Annual Operational Plan
  January –December

- **TRANSLATE THE APPROACH TO ALIGNED ACTIONS**
  Organizational Leadership

- **ANALYSE RESULTS AND MAKE IMPROVEMENTS**

- **REPEAT THE CYCLE**

OPERATIONAL PLAN ALIGNED ACTION STEPS

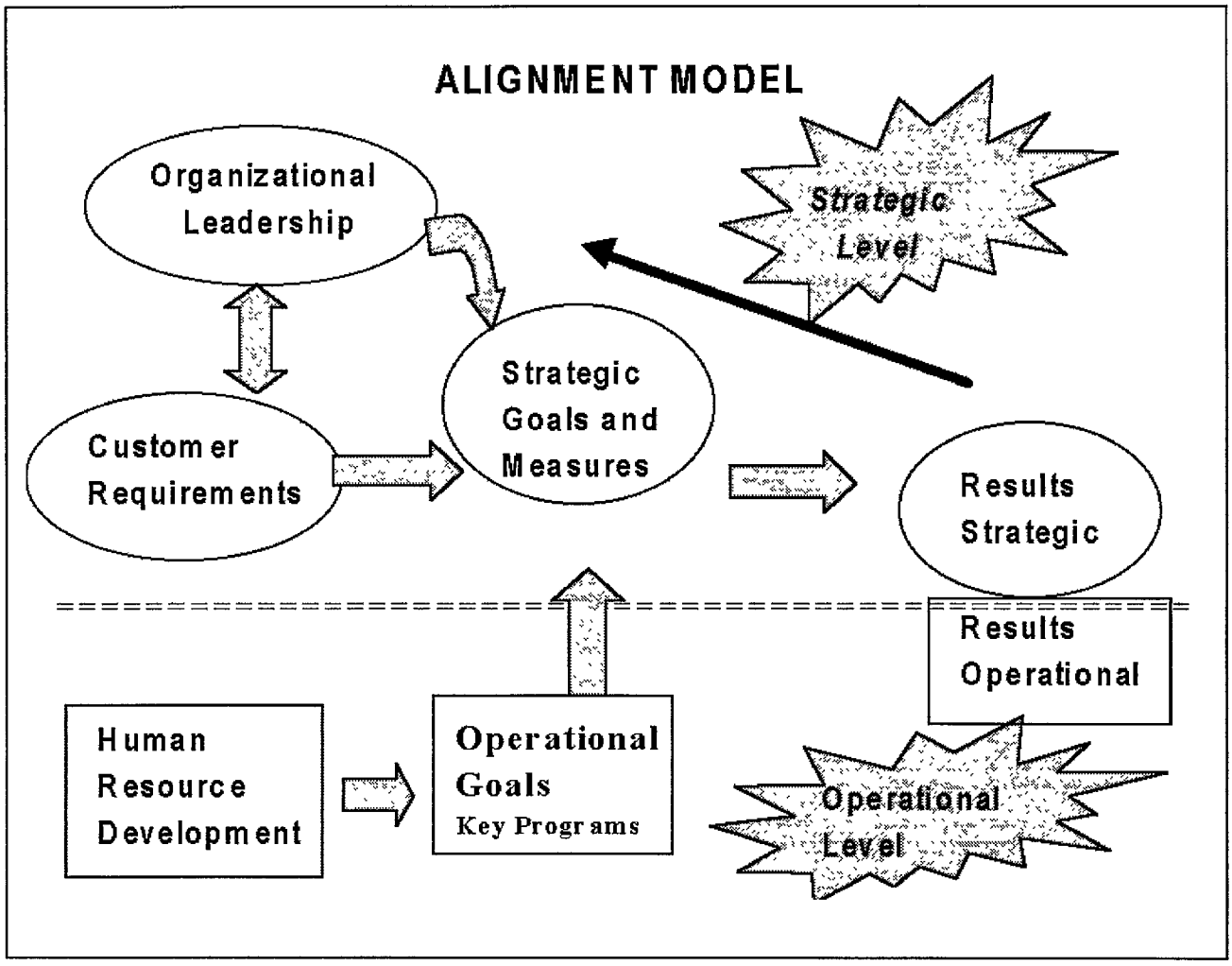
Implementation Timeframe: Annually- -January through December

- *Identify selected priorities for improvement from the FED Strategic Plan*
- *Define clear purpose for each HOD Directorate, District, and School to focus on annual priorities*
- *Link HOD Directorate, District, and School operational plans to accomplish identified priorities*
- *Set realistic measures and targets that allow for flexibility*
- *Communicate priorities and actions to be undertaken to Department, District, and School staff to gain commitment*
- *Describe where people fit into the improvement process to accomplish Operational Plan priorities*

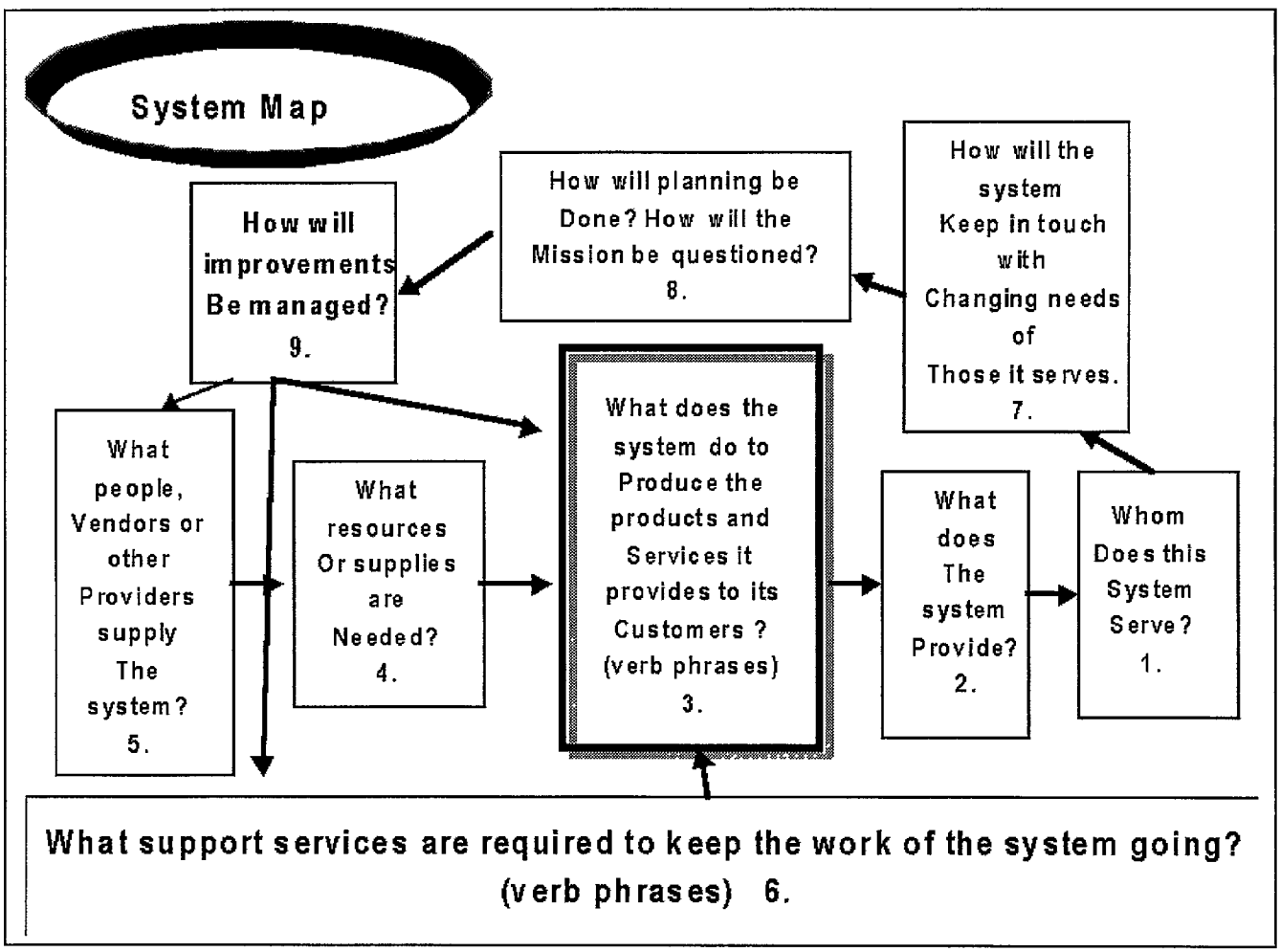
  Expectations, involvement, staff development, and staff performance requirements

- *Communicate how management will be involved in meeting priorities and assisting staff*
- *Develop Action Plans at all FED levels to accomplish priorities*
- *Monitor Action Plans and report progress throughout the year and analyze results*
- *Communicate progress and successes to the public (e.g. Report Card to the Community) annually*
- *Repeat the Cycle*

Alignment Model Graph



System Map


System Map
How will improvements Be managed? 9.
How will planning be Done? How will the Mission be questioned? 8.
How will the system Keep in touch with Changing needs of Those it serves. 7.
What people, Vendors or other Providers supply The system? 5.
What resources Or supplies are Needed? 4.
What does the system do to Produce the products and Services it provides to its Customers ? (verb phrases) 3.
What does The system Provide? 2.
Whom Does this System Serve? 1.
What support services are required to keep the work of the system going? (verb phrases) 6.

DRAFT PERFORMANCE APPRAISAL

FREE STATE EDUCATION DEPARTMENT
PERFORMANCE APPRAISAL SYSTEM

1. INTRODUCTION

The main goal of the Performance Management system for Senior Management of the FED is developmental rather than judgemental. What it seeks to achieve is to provide employees with feedback on their strengths and weaknesses and how to improve future performance. For the organisation, it would facilitate organisational diagnosis and development by specifying performance levels and suggesting overall training needs and assisting the FED to evaluate effectiveness of training programmes undergone by employees. The FED's approach to evaluating employee performance is premised by taking into account the total environment in which the employee is working.

2. OBJECTIVES

From FEDs developmental approach to employees performance appraisal flow the following objectives:

- To provide information on good and/or poor performance, individual strengths and weaknesses so that appropriate steps can be taken to address deficiencies.
- Provide input for determining short and long term individual training and development needs.
- To provide input for making administrative decisions relating to Promotions, Layoffs, Salary adjustments etc.
- Evaluate effectiveness of training programmes and the selection tools.
- Provide feedback to employees on how the organisation views their performance.

The Managers would strive to ensure that performance appraisals are understandable, holistic in approach and lastly but not least objective. It should convey a clear sense of purpose, and assist in setting and communicating performance expectations and directing effort toward successful performance. Each measure should be accompanied by a clearly defined performance standard.

Performance appraisal should be conducted jointly between an employee and his/her immediate supervisor with sufficient time allowed for:

- adequate preparation
- meaningful interaction
- full and frank discussions
- resolution of problems and
- development of action plans

3. THE PROCESS

A major goal of performance is to assess accurately an individual's performance contribution as a basis for making reward allocation decisions.

3.1 Performance Appraisal Intervals

The overall purpose of the appraisal process is to improve performance in areas of real need, the supervisor and the employee being evaluated must reach agreement on what approach the process would take, e.g. when they will meet, how often, what to discuss, the structure of the meetings etc. Managers shall conduct performance appraisal for their subordinates on a quarterly basis. Within 7 days after a performance

appraisal has been completed, Managers will submit written reports to the Secretary. The reports shall be kept in personnel file by respective Directors and the secretary. The next cycle of appraisal must contain reports on the progress made on those aspects that needed to be given attention by the Director/Supervisor and the employee.

3.2 Performance Ratings

The following extended definitions of the performance ratings aim to clarify what typical achievements and behaviours characterise the various levels of performance during the period under review.

Exemplary	An overall evaluation at the *exemplary level* must be assigned when all performance standards are rated at the exemplary level and no performance standard is rated lower than exemplary
Above Average	An overall evaluation at the *above average level* must be assigned when any performance standards are rated at the above average level and no performance standard is rated lower than above average
Average	An overall evaluation at the *average* level must be assigned when any performance standard is rated at the average level and no performance standard is rated lower than average
Below Average	An overall evaluation at the *below average level* must be assigned when any performance standard is rated at the below average level and no performance standard is rated lower that below average
Ineffective	An overall evaluation at the *ineffective level* must be assigned when any performance standard is rated at the ineffective level
N/A	Not applicable

SECTION 1 – SUMMARY INFORMATION

Employee's Name:_____
Job Title:_____

Rating Period: From (month/year)_____/_____ **To** (month/year)_____/_____

SECTION 2 – OVERALL EVALUATION OF PERFORMANCE STANDARDS

Please summarise in Section 2 below the information contained in Section 4 – Detailed Evaluation of Performance Standards	
Exemplary	An overall evaluation at the *exemplary level* must be assigned when all performance standards are rated at the exemplary level and no performance standard is rated lower than exemplary
Above Average	An overall evaluation at the *above average level* must be assigned when any performance standards are rated at the above average level and no performance standard is rated lower than above average
Average	An overall evaluation at the *average* level must be assigned when any performance standard is rated at the average level and no performance standard is rated lower than average
Below Average	An overall evaluation at the *below average level* must be assigned when any performance standard is rated at the below average level and no performance standard is rated lower that below average
Ineffective	An overall evaluation at the *ineffective level* must be assigned when any performance standard is rated at the ineffective level
N/A	Not applicable

QUALITY OF WORK

- [ ] Exemplary
- [ ] Above Average
- [ ] Average
- [ ] Below Average
- [ ] Ineffective
- [ ] N/A

RESOURCE MANAGEMENT

- [ ] Exemplary
- [ ] Above Average
- [ ] Average
- [ ] Below Average
- [ ] Ineffective
- [ ] N/A

TEAMWORK/ INTERPERSONAL SKILLS

- [ ] Exemplary
- [ ] Above Average
- [ ] Average
- [ ] Below Average
- [ ] Ineffective
- [ ] N/A

PROFESSIONALISM

- [ ] Exemplary
- [ ] Above Average
- [ ] Average
- [ ] Below Average
- [ ] Ineffective
- [ ] N/A

STAFF DEVELOPMENT

- [ ] Exemplary
- [ ] Above Average
- [ ] Average
- [ ] Below Average
- [ ] Ineffective
- [ ] N/A

LEADERSHIP/ MANAGEMENT

- [ ] Exemplary
- [ ] Above Average

	Average
	Below Average
	Ineffective
	N/A

SECTION 3: ASSIGNMENT RESPONSIBILITIES TO BE APPRAISED

	Difficult	Normal	Easy
1. Strategic and Business planning of FED Secretariat		X	
2. Liaison and Networking with stakeholders		X	
3. Training and developing representatives of parties		X	
4. Promotion of continuous education		X	
5. Management of ELRC Provincial and Districts Directorates	X		
6. Management of FED Secretariat and Staff	X		

SECTION 4 – DETAILED EVALUATION OF PERFORMANCE STANDARDS

Exemplary	Work performance consistently exceeds established performance standards and expectations
Above Average	Work performance usually meets and occasionally exceeds established performance standards and expectations
Average	Work performance meets some established performance standards and expectations
Below Average	Work performance does not meet established performance standards or expectations
Ineffective	Work performance does not meet established performance standards and substantially falls short in most cases
N/A	Not applicable

QUALITY OF WORK: *Translates technical and management skills into results that support FED objectives. This domain reflects the application of knowledge and skills (consider both the levels of knowledge and skills the employee possesses, as well as the use of the knowledge and skills).*

Knowledge of the Organisation

- Knowledge of the FED Constitution
- Knowledge of FED Strategic Plans and Programmes
- Knowledge of FED Strategic Plans and Objectives
- Knowledge of general Labour Relations issues

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

- Understands the all of the Directorates of the FED (objectives, issues, concerns)

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Analytical skills

- Uses logical reasoning
- Develops alternatives for achieving objectives
- Uses effective problem-solving skills

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Technical skills

- Familiarity with education sector
- Familiarity with the processes of dispute resolution and Negotiation
- Public Relations skills

	Exemplary
	Above Average
	Average
	Below Average

	☐ Ineffective ☐ N/A
• Uses tools of professional discipline to achieve objectives	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Communication skills	
• Relays information clearly and concisely • Expresses facts and ideas clearly and in an organised Manner	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Communicates effectively with all Directorates of the FED	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Communicates effectively with subordinates	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Demonstrates effective listening skills	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Conducts meetings efficiently and effectively	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Working Characteristics	
• Quality of work	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Planning of Work	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective

	☐	N/A
• Timeliness of Work	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A
• Productivity	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A
• Ability to Work under pressure	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A
• Voluntary extra effort/ hours	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A
• Innovativeness	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Comments:

Action Plans:

RESOURCE MANAGEMENT: Allocates and monitors usage of financial and physical resources within actual span of control. *Understands and effectively implements FED business processes. Exercises good judgement, anticipates future requirements, develops plans, and establishes priorities. Evaluates progress and identifies ways to improve performance.*

Planning/Programming

• Reviews and assesses programme/project/operational goals	☐	Exemplary
	☐	Above Average
	☐	Average

	☐ Below Average ☐ Ineffective ☐ N/A
• Develops strategies and priorities with timelines	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Follows through from beginning to end on areas of responsibility	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Delegates authority to qualified subordinates effectively, and as appropriate	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Identifies opportunities for improving systems and processes of work areas of responsibility	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Budgeting • Oversees budget effectively	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Financial and Resource Management • Tracks expenditures and use of funds • Allocates physical and human resources	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Evaluation • Monitors Strategic Plans/performance indicators/targets for self and managers periodically • Meets key performance indicators • Meets deadlines timeously	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A

Comments:

Action Plans:

TEAMWORK/INTERPERSONAL SKILLS: *Creates and maintains effective working relations with FED staff and parties. Works in a collaborative, inclusive, team-oriented manner, valuing diversity and equality of opportunity for all persons. Allocates time and effort effectively to meet needs of multiple units. Interacts effectively with others to accomplish tasks.*

Working Relations

- Works effectively to facilitate achievement of team goals

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average
☐	Ineffective
☐	N/A

- Develops good interpersonal relationships with colleagues and subordinates

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average
☐	Ineffective
☐	N/A

- Develops good interpersonal relationships with appropriate party personnel

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average
☐	Ineffective
☐	N/A

Collaborative Skills

- Exhibits a positive attitude

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average
☐	Ineffective
☐	N/A

- Demonstrates an understanding of own role(s)

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average
☐	Ineffective
☐	N/A

- Willing to accept more responsibility and additional work

☐	Exemplary
☐	Above Average
☐	Average
☐	Below Average

	☐ Ineffective ☐ N/A
• Seeks help when needed	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Realises impact that behaviour has on others	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Adaptability/Flexibility	
• Adjusts appropriately to meet changing conditions	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Allocates time and effort as needed to multiple units/ Departments	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Conflict Resolution Skills	
• Resolves conflict sensibly and persuasively	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
Cultural Sensitivity	
• Shows sensitivity to individual customs, values and beliefs	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A
• Promotes diversity in the workplace	☐ Exemplary ☐ Above Average ☐ Average ☐ Below Average ☐ Ineffective ☐ N/A

Comments:

Action Plans:

PROFESSIONALISM: *Displays an awareness of and responsiveness to customer needs. Organises and prioritises tasks leading to successful completion of individual and work objectives. Demonstrates reliability and accepts responsibility. Represents FED appropriately.*

Customer service

- Identifies client needs
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A
- Meets customer expectations in a satisfactory manner
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A
- Marketing the FED
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A

Time management

- Assesses task demands accurately
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A
- Organises time to meet expectations (meets deadlines)
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A

Work principles

- Maintains standards that reflect the objectives and values of the FED
  - [ ] Exemplary
  - [ ] Above Average
  - [ ] Average
  - [ ] Below Average
  - [ ] Ineffective
  - [ ] N/A

Professional conduct

- Represents the FED appropriately and responsibly
- Upholds the FED's Code of Conduct

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Comments:

Action Plans:

STAFF DEVELOPMENT: *Promotes career growth of subordinates and provides professional development opportunities in an equitable manner. Provides effective and timely performance feedback and thorough, accurate and timely performance evaluations. Establishes and communicates objectives of assignments.*

Goals/Objectives identification

- Establishes clear/identifiable/measurable objectives

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

- Solicits and utilises employee input when defining objectives and performance standards

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Availability/Approachability

- Is accessible to co-workers/subordinates
- Shows willingness to address concerns
- Imparts a risk-taking and forgiving culture

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Performance Evaluations

- Provides thorough/accurate/timely feedback on performance of subordinates
- Conducts ongoing feedback about performance to Employees

	Exemplary
	Above Average
	Average
	Below Average
	Ineffective
	N/A

Enhancement of Subordinate Growth

- Supports employees' professional advancement

	Exemplary

• Provides development opportunities to staff	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Comments:

Action Plans:

LEADERSHIP/ MANAGEMENT: *Inspires, motivates and guides others toward the achievement of FED goals. Serves as a mentor. Understands the FED's mission and vision and effectively interprets and applies strategic plans and programmes. Maintains standards of excellence for self and others.*

Mission/Vision and Strategic Plans

• Assists with the implementation of the FED's vision, mission and strategic plans/programmes	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Initiative

• Pursues goals actively • Takes calculated risks	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Motivating Others

• Directs/energises others to accomplish goals • Serves as a mentor	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Change Management

• Identifies and supports opportunities for continuous improvement • Implements improved processes effectively	☐	Exemplary
	☐	Above Average
	☐	Average
	☐	Below Average
	☐	Ineffective
	☐	N/A

Comments:

Action Plans:

Signatures

I have discussed this evaluation with the employee and have explained the performance expected in order for him/her to continue progress	The evaluator has discussed this evaluation with me. I understand the content and the performance expected of me if I am to continue progress
Evaluator _____ Date _____	Employee _____ Date _____

Employee's Comments:

Recommendations for:

• **Continued Employment**	**Yes**		**No**	
• **Promotion**	**Yes**		**No**	
• **Training and Development**	**Yes**		**No**	
• **Intervention Improvement Plan**	**Yes**		**No**	

STRATEGIC TRAINING MODEL

THE KIRKPATRICK MODEL

The Kirkpatrick Model[1] states that the function of training is to transfer knowledge, skills or attitudes, and that the purpose of training is to change actual or potential behaviour. In order to measuring the satisfaction and learning which occurs during a training activity, it is best that knowledge and skills are assessed both before the formal training begins and after the training ends. The Kirkpatrick model consists of four levels:

- *Level 1: Reaction – a measure of satisfaction:* This surface evaluation assesses whether the trainees liked the quality of training and whether they felt the material was relevant to their work
- *Level 2: Learning – a measure of learning:* Have the trainees acquired the knowledge, skills, or attitudes the training was intended to convey?
- *Level 3: Behaviour Transfer – a measure of behaviour change:* This level measures the transfer that has occurred in learning behaviour due to the training programme, and attempts to determine whether trainees were able to apply their new knowledge, skills or attitudes to their jobs.
- *Level 4: Results – a measure of results:* This assesses whether there has been a measurable difference to the performance of the organisation. This is the most difficult to measure to link directly with the training programmes.

Within the model, it is assumed that lower levels need to be fulfilled before the results expected from the next level can be achieved. The evaluation of the training sessions focused only on the first two levels, since Levels 3 and 4 can only be assessed over the long term once implementation is in place.

Four areas were used to assess training outcomes:

- *expectations:* examined the differences between what educators expected to get out of the training session, and what they actually got. This measured whether the educators were satisfied with the session, but at a slightly deeper level.
- *usefulness:* measure of which activities in the session were regarded as being most or least useful.
- *future recommendations:* Respondents were requested to rate which of the various topics, experiences and methodologies within OBE they felt would be important for future training sessions.
- *support needed:* assessed whether the educators felt they still needed support and, if so, what type. This measure can also be used to assess whether more training is needed.

---

[1] Kirkpatrick Donald. L. (1996) *Evaluating Training Programs: The Four Levels.* San Francisco: Berret-Koehler.

Recommendation: A combination of qualitative and quantitative techniques, using Pre-test and Post-test instruments, can be used to analyse the data. If there is some change in the response, this can be attributed to the training session.

ANNEXURE G

WORKSHOP PRESENTATION
JULY 21, 2000

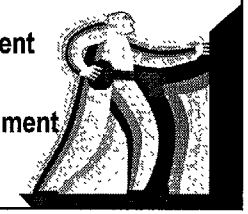
WELCOME TO THE FREE STATE EDUCATION DEPARTMENT

NEEDS ASSESSMENT WORKSHOP

PURPOSE & OVERVIEW OF WORKSHOP

SYNTHESIS OF KEY FINDINGS

- ⌘Communications Strategies
- ⌘Systems Management
- ⌘Training & Development



ACTION PLAN PROJECTS

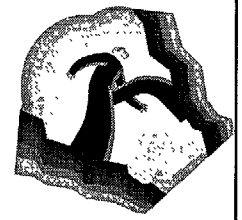
SYSTEMS ALIGNMENT MODEL

TO

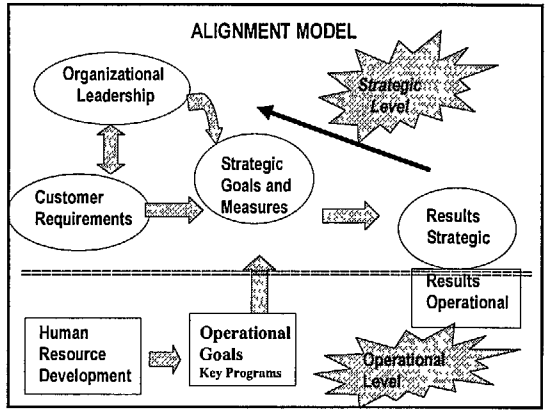
SUPPORT QUALITY IMPROVEMENT AND TRANSFORMATION

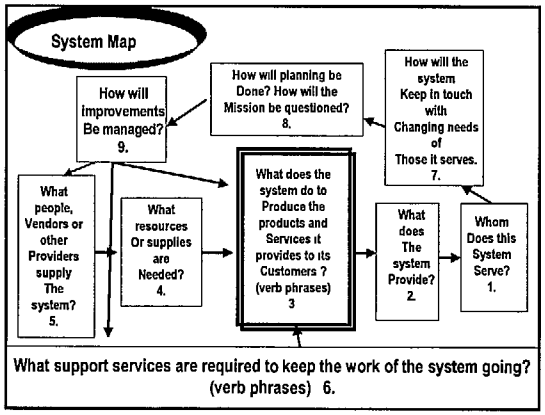
FOCUS...

- Transitioning from strategic planning to operational plan implementation

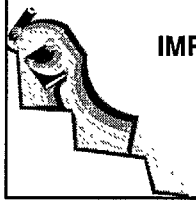


2291



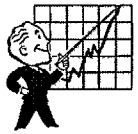


STEPS TO SUPPORT OPERATIONAL PLANNING IMPLEMENTATION



- **VALIDATE THE NEED FOR IMPROVEMENT**
  - CUSTOMER REQUIREMENTS

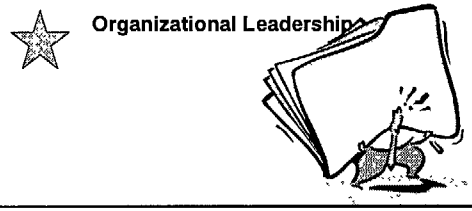
- CLARIFY ORGANISATIONAL PURPOSE
  - Vision
  - Mission
  - Goals



- **ADOPT ORGANISATION-WIDE APPROACH TO IMPROVEMENT**
  - FED Strategic Plan Goals and Measures
  - Annual Operational Plan
  - Thematic Focus, (e.g. Developing Strength from Within)

200

➢ **TRANSLATE THE APPROACH TO ALIGNED ACTIONS**



OPERATIONAL PLAN ALIGNED ACTION STEPS

- Identify Selected Priorities for Improvement from the FED Strategic Plan
- Define clear purpose for each HOD Directorate, District, and School to Focus on Annual Priorities
- Link HOD Directorate, Districts, and School Operational Plans to Focus on Accomplishment of Identified Priorities
- Set Realistic Measures and Targets that allow for Flexibility

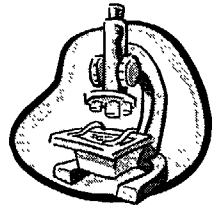
...ACTION STEPS (continued)

- Communicate Priorities and Actions To be Undertaken to Department, District, and School Staff to Gain Commitment
- Describe where People fit into the Improvement Process to Accomplish Operational Plan Priorities:
  - Expectations, Involvement, Staff Development
  - Communicate Staff Performance Requirements
- Communicate How Management will be Involved in Meeting Priorities and Assisting Staff
- Develop Action Plans at all FED levels to Accomplish Priorities

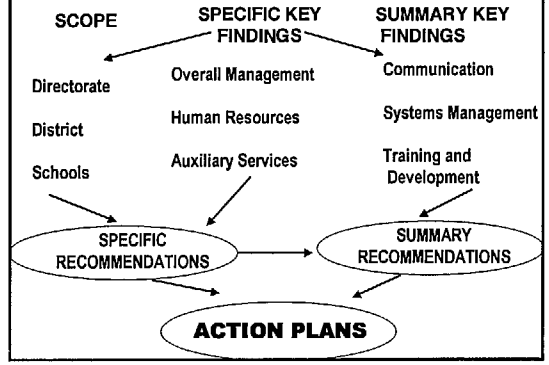
...ACTION STEPS (continued)

- Monitor Action Plans and Report Progress Throughout the Year and Analyse Results
- Communicate Progress
  - ✓ Reports throughout the Year
  - ✓ Annual Report Card to Communities Noting Success
- Repeat the Cycle

➢ **ANALYSE RESULTS AND MAKE IMPROVEMENTS**



PROJECT SCOPE



301

➢REPEAT THE CYCLE

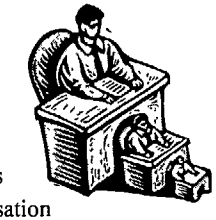
FOCUS GROUP ACTIVITIES

BREAKOUT SESSION

❖ **ACTIVITIES**

Prioritise Action Plan Topics

Critique Action Plans



❖ **GROUPS**

1. Communications Strategies
2. FED Procedures Standardisation
3. Staff Training & Development
4. Financial Management

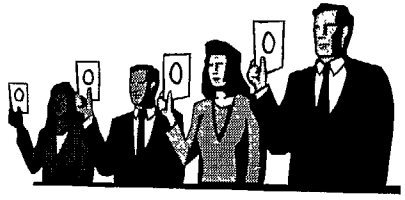
REPORT BACK

✓ **Summarisation of Group Activities**

✓ **Action Plan Prioritisation**

✓ **The Way Forward**

EVALUATION



CLOSING REMARKS...

302