# PUBLIC ADMINISTRATION & MANAGEMENT

# SHORT LEARNING PROGRAMMES

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS·UV

ECONOMIC AND
MANAGEMENT SCIENCES
EKONOMIESE EN
BESTUURSWETENSKAPPE

## Groups of 15 – 20 persons @ R6 500-00 per person

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
|---|---|---|---|---|---|
| **1. Action Research in the Public Sector** | 8 | 16 | 40 | Apart from focusing on the meaning and role of research in the public sector, the following areas will be dealt with in this SLP:<br>• The different approaches to research and the steps required for performing scientific research.<br>• The value that statistical and other applications can add to the validation of results.<br>• The characteristics of action research.<br>• The distinctiveness of action research compared to traditional academic research processes.<br>• The implementation of action research within the participants own working environment. | At the end of this SLP the successful participants will be able to:<br>• Define and analyse action research in a public sector context.<br>• Describe approaches to and follow the steps for public sector action research.<br>• Draft an action research proposal.<br>• Apply the appropriate statistical methods in research projects.<br>Implement action research findings within the public sector working environment. |
| **2. Integrated Development Planning (IDP)** | 7 | 16 | 40 | The SLP provides in-depth insight into the key contemporary local government management issues in a South African context as follow:<br>• Critically analyse the need for a customer focused approach to local government management;<br>• Examine the importance of and techniques for community participation in local government;<br>• Discuss the Integrated Development Planning process as a strategic tool for local development;<br>• Analyse important aspects of the local government performance management process as a tool for improved local government management;<br>• Demonstrate the need for the alignment of key municipal processes for effective local government management. | At the end of this SLP the successful participants will be able to:<br>• Critically analyse the need for a customer focused approach to local government management;<br>• Identify the techniques for community participation;<br>• Discuss the IDP process as a tool for developmental local government;<br>• Analyse important aspects of the local government performance management process as a tool for improved local government management; and |

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
|---|---|---|---|---|---|
| | | | | | • Align the IDP to individual performance management and the Service Delivery and Budget Implementation plan. |
| 3. Mentorship and Coaching in the Public Sector | 8 | 4 | 40 | The SLP provide theoretical knowledge and skills in a practical manner for application in the work environment as follows:<br>• Examine the importance of mentoring and coaching and its areas of application;<br>• Critically analyse the process skills and techniques that mentors should apply;<br>• Discuss the mentorship phases and demonstrate the Johari window as tool of mentorship;<br>• Evaluate aspects of the mentorship relationship; and<br>• Demonstrate the practical application of the mentorship theory. | At the end of this SLP the successful participants will be able to:<br>• Examine the importance of mentoring and coaching in the public sector and its areas of application.<br>• Analyse the process skills and techniques that mentors should apply.<br>• Identify and perform the mentorship phases.<br>• Use the Johari window as tool of mentorship.<br>• Evaluate aspects of the mentorship relationship.<br>• Apply mentorship theories. |
| 4. Monitoring and Evaluation in the Public Sector | 6 | 16 | 40 | This SLP covers various approaches towards monitoring and evaluation as well as systems and processes for monitoring and evaluation, more so in the South African public sector and the development of monitoring and evaluation reports.<br>It focusses on monitoring as the continuous assessment of performance stimulating interventions and the environment in which it is undertaken. It takes place at all levels of management and uses both formal reporting and informal communications. These guidelines determine the issues to be monitored within a single intervention, be it a programme, project or other kind of cooperation. Formats for progress and monitoring reports will be investigated.<br>The SLP will also deal with evaluation as a systematic and objective assessment of the design, implementation and outcome of on-going or completed interventions. The two main purposes of evaluation are: i) to improve future policies, guidelines and other interventions through feedback of lessons learned; and ii) to provide a basis for accountability, including | At the end of this SLP the successful participants will be able to:<br>• Discuss various approaches towards monitoring and evaluation;<br>• Analyse systems and processes for monitoring and evaluation;<br>• Discuss monitoring and evaluation in the South African public sector; and<br>• Develop monitoring and evaluation reports. |

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
|---|---|---|---|---|---|
| | | | | the provision of information to the public. | |
| 5. Organisational Analysis and Intergovernmental Relations | 8 | 16 | 40 | The purpose of the SLP could be summarised by referring to the ultimate aim thereof, which is to equip students with the knowledge, skills and competencies required to design, organise and activate public organisations that provide value-for-money, and then within an Intergovernmental context. If this statement is unpacked, the purpose of the SLP could be broken down into the following main elements:<br>• Providing students with the knowledge and skills required to analyse structural and organisational efficiency, effectiveness and economy; and to do so within the context of diverse IGRs.<br>• Teach students and theories required for effective alignment between strategy and structure.<br>• Equip students with basic job evaluation skills and competencies, including the requirements for job enlargement and enrichment.<br>• Equip students with the theoretical basis to understand, and with the required skills and competencies to apply regular analyses of organisational efficiency, effectiveness and economy.<br>• Equip students with the skills and competencies to apply the theory of Enterprise Risk Management as a management response-tool to Organisational analyses.<br>• Explain to students the methodologies of organisational design within the context of the South African intergovernmental relations framework | At the end of this SLP the successful participants will be able to:<br>• Analyse and evaluate the different theories for public sector organising;<br>• Define and interpret the organising process, principles and functions of organising;<br>• Analyse and interpret the policy framework for IGR; and<br>• Identify the symptoms and consequences of the factors impacting negatively on IGR. |
| 6. Public Policy Making and Service Delivery for Public Managers | 8 | 16 | 40 | The SLP provides in-depth insight into the main aspects of policy making and service delivery issues within the South African context focussing on the following aspects:<br>• The study of the different theories and ideologies that give effect to certain public policies. | At the end of this SLP the successful participants will be able to:<br>• Evaluate the role of the environment on public policy processes;<br>• Analyze the impact of public policy reform with regard to public service delivery; |

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
|---|---|---|---|---|---|
| | | | | • The impact of roleplayers on the policymaking process and the manner in which they affect other policymaking functions.<br>• Study and analyse the human factors that affect policy making as well as policy making processes, and<br>• The actions to be taken to close the gab between the demands of the public/customers by determinig priorities and rational decision making. | • Critique policy dynamics and be able to propose the necessary policy adjustments;<br>• Analyse the appropriateness of rationality in policy development; and<br>• Discuss models for public policy analysis. |
| 7. Supply Chain Management | 7 | 16 | 40 | The following are the main areas that will be dealt with in this SLP:<br>The legislative framework for supply chain management in government services.<br>The role of the Accounting Officer in supply chain management.<br>Procurement management.<br>Supply chain management.<br>The demand management, acquisition management, logistics management and disposal management concepts.<br>The appointment of consultants. | At the end of this SLP the successful participants should be able to:<br>• Describe the legislative framework for supply chain management in the public sector;<br>• Critically discuss the role of the Accounting Officer in supply chain management;<br>• Examine procurement management in general;<br>• Explain supply chain management broadly;<br>• Distinguish between the concepts demand management, acquisition management, logistics management and disposal management; and<br>• Critically discuss the advantages and disadvantages in the appointment of consultants. |
| 8. Public Human Resource Management | 8 | 16 | 40 | This SLP on human resource management (HRM) aims to equip participants with relevant and updated knowledge, skills and attitudes to perform human resource tasks in the public sector, particularly those referred to below. | At the end of this SLP, the successful participants will be able to:<br>• Appraise the nature and purpose of HRM.<br>• Identify and assess the importance of public HRM functions.<br>• Name and evaluate the importance of public HRM skills.<br>• Describe the contribution of public HRM applications for enhancing effectiveness and efficiency in public institutions |

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
|---|---|---|---|---|---|
| | | | | | |
| **9. Public Financial Management** | 7 | 16 | 40 | The following are the main areas that will be dealt with in this SLP:<br>• The Public Finance Management Act 1999 (Act1 of 1999).<br>• Public money<br>• The financial functions of government.<br>• Government's financial management framework and role-players.<br>• The budget process and role players.<br>• Ethical conduct and professionalism in public financial management.<br>• The procurement of goods and services and managing the supply chain.<br>• The need for financial reporting. | At the end of this SLP successful participants will be able to:<br>• Critically study the importance of the Public Finance Management Act (PFMA) 1999 (No1/1999).<br>• Explain the concept and usage of Public Money.<br>• Examine the different financial functions of government.<br>• Identify and assess government's financial management framework and role-players.<br>• Critically analyse the budget process and relevant role players.<br>• Display and advance ethical conduct and professionalism in public financial management.<br>• Critically discuss the procurement of goods and services and managing the supply chain; and<br>Analyse the need for and processes of financial reporting. |
| **10. Project Management for Public Managers** | 9 | 16 | 40 | This SLP is about the origin and development of project management as a unique technique of management that can add value to rendering of services to the public. Because of its uniqueness it entails a variety of techniques need to be applied and therefore understood by the participant. A significant amount of time will be spent to familiarise participants with all these techniques, such as time scheduling, the GANTT chart, PERT, the project Network Diagram and Project Costing and Budgeting. Because of the fact that the work needs to be done by people, the content also focuses on the human resource component. Public money is also used for the execution of | At the end of this SLP the successful participants will be able to:<br>• Analyse the meaning and the history of project management in the public sector environment;<br>• Evaluate and apply project planning processes;<br>• Explain and apply the techniques used to plan, implement and control projects; and |

| SLP Theme (Name) | NQF Level | Credits | Notional Learning Hours | Contents | Outcome |
| --- | --- | --- | --- | --- | --- |
| | | | | projects, which necessitates a strong focus on financial management and functions such as control and accountability. In summary, the contents of the SLP would include the following topics:<br>• Overview and history of Project Management<br>• Application in a public sector context<br>• PMBOK and the Project Management Institute<br>• Project scope planning and management<br>• The Project Life-cycle<br>• Project Scheduling and related techniques<br>• Project costing and budgeting<br>• Project quality planning and control<br>• Project Risk Management<br>• Project control, including Earned Value Analysis | Implement control mechanisms and critically evaluate project outputs and outcomes. |

Contact details:  Ms Mary Masiloane

Tel: 051 – 401 2435

Email: MasiloaneM@ufs.ac.za