

Role of higher education institutions (HEIs) in developing management capacity in the public sector: customising the curriculum to build public service cadres



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REPUBLIC OF SOUTH AFRICA

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Developing managers who serve and deliver

I can!

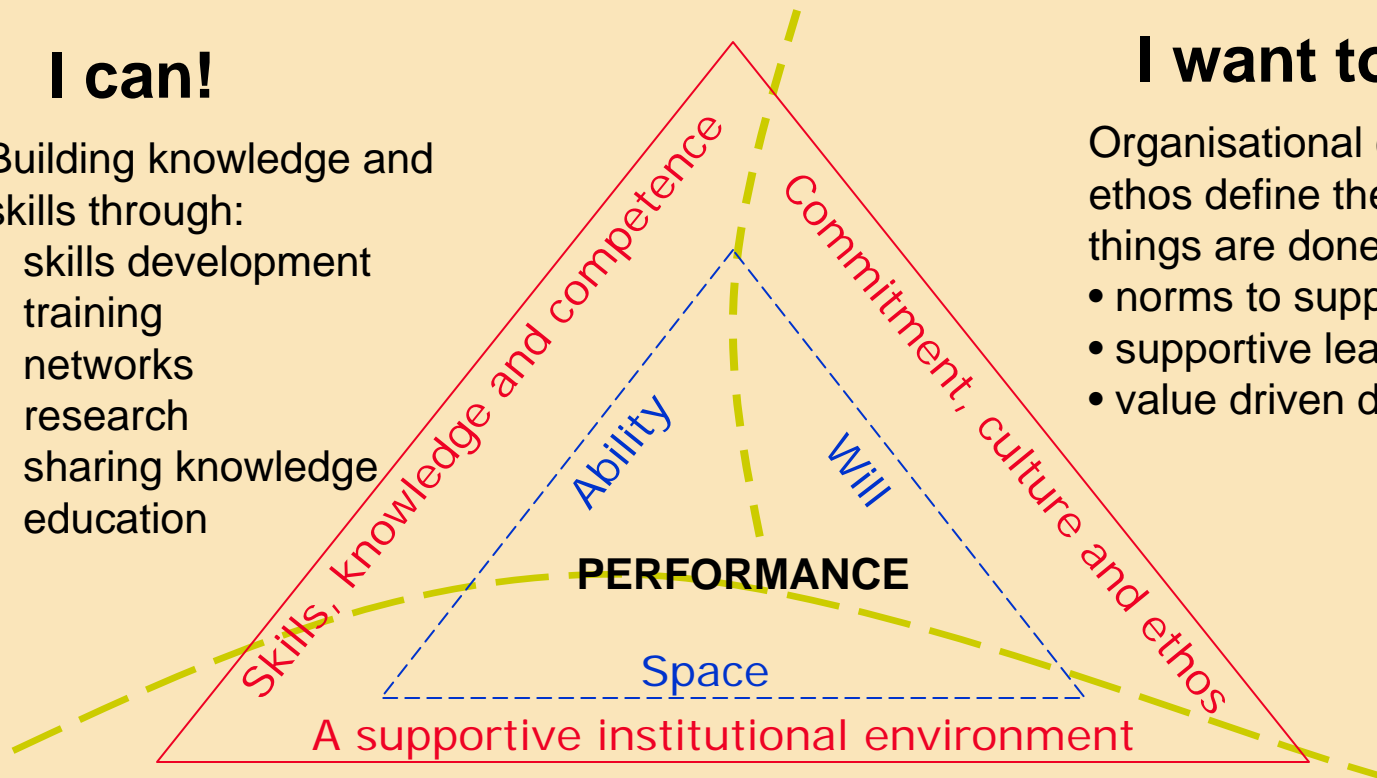
Building knowledge and skills through:

- skills development
- training
- networks
- research
- sharing knowledge
- education

I want to!

Organisational culture and ethos define the ways things are done:

- norms to support delivery
- supportive leadership
- value driven delivery



I am allowed!

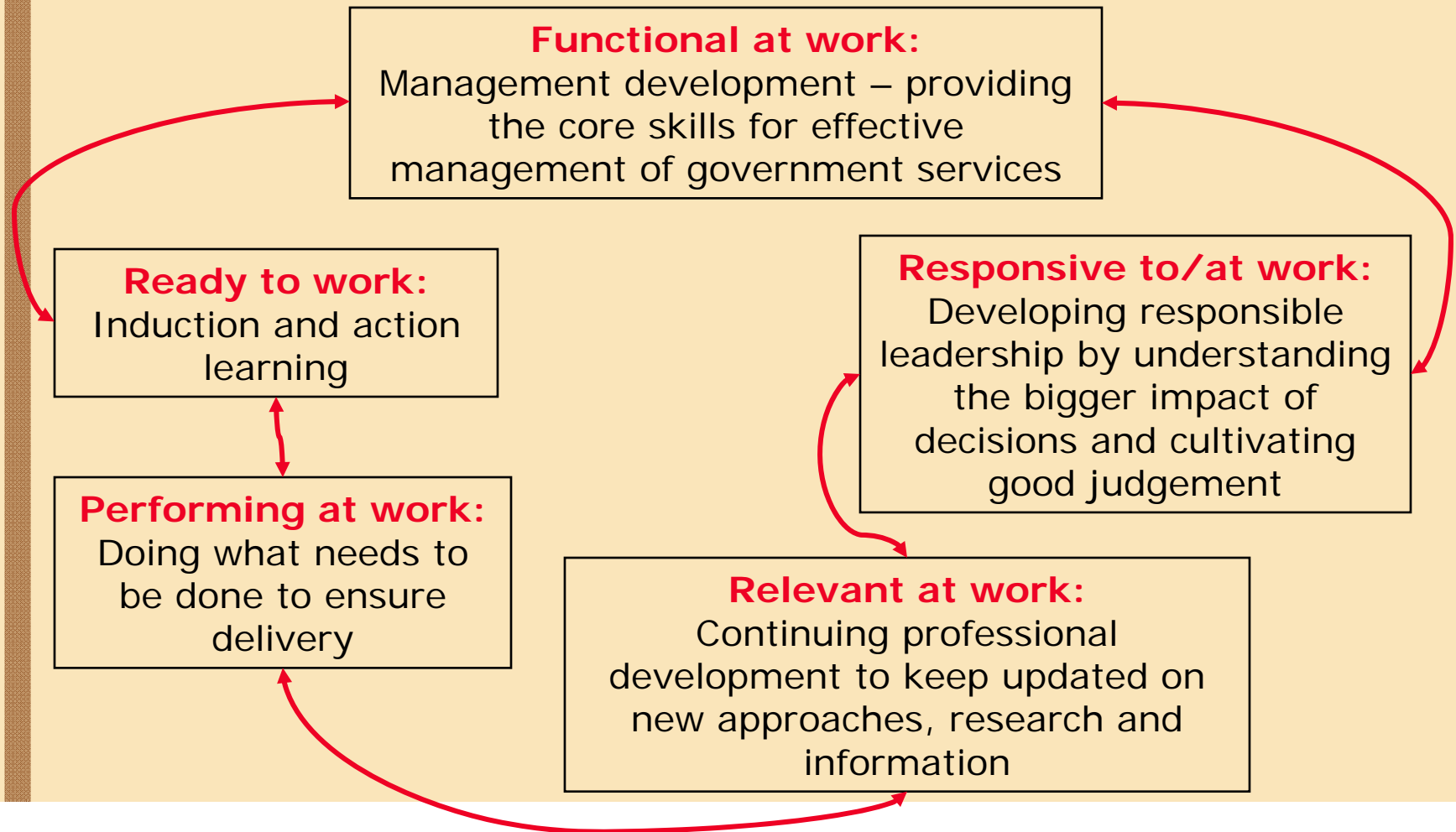
Formal and informal authority, structures, regulations enable or limit participation and engagement to move beyond policy to practice.



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Knowing and doing - defining the relationship

- ◆ Relationship between government and HEIs has always been competitive and collaborative
- ◆ Tension revolves around knowledge and practice:
 - ❖ Which of the two realms represents the legitimate source of knowledge production: the discipline of public administration or the activities of public administration? Who produces this knowledge, only academics, only practitioners, or both? For what reason do we produce knowledge: to build theory, to inform practice, or both? (Ospina and Dodge, 2005)
- ◆ If we want to build cadres we need to find ways to blending knowing and doing
- ◆ Explore the limits of current practice and develop new approaches



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Knowing and doing – looking back (1)

The practice	Knowing and doing
<p>Reconstruction with strong focus on creating the new democratic state through policy review and development:</p> <ul style="list-style-type: none">-Restructuring of departments-New regulatory frameworks and systems <p>Delivery through expanded access on the principle that the state provides and citizens are recipients of services.</p>	<p>Dominant paradigm was the generic process approach based on the principles of scientific management (policy-making, organisation, financial administration, public personnel administration, work methods and procedures and control).</p> <p>Government training strategy oriented to retrain and reorient, with a focus on in-service development and fast tracking for new officials.</p> <p>Strong engagement between government and HEIs seen in formation of the NPAI advocating a normative approach with an emphasis on developmental skills. New methodologies such as case teaching introduced. Close collaboration on content and practice.</p>



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Knowing and doing – looking back (2)

The practice	Knowing and doing
<p>Strong focus on delivery with emphasis on new public management (NPM) tools:</p> <ul style="list-style-type: none"> -Decentralisation and shift from administration to management -Implementation of the PFMA and PSA -Performance agreements -Batho pele <p>Delivery through modernisation as the state strategizes and manages. Citizens become customers or clients.</p>	<p>NPM influential with an emphasis on integrated governance and strategic management. Government training focused on the development of operational skills, for example, supply chain management, finance, etc. Programmes delivered with certain HEIs selected as preferred providers through tendering process.</p> <p>Course content in HEIs shifts to the tools and challenges of implementation in order to take advantage of partnerships. Quality and relevance of programmes varies but there is increasingly less emphasis on research and knowledge production and more on training and development.</p> <p>Formation of ASSADPAM and SAAPUM.</p>



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Knowing and doing – looking back (3)

The practice	Knowing and doing
<p>Stronger emphasis on the goals of a developmental state:</p> <ul style="list-style-type: none"> - Strengthened administrative state that ensures development - Improved professionalism - Single public service <p>Alignment to African and South-South reform initiatives and trends through engagement in international fora.</p> <p>Delivery through social protection and growth as the state intervenes and citizens become partners or participants.</p>	<p>Global focus on human security and emphasis on stronger role of the state. Greater emphasis on institutional development, supporting local governance and inclusion.</p> <p>Government strategy results in focus on leadership development, expanding management development and building the capacity of the state to deliver. Palama is formed from restructured SAMDI following Cabinet recommendations.</p> <p>Decline of the public administration discipline as the quality and relevance of teaching and research variable in HEIs.</p> <p>Growing collaboration between government and HEIs due to new partnerships.</p>



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Taking up the challenge to build cadres

- ◆ Survival of HEIs dependent, to some extent, on sustaining a market within a practice which is itself a player
- ◆ Immediate challenges of building cadres versus poor theorisation or research
- ◆ As context changes, so the interface is redefined and rearticulated but need the theory to inform the practice and visa versa
- ◆ If we are to build cadres then we need to innovate the paradigm, the pedagogy and the practice – need to blend knowing and doing



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Blending knowing and doing

On-board, inspiring and relentless

① Defining the mandate:

What is the mission of government and my role as an institutional leader? What is government about, what are its key mandates and how does it work?

③ Making it happen:

How do I make the changes? Developing strategies for mobilizing the institution to deliver services more efficiently and effectively and identifying opportunities for action in delivering value to the community through disciplined leadership.

Knowing needs and measuring results

② Mapping the context:

What are the things that cannot be changed? (Rules, governing within the rules, the economy and how it works, globalisation and resource scarcity.)
What are the things that must be changed? (Development challenges, socioeconomic context, poverty, health and education.)

Problem solving and innovative

Collective responsibility
and team work

Making a difference



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