school of government

Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

SERVICE

2020

DELIVERY MODEL

Learn Serve Grow

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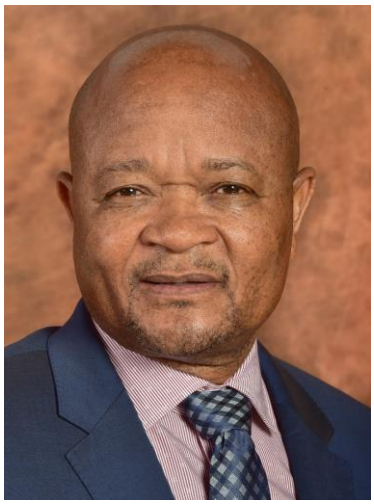
FOREWORD BY THE MINISTER



Mr Senzo Mchunu, MP
Minister for the Public Service and Administration

The Constitution of our country is the cornerstone the achievement of equality and the advancement of human rights dignity and freedom. As such, the Constitution empowers each and every citizen of our country to be treated in a dignified manner and have their dignity respected and protected. We are aware that poverty, inequality and unemployment remain the critical socio-economic challenges facing our country. It is a challenge that needs our collective effort in order to eradicate it within our societies so that our people can realise the ideal of a dignified life.

The 1997 White Paper on Transforming Public Service Delivery introduced the eight *Batho Pele* ("Putting People First") principles in order to transform the manner in which public services are delivered. Today, these principles still remain ever so relevant in our quest to continually improve service delivery. We must also continue to instill and rebuild good ethics and professionalism in how public servants execute their work, recommit and rededicate to the principles of *Batho Pele*.

The response to service delivery has become most critical now more than ever, as a result of the global pandemic (COVID-19). It means that government departments need to rethink the manner in which services are still delivered, whilst maintaining the health and hygiene protocols. Key issues that require us to rethink service delivery include, but not limited to: identifying new and enhanced ways of delivering services and operations that take into account virtual and remote methods; redefining business processes that place emphasis on automation and digitisation of processes; reassessing the work environment and organisational culture.

In this regard, I am pleased to approve and present the National School of Government (the NSG) service delivery model, which has been developed in line with the Public Service Regulations and the Operations Management Framework. The Ministry for Public Service and Administration (MPSA) has guided the leadership of the NSG – whether through strategic planning workshops or management meetings – on the MPSA vision for strengthening state capacity. This has culminated in an approved five year strategy and a reconfigured organisational structure that is more responsive. All of this work is aligned to, and evident in the service delivery model.

I am certain that all of these initiatives will result in the NSG placing a stronger emphasis on government's first priority of a capable, ethical and developmental state. It is also pleasing to note that there is a greater emphasis by the NSG to focus on key aspects of professionalisation, quality management, building strong partnerships and delivering to the broader public sector – the three spheres of government, state owned enterprises and organs of state. I would like to take this opportunity to express appreciation to the leadership, management and staff of the NSG for development of the service delivery model and look forward to its full implementation in supporting the mandate of the NSG and the vision of the MPSA.

Mr Senzo Mchunu, MP
Minister for the Public Service and Administration

STATEMENT BY THE ACCOUNTING OFFICER

Mr Busani Ngcaweni
Principal: National School of Government

President Cyril Ramaphosa has revised the call for the NSG to provide on-going and focused training interventions and guidance on career development for all public servants whose performance impacts on the pace and depth of national transformation. In line with our mandate, we will dedicate our resources and capacity across *all* levels in the public sector, the legislative sectors as well as state-owned enterprises.

In line with priority number one (a capable, ethical and developmental state, which underpins all 7 priorities of the 6th administration), the NSG is also sharpening its focus on efforts to professionalise the public sector. This therefore calls for us to ensure that we are re-engineering the business functions and realigning the organisational structure to ensure maximum efficiency and effectiveness.

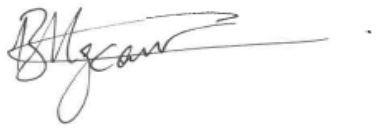
The service delivery model places emphasis on the value chain, against which we will deliver (and measure) the performance areas we commit to. All the value adding functions, such as digital transformation, partnership, knowledge management and market intelligence gathering have to be integrated into all elements of the value chain. We have also embraced an enabling environment, which will provide the space for the following:

- Responding with *agility* to our mandate
- Being *responsive* by responding timeously, and providing responses that are efficient and effective
- All functions performed by the NSG must ensure *innovative* practices in order to find better solutions as well as cost-effective and efficient ways of delivering services
- *Integration*, which is absolutely critical for the effectiveness of the service delivery model, and in making sure that the different functions of the NSG are able to integrate and add value

We believe that the service delivery model responds effectively enough in the achievement of our mandate and our plans. Of importance is to put the measures in place to monitor, evaluate and review the delivery model so that we improve progressively.

The service delivery model is a key part of the overall service delivery improvement initiatives - we will be undertaking further work to define our business processes and set service standards accordingly, develop a service charter and an improvement plan. Added to this, we are undertaking internal skills analysis of NSG staff as well as change management initiatives.

We believe in our motto of: Learn. Serve. Grow.



Mr Busani Ngcaweni
Principal: National School of Government

PART A: CONTEXT

1. BACKGROUND

1.1 Since South Africa's peaceful transition more than 26 years ago from apartheid minority rule to an inclusive democracy, government has made significant strides to combat the injustices of the past. Previously disadvantaged homes have electricity, water and sanitation and other amenities they were denied. There has been a significant improvement to access to health care as health facilities previously reserved for the privileged opened their doors to the previously disadvantaged. Access to education improved enormously since 1994 as government put in place several policy interventions, including compulsory basic education and funding for tertiary education through the National Student Financial Aid Scheme.

1.2 Despite the achievements post-1994, the country has seen a widening gap between the rich and poor. The unemployment levels have risen astronomically. The greatest challenge of poor or low economic growth exacerbates the socio-economic issues of poverty, unemployment particularly among the youth and inequality. A number of factors have conspired to give rise to these residual socio-economic ills. The increasingly poor performance of state owned enterprises has led to industry instability characterized by job losses.

1.3 In order to overcome these challenges, the National Development Plan (Vision 2030) calls for the state to be developmental and take leadership in society to harness the energies of the people towards common development goals. To enable sustainable and inclusive development, the NDP places emphasis on interventions such as creating jobs and livelihoods; transforming society and uniting the nation; fighting corruption and enhancing accountability; and building a capable developmental state. This is in keeping with Section 195 of the Constitution for the Republic of South Africa, which also calls for a development oriented public administration, firmly rooted on the principles of *Batho Pele* (People First).

2. RATIONALE FOR A SERVICE DELIVERY MODEL

2.1. The 1997 White Paper on Transforming Public Service Delivery (Batho Pele) emphasises the need for service delivery in the public service to be made a priority, and sets out eight principles. These principles form the core of the relationship between the public service and the citizens. Furthermore, the Public Service Regulations (2016) requires that an executive authority (in the case of the NSG, being the Minister for Public Service and Administration) shall establish and maintain an operations management framework, which shall include:

Batho Pele Principles

1. Consultation: Citizens should be consulted about the level and quality of the public services they receive and, wherever possible, should be given a choice about the services that are offered.

2. Service standards: Citizens should be told what level and quality of public service they will receive so that they are aware of what to expect.

3. Access: All citizens should have equal access to the services to which they are entitled.

4. Courtesy: Citizens should be treated with courtesy and consideration.

5. Information: Citizens should be given full accurate information about the public services they are entitled to receive.

6. Openness and transparency: Citizens should be told how national and provincial departments are run, how much they cost and who is in charge.

7. Redress: If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic, positive response.

8. Value for money: Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

- Approved Service Delivery Model
- List of core mandated services provided by the department
- Mapped business processes for all services
- Standard Operating Procedures for all services
- Service Standards for all services
- Service Delivery Charter
- Service Delivery Improvement Plan

2.2. A Service Delivery Model (SDM) is a document that describes how an institution will deliver on the services and products. An SDM should be prepared annually to assist and support management in determining the most suitable operating model to meet mandated and overall service delivery expectations. An institution's strategic plan unpacks and describes what an institution will be embarking upon over a certain period, usually five years. Once these activities have been determined, it is time to consider how the services will be rendered. This is where the development of a specific SDM becomes necessary as it will analyse the possible modes of delivery and describe exactly how services will be delivered.

3. INTRODUCTION TO THE NATIONAL SCHOOL OF GOVERNMENT

3.1. The aspirations of the NDP requires the public service to be immersed in the developmental agenda, with staff who have the skills and necessary support to perform their duties. According to the NDP, "there needs to be a uniformity of effort and competence across the entire public service" or else there is a "real risk that South Africa's national development plan could fail because the state is incapable of implementation".

3.2. The National School of Government (NSG) is established by legislation in order to strengthen the state capacity through education, training and development (ETD). The institution has been in existence since the pre-democratic period, having gone through significant organisational transformations as follows:

- Public Service Training Institute (1994-1999)
- South African Management Development Institute (1999-2008)
- Public Administration Leadership and Management Academy (2008-2013)
- National School of Government (2013- current)

These transformations have, over the years, been informed by policy and political directions, which the NSG becoming firstly a near monopoly of very prescriptive in-service management training, secondly a competitor of training with other service providers and thirdly the massification of training.

3.3. The NSG was launched in October 2013, replacing the former Public Administration Leadership and Management Academy (PALAMA). Consistent with its curriculum philosophy and approach, the NSG adopts a strategy that is designed to ensure that the whole system of education, training and development (ETD) is geared to improving public service performance. Through a combination of interventions, services and processes, the NSG gives attention to the pre-entry, induction and in-service professional development needs of public servants. It does so through its curriculum design, development and delivery approach with the practical application of participatory, people-centred methodologies and indigenous techniques during the ETD initiatives, in building a caring ethos and citizen-centred service delivery focus amongst public servants. This approach consciously focuses on the application of the principles and values of the Constitution and the realisation of the public administrative justice to all whom we serve.

3.4. The NSG is a part of the portfolio of institutions reporting to Minister for the Public Service and Administration. The other institutions within the portfolio are: Department of Public Service and Administration (DPSA), the Centre for Public Service Innovation (CPSI) and the Government Employees Medical Scheme (GEMS). The School is headed by a Principal, who reports to the Minister.

4. CONSTITUTIONAL AND LEGISLATIVE MANDATE

4.1. The basic values and principles governing public administration under section 195(1) form the basis for public service interaction with society in delivering services to our citizens. These are applicable to all three spheres of government, organs of state, and public enterprises. Section 239 of the Constitution defines an organ of state as any department or administration in the three spheres of government; or any other functionary or institution exercising a power in terms of the Constitution or exercising a public power or performing a public function in terms of any legislation but does not include a court or a judicial officer.

4.2. The NSG draws its mandate from the Constitution, and with particular reference to 195(1)(h), which stipulates that: "good human resource management and career-development practices, to maximise human potential, must be cultivated". The applicability of this, and the other values and principles to the three spheres of government, organs of state and public enterprises indicates the requisite depth and the reach of the NSG in order to fulfil this constitutional mandate. The NSG has to ensure that all of the basic values and principles are inculcated into the value system and performance of all public servants and representatives through ETD initiatives.

> *"In improving the capabilities of public servants, the National School of Government is introducing a suite of compulsory courses, covering areas like ethics and anti-corruption, senior management and supply chain management, and deployment of managers to the coal face to strengthen service delivery" –*
>
> President Cyril Ramaphosa, February 2019 State of the Nation Address

4.3. Section 197 of the Constitution provides for a public service within public administration, which must function, and be structured, in terms of *national legislation*, and which must loyally execute the lawful policies of the government of the day. The NSG, as a national public service department, thus draws its mandate from national legislation – the **Public Service Act, 1994 (Proclamation 103 of 1994), as amended**. This is the core mandate which establishes the NSG for it to fulfil a function of providing training or causing the provision of training to occur within the public service. Accordingly, section 4 of the Act provides the following mandate:

(1) There shall be a training institution listed as a national department (in Schedule 1 of the Act).
(2) The management and administration of such institution shall be under the control of the Minister (Public Service and Administration).
(3) Such institution-

a. shall provide such training or cause such training to be provided or conduct such examinations or tests or cause such examinations or tests to be conducted as the Head of the institute may with the approval of the Minister decide or as may be prescribed as a qualification for the appointment or transfer of persons in or to the public service;

b. may issue diplomas or certificates or cause diplomas or certificates to be issued to persons who have passed such examinations.

4.4. While this piece of legislation empowers the NSG to fulfil its mandate, the limitation of the Public Service Act is that it is applicable to the national and provincial spheres of government. Another piece of enabling legislation - **Public Administration Management Act, 2014 (Act No. 11 of 2014)** - gives effect, *inter alia*, to the progressive realisation of the values and principles governing public administration across the three spheres of government. The current provisions of the Act in relation to the NSG are as follows:

Section 11:

(1) The National School of Government will, in consultation with the Minister responsible for higher education and training, be established as a higher education institution contemplated in the Higher Education Act, 1997 (Act No. 101 of 1997).
(2) The School must, through education and training, 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.
(3) The School must give effect to subsection (2) by—

a. subject to the National Qualifications Framework Act, 2008 (Act No. 67 of 2008), providing such education and training or causing such education and training to be provided or conducting or cause to be conducted such examinations or tests as the Head of the School determines;
b. interacting with and fostering collaboration, in consultation with the Minister responsible for higher education and training, among training institutions, higher education institutions, further education and training institutions and private sector training providers in furtherance of such education and training; and performing any other function or exercising any other power as prescribed.

(4) The provisions of this section do not affect institution or sector specific training.

Section 12:

(1) The Minister, in consultation with the Minister responsible for higher education and training, may direct the School to provide qualifications, part qualifications and non-formal education as recognised by the National Qualifications Framework or the South African Qualifications Authority.
(2) Insofar as a directive under subsection (1) applies to municipalities, the Minister must act in consultation with the Minister responsible for local government and after consultation with organised local government.

Section 13:

(1) The Minister may, after approval by the Cabinet, direct that the successful completion of specified education, training, examinations or tests is—
    a. a prerequisite for specified appointments or transfers; and
    b. compulsory in order to meet development needs of any category of employees.
(2) The Minister must consult organised local government and obtain the concurrence of the Minister responsible for local government before seeking the approval of the Cabinet contemplated in subsection (1) in respect of a directive to be applicable to municipalities.

5. MANDATE ANALYSIS

5.1. From a mandate perspective, the NSG undertakes the following:

5.2. An analysis of the mandate of the NSG is important to contextualise the delivery of services. However, cognisance must be taken of the fact that mandates are not only drawn from legislation but through other forms. In this regard, the NSG has undertaken a mandate analysis from the following forms of mandates (analysed in *annexure A*):

- **Legislation** (including the Public Service Act, Public Administration Management Act, Public Finance Management Act, Treasury Regulations, Public Service Regulations)
- **Policy** (including the Medium Term Strategic Framework, Ministerial Directives and Cabinet decisions)
- **International and Continental** (including AU Agenda 2063)

6. STRATEGY OF THE NATIONAL SCHOOL OF GOVERNMENT

6.1. In charting the path for the five-year period (2020-2025), the NSG articulated a new vision, mission and specific outcomes framework. The new strategy of the NSG is covered in the published five-year strategic plan. The five year plan is aligned to government's Medium Term Strategic Framework. The Medium Term Strategic Framework (MTSF) for the period 2019-2024 articulates a capable ethical and developmental state as the number one priority underpinning all seven priorities as highlighted in the MTSF. The NSG's vision is of strong leadership, a focus on people and improved implementation capability. Facilitating this vision into action will involve a transition to a more functional and integrated government, which is capacitated with professional, responsive and meritocratic public servants to strengthen relations and efficiency.

6.2. The NSG will implement the prescripts of an expanded **MANDATE** (education, training and development) in three spheres of government, state owned entities and organs of state. In order to achieve this, there is a need to embrace **PARTNERSHIPS** and collaborations with public and private institutions to support ETD interventions in order to achieve depth and scale. For this reason, the NSG will also co-brand programmes in partnership with Higher Education Institutions (HEIs) to grow its visibility, impact and brand value.

6.3. The NSG will intervene **DIRECTLY** by providing or facilitating the provision of ETD programmes; **INFLUENCE** (content creation of public administration, quality of ETD, broader society & citizens) and **REFER** (where the NSG cannot offer ETD interventions, we refer public servants to other recognised training providers). Of importance as well is to place emphasis on the **IMPACT** of ETD programmes as well as the **QUALITY** thereof, and of those who deliver for the NSG.

6.4. The macro-structure of the NSG has also been aligned to the new strategy (which is attached as *annexure B*). The School has also undergone a reconfiguration and will now offer training to the following categories:

Cadet and Foundation Development Level	This category will provide training to graduates who wish to join the public service, from internship programmes up to occupation level 8 (and its equivalent in other sectors). Emphasis on understanding rules of government, service delivery excellence (especially as the majority of front line officials are in this occupational level), and build a solid base of occupational skills.
Middle Management Development	This will cater for occupational levels 9-12 (and its equivalent in other sectors) with emphasis on occupational skills (know how), supply chain management, budgeting, supervisory skills and learning pathways to (further) qualifications.
Senior Management Development and Professionalisation	This segment targets senior managers at occupational levels 13-14 (and its equivalent in other sectors). Chapter 4 of the Senior Management Service (SMS) Handbook determines a set of competencies that employees in these core categories should have.
Executive Development and Leadership Support	This band includes executive managers at occupational levels 15-16 (and its equivalent in other sectors) and political office bearers. The political office bearers segment will include a focus on building expertise on economic governance, political oversight and accountability, etc. A programme to train board members of state owned enterprises is also being finalised.

7. CURRICULUM DEVELOPMENT PHILOSOPHY

7.1. Curriculum development at the NSG seeks to develop committed, competent, responsive and productive public servants who share a common ethos and understanding of the needs of citizens, as well as create the administrative, managerial and leadership skills necessary to deliver on national development priorities. The NSG serves as a vehicle for transforming the Public Service which is essential for meeting the service delivery needs of people. A transformative, values laden curriculum promotes the Constitutional principles of inclusivity, *Ubuntu*, access, redress, equity and a better life for all. The curriculum is therefore purposeful and has a commitment to public service compliance. This is the strongest differentiator of public service curricular from that of universities and the private sector.

7.2. Curriculum development will ensure that public servants attain knowledge and develop critical, reflective, analytical and problem solving skills that will enable them to be responsive to the needs and demands confronting the public service. The voices of stakeholders such as the facilitators, professional bodies and associates, as well as learners will influence the processes for transformative curriculum development. The relationships among management, supervisors, developers, facilitators, learners are

reciprocal and interactive. The methodology to promote such a dynamic interaction requires learning through dialogue and negotiating meaning.

7.3. Adopting this model requires curriculum designers and facilitators to be more open to innovation in their methods of designing, teaching and delivering learning materials to learners through the use of relevant teaching strategies and technologies. Innovative approaches to facilitate dialogue and building communities of practice will also be required.

8. PRODUCTS AND SERVICES

8.1. In keeping with the NSG Value Chain, and as a provider and facilitator of ETD in the public service, the NSG manages a curriculum framework of accredited and non-accredited courses and programmes. The NSG curriculum framework is made up of 129 accredited and non-accredited courses and programmes covering different / various occupational levels in the public service. The full suite of NSG courses and programmes are available on the NSG website (www.thensg.gov.za) or on site.

8.2. All learning programmes are quality assured internally. Credit bearing programmes aligned to registered qualifications on the NQF are externally accredited by quality assurance bodies.

HEI approved	21
ETQA accredited	69
QCTO accredited	9
Total number of accredited courses/programmes (ETQA & QCTO):	**99**
Number of non-accredited courses/programmes	30
Grand total number of courses/programmes	**129**

8.3. The NSG reviews curriculum every three years and will strengthen this process through a peer review mechanism. It will also work towards developing a full qualification over the next three financial years. This will be in line with the provisions of section 4 of the Public Service Act, 1994.

8.4. The service beneficiaries' matrix is attached as *annexure C*. The matrix provides an analysis of the service beneficiary, the type of products and services provided by the NSG, the communication modality as well as the service delivery modality.

8.5. With regard to communication to service beneficiaries about the NSG products and services, the website and contact centre remain primary means of communication. Additionally, the NSG has established a Business Development function, which will strengthen communication and the marketing of the products and services of the NSG to the three spheres of government, state owned enterprises and other organs of state.

8.6. The implications of going to scale have major implications for this Business Development Unit. The unit will have to cast its net much wide to incorporate over 1,3 million public servants at national and provincial levels, of whom only a fraction are receiving structured training. And the bulk of the potential trainees (80%) are based in the provinces, this unit will have to work collaboratively with the provincial academies, TVET Colleges, universities and local government. Some of the activities in all spheres of government will include

liaising and working with senior officials to identify key needs in their departments and match delegates to the most suitable courses.

9. DELIVERY METHOD

9.1 Traditionally the NSG has relied heavily on face to face training, with a few eLearning course offerings. However, the new business model articulates digital transformation and innovation to shift towards digitisation of all business processes, including training delivery. The NSG delivers its services using a hybrid model of training facilitation, as follows:

- A Panel of Experts contracted by the NSG
- Serving public servants who are willing and capable, progressively moving towards utilising SMS
- NSG employees (SMS and non-SMS) who are capable
- Other senior public servants as facilitators and volunteers (e.g. retired public servants and business leaders)
- Partnerships with HEIs to roll out accredited training programmes and professional bodies
- International partnerships and collaboration
- Online modality enables the NSG to offer eLearning courses (facilitated and self-paced) and the establishment of communities of practice

10. INTERNATIONAL BENCHMARKING

10.1. As part of the repositioning of the NSG, international benchmarking was undertaken, most significantly with the Organization for Economic Cooperation and Development (OECD)[1] schools of government. The OECD notes that differing national contexts and policy preferences regarding governance, management and administration explain the different governance models among schools of government. Yet, it is important to ensure that the schools' governance model allows for the proper and efficient administration of the institution; provides clarity as to the school's mandate, roles and responsibilities; and ensures responsiveness to the needs of clients and the government as a whole.

10.2. Key aspects drawn from the OECD benchmarking analysis, which are relevant for the NSG, are the following:

- Provide in-service and professional education, training and development (ETD) to improve the competencies of all employees in the three spheres of government and organs of State and enhance institutional capacity
- Serve as a centre from which public sector training is coordinated and curriculum and training standards are directed, and ensure the development and delivery of programmes customised to achieve the needs of government institutions and foster the advancement of NDP
- Equip all employees with the skills, values and commitment to the public good, and promote a culture of honesty, integrity, transparency and accountability, towards fostering a sense of professional common purpose
- Promote lifelong learning for public sector excellence including RPL for the public service
- Be the champion of thought leadership and facilitate the establishment of professional networks and think tanks to develop and grow public sector leaders

[1] OECD Report on National Schools of Government – Building Civil Service Capacity, May 2017

- Develop linkages, exchanges and collaborations with institutions of higher learning; professional international and local organisations; development partners; and private sector
- Conduct examinations and award qualifications and other forms of suitable awards to successful candidates

10.3. From a legislative perspective, the NSG is also working with the DPSA on the finalisation of legislative amendments, which will provide further clarity on the positioning and mandate of the NSG.

PART B SERVICE DELIVERY MODEL

Learn Serve Grow

1. INTRODUCTION TO THE SERVICE DELIVERY MODEL

1.1. In 1998, government published the **White Paper (WP) on Public Service Training and Education** (Notice 1428 of 1998), to provide a "policy framework that will enable public service training and education to be appropriate, adequate and accessible and will meet the current and future requirements of public servants, the public service and the public" (WP). The WP sought to address a fragmented and uncoordinated approach to training and education across the public service. Training and education was inappropriately provided by many in-service and external providers. The policy alternatives and options articulated in the WP has also informed the organisational structuring and delivery model of the NSG, which is that of a competitive environment for public and private training provider to deliver training, operating within a uniformly applied set of national norms and standards. The policy option of centralised setting of norms and standards, together with decentralised provision by state and non-state providers in a competitive framework was selected, as the White Paper notes, "because it combines maximum creativity and flexibility at the delivery end, but without undermining the need to build a unified public service with a common culture and value system".

1.2. The White Paper also sets out broad learning principles in the formulation, implementation and evaluation of programmes, some of which are as follows:

- All public servants will be entitled to ongoing and meaningful opportunities for education and training, on recruitment and throughout their working lives
- Education and training programmes will be based on a detailed assessment of the needs of individual organisations and employees, and will be designed in particular to secure an optimal fit between these two sets of needs
- A competency-based approach to learning outcomes, with particular reference to the competence required at different levels to build individual and organisational capacity
- Education and training programmes will be targeted in particular at facilitating career paths for all staff that promote progression (vertical and lateral) and productivity
- Public Service education and training will be linked to the National Qualifications Framework (NQF) in ways which promote lifelong learning and the development of portable skills and competence
- Training, education and development will be promoted in ways which enable public service institutions to become learning organisations, capable of continuous development and adaptation through the creative integration of learning with work at all levels

1.3. The White Paper continues to remain a relevant and key policy document for the NSG, which makes provision for continuation to inform and strengthen the manner in which the NSG fulfils its mandate. During this current 5-year strategy of the NSG, there may be an opportunity to review the WP against the provisions of more recent legislation (e.g. the Public Administration Management Act) and the developmental priorities of government.

2. BACKDROP TO THE DEVELOPMENT OF THE SERVICE DELIVERY MODEL

2.1. The development and finalisation of the NSG service delivery model is being undertaken in the context of the COVID-19 pandemic that is affecting all sectors globally, and the current conditions of the South Africa's risk adjusted strategy. The pandemic has led to substantial literature about how organisations need to re-position and re-configure in what will become a "new norm". Key aspects that the NSG must take into account and influence the service delivery model include the following:

- Identifying new and enhanced ways of delivering services and operations that takes into account virtual and remote ways of delivering on the mandate.
- Redefining business processes that place emphasis on automation and digitization of processes, whilst also bringing about operational efficiency. Furthermore, the NSG will redefine and integrate its systems and ensure that the requisite infrastructure.
- Changing the work environment and work culture.
- Assessing skills and talents within the NSG to respond to a new way of working.

3. STRUCTURE OF THE SERVICE DELIVERY MODEL

3.1. The NSG previously undertook a business process analysis of its core functions. Lessons learnt from analysing these business processes pointed to the need for a Service Delivery Model that is more integrated, responsive and agile in responding to the delivery and expectations.

3.2. Key among the business improvements is to close gaps within each business process, as well as among dependant and resultant business processes that are impacting on the efficiency of the institution; and the opportunity for digitisation of many business processes through integrated ICT systems.

3.3. The SDM is designed with the intent of focusing on four “layers”: (i) the inner layer is the **VALUE PROPOSITION** that the NSG offers; (ii) the second layer is the **VALUE CHAIN**; (iii) the third layer are the **VALUE ADDING FUNCTIONS**; and (iv) the outer layer are the **PRINCIPLES**.

3.4. The SDM is designed in a manner that provides for each “layer” to add value to the “layer” within and that ensure that the model applies comprehensively, including in any business function.

4. VALUE PROPOSITION

4.1. The value proposition of the NSG is the organisational performance improvement that the NSG commits to create for its clients; how the NSG is going to the deliver on that commitment and how the NSG will derive returns from the value proposition. The NSG commits to contribute to the betterment of the state’s capability to deliver a better life to the citizens. In this regard, the NSG commits to deliver to organisations and employees relevant courses that will lead to organisational effectiveness.

4.2. The NSG will achieve its value proposition through the development and delivery of quality products and services that are informed by market intelligence on the needs and aspirations of the public sector. The value proposition is focused on the three critical role-players: (i) the learner; (ii) the State; and (iii) the citizen. The value proposition embeds the notion that ETD is a shared responsibility.

5. VALUE CHAIN

5.1. To achieve greater integration and optimise efficiency the NSG identifies the key elements of its value chain, which relates to the core business. The value chain, made up of five links, is intended to be comprehensive enough to cover the ETD cycle. Each link of the value chain adds value to the next link and feedback loops are inherent in each link. Each element in the link explains the function that need to be fulfilled in the NSG service delivery process. As each element is core to delivery of all parts of the NSG mandate, it serves to

ensure that all in the organisation work in integration as a collectively; and are able to define their value-add to each function in the delivery cycle.

5.2. The elements of the Value Chain are outlined as follows:

5.2.1. Diagnosis

The White Paper points to the need for education and training programmes to be based on a detailed assessment of the needs of individual organisations and employees, and designed in particular to secure an optimal fit between these two sets of needs. The diagnosis function is focused on determining and interpreting strategic imperatives, mandates and policies of public institutions. It is critical for the NSG to understand the delivery imperatives of public sector institution, in order to diagnose the institutional & individual skills needs and gaps.

5.2.2. Service Offering

The service offering function is focused on determining and shaping different ETD Framework, service offerings and content creation to learners and institutions. This function is able to draw from the diagnosis to determine NSG niche interventions, the nature of such interventions and determining aspects such as cost structure and revenue streams. The NSG has many options to determine service offerings – either classified through client groups or salary bands (e.g. executive leadership); spheres of governments (e.g. local government); programme types (e.g. compulsory programmes); or substantive orientation (e.g. coaching). The NSG is scaling up its capabilities to deliver to a critical mass of learners using online learning. The critical aspect of the quality management is key within the content creation and service offering, ensuring the quality of NSG products and services.

5.2.3. Enablement and Engagement

For the NSG to reach public servants, the enablement function supports the development and management of partnerships and collaboration_(e.g. higher education institutions, private training providers, non-governmental organisations, communities, and internationally) in order to deliver. A critical aspect of the enablement function is the recruitment and professionalisation of ETD practitioners (either in-house or contracted) and their ability to deliver ETD offerings. The enablement function also seeks to ensure the geographical spread and enablement of ETD interventions through the use of training facilities. Core to this function, is establishing agreements with client public sector institutions. It serves to ensure a collective approach to delivery and hence the responsibilities of different parties in the implementation process.

5.2.4. Delivery

The delivery function relates to logistics for an intervention to be delivered (e.g. accessibility, meeting of quality ETD standards, facilitators, etc.). It is intended to empower learners through the delivery of these interventions, provide post-ETD support and certify learners. Central to this function is planning interventions that are organisationally focused and that, at the same time, able to leverage the benefits derived from cross level or departmental aggregated EDT interventions, such as training offerings that engage officials from different departments.

5.2.5. Outcome and Impact

Key to determining the quality of the ETD interventions and in determining the value-add to the learner and employing institution, the NSG must be able to assess the learning outcomes of the ETD interventions, and the impact on improving institutional performance. The NSG currently has institutionalised processes to monitor and evaluate (M&E) the ETD interventions, including the application of learning studies (ALS). Recommendations from this analysis must inform the diagnostic function, as well as all other functions of the value chain. Central to this is ensuring that the function unfolds in a manner that is linked to the delivery cycle and hence able to cover all elements for the cycle. In linking this function to the delivery cycle, it becomes imperative that monitoring and evaluation are not perceived as separate to the core delivery process.

6. VALUE CHAIN FUNCTIONAL ENABLERS

6.1. The value adding functions constitute the core areas of the service delivery model. Each element of the Model is intended to revolutionalise the way the NSG delivers services. While some areas appear familiar to the organisation, these have not been fully formally institutionalized as a way of doing business. The fundamental difference about the introduction for the model is that it systematizes and embeds innovative approaches towards greater effectiveness and efficiency.

6.2. The value adding functions exist to support elements of the service delivery value chain and generally is aligned to each activity within the value chain.

6.2.1 Market Intelligence and Data Analytics

Market intelligence is about transforming data into insights that can improve organisational performance. The fundamentals of market intelligence hinge on the ability to collect and capitalise on big data. Through market intelligence, the organisation can identify new areas of revenue, new markets and new ways of doing business such that the organisation optimally responds to the market. The NSG requires information that is relevant and useful to deliver on its value chain, and for this purpose must gather market intelligence and analyse data. Market intelligence has been identified as a key value adding function for the NSG to stay abreast of issues that influence programme design and delivery.

6.2.2 Digital Transformation

Digital transformation is the ability and willingness of the NSG (and its client departments) to make use of technology in the delivery of its value proposition. It requires cultural and behavioural changes in order for the institution to leverage on ICT solutions to delivery on

its strategies. Cloud technologies that have transformed the way organisations store data; webinars and digital applications that are operated on mobile phones are examples of the digital technologies to improve efficiencies and interface with clients. The value of digitisation includes: (i) increase efficiencies within NSG business processes for all elements and functions of the Value Chain, (ii) increase customer self-service in processes such as booking and quotations available online as well increase in self-paced online courses, (iii) Significantly reach higher numbers of people trained though eLearning, (iv) venture into terrains of webinars, social media, cellular phone technologies.

6.2.3 Content & Knowledge Management

Knowledge Management (KM) is the process of gathering, managing and sharing knowledge capital. This value adding function is identified as two-fold: (i) how KM can benefit and add value to the overall ETD processes in creating content (e.g. case study development); and (ii) how the NSG can benefit using KM to capture and share the institutional memory and best practices.

6.2.4 Partnerships & Collaboration

The need for partnerships in the NSG is twofold: firstly, it provides for the NSG to be able to deliver at a large scale (responding to a critical mass of learners through ETD interventions) as well as the value addition through global knowledge exchanges, representing interests internationally, and continental capacity building. Partnerships should mainly follow the needs of the NSG in all the areas of the value chain. This is one of the ways in which the NSG can ensure that partnerships directly benefit the core business of the NSG. Partnerships will benefit the NSG by ensuring that there is an ability to reach out to a wider target market; being impactful/ doing more with less; and elevating the NSG brand.

6.2.5 Brand Management

Branding is the process by which the NSG will articulate its **IDENTITY** (what it does and stands for), **IMAGE** (how it is perceived and how it wants to be perceived), and **REPUTATION** (what it is known for and wants to be known for). Brand management proactively constructs the brand based on these elements and develop strategies on how to enhance them. Branding is a deliberate construct with diverse elements all of which form the brand of the organisation: e.g. the value proposition, vision and mission, products and service, service standards, service charter, etc. The image and reputation of the NSG are critical components of its corporate brand.

6.2.6 Total Quality Management

Total Quality Management is the continuous and holistic approach to managing quality. Quality in itself is the value proposition of products and services; this refers to the extent in which a product or service is “fit for purpose” and meets the demands/needs within the environment that defines quality, products and services. To be holistic and continuous means the involvement of everyone across the full length of the value chain of the value proposition; and for each process. It involves the identification and mitigation of quality issues from beginning to the end of given processes; across the value chain. The NSG will implement Total Quality Management practices through policies and standard operating procedures – to ensure it is done purposefully, deliberately, regularly and consistently.

6.2.7 Change Management

Change management is a people-centred and process-centred approach to organisational change. It refers to the mechanisms the organisation implements to ensure that the employees accept and participate in the changes the organisation has to undergo. Change Management is a critical enabler in the realignment of people and processes towards the implementation of the NSG value chain.

7. ENABLING ENVIRONMENT

7.1 In order for this service delivery model to be optimal in delivering on the NSG mandate, it is critical that there is an enabling environment. As such the NSG has identified the following as critical towards an enabling environment and fulfilling the mandate:

- **Agility** – our ability (people, processes, systems) to be agile to respond to the mandate
- **Responsiveness** – being able to respond timeously, and providing responses that are efficient and effective
- **Innovation** – all functions performed by the NSG (core and support functions) must ensure innovative practices in order to find better solutions as well as cost-effective and efficient ways of delivering services
- **Integration** – this is absolutely critical for the effectiveness of the service delivery model, and in making sure that the different functions of the NSG are able to integrate and add value

PART C: IMPLEMANTATION OF THE SERVICE DELIVERY MODEL

1. IMPLEMENTATION OF THE SERVICE DELIVERY MODEL

1.1 There is a very clear alignment of the service delivery model with the five-year strategy as well as a reconfigured organisational structure. This ensures that there is a clear value add in the way the NSG has interpreted its mandate, outlined its products and services, and defined the manner in which these will be delivered. In this regard, the table below is a reflection of alignment process, and what further work needs to be undertaken:

Function	Alignment	Response
Market Intelligence	✓	The function of market intelligence and research is established in the NSG. A separate function for business development is also established. These two functions will work in an integrated manner. Further work will be undertaken to place emphasis on data analytics necessary (big data issues)
Content & Knowledge Management	✓	The NSG is emphasizing this function in supporting the core business. Examples include the case study development; and intellectual property management of NSG curriculum
Digital Transformation	✓	The NSG is embracing digital transformation in the core and support functions. There is a need for further capacity and resources to strengthen the shift further into digital space
Partnerships & Collaboration	✓	The function of partnerships is established in the NSG. Work is underway in the finalisation of a partnership framework, and the centralization of co-ordination of partnerships
Brand Management	✓	The marketing and communication functions will focus on the NSG brand management (including identity and reputation)
Quality Management	✓	The function of quality management is established in the NSG. Over time, this will seek to provide total quality management across the NSG (core and support functions)
Change Management	✓	The NSG is finalizing the change management strategy for implementation. This will include plans and identification of change management champions

1.2 The NSG initiated a different, dynamic approach to the development of its strategic planning process as well as the development of the SDM - the process was inclusive and consultative with junior, middle and senior management as part of planning workshops.

Additional internal work streams were established wherein all employees were afforded the opportunity to participate in these processes.

With regard to the implementation of the SDM, the NSG has developed its own matrix – borrowing from the McKinsey 7S model (www.mckinsey.com) – in order to review the effectiveness and efficiency of the SDM, as well as identify areas of optimisation. Thus, 12 elements reflected in the value chain and the value adding functions will be assessed against the following: **Strategy; Structure; Staff; Skills; Systems; Integration.** The SDM optimisation matrix is attached as *annexure D*.

1.3 In keeping with the methodology of the Operations Management Framework, issued by the DPSA, the implementation of the SDM, once approved by Minister for the Public Service and Administration, will be unfolding as follows:

1.3.1 Communication to all service beneficiaries, service providers and partners about the delivery modality of the NSG. This will also be published on the NSG website.
1.3.2 Define an overarching policy on operations management, which includes service delivery improvement interventions
1.3.3 Appoint a champion to drive the service delivery model development, implementation and review
1.3.4 Undertake a skills assessment within the NSG to ensure the capabilities employees are also in line with the strategy and business functions. This will entail the identification of skills deficits and enhancements, where necessary
1.3.5 Define business processes and standard operating procedures aligned to the strategy and business functions, including the identification of areas for automation and improvement.
1.3.6 A service delivery charter and service delivery improvement plan.

2. CONCLUSION

2.1 The development of the new service delivery model presents the NSG with a revolutionary modality to increase effectiveness and efficiency. Above, it is designed with the principles of Batho Pele in mind, while mindful of the fact that the NSG operates backstage in supporting of departments that are in the frontline.

2.2 It is therefore of paramount importance to the NSG to define its service beneficiary with the citizen in view. In so doing the aspirations of the National Development Plan (Vision 2030) and Section 195 of the Constitution of the Republic of South Africa informed the development of this document.

Annexure A – Mandate Analysis

Type of Mandate	Mandate	Requirement	Implication for NSG
Legislative Mandate (core function)	Public Service Act, 1994	Section 4 of the PSA on the listing of a training institution as a national department, and training in the public service. PSA defines “public service” as the national and provincial spheres of government.	This is the core mandate which establishes the NSG, and the mandate for the NSG to provide training or cause the provision of training to occur within the public service.
Legislative Mandate (support function)	Public Service Act, 1994	Government departments must implement the provisions as set out legislatively	NSG support functions and processes implemented according to the provisions as set out legislatively
Legislative Mandate (support function)	Public Service Regulations, 2016	Government departments must implement the provisions as set out legislatively	NSG support functions and processes implemented according to the provisions as set out legislatively
Legislative Mandate (core function)	Public Administration Management Act, 2014	PAMA defines ‘‘public administration’’ as the public service, municipalities and their employees.	This is the core mandate for the NSG to provide training or cause the provision of training to occur within the local sphere of government.
Legislative Mandate (core function)	Public Administration Management Act, 2014	Section 13 of PAMA provides that the Minister may, after approval by the Cabinet, direct that the successful *completion of specified education, training, examinations or tests* is— *(a)* a prerequisite for specified appointments or transfers; and *(b)* compulsory in order to meet development needs of any category of employees. The Minister must consult organised local government and obtain the concurrence of the Minister responsible for local government before seeking the approval of the Cabinet in respect of a directive to be applicable to municipalities.	The NSG received a mandate from Cabinet to implement a suite of compulsory and mandatory courses/ programmes for public servants. However, the NSG must work in consultation with the DPSA, LGSETA, SALGA and COGTA on the further determination of specified education, training, examinations or tests as a prerequisite for specified appointments or transfers; and compulsory in order to meet development needs
Legislative Mandate (support function)	Public Finance Management Act, 1999	Government departments must implement the provisions as set out legislatively	NSG support functions and processes implemented according to the provisions as set out legislatively.

Type of Mandate	Mandate	Requirement	Implication for NSG
Legislative Mandate (core function)	Treasury Regulations, 2005	Section 19 of the Treasury Regulations provides for a trading entity as an entity operating within the administration of a department. All obligations on departments in these regulations apply to trading entities, unless the context indicates otherwise.	The Treasury Regulations established a Training Trading Account (TTA) for the NSG, for the cost recovery of all costs associated with the design and development of learning material and implementation of training courses from the training fees.
Legislative Mandate (support function)	Treasury Regulations, 2005	Government departments must implement the provisions as set out legislatively	NSG support functions and processes implemented according to the provisions as set out legislatively
Cabinet Mandate (core function)	*Rutanang Ma Afrika* (RMA)	Utilisation of former and serving public servants as training facilitators	NSG to recruit, professionalise and utilise former and serving public servants as training facilitators as part of RMA
Cabinet Mandate (core function)	Compulsory and mandatory courses/ programmes	The NSG received a mandate from Cabinet to implement a suite of compulsory and mandatory courses/ programmes for public servants.	Compulsory and mandatory courses/ programmes must be implemented by the NSG in the 2019/20 financial year
Policy Mandate	Medium Term Strategic Framework (MTSF 2019-2024)	A capable, ethical and developmental state (priority 1) underpins all other priorities of the MTSF. According to the MTSF document, priority 1 is a vision of strong and ethical leadership, a focus on people and improved implementation capability. Facilitating this vision into action will involve a transition to a more functional and integrated government that is capacitated with professional, ethical, responsive and meritocratic public servants to strengthen relations and efficiency. Intergovernmental and citizen engagements are also key enablers to this priority to ensure the programming across all departments, agencies and joint pursuit of a capable, ethical and developmental state. The articulation of the state in terms of being capable, ethical and developmental (MTSF, p 29) is reflected below and signals the intent of strengthening state capacity, for which the NSG has a primary role to play	Under outcome 3 (**professional, meritocratic and ethical public administration**), the contribution of the NSG will be measured by the following outputs: • A mandatory in-service training framework that is approved by 2020 and 8 mandatory programmes rolled out by 2022 • The recognition of professionals in public sector by a professional body by 2023 (working in partnership with the Department of Public Service and Administration).

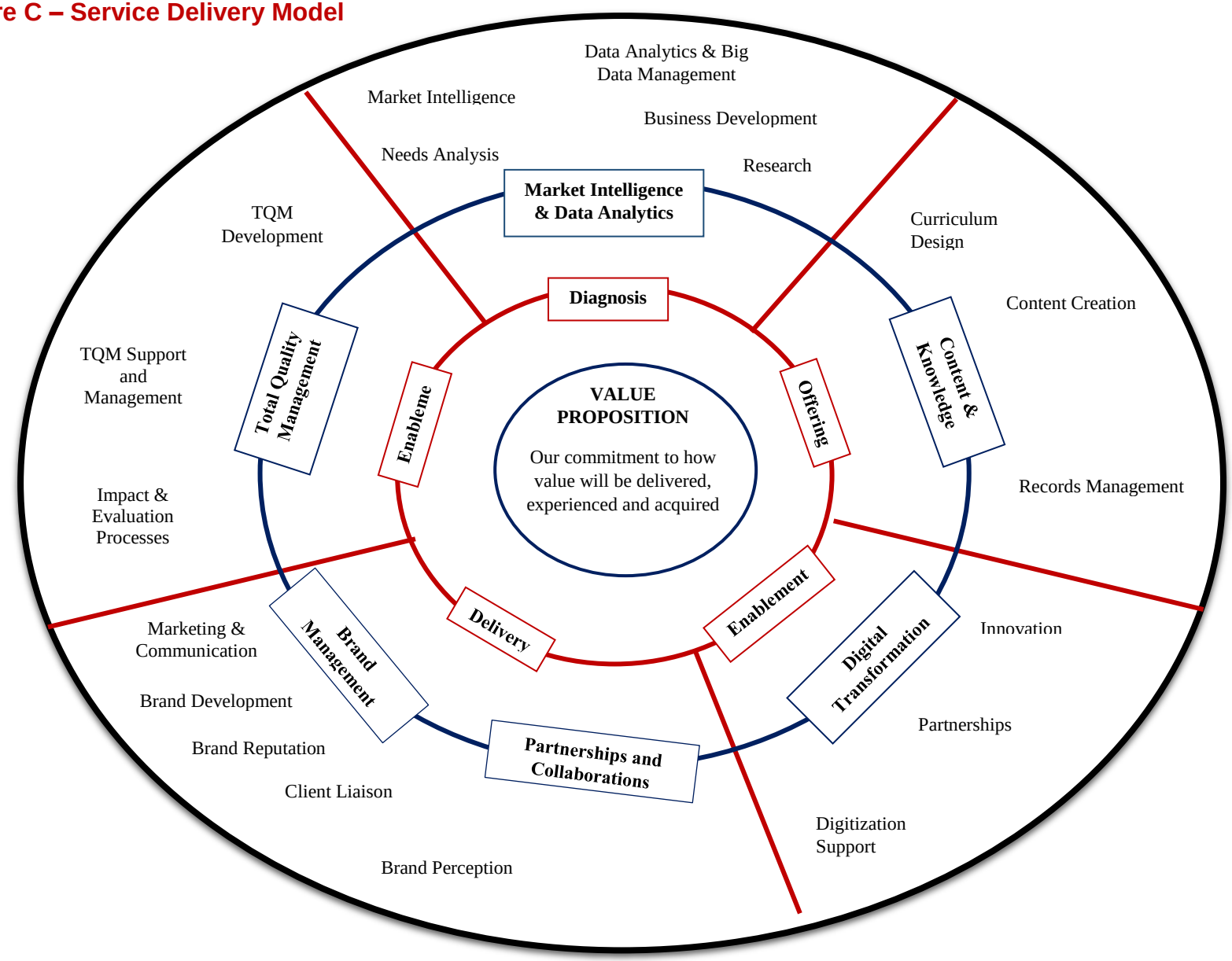
Annexure B – Service Beneficiary Matrix

Service Beneficiary	Product or Service	Communication Modality	Service Delivery Modality
1. Citizen	Develop Annual Report in order to ensure transparency and openness	Annually, the NSG publishes its annual report on financial and non-financial performance, which is tabled in the parliamentary Portfolio Committee. Copies of the Annual Report are provided to all key stakeholders (including government departments, national libraries and academia). The electronic copy of the Annual Report is published on NSG website. It is also communicated through distributed marketing initiatives (e.g. exhibitions).	Citizens can access the Annual Report either at the NSG offices (hard copy) or through the NSG website (electronic copy). Additionally, the NSG must produce an Annual Report to Citizens.
	Develop Strategic Plan & Annual Performance Plans	The NSG Strategic Plan & Annual Performance Plans are published and tabled in the parliamentary Portfolio Committee. Copies of the Plans are provided to all key stakeholders (including government departments, national libraries and academia). The electronic copies are published on NSG website. It is also communicated through distributed marketing initiatives (e.g. exhibitions)	Citizens can access the Strategic Plan and Annual Performance Plan either at the NSG offices (hard copy) or through the NSG website (electronic copy) The NSG Operational Plans, and quarterly performance reports are also published on the NSG website
	Develop a Service Delivery Improvement Plans (SDIP) and Service Standards	The approved SDIP and minimum institutional service standards are published on NSG website	The implementation of the approved SDIP is being measured against the service improvement targets The minimum institutional service standards will be monitored against performance
	Provide employment opportunities at the NSG	The NSG communicates its vacancies for employment through advertisements using print media, the public service vacancy circulars and are published on the NSG website. The NSG communicates with shortlisted candidates verbally (telephone) and in writing (e-mail or fax)	Applications for NSG employment are managed in terms of the Recruitment and Selection policy (which is developed in line with all applicable legislation).The advertisements contain some of the recruitment and selection procedures to be followed (e.g. if the NSG does not contact

Service Beneficiary	Product or Service	Communication Modality	Service Delivery Modality
		The NSG communicates with the successful candidate for an NSG position verbally (telephone) and in writing (e-mail or fax) The NSG communicates with unsuccessful candidates from the interview process in writing after the successful candidate has confirmed acceptance of employment offer	you with a certain time period, your application is deemed to be unsuccessful)
	Enable access to information	The NSG communicates its section 14 manual of the Promotion of Access to Information Act through the website The NSG records of automatically available records (Section 15 of the Act) is to be published in the Government Gazette	The approved manual provides for the procedures to be followed for requesters of information and the available remedies where there is non-compliance with the provisions of the Act
2. Public servants in all three spheres of government, organs of state and state owned enterprises	Provide: • Short courses and programmes that are either compulsory or demand-driven, and aligned to personal development • Access to learning pathways leading to qualifications • Workshops, seminars and conference (e.g. Public Sector Trainers Forum) • Just-in-time interventions • Mentoring and Coaching	The NSG communicates its training programmes, courses and workshops in the following way: • Telephonic and/or electronic written communication through the NSG Contact Centre • Post-training communication also takes place through telephonic and/or electronic written communication through the Learner Records Management	ETD interventions are offered either face-to-face or online Certificates of completion, attendance or certificates of competence are issued to learners in line with prescribed requirements and service standards
3. Public representatives and members of SOE boards	Provide: • Short courses and programmes (either face-to-face or online)	The NSG communicates its training programmes, courses and workshops in the following way: • Telephonic and/or electronic written communication through the NSG Contact Centre	ETD interventions are offered either face-to-face or online Certificates of completion, attendance or certificates of competence are issued to

Service Beneficiary	Product or Service	Communication Modality	Service Delivery Modality
	• Access to learning pathways leading to qualifications • Workshops, seminars and conferences • Just-in-time interventions	• Post-training communication also takes place through telephonic and/or electronic written communication through the Learner Records Management	learners in line with prescribed requirements and service standards
4. Public sector institutions	Provide: • Training needs analysis/ skills audit • ETD interventions to employees • Access to research and publication • Workshops, seminars and conferences • Just-in-time interventions	The NSG communicates its training programmes, courses and workshops in the following way: • Personal communication through on-site visits, conferences or workshops • Telephonic and/or electronic written communication through the NSG Contact Centre	The NSG enters into memoranda of agreement (MOA) with public sector institutions to assist in ETD interventions
5. Contractors and service providers	Provide procurement opportunities to render services and supply goods to the NSG	The NSG communicates its procurement needs through government gazette (tenders) and through telephonic and/or electronic written communication (quotations) The NSG communicates with the successful service provider verbally and in writing, and with unsuccessful tenders in writing as well.	The NSG follows the supply chain management processes as prescribed in the legislative and procurement policy frameworks
6. Continental and international institutions responsible for capacity development	Enable partnerships for capacity development, ETD interventions, and access to research and publication	The NSG communicates with African institutions through formalised continental structures. Communication with international institutions are undertaken in writing and through formal meetings.	Formalised Memoranda of Agreements are signed with institutions, which includes action plans

Annexure C – Service Delivery Model



Annexure D – Service Delivery Model Optimization Framework

Elements of the SDM	Strategy	Structure	Staff	Skills	Systems	Integration
Diagnosis	What strategy and service standards are in place/ to be in place to support diagnostic function?	What structural arrangements are in place/ to be in place for integrated diagnostics function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be up scaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Service Offering	What strategy and service standards are in place/ to be in place to support service offering/ curriculum function?	What structural arrangements are in place/ to be in place for integrated service offering/ curriculum function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Enablement	What strategy and service standards are in place/ to be in place to support service offering/ curriculum function?	What structural arrangements are in place/ to be in place for integrated enablement function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function?	How does this function fully integrate with all of the other functions outlined in the SDM?

Elements of the SDM	Strategy	Structure	Staff	Skills	Systems	Integration
					Do the business process maps need to be developed or revised?	Which area(s) of integration need to be improved?
Engagement	What strategy and service standards are in place/ to be in place to support the engagement function?	What structural arrangements are in place/ to be in place for integrated engagement function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be up scaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Delivery	What strategy and service standards are in place/ to be in place to support the delivery function?	What structural arrangements are in place/ to be in place for integrated delivery function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Impact and Outcomes	What strategy and service standards are in place/ to be in place to support the impact & outcomes function?	What structural arrangements are in place/ to be in place for impact & outcomes function? (e.g. transversal	Does this function have the requisite staff to execute the function? How is this	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies?	How does this function fully integrate with all of the other functions outlined in the SDM?

Elements of the SDM	Strategy	Structure	Staff	Skills	Systems	Integration
		teams, matrix structures)	function being performed?		What service standards are in place for this function? Do the business process maps need to be developed or revised?	Which area(s) of integration need to be improved?
Digital Transformation	What strategy and service standards are in place/ to be in place to support the digital transformation function?	What structural arrangements are in place/ to be in place for integrated digital transformation function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills? 6	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Market Intelligence & Data Analytics	What strategy and service standards are in place/ to be in place to support the market intelligence & data analytics function?	What structural arrangements are in place/ to be in place for integrated market intelligence & data analytics function? (e.g. transversal teams, matrix structures)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?

Elements of the SDM	Strategy	Structure	Staff	Skills	Systems	Integration
Content & Knowledge Management	What strategy and service standards are in place/ to be in place to support the content & knowledge management function?	What structural arrangements are in place for integrated content and knowledge management function? (e.g. transversal teams, central committees)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Quality Management	What strategy and service standards are in place/ to be in place to support the quality management function?	What structural arrangements are in place for integrated quality management function? (e.g. transversal teams, central committees)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?
Brand Management	What strategy and service standards are in place/ to be in place to support the brand management function?	What structural arrangements are in place for integrated brand management function? (e.g. transversal teams, central committees)	Does this function have the requisite staff to execute the function? How is this function being performed?	What are the optimal skills requirements for the function? Can existing internal skills be upscaled or does it require additional external skills?	Does this function require review of existing policies or development of new policies? What service standards are in place for this function? Do the business process maps need to be developed or revised?	How does this function fully integrate with all of the other functions outlined in the SDM? Which area(s) of integration need to be improved?