ETHICS FOR THE PREVENTION OF CORRUPTION IN TURKEY

ETHICAL WAY

THE ETHICAL LEADERSHIP PROGRAMME

FACILITATOR'S GUIDE

T.C. BAŞBAKANLIK
KAMU GÖREVLİLERİ ETİK KURULU

Council of Europe
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The overall objective of TYEC is to contribute to the prevention of corruption in Turkey in accordance with European and other international standards through the implementation and extension of the code of conduct, and the development of anti-corruption measures.

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SUMMARY OF ETHICAL LEADERSHIP TRAINING PROGRAMME

The 'Ethical Leadership Training Programme' is a training package in ethical principles and ethical conduct prepared by the Council of Ethics for Public Service for implementation throughout the Turkish public service in conjunction with the Council of Europe project [Ethics for the Prevention of Corruption in Turkey (TYEC) CoE Project No. EC/1062].

The Ethical Leadership Programme provides guidance and support to assist public officials to 'do the right thing' in the conduct of their public duties. It contains a variety of tools:

➟ *The Facilitator's Guide* provides all the information a facilitator will need to know to run a training event on ethics within a public service organisation in Turkey. The step-by-step Guide covers background reading on ethics and decision-making, general information on the facilitation of learning and training, practical information on planning, administering, delivering and following a training event. It also contains a number of case studies or scenarios illustrating the ethical dilemmas that any Turkish public official might face, advice on how to apply the values and principles of the law and regulations on ethics when making professional decisions and speaker notes for direct use at the training event.

➟ *The Training Event* focuses on the different viewpoints that may exist within any decision made by a public official: the decision-maker, the recipient of the decision and the decision-maker's organisation. This multi-perspective approach is set up to directly challenge the premise that every decision is a straightforward choice between "black and white". This approach views different decisions as occupying points on a "grey scale", with no single one totally right or wrong, black or white, when judged from different perspectives. This allows participants to understand that people can view the same situation differently depending on their perspective. They thus gain a greater understanding of how others may view their actions but also how to see a situation from another's perspective. It also gives them experience in distinguishing between personal and organisational values and when each applies in decision making. This develops their skills in making ethical decisions by considering all relevant information and any existing legislation and rules.

➟ *The Implementation Guide* helps public sector organisations, with the guidance of the Facilitator, to prepare their organisation for the Ethics Training Programme and in turn prepare the Ethics Training Programme for their organisation by ensuring that it connects directly with, and highlights the key ethical issues faced by organisation. Most importantly it also includes recommendations on how to consolidate ethical principles and conduct within the organisation following the training event.

➟ *An Ethics PowerPoint Presentation* to be used by the Facilitator at the training event augmented by visual material to establish the operating and organisational context of the organisation.

➟ *An Ethics Reminder* providing key facts and tips on the ethical values and principles of the Turkish public service and practical tips on everyday activities that can guide conduct.

Foreword

Council of Ethics for Public Service has been founded under of Law No. 5176 to establish and monitor practice of the ethical behaviour principles that the public officials are obey to such as transparency, impartiality, integrity, accountability and protection of public interest. The primary task of the Board is to establish ethical behaviour principles, to examine the applications claiming violation of ethical behaviour principles, to establish the scope of ban of receiving presents and making benefits, to conduct activities aiming to establish the ethical culture in public and to monitor practice level of ethical behaviour principles in public.

In this framework, the Project titled “Ethics for Prevention of Corruption in Turkey” which was prepared by our Council and included in Turkey - EU Financial Cooperation Programme 2006 was approved on November 30, 2007 to complete and conclude by November 30, 2009. The Project activities are being conducted under cooperation of Council of Ethics for Public Service, European Union and Council of Europe and the Project covers 2 years period.

Corruption and non-ethical behaviours have become universal problems threatening all societies and public authorities. The term corruption is a concept which includes frauds and covers not complying with the ethical values going beyond lack of conformity with the laws and service standards. The ethics is not and should not be considered as a tale on values and principles that are remembered and noticed when the corruption and frauds emerge. Ethics is compilation of values and behaviours having high positive externality which blocks the paths leading to the corruption, establishes smooth operation of society, politics, jurisdiction, and administration system, increases the quality of these institutions, solidifies trust element between the individuals and authorities. Therefore, aiming to strengthen the ethical principles and behaviours in public against the fraud and corruption, our Project has been conducted in form of a national campaign under cooperation of public authorities/organizations, academicians, non-governmental organizations, professional chambers and all other relevant segments.

Council of Ethics for Public Service values and prioritizes training activities to establish ethical awareness and ethical culture among the public officials. In this regard, 85 public officials selected from various public authorities have been provided theoretical and practical trainings complying with international standards in order to serve as trainers in in-service training and other training programmes organized/ to be organized in public authorities/organizations and Ethical Leadership Programme has been prepared for the senior managers within the scope of the Project.

Ethical Leadership Programme includes training set providing information needed for successful guidance on ethical behaviour principles in public authorities that the public officials are to obey while performing their duties. This training set is composed of guideline for trainers, guideline for practice, presentation of ethics and ethical reminder guideline.

Basic information and methods covered in respective training set have been tested practically under various training programmes. As it can be witnessed by examining the training set, these training materials are the fruits of a diligent work carried out by local and foreign experts and aim to contribute in-service training activities in public authorities.

With this opportunity, I would like to thank individually the Project team, academicians, members of the Board and trainers for their perseverant efforts in organizing and performing these activities which will have great contributions in establishing ethical awareness and culture in Turkish Public Administration.

I hope this training set will be useful and handy for all relevant parties

Professor Bilal ERYILMAZ

Chairperson

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PART 1:
APPROACH OF THE GUIDE

1. Introduction

This Part provides an introduction to the Facilitator's Guide by outlining its intended uses, by explaining its purpose within the work of the Council of Ethics for Public Service and by establishing the Guide's relationship to the 'Ethical Leadership Training Programme'. Most importantly it provides an initial identification of the role and responsibilities of a 'Programme Facilitator' (a Glossary of Terms is included in Annex 1).

2. Outline/Overview

This Part will address the following questions:

- What is the Council of Ethics for Public Service?
- What is the Ethical Leadership Training Programme?
- What is the purpose of the Facilitator's Guide?
- How it is intended to be read and used?
- What is the role and responsibilities of a Programme Facilitator?

Background reading and references for information sources are provided for facilitators who require additional information on the Council of Ethics and relevant laws and regulations. This Part begins by providing the background to the Guide's development.

3. Background to the Facilitator's Guide

Although formal rules for public officials in Turkey have been in force since the mid-1960s the establishment of the 'Council of Ethics for Public Service' under Law No. 5176, published in the Official Journal on 8 June 2004, provides a new stimulus for the promotion of ethical principles and the development of an ethics system for public administration based upon institutional and procedural developments. The Council of Ethics for Public Service is mandated with establishing and promoting ethical principles of transparency, impartiality, honesty and accountability to be followed by public officials.

The Council of Ethics for Public Service has initiated this process of systems development, structural and cultural changes by formulating, within its first year of operation, a code of ethics, 'Regulation on the Principles of Ethical Behaviour of Public Officials', published as No. 25785 in the Official Journal on 13 April 2005. The provisions of the law and the code do not apply to the President of the Republic, members of the Grand National Assembly of Turkey, members of the Board of Ministers, the Turkish Armed Forces, members of the judiciary and the universities.

The Regulation outlines the ethical principles and values which regulate the role and conduct of public officials in the fulfilment of their duties and responsibilities including their relations with the public and the management of staff and public resources. It establishes principles of ethical behaviour concerning:

- Awareness of public service in performance of a duty.
- Awareness of serving the community.
- Compliance with service standards.
- Commitment to the Objective and Mission.
- Integrity and Impartiality.
- Respectability and confidence.
- Decency and Respect.
- Notification to the competent authorities.
- Avoiding conflict of interest.
- Not using the duty and authorities to derive benefits.
- Prohibition of receiving gifts and deriving benefits
- Making use of public domain and sources.
- Avoiding extravagance.
- Binding explanations and factitious statement.
- Notification, transparency and participation.
- Managers' liability to render account.
- Relations with former public officials.
- Declaring property

The Law and Regulation give the Council of Ethics for Public Service a range of responsibilities, including investigation of complaints against public officials above the grade of 'General Manager'; working with Ethics Commissions in ministries and provinces; promoting awareness and acceptance of ethical principles, including by the use of training and to review ethical culture and structures. Essentially the Council's current responsibilities focus on investigation on breaches of the Regulation, and awareness raising and training for public officials. This Guide is concerned with these latter two functions.

4. An Introduction to the Ethical Leadership Training Programme

The Ethical Leadership Programme involves activities and materials designed to support awareness, acceptance and application of the code of ethics for public officials. The basic component is the training event. The events, delivered on a planned basis ('cascaded') across an institution and supported by other activities and procedures, is an 'Ethics Training Strategy'. This discussed in the Implementation Guide.

The facilitator has an important role in terms of the Strategy – see Part 4, section 6 – but his or her central role is in delivering training – training events - to institutions, and training other facilitators to deliver further training – cascading the training – through the institution. The organised delivery of this training is the 'Ethics Leadership Training Programme'. The Programme involves two-day training events (although these may be adapted to one-day events when cascaded to different levels in the same organisation). The purpose is to raise awareness and understanding of the provisions of the 'Regulation on the Principles of Ethical Behaviour of the Public Officials' and its implications for the role and conduct of public officials in the fulfilment of their duties and responsibilities including their relations with the public and the management of staff and public resources.

The Programme examines ethical principles in a challenging and interactive way by focusing on a series of ethical dilemmas relevant to public service management in Turkey and explores issues associated with applying ethical principles in practice when faced with a range of conflicting forces and pressure.

The activities, discussions and analysis to be completed within the training event will require a range of facilitation skills from those people responsible for its organisation and delivery.

[An outline of the Ethical Leadership Programme can be found in Part 4]

5. Purpose of the Facilitator's Guide

This Facilitator's Guide has been developed for facilitators of the Programme to provide the background information and advice required to support their knowledge of the subject of ethics and its application to the roles and responsibilities, to introduce them to the skills and knowledge needed for effective training facilitation, to provide specific guidance on how to facilitate the ethics training event, to equip them with the materials required for the delivery of the training event and to guide them in advising organisations hosting the training event in how to consolidate ethics training and development.

6. Overview of the Facilitator's Guide

Accordingly, the remainder of the Guide is organised as follows:

PART 2: Provides some background information on what is meant by ethics, its role and place in modern public service management and an outline of the approaches required to raise ethical standards.

PART 3: Provides information and advice on the generic skills and knowledge of "trainer training" (or Training of Trainers – ToT) with a description of the learning process and the activities required to initiate and sustain its occurrence and an examination of the individual stages of the training process and the related responsibilities of the training facilitator.

PART 4: Provides an outline of the content and structure of the Programme in order to establish the operating context for the facilitator.

PART 5: Provides guidance on the preparatory activities required in advance of the Ethics Training Programme event.

PART 6: Provides guidance for facilitators on delivering a Programme training event.

PART 7: Provides guidance on liaison activities required with the event's organisation to consolidate the training event.

Annexes: Provide technical information and checklists to assist facilitators in the administration, organisation and delivery of the training event and all the materials required for the event itself.

7. The Role of the Programme Facilitator

As indicated in the above sections the Ethical Leadership Programme represents a challenging and innovative approach to the training and development of public officials.

The role of facilitator may appear at this stage to be equally challenging and daunting. However facilitators will be selected on the basis of relevant experience and expertise. They will be provided with training to assist them in this interesting opportunity to contribute to the development of an ethical culture for the modern public service manager.

[The role and responsibilities of a training facilitator are explained in Part 3]

The next Part of the Guide explores ethics and its place in modern public service management.

8. Background Reading and Information Sources

Facilitators should be knowledgeable about what is public ethics, what is their role, and how they may develop within an organisation. They should undertake as much background reading as possible. The lists below provide a wide range of possible material (further material is available in CD-Rom Folder 1).

1. Turkish Law

Council of Ethics for Public Service Law and Regulation.

Law Related to the Establishment of Council of Ethics for Public Service and Making Modifications of Some Laws. Law No. 5176

2. Books/Articles in Turkish

Aktan, Coşkun Can (1992), *Politik Yozlaşma ve Kleptokrasi: 1980-1990 Türkiye Deneyimi*, Ankara: Yeni Türkiye.

Aktan, Coşkun Can (2004), *Yolsuzlukla Mücadele Stratejileri*, Ankara: Hak-İş.

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Kesim, Erdoğan (2005), "Bir Etik Davranış İlkesi Olarak Hesap Verebilirlik (Hesap Verme Sorumluluğu)", *Siyasette ve Yönetimde Etik Sempozyumu Bildiriler Kitabı*, 18-19 Kasım 2005, Sakarya Üniversitesi İİBF, Esentepe Kampüsü, Sakarya: Sakarya Üniversitesi, 269-281.

Kılavuz, Raci (2003), *Kamu Yönetiminde Etik ve Bir Sorun Alanı Olarak Yozlaşma*, Ankara: Seçkin.

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Korkmaz, Esfender, Mustafa E. Erkal, Türksel Minibaş, Burhan Baloğlu, Binhan Elif Yılmaz ve Murat Çak (2001), *Türkiye'de Yolsuzluğun Sosyo-Ekonomik Nedenleri, Etkileri ve Çözüm Önerileri*, İstanbul: İTO.

Köseoğlu, Özer, Cihan Selek ve Fatma Yurttaş (2005), "Yolsuzluğu Önlemede Kullanılan Araçlardan Biri Olarak Yönetimde Açıklık ve Bilgi Edinme Hakkı", *Siyasette ve Yönetimde Etik Sempozyumu Bildiriler Kitabı*, 18-19 Kasım 2005, Sakarya Üniversitesi İİBF, Esentepe Kampüsü, Sakarya: Sakarya Üniversitesi, 143-163.

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Serbest, M. Bürkan (2006), "Kamu Yönetimi'nde Etiğin Düşünsel Kökenleri: Machiavelli-Kany Diyalektiği", *II. Ulusal Uygulamalı Etik Kongresi Bildiriler Kitabı*, 18-20 Ekim 2006, ODTÜ Felsefe Bölümü, ODTÜ Kültür Merkezi, Ankara: ODTÜ, 594-601.

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Tahran R. Bülent, Ömer Faruk Gençkaya, Ergin Ergül, Kemal Özsemerci ve Hakan Özbaran (2005), *Bir Olgu Olarak Yolsuzluk: Nedenler, Etkiler ve Çözüm Önerileri*, Ankara: TEPAV/TOBB.

TÜSİAD (2005), *Devlette Etikten Etik Devlete: Kamu Yönetiminde Etik, Kavramsal Çerçeve ve Uluslararası Uygulamalar*, C.1, Cüneyt Yüksel (Haz.), İstanbul: TÜSİAD.

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Yüksel, Cüneyt (2006), "Kamu Yönetiminde Etik ve Uluslararası Karşılaştırmalar", *II. Ulusal Uygulamalı Etik Kongresi Bildiriler Kitabı*, 18-20 Ekim 2006, ODTÜ Felsefe Bölümü, ODTÜ Kültür Merkezi, Ankara: ODTÜ, 731-738.

Yüksel, Cüneyt (2007), "Kamu Yönetiminde Etik Davranış Kuralları", Bilal Eryılmaz, Musa Eken ve Mustafa Lütfi Şen (eds.), *Kamu Yönetimi Yazıları*, Ankara: Nobel, 582-606.

3. Academic journals with articles in English

Public Integrity

International Journal of Public Administration

Canadian Journal of Public Administration

Public Administration Review

4. Textbooks on Public Ethics in English

Practical Ethics in Public Administration, Second Edition by Dean Geuras and Charles Garofalo (2005)

The Ethics Challenge in Public Service: A Problem-Solving Guide by Carol W. Lewis and Stuart C. Gilman (2005)

Preserving the Public Trust: The Five Principles of Public Service Ethics by Michael, S. Josephson (2005)

Ethics in Public Management by H. George Frederickson, George H. Frederickson, and Richard K. Ghere (2005)

Public Service, Ethics, and Constitutional Practice (Studies in Government and Public Policy) by John A. Rohr (1999)

Political Ethics and Public Office by Dennis Thompson (1990)

Ethics Management for Public Administrators: Building Organizations of Integrity by Donald C. Menzel (2006)

Ethics in the City Hall: Discussion and Analysis for Public Administration by William N. Thompson and James E. Leidlein (2008)

Government, Ethics, and Managers: A Guide to Solving Ethical Dilemmas in the Public Sector by Sheldon S. Steinberg and David T. Austern (1990)

The Ethics Primer for Public Administrators in Government and Nonprofit Organizations by James H. Svara (2006)

Teaching Ethics and Values in Public Administration Programs: Innovations, Strategies, and Issues (Suny Series in Public Administration) by James S. Bowman and Donald C. Menzel (1997)

Handbook of Administrative Ethics, Second Edition, (Public Administration and Public Policy) by Terry Cooper (2000)

Management, Organisation, and Ethics in the Public Sector (Law, Ethics and Governance) by Patrick Bishop, Carmel Connors, and C. J. G. Sampford (2003)

Public Integrity by J. Patrick Dobel (2001)

5. Suggested Websites

Applied Ethics Resources: www.ethicsweb.ca

Ethics Officer Association: www.eoa.org

Institute for Global Ethics: www.globalethics.org

Institute of Business Ethics: www.ibe.org.uk

International Institute for Public Ethics (IIPE): www.iipe.org

Nevada Centre for Public Ethics: www.nevada-ethics.org

PART 2:
INTRODUCING ETHICS

1. Introduction

Part 2 provides an introduction to ethics, the process of decision-making from an ethical standpoint, the role and place in modern public services management.

2. Outline/Overview

This Part will address the following questions:

- What do we mean by ethics?
- What is the basis for ethical principles?
- How should ethical principles Guide our decisions and actions?

From the background reading section in Part 1 it is suggested that all trainers should read the 2 TÜSİAD books by Cüneyt Yüksel (it is intended that these will be distributed to all facilitators) as well as the material included in the CD-Rom Folder 1. In addition background reading and references for information sources are provided in Part 1, section 8, for facilitators relatively new to the subject of ethics or who wish to extend their current understanding.

This Part begins with a definition of ethics, based upon the work of the Public Standards Commission of the State of Victoria, Australia.

3. An Understanding of Ethics

Ethics is about the guiding values, principles and standards that help people determine how 'things ought to be done'. It refers to the judgements that people make and the process of arriving at those judgements. It is the process by which people make value-based decisions.

We each have an internal and subjective world where we interpret and respond to situations depending on our values. These values are shaped in childhood by parents, teachers and society in general.

In any country of the world employees will inevitably apply, at least in part, their personal values when making ethical decisions in the workplace. People can give priority to different values depending on the context they find themselves in. Sometimes organisational values will clash with personal values, which is why the process of ethical decision-making assists employees in understanding where the organisational values takes precedence over personal values.

In Turkey the 'Public Officials Ethical Contract' outlines the organisational values to be followed by public officials and that are deemed to outweigh any private interest in the form of a series of promises:

Within the consciousness and comprehension that public service is superior to any private interest and public official is in society's service;

- *I pledge to work in order to facilitate the daily life of the community, to meet within the most effective, rapidly and efficient way possible, to scale up the service quality and the satisfaction of the society,*
- *To carry out my duty according to the principles of respect for human rights, transparency, participation, integrity, accountability, protection of public benefits and the principles of the rule of law,*
- *To act according to requirements of the service without any discrimination of language, religion, philosophical belief, political opinion, race, age, the physical disability and gender, in impartiality without giving any chance to behaviours and implementations that hinder equal opportunity,*
- *To carry out my duty without accepting gifts from any real or legal person who has no relation wit(sic) duty, without making any mileage in terms of material and moral interests or any other in the same quality and without have any private interest expectations,*
- *Not to make use or let others make use of social goods and sources except for social aims and requirements of service, not to waste these goods and sources,*
- *To carry out my duty and to service depending on ethical behaviours and assets those are determined in regulations prepared by the Council of Ethics for Public Service.*

4. An Ethical Decision-Making Model

The Public Officials Ethical Contract represents a set of goals to be attained and maintained in support of society's service. Practical assistance to support public officials' adherence to this contract is provided by developing and understanding of how decisions can be made in a ways that consciously acknowledges the **legitimate** interests and positions of **all** involved in the decision-making **process** and its **outcomes**. These are the decision's **'stakeholders.'** This leads us to a stakeholder-based approach to, or **model** of, decision-making that includes these steps to make a specific decision or embark on a particular course of action:

<u>Step 1: Define the Decision-Making Problem</u>

• Examine the context within which the decision-making problem is occurring. Ask yourself the following questions, the '5 Ws' (What, When, Who, Why and How):

• What are the main factors affecting my decision?

• When does the decision have to be made and when will its impact be felt?

• Where will it impact?

• Who will be affected?

• Why will they be affected?

<u>Step 2: Identify and Consider the Stakeholders</u>

Review the fourth W above, list all possible stakeholders and identify their point of view, their potential position, on the matter.

<u>Step 3: Identify the Underlying Principles, Laws, Regulations and Policies</u>

• List the values and principles that are most relevant to the problem.

• Specify the possible courses of action and which value(s) or principle(s) each would be upholding

• Identify whether there are any legal implications involved, and seek legal advice if necessary

Identify any relevant organisational policies or procedures

Step 4: Identify and Evaluate Alternative Decisions

- List all alternative courses of action. For each alternative identify the following:
  - Impact on different stakeholders.
  - Legal implications.
  - Policy and procedural implications.
  - Impact on values and principles.
- Decide on one individual alternative as the preferred option based on a consideration of the above.

Step 5: Seek Another Opinion

- If you are still unsure of what to do or the decision will have a large impact, get a second opinion from an independent, trusted individual. Check on and use available mechanisms by which you can seek formal advice within the public service sector.

Step 6: Make a Decision and Act

- Remember, once your decision is made and before acting on it, take a step back and carry out the following tests:
  - The newspaper test: how would this look on the front page of the newspaper?
  - The test of time test: how would your decision and conduct be viewed in a year, five years, or even 10 years?
  - The family test: would you feel proud or ashamed when explaining this decision to your family?
  - The personal test: would you able to accept the soundness of this decision if you were directly affected by its outcome?

All of this may seem lengthy and difficult to begin with, but it is a just a disciplined approach to viewing a decision from different points of view, weighing up the rights, wrongs of a decision and the winners and the losers in its consequences. It can be carried out on the back of an envelope and in time becomes a mental exercise that becomes second nature.

5. The Place of Ethics in Public Service Management

Public services usually mean all communally promoted goods and services that are paid for by taxation or revenues raised by law. This means that servants are always dealing with other people's money which gives additional weight to the view that public officials have an extra obligation be seen to be following ethical principles in the conduct of their duties and their use of resources.

This position of public trust, as identified in the extract of the UN International Code of Conduct for Public Officials (1996) presented below, requires that public officials should, at all times, act with responsibility, with pride and with the highest professional standards. In particular public officials are expected at all times to work in the public interest, for the benefit of the public. They are also under an obligation to maintain or enhance public confidence in the integrity of public sector administration and to advance the common good of the community that they serve.

General Principles

A public office, as defined by national law, is a position of trust, implying a duty to act in the public interest. Therefore, the ultimate loyalty of public officials shall be to the public interests of their country as expressed through the democratic institutions of government.

Public officials shall ensure that they perform their duties and functions efficiently, effectively and with integrity, in accordance with laws or administrative policies. They shall at all times seek to ensure that public resources for which they are responsible are administered in the most effective and efficient manner.

Public officials shall be attentive, fair and impartial in the performance of their functions and, in particular, in their relations with the public. They shall at no time afford any undue preferential treatment to any group or individual or improperly discriminate against any group or individual, or otherwise abuse the power and authority vested in them.

Similarly the background to the Council of Europe's Model Code for Public Officials makes plain the behaviour expected.

Object of the Code

Article 3 states the aims of the Code, i.e.: to specify standards of integrity and conduct, help public officials meet those standards and tell the public what it is entitled to expect from its public officials. Given that public administrations play an essential role in democratic societies, that public officials are the key element thereof and since corruption undermines the citizens' trust in their administration, the code aims at eliminating any ambiguity about the general attitude of the administration towards corruption and clearly expresses what is expected from every employee in that respect. The Code fills the gap between on the one hand often abstract legal regulations as to the principles of behaviour and, on the other hand the requirement of guidance in numerous difficult situations of an employed person's day-to-day life. It seeks to eliminate areas of uncertainty by offering either directly applicable instructions on how to cope with a given situation, or indications on where and how to receive such instructions. The Code can offer specific guidance in situations where the employed person may feel that he has to deal with a conflict of interest. In addition, the Code contributes to greater transparency in the functioning of public administration by clearly informing citizens of what they are entitled to expect from public officials.

General Principles

Articles 4 – 11 set out the public official's general obligations to act lawfully, obediently, ethically and loyally. He or she is expected to be honest, impartial, conscientious, fair and just, and to act politically neutral, only in the public interest and with courtesy to all with whom he or she has contact. He or she must not allow his or her private interests to affect, or appear to affect, his or her public position nor take undue advantage of that position. A public official or a third person, for example a relative, should not be placed in a better position or acquire that benefit. A public official's behaviour should enhance the public's regard for the public service and he or she should be accountable for his or her conduct and his or her handling of information must respect both the right to official information and the need for appropriate confidentiality.

Public officials are thus required to ensure that their official powers and position are not used improperly and in particular they are required to refrain from conduct that uses public office for private gain or partisan advantage. This reflects ethical principles and behaviour that stem from two inter-related roots:

- first, standards of personal morality and moral behaviour that reflect a cultural acceptance of what is right, honest or good, and;
- second the rules or standards governing the conduct of members of a service or profession, here a public service ethos and public service ethics.

Public sector ethics have characteristics not found elsewhere. Public officials are often close to those who wield political power, which can mean having to weigh the political costs of a decision and accept this cost in terms of defending the action in the face of political pressures. Ethical issues in the public sector can be difficult because staff may be confronted with choosing a course of action from several possible alternatives, each of which has merit.

Thus we each conduct our professional and also our personal lives in relation to our personal codes of morality or ethics, professional standards, an organisation's ethical values, social pressures and perhaps also religious convictions.

Raising and maintaining ethical values and related standards of conduct provides the challenge to be considered within the remaining parts of the Guide.

PART 3:
FACILITATING THE TRAINING PROCESS

1. Introduction

This Part provides background information and advice to Training Event facilitators and Ethical Leadership Training Programme Facilitators on the processes of learning and training that underpin the effective preparation, administration, organisation and delivery of an organised *training event,* which will comprise the basis of the Ethical Leadership Programme for an institution. A *training event* is a planned set of activities designed and delivered within a specific time period and directed at the meeting the identified needs of a group of individuals to increase their knowledge, change their attitudes and/or improve their skills relevant to their professional roles and the operational, administrative and management needs of their employer. The event involves a 1-day or 2-day training programme that may include all or any of the following: a briefing session, a discussion workshop, a demonstration, practical experience, case studies, exercises, etc. The Ethical Leadership Programme involves a structured series of training events across a ministry or department.

2. Outline/Overview

This Part will address the following questions:

- What is meant by the terms: learning, teaching, training, facilitating and what is their interrelationships and mutual dependencies?
- Why is it important to effective training to appreciate how adults learn?
- What are the five individual stages of the training process?
- What is the role of the facilitator in each stage of the training process?
- What are the main areas of knowledge and skills needed for the effective facilitation of the training process?

It identifies the training management checklists and task notes for facilitators to use in the planning, preparation, organisation, delivery and follow-up activities for each Ethical Leadership Training Programme training event. These checklists can be found in Annexes 2 and 3.

In addition background reading and references for information sources are provided for facilitators relatively new to the training process or for anyone wishing to extend their training knowledge or skills perhaps in support of their own career development and the future needs of their own organisation (see Part 1; section 8).

This Part begins with a perspective on the learning process in order to establish its relevance to the effectiveness of training.

3. Understanding Learning, Teaching, Training, Facilitating and their Inter-Relationships

As outlined in the introduction a training event is structured set of activities designed and delivered within a specific time period and directed at the meeting the identified needs of a group of individuals to increase their work-related knowledge, change their attitudes and/or improve their skills. Thus a training event is intended to provide opportunities for individual to learn new areas of knowledge, new ways of thinking and new ways of doing things, where each of these terms has a specific meaning:

➟ ***What do we mean by learning?*** Learning can be defined as a relatively permanent change in behaviour that occurs as a result of practice or experience. Genuine learning is the acquisition of new knowledge and skills or change in attitude that remain with us. Genuine learning is made possible by practising something we have been taught or gained through self teaching or experience until it is fully absorbed and retained for future use. We shall look at the learning process itself in the following section.

➟ ***What do we mean by teaching?*** For most of us the process of learning is associated with our school days and subsequent higher education opportunities at college or university. Here we remember our teachers and the processes they used to instil knowledge by providing information on specific subjects, demonstrating practical skills and giving instructions and guidance on mathematical and scientific methods. Teachers and teaching methods have been subject to change over the years but learning is still mainly characterised by teachers leading the process, expecting their knowledge to be unquestioned and authority to be unchallenged by learners who are expected to be mainly passive recipients of facts and working methods presented to them.

Thus teaching is characterised by formal methods of instruction and imparting information, is teacher focused and led with learners, particular when children taking a secondary and mainly passive role. The process of teaching children is called 'Pedagogy' and we shall consider later how it differs from effective processes of adult learning.

➟ ***What do we mean by training?*** For all of us the process of learning continues throughout our lives. We build our knowledge because of personal interests and hobbies, we acquire new skills to be able to do new things such as drive a motor car or surf the internet and of course we build our knowledge and extend our skills in relation to our jobs and the changing needs of our employers. This workplace learning involves a range of processes, some scheduled, designed and organised, e.g. participating in courses, briefings and discussions and others that are less formally structured e.g. receiving advice and coaching while you attempt new tasks or engage in news areas of experience.

Training represents both formal and informal approaches to supporting the acquisition of new knowledge and skills required to improve individual and organisational performance in the workplace. It can take the form of induction training for new members of the organisation to enable them to carry out their initial work efficiently, effectively and safely and also can be directed at refresher or development programmes for employees in post to enable them to acquire additional or newly required function or take on extra responsibilities in supervision and management.

➟ ***What do we mean by facilitating?*** Both the formal and particularly the informal approaches to training outlined above require support in terms of design of activities, organisation of facilities and resources and supervision of the training process. These roles and functions in training are known as facilitation activities that have to be carried either for training to happen at all or to ensure that it takes place efficiently and effectively.

Thus the facilitation role is vital to the training process either where the facilitator has sole or principal responsibility for the actual delivery of the training or where the role is to provide support to other trainers by ensuring that arrangements run smoothly, the required facilities are provided and perhaps to assist in part of the training process. We shall look more closely at the facilitation role within the training process later but first let us return to the actual process by which people learn whether assisted by teaching or training.

4. The Learning Process

This definition of learning, as a relatively permanent change in behaviour that occurs as a result of practice or experience, will provide the starting point for understanding how learning takes place – the learning process.

Effective learning is based on the premise that we learn best from experience, which is itself defined not as what we do but what we learn from what we do.

First we need to consider briefly a straightforward theory, the *'Kolb Learning Cycle'* (Kolb 1984) where learning is presented and best understood as cyclical process with individual phases in the cycle representing:

• Undertaking an activity - something that occurs whether planned or accidental;

• Taking the opportunity to reflect on the experience – in terms of its key parts and their individual and overall significance;

• Developing broader concepts, ideas from these reflections – identifying and understanding the lessons learned that can be learned from the specific experience and perhaps extended or generalised to other related activities;

• Experimenting with the concepts - the testing of what you have learned by applying it in other related activities.

Overall what lessons do we need to draw from the *Kolb Learning Cycle*? There are several:

• Firstly it does make sense in relation to "natural" or even unconscious processes of learning e.g. children's play, trial and error experiments;

• Secondly it confirms the importance of learners playing an active part in the process being responsible for the consideration of their own learning;

• Thirdly it affirms the importance of activity based learning, letting the learners actually experience relevant experiences as the foundation for the development of related knowledge;

• Fourthly it identifies the individual stages of the learning process and thereby identifies different approaches that can be used to provide learning opportunities;

• Fifthly, and most crucially, it confirms that if genuine, i.e. sustained, learning, is to take place then the learning cycle must be completed.

Again the last point is just common sense, think about trying to used a mobile telephone for the first time where either you press a few buttons to check on functions and put it away until the time that you need to use it and find difficulty in remembering the functions or you realise that you missed out an important function.

We shall return to a consideration of the implications of the *Kolb Learning Cycle* for training process in Part 4, section 2: **The Training Process 2: Meeting Training Needs.**

5. Learning Styles

Occupational psychologists Peter Honey and Alan Mumford[1] have extended Kolb's theory and used it as the basis for defining 4 major categories of learning styles and thus 4 different types of learner. Each type of learner demonstrates a preference for a different individual stage in the *Kolb Learning Cycle* as one of the following:

Activists
Reflectors
Theorists
Pragmatists

These general preferences have distinctive 'learning' characteristics:

- *Activists* involve themselves fully in new experiences. They enjoy the present time and are happy to involve themselves in new experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. They like to tackle current problems by brainstorming. They tend to be uninterested in actual implementation and longer-term consolidation.
- *Reflectors*, as their name implies, concentrate on the thorough collection and analysis of data about experiences and events. As such they tend to postpone reaching definitive conclusions for as long as possible. They prefer to stay in the background in decision-making processes. When they do act, their actions are evidence-based.
- *Theorists* tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous, their approach to problems is consistently logical. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.
- *Pragmatists* are enthusiastic about trying out ideas, theories and techniques to see if they work in practice. They don't like debating issues and tend to be impatient with broad ranging or open-ended discussions. They are essentially practical, common-sense people who like making practical decisions and solving problems.

Here the important lesson is that in any group you are likely to find individuals with different preferred learning styles and different preferences for individual parts of the learning process. Again this is just plain common sense - think about your work colleagues or family members and how they learnt to use a computer. Some will have not touched anything without reading the instruction manual from cover to cover, then try to find out all available information, others will perhaps have read just enough to get started and then learn everything else by practical experience. Perhaps you also know someone who only gets enthusiastic about learning or even is only able to learn once they have found practical uses for the computer, e.g. project management, cataloguing, budgeting etc.

We shall return to a consideration of the implications for the training process of preferred learning styles in Part 4, section 2: The Training Process 2: Meeting Training Needs.

1 Honey, P. and Mumford A. (1986). 'A Manual of Learning Styles.' Peter Honey: Maidenhead.

6. Appreciating How Adults Learn

In order to complete the final part of the picture of learning and learners we need to consider how adults learn. When we looked at teachers and teaching we identified a teacher-focused approach and a mainly passive approach to learning associated with the formally structured education system for children and young adults known as 'Pedagogy', the science of teaching children. The process of "teaching" adults is known as 'Andragogy'.

While you do not have to worry about the different terms or have to use them again it is important that you understand how the process of adult learning differs from the process of child learning because the training process focused on improving the skill, knowledge and attitudes of adults in the workplace. Adults learn better when:

- they are motivating by the topic or process under review because they can see its relevance to their professional work;
- when they are enthused by the facilitator, and;
- when they are stimulated by the training methods and used.

Malcolm Knowles[2] identifies the key differences between supporting adult learning and supporting the learning of children:

- **Dependence - Independence.** In pedagogy, the child is dependent upon those around him/her including the teacher, while the adult acts autonomously in relation to others, including the teacher. Adults are capable of being self-directed, that is being able to identify and articulate what they want to learn in dialogue with the teacher.
- **Inexperience – Experience.** Pedagogy is often seen as the one-way transfer of information from the experienced and knowledgeable teacher to the student. Since the adult learner has a depth of experience and wisdom, the teacher becomes a facilitator in a more equal process of mutual learning. The distance of authority - created between teacher and student in pedagogy - is replaced by a community of learners and facilitators.
- **Un-readiness - Readiness** to learn. In traditional pedagogy, the teacher decides what the students need to learn and the curriculum is developed without initial input from the learner. Adult education is more learner-centred, and the learner is more actively involved in deciding what will be taught.
- **Subject – Process** orientation to learning. Children have been conditioned to have a subject-centred orientation to learning, whereas adults tend to have a problem or process-centred orientation. Children are able to focus attention on future outcome, e.g. a place at university while adults are primarily concerned with their present position and are interested in solving problems they experience on a daily basis.

An understanding of how adults learn is thus crucial to effective training. The characteristics of adult learning need to be considered at all stages of the training process in order to ensure that:

- their knowledge and skill needs are accurately identified and met in terms that can be applied in the workplace;
- the training processes used provide opportunities for active learning;

2 Knowles, M. (1980) *The Modern Practice of Adult Education. From pedagogy to andragogy.* (2nd edn). Englewood Cliffs: Prentice Hall: Cambridge.

- the training facilitator acknowledges the existing levels of experience and expertise of the learners and provides opportunities for the exchange of ideas between trainers and learners and between the learners themselves.

7. The Role of the Training Facilitator

Before we consider the training process itself it may be helpful to establish the key aspects of the role of the training facilitator in order to assist you in then identifying where and how you fit in to the overall training process.

The role of training facilitator can vary according to the purpose and length of the training event and the number of participants. The facilitator may be the sole or lead deliverer of training or someone providing support to a trainer to ensure that all arrangements run to plan, facilities and equipment are in place and ancillary services as required and possibly assisting with group activities.

Mostly the roles of facilitator and trainer are one and the same, with facilitator being used to denote the nature of the role as being that of guide, counsellor, mediator and presenter rather then instructor.

Adults learn most effectively in an atmosphere of openness, support and trust and when they are actively involved in the training process. Thus the facilitator has responsibility for creating and maintaining an environment conducive to adult learning, structuring the learning process, stimulating discussion, handling questions, providing opportunities for active learning and reviewing issues raised and subjects covered. This why an understanding and knowledge of ethics is as important as an understanding and knowledge of training techniques.

In relation to training and facilitating, however, the responsibilities of the facilitator may include:

- liaising with the organisation for the training;
- analysing training needs;
- designing and preparing training activities and materials;
- administering the training event;
- delivering the training;
- following up and consolidating the training event;
- evaluating the training process and its outcomes.

The skills needed by the facilitator include:

- problem solving;
- organisational analysis;
- report writing;
- training material design and writing;
- presenting information;
- using audio visual equipment;

- assigning tasks and giving instructions;
- chairing discussions;
- questioning;
- providing advice;
- mediating and summarising.

In summary, an effective facilitator will at times provide instruction but their role and responsibilities will also involve:

- Clarifying at the start the goals and expectations of the facilitator and participants.
- Using questioning techniques throughout to stimulate thinking, challenge beliefs, probe opinions, clarify implications and promote conclusions.
- Being sensitive to the sense of risk or threat that participants feel.
- Ensuring that there is balanced range of learning activities.
- Drawing on participants' experiences and making connections between different opinions.
- Providing ongoing descriptive and supportive feedback to participants.
- Summarising key issues and points of progress.
- Above all maintaining a safe environment within which individual views can be expressed openly and received with respect.

8. Facilitation Skills: Listening & Questioning Techniques

Effective listening techniques

Effective listening involves more than simply hearing what the other person is saying. It involves *demonstrating* to the other person that you are engaged, that you are interested, and that you value them and respect what they are saying, even if you disagree with it. Effective listening is above all *active*. It involves:

- maintaining steady eye contact;
- nodding - to show that you agree and/or understand, or simply to confirm that you are engaged;
- displaying open body language;
- using, although not to excess, vocal punctuation: for example, "mmm", "right", "ok", "uh-huh"
- actively seeking clarification of what the other person is saying;
- reflecting back in order to confirm understanding and to reinforce the effectiveness of communication: for example, "So what you're saying is…."

These are suggestions, not rules. However, it is important to establish the principle that effective listening requires the listener to signal to the other person their full and undivided attention and their respect for what the other person is saying.

Effective questioning techniques

Effective questioning can be a powerful tool in facilitative training, as it enables the trainer to empower learners to think issues through for themselves, thereby giving them ownership of their learning. It also gives the trainer an idea of how much guidance, if any, the learner needs in order to meet the learning objective.

Effective questioning can draw on a number of techniques:

Four-level questioning:

Level 1. Establishing facts: *"What exactly happened?"*

Level 2. Understanding what happened: *"Why did you think it happened?"*

Level 3. Eliciting feelings: *"How did you feel about what happened?"*

Level 4. Identifying values: *"What did this mean for you as an individual?"*

Open questions

The three - level questions above are all open questions as they invite the other person to offer an unrestricted response. They are particularly useful in the context of facilitative training as they enable learners to think issues through for themselves. For example:

"What do you hope to get out of this training event?"

Open questions have the potential to be probing: they can move learners from what they already know to levels of understanding they may not have considered.

Closed questions

Closed questions invite only a "yes", a "no", or something similar in response. For example: *"Do you hope to learn something new on this training event?"* This is not an invalid question although the response will inevitably be restricted. It will probably be necessary to follow the closed question with an open one in order to elicit more information. Of course, if a simple affirmation or negation is all that is required, then a closed question may be perfectly appropriate.

Leading questions

Leading questions effectively contain their own response. For example: *"When the supervisor shouted at you, you felt angry, didn't you?"* This clearly differs from a closed question (*"Did you feel angry when the supervisor shouted at you?"*) and an open question (*How did you feel when the supervisor shouted at you?"*)

Leading questions are not particularly appropriate in the context of facilitative training as they can provoke feelings of defensiveness.

Multiple questions

These are precisely what their name suggests. For example: *"What are you hoping to get out of this training event? Have you been able to identify any particular learning needs? Is there anything that particularly concerns you?"* These are likely to confuse the listener who will easily lose track, and may not respond to all the questions. It is far more effective to ask one question at a time because then the learner controls the pace.

Asking questions

Before asking a question, consider whether the learners are likely to be equipped to be able to answer it. If, having asked the question, you don't get a reply, you may want to:

- move on;
- rephrase the question;
- provide some more information and ask the question again;
- consider whether the question has touched upon a particularly sensitive area.

Handling replies to questions

The answer may be correct, partly correct, incomplete or incorrect.

If it is correct, check that the other learners have understood, particularly if the answer has been given very promptly:

- *"Does everyone agree with that?"*
- *"Is there anything that anyone would like to add?"*
- *"Could someone give an example?"*

If the answer is partly correct or incomplete, emphasise your agreement as far as it goes. As far as the rest of the answer is concerned, you can invite further contributions from the group, perhaps supplying some additional information or using another question to enable them to complete the answer.

If the answer is incorrect, try to decide why this is so.

- Was the question poorly phrased?
- Has the learner, or the group as a whole, insufficient knowledge? *You may want to recap or provide additional information. To answer the question yourself is tantamount to admitting that it wasn't an appropriate question to ask in the first place.*

Try to avoid blunt rebuttals of incorrect answers.

If the answer is vague but shows that the learner has made the connection, you may want to ask the learner or someone else in the group to amplify the answer or give a concrete example. You may want to say something along the lines of:

"I'm not sure that I understand - could you run through it again, or give me an example?"

When designing training, allow plenty of time for questions: both for the ones you want to ask, and for ones that the learners may want to ask. When delivering training, encourage learners to ask questions whenever they want. Holding a question back is a barrier to learning.

9. Facilitation Skills: Working with Groups

It is useful in training events to be able to break a single participant group into smaller groups in order to change the pace of the event, allow greater levels of participation, provide a task or team based activity.

The process of creating groups becomes crucial to supporting the purpose of the group activity. Factors to be considered include whether:

- You want to create mixed groups perhaps based upon their skills mix, different levels of seniority, a gender balance.
- You are trying to develop team-building processes and skill within actual work groupings.
- You are willing and able to leave it to random chance.

Techniques for organising groups include:

- Pre-planning to identify the required constituency and then announcing team membership.
- Counting off participants in sequence up to the number of groups required, e.g. 1,2, 3,4 and then all the 1s form a group, the 2s another etc.
- Peer selection – when you ask for volunteer group leaders and ask each to select their own team members.
- Location - form groups based upon clusters of where people are sitting with the whole group.
- Chance cards - give out pre-prepared cards with different symbols and all the participants with the same symbol form a group.

Issues to be considered of group organisation include:

- Dealing with resentment from individuals who are unhappy, for whatever reason, with their allocation.
- Managing status differences.
- Managing age or gender issues.
- Controlling dominant forces and individuals within a group.
- Encouraging full participation and task sharing.
- Balancing the advantages of groups bonding and working together on a series of tasks with the benefits of changing constituencies and group dynamics.
- Proving clear instructions on the task, required roles and responsibilities, time available, location, required outcomes e.g. a solution, preparation for a presentation and/or a review of the working methods etc.

10. Facilitation Skills: Providing and Receiving Feedback

What is feedback?

Feedback is communication to a person (or group) that provides information on how his or her actions affect others. It is a way of helping another person to understand the impact of his/her behaviour on others with the goal of helping him/her to improve his/her communications skills and his/her interactions with others. As a training facilitator there are many occasions when it is important to share information with individuals or groups. Similarly there will be occasions when they need to provide the facilitator with comments.

Feedback in the training process is also a two-way process. It is undertaken by the facilitator to provide direct comments on the conduct and outcomes of individual or group tasks and also to respond to contributions made throughout the course of a training event. It is also used by individual participants to comment on the activities and contributions other participants and to comment on the role and activities of the facilitator.

How to give feedback

- Be specific rather than general – try and give specific evidence of what you observed and use that as the basis for constructive criticism.
- Balance negative and positive – offer comments and opportunities for the receiver that include praise and criticism.
- Be objective rather than judgmental – describe your own reactions to another behaviour, but avoid using judgmental language and you reduce the need for the individual to respond defensively.
- Consider the needs of both the receiver and the giver of the feedback – feedback however constructively offered can be difficult to receive. Before giving feedback try and put yourself in the position of the recipient.
- Feedback should be requested and offered rather than imposed – If the receiver asks for and is open to feedback, he/she is much more likely to receive it positively.

How to receive feedback

Feedback provides us with an opportunity to learn how other people view our actions. It will be easier to receive and use feedback if we remember to:

- Ask clarifying questions in order to understand the feedback.
- Avoid making it more difficult for someone to give you feedback. Remember, it is often as hard for someone to give feedback, as it is to receive it. If you react defensively or angrily, they may give up, and you will lose valuable information and insight.
- Receive feedback without directly seeking to justify or defend your actions.

The next Part outlines an 8-stage training process and confirms the roles and responsibilities of the facilitator at each stage in order to establish the wider training context for the facilitation of the Ethical Leadership Training Programme.

PART 4: CONTENTS AND STRUCTURE OF ETHICAL LEADERSHIP TRAINING PROGRAMME

1. The Training Process 1: Identifying and Specifying Learning Needs

Although it is outside your facilitation role for Ethical Leadership Training Programme, where ethics related training needs have already been identified and a training event designed, (8. The Training Process 8: An Overview of the Ethical Leadership Training Programme) usually the training facilitation role begins with the diagnosis of training needs as related to a change in an organisation's operational and management activities, the need for a new area of activity, the need to accommodate new technologies, perceived performance problems or opportunities for expansion. As an Ethical Leadership Training Programme Facilitator it is still important for you to have a working knowledge of training needs identification in order to monitor and evaluate the effectiveness of the ethics training process and its outcomes, particularly in your own ministry. (this will be covered in 7. The Training Process 7: Evaluating the Process and Outcomes of Training).

It is clearly important to diagnose training needs as accurately and comprehensively as possible, so that when the training activity is designed and delivered, it is properly geared to the actual identified needs of the organisation. At the *diagnostic* stage of the training process, before the design and delivery of training, it is appropriate to undertake a training needs analysis. The scope of the training needs analysis will usually be determined at the initial stage of the analysis, confirming whether the related training needs extend across the whole organisation, encompass an individual department or single occupational group or a range of teams or individual job holders.

Methods of determining training needs at the organisational, sub-organisational or individual level involve the collection, collation and analysis of relevant information and observation/sampling of work activities:

> At the organisational level this will include the organisation's current strategic plan, specific operational and management reports, "customer surveys", analysis reports and for public service organisations, policy documents etc. and observations of activities and performance across the organisation.
>
> At the sub-organisational level: performance monitoring reports for relevant functions, analysis of customer opinions, staff surveys, training reports etc. and observations of activities and performance in relevant areas of the organisation.
>
> At the team or individual level: job descriptions, performance management reports, observations of activities and performance of relevant groups and individuals.

Depending on the scope and scale of the information collection, collation and analysis the process involves a consideration of:

a) What is the overall organisational or "business" aim e.g. to improve efficiency or deliver services?

b) Which parts of the organisation are associated with the achievement of this overall aim?

c) How can this aim be achieved by performance improvements and efficiencies?

d) What areas of training will be required to support improvements and efficiencies?

e) What are the current levels of performance and relevant knowledge, skills and attitudes held within those parts of the organisation and their individual job-holders?

f) What levels of performance and relevant knowledge, skills and attitudes need to be acquired within the relevant parts of the organisations?

g) What are the training needs required to bridge the gap between current and required levels of performance and related knowledge, skills and attitudes.

The gap between the current and required levels of skills, knowledge and attitude is known as the 'training gap' or 'training need' and forms the basis for specified the aim and objectives for the potential areas for 'training intervention' as follows:

- Aim: The aim of a training activity is a broad statement of its general purpose. Effectively, it constitutes the reason for running the activity. The aim will be fulfilled through the meeting of all the objectives. e.g. To increase functional flexibility or better services to the public.
- Objectives: The first objective needs to be expressed for the entire training programme, specifying areas and levels of knowledge, skills and attitudes that need to be addressed and achieved in order to meet the overall aim.

  The second objective needs to be expressed for each event or possibly even each session in order to specify, from the objectives for the training as a whole, the level of knowledge, skills and attitude by the end of the event or session.

2. The Training Process 2: Meeting Training Needs

This second stage in the training process stems directly from the accurate identification of training needs and the formulation of related aims and objectives, which will indicate the topics or processes to be covered, the constituency/ies of the training group, current and required levels of skills, knowledge and attitude. Individual areas of skills, knowledge and attitude require individual approaches to training In addition, the design and structuring of successful training activities to support the acquisition of skills and knowledge or to promote a change in attitude requires an understanding of the learning process outlined in the Kolb Learning Cycle[3] and individual learning preferences as identified by Honey and Mumford.

The implications of the Kolb Learning Cycle for the design and structuring of learning activities include the following:

- ensuring training follows natural processes of learning: providing opportunities to practise skills, to reflect individually and to review collectively the practice undertaken, to make connections to relevant theories in order to corroborate the skills learned and to provide, within the safe environment of a training event opportunities to test out their skills and knowledge without risk or recrimination for "failure".

3 Kolb D.A. (1984) *Experiential Learning experience as a source of learning and development.* New Jersey: Prentice Hall.

- '*How*' and '*why*' should play an active part in all aspects of the training process, contributing to the identification of training needs and its relationship to learning design and then with opportunities for activity and discussion within the training event itself.
- Seeing how different aspects of the learning process can be used to reinforce others, theory introducing practice or practical activity followed by relevant theory.
- Seeing how learning, if it is to be effective, needs to provide a range of activities that enable the learning cycle, wherever and however started to be completed.

The implications of preferred learning styles for the design and structuring of learning activities include:

- Understanding how the actual existence of different learning styles, although they cannot lead to "individualised" group training, still need to be recognised by the provision of a variety of training methods, each reflecting a different emphasis on different parts of the cycle and accommodating individual learning preferences.
- Ensuring that individual learners can each contribute different and complementary learning skills to group training if given the opportunity.
- Understanding how and why a variety of training methods should be used to encourage learners to develop learning skills outside their own area of preference.

As outlined at the beginning of the first stage of the training process, much of the work on the need for training has been dome. As an Ethical Leadership Training Programme Facilitator you have not been directly involved in the identification and meeting of ethics training needs. Thus your knowledge of training needs analysis has not been developed or used but you should think through the process. In the short-term your knowledge of this area of analysis will improve your ability to monitor and evaluate the extent to which the training process and its outcomes are effective in achieving the overall aim and objectives.

3. The Training Process 3: Setting Up and Running the Training Event

This stage of the training process will specifically require your facilitation knowledge and skills if the Programme training event is to be organised efficiently, received positively by organisations, its key messages implemented and its potential outcomes of reducing corruption fully achieved.

Here you will also make use of the **Implementation Guide** provided to all organisations to explain the purpose and content of the Ethical Leadership Training Programme, the importance of ethics within the public service, how to prepare an organisation for the Programme, how to prepare the programme for the specific requirements of their organisation and most crucially how to build and sustain ethics following the completion of the training event.

The Ethical Leadership Programme should be provided throughout the Turkish Public Service by means of the 'Cascaded Learning Model', which involves senior officials receiving training. They or other designated officials will also be trained in training others as facilitators in order to provide training events (and facilitation training) for their staff, and so on, until training events have been cascaded through the entire Ministry or Department.

The top-down approach has a number of clear benefits. It sends the message to public officials at all levels of the institutional hierarchy that their leaders are committed to high ethical principles. An employee's direct supervisor or manager conducting the training event can reinforce the behaviours expected of employees on a daily basis, and employees can be reassured firsthand of acceptable behaviours.

Effective facilitation skills are thus essential for the success of this Programme. Facilitators chosen to deliver the Programme will need to undertake facilitation skills training before delivering the materials and will need to become very familiar with the content and purpose of the whole Programme.

The administration of any training event will require advance contact and communication between the event facilitator and the representatives of the organisation. An important lesson for any facilitator is to realise however efficient you are in your liaison with the organisation holding the event and however cooperative they are (or even if there is a training coordinator) it is still always your responsibility to ensure that arrangements are made, checked and then re-confirmed .

The arrangements to be made will encompass the identification of, and agreement on:

- The training venue and facilities as appropriate for the number of participants and the requirements of active learning, i.e. to support informal general discussions and facilitate small group exercises, which requires movable chairs and tables, electrical power sockets etc. Try to avoid the use of lecture theatres with fixed seating except for short training events that are based entirely on information briefing incorporating only general question-and-answer sessions (Annex 2 discusses advantages and disadvantages of different training room payouts).
- The minimum and maximum number of participants to make the event work, too few and discussions and the exchange of ideas will be limited, too many and discussions and exchanges will be constrained. Interactive training sessions usually require a minimum of twelve participants and a maximum of 24, depending on the topics/processes to be covered and the expertise of the facilitator.
- The equipment required to support your planned training activities. This may include computer, data projector, overhead projector, screen, flip chart stand and pads, marker pens, television monitor, video cassette player, digital-versatile-disc player, electrical extension leads etc.
- The preparation and, if required, the advance distribution of event "handouts" information to be provided to participants for pre-reading, event activities and discussions and post-reading.
- The advance communication required to ensure that appropriate participants attend the event. This will require the organisation, with the advice of the facilitator, sending out invitations in advance, follow up reminder emails and telephone calls and then written confirmation sent all participants with information on location, schedule plus any pre-event reading material or activities to be completed prior to attendance.

This last area of activity is crucial to ensuring that the right participants are invited, two way communication is used to ensure attendance and finally confirmation is sent to all participants so that they are engaged with and committed to event attendance.

4. The Training Process 4: Delivering a Training Event

As Facilitator you hold the principal responsibility for the smooth management and delivery of the training event itself. This responsibility encompasses the following activities, discussed in this section:

4.1 Preparing for the event

4.2 Checking facilities, equipment and materials

4.3 Welcoming the participants and opening the event

4.4 Understanding and meeting the needs of the participants

4.5 Making presentations

4.6 Facilitating general and group discussions

4.1 Preparing for the Event

As outlined in the Setting Up and Running the Training Event section, advance contact, communication and liaison with the event's organisation is essential in order to ensure a full attendance of the appropriate participants, all of whom know that they are attending the event, understand the purpose of the event and its intended outcomes and benefits for their Ministry or Department.

This liaison continues into the final preparations for the event where the facilitator should carry out the following tasks:

- Meet the key representatives of the organisation to confirm all arrangements for the venue, facilities, equipment and support services.
- Confirm which key representatives will be attending the event and agree the allocation of roles and responsibilities, e.g. welcoming participants, providing an overview of the importance of ethics to the organisation, assisting with the management of group discussions, assisting with equipment and/or closing the event.
- Confirm that reminders and pre-reading material have been sent to all participants
- Obtain a list of participants and their job titles.

Other preparatory activities to be undertaken by the facilitator include:

- Checking visual material.
- Re-familiarising yourself with the event materials and your facilitation notes.
- Researching the main responsibilities and activities of the organisation

4.2 Checking Facilities, Equipment and Materials

This preparation continues into your arrival at the training venue, which should be sufficiently in advance of the event's start time to enable you to check on facilities and equipment and solve any problems that you discover during these checks.

The Training Room checklist used for the confirming arrangements in advance of the event can be used again to confirm room layout, facilities and services, the availability of sufficient numbers of handouts and the functioning of all equipment.

Remember that you are trying to organise and prepare the space, the facilities and equipment not only so that they function but also to create an environment within people can work, think and learn while feeling comfortable and safe.

Equipment that doesn't work and uncomfortable physical surroundings will have an immediate and detrimental effect on participants and their willingness and ability to participate in the training process. Ensure that the room is comfortable, with adequate ventilation, good seating and appropriately sized table, the correct temperature and lighting, well laid out so that everyone can see the screen, feel part of general discussions and able to carry out group tasks.

As facilitator you may find it useful to consider the following points:

- Is there adequate and suitable seating for all participants, other trainers and guest speakers?
- Will every participant have clear sight of visual learning aids - screen, flip chart and video monitor?
- Is the lighting adequate, bright enough for reading and writing but also dimmable for visual presentations?
- Is the heating and ventilation adequate?
- Is the venue accessible throughout to people who have physical disabilities?
- Are there aids available for people with hearing or sight difficulties?
- Is the training environment free from risks to the health and safety of participants - trailing cables, steps and uneven flooring, equipment locations?

4.3 Welcoming the Participants and Opening the Event

It is important to remember the saying, "you do not get a second chance to make a good first impression." At a training event the participants' first impressions are likely to determine their mood and behaviour for the remainder of the event.

As a facilitator you should try and be in place to greet each participant individually as they arrive and introduce yourself. Here you can also provide initial advice to help participants settle in, e.g. where to hang their coats, where the toilets are, if and where refreshments are immediately available, where they can sit, etc.

All of this represents the informal aspects of welcoming participants which are followed by a formal welcome and opening of the event to be provided solely by you or perhaps with the involvement of a senior representative of the organisation.

The welcome and opening should include:

- A reminder of the purpose and importance of the event.
- A welcome and thanks to all participants for their attendance and a request for their active participation throughout the event.
- An overview of the schedule and outline of the training methods to be used.
- "Housekeeping" announcements: breaks and available refreshments, location of fire exits and toilets, request to turn off mobile phones.
- A request for openness in discussions and request that everyone respects the confidentiality of the discussions by not repeating anything said outside the training room.

4.4 Understanding and Meeting the Needs of the Participants

A sound rule of any aspect of communication is to put yourself in the position of the recipient. Try and think about their needs, interests and position. Will they require explanations of the subject? Do they understand about the subject already? Will they require to be convinced by your arguments? Are they likely to be hostile? Will they feel anxious, defensive or threatened?

At a training event it is possible that you will be faced by a wider range of potential responses and you need to try and understand the different needs of the participants. These may be determined by their individual and relative status, their actual willingness to attend the event, which of their colleagues and seniors are also in attendance.

Be prepared to explain and justify your position, to understand why junior participants are unwilling to speak in advice of or in front of their senior colleagues and to understand the potential position of the organisation and its different representatives in relation to the subject.

Be able to encourage quieter participants to speak, perhaps by asking them to report back on group discussions or directly invite their comments.

Be willing and able to control individuals who seek to dominate discussions, not be confronting them directly but by diverting discussion away from their interventions or again by directly inviting responses from others.

Overall remember the key characteristics of adult learners and learning that we considered above and do not criticise or openly judge the contributions of any participant as this is likely to create an intimidating and tense atmosphere that build resentments and tensions, all of which inhibit learning.

The facilitator holds the important responsibility of ensuring that all participants are able to engage fully with the training process. This responsibility, undertaken in liaison with representatives of the organisation hosting the training, involves identifying in advance any special needs of individual participants, e.g. visual or hearing impairment, dietary requirements, wheelchair user and making all necessary arrangements to support their full participation in the training.

The fulfilment of this responsibility requires tact and sensitivity in the written communication sent to participants requesting information on special needs and in the follow up arrangements with the participant(s) concerned, their organisation and the organisers of the training venue.

It is also important to provide advance information and advice on venue access and of course it is preferable to use venues that are accessible to wheelchair users and can support the needs of all potential participants.

Once special needs are identified and forestalled it is important to provide advance advice to the training facilitator and other speaker(s) on any participants with special needs and how these needs can be accommodated. Facilitators should be encouraged to talk privately to any individuals concerned and ask their advice directly if and where they need assistance.

4.5 Making a Presentation

4.5.1 Introduction

Your awareness of the overall purpose and specific objectives of the training event reinforced by an appreciation of the needs and interests of the group of participants should Guide you in the structuring and delivery of a presentation. A simple but important question to ask yourself is:

"What do you want participants to leave the training event with?"

The answers may include: An explanation of something new? Improved skills? A change of attitude as a result of being given sound arguments?

This will provide the starting point for preparing and presenting your material, as follows:

The Main Idea - refers to general statements concerning your subject in order to convey, without qualification or unnecessary detail:

• The subject itself (an example could be whether any new ethics requirements legislation is due to be introduced later in the year (for example, allowing Ethics Commissions to investigate breaches of the Regulation).

• The parameters of the subject to be considered, e.g. a concentration on the main changes to existing legislation.

• How you plan to cover the subject, e.g. by highlighting the key changes and explaining their implications for the ethics procedures or investigating complaints.

The Supporting Details - background information is important in order to provide a context, a rationale and additional guidance in support of the presentation of your main idea. It is essential therefore that this information supported and complements the main message without creating areas of ambiguity that will confuse your participants.

So that is the *key test* for the selection of information to be included here:

"Does it help or hinder the understanding of my main message?"

Here for example you may want to confirm when the legislation will be introduced or what written guidelines will be provided to Ethics Commissions. But you need not cover every last detail of the legislation or list the changes that have been made to its provisions during its review by the Parliament. Background information should therefore not be presented first but should be incorporated, where required, into the presentation to reinforce the key points of the main idea.

The Concluding Message - given the importance of understanding what you want participants to leave the presentation with then the concluding message that you leave with your participants is of obvious performance. It is your chance to summarise and emphasis the key aspects of the presentation and should therefore never be used to introduce new information. Remember that it will be the last information that your participants will receive and will be what they are most likely to remember so it should be a re-statement of the important parts of your main idea.

4.5.2 Structuring the Presentation

This identification of main content and supporting information should provide the basic structure for your presentation perhaps by

- Outlining the purpose of the presentation and how you will cover the subject of the new ethics legislation, highlighting the main changes in the new legislation
- Taking each major change in turn, explaining what this will mean in terms of how the changes will need to be applied to current procedures and the guidelines to be used by Ethics Commissions.
- Concluding with a summary of the main legislative changes, related changes in assessment rules and the main guidelines to be followed.

This gives us in terms of content the simple but effective written communication format of the beginning, the middle and the end, simple to follow but often not followed in full perhaps because presenters think that participants do not require an introduction to the topic or will draw their own conclusions.

It also gives us in terms of a presentation structure the conventional approach to instructional technique exemplified by the army training maxim:

➟ *First tell them what you are going to tell them*

➟ *Tell them*

➟ *Tell them what you have told them*

Put another way your presentation should comprise – introduction to the main content and approach, the content, and a summary of the main content.

4.5.3 Using PowerPoint

You will probably use a PowerPoint presentation throughout the Training Event. While the Guide will include a PPT presentation for the training, facilitators should be prepared to adapt the presentation for different audiences *and* be able to explain to others how to do so. Facilitators therefore need to know how to prepare and use visual presentations. Hey also need to know how to use such visual presentations *effectively*.

In current times the visual material used to support a training presentation is generated by computer software, principally 'Microsoft PowerPoint'. It is used to prepare in advance visual material, slides that can incorporate text, still digital images, moving digital images using a range of colours, templates and designs. The visual material created can be printed onto clear acetates for use with an overhead projector (OHP) or projected directly onto screen using a data projector. When projected directly the sequencing of the information within the individual slides or between the different slides can be set automatically or can be operated manually during the presentation.

This phasing of information in an individual visual is know as "animation" and the sequencing between visuals is known as the "transition". Animation techniques can be used to "bring in" information stage by stage to reflect the incremental presentation of information. Transition techniques tend to be used, and often overused, simply for visual effect, e.g. a horizontal or vertical "wiping" of the projected image in between visuals. Both techniques should be used sparingly to avoid distracting participants from the actual content of the presentation.

The content and design of each visual should be considered carefully in order to structure the presentation in relation to the required flow of information and the coverage of the subject; to be readable to participants and not be overloaded with information so that the material's messages are confusing or totally lost in the density of wordage and/or overuse of graphics. Similarly the number of visuals used should be judged carefully to avoid saturation of information for participants. The term "death by PowerPoint" has been coined to described the overuse of visual material.

The volume of material to present on each visual and the number of visuals to use in a presentation becomes a matter of judgement and experience based upon the purpose of the presentation, its place with a wider training event and the content of the information to be covered.

As a general rule an individual visual should reflect one main idea presented with 6-8 words in a maximum of 6 lines. Layout, colour and font sizes should be consistent but visual variety should be created with the use of different templates, following a double column layout with a single column etc. posing an individual question, providing a summary and interspersing information with appropriate imagery. The material on the visual can thus be used as a prompt for discussions, a concluding summary or an illustrative example. It should be used to support the structure of the presentation but should not include everything that the presenter has to say. The length of time that an individual visual is displayed will be dependent upon its use, e.g. longer for list of key points, presented incrementally with each providing the basis for a fuller verbal explanation by the presenter.

The number of visuals to be used in a presentation will be dependent on the purpose of the presentation and the style of the presenter. Again it is a matter of experiment and experience as you discover the need to rush through later slides or you have to end the presentation way ahead of schedule. At all times try and avoid the uniform sequencing of visuals in the same way that you should avoid a uniformity in the use that you make of individual visuals and in their individual layouts.

When using visuals in a presentation remember the following rules:

- Inform the participants if they have or will be receiving a handout of the presentation, so they know if, when and how they have to take notes.
- Always face the participants when speaking.

- Maintain eye contact with the group by regularly scanning the room and also fixing your attention briefly on different individuals within the group.
- Do not walk or stand in front of the projected image.
- Do not read out the information presented on the screen, but use it as "signposts" to guide your verbal presentation and to guide the participants.
- Do not present a visual that is unconnected with what you are saying at the time.

Overall, remember that making presentations is a generic skill that can be applied to a range of training activities and techniques that can be used by the facilitator in a training event. A full range of training techniques will be outlined in 5.1 below after consideration of another generic skill required by the training delivery process - facilitating general and group discussions.

4.6 Facilitating General and Group Discussions

Again it is important to remember that training is usually provided for adult learners who learn best when given the opportunity to engage with the subject, to share their own ideas and experience, to ask questions and actively participate in the learning process. Although training is likely at some stage to involve the presentation of information, opportunities should still be provided for participants to interject with comments and questions. Training should also explicitly incorporate scheduled general and group discussions to enable participants to voice and share ideas relevant to the subject.

General discussions can be initiated by the facilitator offering a question or topic for discussion and providing appropriate time for its consideration, perhaps retaining full control over the direction of the discussion or allowing the group to determine the flow to be followed. The management of general discussions is problematic. The facilitator is responsible for the schedule but may be criticised either for being too controlling and for curtailing discussion "just when it was getting interesting" or for not keeping to the schedule by letting the discussion "wander on". Judging when to direct, curtail or allow the running of discussions is a matter for judgement and experience - recognise when a discussion has run its course and move on when it is off track and introduce some focus. Remember always to balance the positive benefits of having an interesting debate with the problems associated with losing complete control of the schedule.

Group discussions are also useful because they shift the focus from the facilitator, provide a change of activity and a change of pace that might be to raise the level of activity, debate and interest or introduce a period for calmer reflection.

Group discussions also have to be timetabled and managed, too little time and participants become frustrated, too much time and they become bored and distracted. The key here is to provide clear instructions as to the task or subject, the time available, roles to be taken e.g. group leader, reporter etc. and the required outcomes of the discussion, e.g. a 5 minute presentation summarising key points with the aid of visuals on flip chart papers

5. The Training Process 5: Training Techniques

The design and delivery of effective training for adult learners requires the use of a range of training techniques to offer opportunities for active learning. It also requires a variety of learning opportunities to keep all participants interested and engaged and to meet the different learning preferences of individual participants. There are may different training techniques, each appropriate to different training purposes. When used judiciously they can both support the achievement of learning objectives and inject variety into a training event by creating different activities, different degrees of pace for the learner and different points of focus for the learning process.

When selecting and delivering different training techniques the most important factor to consider is which individual techniques are appropriate to the topic/process and the aims and objectives of the training event. Secondly you need to balance those techniques to reinforce the learning and provide sufficient variety to retain participants' interest. There are a wide variety of training techniques that can be used in training events to facilitate different methods of learning.

5.1 Delivery

There are a number of techniques to be used for the formal delivery of information and related discussion involving all participants together:

5.1.1 Lectures/Lecturettes

Lectures are the structured presentations of information presented, usually with visual aids, directly to participants. They are useful for briefing a large group of people who require information on a topic and can be presented both with or without opportunities for people to ask questions or make comments. Particularly in their non-interactive form they should be used sparingly as they represent a passive approach to learning that can only retain people's attention for up to about 20-25 minutes (CD-Rom Folder 2. includes a full PPT presentation that covers all the material needed for the training events).

Lecturettes are a shorter form of lecture, which include opportunities for interaction and which are used to present information or introduce a topic to support initial knowledge acquisition that will subsequently be reinforced by other training techniques.

5.1.2 Demonstration

Demonstrations involve showing directly how an activity should be undertaken by demonstrating the actual process and techniques involved, accompanied by a commentary and explanations. Demonstrations should be followed, wherever possible, by giving the participants the opportunity to practise the techniques themselves.

5.1.3 Panel Discussions

Panel Discussions involve the presentation of information by a number of experts who may have complementary areas of knowledge or expertise on a particular subject or may hold different opinions on a particular issue.

It is a useful technique to introduce a range of views and approaches and to open up wider debates, with the facilitator acting as chairperson.

5.2 Discussions and Group Work

Guidance on group work can be found in Part 3, sections 8-10. Further techniques to be used for breaking up participants into small groups for a discussion or a group tasks include:

5.2.1 Syndicates

A syndicate is a subdivision of the main (or *plenary*) group for the purpose of discussion, or of a task or project. The task can be a question to answer, a subject to analyse or a problem to solve. The size of each syndicate will depend on the total number of participants, the objective for the syndicate, and the amount of time available. Discussion groups may not be sustainable with less than 4 people, and may be unwieldy with more than 7 or 8 people, as the purpose of a syndicate is to achieve as much participation as possible.

5.2.2 Buzz Groups

Buzz groups are small groups of two or three created as quickly as possible and with minimal organisation, e.g. two/three participants already sitting together, in order to discuss a straightforward topic in a short time and report back. Discussions should be allowed to continue for no more than five or so minutes or as long as the "buzz" of group conversation can be heard.

5.3 Material

Thirdly, there are a range of approaches to engage participants, providing "real life" problems for analysis:

5.3.1 Scenario or Case Study and Paper Feed Exercise

A scenario or case study is the presentation in writing and/or visual material, for consideration by the group of a specific incident, or incidents, relevant to the professional activities. The learner is presented with the kind of evidence, including background information, they would normally have to work on in their job. The material is usually presented in much the same way as it would be in a real life situation, with authentic forms, standard letters and file covers. However, if the case study derives from something that actually took place, then names and other identifying factors should be taken out. A case study can occupy a single session, or can be undertaken on an extended basis, worked through as the training event progresses. Case studies are an effective training method because they invite learners to reflect what they would do in a given situation and to reflect on why they would do it (both in terms of the individuals involved and in terms of the themes and issues). Consequently, it is important to ensure that learners have the opportunity to report back on their findings and to receive constructive feedback (the case studies prepared for the training are included in CD-Rom Folder 3 which also includes prompt and discussion notes for facilitators: CD-Rom Folder 2 also has related PPT slides. CD-Rom Folder 4 includes the case studies for participants).

A paper feed exercise is the extended form of case study where information is added incrementally during the process of case analysis, reporting and feedback in order to add to the complexity and authenticity of the exercise.

5.3.2 Role Play: Un-Scripted and Scripted

A role play is the enactment of a scenario whose content is relevant to a particular learning objective. Role-play may be scripted or unscripted. Unscripted role-play is of particular value to the participant, as it confronts them with a situation similar to one that they would probably encounter in real life.

Usually, an unscripted role-play will involve two participants: the learner and the role- player. Both are given some briefing beforehand, although the briefings will not be identical. The purpose of the role play is to give the learner the opportunity to experience, in a safe and supportive context, something that they would be likely to experience in their job: the method is particularly suited to interpersonal issues.

Often, unscripted role-play reaches its own, natural conclusion before this. They should not be used or regarded as a test of acting ability but as in any performance the emotions of a role can become difficult to handle and the facilitator must be prepared to call a halt. Similarly once the role-play is finished, the facilitator must give the role players the opportunity to come "out of character" and give feedback on the issues raised and not on the performers or the performance.

Scripted role-play can be of particular value to observers, as it provides an enacted case study with additional authenticity and authority.

5.3.3 Indoor/Outdoor Activity or Game

A physical activity undertaken away from participants place of work and work activities, e.g. a construction task or navigation exercise, designed to explore, leadership and teambuilding skills. The activity is usually preceded by instructions on the task, the conditions under which it is to be completed and the required outcome. Upon completion of the task participants are usually debriefed on the processes followed and issues to emerge. Facilitators then provide their evaluation and confirm how lessons learned can by transferred to participants work roles

5.3.4 Simulation

A simulation is a recreation of a real life set of circumstances, relevant to the professional activities of the participants. As the name indicates it is the presentation of a real life problem which the participants then have to solve from the "inside" rather analyse it "from the outside". Participants are required to make decisions which in turn raise issues to be addressed and further decisions to be made. It is used often in the implementation of disaster management plans where actions are required under conditions of stress and within tight timescales and where the consequences of a particular course of action have to be addressed step by step until the problem is resolved.

It is also useful as a method of providing training for people whose work involves a high level of interaction with the public and require a high level of inter-personal skills, again particularly in stressful situations, e.g. dealing with bereavement, resolving conflicts etc.

5.3.5 Digital/Video and Playback

Digital/video cameras and playback can used to provide records of the exercises for evaluation and feedback of many of the group exercises considered above – and especially simulations.

Recording and playback should only be used where it is most useful and only then used sparingly because of the sensitive issues that can be raised when people see themselves and their behaviour towards others on camera. To be used to encourage learning and inject a change of activity and pace in general plenary sessions and group discussions:

5.3.6 Icebreakers and Energisers

An ice breaker is a specific technique or device used at the start of a training event to assist participants to speak for the first time and make initial contacts within the group to each other, to help people relax. It can take the form of short entertaining games used as a substitute for what otherwise might be a dull and intimidating activity. For example, instead of participants introducing themselves and their jobs, participants work in pairs and to interview each other and find out about each other including something not related to work before then introducing their partner to the whole group.

An energiser is a technique used, either spontaneously or with pre-planning, by the facilitator to raise the physical energy level and/or morale of the group. It can be used spontaneously e.g. after an overlong presentation in order to reactivate participants or used on a pre-planned basis, e.g. to liven participants in a post-lunch session. It can be no more than the suggestion to change seats or a request for jokes.

5.3.7 Brainstorming

Brainstorming involves the trainer posing a question, problem or presenting topic to the group and recording their responses on the flipchart. It is usually a two-stage process starting with participants being invited to respond with their immediate thoughts, without inhibition or sense of structure or prioritisation. The facilitator should record all the contributions made in the order that they are provided. In the second stage, which may continue as convened, or may take place in groups, participants are asked to review the contributions, organise them in accordance with question and eliminate any that prove to be least significance. The exercise is completed with a discussion of the organised responses (3 types of exercises are included in CD-Rom Folder 5).

5.4 Training Resources

In order to apply the above training techniques a facilitator should be able to draw from a range of training resources as required. They vary according to cost, level of technology and their use and usefulness within the training process. Each has a role to play and a combination of resources, if used appropriately and effectively, can underpin individual training techniques and enhance the quality of the learning experience.

5.4.1 Data Projector and Computer

As outlined in the earlier section on 'Using PowerPoint' the mainstay of the modern visual presentations where the computer and projected are connected and the visual image generated on the computer is projected directly through the date projector.

Computer software, principally 'Microsoft PowerPoint' is used to prepare in advance visual material, slides that can incorporate text, still digital images, moving digital images using a range of templates and designs. The sequencing of the information with the individual slides or between the different slides can be set automatically or can be operated manually during the presentation. The size of the projected image can be varied according to the focal length of the lens and the size of the room and screen or available projection surface but it can provide an image large enough to be seen everyone in a large capacity auditorium.

Main uses: Pre-prepared visual presentations, supported by copies of the presentations provided as handouts.

5.4.2 Whiteboard

A white version of the traditional blackboard, usually fixed to a wall for use with wipeable marker pens. They vary in size and also come in a "high-tech" version that provides a paper print out of everything marked on the board.

Main uses: Providing immediate and temporary records of summaries of general and group discussions. Presenting immediate and temporary instructions to participants. Presenting more information than can be included on a flip chart stand.

5.4.3 Flip Chart Stand and Paper

A moveable floor-mounted hinged stand holding an A2 sized white paper pad at a height that can be used for writing by the facilitator or participant when standing. Individual sheets of paper can be detached after use for display within the training room or pre-use for writing up summaries of group for subsequent display ether back on the stand or mounted on the wall.

Main uses: Providing immediate and permanent records of summaries of general and group. Presenting pre-prepared visual material that can be "hidden" within the pad until required.

5.4.4 Overhead Projector

A projector that uses a background light and prism to project an image on a clear acetate held horizontally on to a vertical screen. Acetates can be pre-prepared using computerised presentation software on ether a monochrome or colour printer. Clear acetates can also be used with marker pens to record and project visuals made during the presentation itself, e.g. to record answers given to a question posed by the presenter. For pre-prepared presentations it represents a lower tech version of a data projector with a lower quality visual image with more limited options for the transition between information held on individual slides and between different slides.

Main uses: Given its limitations, in comparison to a data projector, its main use is in the projecting of information recorded during the presentation.

5.4.5 Digital/Video Camera and Recorder

As outlined in the training techniques section this is digital/video camera, recorder (or camcorder) and monitor used to record and playback events in the training room or play pre-recorded programmes relevant to the training.

Main uses: Providing records of role-play, simulations or other activities to allow evaluation and feedback. Presenting training materials or relevant broadcast materials to provide the basis for discussions and review.

5.4.6 Task Sheets

Pre-prepared exercises and instructions, provided on paper for each individual participants of task group.

Main uses: Providing written briefs for general, group or individual tasks to replace or reinforce oral briefings.

5.4.7 Handouts

Pre-prepared written materials to provide information for participants, before, during and/or after a training event.

Main uses: Pre-training event material for participants to assist their preparation for the training event. Summaries of presentations given during the training event. Post-training event material for participants to reinforce the training and direct further learning

The following facilitation skills guidance an be found in Part 3, sections 6- 8.

- Listening and Questioning Techniques.
- Working with groups.
- Giving and receiving feedback.

6. The Training Process 6: Consolidating Training and Learning

All aspects of training delivery examined in the previous sections have related to the more formally structured approaches to training, i.e. scheduled, training room based activities organised away from the participants' actual place of work. This concentration on formal approaches is intended to prepare facilitators to undertake activities associated with planning, preparing, administering and delivering a training event.

Facilitators do however also need to understand about the less formally structured methods of training that organisations should use to consolidate and reinforce training and learning following a training event. They should not restrict their roles to delivering training events or training others to deliver training events. They should be able to help institutions plan a structured Ethical Leadership Training Programme and give guidance on the development of an Ethics Training Strategy.

For this they will need to know about other learning and training techniques, as well as related activities intended to support and sustain the lessons from the training event.

This section – 6.1 - therefore gives some background information on possible training and other activities **after** the training event. The role of organisations, following their hosting of an Ethical Leadership Training Programme, is addressed within the **Implementation Guide.**

6.1 Informal Training Techniques

6.1.1 Distance Learning

Informal approaches to training, particularly those within the workplace, offer usually cost-effective methods to support skill and knowledge development linked to work-related activities, thus minimising disruptions to work routines, allowing people to learn at their own pace and able to use the learning immediately to improve their work performance. These are structured self development programmes - conventionally known as "Distance learning". They use web-based or electronic media, and/or print-based learning materials to enable learners to work through interactive study programmes involving case study analysis, reading, skills practice and self-testing to increase knowledge of the subject or increase their skills in given area of activity. The advantages are clear in terms of flexibility. Programmes can be followed during breaks or quiet periods in the workplace or home and also in supporting self-paced learning with inherent reinforcement processes. The main disadvantage is that is the learner can feel isolated, although on many web-based programmes there are facilities for communication between individual learners via 'electronic bulletin boards' and 'chat rooms'.

6.1.2 Coaching and Mentoring

There are approaches that are based upon building upon the management relationship where experienced staff offer regular advice to junior staff on their work in general or specific development activities such as a new assignment, use of new technology or new working methods (see 6.1.3). The junior staff member is then coached in informal sessions by their senior colleague who provides constructive feedback on work performance and advice on future approaches. Mentoring is a form of coaching that again involves an experienced person providing advice to a less inexperienced person but here the mentor does not usually have a direct management relationship with the junior person (perhaps they work in another department or even another organisation) but has agreed to offer advice as and when required. Advice providing during the mentoring process is usually more general that work-based coaching, covering generic issues, workplace relationships and career issues.

6.1.3 New Assignment or New Working Methods under Guidance

Planned work-based activities that are planned and carried out with the incorporation of regular supervision and feedback that is overtly directed at confirming that learning is taking place and that the learning is transferred into the future working methods of the learner. It is a planned process of activity, feedback and review based upon the simplest of training approaches learning by doing but the learning activities must be consciously planned and not just left to chance.

6.1.4 Work Shadowing

A very direct approach to workplace learning where an inexperienced person follows the working activities and methods of an experienced colleague, supported by regular reviews of activities undertaken and the key lessons learned. It is a useful way of inculcating working methods but does require the patience and commitment of the person being shadowed and is dependent upon their skills, knowledge and professional standards being sound.

6.1.5 Job Swaps

A simple way of extending two individual colleague's experience by enabling them with mutual advice and support, is to exchange jobs for a specific period. It is only appropriate where each job swapper has sufficient experience, knowledge and expertise to carry out the other's job.

6.1.6 External Visit or Placement

Specific activities that take place outside the workplace where people undertake planned visits or longer placements to gain work experience in another organisation. This may involve in business, work in an organisation's supplier or in the public services a placement in an ancillary department or placement in a training section. It represents a useful method of proving a wider perspective on an individual job role or function and is an aid to career management.

7. The Training Process 7: Evaluating the Process and Outcomes of Training

7.1 The Purpose of Evaluation

All areas of training, whether provided formally or informally, should be subject to the processes of monitoring and evaluation to confirm the effectiveness of the training methods used and to assess the outcomes of the training process in relation to the training's specific aims and objectives.

What is Evaluation?

Evaluation is the measurement and assessment of the effectiveness of the training programme and its related benefits to the organisation. It measures whether the processes used were appropriate, efficient, effective and most crucially the extent to which training activities have led to an improvement in organisational performance in relation to the training's aims and objectives.

The best known and arguably still the most used evaluation framework, was first developed by Donald Kirkpatrick[4] and is based upon a four-staged approach to assess:

➟ ***Reaction*** - measures how participants immediate opinions of the training activity. This measurement is carried out at the end of the training event or completion of informal training activities.

➟ ***Learning*** – measures any immediate increase in the knowledge and skills of the participant or any changes in attitude, in relation to the aims and objectives of the training. Again this is measured at the end of the training event, completion of informal training activities or as soon as possible thereafter.

➟ ***Behaviour*** – measures what participants subsequently do differently as a direct result of their training. Do they actually use newly acquired knowledge, skills and attitudes in the work place. Evaluation should be used to monitor work performance before the training and around 2 - 3 months afterwards.

➟ ***Results*** – assesses and measures improvements in work performance that can be attributed to the training event of activities. Again this has to be connected to the specific aims and objectives of the programme e.g. reductions in materials wastage or other costs, labour turnover, absenteeism, discipline and grievance problems, customer complaints or specific improvements in service quality or levels of productivity. This can only be measured after 4 – 6 months.

There are three main evaluation techniques that can be used to obtain feedback on the training process, they include:

- Questionnaires, a structured set of written questions based upon the following used in isolation or combination: direct questions (open or closed), Likert scales (offering a range of negative and positive responses) semantic differential scales (either semantically or numerically based) and/or free comment spaces (opportunity for undirected comments).
- Interviews and discussions, usually conducted by an "independent" evaluator talking to individual or groups from the learning population or appropriately constituted focus group discussions. They are usually used to follow up issues raised in questionnaires and vary in terms of degree of structure and formality used.
- Training room observation, based upon either active participation of the observer, non-participation or even the follow-up viewing of a video recording. Observation varies essentially in terms of the degree of structure used ranging from open observation and general feedback of any issue raised by the evaluator through to the highly prescribed use of agreed specific areas for evaluation, criteria, scales and pro-forma.

Evaluation to measure the outcomes of the training process may also include interviews, discussions and workplace observation but is mainly derived from available relevant organisational,

4 Kirkpatrick, D.L. 'Techniques for evaluating training programs.' *Journal of the American Society of Training and Development*, Vol.33, No. 11.

department and individual performance information collected and analysed routinely as part of the operation and management of the organisation.

Current research by the United Kingdom's Chartered Institute of Personnel and Development[5] has led to the development of a 'partnership of learning model' which emphasises the need for all involved in the training process: participants, facilitators and employer organisations to be involved in the evaluation of process and of course more importantly outcomes. It advocates the use and importance of evaluation to ensure that:

- Intended learning programmes and organisational strategies are aligned before the start of learning programme.
- Appropriate training measures are identified.
- Skills and organisational performance are raised.

In essence evaluation is specifically designed and implemented to prove the "value" of the training provided and identify ways in which future training can be improved. As such it represents an integral component of the training process and an essential management tool in efficient and effective management development.

As outlined in the introduction the purpose of this Part provide background information and advice to Programme Facilitators on the processes of learning and training that underpin the effective preparation, administration, organisation and delivery of a 'training event' - the Ethical Leadership Programme - in order to support knowledge of generic training principles and practices to set the context and provide an introduction to the specific activities and responsibilities involved in facilitating an Ethical Leadership Training Programme.

The next Part will provide an overview of a Ethical Leadership Training Programme training event, following by sections provide specific advice and instructions to facilitators on how to prepare for and deliver the training event.

For anyone wishing to pursue further reading on learning and training the following readings and information sources are recommended.

7.2 Background Reading and Information Sources

See Part 1, section 8.

8. The Training Process 8: An Overview of the Programme

8.1 Introduction

This Part provides the structure and schedule of the Programme to establish the operating context for the Programme Facilitator.

8.2 Outline/Overview

This Part will address the following question: ***What is the structure and schedule for the Programme?***

It provides the schedule for a Programme training event that will be given to participants.

5 Anderson, V. (2007) 'The value of learning: a new model of value and evaluation.' *Change Agenda*. Chartered Institute of Personnel and Development

8.3 Timetables

Below is a draft outline of a 1-day and a 2-day training event Schedule for Participants.

ETHICAL LEADERSHIP PROGRAMME: 1-day TRAINING EVENT	
Time	
09.30-09.45	Introduction
09.45-10.30	SPEAKER Presentation on: The changing ethical context in Turkey and issues relating to corruption
10.50-11.15	Presentation on: The Training Strategy
11.15-12.00	SPEAKER Presentation on Setting the Context 1: Laws and Regulations
12.00-12.30	Exercise: Public Ethics – the 5 key words?
13.45-14.00	Scenario
14.00-14.15	Discussion by Groups
14.15-14.45	Scenario Discussion by Groups on Individual Perspectives
14.45-15.10	Scenario: Plenary Discussion on ethical issues
15.30-16.15	Exercise: 5 topics and 3 questions
16.15-16.30	Evaluation
16.30-17.00	CLOSURE

ETHICAL LEADERSHIP PROGRAMME: 2-day TRAINING EVENT Day1	
Time	
10.00-10.20	Welcome and Introductions Chair
10.20-11.00	SPEAKER - Presentation on: The changing ethical context in Turkey and issues relating to corruption
11.00-11.30	TEA/COFFEE
11.30-12.10	Setting the Context 1: Laws and Regulations
12.10-12.50	Setting the Context 2: Ethics, its definition and roots
12.50-14.00	LUNCH
14.00-14.30	Exercise: Public Ethics – the 5 key words?
14.30-14.45	Scenario 1
14.45-15.00	DISCUSSIONS IN GROUPS
15.00-15.30	Scenario 1
15.30-16.00	TEA/COFFEE
16.00-16.30	Scenario 1 General Discussion on ethical issues
16.30	Wrap up and Close

ETHICAL LEADERSHIP PROGRAMME: 2-day TRAINING EVENT Day 2	
09.45-10.00	Chair - Introduction to Day 2
10.00-10.45	Exercise: decision cards
10.45-11.15	Presentation Discussion: Public duty and personal conduct
11.15-11.45	TEA/COFFEE
11.45-12.15	The Ethical Decision-Making Model and Ethical Decision-making Criteria
12.15-12.30	Scenario 2
12.30-12.45	DISCUSSION IN GROUPS
12.45-14.00	LUNCH
14.00-14.30	Scenario 2 Plenary Discussion on ethical issues
14.30-15.15	Exercise: 5 topics and 3 questions
15.15-15.30	TEA/COFFEE
15.30-16.15	Public Ethics – General Discussion
16.15-16.30	Evaluation
16.30	Closure by Chair

The next Part of the Guide – Part 5 - provides advice and instructions to facilitators on the preparations required for the Programme training event. The facilitation activities to deliver the Ethical Leadership Programme are discussed in Part 6.

PART 5:
PREPARING TO DELIVER THE ETHICAL LEADERSHIP PROGRAMME TRAINING EVENT

1. Introduction

This Part provides advice and instructions on the specific tasks to be undertaken in order to prepare for the delivery of an Ethical Leadership Training Programme training event in an institution.

2. Outline/Overview

This Part will address the following questions:

- What do you need to do in order to understand the training materials used in the Programme training event?
- What arrangements need to be made and preparations put in place in advance of the Programme training event taking place?

It includes a list of training administration forms, provided in Annex 3, and to assist your planning and preparations a list of the materials to be distributed before, during, at the end of and then after the delivery of the Programme.

The Part begins with an overview of the Programme training event's training materials. Facilitators and those they may train to be facilitators must be familiar not only with the details of delivering a Programme training event, but also with the purpose behind it. They must also be able to work with an institution to prepare the organised delivery of training events - the 'Ethical Leadership Training Programme' – cascaded across the institution and supported by other activities and procedures - the 'Ethics Training Strategy'.

3. Understanding the Ethical Leadership Programme Training Event Package

Public officials face many difficult decisions every day, and each decision they make has its consequences. Some decisions are matter of routine, based entirely upon rules, regulations and standard operating procedures. Many decisions offer a degree of choice or discretion to the decision-maker and require judgements as to what is right, what is fair, what is honest, what is ethical. Such judgement should be guided by the personal morals of the individual the values of the organisation, employment principles, codes of conduct, standards and other policies.

The Ethical Leadership Programme provides additional guidance and support to assist public officials to 'do the right thing' in the conduct of their public duties. It contains a variety of tools:

This ***Facilitator's Guide*** provides all the information a facilitator will need to know to run a training event on ethics within a public service organisation in Turkey. The step-by-step Guide covers background reading on ethics and decision-making, general information on the facilitation of learning and training, practical information on planning, administering, delivering and following a training event. It also contains PPT presentations and a number of exercises and case studies or scenarios illustrating the ethical dilemmas that any Turkish public official might face (see CD-Rom Folders 2-5).

The ***training event***, which focuses on the different viewpoints that may exist within any decision made by a public official: the decision-maker, the recipient of the decision and the decision-maker's organisation. This multi-perspective approach is set up to directly challenge the premise that every decision is a straightforward choice between "black and white". This approach views different decisions as occupying points on a "grey scale", with no single one totally right or wrong, black or white, when judged from different perspectives. This allows participants to understand that people can view the same situation differently depending on their perspective. They thus gain a greater understanding of how others may view their actions but also how to see a situation from another's perspective. It also gives them experience in distinguishing between personal and organisational values and when each applies in decision making. This develops their skills in making ethical decisions by considering all relevant information and any existing legislation and rules.

The ***Implementation Guide*** helps organisations, with the guidance of the Facilitator, to prepare their organisation for the Ethical Leadership Programme and in turn prepare the Programme for their organisation by ensuring that it connects directly with, and highlights the key ethical issues faced by organisation. Most importantly it also includes recommendations on how to consolidate ethical principles and conduct within the organisation following the training event to deliver and Ethics Training Strategy.

An ***Ethics PowerPoint Presentation*** to be used by the Facilitator at the training event augmented by visual material to establish the operating and organisational context of the organisation

An ***Ethics Reminder*** providing key facts and tips on the ethical values and principles of the Turkish public service and practical tips on everyday activities that can guide conduct (to be distributed to all participants – see CD-Rom Folder 6).

As Programme Facilitator it is essential that you become fully familiar with the package and in particular all the Ethical Leadership Programme materials so that you can discuss them with organisations, provide convincing arguments on the importance of ethical principles throughout the Turkish public service and also be fully confident and competent in your role as training event Facilitator.

An understanding of the training process in general and the Ethical Leadership Programme in particular will equip you with the skills and knowledge to plan, arrange, prepare for and deliver successful training events.

The next section will outline the role and responsibilities in making all necessary advance arrangements and preparations for the training event. The specific Guideline and instructions provided here follow directly from the advice provided in the section, **The Training Process 3: Setting Up and Running the Training Event.**

4. Arrangements and Preparations for the Ethical Leadership Programme Training Event

Each facilitator will be responsible for the following tasks:

- Establishing an office system for scheduling events, designating invitees for each event, issuing invitations, following up non-responses, acknowledging acceptances and sending out pre-event reminders and reading materials.
- Liaison with the organisation's Training Liaison Coordinator on organisational information and known ethical issues required to augment visual materials and to designate the 24 (maximum) participants for each of the training events.
- The identification of and booking arrangements for, a training room and equipment for date(s) required for the training event.
- Liaison with the organisation to confirm any special needs of individual participants, e.g. hearing or visual impairment.
- The issuing of invitations, to be received a minimum of 10 working days before each event.
- The copying of materials to be provided before the event.
- The acknowledgement of all booked places and substitute participants for non-attendees/non-respondents and the distribution of event schedule and pre-reading material.
- The preparation of an event registration log listing all confirmed participants.
- The copying of materials to be provided during and at the end of the event.

5. Materials for Training Events and Sessions

The following standard forms and checklists, included in Annex 3, should be used or adapted for use in the pre-event planning and preparations:

5.1 Pre-event Organisation

- Invitation
- Venue, facilities, equipment, staff and services confirmation.
- Event planning, liaison with organisation and arrangements process including checklist(s), to include:
  - Checklist of materials to be distributed before the training event
  - Checklist of materials to be distributed during the training event
  - Checklist of materials to be distributed at the end of the training event
  - Checklist of materials to be distributed after the training event

The following materials should be copied and distributed to participants in advance of the Programme Training Event:

5.2 Training Materials for Pre-Event Distribution to Participants

- Confirmation of Programme Training Event place
- Pre Read Materials

All or some of the following materials should be copied and available for distribution to participants at the Programme Training Event:

5.3 Training Materials for Distribution at the Training Event

- Attendance sheet
- Case Studies or Scenarios
- Personal dilemma worksheet
- Participant evaluation sheet
- Facilitator evaluation sheet
- PowerPoint handouts (Notes format)

The next Part will outline the activities required to facilitate the Programme training event.

PART 6:
FACILITATING THE PROGRAMME TRAINING EVENT

1. Introduction

This Part provides guidance and instructions to Facilitators on the roles and responsibilities in the delivery of the Programme training event.

2. Outline/Overview

This Part will cover the following areas:

- What is included in the schedule and facilitation plan for the event?
- How do you plan seating arrangements to fit with training techniques?
- How do you introduce the event and set the context?
- How do you introduce and manage the scenario analysis?
- What you need to cover to introduce each individual scenario?
- What you need to cover to summarise each individual scenario?
- How do you conclude the Training Event?

This Part begins with a schedule and facilitation plan for Programme Training Event.

3. Recommended/Required Programme Event Schedule and Facilitation Plan

Below is a draft outline of a 1-day or 2-day Programme Schedule for the facilitator (this would be finalised depending in the audience and the number of days, which in turn will decide how many case studies and exercises will be used).

ETHICAL LEADERSHIP PROGRAMME: 1-day TRAINING EVENT		
Start-Time, Time and Technique	Activity and Visual (V#=Using a PPT slide)	Equipment and Materials
09.30-09.45 Presentation	[V1] Chair of Council of Ethics for Public Service Introduction	-
09.45-10.30 Presentation and Discussion	SPEAKER Presentation on: The changing ethical context in turkey and issues relating to corruption	PPT
10.50-11.15 Presentation	Chair of Council of Ethics for Public Service Presentation on: The Training Strategy	-

11.15-12.00 Presentation, Discussion and Questions	**[V2 + v3]** **SPEAKER** **Presentation on Setting the Context 1: Laws and Regulations** (the legal and ethical framework, what is in place and what is missing, the values and guiding principles for public service ethics, the factors influencing public service ethics, and the need for public ethics and public ethics training).	Data projector & PowerPoint. Notepads & flipchart stand/pad
12.00-12.30 Buzz group and feedback	**Exercise: Public Ethics – the 5 key words?** Lessons: Different Views on Components of Public Ethics?	Notepads & flipchart stand/pad
13.45-14.00 Presentation	**(V4) Scenario** Introduction to possible Ethical Issues Setting up Discussions by Group	Data projector & PowerPoint
14.00-14.15	**Discussion by Groups**	
14.15-14.45 Presentation and questions/answers Discussion	**[V5] Scenario** **Discussion by Groups on Individual Perspectives** Feedback Questions and Discussion Issues	Data projector & PowerPoint Notepads & flipchart stand/pad
14.45-15.10 Presentation and questions/answers Discussion	**[V6]** **Scenario 1: Plenary Discussion on ethical issues**	Data projector & PowerPoint Notepads & flipchart stand/pad
15.30-16.15 Presentation and questions/answers Discussion	**Exercise: 5 topics and 3 questions** Lesson: what is an ethical issue, what are the rules and procedures, what are the weaknesses and what are the reforms?	Data projector & PowerPoint Notepads & flipchart stand/pad
16.15-16.30	**Evaluation**	
16.30-17.00 Presentation and questions/answers Discussion	**CLOSURE**	

ETHICAL LEADERSHIP PROGRAMME: 2-day TRAINING EVENT Day 1		
Day 1: 10.00 – 16.30		
Start-Time, Time & Technique	**Activity and Visual (V#=Using a PPT slide]**	**Equipment** **Equipment & Materials.**
10.00-10.20 Presentation, introduction	**(V1)Welcome and Introductions** **Chair** (Introduce himself/herself. Welcome to participants and guest speakers. Outline of purpose of event. Seating arrangements. Self-Introduction of participants. "Housekeeping" announcements and agreement of "groundrules".)	Data projector & Power Point

10.20-11.00 Presentation	**SPEAKER - Presentation on: The changing ethical context in turkey and issues relating to corruption**	PPT
11.00-11.30	**TEA/COFFEE**	
11.30-12.10 Presentation, questions/answers and discussions	**Setting the Context 1: Laws and Regulations** **SPEAKER -** (V3) The Legal and Ethical framework – what is in place and what is missing Lessons: The Need for Public Ethics and public ethics training	Data projector & PowerPoint. Notepads & flipchart stand/pad
12.10-12.50 Presentation, questions/answers and discussions	**Setting the Context 2: Ethics, its definition and roots** (V4) The values and guiding principles for public service ethics The factors influencing public service ethics. Lessons: The Role and Purpose of Public Ethics	Data projector & PowerPoint. Notepads & flipchart stand/pad
12.50-14.00	**LUNCH**	
14.00-14.30 Buzz group and feedback	**Exercise: Public Ethics – the 5 key words?** Lessons: Different Views on Components of Public Ethics?	Notepads & flipchart stand/pad
14.30-14.45 Presentation and questions/answers	**(V5)Scenario 1** Introduction to possible Ethical Issues Setting up group work	Data projector & PowerPoint.
14.45-15.00	**DISCUSSIONS IN GROUPS**	
15.00-15.30 Presentation, questions/answers and discussions	**Scenario 1** (V6) Scenario 1 Discussion by Group on Individual Perspectives Feedback Questions and Discussion Issues	Data projector & PowerPoint. Notepads & flipchart stand/pad
15.30-16.00	**TEA/COFFEE**	
16.00-16.30 Presentation, questions/answers and discussions	**Scenario 1 General Discussion on ethical issues** (V7) Summary of key issues.	Data projector & PowerPoint. Notepads & flipchart stand/pad
16.30	**Wrap up and Close:** overview of main themes of day; introduction to Day 2	Flipchart stand/pad.
	Day 2: AM 09.45 – 16.30	
09.45-10.00	**Chair -** Introduction to Day 2	
10.00-10.45 Group work, feedback and summary	**Exercise: decision cards** Individual Response Group Responses Lessons: Multiple individual and group perspectives on ethical conduct	Flipchart stand/pad.
10.45-11.15 Presentation and questions/answers	**(V8) Presentation Discussion: Public duty and personal conduct**	Data projector & PowerPoint.

11.15-11.45	TEA/COFFEE	
11.45-12.15 Presentation and questions	(V9) The Ethical Decision-Making Model and Ethical Decision-making Criteria	Data projector & PowerPoint.
12.15-12.30 Presentation, questions/answers and discussions	(V10) Scenario 2 Introduction to possible ethical issues Setting Up group work (V11) Scenario 2 Group Discussion on Individual Perspectives	Data projector & PowerPoint. Notepads & flipchart stand/pad
12.30-12.45	DISCUSSION IN GROUPS	
12.45-14.00	LUNCH	
14.00-14.30 Presentation, questions/answers and discussions	Scenario 2 Plenary Discussion on ethical issues (V12) Summary of key issues.	Data projector & PowerPoint. Notepads & flipchart stand/pad
14.30-15.15 Group work,, feedback and summary	Exercise: 5 topics and 3 questions Lesson: what is an ethical issue, what are the rules and procedures, what are the weaknesses and what are the reforms?	Data projector & PowerPoint. Notepads & flipchart stand/pad
15.15-15.30	TEA/COFFEE	
15.30-16.15 Presentation and questions/answers Discussion	(V12) Public Ethics – General Discussion Themes - the seminars (Structure, Contents, Purpose) - the Training Strategy	Data projector & PowerPoint. Notepads & flipchart stand/pad
16.15-16.30	Evaluation	Notepads & flipchart stand/pad
16.30	Closure by Chair	

4. Final Preparations Required for the Programme Training Event

Below are the key points to remember in your final preparations:

- Arrive at the training room at least 45 minutes before the scheduled start-time for the event.
- Identify as soon as possible all individuals responsible for assisting in the event's organisation: equipment technician (if available), catering staff, representative(s) of organisation, guest speaker(s).
- Check that all equipment is functioning and open event visuals, projecting slide 1 on the screen.
- Check the chosen seating arrangements – see Annex 2 - to confirm that the arrangements suit the techniques to be sued and that all participants, speakers and representatives have a seat and that all participants will be able to view the screen from their seats.
- Place a copy of the visuals handout on each seat or table.
- Try and greet each participant, speaker and representative of the organisation as they arrive.

The next section outlines the facilitation activities required for the delivery of the training event.

5. Starting the Training Event

Getting started involves the following roles, responsibilities and activities:

- Start the event at the scheduled time.
- Welcome participants, guest speaker(s) and representatives of the organisation and thank everyone for taking the time to attend the event.
- Ask for everyone's agreement to the following house rules:

- To avoid disrupting the activities and distracting speakers turn off mobile telephones at the start of each session, remind everyone that there will breaktimes when messages can be retrieved and calls returned.

- To allow open discussion and to encourage the exchange of ideas everything that is said by participants at the event and all information disclosed should remain confidential and not repeated after the event.

- Inform participants of "housekeeping" details, where the toilets are located, the route to take if the fire alarm sounds, where refreshments will be served and the start and finish times of each morning and afternoon session.

6. Introductions of Participants and Setting the Context

➟ Ask each participant to introduce themselves, their name, job title and department/section, in case not everyone knows each other.

➟ Introduce the workshop, with the following suggested messages:

> "Today we will be looking at the role of ethics in the Turkish public service in general and in your organisation in particular and discussing various situations that you might come across where there is not necessarily a right or wrong course of action but where you need some help in deciding what to do."

➟ Explain to participants why ethics is important in your organisation. For example, use this message and add any points of particular relevance to your organisation

> "Any of us can be challenged by changing circumstances almost on a daily basis and in the end our sense of ethics will help us make the right decision. The Turkish public sector has developed its own traditions and values over many years and is committed to serving its communities. However, as the demands of those communities change and how services are provided change, we need to confirm whether our current values are still relevant and still robust to meet these new challenges.
>
> For these reasons, our organisation has decided to help you, its employees, by equipping you with skills and knowledge that can help you when you are faced with difficult situations. In addition, we want you to become better informed about the role that ethical principles play public service values and how they are applied to your job, your section/department and ministry and your place in public service and in the community."

➟ Explain that the purpose of the training event is to help participants become more aware of the values and principles and how they might be 'lived' in daily behaviour and decision-making in the workplace.

➟ Explain that the development of a high performing public service culture is dependent upon every employee 'living the values' on a daily basis.

➟ Inform participants if the senior staff within your organisation have undergone this workshop or are planning to. This indicates top level commitment to an ethical organisation.

➟ End this introductory session, which has been characterised mainly by the presentation of information, by giving the participants the opportunity to engage in discussion of an ethical dilemma or issue (possibly through one of the exercises in CD-Rom Folder 5 and/or from a short 'buzz' group session using the 5 Key Words exercise).

➟ Summarise the key points raised and establish a link to the next session: the consideration of how the Regulation on the Principles of Ethical Behaviour of the Public Officials provides the underpinning ethical principles and guidance for the decisions and actions of Turkish public officials.

7. Presenting Ethics Briefing/Discussion Sessions

As you will have seen in the Programme Event Schedule and Facilitation Plan there are number of sessions to be presented to brief participants on ethical principles and the relevant Turkish laws and regulations. It is important that you follow the principles of effective adult learning and the practices of effective presentations and active learning considered in Part 3 of this Guide.

The following topics should be covered in briefing and discussion sessions.

- Ethical Principles and Public Services Management.
- The Role and Powers of the Council of Ethics for Public Service.
- Regulation on the Principles of Ethical Behaviour of the Public Officials and Application Procedures and Essentials.
- Public Officials Ethical Contract.

8. Managing Scenario Discussions and Analysis

8.1 How to Introduce Participants to the Process of Scenario Analysis

➟ Explain to participants that ethical principles and their implications for public officials can be best understood by examining, discussing and reviewing specific examples of the decisions that have to be taken and the ethical issues associated with the choice to be made.

➟ Explain that they will be presented with individual examples – scenarios - which illustrate a set of circumstances and a decision to be made that raises ethical issues for all concerned.

➟ Participants should be asked to reflect collectively or in groups – see Part 3, section 9 on selecting groups - upon the decision to be made, the circumstances surrounding the decision and the ethical issues identified. Here the ethical issues raised will need to be considered from the individual perspectives of the different parties involved in or affected by the decision to be made.

➟ These individual parties, depending on the example given, may include the public official responsible for decision, the official's ministry or department, ministry inspectorates, and the individual or organisation affected by the decision and perhaps involved in seeking to influence that decision.

➟ After the participants have discussed the scenario from the perspectives of the individuals in the scenario, the groups should be re-convened to discuss the ethical issues or themes identified in the scenario (as well as in terms of regulations, policies and procedures, and common practice) and an understanding of the relative merits of the ethical perspectives (fuller guidance is given in CD-Rom Folder 3).

➟ In order to assist participants with the process of scenario facilitators should be prepared to spend more time introducing and summarising the first and perhaps also the second scenario and if necessary be directive in guiding discussions and the ethical issues raised. This level of guidance and direction should be less for each subsequent scenario.

8.2 How to Introduce a Scenario

➟ Organise participants in five groups, A, B, C, D, E (see the Working with Groups guidance given in Part 3, section 9).

➟ Explain to the whole group about discussing the scenario – or the first part of the scenario (see facilitator guidance notes in CD-Rom Folder 3) - from the individual interests and ethical positions of each of the parties involved.

> "Everyone has their own viewpoint on any given situation, and that viewpoint influences how we react to the situation and what behaviours we display. One of the aims of this ethics training event is to help people consider not only other views but also the public sector values and principles when making a decision. By considering another's viewpoint we can become better decision makers. By considering the values and principles we can make decisions that are consistent with the desired culture and the existing ethical framework of the Turkish public service. We are now going to consider some workplace dilemmas so that you can see what I mean."

(Other options are (i) to read the first part of the scenario out loud to the whole group, emphasising the key aspects; or (ii) to provide the scenario in advance so that participants are familiar with the scenario when they arrive. Facilitators may still read out key points).

➟ Ask participants to go into their groups, direct each group to their assigned location, either an individual table, a part of a table or a specific area in the room and inform them of the time available for their discussion, the decision to be reached and be then discussed by the whole group. (See Checklist on room arrangements in Annex 2)

Using the scenarios – a Viewpoints Worksheet

Before using the scenarios, either through distribution, discussion or use of the PowerPoint, ask the participants to use the Viewpoints worksheet included in CD-Rom Folder 3. to make notes to assist their examination of the scenario and to consider it from the different ethical viewpoints of the individuals and organisations involved and also to help you remember key points:

Step 1: Discuss the ethical problem.

What's the ethical issue here? Where has it taken place? Why could it be or why is it an ethical issue?

Step 2: Discuss the scenario from the different viewpoints of the individuals and organisations, i.e. the "stakeholders" concerned.

Who is involved? Who will be affected? Who wins? Who loses?

Step 3: Weigh up the arguments from the different perspectives of the different stakeholders covered in your discussion

How do the rights and wrongs of the issue under discussion change when you view the scenario from the individual standpoints of those involved?

Step 4: Reach a conclusion as to the key ethical issue reflected in the scenario

What is the most important ethical principle here?

Step 5: Decide as a group the action that should be taken

What action should be taken?

The worksheet may be used for group work addressing (i) individual perspectives and (ii) themes and issues.

8.3 Facilitate a Scenario Discussion

During group discussion, particularly for the first scenario, visit each group as early as possible to ensure that they know what is required of them and are able to discuss the scenario. Thereafter keep checking on groups periodically, particularly if any seem to get "stuck" or become inactive. Keep reminding groups of the individual perspectives to be considered. Inform all groups when they have five minutes remaining. Reconvene the whole group on schedule, earlier if discussions stop or extend the time if all groups need more time (try and catch up "lost" time as quickly as possible but without unduly rushing the feedback discussion and summary). The same approach should be followed when the group are discussing themes and issues.

8.4 Conduct the Feedback Session for each Scenario Discussion and Summarising the Key Points

When the whole group has reconvened, ask for a representative of an individual group to report back on their findings, followed by asking other members of the same group for any additional points. Then ask other groups if they raised any <u>different</u> issues. Note key points raised. (For feedback session pick a different group to lead the discussion for each individual scenario, but follow a random pattern so each group "prepares" fully for each feedback).

The following questions can be asked during a feedback session in order to facilitate discussion, elicit different opinions and engage all the discussants:

- Did anybody do anything wrong, in terms of the law, regulations, procedures, ethical principles?
- Was anyone really harmed? If not is there still a problem? If yes how does this change anything?
- Identify the stakeholders and their different ethical positions.
- Who has the regulations codes and/or ethical Guidelines on their side?
- Is there a conflict between formal and discretionary authority or between the formal position and common practice?

Used the pre-prepared visual and speaker's notes to summarise the key points from the scenario and add any additional points raised in the feedback from your own notes (CD-Rom Folder 3 includes additional questions to develop discussions).

8.5 The Scenario Presentations

Each scenario should be presented to the same framework approach (and using the guidance notes for facilitators with each case study):

Introduction to the scenario and advice to participants.

Different perspectives to be offered and key issues to be raised during the direction of the discussion.

Summary of different perspectives and related issues.

Further guidance is given in CD-Rom Folder 3.

8.6 Concluding the Scenario Analysis

At the end of the final scenario use the pre-prepared visuals to remind participants of the ethical decision-making model and summarise the importance of viewing ethical problems from different perspectives.

9. Closing the Ethics Training Event

➟ The training event should be closed by thanking the speaker(s) for their contribution and the participants for the commitment and engagement them with the subject and with the active process of learning.

➟ Please ask the participants to complete and hand in their evaluation form before they leave (see Part 3, section 10 on feedback and Annex 3.4 for forms)

➟ Inform the participants that their organisation will be providing additional advice on the continuing development of ethical principles and ethical conduct. Provide an outline any planned activities and the name(s) of the person(s) to be contacted for further advice and information on follow-up activities.

➟ Conclude the event with these key points, provided in visuals:

• 'Decisions that get made in the workplace need to be informed by the public sector or organisational values and principles as well as personal values.

• 'Living the values on a daily basis and encouraging others to do so is the most effective way of nurturing an ethical culture. In turn, we can expect to work for a high performing organisation that brings us personal satisfaction and promotes our workplace as an employer of choice.

• 'While there are no absolute right or completely wrong answers to often complex situations, there are guiding values and principles to help us make the most appropriate decision. The Regulation on the Principles of Ethical Behaviour of the Public Officials and the content of this training event are designed to help you in such situations. You may also wish to refer to available codes of conduct, standards and other policies and procedures for your organisations

• 'Making decisions is often hard. Something that may help you in the future is the decision making model provided. Remember that there is a copy of this model in your Guide and in The Ethics Reminder'.

• Remind participants of the importance of seeking advice of trusted colleague whenever facing doubts about the ethics of a decision or course of action.

• Ensure each participant has received a copy of the Ethics Reminder booklet (see CD-Rom Folder 6).

➟ Then announce that the event is closed and participants may leave.

The next Part of the Guide provides information and instruction on your responsibilities as facilitator to follow up the training event by revisiting the organisation at a pre-arranged time to review the training activities and advise on further training and development.

PART 7: FOLLOWING UP THE ETHICAL LEADERSHIP PROGRAMME TRAINING EVENT

1. Introduction

This Part provides advice and instructions to the facilitator on their responsibilities for liaising with the organisation following the training event in order to evaluate responses to the training event and to advise the organisation on how they can consolidate ethical values and standards by providing follow up development activities for its staff.

This information is to be read in conjunction with the advice provided to organisations in Part 5 of the **Implementation Guide** on Sustaining Ethics.

2. Outline/Overview

This Part will address the following questions:

- What should you do immediately following an Programme Training Event?
- How you provide the feedback to the Council of Ethics for Public Service?
- What advice should you provide to organisations on consolidating ethics training and development for managers and staff?

The Part begins by outlining activities to be carried out as soon as possible after the completion of an Programme training event.

3. Facilitator Responsibilities

The immediate facilitator responsibilities to be undertaken in liaison with representatives of the organisation for the training event involve the following activities:

- Report and contribute to a joint review of the training event evaluations/evaluation report and discuss revisions as necessary to future training events.
- Complete and submit report summarising the evaluations to the Council of Ethics for Public Service. Include in the report, without attribution of the source(s), comments from participants (and possibly speakers) and contribute to a joint review of any ethical issues raised at the training event that relate directly to the management and operation of the organisation.
- Discuss with the organisation their designated roles and responsibilities and planned activities for reinforcing the outcomes of the training event in the short-term and for developing and sustaining improved ethical standards in the mid-long term, as outlined in Part 5 of the **Implementation Guide**.
- Ensure that the organisation has information on ethics self development activities for managers and for staff, as provided in the Implementation Guide.

ANNEXES

Annex 1: Glossary of Terms

Ethics: Ethics is about the guiding values, principles and standards that help people determine how 'things ought to be done'.

The Ethical Leadership Programme involves a structured series of training events across a ministry or department. The purpose is to raise awareness and understanding of the provisions of the 'Regulation on the Principles of Ethical Behaviour of the Public Officials' and its implications for the role and conduct of public officials in the fulfilment of their duties and responsibilities including their relations with the public and the management of staff and public resources.

Ethics Training Strategy: The activities, arrangements and events that implement and sustain the Programme across the institution on a planned, longer-term basis is an 'Ethics Training Strategy'.

Cascade Model: The events, delivered on a planned basis across an institution.

A training event is a planned set of activities designed and delivered within a specific time period and directed at the meeting the identified needs of a group of individuals to increase their knowledge, change their attitudes and/or improve their skills relevant to their professional roles and the operational, administrative and management needs of their employer .

Facilitation: Both the formal and particularly the informal approaches to training outlined above require support in terms of design of activities, organisation of facilities and resources and supervision of the training process. These roles and functions in training are known as facilitation activities that have to be carried either for training to happen at all or to ensure that it takes place efficiently and effectively.

Facilitator: has an important role is in delivering training – training events - to institutions, and training other facilitators to deliver further training – cascading the training – through the institution.

Learning can be defined as a relatively permanent change in behaviour that occurs as a result of practice or experience.

Training: Training represents both formal and informal approaches to supporting the acquisition of new knowledge and skills required to improve individual and organisational performance in the workplace.

Annex 2: Training Facilitation Guidance and Checklists

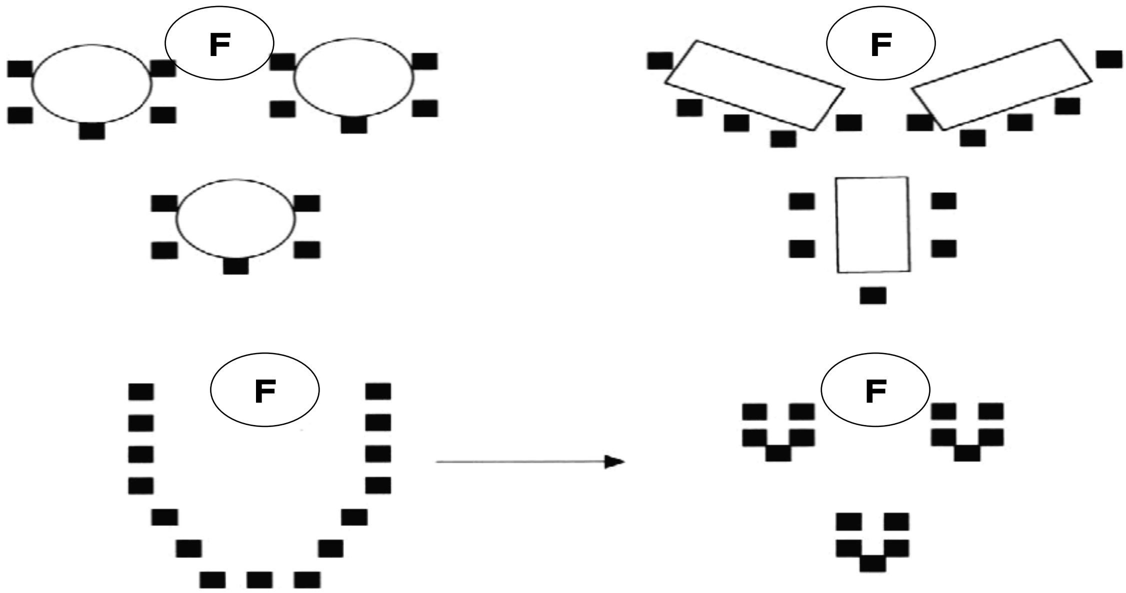
CONTENTS

1. Recommended Room Layouts for Interactive Training Events

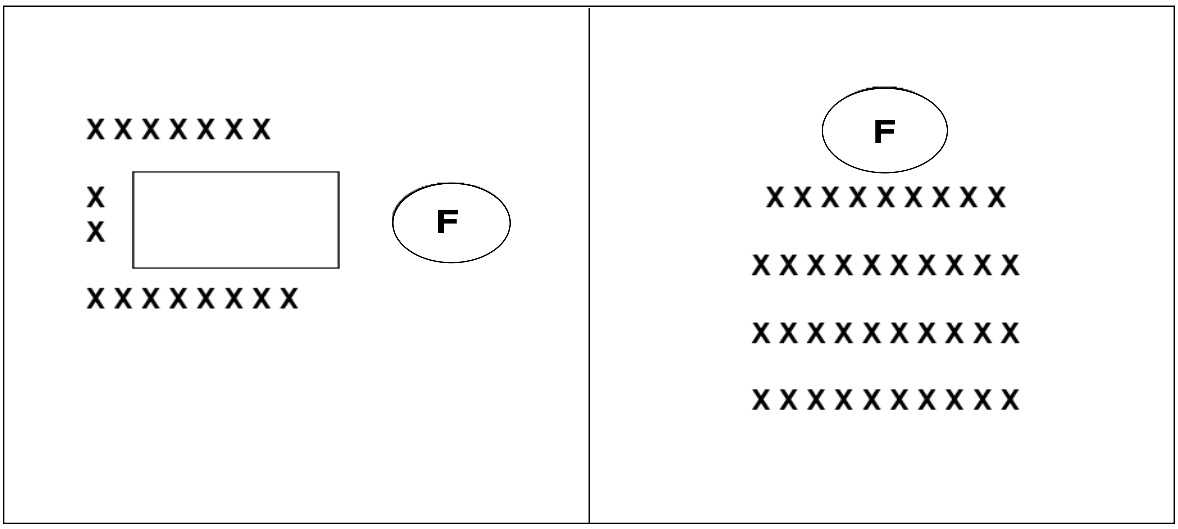
The two preferred room layouts are the “café-style” layout and the “U or horseshoe” layout (F is the location of the Facilitator).

The “café-style” layout uses round or rectangular tables (upper 2 illustrations). It is used for general sessions and group sessions requiring some people to adjust their seating between general and group sessions and therefore causes only minimal disruption.

The “U” or “horse shoe” arrangement of individual meeting tables (lower 2 illustrations) is used together for general sessions, which can then be moved, as indicated by the diagram to the lower right for group work. This changeable layout should be used when there are only a small number of group sessions.



More traditional layouts are the boardroom (lower left) and classroom (lower right) layouts:



2. Training Room Layouts: Advantages and Disadvantages

There are usually some re-arrangements of furniture and equipment that be carried out in a room to be used for a training event to support the functional activities of the event and improve the comfort and physical well being of the participants. Here are some suggested layouts and their advantages [✓] and disadvantages [X]:

2.1 Cafe Style layout (tables and chairs placed as in the top diagram on the previous page)

[✓] It supports group identity and cohesion, facilitates discussions and a quick shift from general presentations and plenary sessions to group discussions.

[✓] It allows the facilitator to move around the entire room, adding variety to presentations and changing the point of focus to different groups or individuals

[**X**] Some participants may not be able to work on their table while viewing presentations.

[**X**] It fixes people in one group unless specific interventions are made to change group constituencies.

[**X**] It is not always conducive to more formal sessions.

2.2 U or Horseshoe layout (made up of smaller, movable tables)

[✓] It allows the facilitator to move freely within the group via the "broken" end of the U

[✓] It is suited to visual presentations and general discussion.

[✓] It promotes a sense of a meeting of equals.

[✓] If the individual tables can be moved, as in the preceding diagram then it is also useful for group "breakout" sessions.

[**X**] If the tables cannot be moved then it constrains group discussions and exercises.

[**X**] It discourages the mingling of participants.

[**X**] It can create a formal meeting atmosphere

2.3 Boardroom layout (based upon a large rectangular table or block of tables)

[✓] It is suited to visual presentations and general discussion.

[✓] It promotes a sense of equality.

[**X**] It does not allow the facilitator to move within the group, only behind where each is seated.

[**X**] It discourages the mingling of participants.

[**X**] It can create a formal meeting atmosphere

2.4 Classroom/Lecture Theatre layout (flat floored or raked with fixed or movable seating, with or without writing tablets)

[✓] Allows large number of attendees.

[✓] Suitable for formal presentations.

[**X**] It creates a distance between presenter and participants, reminiscent of school/university

[**X**] Its physical arrangements discourage interaction and discussion.

[**X**] Its overall level of formality can be intimidating to participants.

3. Training Room: *In Advance* and *On Arrival* Checklist

Check:	Yes/No	Action Required
Is the room large enough to accommodate the planned number of participants?	**Y / N**	
Does the room have adequate lighting? Heating? Ventilation? Is there likely to be any external noise or disturbance? Are there any distractions in the room or out of the window(s)?	**Y / N**	
Room Layout/seating arrangements requested: Café U/Horse shoe Boardroom Classroom	 **Y / N** **Y / N** **Y / N** **Y / N**	
Are the room and related facilities suitable for disabled participants?	**Y / N**	
Are there the required number of tables and chairs for the intended room layout?	**Y / N**	
Are there enough electrical sockets?	**Y / N**	
Can the room be darkened for visual presentations?	**Y / N**	
Is all the equipment available ?(delete items not required and/or add others): Computer Data Projector Overhead Projector Screen/blank wall TV Monitor VCR DVD Flip Chart Stand Flip Chart Pads Marker Pens Electrical Extension Sockets (other)………………… (other)………………… (other)…………………	 **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N** **Y / N**	

(other)………………… (other)…………………	**Y / N** **Y / N**	
Will refreshments be provided? Where will they be provided and at what times? Is there a smoking area?	**Y / N** **Y / N** **Y / N**	
Is the location of the toilets signed?	**Y / N**	
Key contacts (Name/Tel): Direct contact for AVA technician:		

Additional Reminders:

ANNEX 3: Training Event Administration Forms and Checklists

CONTENTS

1. Ethics Training Event Confirmation Sheet

POSTAL ADDRESS
TELEPHONE
FAX
EMAIL ADDRESS
DATE

Dear ....

Re:
Ethics Training Event
Date: [to be added]
Times: [to be added]
Organisation: [to be added]

Following our discussions I would be grateful if you could complete the following information and return it to me by .... by fax or email. Please call me if there are any issues you would like to discuss with me.

Yours sincerely

Facilitator Name

Address of Organisation	
Organisation Contact Person	
Job Title	
Telephone	
Email	
Room size	
Number of additional rooms	
Number of chairs	
Seating Arrangements	
Catering Arrangements	
Special Needs of Individual Participants	
PC/laptop	Yes/No
Data Projector	Yes/No
Screen	Yes/No
TV/Video machine	Yes/No
Flip chart/6 marker pens	Yes/No

2. Event Invitation Information

You will probably want to send out your own invitations to your staff to attend the ethics training event and to prepare them for the workshop. Remember that it is particularly important to set the context for the event including:

- Why is the organisation providing this event?
- How does it fit in with other organisational initiatives or learning opportunities?
- How is head of the organisation endorsing the event?
- Why does the organisation they think it is important that people attend?

The invitation should include the following information:

The Ethical Way: A Training Event

Date & Times:
Registration Time:
Venue Address.

It could be worded like this:
**Needs to be replaced with a formal letter of invitation*

We invite you to this training event where we will discuss, consider and debate the real dilemmas many of us face at work. Each of us influences our workplace culture by the way we behave and how we interact with each other. The ultimate goal is to have a workplace known for its high performance and positive relationships. But how do we achieve this?

Thinking about your own work, are there times when you face difficult decisions, when the right course of action seems unclear and when you are not sure who to turn to for advice? This can sometimes happen when there is limited time and resources but competing stakeholder demands.

Join up to 24 of your colleagues in this interactive event to discuss:

- What we stand for - what are our values and why they matter.
- A decision making model we can use to help us make the right choices.
- Key messages on the increasing importance in Turkey of ethics.
- Opportunities for ongoing learning and development after the workshop

Please complete the information below and send it to: [Contact Details]

....

Yours Sincerely
Ethics Trainer
Ministry of XX
REPLY FORM

_____
I confirm my attendance at The Ethical Way training event on [Dates.]

Name:

Job Title:

Organisation:

Address:

3. Attendance Sheet

Please confirm your attendance at this event by completing the form:

Organisation: **Address:**	**Dates:**

Name	**Job Title**	**Email**	**Telephone**

4. Personal Dilemma Worksheet

Please use this sheet before or during the event to write down a personal ethical dilemma you are currently facing, have previously faced or are aware of in the workplace.

During the event you may be able to think of possible solutions to your ethical problem.

I am confronted in my work by or have seen colleagues dealing with the following dilemmas:

Dilemma 1:

A possible solution could be:

Dilemma 2:

A possible solution could be:

5. Participant Evaluation Sheet

Participant Evaluation Sheet

EVENT:

DATE:

LOCATION:

Help us to plan our next training event by telling your opinions of this event

Please can you spend a few moments completing this form and handing it in before you leave today.

1. How would you rate the relevance of the topics covered today to your interests? Please circle the appropriate level.

   Very High High Medium Low

2. What are the three most important ideas you will take away from today's workshop for further discussion and action in your organisation?

   1.
   2.
   3.

3. What other subject do you think we should include in scenarios at training events?

4. What other forms of assistance would you like to help you follow the ethical way?

5. Do you have any comments or suggestions to make about this or future events? Please continue over the page if you need more space for your comments.

Name:
Phone:
Role Title:
Email:
Organisation:

THANK YOU FOR YOUR COMMENTS

6. Facilitator's Evaluation Sheet

Your feedback as a facilitator is important to us so that we can ensure the workshops are appropriate to your needs and the needs of your participants. Please take the time to complete this sheet and return it to the Council of Ethics for Public Service at the following address [XXXX].

1 Event details:

Workshop Date: .... Participants Total #: ....

Organisation(s):..

Facilitator: ....

2. What worked well in the event? The reason(s)?

3. What did not work well in the event? The reason(s)?

4. Provide feedback on each scenario discussed by the group:

5. What other scenarios did the participants suggest we include in future events?

6. What other assistance did participants say they would like?

7. Additional comments or suggestions:

Please continue over the page if you need to.

Thank you for your feedback

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