

DESIGNING MANAGEMENT DEVELOPMENT PROGRAMMES FOR IMPROVED SERVICE DELIVERY

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ABSTRACT

Former President Thabo Mbeki's call for the mobilisation of the public sector to speed up social transformation effectively captures the vision of the Integrated Management Development Programme. The South African government's programme of action demands a level of capability that is commensurate with the scope and challenges associated with its effective implementation. Currently, when the government allocation of financial resources and priority setting appears to have advanced beyond the capability of certain parts of the public service to deliver, it becomes clear that the formation and outcomes of relevant skills formation are vital to the success of government's development agenda. Human resource development in the public sector in general, and the Integrated Management Development Programme in particular, must contribute to the effective harnessing and development of the capabilities of the public sector to achieve on the goals of the Developmental State.

This article will examine the Integrated Management Development Programme against the objectives of capacity building in the public service, with a particular focus on the professional competence development of managers and leaders. The question that needs asking is whether the Programme is capable of contributing to the development of a strong, efficient and effective public management cadre that can successfully meet the needs of the public service in the transformation of South African society.

Former President Thabo Mbeki's call for the mobilisation of the public sector to speed up social transformation effectively captures the vision of the Integrated Management Development (IMD) Model. The South African government's programme of action demands a level of capability that is commensurate with the scope and challenges associated with its effective implementation. Currently, when the government allocation of financial resources and priority setting appears to have advanced beyond the capability of certain parts of the public service to deliver, it becomes clear that the formation and outcomes of relevant skills formation are vital to the success of government's developmental agenda. Human resource development in the public sector in general, and the IMD Model in particular, must seek to contribute to the effective harnessing and development of the capabilities of the public sector to deliver on the goals set for the Developmental State.

This article examines the IMD Model against the objectives of capacity building in the public service, with a particular focus on the professional competence development of managers and leaders. The question that needs asking is whether the Model is capable of contributing to the development of a strong, efficient and effective public management cadre that can successfully meet the needs of the public service in the transformation of South African society.

A strategic framework is required to evaluate training priorities in the broader context of a human resource development plan for the various functions performed by institution. Such a training framework requires that a number of issues be considered, including (Fourie 2004:1):

- Who is to be trained? (What is the size and composition of the target audience?)
- Where are they starting from? (What is the present level of performance?)
- What is the desired outcome to be achieved? (What is the required level of performance?)
- What is the training content? (What is necessary to move from *present* to *required* performance?)
- How is training to be delivered and by whom? (What is the appropriate delivery channel?).

As the focus of this article is on training design, it stands to reason that emphasis will mostly be placed on question four of the five questions above. That is, how training should be designed to enable managers in the South African public service to advance from present performance to required performance and subsequently asking whether the design of the IMD Model meets the design objectives implied. However, before a discussion on training design can be commenced, one has to eliminate all ambiguity surrounding the concepts of human resource development in general and management development in particular.

CONCEPTUALISATION OF TRAINING AND DEVELOPMENT

Human resource development

Human resource development is described as the integrated use of training and development, organisational development and career development to improve individual, group and departmental effectiveness. Consequently, the focus of training and development is to ensure, identify and develop the key competencies that enable individuals to perform current and future jobs (Harris & De Simone, 1994:9).

The concept of human resource development was first used in 1972 and was defined as organised learning experiences provided by employers, within a specific timeframe, to bring about either departmental change and/or personal growth. Harrison (1993:300) accordingly defines human resource development as the planned learning and development of employees as individuals and as groups to the benefit of an institution as well as its employees.

Human resource development requires of human resource departments or units to develop programmes that are practical, effective and appropriate to the needs of the institution, and provide for proper information, training, tools and support to both managers and employees. Simpson (1999:1) groups human resource development efforts into three broad categories:

- *ad hoc* development through institutional change, people changing jobs or individuals seeking change and progress;
- traditional/functional human resource development by selecting training and development initiatives based on institutional requirements; and
- innovative human resource development by way of job enrichment strategies, changes in expectations, performance management systems based on performance planning, development, continuous training and education.

The aim of human resource development can thus be described as securing effective and efficient service delivery by appropriately trained employees. Managers have to implement policies that would increase productivity in terms of effective, efficient and responsive delivery of services. The only way to realise this objective, is by placing the appropriate employee in the appropriate position, providing an enabling environment for training and development and ensuring that training and development efforts address institutional training priorities.

Management development

Naidoo (2005:104) argues that the South African public service continues to suffer from a lack of management capacity, with many managers lacking the ability to delegate, effectively make decisions, and innovatively solve problems that block development and service delivery. The slow pace of implementation of policies that are aimed at improving service delivery is but one of a number of interrelated variables in the South African

public service that can explicitly be attributed to the deficiency in strategic, visionary and managerial leadership (Naidoo 2004: 338).

Government's commitment to addressing the management development needs highlighted above, is evident in a number of policy documents, as well as legislation. *The White Paper on Human Resource Management in the Public Service*, 1997 envisages the development of a service oriented, multi-skilled and multi-cultural workforce, supporting the constitutional principle (Section 195[1]) of a public administrative system that is development orientated (*Constitution of the Republic of South Africa*, 1996). *The White Paper on Public Service Training and Education*, 1998 aims to transform public service training and education into a dynamic, needs based and pro-active instrument, capable of fulfilling a critical and an integral strategic part in the process of reconstructing and shaping the South African public service. Supporting legislation in this regard includes the *Skills Development Act*, 1998 (Act 97 of 1998) and the *Skills Development Levies Act*, 1999 (Act 9 of 1999). In addition, the *Human Resource Development Strategy for the Public Service*, 2002 was developed to support a holistic approach to training and development in the public service, to develop a public service that is guided by an ethos of service and committed to the provision of improved service delivery.

Majam (2005:443) argues that management development in the public service should take cognisance that the environment in which public servants' functions are ever-changing and becoming increasingly complex. The building of public sector human capacity in terms of knowledge, skills, motivation and commitment, networks and mastery of information technology is crucial to the effective and efficient realisation of the values, objectives and goals of service delivery improvement. Each envisaged human resource development intervention thus needs to be managed effectively to satisfy the aim of capacitating public servants with the skills to improve overall service delivery (Van der Waldt & Du Toit, 1997:20).

Skills and competence

Skills can be identified as an area of knowledge that needs to be acquired to function effectively. Skills training can be considered as the process of enabling individuals to assume new roles and implement systems effectively in order to achieve positive performance outcomes (Harrison, 1993:264). Critten (1993:50) identifies four skills that are more or less typical of all jobs:

- task skills making up the technical components of a job;
- contingency management skills referring to the ability to recognise and deal with irregularities and changes in the immediate working environment;
- task management skills relating to the skills needed for managing tasks and prioritising them; and
- job role environment skills needed to work well with others and cope with specific environmental factors.

More specifically, Meyer (1999:81) categorises the skills determining management efficiency in the South African public service into:

- conceptual skills, referring to the mental ability to view the operations of the organisation holistically;
- interpersonal skill, referring to the ability to work with people; and
- technical skills, referring to the ability to use the knowledge of a specific discipline to attain set goals and objectives.

The *Public Service Regulations*, 2001, (Government Notice R 1 of 2001) issued in terms of Section 41 of the *Public Service Act*, 1994 (Proclamation 103 of 1994) define competence as the blend of knowledge, skills, behaviour and aptitude that a person can apply in the work environment. A person's competence should indicate his/her ability to meet the requirements of a specific post. Rocco (2000:204) identifies four different competencies in human resource management, namely managing self, communicating, managing people and tasks and mobilising innovation and change. The Department of Public Service and Administration (DPSA) categorises competencies into three areas:

- competency clusters, for example technical or functional, thinking or planning, departmental leadership, managing employees and managing self or personal effectiveness;
- generic competencies, which represent critical skills and behaviours that span the roles and functions within a department, for example leadership and strategic thinking; and
- proficiency levels, which measure the ability of an individual to perform in a professional context - meaning the level of knowledge, skills and personal qualities required for the successful completion of activities.

Schwella & Rossouw (2005: 769) state that managers in the South African public service are expected to be task-oriented, work focused and highly interested in the task at hand. Managers are also expected to exhibit a high degree of motivation, energy and personal drive. The competencies needed are high personal productivity, motivating subordinates, time and stress management, effective communication, and conflict management.

Management competence

As a norm, the public expects managers in the public service to, at least, manage and properly lead the institutions or divisions they are assigned to within the context of an ever changing environment, which requires the public service to attract, develop and retain competent managers and leaders who are able to contribute towards the improvement of the effectiveness and efficiency of public sector service delivery.

The term competence is used to express adequacy; or having the necessary ability, authority, skills and knowledge that would amount to a person having the capability to execute the task and mandate assigned to him/her (Cowie 1998:234). Competence can also be defined as referring to someone who is efficient and effective or someone who possesses the complete ability to perform to a standard. Hellreigel (*et al.*, 1994:4)

stress that competence is also related to the ability and capacity of a person to perform a task, through the integration of knowledge, skills and abilities which will lead to behaviour required to complete a task according to predetermined and desired levels of performance.

Seeing that a clear understanding has been established of, as well as the interrelatedness scrutinised between the terms human resource development, management development, skills and competence, as well as management competence, advancement can now be made to positioning the training function within the broader context of development.

The purpose of training and development

Institutions today can no longer justify supporting training and development that do not enhance the performance of its people and directly contribute to strategic objectives. The primary purpose of broader human resource development is to improve performance; maintain performance; or prepare for new job challenges on higher levels. Whereas the purpose of management development is to (Fourie, 2004:7):

- identify and provide a broader base of competence with which to engage an area of responsibility, such as leadership;
- apply this competence to positions within the organisation in order to enhance goal achievement; and/or
- provide a working environment, which makes optimal use of human resources for the continuing growth of the institution and the individual.

Training and development therefore have to change from being action orientated to being results orientated. To achieve this aim, the focus of training and development has to shift from merely designing, developing and conducting training programmes to aligning individual learning needs and competency requirements to institutional strategy and ensuring that individual and institutional performance are enhanced.

Need for training and development

Training can be defined as the systematic process of changing the behaviour and attitudes of functionaries to a particular desirable direction in order to increase goal achievement within the institution. Training and development are therefore considered as leverage for change (*White Paper on Public Service Training and Education*, 1998 [Notice 1428 of 1998] and *White Paper on Transforming Public Service Delivery*, 1997 [Notice 1459 of 1997]).

Grobler *et al.*, (2002:314) mention critical questions that need to be posed in training and development:

- What types of training and development are required for individual and collective members of the institution?
- How are the collective development needs related to the institutional development in achieving set objectives?

- What types and variety of skills should be packaged in the envisaged development and training?
- What is the gap between the actual and desired training and development performance?

Training design

Van Dijk (2003: 71) states that the DPSA has recognised that to send employees for training without clearly defining the need and expected outcomes of the training, constitutes wasteful expenditure. It is imperative that training should be designed, bearing in mind the guidelines for development interventions, financial assistance needed, and the potential of the intervention to address identified skills gaps. Training design should thus be aimed at identifying and developing key competencies.

Spencer & Spencer (1993:291) identify five steps in training design:

- Recognition: The trainees need to accept that the competencies that are being taught do exist and are important for them to function more effectively and efficiently.
- Understanding: It is imperative to explain the new competency.
- Self-assessment: This step involves providing and receiving feedback, to aid in indicating where skills gaps lie.
- Practice: During this step, taught skills are practiced in a realistic job situation.
- Application: The last step encompasses actual job application and sharing competency goals and plans with managers respectively.

In moving from the clarification of concepts and the establishment of the relatedness of development, training and competence; towards an evaluation of the Integrated Management Development Model, it is imperative to consider the national and international competency frameworks that are to inform management development initiatives.

COMPETENCY FRAMEWORKS

South African public service competency frameworks

The initial competencies highlighted in the Public Service Handbook constituting the senior management service competency framework developed by the DPSA include: strategic capability and leadership; project, financial and change management; planning; monitoring; compiling of budgets and controlling cash flow; and initiating and supporting of organisational transformation. Other highlighted competencies include: knowledge management, service delivery innovation, problem solving, people management and empowerment, client orientation and customer focus, communication, honesty and integrity. If they have mastered the above-mentioned competencies, senior managers should (Schwella & Rossouw, 2005:767):

- be able to champion new ways of delivering services;

- contribute towards the improvement of institutional processes;
- be able to systematically identify and resolve existing and anticipated problems;
- be able to exchange information and ideas to influence and encourage others to achieve the desired outcomes; and
- display and build the highest standards of ethical and moral conduct.

DPSA's competency framework caters for the three levels of management, namely senior managers, middle managers and emerging managers. The competency framework is intended to be the key driver for effective human resource management in the public service. The competency framework describes the activities and behaviours of employees using a common set of terms and scales. The description of knowledge, skills, behaviours and attitudes within the framework is a helpful tool allowing both the individual and the institution to know what competencies are needed to be effective in any given role. The competency framework can be set out as follows:

Emerging managers	Advanced managers	Senior managers
	Continuous improvement	Service delivery and innovation
Customer service orientation	Customer focus and service	Client orientation and customer service
Concern for others	Developing others	People management and empowerment
Diversity citizenship	Diversity management	Change management
Organisation communication effectiveness	Information, communication and related technology	Communication
Technical proficiency	Applying and using technology	Knowledge management
Problem analysis	Problem solving and decision making	Problem solving and analysis
Self management	Influence and impact	Honesty and integrity
Team membership	Team leadership	Strategic capability and leadership
Creative thinking and its application	Applying strategic thinking	
	Planning and organising	Programme and project management
	Project management	

Emerging managers	Advanced managers	Senior managers
	Budgeting and financial management	Financial management
	Networking and building bonds	
	Managing conflict	

International public service competency frameworks

Canada

The Canada School of Public Service (CSPC) undertakes leadership and development of all public sector managers, estimated to number around 30 000 of which about 22 500 are at middle management level. Training for high potential candidates for assistant deputy minister positions and senior executives is premised on the following 14 leadership competencies (http://www.ccmd-ccg.gc.ca/rm/mngr/index_e.html):

<ul style="list-style-type: none"> • Intellectual competencies <ul style="list-style-type: none"> • Cognitive capacity • Creativity 	<ul style="list-style-type: none"> • Future building capacities <ul style="list-style-type: none"> • Visioning
<ul style="list-style-type: none"> • Management competencies <ul style="list-style-type: none"> • Action management • Organisational awareness • Teamwork • Partnering 	<ul style="list-style-type: none"> • Relationship competencies <ul style="list-style-type: none"> • Interpersonal relations • Communication
<ul style="list-style-type: none"> • Personal competencies <ul style="list-style-type: none"> • Stamina/stress resistance • Ethics and values • Personality • Behavioural flexibility • Self-confidence 	

The generic competencies recognised by the Canadian Public Service (CPS) are cognitive capacity, creativity, action management, organisational awareness, teamwork, partnering, visioning, interpersonal issues, communication, stamina/ stress resistance, ethics and values, personality, behaviour flexibility, self confidence, policy, service, governance and managing change. The curriculum for structured training for managers in the CPS would typically comprise:

Emerging management	Middle management
<ul style="list-style-type: none"> • Integrated resource management • Managing human performance • Public service management • Managing personal performance • Learning & career decisions • Service improvement in an e-government environment • Managing public funds • Leading for results 	<ul style="list-style-type: none"> • Risk management in the public service • Building resilience • How Ottawa works • Canada & the world • The challenges of implementing government on-line • Structures & operations of government: challenges for accountability • Marketing in the public service • Challenges of public policy development

Malaysia

The National Institute of Public Administration Malaysia (INTAN) has as its vision to ensure that all training incorporates the development of knowledge, skills and attitudes; to design training in line with current needs and policies; and to foster the use of

<ul style="list-style-type: none"> • Core competencies <ul style="list-style-type: none"> • Accountability • Customer focus • Discipline • Integrity • Loyalty • Social sensitivity • Tolerance • Transparency 	<ul style="list-style-type: none"> • Professional competencies <ul style="list-style-type: none"> • Leadership effectiveness <ul style="list-style-type: none"> • Conceptual thinking • Decision making • Influence • Leadership • Change management • Problem solving • Strategic planning
<ul style="list-style-type: none"> • Personal effectiveness <ul style="list-style-type: none"> • Achievement orientation • Adaptation • Analytical thinking • Initiative • Innovative • Ownership • Resilience • Self management • Oral communication • Written communication • Technological capability 	<ul style="list-style-type: none"> • Group and interpersonal effectiveness <ul style="list-style-type: none"> • Coaching • Diversity management • Facilitation • Knowledge sharing • Negotiation • Teamwork

case studies in training. A competency development grid was developed with two dimensions, i.e. importance and criticality. The dimension of importance refers to the range of competencies that produce successful performance. The dimension of criticality considers those competencies that are critical in supporting the organisation to achieve a defined goal or objective. The MPS Competency Model consists of the following generic competencies (http://www.intanbk.intan.my/cda/m_courses/crs_course_detail.php?id=17):

The management development courses that have been developed by INTAN to address the abovementioned competencies, are:

<ul style="list-style-type: none"> • Organisation management • Human resource management in the public sector • Performance management • Professionalism in human resource management • Strategic human resource management • Benchmarking & iso 9000 • Total quality management 	<ul style="list-style-type: none"> • Quality services in the public sector • Quality improvement • Transparency in decision making • Creative thinking • Cross cultural management • Conflict management & negotiation • Accountability & asset management • Project & environment management • Electronic government
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OECD Countries

The vision of management development programmes in OECD countries (Albania, Bosnia-Herzegovina, Bulgaria, Czech Republic, Estonia, Macedonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia) is to (http://www.oecd.org/topic/0,3373,en_2649_37405_1_1_1_1_37405,00.html):

- support the implementation of administrative reform and modernisation;
- improve the professional skills and qualifications of staff;
- increase the efficiency of the public service;
- increase flexibility and performance; and
- link career development to performance and training.

The aims or planned outcomes of management development programmes are:

- the adaptation of skills and qualifications to technological and other challenges in the public service to improve the performance of public servants by helping them to adapt to *inter alia* changes in the work routine due to new technologies, legislation;
- increased efficiency in executing tasks and reducing costs;
- promoting horizontal mobility by improving flexibility and adaptability;
- improved staff motivation;
- improved human resource management;
- improved services provided to the public; and
- supporting staff development.

In OECD countries, limited training takes place at the highest and lowest levels of the public service; the bulk of training is offered to middle and higher management staff. The typical curriculum of a management development programme covers the following:

- administrative reform and national strategies;
- the management of policy making;
- expenditure management;
- the management of the public service; and
- administrative oversight.

As mentioned, the aim of this article is to examine the IMD Model against the objectives of capacity building in the public service, with a particular focus on the professional competence development of managers and leaders. The question posed is whether the Model is capable of contributing to the development of a strong, efficient and effective public management cadre. The preceding discussion of human resource and management development, skills and competence and training and development, together with the investigation into national and international competency frameworks, will serve as benchmark for the evaluation of the design of the IMD Model.

THE INTEGRATED MANAGEMENT DEVELOPMENT MODEL

The IMD Model (Fourie *et al.*, 2003:60) was developed by the School of Public Management and Administration of the University of Pretoria for the (then) South African Management Development Institute (SAMDI) (now Public Administration Leadership and Management Academy [PALAMA]).

The approach followed by the IMD Model (SAMDI 2004:1) argues that management development should take place on three distinct levels. The first level addresses the need for the development of managerial competencies by means of training programmes. For this purpose PALAMA presents three core programmes, i.e. the Emerging Management Development Programme, the Advanced Management Development Programme and the Presidential Strategic Leadership Development Programme.

The second level of interventions addresses the need for refreshers to update managers on the latest developments. Workshops, colloquiums, just-in-time interventions, indabas and seminars are amongst the means that could be used to address the need for recent information. The third level of management development resides mainly with employers who should take the responsibility for developing their managers by means of, for example, coaching, rotation, job enrichment, job enlargement and mentoring.

As mentioned, to address the need for practical, relevant training courses for managers on all levels, three core training programmes have been designed. These programmes are:

- The Emerging Management Development Programme (EMDP): A programme designed for high-potential emerging managers, focusing on perfecting the basics of management.

- The Advanced Management Development Programme (AMDP): A developmental programme for middle managers, focusing on enhancing practical, day-to-day service delivery.
- The Presidential Strategic Leadership Development Programme (PSLDP): A high-level, visionary programme for executive public managers aiming towards cutting-edge leadership.

In designing the IMD Programme, three sources of information played a major role in determining the course content for the mentioned programmes: competency frameworks, consultations with top-level executives (specifically Directors-General), as well as a nationwide training needs analysis.

Alignment with national competency frameworks

As mentioned, the DPSA developed two competency frameworks, i.e. the Senior Management Service (SMS) competency framework, as well as the Middle Management Competency Framework (MMCF). In the MMCF two sets of competencies were developed, i.e. feeder competencies and generic competencies. The alignment of the three programmes in the IMD Programme to the competency frameworks can be set out as follows:

Competency		Module	
Feeder Competencies (Middle Management Competency Framework)	Concern for Others	Emerging Management Development Programme	Customer Care / Supervisory Management
	Creative Thinking		Problem Analysis & Decision-Making
	Customer Service Orientation		Customer Care
	Decision-Making		Problem Analysis & Decision-Making
	Organisational Communication Effectiveness		Organisational Communication Effectiveness
	Problem Analysis		Problem Analysis & Decision-Making
	Self Management		Self Management
	Team Membership		Supervisory Management
	Diversity Citizenship		Included in the action learning for each module

Competency		Module	
Generic Competencies (Middle Management Competency Framework)	Applied Strategic Thinking	Advanced Management Development Programme	Strategic Management
	Budgeting and Financial Management		Public Finance Management
	Communication and Information Management		Knowledge Management
	Continuous Improvement		Project Management
	Customer Focus and Responsiveness		Enhancing Service Delivery
	Developing Others		People Performance Management
	Diversity Management		People Performance Management
	Impact and Influence		Results through Leadership
	Managing Interpersonal Conflict and Resolving Problems		People Performance Management
	Networking and Building Bonds		Results through Leadership
	Planning and Organising		Project Management
	Problem Solving and Decision-Making		Policy Management & Public Accountability
	Project Management		Project Management
	Team Leadership		People Performance Management

Competency		Module	
Senior Management Services Competency Framework	Strategic capability and leadership	Presidential Strategic Leadership Development Programme	Strategy into action Management and leadership skills
	Policy formulation and implementation		Policy and knowledge management
	Communication		Communication strategies
	Client orientation and customer focus		Service delivery
	People management and empowerment		Human resource management
	Knowledge management		Policy and knowledge management
	Financial management		Financial management
	Programme and project management		Project management
	Service delivery innovation		Service delivery
	Change management		Management and leadership skills
	Problem solving and analysis		Included in the action learning for each module

Training needs analysis

In 2000, when the need for a high-level, strategic, visionary training programme was identified, the Presidential Strategic Leadership Development Programme (PSLDP) was born. This was the culmination of former President Thabo Mbeki's vision to increase the leadership capacity amongst senior managers in the public service. Extensive consultations with top-level executives took place, and ultimately the key focus areas of the PSLDP were determined to include the following:

<ul style="list-style-type: none"> • Strategy into Action • Service Delivery • Finance Management • Policy and Knowledge Management • Human Resource Management 	<ul style="list-style-type: none"> • Communication Strategies • Management and Leadership Skills • Project Management • Ethics and Risk Management
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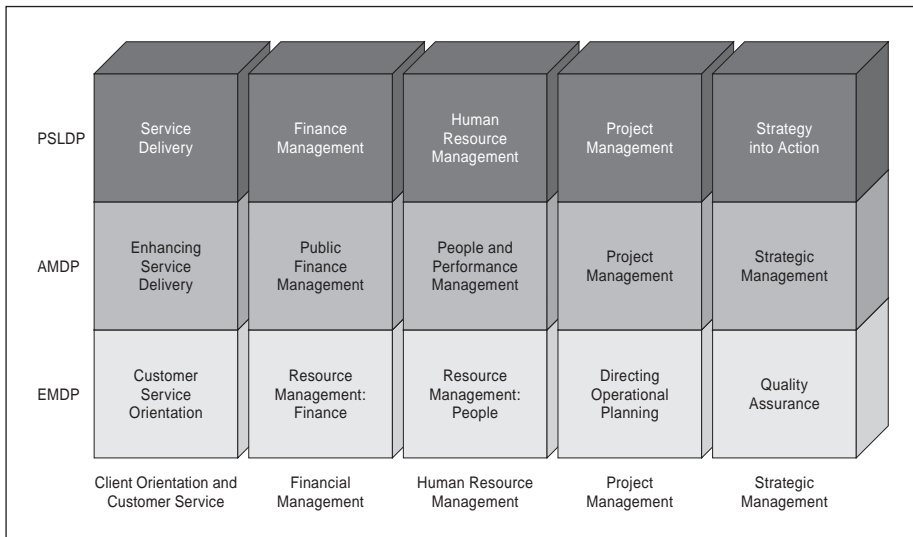
In 2003 a nationwide training needs analysis was conducted amongst 1 000 emerging and middle managers, as well as 180 of their supervisors, to determine the course content for the EMDP and the AMDP. The questionnaires were based on the feeder and generic competencies for the emerging and middle managers' analyses respectively. As a result of the training needs analysis it was determined that the courses would be developed according to the following outline:

Emerging Management Development Programme:		
Management overview <ul style="list-style-type: none"> • Self management • Management overview • Public affairs in context 	Customer care, communication and quality assurance <ul style="list-style-type: none"> • Customer care • Organisational communication effectiveness • Quality assurance 	The complete supervisor <ul style="list-style-type: none"> • People management • Financial management • Project management
Advanced Management Development Programme:		
Strategy and policy <ul style="list-style-type: none"> • Strategic management • Knowledge management • Policy management and public accountability 	Mastering management <ul style="list-style-type: none"> • Public finance management • Project management • Enhancing service delivery 	Integrating the people factor <ul style="list-style-type: none"> • Results through leadership • People and performance management • Completing the public service puzzle (extensive competency assessment)

Construction for advancement

Some competencies are key requirements on all levels of management, with the level on which the competency is displayed intensifying on the higher ranks. The IMD Model has identified the competencies that are required on all managerial levels, and the three programmes were designed in such a fashion that these competencies are addressed in all the programmes, building on development engaged in during every previous programme. In the illustration below, the competencies are listed horizontally, the three core programmes are listed vertically, and the names of the module in which the specific competencies are addressed, are indicated in the blocks. In addition, the IMD Model allows for systematic and structured recognition. All three programmes in the IMD Programme carry educational credits, which are recognised by all tertiary educational institutions in South Africa.

Figure 1



Source: SAMDI (2004:6)

CONCLUSION

The IMD Model envisages providing a coherent and comprehensive career framework for leaders and managers in the South African public service. To date management development has been approached in an *ad hoc*, on-the-spur-of-the-moment way. Contrary to this, the IMD Programme aims to stretch across the career span of managers, equipping them with the competencies and skills required for the particular level of management that they find themselves in. As they progress through the managerial ranks, their skills and knowledge are updated and enhanced through various means to ensure the optimal functioning of managers in the South African public service.

Firstly the theoretical foundation of the IMD Model was compared with the normative principles, including legislation and policy documentation, of human resource development, management development, skills and (management) competence, and training. *Secondly* national and international public service management competency frameworks were used as a basis for appraisal, to which the IMD Model was found to at least conform. Accumulating substantiation lies therein that the IMD Programme was designed after an extensive national training needs analysis; and that each constituting programme of the overall IMD Programme lays the foundation for the next; as well as that the Programme carries educational credits recognised by tertiary institutions.

The conclusion can thus be drawn that the IMD Model is indeed capable of contributing to the development of a strong, efficient and effective public management cadre that can successfully meet the needs of the public service in the transformation of South African society, as it is designed to equip emerging, middle and senior managers

in the public service with the right mix of skills and profiles, of critical importance in the improvement of service delivery.

It would thus seem that the IMD Model (and Programme) could be instrumental in validating the new PALAMA, as they continue to develop emerging, middle and senior managers in the public service enabling them to *get aboard* and *ascend*.

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