



Stage 1 – LEADERSHIP FOR ORGANISATIONS

## Module 4 – LEADERSHIP VALUES

The Leadership Academy is a learning and action programme for mayors, senior officials and elected representatives of local government.

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# 1 MODULE OVERVIEW

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## 1.1 BACKGROUND

- Leadership is an essential feature of an organisation striving for good governance. Leadership is inherent to collective processes based on common values. Individual (leadership) values need to be shared and promoted among all the stakeholders of the organisation.
- This module paves the way for a clearer understanding of the skills and concepts that Stage 2 embodies (i.e. Organisational Culture) and is in turn interlinked to the 12 Good Governance Principles (ref. Module 1).

## 1.2 LEARNING OBJECTIVES

- To identify the role of values in shaping attitudes and behaviours.

- To identify the individual values stimulating leadership and, in turn, good governance.

## 1.3 LEARNING OUTCOMES

- Participants understand the individual leadership values on which effective public service is based.
- Participants identify the current values that shape their organisation.
- Participant identify ways to elicit the development of leadership-oriented values in their organisation and potential challenges.

## 1.4 DURATION

- 125 minutes

## 2 MODULE STRUCTURE

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### 2.1 INTERACTIVE INTRODUCTION

- Participants are invited to think about a leader-figure, and characterise it with adjectives that qualify him/her as a leader in their eyes.

### 2.2 GROUP EXERCISE 1 – VALUE-DRIVEN ORGANISATION BEHAVIOUR

- Participants are divided in groups (3-4 people) and invited to fill in the table in Section 5.1 (“Value-driven organisation behaviour”).

### 2.3 GROUP EXERCISE 2 – LINKING VALUES TO 12 PRINCIPLES

- Participants are divided in groups (3-4 people) and work to identify connections between identified values and the 12 Principles of Good Governance.

### 2.4 INDIVIDUAL EXERCISE – VALUE-DRIVEN ORGANISATION ASSUMPTIONS - CONTEXTUALIZATION

- Participants work individually in filling in the table in Section 5.3 – following instructions.

## 3 WORKING DEFINITIONS

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### 3.1 PRINCIPLE

A "principle" is defined as the acceptance of something as a truth, assuming that a certain standard or rule is not to be challenged.

There are individual principles, but principles can also be collectively agreed upon. For the LAP purpose, the reference standard are the 12 Principles of Good Governance (ref. Module 1).

### 3.2 VALUE

The concept of "value" indicated a strong personal belief. Values are often developed based on principles (i.e. principle-driven values)<sup>1</sup>. A value is neither inherently right nor wrong. It is an individual or group's perspective on a topic or issue.

### 3.3 ATTITUDE/BEHAVIOUR

For the purpose of LAP attitudes and behaviours are those that within an organisation embody specific values, as an endorsement of the 12 Principles.

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<sup>1</sup> Covey, S. (1989). The 7 Habits of Highly-effective people, Free Press, New York



## 4 KEY CONCEPTS

### 4.1 LEADERSHIP VALUES

High standards of governance cannot be achieved unless specific values are shared within the organisation. It is the task of leadership, as understood in LAP, to promote values connected to the 12 Principles of Good Governance among all the stakeholders.

For example, managers will be unable to develop effective public participation unless they really believe that citizens have something to contribute. Community organisations will be reluctant to cooperate with the Local Authority if they see that managers do not care about transparency. Good local governance requires trust among the stakeholders.

Values are rooted in ourselves. Values are what we believe to be important in our lives. They drive our performance. They give us purpose and direction; they underpin our relationships – in a word: they affect all domains of our life.

### 4.2 VALUE – DRIVEN THOUGHTS ON LEADERSHIP<sup>2</sup>

The following paragraph offers insights on some of the key values enabling effective attitudes stimulating leadership within organisations and enhancing effective public service delivery. This is not an exhaustive list but is intended to stimulate own reflections on individual values and their impact on personal and organisational leadership. From this perspective, leadership might imply:

- Embracing people different perspectives;
- Empowering all to act;
- Recognizing the innovative power of change within a group.

“Leadership has leaders inducing followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations - of both leaders and followers.”<sup>3</sup>

<sup>2</sup> Drawn from the UNCHS Elected Leadership Series

<sup>3</sup> Burns, James MacGregor, *Leadership* (New York, Harper and Row, 1978), p.19.

“Leaders can no longer presume simply that they are the people who step out first, who take initiative and the first risk, who come up with the new idea. They can no longer believe, unquestioningly, that they are the ones who express the new vision, who arouse the new awareness, who evoke the new excitement. Nor can they assume automatically that they are the ones who engage the new commitment, who build the new invention, who point us in the new direction.”<sup>4</sup>

“We are too tied up in the passive-follower concept to accept the idea of active, meaningful roles for everyone...Only when we change the focus of our thoughts from solitary acts of leadership to mutual action-dialogues, and the foundation of our beliefs from followers to shapers will we let ourselves come to terms with such issues as fear and surrender.”<sup>5</sup>

“A woman leader often has a distinctive approach as the country’s chief story teller, personifying a sense of nationhood and telling a story that also helps to shape people’s sense of their own identity. This is leadership by influencing and inspiring rather than by commanding.”<sup>6</sup>

“Leaders will need to accept and believe that followers use leaders to make the path. Leaders must allow themselves to believe that followers are not passive, reactive tools of the system but rather the creators of energy. They are the agents who show their leaders where to walk...who validate their leaders stepping out in a direction that has meaning for all of us.”<sup>7</sup>

Moreover, leadership might also be shaped by:

- Inspired vision

<sup>4</sup> Nicoll, David, “Leadership and Followership,” in John Adams (ed), *Transforming Leadership: From Vision to Results*, (Alexandria, VA, Miles River Press, 1986), pp.29-38.

<sup>5</sup> Nicoll, p.38.

<sup>6</sup> Pond, Elizabeth, Women in Leadership: a letter from Stockholm, *The Washington Quarterly*, 1996: # 4: p.59.

<sup>7</sup> Nicoll, David, “Leadership and Followership,” in John Adams (ed), *Transforming Leadership: From Vision to Results*, (Alexandria, VA, Miles River Press, 1986), pp.29-38.

It helps to create a mental image of what we desire. For the LAP purpose, this refers to an organisation that aspires to achieving good governance for the community benefit.

- Clarity of mind

Leadership requires focus, being clear about priorities, and being able to think rationally and clearly without closing the door to intuition and creativity.

- Will, toughness and intention

While the vision gives direction, it requires intention to achieve a goal. The tools for this are will and toughness.

- Low ego, high results

The antithesis of ego is caring, service, cooperation, and dedication to results. Low ego is directly associated with your enabling competencies and enabling actions as a leader.

- Trust and openness

“A predisposition to trust creates a powerful energy field around a leader. People are drawn to this energy because they experience themselves as bigger people in the leader’s presence. The leader’s trust bolsters their confidence, creating a sense of stability and safety. Inspired visions will fall on barren ground if they are not backed by mutual trust and openness.”<sup>8</sup>

- Integrity

Integrity is tied closely to trust. We rarely trust an individual who lacks integrity. Integrity is when there is complete congruency between what people say and what they do.

- A context of personal growth and fulfilment

Leadership is not just taking care of your own personal growth and fulfilment but the growth and fulfilment of the organisation’s staff to the benefit of the whole community.

- Vulnerability

As a leader, you need to offer others the opportunity to do their best. In these enabling initiatives, you necessarily become vulnerable by being open and honest. “Leaders become vulnerable by sharing with others the marvellous gift of being personally accountable.”<sup>9</sup>

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<sup>8</sup> Ritscher, James A. “Spiritual Leadership” in John Adams (ed), *Transforming Leadership: From Vision to Results*, (Alexandria, VA, Miles River Press, 1986), pp. 61-80.

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<sup>9</sup> De Pree, pp. 17-9.



## 5 EXERCISES

### 5.1 EXERCISE 1 – GROUP EXERCISE 1- VALUE-DRIVEN ORGANISATION BEHAVIOUR

What personal values are at the base of the following behaviours?

BEHAVIOUR	UNDERLYING PERSONAL VALUES
1. Empowering staff to make decisions on their domain of competence	
2. Organising feedback sessions with staff to identify lesson-learned and improvements needed based on unsuccessful activities implemented	
3. Sharing the elements of a successful experience with staff	
4. Sharing knowledge on skills and data with staff	
5. Distributing roles and responsibilities within the organisation taking into account each person's strengths and weaknesses	
6. Assessing the performance of staff based on actual individual potential (and not on fixed standards)	
7. Proposing changes to make day-to-day consolidated practices more efficient	
9. Creating a motivation-based incentive system for encouraging efficiency in a set timeframe	
10. Opening opportunities for citizens' participation to the organisation's activities	
11. Seeking collaboration with other organisations to achieve goals	
12. Creating opportunities for an organisation-embedded feedback system	
13. Proactively acting on feedback received to solve raised issues	
14. Being open to new practices and approaches to day-to-day activities	

## 5.2 EXERCISE 2 - GROUP EXERCISE 2 – LINKING VALUES TO 12 PRINCIPLES

Principle 1. Fair Conduct of Elections, Representation and Participation	Principle 7. Competence and Capacity
Principle 2. Responsiveness	Principle 8. Innovation and Openness to Change
Principle 3. Efficiency and Effectiveness	Principle 9. Sustainability and Long-term Orientation
Principle 4. Openness and Transparency	Principle 10. Sound financial management
Principle 5. Rule of Law	Principle 11. Human rights, cultural diversity and social cohesion
Principle 6. Ethical conduct	Principle 12. Accountability

### 5.3 EXERCISE 3 – INDIVIDUAL EXERCISE – VALUE-DRIVEN ORGANISATION ASSUMPTIONS - CONTEXTUALIZATION

Please read below some assumptions of a value-oriented organisation. Please indicate, for each assumption:

- How much is this felt in your organisation? (Scores range between 1 and 10, where 1=not felt at all; 10=completely endorsed)
- For those scoring lower than 7, try to imagine actions aimed at further endorsing the development of such assumption in your organisation
- For those identified above, try to imagine what might be the main obstacles in doing so

ASSUMPTIONS OF A VALUE-ORIENTED ORGANISATION	SCORE 1-10	WHAT CAN YOU DO TO PROMOTE THEM IN YOUR ORGANISATION?	WHAT ARE THE OBSTACLES YOU FORESEE IN DOING SO?
• Staff believe that local people and organisations deserve the highest quality of services that they can provide.			
• Staff believe that local people and organisations have much to contribute to their own local government.			
• Staff are happy to take responsibility for their work and its effects, and give it their best.			
• Staff like to help their own managers achieve their objectives.			
• Staff help their managers to create a work environment in which they and their colleagues can give their best.			
• Staff relationships with each other are important to the work of both themselves and their managers.			
• Staff encourage their colleagues to do their best and offer them support.			
• Staff value colleagues whom they supervise and seek to help them to achieve their full potential.			
• Staff work in public service gives them deep satisfaction and motivates them internally.			
• Staff integrity is of utmost importance to themselves.			
• Staff are happy to work with outside organisations to deliver better services.			
• Staff like to share information in order to increase awareness among colleagues and partners.			

## 6 REFERENCES

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