## RIGHTFÖÖT | Case Study - Egypt

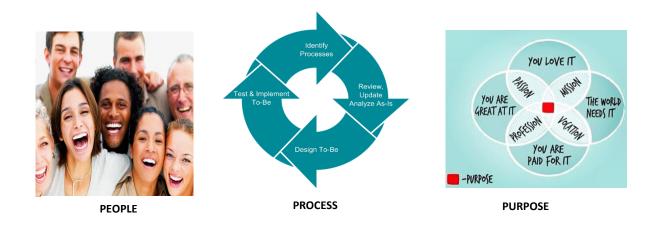
## Transitioning Public Sector Employees to Embrace Digital Transformation

Businesses, public or private, continuously look to drive productivity to increase their chances of success. With the ongoing shifts in how success is measured, the biggest challenge is staying ahead of the curve, predicting what your next business challenge will be? Will the challenge be internal or external? Will these challenges be within a businesses circle of influence, or will they be beyond a business' control?

At RightFoot, we believe that the success of any business, irrespective of its size or industry, revolves mainly around its 'People'.

Having the right people with the skills needed to enable them to achieve the goals set out for the future is the differentiator of running a sustainable business that is on an ongoing trajectory of growth; businesses that are categorized as not only 'good' but 'great'.

Our philosophy embraces the fundamental principles of ...



**People** – clear understanding of the type of roles a business needs, what the associated skills for the present and future will be and how to measure and monitor the work being done to be able to project if the business results will be achieved.

**Process** – build a robust process that is not complex for people to want to adopt yet provides enough clarity for people to be able to perform their work. The processes provide clear accountability as well.

**Purpose** – the activities being performed serve the goals and objectives of a business and the people in the organization are able to clearly relate how their work contributes to success (or failure).

## The Project | Building a Digital Unit

Our client, a Public Sector Entity, with accountabilities for setting the digital transformation agenda of Egypt. Ensuring that business to business, employee to employee and Government to citizen services were digitized. One of the corner stones of this project were the Public Sector employees who are going to deliver this mandate and work across the different entities to ensure that this mandate is rolled out seamlessly.

As we discussed the project with our client, it was clear that we needed to introduce an organization that would focus and drive digital transformation across its different business units. This unit would be accountable for defining the business needs of each government entity and define solutions and offerings that would help achieve the set goals.

This unit would need to be viewed as the center of excellence and 'go to' body, with its members knowledgeable and ready to lead the change. Accordingly, the unit would need to be responsible for educating and driving the change, each employee would need to understand their role in this transition and would therefore champion the effort internally.

The start of this project required the identification of those who could be potential candidates for the Digital Unit. It was critical to understand their experiences, skills, and work preferences to be able to identify their potential fit.

A thorough assessment process was built around three key dimensions ... experience – business skills – core competencies.



In parallel, the roles required, aligned with the business objectives, were identified, customized, and built based on the current and future state that serves the business need.

The results of the assessments helped us create a skills inventory, where we identified the key required skills that would be required across the Digital Unit. We now had a clear set of skills we needed to work with our client on.

A detailed learning framework was built, that included the core and functional competencies of each role. The learning activities included in the framework were built using the 70:20:10 methodology. This methodology aligns with the objective of the project and our strong belief that a combined learning experience that mixes learning by doing is what has the biggest impact on re-skilling and up-skilling.

The learning methodology, also known as 'blended learning', was effective in teaching the fundamentals of a skill. Running virtual classrooms and providing the learners with Digital Learning aids (eLearning content) that they could reference and use as needed. We cemented this learning experience by matching people to each other, whereby those who had a specific skill (be it business or a core skill) were assigned as subject matter experts and identified as Coaches. They were matched with those who needed to build that skill, who were identified as Coachees. The use of automation by adopting a Coaching Platform to track and monitor progress was key in providing a fair amount of data to be able to make more informed decisions.

A key objective in this project was the importance of alternating between phases of learning and doing, or in other words the use of the concept of **Agile Learning**.



70:20:10 Methodology

The results of the various assessments used were the inputs used to understand the skill gaps and learning objectives of each member of the Unit. They were also used to help build development plans

that members of the Digital Unit would use for guidance and for active discussions with Managers and senior Leaders.

The collective data that was generated by the different stages of this project, provided a platform to enable the making of data driven decisions.

The solutions adopted were instrumental in building an organization that assumes the key skills of the future, identifies a learning roadmap, and assesses those in the roles against clear set benchmarks. This is an example of transitioning an organization to a hybrid model of building its people practices in a step-by-step method that aligns it to the principles and requirements of the Fourth Industrial Revolution.

**Our Mission** | *helping businesses maintain, scale, and transform in a predictable manner, while focusing on their core asset – The People.*