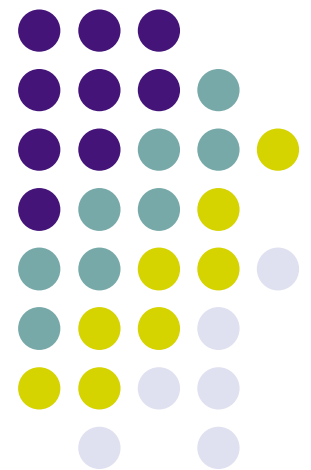


Creating AGILE Management Development Institutes that influence the Transformation of Africa

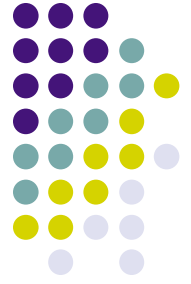
1st AMDIN CONFERENCE

Midrand, South Africa

29 – 31 August, 2007

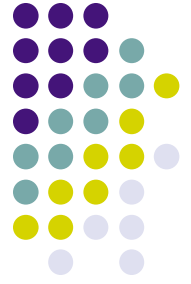


MDI's: Agile Learning Organisations



- *“Given the choice, very few people would not elect to be part of a team where there is excitement, commitment, perseverance, willingness to experiment, genuine appreciation of one another’s gifts (and limitations), and the ability to effectively tackle complex issues.”*

Characteristics of AGILE organisations & the Environment



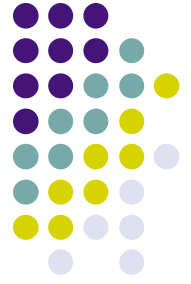
- *Agility – nimble; supple; alert; lively!*
 - *Identify & understand their client & niche within that*
 - *Continuously scanning the environment to understand the trends, changing demands & context of your client*
 - *Constantly adapting to the changing environment*
 - *Just do it - taking risks and learning from the process of the implementation*
 - *Staying relevant – this enables resource mobilisation*

Challenges of MDI's



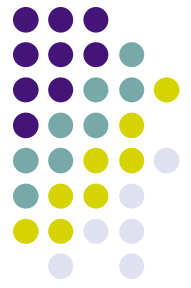
- Relevance to the public service change agenda
- Leadership challenges – high turnover & perceived poor quality leadership “guaranteed tenure or reward for long-term loyalty”
- Financial sustainability drives the agenda of MDI's
- Perceptions of training poor – for lower cadres; for unqualified; obligatory; time-off; panacea
- Reputation & capabilities – perceived to be weak and not the *Centres of Excellence* they need to be
- Competition and marketisation – including with private sector institutions

Key Enablers to Nurture AGILE MDI's



- Understanding the client
- Governance: Mandate, alignment & Institutional Linkages
- Leadership & Succession
- Learning & Training
- Funding & Clientele
- Mode of Delivery
- Quality Assurance & Accreditation

Understanding the MDI Client: The Real Mindset of the African Public Service



- N'gombe Yetu
- 'Muso o Tate
- Public servants 'eat' where they work
- Permanent & Pensionable
- Training ground
- Our turn – political context
- Inferiority complex – lack of capacity
- Arrogance... too learned to learn
- External solutions better – rare acknowledgement of home-grown solutions
- Copy rather than benchmark

Understanding Mindsets of the African Public

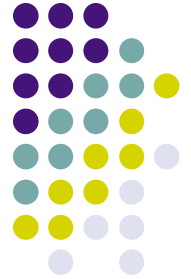
| Service Predominant Mindset | Predominant Thinking Pattern | Predominant Underlying Assumptions |
|---------------------------------------|---------------------------------|--|
| Slavery Mindset | - Forced Dependency | -Forced Inferiority -Non Human |
| Colonial Mindset | - Seduced and Forced Dependency | - Seduced & Forced Inferiority |
| Post Colonial Mindset | - Negotiated dependency | -Ambivalence -Identity crisis |
| Poverty Mindset | - Scarcity | -Voluntary submission. -Identity crisis |




Alignment: Mandate of MDI's



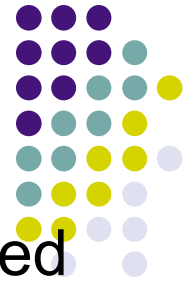
- *“BIAC should come in as a very important cog in the machinery of the Public Service so that at every point they know what knowledge, skills, attitudes, values is to be put into the Public Service. Anything we do in the Public Service must include BIAC – it must be dynamic institute. It must be ahead of the Public Service.” Mr. Eric Molale, Permanent Secretary to the President, Botswana*
- The rationale of MDI's has to move from purely product focus to work exclusively on the public service change agenda and priorities

Alignment: Governance Architecture: 3 Models that exist



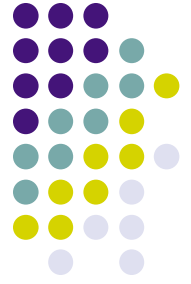
-  MDI as an internal unit or department within a Ministry of Public Service
-  MDI is established as a classical College separate & outside of the department
-  MDI is established as a separate statutory body with its responsibility in government defined in its statutes

Alignment: Institutional Linkages



- *Strategic Location:* The most effective, MDI's are located at the apex of public service management & transformation – often close to the head of Government.
- Our research in Southern Africa found that MDI's have been at the periphery of critical change/reform processes in government and in fact training for these initiatives were run from elsewhere
- The Singapore model is a good example: The Development Group in the Office of the Prime Minister is headed by a Deputy Secretary who is responsible for the Civil Service College, the Strategic Policy Office (SPO) and the PS21 office. This ensures synergy between its change & transformation agenda, strategic planning and on-going learning.

Leadership & Succession



- Leadership of many African MDI's has been determined through a political process
- MDI's in partnership with Public Service institutionalise a culture of meritocracy
- MDI's can be responsible for facilitating succession planning but would need to abide by same rules
- Leadership has to be determined based on the model of MDI selected – either way Agility has to be the intention to produce the results governments desire

Commitment to Training & Learning



MINDSET....MINDSET.....MINDSET.....MINDSET

- Culture of learning has to be established in African public service – where officers seek learning opportunities on their own and recognize the value of continuous learning
- The dynamism of the African public service in the context of 21st Century Africa, globalisation, ICT requires recognition of change as a constant. MDI's responsible to facilitate continuous mindset change to meet current needs
- Commitment to learning has to be legislated – eg. 100 hours of funded learning for all Public Servants in Singapore
- Process of continuous identification of training needs must be rigorous and relevant to changing demands

Models of Funding



Supplier:

- Direct fully funded by government from the national/state budget funding running costs, training & curricula development.
- Challenges:
- 1/Training appears to be free to the end-user and therefore not necessarily valued,
- 2/Supply-led therefore fairly insensitive to real training needs and are not affected if participants derive no benefits. Eg. Latvia, Swaziland, Lesotho & Botswana

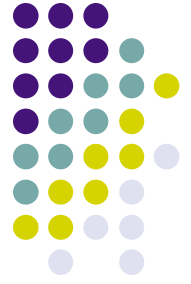
Mix Buyer & Supplier:

- Semi-autonomous – these may receive partial funding from the Government for operational costs with full cost recovery for relevant products and services sold to Ministries or private sector.
- Challenges: The shortcoming is that the Ministries that are not committed to training or have financial constraints often don't send their staff to the MDI's. Also the MDI is tempted to focus on short-term "income" generating courses that ensure quick returns.

Buyer:

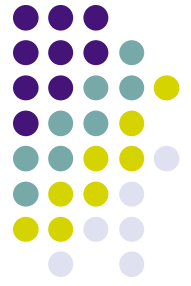
- Fully autonomous – these are generally the more developed MDI's that have an established client base "ring-fenced" in government with direct payments for services from Ministries or a mix with the public.

Quality Assurance & Accreditation



- Of the various MDI's researched quality assurance & accreditation is a weak link in African countries –
- Some MDI's have the responsibility for accreditation, standard setting & evaluating learning products of all public service training eg. Canada
- Other MDI's produce standardised materials that are then shared by all public service institutions
- AMDIN could play a key role of standard setting and quality assurance in line with African and global benchmarks

Mode of Delivery



- MDI's with full time lecturers who have a standard training directory that is determined by them
- MDI's who manage the training process and work through other public training institutions
- MDI's who manage the training process including Consulting to define training needs, benchmarking & training

**“We keep crossing the same
rivers and being eaten by the
same crocodiles” King
Moshoeshoe II**

