# Management and delivery of training services for civil servants in the South African Public Service

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## Presentation Outline

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4. Defining NSG role under the NDP
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6. Articulation Pathways
7. Thought leadership at the NSG
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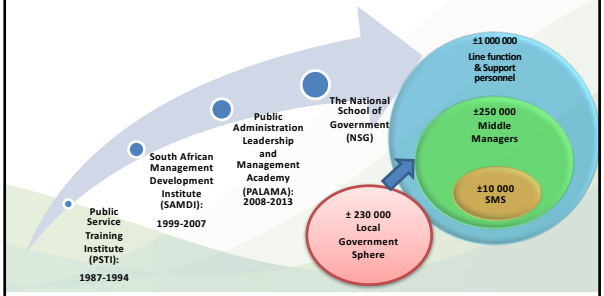
## Background: history and scope

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## Building a Capable Developmental State

- The National Development Plan commits South Africa to building a capable developmental state.
  - Developmental states establish capable institutions giving them the capacity for effective, selective and sustained interventions to positively alter their countries' development trajectories.
- Education and learning do not happen in a void.
- Capacity building occurs in a social environment which brings with it a particular history, traditions and knowledge.
- Capacity building requires "embeddedness"
  - coordinated action by the executive, judiciary, legislative sector, independent constitutional bodies and the public service to create platforms for civic voice and action through integrating and facilitating programmes and the availability of resources for people-led development

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## The National Development Plan

- Given the complexity of national development, the NDP sets out interlinked priorities.
- These priorities are aligned with the 5-year government priorities
  - Improving education
  - Improving healthcare
  - Creating decent work
  - Fighting crime and corruption
  - Rural development and land reform
- Serve constitutional priorities
  - People-centred public service.
  - Promote a high standard of professional ethics.
  - Be development oriented.
  - Be accountable.
  - Maximise human potential.

Promoting *gender equality* and greater opportunities for *young people* are integrated themes that run throughout the NDP.
GMP and BB2E courses of NSG talk to this

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## Defining NSG role under NDP

Three NDP priorities stand out.

- Raising employment through faster economic growth
- Improving the quality of education, skills development and innovation
- Building the capability of the state to play a developmental, transformative role

The NSG is mandated to promote the progressive realisation of the values and principles governing public administration and enhance the quality, extent and impact of the development of human resource capacity in institutions.

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## Defining NSG role under NDP

"If we are to address the twin challenges of poverty and inequality, a state is needed that is capable of playing a developmental and transformative role."

skilled public servants who are committed to the public good and capable of delivering consistently high-quality services to all South Africans

*Performance* results from the *interplay* between a complex set of factors:

Government must pursue a long-term sustained focus on tackling major obstacles to improving performance of the public service.

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## Defining NSG role under NDP

- The NDP identifies critical interventions to build a professional public service and consequently a capable state. The anticipation of well-run departments staffed by skilled public servants, who are capable, motivated and ethical have significant implications for public sector curricula, which include the following:
  - Providing education and learning for recruits into the public sector.
  - Developing technical skills, which are essential to fulfil the core functions of the State.
  - Creating an in-depth understanding of the sections of society in which public servants work and connecting them to the community they serve.
  - A proactive approach to identifying and solving problems.
  - A vision of public sector career paths and a long term perspective on learning and development.
  - Widened access to education and learning.

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## Defining NSG role under NDP

- In order to develop public servants at all levels (authority, experience, competence and support), requires a curriculum focused on public service learning and development needs. Such a curriculum is specialised in the following respects:
  - Has a specific philosophical underpinning;
  - Is linked to occupational, proficiency and performance levels in public sector;
  - Promotes practical, relevant and embedded delivery;
  - Contributes towards building the capacity of the State to deliver services; and
- Promotes continuous professional development. Further to the NDP, the curriculum development process is guided by an integrated learning framework which -
  - Provides the basis to systematically map courses, programmes and qualifications.
  - Is based on three key components inclusive of
    - three broad competency types (generic, functional and sectoral);
    - competency clusters aligned to existing DPSA competency frameworks; and
    - expected levels of performance (basic to advanced)
  - Provides a clear articulation pathway for progression in the public sector.

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## Defining NSG role under NDP(cont.)

- The target audience is categorised in terms of occupational level, proficiency level and performance level, which aims to promote the usefulness and relevance of education and learning.
- In order to provide flexibility with respect to addressing learning and development needs in the public sector to develop a caring and capable workforce, the NSG implements a hybrid curriculum model with two orientations.
  - The curriculum is occupational to provide public servants with the knowledge, skills and values required for improved performance in the work place.
  - The curriculum caters for academic and professional development in order to provide public servants with theoretically grounded knowledge, skills and experiences that make them suitable to do a particular job.

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## Defining NSG role under NDP(cont.)

- Focus areas of education and learning -
  - Pre-service education and learning;
  - Induction and reorientation;
  - In-service education and learning;
    - Administration and Support
    - Management
    - Leadership
    - Oversight
    - Local government training for officials and public representatives (new focus area)
- Continuous Professional Development
- Training needs analysis

Funding model for the NSG remains a challenge –where ±**R4.4b** allocated annually to provinces for training compared to **R55m** to the NSG

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## Articulation pathways

- The NDP identifies career pathing as an area of particular importance.
- A matrix of qualifications for career pathing in the public service has been developed in partnership with the South African Qualifications Authority, Quality Council for Trades and Occupations, DPSA and the Public Service Sector Education and Training Assurer.

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## Articulation pathways

| Role | Salary Level | Qualifications proposed |
|---|---|---|
| Leadership | Executive Management 15-16 | PhD in Public Service Leadership (PSL) |
| | Senior Management 13-14 | Masters in PSL |
| | | Post Graduate (PG) Dip in PSL |
| Management | Middle Management 11-12 | Advanced Dip in Public Service Management (PSM) |
| | Junior Management 9-10 | Advanced Certificate in PSM |
| Administration | 6-8 | Certificate in Public Service Administration (PSA), Level 4 |
| | 4-5 | Certificate in PSA, Level 3 |
| | 1-3 | Certificate in PSA, Level 2 |

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## Thought Leadership at the NSG

The "National School of Government has been tasked to create thought leadership between the private sector and government,

The task demands the NSG to ensure

- ✓Managing of leadership platforms, seminars, workshops, conferences, roundtables, symposia etc. at many levels (not only among senior managers)
- ✓Multimode hosting of leadership platforms,
- ✓Capturing and multi avenue distribution of thought leadership outcomes, discussions and briefs
- ✓Knowledge management of thought leadership issues and infusion into strategies and projects aimed at enabling the state to play its leadership role in society.

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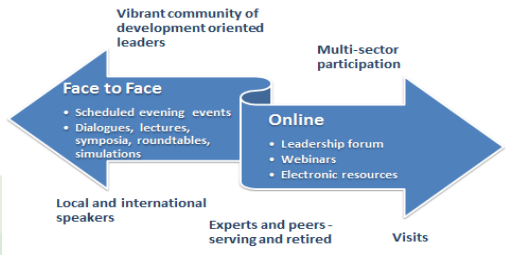
## Government Leadership Platform

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## International partnerships

- International Exchange Programme
  - Pilot exchange programme with China Academy of Governance (CAG)
    - Short learning programme for +- 30 sms
    - Target areas on - planning, economic development, resource nationalism, infrastructure, integrated rural development, industrialisation, governance and building human capabilities, performance management, and evaluation
  - Thailand academy on Operation Phakisa lessons
  - Harvard School of Government exchange
  - American University (AU) -Washington

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## Fostering innovation?

Something [process product or service]

fresh [original or improved]

that creates **value**

"Innovation is creativity with a job to do" ~ John Emmerling

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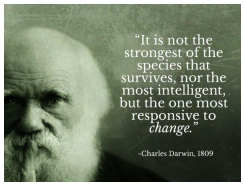
## Why does innovation matter?

- Economic growth
- Progression of human well-being
- Competitive advantage
- Improved performance
- For survival

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## Is innovation always "good"?

- We are rapidly moving toward a day when products enabled by low-cost sensing devices, cheap computing capabilities, data mining and smart algorithms will be able to tell a person's veracity, mood and health. Given the sensitivity to privacy concerns, mixed reaction can be expected.
- Google removed facial recognition technology from *Google Glass* in response to issues raised about privacy. This is unfortunate, because facial recognition software could help those who suffer from Alzheimer's disease or brain injuries.
- What should be the criteria for "good" innovation in the public sector?
  - Add value
  - Align with strategic goals and objectives of government

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## Why must we innovate learning and education?

"Education is the most powerful weapon which you can use to change the world."
~ Nelson Rolihlahla Mandela

**"Lifelong learning, continuous professional development and knowledge production, alongside innovation, are central to building the capabilities of individuals and society as a whole."** ~ National Development Plan: a vision for 2030

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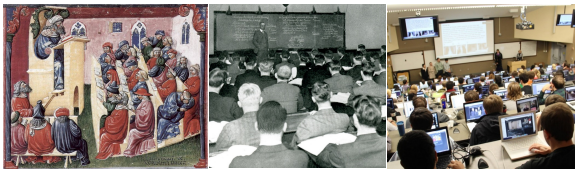
## How must we innovate learning and education?



Change drives new ways of living, working and learning.
However, the industrial model of education remains the prevalent model of education today.
"New technologies should not be used to do the same old stuff." ~ Marovec, 2013

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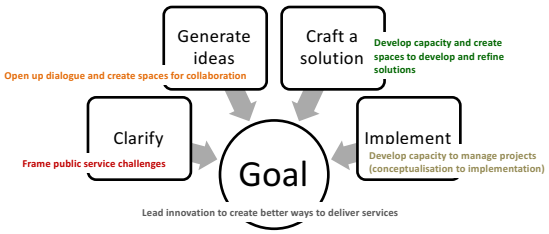
## How can innovation be cultivated in the public sector?

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## What are the key traits to develop?

- Knowledgeable in their field and opportunistic
  - to interpret events and notice new opportunities/gaps
- Empathetic
  - to create new and better ways of doing things (add value), innovators understand who they are creating them for
- Problem finders
  - innovation starts with a problem, not an answer

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## What are the key traits to develop?

- Creators
  - innovation is a combination of ideas and hard work
- Resilient and persistent
  - things do not always work on the first try and requires a willingness to learn and start over
- Reflective
  - innovators continuously ask: what worked; what did not; what to do next time?
- **Networked**
  - this is the one condition/trait mentioned by almost everyone who talks and writes about innovation
  - innovation does not happen in isolation; innovation happens in spaces where ideas flow freely
  - ideas must be connected, not protected, to lead to innovation

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## What are the implications for learning and development?

If we surround public servants with a constant offering of *hypothetical* solutions to problems and challenges, how will they learn that they are capable, as innovators, of creating their own solutions?

**Develop capacity for innovation through innovative learning experiences.**

*Knowledge and understanding of the public service mandate, context, challenges and consumers*

Induction and reorientation to promote innovation that add value for consumers

**Example:**
*Compulsory Induction for levels 13 & 14*
- Participants complete a 4-week online component (theory)
- Participants attend a 2-day peer learning exchange session (application)

**Blended learning** solutions to deal with demand: Learners familiarise themselves with content in an **online** learning environment. **Shorter in-class time** is **repurposed**. Instead of being lectured to, learners can ask questions, learn through application of knowledge and discuss solutions to real-life challenges.

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## What are the implications for learning and development?

*Essential knowledge to deliver services effectively and efficiently*

Public service essentials, e.g.: people and financial management; project management; and consumer orientation to interpret events and notice gaps

Jim is an Assistant Director at the Dept. of Water Conservation. His line manager rates his performance as "not fully satisfactory".

**Example:**
*Managing Performance in the Public Service*
- For all public officials who manage their own and team performance
- Knowledge checks (theory)
- Application checks (case studies)

**Open learning** solutions to significantly increase scale: Learning is **fully technology-mediated** from registration to certification. Learning is just-in-time and bite-sized to promote **flexibility and accessibility**. Learners set their **own pace** and decide where and when to learn.

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## What are the implications for learning and development?

*Learning networks and online communities of practice*

Online communities to facilitate interaction

**Example:**
*Online Learning network for Project Khaedu*
- Administrative platform to facilitate deployment of learners
- Provide learner support to complete portfolios of evidence
- Learner-learner communication
- Learner-facilitator communication
- Distribution of resources
- Active since August 2010
- 2 399 learners supported to date

**Informal learning** in communities: **Online communities** connect public servants with common responsibilities and interests, **irrespective of time and space**. These communities create opportunities to collaboratively construct solutions to real-life challenges through information and resource sharing.

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## What are the implications for learning and development?

*Knowledge, skills and values to lead innovation through the ability to quickly learn, adapt and change*

Platforms to cultivate thought leadership

**Leadership** (up and down) **platforms** connect public servants to develop knowledge, social and emotional skills and values that enable innovation. Programmes aim to:

- Address **critical issues**, call leaders to **action** and encourage the use of reliable information **to craft real solutions**.
- Create spaces for **mentoring and coaching**.

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## Once capacity exists, where does innovation flourish?

In spaces that:

- Cultivate strong employee relationships.
- Create a team-orientated culture focused on respect and a deep understanding of strategic goals.
- Focus on users and offering something valuable.
- Look for ideas everywhere to leverage the best internal and external ideas efficiently (benchmarking and partnerships are important).
- Spark ideas with imagination, but use data, not opinions, to inform innovation and the crafting of solutions.
- Set targets for innovation and allow time for innovative projects.
- Acknowledge results.
- Cultivate a culture where experimentation is honoured and failure is allowed.
- Share everything – encourage discussion, exchange and re-interpretation of ideas.
- Encourage public servants to take responsibility for their own personal development.

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## Innovators

- Nelson Mandela
  - Master of social media before the term existed; anti-apartheid activists around the globe took up the slogan "Free Mandela".
- Mari Curie
  - The first female winner of the Noble Prize is known for her breakthrough ideas in radioactivity.
- Galileo Galilei
  - Scientist who spent most of his life under house arrest for heresy; has become an icon of scientific integrity in the face of religious dogmatism.

"**Innovation is significant positive change.** It's a result. It's an outcome. It's something you work towards achieving on a project. If you are successful at solving important problems, peers you respect will call your work innovative and you an innovator." ~ Scott Berkun

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## Conclusion

- Consistent with its curriculum philosophy and approach, the NSG adopts a strategy that is designed to ensure that the whole system of learning and development is geared to improving public sector performance and promoting development and increasing impact.
- Through a combination of interventions, services and processes, the NSG will give attention to the pre-service, induction and in-service professional development needs of public servants and the legislature.
- The NSG will serve a uniform public service in all aspects of implementation of an overarching strategy, guided by well-defined ETD norms and standards.
- Strategically partnering with provincial academies and human resource development units at multiple and geographically dispersed sites of delivery will give due regard to priorities of all spheres of government, as well as the needs and plans of specific sectors, institutions and individuals.
- Other role players and partners locally and internationally will include higher education institutions (HEIs), further education and training institutions (FETs), prominent academics and private sector institutions based on their ability to respond to the strategic, political and economic demands of the public service.

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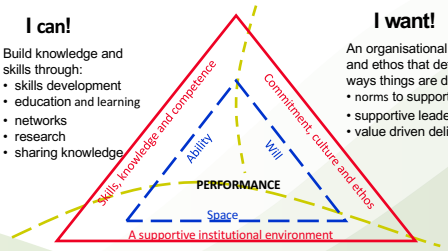
## Conclusion

**I can!**

Build knowledge and skills through:
- skills development
- education and learning
- networks
- research
- sharing knowledge




**I want!**

An organisational culture and ethos that define the ways things are done:
- norms to support delivery
- supportive leadership
- value driven delivery

**I am allowed!**

Legislation and regulations enable or limit participation and engagement to move beyond policy to practice.

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***The National School of Government – A Centre of Excellence***

***Siyabonga***
***Thank you***
***Realeboha***

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