MANDATE

To provide administration and management training, instilling a performance culture in the Namibian public sector through capacity development, consulting and research, operational excellence, capacity development evaluation and strategic partnerships.

The mandate is derived from the NIPAM Act, 2010 (Act 10 of 2010, Section 5).

MISSION

To transform the public sector of Namibia into an efficient, effective and accountable system through capacity development, consulting and research, operational excellence, capacity development evaluation, and strategic partnerships.

VISION

A world class management development institute that catalyses the transformation of the Namibian public sector into a developmental and entrepreneurial system.

CORE VALUES

Responsiveness  We will be accessible, flexible, accurate and timely in meeting our customers’ expectations.

Integrity  We will be professional, transparent and adhere to moral values and ethical principles by exhibiting the quality of an intuitive sense of honesty and truthfulness with regard to the motivation of our actions.

Equality  We will embrace diversity and endeavour to treat everyone fairly irrespective of race, colour, creed or ability.

Innovation  We will be creative in responding to issues that impact on our business.
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1. ABOUT NIPAM

The Namibia Institute of Public Administration and Management (NIPAM) was officially launched in February 2011. Our mandate is to provide administrative and management training and to serve as a think tank for the public sector, while engendering a public service culture that values good governance, cooperation and coordination, the building of partnerships, the conducting operational research, and capacity evaluation that provides occasions for learning.

As a management development institute, NIPAM is tasked with developing the capacity of public servants and equipping them with the competencies that are essential for excellent performance. NIPAM complements existing skills by offering in-service professional development and focusing on specific and generic management and leadership requirements for public service in central, regional and local government, and in state-owned enterprises (SOEs).

Our institute therefore aims to develop a critical mass of public servants who share common values, and whose ethos and perspective make for excellence in Namibia’s public service. New entrants to the public service are provided with institutional orientation, followed by a Foundation Programme to build basic competencies. For middle-, senior- and executive-level managers, NIPAM offers professional management development programmes. To ensure that the programmes it offers are professional and accountable, NIPAM collaborates with other training institutions, including the Polytechnic of Namibia, the University of Namibia, the University of Stellenbosch, the Southern Business School and the Harvard Kennedy School of Government.

In line with global standards, the NIPAM competency-based curriculum focuses on the development of cognitive thinking skills and behavioural skills. While cognitive thinking skills include capabilities such as critical analysis, idea generation and decision making, behavioural skills relate to attitudes and values. The increasingly comprehensive bouquet of programmes and courses offered at NIPAM will ensure that these challenges are met.
2. THE MARKETS WE SERVE

Central government
NIPAM assists the central government (Offices, Ministries and Agencies - OMA’s) with capacity building amongst its staff members. Training is tailored to meet the needs associated with differing responsibilities and functions, from the executive level right through to the operational staff level. This is achieved by offering our flagship programmes together with generic administrative training and development courses.

Regional and local government
Elected councillors at the regional and local levels play a very important role in providing the link between councils and citizens. Their leadership is critical in the process of local democratisation and economic development, and the empowerment of local actors. NIPAM offers a range of highly specialised courses and programmes that equip office bearers with new knowledge and skills.

State-owned enterprises
Our training offering on governance and fraud prevention help the leadership of SOEs to be more effective in managing their responsibilities, thus making the SOEs more competitive, efficient and transparent.
3. APPLYING FOR NIPAM COURSES AND PROGRAMMES

Before applying to NIPAM, please familiarise yourself with the programmes on offer and ensure that you meet the stipulated criteria. Download the course application form from our website (www.nipam.mdi.na) and discuss the course or programme you would like to enrol for with your supervisor.

If you require further assistance or advice after identifying a course or programme you wish to enrol for, please contact the relevant administrative officer at NIPAM.

Course overview

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Training calendar

Please refer to the Training Calendar for dates and course venues.

Applications

To confirm your enrolment, we require your completed application form, and payment or an official purchase order.

On-demand courses

If none of NIPAM’s courses meet your organisation’s specific needs, please contact any of our course co-ordinators or administrative officers to discuss the content, scheduling and cost of a tailor-made course. At least 25 trainees are required for on-demand courses.

4. TRAINING PHILOSOPHY

We believe that the elements of “experiential, participatory, life-long learning and transformation” should be embedded in our approach to capacity development. We strive to do this within the broader context of achieving the goals of both the National Development Plans and Vision 2030 for Namibia. To achieve this, the NIPAM capacity building framework, a structure for continuous learning, was developed.

NIPAM’s capacity-building framework, which is articulated in both the NIPAM Policy and the NIPAM Act, takes into account the adaptive learning environment. It provides a platform for systems-wide learning to facilitate the development of public servants who share common values, and whose ethos and perspective make for excellence in Namibia’s public service. The entry-level Foundation Programme (FP) is designed to be applied to every public servant upon entry into the public service at supervisory and operational level. It acts as the preparatory programme for the Middle Management Development Programme (MMDP), primarily targeting first level-managers in the public service. This is then followed by the Senior Management Development Programme (SMDP) and the Executive Development Programme (EDP) across all offices, ministries and agencies.
All programmes and courses will eventually be linked to the performance management system to ensure that training and capacity building responds to actual performance challenges in the public service.

The flagships programmes (the Foundation Programme, the Middle Management Development Programme, the Middle Management Development Programme for Regional and Local Government, the Senior Management Development Programme and the Executive Development Programme) offer a comprehensive platform for system-wide learning, and will facilitate the development of common values and practices, combined with crucial skills development at the various levels.

**Key features of NIPAM’s training philosophy:**

- Practical orientation programmes that are academically sound, and which emphasise building and enhancing job competencies (knowledge, skills and attitudes)
- Learner centred approaches and methodologies
- Programme content that is supported by research, case studies and best practise
- Assessment and feedback
- Training to demonstrate value for money and return on investment

5. **LEARNING RESOURCE CENTRE (LRC)**

The NIPAM Learning Resource Centre (LRC) has a fast-growing collection of critical resources in fields such as:

- Management and Leadership
- Accounting and Finance
- Public Management and Decentralisation
- Economics
- Communication and Information Technology
- Law and Development

**Operating hours**

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<tr>
<td>Monday – Thursday</td>
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<td>Friday</td>
<td>08:00 – 16:30</td>
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<td>09:00 – 13:00</td>
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<td>Sunday</td>
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**Membership and lending procedures**

Registration is on an annual basis for all members. Membership will only be registered upon full completion of an application form and presentation of the required documentation. No LRC items will be issued out without an LRC card.

Members must present LRC cards with appropriate identification on each occasion that they checkout and/or renew items. Members are responsible for all uses of their cards, and borrowing privileges are not transferable. Members are responsible for all fines/fees accrued on their accounts. It is the responsibility of registered member to notify the LRC if his/her card is lost or missing.

**Types of membership**

We offer various types of membership. If you are registered for any one of our courses or programmes you are invited to apply for membership.

Visitors are welcome to use the LRC collections on a reference basis.
Open shelf collection
Registered users may borrow these items within the terms stipulated in the Procedures and Regulations.

Periodicals
Periodicals may not be borrowed, and can only be used in the LRC.

General reference
This section includes atlases, encyclopaedias, dictionaries, directories and maps. Items from this collection are for use in the LRC only, and preferably within the general reference area.

Short loan
The purpose of this collection is to make limited copies of items in high demand available to as many users as possible. This collection is closed, and the user is required to make a request for a particular item from the short loan service point. Current newspapers and popular magazines are also available here. Two items may be borrowed simultaneously for a period of two hours only during the day. Items may be taken out overnight.

Special collection
This holds Government of the Republic of Namibia (GRN) publications, which may only be used in the LRC. Special arrangements can be made to issue materials in this collection.

Inter-library loans and document delivery
Materials not available in the LRC can be obtained on behalf of the user from other libraries or organisations. This service is restricted to NIPAM staff and programme participants.

Internet resources
Internet access, printing and word-processing are available to registered participants for one hour slots only in the computer laboratory. An e-resources library system has been introduced. This will enable users to access several electronic journals and online databases, including documents that are downloadable in full-text.

Facilities for notebook/laptop users
Power points for notebooks/laptops are available in the reading area.

Photocopying
Photocopying services are provided in the LRC for payment of a fee.

Copyright
The LRC complies with the Copyright and Neighbouring Rights Protection Act (Act No. 6 of 1994) regarding the acquisition and/or duplication of resources.

Facilities for LRC users with disabilities
The NIPAM LRC is sensitive to the needs of our users with disabilities. Special loan arrangements will be made to accommodate people with disabilities.

LRC regulations
LRC members and guests are required to acquaint themselves with all LRC regulations pertaining to borrowing privileges, fines for overdue items, care of items, and conduct in the LRC.
6. CONSULTING AND RESEARCH BUSINESS CENTRE

The Consultancy and Research Business Centre (CRBC) coordinates consultancy and research activities within NIPAM. The CRBC focuses on generating, identifying and disseminating knowledge pertaining to public sector management, and developing or adapting methods and tools for public sector improvement and transformation in the areas of innovation, knowledge enhancement, policy enhancement, organisational development, resource pool maintenance, research, e-learning capacity building and course development, training needs assessment, in-house training, and advisory services in the public administration and good governance field.

NIPAM’s research focuses on both national and international content applicable to government, civic organisations, and the private sector. To facilitate policy dialogue, the CRBC is currently developing a “think tank” platform. One of its major roles in this regard is to continually assess capacity building and research needs in the public sector.

Contact details:  Sylvia Demas (061) 296 4711  
Michael Conteh (061) 296 4758

7. PROGRAMME OFFERING

Important Notice
Feedback from stakeholders was evaluated for improvement and worked back into the curriculum on the various courses and programmes. Courses and programmes are continuously reviewed and improved in line with participants’ feedback and quality assurance moderation. All information contained in this prospectus is correct at the time of going to press. Slight changes in courses/programme presentation may, however, be evident. Please watch the NIPAM website (www.nipam.mdi.na) for details.

7.1 CENTRAL GOVERNMENT BUSINESS CENTRE

The programmes listed below are offered by the Central Government Business Centre.

Flagship Programmes

7.1.1 Foundation Programme (FP)

The Foundation Programme is relevant for all operational staff members across government offices, ministries and agencies, at supervisory and operational level. It aims to broaden the participants’ horizons beyond their immediate working environment in order to nurture a public service that is a learning system; to foster high standards of performance; to function holistically; and to focus on the realisation of Namibia’s development targets.

The mission of NIPAM is to transform public service in Namibia by developing management and staff competencies and providing organisational development support and consulting services. This transformation should engender an adaptable, flexible public service that is
- technologically driven and citizen-centred;
- 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 with a wide culture of learning.

Contact details:  Jafet Nelongo (061) 4760 (Course co-ordinator)
7.1.2 Middle Management Development Programme (MMDP)

NIPAM has entered into a partnership agreement with the Southern Business School, South Africa, and the MMDP has been developed by NIPAM in collaboration with the Southern Business School.

Goal and objectives of the MMDP
The main goal of the MMDP is to contribute to the governance capacity development of professionally competent public service middle managers. The learning outcome of the programme will be the transfer of knowledge and competencies to participants in order to enable them to act professionally as public servants. The relevant knowledge, competencies, skills and attitudes will relate to the following learning areas:

Structure and content of the MMDP
The programme comprises six modules.

Module 1: Creating a SMART Government
This module will provide learning and understanding related to the concepts, ideas, philosophies and theories that inform good governance, effective and ethical public leadership, and professional management for service delivery to citizens in a democratic context. Topics covered will include the Constitution, Acts of Parliament, policies and regulations; the socio-political economy at global, regional and national levels; the main components of ‘SMART’ government; and concept of value proposition in government.

Module 2: Finance and Asset Management
This module aims to enhance individual and institutional financial competencies in order to ensure that the management of public finances takes place in a professional, effective and ethical manner. Topics covered will include the legislative framework of public finance; the concept of ‘REAL’; budgeting processes and cycle (MTEF) and budgetary control (PEMP); asset and inventory management; role-players involved in financial and asset management; supply chain management; and the role of the Tender Board.

Module 3: Managing People
This module focuses on leadership, management development and institutional capacity building for good governance. Topics covered will include labour legislation and policies, and negotiation techniques; Occupational Health and Safety (OHS) procedures, rules and regulations; leadership issues pertaining to equity, gender, diverse cultures, HIV/AIDS etc.; job descriptions and recruitment procedures; assessing individual performance; mentoring and coaching skills; and training and staff development initiatives.

Module 4: Continuous Service Improvement
In this module, many of the ideas and competencies related to effective and efficient service delivery within the context of good governance are concretely captured in management applications. Topics covered will include service delivery in the context of public service reform initiatives; organising and managing business processes; quality management models; coordinating and managing GRN partners and stakeholders; performance management systems; the public policy development cycle; and the project management cycle.

Module 5: Transformation and Self Leadership
This module focuses on self-leadership and how this relates to good governance for citizen-centred service delivery in a developmental state. Topics covered will include various types of leadership; lifelong learning, and an ethical, performance-focused culture; self leadership and personal development; organisational transformation; effective time management; and change management.

Module 6: Communicating Government Business
This module focuses on upholding the image of the GRN through effective communication and the application of agreed protocols, and the accurate recording and referencing of information and activities. Topics covered will include protocols and effective communication; different types of communication in the workplace; managing meetings; different types of reports; and referencing techniques.
Delivery of the MMDP
The six modules are spread over several months. Each module will be taught over a period of five days. The presentations will be complemented by overnight reading and assignments. Day 5 will usually take the form of a group evaluation session and end at lunch.

Assessment and evaluation of the MMDP
The MMDP covers the content of an undergraduate programme. After attending this course, participants should be able, through the prescribed assessments for the respective modules, to provide proof that they are able to integrate course theory into the practice of being a middle manager in the public sector in a professional manner. This will be done through a combination of class-based group assessments and individual assignments.

Contact details:  Jafet Nelongo (061) 4760 (Course co-ordinator)

7.1.3 Senior Management Development Programme (SMDP)
NIPAM has entered into a partnership agreement with the School of Public Leadership at the University of Stellenbosch, and the SMDP has been developed by NIPAM in collaboration with the School of Public Leadership.

Goal and objectives of the SMDP
The main goal of the SMDP is to contribute to the capacity for management and good governance of professionally competent senior managers in the Namibian public service.

Structure and content of the SMDP
The SMDP comprises five modules.

Module 1: Governance in Namibia – Context and Strategic Challenges
The content of this module includes perspectives and learning objectives relating to the development and current reality of the Namibian state; the constitutional and institutional landscape; strategic goals, macro-policy and planning perspectives; strategic issues and challenges; strategic planning processes and implementation; “STEEP” analysis; and scenario analysis.

Module 2: Understanding Good Governance: The Evolution and Impact of Concepts, Ideas, Philosophies and Theories
This module provides learning and understanding related to the concepts, ideas philosophies and theories that inform good governance, effective and ethical public leadership, and professional management for service delivery to citizens. Topics covered will include theories of the state; constitutional democracy; the rule of law; administrative justice and citizens’ rights; morality, integrity and ethics in governance; the role of the media, legislatures, oversight bodies, courts and civil society; the theory and practice of good governance; public macro-organisation, including decentralisation and devolution; theories of bureaucracy, public management, network governance, and the developmental state.

Module 3: Public Finance for Good Governance
This module aims to enhance individual and institutional financial competencies in order to ensure the effective, professional and ethical management of public finances. Topics covered include 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; numeracy competencies for public finances; public finance techniques and applications; and control and accountability.
Module 4: Professional Competencies for Good Governance: Leadership and Organisation Development
This module focuses on leadership development and institutional capacity building for good governance, and effective and ethical public leadership for citizen-centred service delivery in a developmental state. Topics covered include leadership, innovation and change management; strategic thinking; organisation development; leading and managing learning organisations; knowledge management; leading and managing people; performance management; persuasive communication; analytical competencies and skills.

Module 5: Management Applications for Good Governance
This module deals with management applications as they relate to effective and ethical public leadership for good governance. Topics covered include policy analysis; strategic planning; project management; public participation; E-governance and Information Communication Technologies (ICT); and monitoring and evaluation.

Delivery of the SMDP
The delivery of the five modules is spread over several months. Each module will be taught over a period of five days. These will be complemented by overnight reading and assignments. Day 5 will usually take the form of a group evaluation session and end at lunch.

Assessment and evaluation of the SMDP
The SMDP covers the content of a formal postgraduate programme.

After attending this course, participants should be able, through the prescribed assessments for the respective modules, to provide proof that they are able to integrate course theory into the practice of being a senior manager in the public sector in a professional manner. This will be done through a combination of class-based group assessments and an individual assignment.

Contact details: Yrika Maritz (061) 296 4754 (Course co-ordinator)

7.1.4 Executive Management Development Programme (EDP)
In association with Harvard Kennedy School of Government. NIPAM entered into an MoU with Harvard Kennedy School (HKS) to allow senior officials/executives in government to attend the executive programme at Harvard. All Namibian officials must meet Harvard Kennedy School of Government's executive education admission requirements to the programme of their choice. Candidates applying to an open enrolment program under this agreement will submit full and complete on-line application forms and provide all other relevant data required by HKS Executive Education. Namibian officials participating in a Harvard executive development programme will receive a certificate of attendance and will be considered Associate Alumni of Harvard Kennedy School. Costs will be based on final selection of programmes.

Contact details: Office of the Deputy Executive Director (061) 296 4703 Or by e-mail: Hendrina.Halueendo@opm.gov.na

7.2 REGIONAL AND LOCAL GOVERNMENT BUSINESS CENTRE

7.2.1 Middle Management Development Programme for Regional and Local Government (MMDP-RLG)
The attainment of the development goals and Vision 2030 will require a public sector that is characterised by a continuous learning mode, leading to a developmental and entrepreneurial orientation, with public servants who are efficient, effective and entrepreneurial, and accountable to the Namibian people. This will require a new set of knowledge, skills and attitudes, and a change in organisational culture.
The MMDP-RLG has therefore been designed to build capacity and competencies for middle managers in regional and local governments, to allow them to play an effective role in the transformation and implementation of such strategies.

**Goal and objectives of the MMDP-RLG**
The main goal of the MMDP-RLG is to contribute to the process of decentralisation, the improvement of regional and local service delivery, and the strengthening of regional and local economies, by developing the capacities of middle managers in regional and local authorities. The MMDP-RLG is intended for deputy directors and chiefs in regional councils, divisional managers of all municipalities and town councils, strategic executives of Part II municipalities and town councils, village secretaries and village managers. Middle managers in the Ministry of Regional and Local Government, Housing and Rural Development and decentralised directorates such as those in the Ministry of Education (deputy directors, inspectors, education officers and chief control officers) and the Ministry of Works and Transport (Chief Control Works Inspectors) may also derive benefits from participating in this programme.

**Structure and Content of the MMDP-RLG**
The MMDP-RLG comprises five modules.

**Module 1: Decentralisation for effective service delivery**
This module focuses on the constitutional and legal framework of the state in Namibia; the decentralisation policy and its expected impact on poverty reduction; ethics and good governance; the interaction between civil society and regional/local authorities; and evaluating the progress of democratic decentralisation.

**Module 2: Project management for effective service delivery**
This module introduces project management and deals with project planning and selection; project implementation; project monitoring and evaluation; developing indicators; data collection and analysis; and report writing for projects.

**Module 3: Local economic development for effective service delivery**
This module covers identifying and working with local stakeholders for development; local economic development; and public-private partnerships.

**Module 4: Finance for effective service delivery**
This module deals with the management of public financial resources; budgets and budgetary control; financial reporting, control and auditing; revenue sources; costing of services; procurement and supply chain management; interpreting financial statements and performance measures; financing and the cost of capital; and financial management reform.

**Module 5: Leading and managing people for effective service delivery**
This module deals with leading and managing practices; stakeholders analysis; leadership from a human resources angle; consequences of the work climate; improving the work climate; coaching and team building; change and innovation processes; self-management skills and techniques; and conflict management in teams.

**Delivery of the MMDP-RLG**
Each module will be taught over a period of five days. These will be complemented by overnight reading and projects.

**Assessment and evaluation of the MMDP-RLG**
After attending this course, participants should be able, through the prescribed assessments for the respective modules, to provide proof that they are able to integrate course theory into the practice of being a manager in the public sector in a professional manner.

**Contact person**
Lister Chaka (061) 296 4766 (Course co-ordinator)
Emilia Leonard (061) 296 4763
7.2.2 Training of Trainers Programme (ToT)

Goal and objectives of the ToT
The employment market increasingly requires job-specific and practical education and training in order to improve the productivity of the workforce. NIPAM is therefore presenting the Training of Trainers programme (ToT).

The broad learning outcomes of the ToT programme are to enable participants to be able to work within the vocational educational and training filed; to design and develop learning programmes; to facilitate adult learning; and to assess and moderate learning programmes.

Structure and content of the ToT
The ToT comprises five modules. Each module will be taught over a period of one week.

Module 1: Vocational Educational and Training Environment
This module deals with Namibia’s vocational educational and training policy framework and public service human resources development policy framework; relationships in a competency- and assessment-based working environment; strategic governance in education and training; the link between learning outcomes and the Namibian Qualifications Framework; personal professional development; hazards in the learning environment; gender equity in the workplace; literacy and numeracy development; visual literacy; basic workplace documents; and HIV/AIDS policies in the education and training workplace.

Module 2: Programme Development
This module deals with research and research methods; training needs analysis; personal development planning and learning contracts; the scope of the learning programme; learning programme design, structure and content; and reviewing and updating the learning programme.

Module 3: Facilitation
This module deals with the environment conducive to group learning; facilitation of training interventions; effective facilitation skills; monitoring learning; and evaluating training delivery.

Module 4: Assessment and Moderation
This module deals with the use of unit standards in assessment; assessment of competence; and assessment practices and decisions.

Module 5: Entrepreneurship
This module deals with updating business operational action plans; secure resources to implement business activities; procuring business stock; and operating logistics and human resources.

Delivery of ToT
The ToT programme is offered at the NIPAM Campus, Windhoek, through a combination of lecturers and plenary discussions. These will be followed by overnight reading and projects.

Contact person
Lister Chaka (061) 296 4766 (Course co-ordinator)
Emilia Leonard (061) 296 4763

7.2.3 Achieving Democratic Governance (ADG)

Namibian legislation empowers regional and local authorities to make realistic inputs into the formulation of development plans at regional and local levels, as well as to make contributions to the implementation of such plans through service delivery. Elected councillors at regional and local levels provide the link between councils and citizens.

Their leadership is crucial in the process of local democratisation, local economic development, and the empowerment of local actors.
It is therefore essential that such councillors be continuously exposed to new knowledge and skills. The course on Achieving Democratic Governance (ADG) has been designed to serve as an intervention to build capacity and develop elected politicians’ competencies in democratic governance. It is intended to promote an understanding of best practices in democratic decentralisation, and a culture of ethics and integrity in governance.

**Structure and content of ADG**

ADG is a short course that is offered over five days.

In line with the course objectives, the topics to be covered by the course shall include:

**The state and its institutions in Namibia**

Constitutional and legal framework, interrelationship of central, regional and local government; decentralisation, democratization and development in general; the current situation, and the desired levels of decentralisation; the current state of decentralised functions; interfacing political and administrative leadership for regional and local governance; the role of councillors regarding decentralisation policies, poverty reduction and the MDGs; and progress made towards achieving Vision 2030 and national development plans.

**Ethics and good governance**

The role of different stakeholders in good governance; the role of councillors in achieving and maintaining good governance; civil society and regional and local authorities: citizens’ participation, development and accountability.

**Delivery of ADG**

The ADG course is offered at the NIPAM Campus, Windhoek, through a combination of lecturers and plenary discussions.

**Assessment and evaluation of ADG**

Participants will be awarded a certificate of completion.

**Contact person**

Lister Chaka (061) 296 4766 (Course co-ordinator)
Emilia Leonard (061) 296 4763

**7.2.4 Local Economic Development for Councillors (LEDC)**

The Constitution of the Republic of Namibia provides for the creation of regional and local government structures, resulting in decentralisation. This requirement was realised with the enactment of the Regional Councils Act (Act no. 22 of 1992); the Local Authorities Act (Act no. 23 of 1992) and the Decentralisation Enabling Act (Act no. 33 of 2000). These acts provide for the empowerment of local communities in the development process through the formulation and implementation of development plans.

The White Paper on Local Economic Development, published in June 2009, is a GRN instrument aimed at the creation of vibrant local economies. In support of local economic development, the Association of Local Authorities in Namibia (ALAN) developed a Local Economic Development (LED) Policy Framework in 2000.

The two policy instruments recognise the challenges and opportunities presented by globalisation. It is clear that competitive regions can take advantage of globalisation in order to access a greater share of the local resource base than less competitive regions. This gap has led to region-specific development strategies, an approach that is gaining increasing acceptance. However, region-specific development strategies require institutional development at the local level. In order to enhance institutional capacity development at regional and local authority level, NIPAM, in partnership with the Local Economic Development Agency (LEDA), has introduced the LEDC course.
Goal and objectives of the LEDC
The LEDC is intended to enable participants to understand Namibia’s national LED policy framework of Namibia; appreciate the efforts of national associations in local economic development; identify a range of tools available within localities to implement local economic development; identify and explain local opportunities for implementing local economic development; and identify and implement projects for local economic development.

Structure and content of the LEDC
In line with the course objectives, the topics to be covered by the course include:

Context of local economic development
Vision 2030 and LED; the Namibian policy framework on LED; and the role of associations in LED: the case of ALAN and Association of Regional Councils.

Lessons from the field
Lessons learnt from practicing LED; current approaches to LED and opportunities for regional and local authorities; the three spheres of local economic development; and identifying competitive advantages for regional and local authorities in Namibia.

Geographical location
Identifying locational advantages of regional and local authorities in Namibia; and target groups in LED in Namibia’s regions.

Sustainability of LED
Sustaining LED; local economic governance; the expectation matrix.

Facilitating LED
Stakeholder mapping; understanding systems; LED process facilitation; quick wins and catalytic interventions in LED; the LED process and the LED cafe.

Delivery of LEDC
The five-day LEDC course is offered at the NIPAM Campus, Windhoek, through a combination of lectures and plenary discussions.

Assessment and evaluation of LEDC
Participants will be awarded a certificate of completion.

Contact person:
Lister Chaka (061) 296 4766 (Course co-ordinator)
Emilia Leonard (061) 296 4763

7.2.5 Finance for Elected Councillors (FEC)
The Regional Councils Act and Local Authorities Act empower elected councillors to set policies, procedures, budgets and service delivery plans to meet the needs of communities they serve. The same legal framework holds officials responsible for the implementation of plans and the achievement of outputs decided by their councils.

To ensure that the outputs set in service delivery plans are effectively met, the individual and collective leadership, oversight and monitoring functions of elected representatives is critical. To be effective in their financial oversight roles, it is essential that councillors are continuously exposed to modern financial tools and techniques.
Goal and objectives of the FEC
The aim of Finance for Elected Councillors (FEC) is to build the financial competencies of elected councillors to effectively ensure the sustainable financial management of regional and local authorities. This intervention should improve relations between elected representatives and officials, as it will clarify the importance of the respective roles these representatives and officials play in effective financial management within regional and local authorities.

Structure and content of the FEC
In line with the course objectives, the topics to be covered by the course shall include:

Political and Administrative Accountability
The effect of legislation on roles and responsibilities of councillors and officials; the delegation system for regional councils and local authorities; and principal responsibilities of the Chief Financial Officer.

Councillor’s oversight of assets, liabilities, revenue and expenditure management; cash management and investments for regional councils and local authorities; the role of councillors in risk management; and credit control and debt collection.

Municipal Budgets and Strategic Planning
The role of councillors in the budget process; gender-responsive budgeting; integrated development plans; the regional and local authority budget process; consultation strategies during budget considerations; issues to consider in appropriations for capital projects.

Financial Reports: Councillors’ Tools for Oversight
The use of financial reporting to determine how well regional and local authorities’ services are being delivered to their constituents; types of reports used in the oversight role; the use of financial statements in the oversight role; the Auditor-General’s audit report; and the purposes and contents of the annual report.

Framework of Public Financial Management Reform
Principles of public financial management; the establishment of functional internal audit units; the policy formulation, analysis and implementation process; the policy – budget link; costing of policies; appraising policy proposals; monitoring and reporting on development projects: councillors’ feedback to the community.

The Audit Committee and Internal Audit Unit
The audit committee and its functions; the role of the internal audit unit; internal control systems; the role of councillors in relation to the audit committee and the internal audit unit.

Delivery of FEC
The five-day FEC course is offered at the NIPAM Campus, Windhoek, through a combination of lectures and plenary discussions.

Assessment and evaluation of FEC
Participants will be awarded a certificate of completion.

Contact person
Lister Chaka (061) 296 4766 (Course co-ordinator)
Emilia Leonard (061) 296 4763
7.3 STATE OWNED ENTERPRISES BUSINESS CENTRE

INTRODUCTION
The State-owned Enterprises Business Centre (SOEBC) was established to provide systematised professional transformational training, and to be a dedicated training centre for all State-Owned Enterprises (SOEs) and corporate entities in Namibia.

Based on the training needs received from SOEs, NIPAM developed a Corporate Governance Programme to address the training capacity needs of SOEs. The target group for the programme include policy makers, board members and committee members of Namibian SOEs, middle and senior managers of SOEs, company secretaries and operational staff.

The aims of the current and future training programmes that the centre will be delivering are to:
- foster excellence in SOE administration;
- enhance the oversight role of the State-owned Enterprises Governing Council and Secretariat;
- develop a new generation of holistic corporate managers with the capacity to manage SOEs in a dynamic and complex environment;
- assist SOEs to respond to change (political, technological, social, cultural, racial, economic) in Namibia; and
- assist SOEs to implement their mandate efficiently, effectively, sustainably and equitably in the journey towards the achievement of Vision 2030.

7.3.1 Corporate Governance Programme

Goals and objectives of Corporate Governance Programme
The programme aims to equip staff in State-Owned Enterprises (SOEs) in Namibia with the necessary skills to enhance the performance of their respective enterprise to ensure good service delivery to the citizens. At the end of the training programme, participants are expected to:
- Develop a common understanding regarding SOEs in Namibia;
- Analyse the business environment in Namibia;
- Apply the principles of good corporate governance in the management of SOEs; and
- Understand the importance of financial systems, procurement systems and performance management in SOEs.

Structure and content of Corporate Governance Programme
The programme consists of the following seven modules.

Module 1: Business Environment and State Owned Enterprises
This module focuses on the evolution on the evolution of SOEs in Namibia including the challenges facing SOEs and the business factors that influence the operations of the SOEs in Namibia.

Module 2: Good Corporate Governance
This module covers the aspects of benefits of good corporate governance and the price of poor governance, the corporate governance principles for SOEs, the legislation and regulations governing the operations of SOEs in Namibia; the application of the principles of ethics in the management of SOEs; application of the IT governance framework; the key governance role players in SOEs such as the shareholders and stakeholders, the State-Owned Governance Council and Secretariat, the Board, the Executive Management, the Company Secretary and the Chief Finance Officer.

Module 3: Professional Development of Boards
This module looks at the role, function, composition and appointment of Boards as well as the role of the board chairperson and individual board members; the importance and role of coard committees; and the governance agreements.
Module 4: Financial and Risk Management
This module deals with the issues of budgeting; the importance of effective financial reporting and adherence to accounting standards; the importance and impact of risk management in SOEs; the importance of internal and external auditing; investment and payment of dividends; and the business rescue process for SOEs.

Module 5: Communication
This module covers the aspects of disclosure and transparency as the foundation of transparency in SOEs; undertaking marketing, research and development in SOEs; responsible corporate citizenship; and the importance of integrated reporting in SOEs.

Module 6: People Management
This module focuses on human resources issues that have impact on the role of boards of SOEs in the following areas: recruitment; employee motivation; managing the training and development function - work based action learning; managing performance; industrial relations/ handling labour relations and alternate dispute resolution; role of trade unions and talent management.

Module 7: Public Procurement
This module covers the legislation and regulations governing the operations of SOEs in Namibia; the pillars of a good public procurement system; the key elements in preparing tender documents and different procurement contracting methods; and the criteria and guidelines for evaluation of bids.

Delivery of Corporate Governance Programme
The programme will be offered over a period of five working days for all seven modules of the programme. The presentations will be complemented by overnight reading, case studies, group work and plenary discussions.

Assessment and evaluation of Corporate Governance Programme
Participants will be awarded a certificate of attendance.

Contact person: Rebekka Kakololo (061) 296 4783 (Course co-ordinator)
Monalisa Tjiho-Kapere (061) 296 4786

8. SHORT COURSE OFFERING

Responding to the need for specific training in a range of practical skills in the public and private sectors, NIPAM offers intensive five-day courses at its campus in Windhoek.

8.1 Minutes Writing (MW)

Goals and objectives of MW
The goal and objectives of MW are to:
- introduce participants to modern writing principles and techniques;
- help them to communicate effectively in writing;
- look at language conventions which have to be adhered to in order to write in a simple, clear and readable style;
- introduce participants to elements of tone and style which are essential ingredients of effective written communication;
- help participants plan and structure their writing correctly, coherently and logically in order to produce a polished and error-free writing; and
- put the above techniques and conventions into practice.
Structure and content of MW
The modules are listed below:

Laying the foundation for writing formal documents
- Introduction to writing
- Principles of writing
- Differences between writing and speaking
- Writing structure
- Introducing the element of style
- Introducing the significance of tone in formal writing

Minutes writing
- Diagnostic test on minutes
- Introduction to writing minutes
- Purpose of keeping minutes
- Characteristics of good minutes
- Characteristics of a good minute-taker
- Types of minutes
- The format of minutes
- Techniques for writing good minutes
- Language use in writing minutes: the use of the past tense, and conventions of reported speech
- Style and tone in writing minutes
- Paraphrasing techniques
- Note taking skills

The meeting
- The purpose of meetings
- The role of the secretary to a meeting
- The role of the chairperson to a meeting
- The agenda of a meeting
- Notice and agenda
- Sequence and layout
- Meeting procedures and their relevance to the minutes of a meeting
- Jargon in minutes: motions, points of order, quorum, voting

Compiling an agenda & writing complete minutes

Delivery of MW
The course will be taught over a period of five days at the facilities of NIPAM in Windhoek, Namibia. The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments. The fifth day will be devoted to practical exercises and case studies.

Assessment and evaluation of MW
The ability of participants to integrate the theory and practice of writing effective minutes in a professional manner in the public sector will be jointly and individually assessed by:
- at least one individual assignment per module;
- class exercises;
- case studies;
- reading assignments during and between modules;
- a formally assessed class based group project; and
- an integrated assignment.
Participants will be awarded a certificate of attendance.
8.2 Secretarial Skills (SS)

Goal and objectives of SS
The goal and objectives of SS are for participants to become competent in:
- receiving and sending out all office correspondence and maintaining record management systems;
- all aspects of meeting with management, including sending out notices and agendas, taking minutes, and the writing, duplication and distribution of all documentation related to such meetings;
- following through on actions/decisions agreed upon during meetings;
- writing, typing and proofreading office documentation;
- photocopying office documents;
- compiling basic office statistics and drafting office reports;
- filing, record management and following through on all office records, documents and information, e.g. through the maintenance of filing and tickler systems;
- making basic travel arrangements for seniors and colleagues;
- receiving visitors and dealing with basic office enquiries and routine office matters, e.g. completion of standard forms;
- making appointments;
- answering telephones, including the management of message books;
- maintaining of office supplies, including basic groceries and crockery/cutlery;
- serving refreshments during office visits and meetings;
- ordering and maintaining office stationary;
- keeping a neat and tidy office, including overseeing the arrangement/layout of the office, and maintaining office equipment.

Structure and content of SS
Each teaching day will last about eight hours, and will be followed by overnight reading and assignments. The topics are listed below:

The role and functions of a secretary
- Changing role and functions
- Character traits of a good secretary
- Understanding myself and my manager
- Learning to complement each other
- Being part of a winning team

Continuous growth
- Creating a professional image
- Office care and personal appearance
- Receiving visitors
- The importance of office etiquette
- General principles of receiving visitors to the office
- Dealing with visitors with appointments
- Dealing with visitors without appointments
- Protocol and forms of address
- Serving refreshments to visitors

Dealing with customers
- General principles of dealing with difficult customers
- Conflict management
- Providing constructive feedback
- Diary management
- Good practice for making appointments
- E-meetings management
Telephone etiquette
- Answering the telephone
- Interrupting and transferring calls
- Terminating a call
- Cell-phone etiquette

Writing an official letter
- General principles
- Records management
- The purpose and characteristics of a good record management system
- Record management classification methods
- Record management equipment
- E-records
- Daily practices in the efficient management of records

Time management
- Locus of control
- Circle of concern vs. circle of influence
- Role clarity and function analysis
- Determining major tasks and activities
- Urgent vs. important quadrant
- Memory aids
- Optimising your time
- Personal time log analysis
- Curbing time wasters

Delivery of SS
The course will be taught over a period of five days. All courses will be taught at the facilities of NIPAM in Windhoek, Namibia. The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments.

Assessment and evaluation of SS
Evaluations will be held daily, and will take the form of role plays, exercises, and case studies. Participants will be jointly and individually assessed on their ability to integrate the theory and practice of being a secretary or administrative assistant in the public sector in a professional manner by:
- at least one individual assignment per module;
- class exercises (e.g. editing, in-basket prioritising, diary scheduling);
- case studies;
- reading assignments during and between modules;
- a formally assessed class-based group project; and
- an integrated assignment.
Participants will be awarded a certificate of attendance

8.3 Customer Care (CC)

Goal and objectives of CC
The goal and objectives of CC are to enable participants to:
- set up standards for good customer service;
- apply the principles of the Public Service Charter;
- behave in a professional manner towards colleagues and clients alike;
- take responsibility and ownership for delivery of service;
- communicate effectively in teams and at the workplace;
- manage time and determine priorities; and
- deal with conflicting requirements.
Structure and content of CC
The course will be taught over a period of five days at the facilities of NIPAM in Windhoek, Namibia. The topics covered are listed below:

- Expectations and standards for good customer service
- Critical success factors: good customer service
- Analysing and applying the Public Service Charter
- Personal values and world view
- Professional behaviour and appearance
- Office care
- General principles for receiving customers and establishing a rapport (customers with/without appointments, difficult customers)
- Transactional analysis
- Mapping conflict
- Critical success factors: competence
- Professional knowledge and skills
- Responsibility and ownership
- Circle of influence and locus of control
- Process mapping
- Improving team performance
- Critical success factors: follow through
- Tickler systems, memory aids and closing the loop
- Providing constructive feedback
- Critical success factors: personal effectiveness
- Managing time and determining priorities
- Stress management
- Curbing time wasters and interruptions

Delivery of CC
The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments.

Assessment and evaluation of CC
The ability of participants to integrate the theory and practice of customer care in a professional manner in the public sector will be jointly and individually assessed by:

- class exercises;
- case studies;
- reading assignments during and between modules;
- a formally assessed class-based group project; and
- an integrated assignment.

Participants will be awarded a certificate of attendance

8.4 Report Writing (RW)

Goal and objectives
The goal and objectives of RWS are to enable participants to:

- understand the purposes of a report;
- plan a report;
- understand the structure of a report;
- collect information for their report;
- organise information;
- use an appropriate style of writing;
- present data effectively; and
- understand how to lay out information in an appropriate way.
Structure and content of RW
The topics covered are listed below:

- What is a report?
- Purpose of reports
- Types of reports
- Identifying the target audience for your report
- Writing reports
- Stages in report writing
- Terms of reference
- Planning your report
- Collecting the information
- Organising information
- Structure of a report
- Styles of writing
- Layout
- Presentation
- Redrafting and checking
- Presentation and evaluation

Delivery of RW
The course will be taught over a period of five days at the facilities of NIPAM in Windhoek, Namibia. The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments.

Assessment and evaluation of RW
The ability of participants to integrate the theory and practice of report writing skills in a professional manner in the public sector will be jointly and individually assessed by:

- at least one individual assignment per topic;
- class exercises;
- case studies;
- reading assignments during and between modules;
- a formally assessed class-based group project; and
- an integrated assignment.

Participants will be awarded a certificate of attendance.

8.5 Project Cycle Management (PCM)

Goal and objectives of PCM
The goal and objectives of PCM are to enable participants to:

- define the terms “project management” and “project”;
- describe the different stages of a typical project “life-cycle”, including project initiation, planning, selection, implementation and completion;
- demonstrate an understanding of the benefits of project management techniques;
- demonstrate an understanding of how to manage the project parameters, quality, time and cost;
- apply knowledge and skills gained on project management tools such as Work Breakdown Structure, Gantt Charts, Program Evaluation and Review Technique (PERT), and Critical Path Method (CPM);
- demonstrate an understanding of:
  - the roles of the project manager and stakeholders in project planning, implementation, management and successful completion; and
  - how leadership, effective communication systems and making good judgment are vital in project management;
- describe examples of lessons learnt from projects implemented to date; and
- develop a plan of action/ statement of commitment and related actions to be implemented, based on lessons learnt during the workshop.
Structure and content of PCM
The topics covered are listed below:

Introduction to project management
• What is project management?
• What is a project?
• What is the project life cycle?
• Methods of implementing projects
• Which are the project parameters
• The role of a project manager
• What is the role of stakeholders in project management?

Project planning
• What is project planning?
• How to build a project plan
• The three project parameters
• Planning the quality dimension
• Planning the time dimension
• The Gantt Chart
• The PERT Diagram
• The Critical Path Method (CPM)
• Planning the cost dimension
• The project budget

Project selection models
• Project selection models
• Discounted cash flows
• Social Cost Benefit Analysis (SCBA)

Implementing the plan
• Implementation
• Controlling a project
• Why is project control important
• Steps in the control process
• Performance reporting
• How to compile a performance report
• Taking corrective action
• Monitoring performance
• How to use controlling charts
• Providing feedback

Completing the project
• Negotiation
• How to resolve differences
• Common sources of differences in project management

Leadership and communication in project management
• Leading and leadership
• Characteristics of project managers as effective leaders
• Management skills
• The project manager
• Major management styles
• Team building
• The impact of information technology on project management
**Delivery of PCM**

The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments.

**Assessment and evaluation of PCM**

The ability of participants to integrate the theory and practice of project cycle management in a professional manner in the public sector will be jointly and individually assessed by:

- at least one individual assignment per module;
- class exercises;
- case studies;
- reading assignments during and between modules;
- a formally assessed class-based group project; and
- an integrated assignment.

Participants will be awarded a certificate of attendance.

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**8.6 Business Process Reengineering (BPR)**

**Goal and objectives of BPR**

The goal and objectives of BPR are to enable participants to:

- define and distinguish worldviews, mindsets, mental models and paradigms, and their impact on the design, implementation and evaluation of services;
- make a link between new ways of thinking and improving services;
- explain and apply service delivery coverage analysis in measuring performance from both a user and provider perspective;
- explain and apply business process mapping to identify bottlenecks in service provision; and
- explain the link between business process mapping and service delivery coverage analysis and usefulness in establishing service standards in the public sector.

**Structure and content of BPR**

The topics covered are listed below:

- Definitions: worldviews, mindsets, mental models, paradigms and their impact on design, implementation and evaluation of services
- New ways of thinking and improving services
- Service delivery coverage analysis in measuring performance from both a user and provider perspective
- Creativity and innovation in the public service
- Business process mapping
- Business process re-engineering
- How to validate the process map

**Delivery of BPR**

The course will be taught over a period of five days at the facilities of NIPAM in Windhoek, Namibia. The course will be offered through a combination of lectures, group work, plenary discussions and case-study materials. These will be complemented with overnight reading and assignments.

**Assessment and evaluation of BPR**

Apart from the course evaluation forms, which are completed by all participants, no individual assessment is conducted for BPR. However, participants are expected to finalise the business process re-engineering exercise/streamline business processes and procedures in the identified service areas (“areas of focus”), and then to implement the re-engineering measures in their respective institutions. This will result in improvement in service delivery in the identified service areas.

Participants will be awarded a certificate of attendance.
8.7 Industrial Relations / Handling Discipline & Misconduct (IR)

Goal and objectives of IR
The course is designed to develop an understanding amongst supervisors in the Public Service on misconduct as a necessary part of the supervisory spectrum of responsibilities, including, the induction of new employees, coaching, performance management and staff development. All of these being essential in the delivery of efficient and effective resource management and services. Aims to familiarise supervisors with the misconduct process by contextualising misconduct within the broader spectrum of the supervisory functions and to allow them to develop the understanding and skills to deal with the disciplinary interview, oral and written warnings, the disciplinary hearing and understand the misconduct process and the activities/conduct which can result in charges of misconduct.

Target group
This course is designed for first line supervisors in the public service.

Structure and content
The course is designed to build participants knowledge and skills in a sequence of learning steps, starting with a general orientation on where misconduct fits into the supervisory/managerial function to the specific building blocks on misconduct. These building blocks start with the underlying principles and end with the formal misconduct procedure in the Public Service Act. Participants will not only gain knowledge on the misconduct process but will also develop the skills for issuing oral and written warnings and be familiar with theory and function of disciplinary committees. The module design is learner-focused, built on the relevant sections from the Staff Code and Public Service Act. Module spans 5 workings days of 7 hours interactive learning per day. The sessions are practice-oriented, based on high levels of participation, interaction and application. Theory is explored at the hand of learner input, exercises and explorative discussions. The theoretical substance of the course is structured around the following 4 sessions as derived from the core competencies required by a supervisor in dealing with misconduct, i.e.

- Session 1: Principles of Good Management.
- Session 2: Oral warnings as a preliminary step in the misconduct process.
- Session 3: Written Warnings as a preliminary step in the misconduct process.
- Session 4: The formal PSA procedure for dealing with misconduct.

On completion of the course, participants should have:
- an understanding on misconduct as a necessary part of the supervisory spectrum of responsibilities, these being essential in the delivery of efficient and effective resource management and services; and
- a profound understanding and skills to deal with the disciplinary interview, oral and written warnings, the disciplinary hearing and understand the misconduct process and the activities/conduct which can result in charges of misconduct;

8.8. Applied Monitoring and Evaluation (M&E)

Goal and objectives of M&E
This short course is designed to equip participants with knowledge, skills and attitudes necessary for monitoring, evaluating and reporting on results; yielding from development intervention either at project, programme, sector or national level.

Structure and content of M&E
Monitoring is a systematic process of collecting and analysing information to track the efficiency of the organisation in its achievement of goals. Evaluation provides regular feedback that helps an organisation analyse the consequences, outcomes and results in action. We need to know whether our intervention meets its objectives (as initially planned) and whether it is leading to the desired effects among its beneficiaries (the target group). Through monitoring and evaluation, detailed information is generated about the implementation progress and the results obtained.
Such information helps managers identify the strengths and weaknesses in implementation; detect unexpected and unintended results and effects of the intervention; and establish if the project implementation has been weakened by external factors that are out of control (e.g. social, economic or political developments). Monitoring and evaluation is also critical to the documentation and explanation of the reasons why implementation succeeds or fail. By learning lessons from mistakes made in the past, one will be empowered to improve future planning and implementation. Without monitoring and evaluation, it is impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved.

The course is constituted by 4 learning units, namely:

**Learning Unit 1:** Introduction to Monitoring and Evaluation
**Learning Unit 2:** Preparing for Monitoring and Evaluation
**Learning Unit 3:** Measuring Performance
**Learning Unit 4:** Reporting and Appraising of Performance Information

**Target group**
The target group for the Applied Monitoring and Evaluation Course are Development Planners and all public servants responsible for supervising, coordinating, monitoring, evaluating and reporting on projects.

**Behaviours and attitudes required to achieve the expected results:**
- Professional and ethical behaviour in service delivery
- Understanding of the importance of public procurement
- Understanding the principle of value for money

### 8.9 Communicating Government Business

**Goal & Objectives**
The effectiveness and efficiency of the public service depends on its communication channels. At the end of this programme participants will be able to communicate effectively through speechwriting and delivery; letter writing; report writing; minute-taking and media releases.

**Structure and content**
Public servants on all levels are expected to write official letters and draw up a variety of documents which includes reports, minutes, media releases and speeches.
The Course is constituted by 4 Learning Units, namely:
Learning Unit 1: General writing guidelines
Learning Unit 2: Letter writing & electronic communication
Learning Unit 3: Minute taking
Learning Unit 4: Report writing

**Target group**
The target group for this course are public servants on operational and supervisory level who would like to improve their writing skills.

### 8.10 Coaching and Mentoring

**Target Group**
Managers/supervisors whose role involves coaching and mentoring junior staff to improve job related skills and life skills for effective performance and success in life.

**Course Objectives**
This course is designed to explain the what, how, when and where of both coaching and mentoring. It will equip participants with the knowledge and skills to use coaching and mentoring.
The following are the Coaching and mentoring Course Objectives:

- To provide highly effective coaching and mentoring skills that can be put practice immediately,
- To develop listening, questioning, feedback, motivating and guiding skills,
- Deal with issues of confidentiality and
- Assist the participants with their personal and professional development.

**Learning Outcomes**
By the end of this course, participants will be able to:

- Identify the differences between coaching and mentoring,
- Describe the benefits of coaching and mentoring to both the individual, team and organization,
- Understand when and where to use coaching and mentoring,
- Identify the characteristics of an effective coach or mentor,
- Define and apply essential coaching and mentoring skills such as questioning, listening and establishing trust and
- Create development plans for employees from coaching or mentoring sessions.

**Assessment**
Assessment will be aimed at testing creativity and coaching and mentoring. Participants will work in pairs on an assignment that will enable the facilitator to determine the level of understanding of the skills being passed on and their practical application.

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