



NIPAM
NAMIBIA INSTITUTE OF PUBLIC
ADMINISTRATION AND MANAGEMENT

INDUCTION GUIDE

SENIOR MANAGEMENT DEVELOPMENT PROGRAM
(SMDP)

Presented in association with the
School of Public Leadership, University of Stellenbosch



Developed and produced by NIPAM (Namibia Institute for Public Management and Administration).

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AIM OF THIS INDUCTION GUIDE

To provide participants with a detailed overview of what to expect on a development program, and to provide guidelines to assist the participant to embark and successfully complete the program.



TARGET PARTICIPANTS FOR THE SMDP

The SMDP is primarily aimed at the previously appointed and selected group of Namibian senior public service managers who are currently serving in the Namibian public service. These participants are generally:

- Qualified up to a secondary school qualification as well as at least a first tertiary qualification in a functional and/or management field;
- Experienced public service managers with a minimum of 3 years' experience in a management position in public service;
- Involved in positions which call for strategic and implementation knowledge and competencies;
- Required to participate in high level cognitive, strategic and service delivery activities which require the requisite competencies, mix of knowledge, skills and attitudes.



RECOMMENDED READING & OFFICIAL DOCUMENTS

The following official documents must be studied before the commencement of each contact session.

Module 1 - Governance in Namibia: Context and Strategic Challenges

- Constitution of the Republic of Namibia
- Namibia Vision 2030

Module 2 - Understanding Good Governance: The Evolution and Impact of Concepts, Ideas, Philosophies and Theories

Module 3 - Public Finance for Good Governance

- Constitution of the Republic of Namibia (Chapters 5,6,7,16 & 17)
- State Finance Act, No. 31 of 1991
- Tender Board Act, No. 16 of 1996
- Medium Term Expenditure Framework (MTEF)

Module 4 - Professional Competencies for Good Governance: Leadership and Organisation Development

- African Charter on Values & Principles on Public Service and Administration
- Public Service Charter
- Customer Service Charters

Module 5 -Management Applications for Good Governance

- Namibia Vision 2030
- Fourth National Development Plan (NDP4)
- African Public Charter
- Public Service Charter
- E-Governance Policy



GLOSSARY OF KEY TERMS AND RELATED TERMINOLOGY USED

Assessment - means the process of collecting evidence of participants' work to measure the achievement or non-achievement of specified National Qualifications Framework standards and/or qualifications.

Assessor - means the person who is registered by the relevant Education and Training Quality Assurance Body in accordance with the criteria established for this purpose by a Standard Generating Body to measure the achievement of specified National Qualifications Framework standards and/or qualifications, and "constituent assessor".

Facilitator - means an individual who facilitates learning processes and activities and manages and administers assessment, educator, teacher, trainer, mentor etc.

Integrated assessment - brings together different sets of outcomes of learning into a demonstration of applied competence.

Moderator - means a person, body or organisation that ensures that the assessment of the outcomes described in National Qualifications Framework standards and/or qualifications is fair, valid and reliable

Moderation - means the process which ensures that assessment of the outcomes described in the National Qualifications Framework standards and/or qualifications is fair, valid and reliable

Participant - refers to any person registered at NIPAM to attend a training course, programme, workshop or similar intervention intended to develop capacity



INTRODUCTORY ACTIVITY

Why have you decided to join this Senior Level Management Development Program?

How will the successful accomplishment of this program support your personal goals?

What do you think will it require from you to successful accomplish this program?

WELCOME!

Dear

Please write your name in the space provided above. We would like you to do this because you are now the owner of this learning and the receiver of the learning experience within this program.

We welcome you to this program and trust that you will enjoy the exciting issues and challenges that you will be facing. We look forward to sharing a meaningful and positive learning experience with you.



1. WHAT IS A DEVELOPMENT PROGRAMME

A development program is a workplace education and training intervention comprising both structured practical workplace (on-the-job) experience and structured theoretical training.

2. THE SENIOR MANAGEMENT DEVELOPMENT PROGRAM (SMDP)

This 60-credit HEQF (2007) level 8 executive course covers knowledge of a formal postgraduate programme, approved and quality controlled as required by the South African Qualification Authority (SAQA) and the Higher Education Qualification Committee (HEQC).

The total program is constituted by 5 modules. Each of the modules carries a 12-credit HEQF (2007) level 8, short course accreditation and covers knowledge of a formal postgraduate programme, approved and quality controlled as required by the South African Qualification Authority (SAQA) and the HEQF.

The 5 modules of the program are presented over a 5 day week and consists of 8 contact hours per day as well as 3 hours overnight work for the first 4 days. Each module will be assessed through class based evaluations as well as an individual assignment per module.

The programs main focus is to develop management competencies which can be illustrated as follows:

M a n a g e m e n t
KNOWLEDGE + SKILLS + ATTITUDE = COMPETENCE

The program consists of a theoretical and workplace experience components - this will ensure a seamless integration between theory and application.

2.1. Background

The effective and ethical leading and managing of public service institutions for professional service delivery represents one of the most demanding challenges of our times. This challenge is even more daunting in developmental contexts where public service provision often takes place under conditions of complexity, diversity and where service delivery has to provide access for all citizens to quality services under constraints of inequality and lacking resources. Under these conditions developmental and entrepreneurial public leadership and management is called for.

The Republic of Namibia holds a strong vision based aspiration to become and be a prosperous industrialised Namibia, developed by her human resources, enjoying peace, harmony and political stability by 2030. To realise this vision, amongst other actions for good governance, a paradigm shift from sector development to integrated approaches through strategic partnerships will be required. Structural changes as well as innovative thinking are necessary in all spheres of Government and in all Government actions to reach the vision through the required paradigm shift and innovation.

Effective and ethical public leaders and managers have to be developed to meet the challenges emanating from the Namibian context and vision. The primary Namibian institution to facilitate this development is the Namibian Institute of Public Administration and Management (NIPAM).

The vision of NIPAM is to become a world class institution to catalyse governance reforms in Namibia by bringing together knowledge, technology and people, whilst the mission of NIPAM is to transform the Public Service in Namibia through building management and staff competencies and providing organizational development

support and consulting services. This transformation has to reflect the key elements of a developmental and entrepreneurial public service being an adaptable, flexible public service that is:

- able to create and sustain a balance between market directed and state directed economic growth;
- able to create and sustain institutions that will facilitate and maintain a developmental state;
- technologically driven and
- citizen centred.

The intention is to create and sustain a Namibian Public Service that is a learning social system. In this system there should be a system wide culture of learning based upon strategic plans as instruments for learning. The learning should be supported by evaluation reviews which are not punitive but provide occasions for learning.

Given this vision, mission and strategic intent, NIPAM has embarked on a process of delivering training and development initiatives also in partnerships with relevant academic and professional partners. The School of Public Leadership (SPL) at the University of Stellenbosch has been selected as the preferred strategic knowledge partner to design and deliver a SMDP to the NPS with NIPAM.

2.2. Theoretical Component

The theoretical component comprises various module specifications. Theory here refers to discipline or conceptual knowledge from a recognised disciplinary field found on subject classification systems such as management which an individual has to have in order to perform the tasks identified in a particular occupation.

Daily Programme of activities

In accordance with the learning areas for the SMDP the course is constituted by 5 modules. Each module will be taught over a period of 5 days. Each teaching day will

be divided into 5 day parts of approximately 2 hours per part and will therefore last about 10 hours.

A typical teaching day will:

- Start at 08:30 and end at approximately 19:30 and be followed and complemented with overnight reading and assignments.
- Be delivered in the following way:
 - Morning: Day Part 1:
 - o Orientation to the Module
 - o Lecture 1
 - Morning: Day Part 1:
 - o Lecture 1 (Continued)
 - Refreshment Break
 - Morning Day Part 2
 - o Lecture 2
 - Lunch break
 - Afternoon: Day Part 3
 - o Experiential Learning: Exercises, Case Studies, Simulations, Learning Games
 - Afternoon: Day Part 4
 - o Experiential Learning: Exercises, Case Studies, Simulations, Learning Games
 - Afternoon: Refreshment Break
 - Evening: Day Part 5
 - o Plenary Discussion: Issues, Challenges, Learning Gains, Day Conclusion
 - o Setting of Overnight Assignments and Reading

Day 5 will take an adapted format ending at Lunch and will generally be constituted by a group evaluation session.

2.3. Workplace Experience Component

The workplace experience component will require you to gain work experience that includes the acquiring of contextual or in depth knowledge of the specific working environment.

The workplace experience component is structured within the learning activities (including contextual knowledge) to enable you the participant to be exposed to the application of the theoretical component in order to become competent in your relevant occupation.

3. SMDP PROGRAM COORDINATOR

The program coordinator from NIPAM is Yrika Maritz



Yrika is a Senior Lecturer at NIPAM and coordinator for the Senior Management Development Programme (SMDP).

She has worked in the public service for over 15 years and brings with her expertise in training management, organisational development and psychology.

Yrika Maritz

Contact details

Telephone: +264 61 2964754

Mobile: +264 81 3164548

E-mail: yrika.maritz@opm.gov.na

4. THE FACILITATORS

Professor Erwin Schwella

Erwin Schwella holds a Ph.D. degree in Public Administration which he obtained from Stellenbosch University in 1988. After having served as the Director of the School of Public Leadership of the University of Stellenbosch since 1992 he currently holds a full professorship in Public Leadership in the School. During his career, spanning over 30 years, he has held positions in national and local government. For the largest part of his career he has been an academic. Erwin Schwella has been and still is a consultant and advisor to ministers and other executive office holders at all spheres of government in the democratic South Africa. He has travelled extensively and was a visiting academic at many prominent European and United States Universities.

He is a leadership and governance trainer who has trained senior members of the South African liberation movements in preparation for their roles in government as well as political and government leaders in the democratic South Africa and abroad. Erwin Schwella is author and co-author of more than 40 academic publications in the fields of governance, leadership, organization development and public management. He serves and has served on the editorial boards of a number of national and international academic journals. He is a National Research Foundation rated researcher in South Africa.

Professor Johan Burger

Professor Burger holds degrees in architecture, public management and a PhD in public and development management. He is a previous director of the School of Public Management and Planning, specialising in policy analysis, financial management and development management.

Prior to his present appointment, he worked in the public sector, first an architect at the then Department of Community Development and later with the Department of Local Government, Housing and Agriculture. He is registered with the South African Council of Architects and is a member of the South African Institute of Architects. He has undertaken various research projects on issues of appropriate management of development and public management finance and has also been a member of a steering committee on the financial training needs assessment in the public sector for the Department of State Expenditure. He has published various articles and chapters in books on these issues and is co-author of Public Resource Management.

Francois Theron

Francois Theron is an anthropologist and social development specialist. He holds different degrees in Anthropology and Development Studies. His teaching and research responsibilities at Stellenbosch University includes writing and editing numerous academic publications in development and related fields. He also publishes extensively in academic journals. His current specialist fields include participatory democracy, specifically issues in relation to social-learning;

capacity-building; empowerment; sustainable development and action-research. Francois has a keen interest in community work which leads to academic short course programmes and participation in grassroots development forums. His main area of focus and facilitation is developmental local governance.

Karel van der Molen

Karel van der Molen holds degrees in law, human resources and an MA in public and development management. He is an Admitted attorney and personnel practitioner and Member of the Institute of Management Consultants. He has private sector experience at general management level in the field of strategic and business planning and management, people development, industrial and labour relations and organisational transformation. He has consulted to, lectured and facilitated a wide variety of public and development sector institutions and organisations, both nationally and internationally.

Lyzette Schwella

Lyzette Schwella is registered counselling psychologist who obtained a MA in counselling psychology from Stellenbosch University. After qualifying she worked in many capacities as a psychologist specialising in interpersonal counselling related to education, families and career guidance. She has authored a number of articles aimed at positive living for young adults which were published as a series in a national daily newspaper. She has conducted numerous training sessions in advanced leadership and personal development programmes for professionals and young adults.

Lyzette Schwella is currently in private practice as a counselling psychologist. She also does session work at an academic high school where she deals with young adults and their educational, career counselling and personal development needs.

Lyzette Schwella holds an appointment as extraordinary lecturer in the School of Public Leadership of the University of Stellenbosch where she is involved in courses related to leadership development, women in leadership and interpersonal relationships.

Dr Len Mortimer

Dr Mortimer holds degrees in health, local government administration, personnel management, an MBA and a PhD in administration. He is a previous municipal manager of various municipalities, including Stellenbosch. His involvement in senior management positions in local government started in 1989.

He has consulted to and facilitated a wide variety of public and private organisations, including organised local government and the Bargaining Council. He holds an appointment as extraordinary lecturer in the School of Public Leadership of the University of Stellenbosch where he is involved in courses related to municipal competency training of local government officials.

Other facilitators on the course will include:

Johan Ackron

Major-General Chris Botha

Johan Groenewald
Professor Goos Minderman
Louis Scheepers
Professor Rob van Eijbergen
Dr Bernard van Nieuwenhuyzen

5. THE PROGRAMME PROCESS & CONTENT



5.1. Learning Resources

All participants will receive the following material for this programme:

- Induction manual
- Study guides
- Access to NIPAM Library Facilities

5.2. Program Modules

The modules for the SMDP are as follows:

(Feb 2013 - October 2013)

Module 1: Governance in Namibia: Context and Strategic Challenges

Module 2: Understanding Good Governance: The Evolution and Impact of Concepts, Ideas, Philosophies and Theories

Module 3: Public Finance for Good Governance

Module 4: Professional Competencies for Good Governance: Leadership and Organisation Development

Module 5: Management Applications for Good Governance

5.3. Learning Outcomes

The learning outcomes of the programme are to transfer knowledge and competencies to participants in order to understand and act professionally as public service leaders and professional public servants.

After attending this course, participants should be able to:

1. Demonstrate a capacity to analyse and act in ways which show analytical, thinking, strategic leadership, management and implementation competencies and behaviours in order to function professionally as public service leader and manager.

2. Show enhanced capacity in respect of:

- Understanding the governance context of Namibia from a theoretical and constitutional perspective and relate this understanding to strategic analysis and action;
- Understanding the ideas, concepts, theories and philosophies underpinning the normative notions of good governance, developmental states and constitutionalism and translating these into the strategic imperatives and initiatives for ethical and effective leadership and management;
- Managing finances and financial management in government;
- Leading change and innovation linked to organisation development in government;
- Applying management techniques and applications including policy analysis, project management and monitoring and evaluation for performance in government.

3. Learn and practice new competencies and attitudes in the areas of public leadership and management for service delivery performance

5.4. *Critical Cross Field Outcomes (CCFO's) and SMDP topics*

The CCFOs express qualities that should be achieved in all programs. These outcomes demand evidence of problem-solving, the ability to work with others, to access information, understand the consequences of one's actions and so on. Your facilitators will provide you with various activities and questions in the assessment and contact sessions that will evaluate your ability in terms of the CCFO's

You will be required to master the relevant knowledge, competencies, skills and attitudes which will relate to the following learning areas:

- Governance in Namibia: Context and Strategic Challenges
- Understanding Good Governance: The Evolution and Impact of Concepts, Ideas, Philosophies and Theories
- Public Finance for Good Governance
- Professional Competencies for Good Governance: Leadership and Organisation Development
- Management Applications for Good Governance

Topics in the program will include:

- The Namibian state: development and current reality
- Namibia: the constitutional and institutional landscape
- Namibia: vision, strategic goals, macro policy and planning perspectives
- Namibia: strategic issues and challenges
- Namibia: strategic planning processes and implementation
 - o STEEP analysis
 - o Scenario analysis
- Theories of the state and the role of the state in constitutional democracies, mixed economies and a human rights context
- Constitutional democracy, separation of powers and democratic control and accountability
- The rule of law, justice legality, legitimacy and human and citizen rights
- Administrative justice and citizen protection related to state and government power
- Morality, integrity and ethics in governance
- Calling government to account: The role of the media, legislatures, oversight bodies, courts and civil society organisations including citizen activism
- Good governance: theory and practice
- Public macro organisation including decentralisation and devolution and transfer of government functions to other spheres and organs of government

- Governance theories including bureaucratic theories, new public management and network governance theories related to public value creation
- Theories, concepts and applications related to the developmental state
- Financial literacy for public managers
- Financial management competencies and skills for non-financial managers
- Macro-economics and public finance
- The legislative and institutional architecture of public finances
- The public financial cycle including planning, budgeting and process elements
- Numeracy competencies for public finances
- Public finance techniques and applications
- Control and accountability in respect of public finances
- Leadership, innovation and change management
- Strategic thinking
- Organisation development
- Leading and managing learning organizations

6. PARTICIPANTS SUPPORT

6.1. Facilitators

Your facilitators are available telephonically and by means of e-mail. Please make contact with your facilitator if you experience any problems with your learning or the content of the programme. Questions of an administrative nature should be directed to the Program Coordinator or Administrator.

6.2. Programme Coordinator

The role of the programme coordinator is to oversee the successful implementation, co-ordination and completion of the training programme. They are responsible for the administration and academic quality of the programme. Any issues that cannot be resolved by the facilitators and / or NIPAM Administrator must immediately be brought to their attention.

6.3. SMDP Program Administrator

NIPAM Academic Administrative Officers are responsible for providing administrative and logistical support to the Academic Business Centres in general and to training programmes in particular.

Our Academic Administrative Officer is available to assist with any queries you may have which are of an administrative nature relating to your particular programme. During official breaks they will usually be available at the reception area; alternatively you can contact her in her offices in the administration wing of NIPAM, on the ground floor.

Contact details are as follows:

	<p>Academic Administrative Officer Selma Shapwa</p> <p>Contact details Tel.: 061-2964788 E-mail: selma.shapwa@opm.gov.na</p>
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6.4. The NIPAM Learning Resource Centre



Our state of the art Learning and Resource Centre (library) offers membership to all course participants. The library aims to be an innovative partner in the pursuit of excellence, and leader in providing dynamic information services that support lifelong learning. We encourage you to take up membership and use the library to support your study efforts.

The NIPAM library offers over 5000 books and is in the process of extending its range continuously. Our various collections are aimed at supporting the activities and function of course delegates with the emphasis on: management and leadership, accounting and finance, public management and decentralization, economics, communication and information technology, law and development. In addition, we also offer a computer centre for e-learning opportunities.



Library Manager
Sylvia Katjepunda

Contact details
Tel.: 061-2964793
E-mail: Sylvia.katjepunda@opm.gov.na

7. CONTACT SESSIONS DURING THE PROGRAM

The contact sessions will be highly interactive and we encourage your participation during these sessions. Between the various contact sessions the facilitators may require you to do some practical work or research on specific issues. It will be important that you complete these activities as it will guide discussion during the

next contact session. This will ensure that there is a good integration between theory and application in the workplace.

8. ASSESSMENT

This 60-credit HEQF (2007) level 8 executive course covers knowledge of a formal postgraduate programme, approved and quality controlled as required by the South African Qualification Authority (SAQA) and the Higher Education Qualification Committee (HEQC).

The total course is constituted by 5 modules. Each of the modules carries a 12-credit HEQF (2007) level 8, short course accreditation and covers knowledge of a formal postgraduate programme, approved and quality controlled as required by the South African Qualification Authority (SAQA) and the HEQC.

After attending each five day module of the course, participants should be able to fulfil the following assessment criteria through the indicated methods of assessment:

- Each participant must, through the assessments, provide proof that he/she is able to integrate the theory and practice of dealt with in the course and in a professional way.
- Class based assessments will contribute a maximum of 40% of the final mark per module.

Individual assignments will contribute a minimum 60% of the final mark per module.

- All participants will also be required to write an overall relevant and agreed upon research paper over the study period of a year consisting of a minimum of 30 pages as capstone paper before receiving the final certification as competent for the course.
- All assignments have to be submitted 30 days after the delivery of the module. No late assignments will be accepted under any conditions.

List of Individual Assignments for 2013

Due dates

- Module 1 -Due date 29 November 2013 or 6 weeks on the last Friday after completion of the final module.
 - A Capstone Paper on topic of choice.
- Module 2 - Due date 17 May 2013
 - Evidence and knowledge based government in Namibia - strategic thrusts and institutional options.
- Module 3 - Due date 19 July 2013
 - Understanding Public Finance for Good Governance.
- Module 4 - Due date 6 September 2013
 - The quality of public leadership in Namibia, an evidence based analysis and suggested way forward.
- Module 5 - Due date 15 November 2013
 - Consider the various issues, problems and challenges in your department which you feel have arisen as a result of an incomplete or inadequate policy. Write a comprehensive report on this matter.

Mark allocation

Formative assessment - Assignments:

- 4 assignments & 1 Capstone paper - 60% of final mark per module
- 4 Group assessments - 40% of final mark per module

Procedure for submission of assignment and projects

- All assessments must be sent electronically to the following address - smdp.assignment@opm.gov.na. Please ensure that you activate the Request a Delivery Receipt as well as the Request a Read Receipt to ensure that your assignment has been received and to safeguard proof of your submission. These commands can be found under the options tab when formulating a new e-mail message.
- The NIPAM Programme Coordinator will also send you a confirmation e-mail that we have received your assignment.
- Every assessment activity document must be saved as follows “NIPAM SMDP 1(assignment number) surname name due day month year” for example - “NIPAM_SMDP_1_ MaritzYrika18012013” Please note the use of underscore which is not to be confused with a dash.
- Make sure each assessment activity has a completed cover sheet. The cover sheet is available on the NIPAM website - www.nipam.mdi.na

Submission and turnaround time for assignment

- The first day for submission of an assignment is 15 days after the contact session and the final date for submission 30 days after the contact session
- Extensions for assignment will only be granted under severe cases as indicated in the NIPAM code of conduct
- The School of Public Leadership will return the marked assignment with marks within 21 days after the final date of submission
- NIPAM will provide participants feedback within 30 days after the final date of submission

Plagiarism & Viper procedure

NIPAM reserves the right in terms to submit all electronic assignments to the Viper Programme (An Anti-Plagiarism Scanner) to establish validity that it is the student's own academic work. To safeguard yourself against plagiarism, download this programme free of charge from the NIPAM Website www.nipam.mdi.na (type *Plagiarism* under *Search*) and attach your Viper Report to your assignment.

ASSIGNMENT AND REPORT GENERAL REQUIREMENTS

Please do not provide any sensitive or confidential information

General requirements

We expect to receive work of a high standard from you. The assignment and project must therefore portray the following:

- Evidence of thorough research in the workplace
- Knowledge about the relevant matter
- An ability to predict, analyse, interpret and evaluate situations and phenomena
- A thorough insight into the implementation of the legislation and related policies.
- An understanding of the dynamics involved in the application of the 6 topics in your organisation
- **No selective marking** will be done. This means that students must put equal effort into answering all questions
- The assignments are compulsory and **must be typed**

Length of assignment and project

Each assignment for each topic and the project report should be between 15 and 20 typed pages each, 1,5 spacing. The preferred letter type should be “Calibri” and the letter size “10”.

Structure/Layout of assignment and project

The format of the assignment should comply with the following:

- A front, cover page (The cover sheet is available on the NIPAM website - www.nipam.mdi.na) with a suitable **title**
- **Table of Content** on the second page (list of headings & sub-headings used in assignment)
- **Introduction** on the next page (explain content of assignment and your approach)
- Headings and sub-headings - **body** of assignment
- **Conclusion** on last page (drawing assignment to a close and highlight the main points without repeating them)
- **List of references** - listing your sources from which you have compiled the assignment, also the training manual - alphabetical order.

8.1. *Integrated Assessment*

Integrated assessment brings together the learning outcomes in context, bringing together theory and practice. This means that the assessment in this program will address both the knowledge component and the application component.

The integrated assessments process will include the following principles to ensure the credibility of the assessment and process

FAIRNESS + VALIDITY + RELIABILITY + PRACTICABILITY = CREDIBILITY



Assignments and assessment methods:

Participants will be individually assessed by means of the following methods:

1. Individual assignments,
2. Class exercises;
3. Case studies;
4. A formally assessed class based group project;
5. A capstone written individual paper of 30 pages showing evidence of being able to integrate theory and practice spanning the course.

Each assessment will count towards your final mark.

Workplace evaluation - post-training evaluation

In order to ascertain the effectiveness of this programme, NIPAM will conduct a post-training evaluation on the programme. This means that NIPAM will select a sample of participants to share experience in utilizing the knowledge acquired from this training

at the workplace. The evaluation will also include supervisors, the peers and subordinates of the participants. Participants to be included in the sample will be notified in advance.

8.2. Registration, attendance and certification

To ensure we meet any possible certification stipulations, we kindly request you to complete the registration form and to sign the attendance register as requested by the administrator, to actively prepare and participate in group discussions and to complete and submit your assignments on time.

Programme participants of the various management development courses will receive certificates of competency after successful completion of the program.



All the best with the SMDP!

PARTICIPANTS CODE OF CONDUCT

1 Background

Public sector management is an integral part of good governance. It is the critical element which ensures that innovative services and products are delivered to the satisfaction of the users of public services, and in response to the needs of society. The Namibia Institute of Public Administration and Management (NIPAM) has been established to meet the current and future training and development requirements of all levels of the public sector, and of other critical stakeholders in Namibia.

A code of conduct may be regarded as the main instrument for the institutionalisation of ethics and professionalism. It defines the rights, duties and responsibilities of NIPAM towards its clientele and stakeholders, and contains principles of behaviour and rules of conduct that enrich decision-making processes and orientate activities aimed at capacity development. A participants 'charter, in turn, expresses the "ideal social contract" between NIPAM and its stakeholders, which puts into practice, through principles and rules of conduct, the ethical criteria for balancing stakeholders' expectations and interests. For this reason, NIPAM's Code of Conduct is both a governance tool for relations with its stakeholders and, as it provides guidance for decision making, a strategic management tool. Moreover, the document provides a reference parameter for external stakeholders on the basis of which they can reasonably form their opinions.

NIPAM's operations are informed by five strategic themes:

- (a) capacity development;
- (b) consultancy and research;
- (c) operational excellence;
- (d) capacity development evaluation; and

(e) strategic partnerships.

This policy document focuses on the themes of capacity development and operational excellence. The Code of Conduct is based on respect for the NIPAM community, for the wider public sector community, for individuals, and for property and the environment. All participants¹ are strongly advised to acquaint themselves with both the Code of Conduct and the Participants' Charter. All participants are expected to be considerate of the needs of fellow participants, visitors and staff on campus.

As part of the orientation process for all courses and programmes, each participant will be given a resource pack which includes a copy of NIPAM's Participants' Code of Conduct and Participants' Charter. These documents are also available on the NIPAM website (www.nipammdi.na).

2 Purpose

The NIPAM Participants' Code of Conduct establishes the framework within which participants and NIPAM academic and research staff attend any capacity-development intervention or training programme at NIPAM, and for addressing occasions on which participants do not behave in accordance with the norms and values of professional and ethical behaviour. In order to achieve NIPAM's Vision and Mission, all activities will be underpinned by our four core values, namely **Responsiveness, Integrity, Equality and Innovation**.

Contraventions of the Code of Conduct may therefore result in verbal and/or written warnings, or, in more serious cases, temporary or permanent exclusion from NIPAM.

¹Any person registered at NIPAM to attend a training course, programme, workshop or similar intervention intended to develop capacity

3 Scope of the Code of Conduct

The Code of Conduct applies to all matters of academic misconduct and general misconduct. It sets out expectations regarding our participants' behaviour, and applies to all who are enrolled for courses or programmes at NIPAM, regardless of their mode of study, or whether or not their courses are validated by or provided in association with any other institution. It is applicable throughout the year.

4 Objectives

The objectives of the Code of Conduct are:

- a) to enable all participants to successfully complete their courses or capacity development programmes;
- b) to ensure that all participants are treated fairly;
- c) to identify and take supportive action with participants at risk of preventing themselves or others from successful capacity development;
- d) safeguard the property and reputation of NIPAM and the health and safety of its participants, staff, contractors and visitors;
- e) to enable NIPAM to exclude participants whose misconduct is of a serious nature, or whose behaviour is consistently unacceptable and/or is negatively affecting the ability of others to develop; and
- f) to provide a clearly formulated and impartial process for dealing with problems related to participants' discipline or behaviour within a reasonable timescale, and with due regard for the principles and spirit of natural justice.

5 Management of the Code of Conduct

Participant Code of Conduct is coordinated by the Executive Director, and by the academic business centres (the Central Government Business Centre; the Regional

and Local Government Business Centre; and the State-owned Enterprise Business Centre).

5.1 Executive Director

Section 26 (b) of the NIPAM Act stipulates that the Executive Director, as the head of training and the accounting officer of NIPAM, shall advise the Training and Development Board on issues pertaining to the implementation and review of the Participants' Code of Conduct and Charter.

5.2 The academic business centres

The academic business centres have been established to provide for NIPAM's training and capacity development activities. As the primary implementers of policy, they are responsible for the implementation, monitoring and evaluation of the Code of Conduct and the Charter. In so doing, each centre is to take note of any contravention and to recommend an appropriate course of action to the Executive Director.

6 Policy guidelines

The lists below provide examples of offences, but are not exhaustive.

6.1. Academic Misconduct includes:

- 6.1.1. Plagiarism - directly copying from written or pictorial material, without crediting the source; paraphrasing someone else's work, without crediting the source; use of downloaded material from the internet without acknowledging the source
- 6.1.2. Failure to obtain permission from the relevant institutional authorities to conduct work-based research
- 6.1.3. Getting someone else to produce part or all of the work submitted

- 6.1.4. Colluding with one or more participant(s) to produce a piece of work and submitting it individually as one's own
 - 6.1.5. Copying the work of another participant, with or without their permission, including in an examination context
 - 6.1.6. Knowingly allowing another participant to copy one's own work (including giving someone access to one's digital storage device (disk, USB etc.))
 - 6.1.7. Using forbidden notes or books in producing assigned work or in sitting tests or examinations
 - 6.1.8. Fabrication of results (including experiments, research, interviews, observations)
 - 6.1.9. Getting someone else to sit an examination or test on one's own behalf
 - 6.1.10. Sitting an examination or test on behalf of someone else
 - 6.1.11. Failing to submit work on time
 - 6.1.12. Cheating in examinations, tests or assessments
 - 6.1.13. Poor attendance
 - 6.1.14. Poor punctuality
 - 6.1.15. Reading magazines or material not related to the course in class
- 6.2. **General Misconduct** includes:
- 6.2.1. The use of foul, abusive or offensive language
 - 6.2.2. Deliberate disruption of any class or any other NIPAM activity
 - 6.2.3. Smoking in NIPAM buildings or areas not designated as smoking areas
 - 6.2.4. Violence or the threat of violence towards any person
 - 6.2.5. Verbal bullying, intimidation or taunting of others
 - 6.2.6. Vandalism of NIPAM property (including graffiti)
 - 6.2.7. Any other deliberate damage to NIPAM buildings, equipment, books or furnishings or to the property of others, or causing such damage through gross negligence
 - 6.2.8. Unauthorised interference with or use of hardware, software or data belonging to or used by NIPAM (e.g. downloading pornography)

- 6.2.9. Any form of deliberate discrimination or harassment
 - 6.2.10. Theft and/or fraud
 - 6.2.11. Being under the influence of alcohol or being in possession of alcohol, illegal substances or dangerous weapons
 - 6.2.12. Willful and unwarranted activation of the fire alarm and/or the misuse of firefighting equipment
- 6.3. Where it is alleged that an instance of general misconduct may be a criminal offence, it is standard NIPAM policy to report the offence to the Namibian Police. Action under this code may continue, but such action may be deferred pending any police investigation or prosecution. This policy does not prejudice NIPAM's right to institute criminal or civil proceedings against a participant.
- 6.4. In a case of Gross Misconduct, the participant may be suspended immediately pending an investigation. The investigation will normally be carried out within two working weeks, and if the recommendation is that there is a case to answer, the Code of Conduct meeting will be scheduled.
- 6.5. Warnings cannot be issued progressively for Academic Misconduct and General Misconduct/Gross Misconduct; they shall be treated separately. Therefore, it is possible for a participant to have warnings related to Academic Misconduct and General Misconduct / Gross Misconduct at the same time.

7 Disciplinary Procedure

In cases where an individual does not comply with the Code of Conduct, NIPAM will inform the participant's Accounting Officer or the participant's immediate supervisor, which may in consequence result in the participant's exclusion from NIPAM.

8 Disciplinary Actions

After informing the relevant Head of the Institution or Permanent Secretary, the following disciplinary actions may, subject to rules of natural justice, be imposed at the discretion of NIPAM:

8.1 Suspension: The participant maybe suspended from a class, a course or a programme for a specified period.

8.2 A participant may also be suspended for an indefinite period pending investigation of an alleged instance of Misconduct if it is deemed that the presence of the participant constitutes an impediment to the learning process and/or health and safety of members of the NIPAM community.

8.3 Exclusions: A participant who is excluded from NIPAM for a defined period (or in serious cases, permanently) shall be withdrawn from all learning activities and may be barred from the NIPAM campus and buildings.

9 Appeals

A participant has the right to lodge an appeal any decision that is formally made against him or her with the Executive Director.

10 Legislative compliance

This is an administrative policy.

11 Approval and review

11.1 The Participant's Code of Conduct and Charter is approved and governed by the NIPAM Governing Council.

- 11.2 Any amendments will be made by NIPAM's management team and presented to the Governing Council through the Training and Development Board for approval.

12 Implementation date

This Code shall come into force on the date of signature by the Chairperson of the Governing Council.

13 Closing statement

- 13.1 The Code of Conduct constitutes a governance tool for NIPAM in that it identifies the guiding criteria for the fair and efficient governance of the organisation's relations with its stakeholders; the Participant's Charter promotes relations based on trust and induces co-operation with the stakeholders, and thereby upholds NIPAM's reputation and its moral legitimacy.

- 13.2 Any issue not covered in this Code of Conduct will automatically default to the NIPAM Act (Act 10 of 2010) and any other applicable legislation which covers the issue in question. Any content of this document which contravenes any Namibian legislation will automatically be overwritten by such legislation.

Notes



Notes





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