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COUNCIL OF EUROPE COOPERATION PROGRAMME

Ethics for the Prevention of Corruption in Turkey (TYEC)
CoE Project No. EC/1062

THE ETHICAL WAY – THE ETHICAL LEADERSHIP PROGRAMME

REPORT

THE TRAINING STRATEGY AND THE TRAINING PACKAGE

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SUMMARY OF CONTENTS

The 'Ethical Leadership Programme' is a training package in ethical principles and ethical conduct currently being prepared by the Council of Ethics for Public Service (CoE) for implementation throughout the Turkish public service.

The package comprises:

- ✓ **a guide for training facilitators to assist them in organising, delivering and following-up the training event [2. A GUIDE FOR FACILITATORS OF ETHICS TRAINING], including case study scenarios, PowerPoint slides and the outline of a two –day training event and training materials;**
- ✓ **a guide for organisations hosting the training event, outlining the preparations required for the event and how ethical principles and practices can be consolidated after the event [3. AN IMPLEMENTATION GUIDE FOR PUBLIC SERVICES ORGANISATIONS]; and**
- ✓ **an ethics awareness leaflet for public officials [4. THE POCKET GUIDE FOR ALL PUBLIC OFFICIALS].**

The process of developing training materials has identified a number of key issues relating to the planned delivery of the programme and related logistics, which need to be addressed by means of a coordinated and coherent training strategy [1. THE TRAINING STRATEGY].

1. THE TRAINING STRATEGY

CONTENTS

1. Introduction

The process of developing training materials has identified a number of key issues relating to the planned delivery of the programme and related logistics, which need to be addressed by means of a coordinated and coherent training strategy.

2. Issues to be Addressed

The efficient and effective delivery of the Ethical Leadership Programme will need to address the following issues:

- How to create and maintain a pool of competent trainers with a working knowledge of ethical principles and the legal and regulatory framework for the public service.
- How to build a positive working relationship between the CoE and the Ministry and Governorate Ethics Commissions, to gain their endorsement and support for the training programme in order to promote attendance and to generate follow-up activities.
- How to schedule and deliver efficient and effective training cascades to senior managers in ministries and governorates.
- How to ensure that the ethical principles promoted in the training are sustained and consolidated.
- How to reinforce the effectiveness of training via a functioning ethics system.
- How to complete the training cascade throughout all areas and tiers of the public service.

A training strategy, based upon the following coordinated programme of action to address the above issues will need to be agreed, timetabled, incorporated in the project’s work schedule and then implemented, encompassing:

3. Trainer-Training

The delivery of the Ethical Leadership Programme to the senior managers of the Turkish public services is a major undertaking that will be heavily dependent upon the creation of a team of competent trainers, proficient in training facilitation and knowledgeable about ethics and public service governance. The activities required to create this trainer team will require:

- The selection and initial screening of a minimum of 25 persons, including CoE personnel, based upon review of CVs for evidence of training experience, knowledge/experience of governance, ethics and public administration.

- The provision of a trainer-training course by a Turkish training organisation. The terms and reference and specification should incorporate, within an integrated programme, 3-4 days of training in ethics, governance and public administration and 5-6 days in training methodologies and practices. The programme should be based upon the ‘Facilitation Guide’ and incorporate within an “action learning” framework the final content and structure of the ‘Ethical Leadership Programme’ to be designed and developed by the trainees, facilitators and international consultant.

- The final selection of trainers and briefing on the delivery of the Ethical Leadership Programme.

- The pilot testing of the Ethical Leadership Programme and the selected trainers under the supervision of the trainer-training providers and the international consultant.

4. Relations with Ministry and Governorate Ethics Commissions

The CoE will require the active support from the Ministry and Governorate Ethics Commissions, who will constitute the corporate “Ethics Champions” for the provision of and follow-up to the Ethical Leadership Programme. At present the relationship between the CoE and the Ethics Commissions is unclear and under-developed and the following series of activities are recommended:

- Written communication with all Ethics Commissions to report on the activities of the CoE, plans for the Ethical Leadership Programme, the planned Ethical Leadership Conference (see below) and to confirm of names and office titles of the members of all Ethics Commissions.
- The organisation of an Ethical Leadership Conference for Ethics Commissions’ members to consult on current ethical issues, the training programme and to identify additional ‘Ethics Champions.’
- Follow-up communication to the Ethics Commissions, at regular intervals, to report on training programme pilots, training programme schedules, emergent issues etc.

5. Training Cascades

The planning and implementation of “cascaded” ethics training, first for public service senior managers and then throughout the all areas and all tier of the Turkish public services will require the following activities.

- The confirmation of a training cascade model for ministries and governorates.
- The collation of information on the organisational structures and staffing numbers to be covered by the Ethical Leadership Programme and the initial scheduling of pilot activities, training events, delivery and logistics management.
- The joint planning with Ministry and Governorate Ethics Commissions to discuss the numbers and locations of senior managers required to participate in the Ethical Leadership Programme, the identification of representatives to undertake liaison activities and the scheduling of pilot training activities and the scheduling of the training cascade.
- The review of pilot training activities, final revision of the Ethical Leadership Programme, preparation of materials and briefing of trainers.
- The implementation of the planned training cascades for ministries and governorates.

6. Sustaining Ethical Principles and Conduct

At this stage of the development of the Ethical Leadership Programme it may seem somewhat premature to be considering how to consolidate the ethical principles and standards of conduct to be promoted by the training event, however it is essential that activities to consolidate the initial ethics are included in the overall programme planning form the inception phase onwards. These activities explicitly designed to sustain the ethics "message" and maintain improvement in ethical standards should include:

- The incorporation in the trainer-training programme of information on informal training techniques and possible methods for following up the Ethical Leadership training event to enable facilitators to provide advice to ministries and governorates on how to consolidate ethical principles and conduct.

- The incorporation in the design of the post training event evaluation of questions, prompts and advice on planned follow-up activities.

- The design, scheduling and implementation of further evaluation methodology = within the project's work schedule to investigate appropriate indicators of ethics awareness and ethical conduct.

- The development of proposals for improvements required to governance mechanisms that will constitute a functioning ethics system. (see below)

- The completion of the training cascade by means of public relations campaigns, electronic media and printed materials. (see below)

7. Building a Functioning Ethics System

The promotion of an "ethical culture", which represents the overall purpose of the CoE and the aim of the Ethical Leadership Programme will only be fulfilled if there is a parallel development of the "ethics system" i.e. the policies, procedures and practices required to strengthen the control systems that will serve to prevent corruption. The development of an ethics system will require:

- The implementation of a series of "ethics audits" of key mechanisms for regulating ethical standards and conduct within the public administration system to include:

    - Codes of conduct.
    - Staff recruitment and selection.
    - Procurement and contracting.
    - Performance management.
    - Discipline and grievance
    - Staff promotion.
    - Interests and assets declaration.
    - Internal and external audit and inspection.

- The review of ethics audit findings and the formulation of proposals for systemic improvements.

8. Completing the Training Cascade throughout All Areas and Tiers of the Public Service

The "cascading" of the principles and practices of the Ethical Leadership Programme will only be possible with the use of web-based and print-based materials promoted and reinforced by cascade team briefings throughout all areas and at all levels of the public service. The completion of the ethics and training cascade will require:

- The survey and assessment of level of web access and usage in ministries and governorates

- The costing and scheduling of the dissemination of ethics training materials throughout the Turkish public service, web and print—based.

- The review of the Ethical Leadership Programme training materials based upon the evaluation data following the completion of piloting activities and initial training cascades.

- The design and drafting of “stand-alone” web and print-based training materials adapted from the Programme’s training materials.

- The piloting, evaluation and revision of the training materials.

- The completion of electronic and print-based training materials.

- The implementation of a communications and public relations campaign to promote awareness and usage of ethics training materials.

- The provision of team-briefing guidelines for all management tiers.

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2. THE GUIDE FOR FACILITATORS OF ETHICS TRAINING

F*oreword*

To be drafted by Board Chairperson.

CONTENTS

A. THE GUIDE

ANNEX 6: Ethics Training Programme Participants' Schedule

ANNEX 7: Ethics Training Programme Schedule and Facilitation Plan

ANNEX 8: Ethics Training Programme Visuals

ANNEX 9: The Case Studies [TO BE PREPARED]

A. THE GUIDE

PART 1: APPROACH OF THE GUIDE

1. Introduction

This part provides an introduction to the Facilitation Guide by outlining its intended uses, by explaining its position within the 'Council of Ethics for the Public Service' and the 'Ethics for the Prevention of Corruption in Turkey (TYEC)' project, by establishing the guide's relationship to the 'Ethics Training Programme' and most importantly it provides an initial identification of the role and responsibilities of a 'Programme Facilitator.'

2. Outline/Overview

This part will address the following questions:

- What is the Council of Ethics for the Public Service?
- What is the Ethics for the Prevention of Corruption in Turkey (TYEC) project?
- What is the Ethics Training Programme?
- What is the purpose of the Facilitation 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 Facilitation 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' 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 the 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 2205. 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 code give the Council of Ethics for the 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 responsibilities focus on three areas of activity: investigation, public awareness raising and prevention.

The work of the Council of Ethics for the Public Service is currently being supported by a Council of Europe funded project 'Ethics for the Prevention of Corruption in Turkey (TYEC) ', which has the overall objective:

"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."

[Further information on ethical principles can be found in Part 2]

4. An Introduction to the Ethics Training Programme

A key component of this project is provided by the development of a training programme of activities and materials designed to support awareness, acceptance and application of the code of ethics for public officials. 'The Ethics Training Programme' is two-day training event designed 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 law and regulations are included in the background reading section at the end of this part of the guide]

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 Ethics Training Programme can be found in Part 4]

5. Purpose of the Facilitation Guide

This Facilitation Guide has been developed for facilitators of the Ethics Training 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 advise organisations hosting the training event in how to consolidate ethics training and development.

6. Overview of the 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” 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 Ethics Training 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 the Ethics Training Programme event.

Part 7: Provides guidance on liaison activities required with the event’s host organisation to consolidate the training.

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 Ethics Training Programme represents a challenging and innovative approach to the training and development of public officials.

The role of facilitator may appear and this stage to be equally challenging and daunting however ?all facilitators chosen will be selected on the basis of relevant experience and expertise and themselves 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

8.2 Readings

‘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
Regulation on the Principles of Ethical Behaviour of the Public Officials and Application Procedures and Essentials.
To be added

8.2 Information Sources

To be added

Part 2: INTRODUCING ETHICS

1. Introduction

This part provides an introduction to ethics, the process of decision-making from an ethical standpoint, the role and place in modern public service 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?

The background reading section includes a selection of articles on ethics in Turkish public service management.

In addition background reading and references for information sources are provided 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 Public Officials Ethical Committee.*

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 <u>legitimate</u> interests and positions of <u>all</u> involved in the decision-making <u>process</u> and its <u>outcomes</u>. These are the decision's '<u>stakeholders</u>.'

This leads us to a stakeholder-based approach to, or <u>model</u>, 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 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 <u>all</u> 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 servants 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 servants should, at all times, act with responsibility, with pride and with the highest professional standards. In particular public servants 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.

UN International Code of Conduct for Public Officials 1996.

I. 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.

Public servants are 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 morality and moral behaviour that reflect and culturally accepted to be right 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.

6. Background Reading and Information Sources

6.1 Readings

Articles on ethics and public service values.
To be selected and added

6.2 Information Sources

The following is a list of websites that contain helpful information on ethics learning and development:

Applied Ethics Resources on WWW: www.ethicsweb.ca/resources/
Business for Social Responsibility: www.bsr.org
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
To be selected and added

Part 3: FACILITATING THE TRAINING PROCESS

1. Introduction

This part provides background information and advice to Ethics Training Programme Facilitators on the processes of learning and training that underpin the effective preparation, administration, organisation and delivery of a 'training event', the Ethics Training Programme. A training event is a 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 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 may comprise all or any of the following: a briefing session, a discussion workshop, a demonstration, practical experience etc.

It is intended 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 Ethics Training Programme.

2. Outline/Overview

This part will address the following questions:

- What is meant by the terms: learning, teaching, training, facilitating and what is their inter-relationships 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 activities for each Ethics Training Programme. 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.

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 <u>learn</u> new areas of knowledge, new ways of thinking and new ways of doing things.

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 however 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 the jobs and that do 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 carryout 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 informal 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 a lead trainer or trainers by ensuring that arrangements run smoothly, the required facilities are provided and perhaps to assist in area 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

Taking our definition of learning, as a relatively permanent change in behaviour that occurs as a result of practice or experience, provides the starting point for understanding how learning taking 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 <u>activity</u> - something that occurs whether planned or accidental.
- Taking the opportunity to <u>reflect</u> on the experience – in terms of its key parts and their individual and overall significance
- Developing broader <u>concepts</u>, 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 <u>testing</u> of what you have learned by applying it in other related activities.

Some of these terms may appear complex but lets explore them in relation to a very simple activity, the act of touching a hot kettle.

The activity immediately results in a physical sensation of pain, which without further consideration will mean that we risk burning our hand at any time in the future on other kettles and other cooking pots and pans.

The process of reflection will require the consideration of what has occurred, its causes and the causes: Is the kettle made of metal? Was the kettle on a stove? Where there gas flames or a red electric hob underneath it? Was it plugged in to an electrical socket? Was the lid rattling? Was there a jet of water vapour coming from the spout?

The development of broader concepts will examine the factors that contributed to the occurrence and separate them from those factors that did not lead to the physical sensation of pain, e.g. Is the kettle made or metal? Are all metal objects always hot to the touch. Whether or not there is a current source of heat under the kettle or an electrical connection. Are there any specific indications of the kettle boiling. Most crucially here we are seeking to identify factors that can be generalised i.e. applied to other related activities, e.g. cooking pans on stoves, other electrical appliances etc.

Finally we need to put our generalised concepts, safely, to the test by checking for the existence of these causal factors in kettles and other pieces of household equipment and by carefully assessing the temperatures after a period of cooling.

Overall what lessons do we need to draw from the Kolb Learning Cycle: 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 the section: The Training Process 2: Meeting Training Needs.

5. Learning Styles

Occupational psychologists Peter Honey and Alan Mumford (Honey & Mumford 1986) 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 cycle either as:

'Activists',
'Reflectors',
'Theorists'
or
'Pragmatists'.

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 tries 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 the section: **The Training Process 2: Meeting Training**

Needs.

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 in his 1980 book, *'The Modern Practice of Adult Education. From Pedagogy to Andragogy*' 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 (see part?).
>
> **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; 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.

The responsibilities of the facilitator may include: liaising with the host 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 and 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.

The next part outlines a six-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 Ethics Training Programme.

PART 4: CONTENTS AND STRUCTURE OF ETHICS TRAINING PROGRAMME

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

Although it is outside your facilitation role for Ethics Training Programme, where ethics related training needs have already been identified and a training event designed, (see part4 'An Overview of the Ethics 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 Ethics 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. (this will be covered in **The Training Process 4.6: 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" for businesses competitor 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 complaints, health and safety reports, 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 and introduce cost savings for household refuse collection?
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 cost 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 within refuse collection teams.

Objectives, which need to expressed of 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. All operatives to qualify as refuse vehicle drivers within 12 months.

Objectives, which need 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. e.g. Operatives to be able to identify all warning road signs found on urban and rural roads in Turkey.

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. The example of improving functional flexibility in refuse collection teams will also involve a number of operatives acquiring a range of skills perhaps currently held by an individual, not just the example given of a driving qualification but also e.g. operation of equipment on the refuse collection vehicle, plant and machinery at the place of refuse incineration or disposal, supervisory management skills and record-keeping.

Individual areas of skills, knowledge and attitude require individual approaches to training, e.g. ‘classroom’ instruction on traffic signs, practical experience of driving, discussion on national attitudes to road safety and tolerance of risk.

In addition, as we considered in part? 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 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:

- How training needs to follow 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”.

- 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.

- How different aspects of the learning process can be used to reinforce others, theory introducing practice or practical activity followed by relevant theory.

- 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:

- How the actual existence of different learning styles, although cannot lead to “individualised” group training, still needs 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.

- How individual learners can each contribute different and complementary learning skills to group training if given the opportunity.

- How and why you should use a variety of training methods 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 as an Ethics Training Programme Facilitator you have not been directly involved in the identification and meeting of ethics training needs your knowledge of training needs analysis. In the short-term however you 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: Administration Of The Training Event

This stage of the training process will specifically require your facilitation knowledge and skills if the Ethics Training Programme training event is to be organised efficiently, received positively by host 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 host organisations to explain the purpose and content of the Ethics 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 Ethics Training Programme will be provided throughout the Turkish Public Service by means of the ‘Cascaded Learning Model’, which involves senior grades providing training events for their direct reports, who will in turn provide training events for their direct reports, and so on until the ethics training has been cascaded through the entire Ministry or Department.

The top-down approach has a number of clear benefits. It sends the message to public servants 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. If at all possible, this cascading approach should be adopted throughout the Turkish public service.

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 of the ethics programme.

The administration of any training event will require advance contact and communication between the event facilitator and the representatives of the host organisation. An important lesson for any facilitator is to realise however efficient you are in your liaison with the event’s host and however cooperative they are it is still always <u>your</u> 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.

- 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, (see below) 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 host 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 The 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 Administering the Training Event section, advance contact, communication and liaison with the event's host 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 host organisation to confirm all arrangements for the venue, facilities, equipment and support services.

- Confirm which key representatives will be attended 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 has 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 host 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 equip 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. We shall look at how you structure the day to support effective learning and the well-being of participants in part?

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 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 facilitator 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 host 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 respect for confidentiality of 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 host 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 in part? 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, 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 an 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?” 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, e.g. New business tax legislation due to be introduced later in the year.
- 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 tax assessment procedures.

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 “acid 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? How written guidelines will be provided to Tax Inspectors? 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 <u>never</u> be used to introduce <u>new</u> 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 tax legislation, highlighting the main changes in the new legislation

- Taking each major change in turn, explaining what this will mean in terms of changes to tax assessment rules, outlining how the changes will need to be applied to tax assessment procedures and the guidelines to be used by tax inspectors.

- 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 and 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 of first tell them what you are tell them, tell them and then tell them what you have told them – introduction to the main content and approach, the content a summary of the main content.

4.5.3 Using PowerPoint

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 <u>everything</u> 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, use it "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 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 later after consideration of another generic skill required by the training delivery process:

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 to involve the presentation of information even then opportunities should 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 it has run its course and move or 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

Guidelines on listening and questioning techniques are provided in Annex 1.

5. The Training Process 5: Training Techniques

The delivery, and of course earlier the design, of effective training for adult learners requires the use of a range of training techniques to offer opportunities for active learning and also 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 and when used judiciously 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. Then secondly how can you 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 about 20-25 minutes at most.

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

This involves 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

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

Secondly, 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 four, and may be unwieldy with more than seven or eight 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, stock 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. 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 Annex 9).

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 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 under 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

Many of the group exercises considered above and simulations in particular can also use digital/video cameras and playback to provide records of the exercises for evaluation and feedback.

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 game used as a substitute for what otherwise might be a dull and intimidating activity e.g. 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 <u>all</u> 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.

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 (see below)

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 recording 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 Annex 1:

- Listening and Questioning Techniques.
- Working with groups.
- Planning to use the scenarios.
- 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 host organisations should use to consolidate and reinforce training and learning following a training event. This section gives some background information on these approaches and more specific advice on consolidation activities required to support and sustain ethical standards following the Ethics Training Programme is provided in Part 7 of this guide. The role of organisations, following their hosting of an Ethics 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 the 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. It 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. Its main disadvantage is that is the learner can feel isolated though on web-based programmes facilities usually exist for communication between individual learners via 'electronic bulletin boards' and 'chat rooms'.

6.1.2 Coaching and Mentoring.

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 below). 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 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 nearly 50 years ago 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. (Kirkpatrick 1959)

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 and 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, 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 (CIPD) (Anderson, V. 2007) 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 from 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 Ethics Training Programme Facilitators on the processes of learning and training that underpin the effective preparation, administration, organisation and delivery of a 'training event', the Ethics Training 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 Ethics Training Programme

The next part will provide an overview of the Ethics Training Programme, following by sections provide specific advice and instructions to facilitators on how to prepare for the programme and then how to deliver the programme.

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

To be decided.

8. The Training Process 8: An Overview Of The Ethics Training Programme

8.1 Introduction

This part provides the structure and schedule of the Ethics Training 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 participants' schedule for Ethics Training Programme event.

8.3 Timetable

Below is a draft outline of an Ethics Training Programme Schedule for Participants.

Day 1: AM 09.00 – 12.45 (Indicative times)	
Start Time.	**Programme.**
09.00	**Welcome.** Welcome to participants and guest speakers. Introductions.
	Introduction and Setting the Context. Understanding ethics and its roots. The legal framework for the public service in Turkey. Public service ethics.
10.20	Break
10.40	**Scenario Analysis.** Introduction to the process of discussing and analysing ethical scenarios from a range of perspective.
11.00	**Scenario 1 Group Discussion.**
12.00	**Scenario Feedback** Reports, discussion and summary of key issues.
12.45	Lunch

Day 1: PM 14.00 – 17.00	
Start Time.	**Programme.**
14.00	**Briefing & Discussion.** Public duty and personal ethics.
14.30	**Scenario 2 Group Discussion.**
15.15	Break.
15.30	**Scenario Feedback.** Group reports, discussion and summary of key issues.
16.00	**Briefing & Discussion.** An ethical decision-making model. **Group Discussion.** Review of scenario with the application of ethical decision-making model.
17.00	End.

Day 2: AM 09.00 – 12.30	
Start Time.	**Programme.**
09.00	**Briefing** Review of Ethical Decision-Making Criteria.
09.30	**Scenario 3 Group Discussion**
	Scenario Feedback. Group reports and discussion
10.40	Break.

11.00	**Briefing and Discussion.** Public Service values and standards of conduct. **General Discussion.** Review of scenario based upon the public service values and standards.
12.30	Lunch.

Day 2: PM 13.45 – 16.45	
Start Time.	**Programme.**
13.45	**Scenario 4 General Discussion**
14.30	**Briefing and Discussion.** The components of a public service ethics system.
15.00	Break.
15.30	**Group Discussions.** Building the organisation's ethics system
16.00	**Feedback from Group Discussions.** Building the organisation's ethics system. **Summary** Ethical issues and future action.
16.45	End.

The next part of the guide provides advice and instructions to facilitators on the preparations required for the programme. The facilitation activities to deliver the Ethics Training Programme are presented at the beginning of Part 6.

Part 5: PREPARING TO DELIVER THE ETHICS TRAINING PROGRAMME

1. Introduction

This part provides advice and instructions on tasks to be undertaken in order to prepare for the delivery of the Ethics Training Programme.

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 Ethics Training Programme?
- What arrangements need to be made and preparations put in place in advance of the programme 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, provided in Annexes 4 and 5, to be distributed before, during, at the end of and then after the delivery of the Ethics Training Programme.

The part begins with an overview of the Programme's training materials.

3. Understanding the Training Materials

Public servants 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 guiding by the morals of the individual the values of the organisation, employment principles, codes of conduct, standards and other policies.

The Ethics Training Programme provides additional guidance and support to assist public servants 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 contain a number of case studies or scenarios illustrating the ethical dilemmas that any Turkish public servant 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 (see Annex 9).

The ***training event,*** which focuses on the different viewpoints that may exist within any decision made by a public servant: 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" 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 host 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 host 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.

As Programme Facilitator it is essential that you become fully familiar with all the Ethics Training Programme materials so that you can discuss them with host 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 Ethics Training 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: Administration of the Training Event**.

4. **Cascading Ethics Training** [*To be amended in alignment with training strategy]

As already explained in the section **The Training Process 3: Administration of the Training Event** the Ethics Training Programme will be provided throughout the Turkish Public Service by means of 'Cascaded Learning', which involves senior grades providing training events for their direct reports, who will in turn provide training events for their direct reports, and so on until the ethics training has been cascaded through the entire Ministry or Department. The process will be initiated by the confirmation of an ?Ethics Cascade Director[1] who will receive introductory general training in training skills, ethics awareness and understanding and the specific facilitation requirements of the Ethics Training Programme.

[1] ?To be confirmed The Ethics Cascade Director will then be responsible for planning how the Ethics Training Programme will be cascaded down through the organisations to encompass: (a) the outline schedule of a training cascade starting facilitators that enables staff at the following grades to participate in an Ethics training event within a period of xx months; (b) the delivery of the Ethics Training Programme to an audience of xx; (c) the identification of a team of facilitators, including some senior grades, in sufficient numbers at each of the following grades (xx-zz) who will receive attend the training and support to enable them to provide the training at each level of the cascade.

5. Arrangements and Preparations for the Ethics Training Programme Event

The cascaded learning model will involve the organisation of a consecutive series of training events led by trained facilitators at all the key grades. 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 host 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 host 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.

6. Materials for Training Events and Sessions

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

6.1 Pre-event Organisation

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

To be completed when case studies – see Annex 9 - and other training materials are finalised

The following materials, included in Annex 4, should be copied and distributed to participants in advance of the Ethics Train Programme Event:

6.2 Training Materials for Pre-Event Distribution to Participants

- Confirmation of Programme place
- Pre Read Materials

To be completed.

The following materials, included in Annex 5, should be copied and available for distribution to participants at the Ethics Training Programme Event:

6.3 Training Materials for Distribution at the Training Event

- Attendance sheet
- Scenario discussion sheet
- Personal dilemma worksheet
- Participant evaluation sheet
- Facilitator evaluation sheet
- PowerPoint handouts *To be completed - see Annex 9.*
- Scenario 1 *Title to be added. To be completed – see annex 9.*
- Scenario 2 *Title to be added. To be completed – see annex 9..*
- Scenario 3 *Title to be added. To be completed – see annex 9.*
- Scenario 4 *Title to be added. To be completed – see annex 9.*
- Scenario 5 *Title to be added. To be completed – see annex 9.*

The next part will outline the activities required to facilitate the Ethics Training Programme.

Part 6: FACILITATING THE ETHICS TRAINING PROGRAMME

1. Introduction

This part provides guidance and instructions to Facilitators on the roles and responsibilities in the delivery of the Ethics Training Programme

2. Outline/Overview

This part will address the following questions:

- o What is included in the schedule and facilitation plan for the event
- o How do you introduce the event and set the context?
- o How do you introduce and manage the scenario analysis?
- o What you need to cover to introduce each individual scenario?
- o What you need to cover to summarise each individual scenario?
- o How do you conclude the Event?

This part begins with a schedule and facilitation plan Ethics Training Programme Event.

3. Recommended/Required Ethics Training Programme Event Schedule and Facilitation Plan

Below is a draft outline of an Ethics Training Programme Schedule for the facilitator [to be completed following receipt of final versions of the scenarios.

Day 1:AM 09.00 – 12.30		
Start-Time, Time & Technique.	**Activity and Visual (V)**	**Equipment & Materials.**
09.00 Presentation, introduction	**(V#)Welcome.** (V#)Facilitator to introduce himself/herself. Welcome to participants and guest speakers. Outline of purpose of event. Self-Introduction of participants “Housekeeping” announcements and agreement of “groundrules”.	Data projector & PowerPoint.
Presentation, questions/answers and discussions. Buzz groups and feedback	**Introductions and Setting the Context.** (V#)Ethics, its definition and roots The legal framework for public service ethics in Turkey. (V#)The values and guiding principles for public service ethics (V#)The factors influencing public service ethics. (V#)An ethical dilemma	Data projector & PowerPoint. Notepads & flipchart stand/pad
	Break	
10.40	**(V#)Scenario Analysis.**	Data projector

Presentation and questions/answers.	Introduction to the process of discussing and analysing ethical scenarios from a range of perspectives. (V#) Introduction of Scenario 1.	& PowerPoint.
11.00 Discussion groups.	**Scenario 1 Group Discussion**	Notepads & flipchart stand/pad
12.00 Group reports, feedback and summary Feedback.	**Scenario Feedback** (V#)Group reports and general discussion. (V#) Summary of key issues. Debrief on process of scenario analysis.	Flipchart stand/pad. Data projector & PowerPoint.
12.45	Lunch	

Day 1: PM 14.00 – 17.00		
Start-Time, Time & Technique.	**Activity.**	**Equipment & Materials.**
14.00 Presentation and questions/answers.	**(V#)Briefing & Discussion.** Public duty and personal conduct (V#) Introduction of Scenario 2	Data projector & PowerPoint.
14.30 Group discussions.	**Scenario 2 Group Discussion.**	Notepads & flipchart stand/pad
15.15	Break	
15.30 Group reports, feedback and summary Presentation and questions/answers.	**(V#)Scenario 2 Feedback** Group reports, feedback and discussion. (V#)Summary of key issues	Flipchart stand/pad.
16.00 Presentation and questions/answers. Buzz group and Plenary. Presentation.	**(V#)Briefing & Discussion.** Ethical decision-making model. **(V#)Group &General Discussion.** Review of scenario based upon the application of ethical decision-making model (V#)Summary of key issues	Data projector & PowerPoint. Notepads & flipchart stand/pad
17.00	End.	

Day 2: AM 09.00 – 12.30		
Start-Time, Time & Technique.	**Activity.**	**Equipment & Materials.**
09.00 Presentation and questions.	**(V#)Briefing and Discussion** Review of Ethical Decision-Making Criteria. (V#)Introduction of Scenario 3.	Data projector & PowerPoint.
09.30 Group discussions. Presentation and questions.	**Scenario 3 Group Discussion** Group reports, feedback and discussion. (V#)Summary of key issues	Notepads & flipchart stand/pad Data projector & PowerPoint.
10.40	Break	
11.00 Presentation and questions. Plenary	**(V#)Briefing and Discussion** Public service values and standards of conduct. **(V#)General Discussion** Review of Scenario 3 in relation to public service values.	Data projector & PowerPoint.
12.30	Lunch	

Day 2: PM 13.45 – 16.45		
Start-Time, Time & Technique.	**Activity.**	**Equipment & Materials.**
13.45 Plenary	**Scenario 4 General Discussion**	Data projector & PowerPoint. Notepads & flipchart stand/pad
14.30 Presentation and questions.	**(V#)Briefing and Discussion** The components of a public ethics system	Data projector & PowerPoint.
15.00	Break	
15.30 Discussion Groups	**Group discussions.** Building the organisation's ethics system.	Notepads & flipchart stand/pad
16.00 Group reports, feedback and summary	**Feedback from Group Discussions.** Building the organisation's ethics system.	Notepads & flipchart stand/pad

16.30 Presentation and questions.	**(V#) Summary** Ethical issues and future action	Data projector & PowerPoint.

4. Final Preparations Required for the Ethics Training Programme 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, catering staff, representative(s) of host organisation, guest speaker(s).
- Check that all equipment is functioning and open event visuals, projecting slide one on the screen.
- Check the seating arrangements to confirm 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 host organisation as they arrive.

The next section outlines the facilitation activities required for the delivery of the Ethics, a schedule and summary of which were included in the preceding 'Ethics Training Programme Event Schedule and Facilitation Plan' and in relation to the PowerPoint visual provided in Annex 8.

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 host 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.

- 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 service has developed its own traditions and values over many years and is committed to serving its communities but 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.

- 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 Servants.

7. Presenting Ethics Briefing/Discussion Sessions

As you will have seen in the 'Ethics Training 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 are to 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 servants 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 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 and its regulations, policies and procedures and the individual or organisation affected by the decision and perhaps involved in seeking to influence that decision.

- The ethical issues should be discussed from each of these individual perspectives or viewpoints and a consensus reached as the how the decision should be made, based upon weighing the relative merits of the each of these ethical perspectives.

- 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 checklist provided in Annex 2).

- Explain to the whole group about discussion the example given from the individual interests and ethical positions of each of the parties involved in the scenario.

> "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."

- [Optional[2]] read the scenario out loud to the whole group, emphasising the key aspects of the decision to be made.

- 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)

8.3 Facilitate a Scenario Discussion

During group discussion, particularly for the first and second scenarios, 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 it discussions stop or extend the time if all groups need more time. N.B. try and catch up "lost" time as quickly as possible but without unduly rushing the feedback discussion and summary.

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

When the whole group has reconvening, 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 different issues. Note key points raised. (N.B. 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?

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

[2] Another option is to provide the scenario in advance so that participants are familiar with the scenario when they arrive. Facilitators may still read out key points from the scenario.

8.5 The Scenario Presentations

Each scenario should be presented to the same framework approach:

Scenario 1 *Title to be added.*
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.

Scenario 2 *Title to be added.*
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 key issues.

Scenario 3 *Title to be added.*
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 key issues.

Scenario 4 *Title to be added.*
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 key issues.

Scenario 5 *Title to be added.*
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 key issues.

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.

- 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 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 development 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.

➢ 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 host organisation at a pre-arranged time to review the training activities and advise on further training and development.

Part 7: FOLLOWING UP THE ETHICS TRAINING PROGRAMME

1. Introduction

This part provides advice and instructions to the Ethics Training Programme Facilitator on their responsibilities for liaising with the host 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 host 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 Ethics Training Programme Training Event?
- How you provide the feedback to the Council of Ethics?
- What advice should you provide to host 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 Ethics Training Programme training event.

3. Immediate Facilitator Responsibilities

The immediate facilitator responsibilities to be undertaken in liaison with representatives of the host 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. Include in the report, without attribution of the source(s), 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 host 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 host organisation has information on ethics self development activities for managers and for staff, as provided in the Implementation Guide.

4. References

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B. ANNEXES

ANNEX 1: Training Facilitation Techniques

ANNEX 2: Training Facilitation Guidance and Checklists

ANNEX 3: Ethics Training Programme Administration Forms and Checklists

ANNEX 4: Participants' Pre-Read Materials

ANNEX 5: Participants' Training Event Materials

ANNEX 6: Ethics Training Programme Participants' Schedule

ANNEX 7: Ethics Training Programme Schedule and Facilitation Plan

ANNEX 8: Ethics Training Programme Visuals

ANNEX 9: The Case Studies [TO BE PREPARED]

ANNEX 1: Training Facilitation Techniques

1. Training Facilitation Skills: Listening & Questioning Techniques

1.1 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.

1.2 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:

1.2.1 Three-level questioning:

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

Level 2. Eliciting feelings:
"How did you feel about what happened?"

Level 3. Identifying values:
"What did this mean for you as an individual?"

1.2.2 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.

1.2.3 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.

1.2.6 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.

1.2.5 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.

1.2.6 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

1.2.7 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 go along with that?"*
- *"Is there anything that anyone would like to add?"*
- *"Could someone give an example?"*

If it 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 put it back to the group, perhaps supplying some additional information or using another question to enable them to complete the answer.

If it 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.

2. Training 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, 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 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.

3. Using the scenarios – a Viewpoints Worksheet

Before using the scenarios, either through distribution, discussion or use of the PowerPoint – see Annexes 7 and 8 - please use this worksheet to make notes to assist your 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 wrong here? Where has the wrong taken place? Why's it wrong

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 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?

4. Training Facilitation Skills: Providing & Receiving Feedback.

4.1 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

4.2 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.

4.3 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.

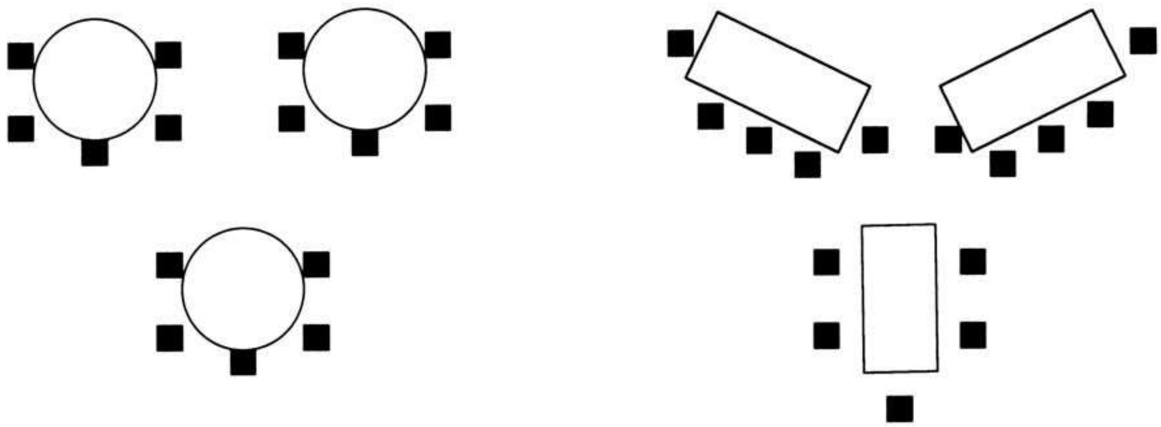
- Avoid making it more difficult for someone to give you feedback. Remember, it is often as hard for someone to give feedback, as it is to receive it. If you react defensively or angrily, they may give up, and you will lose valuable information and insight.

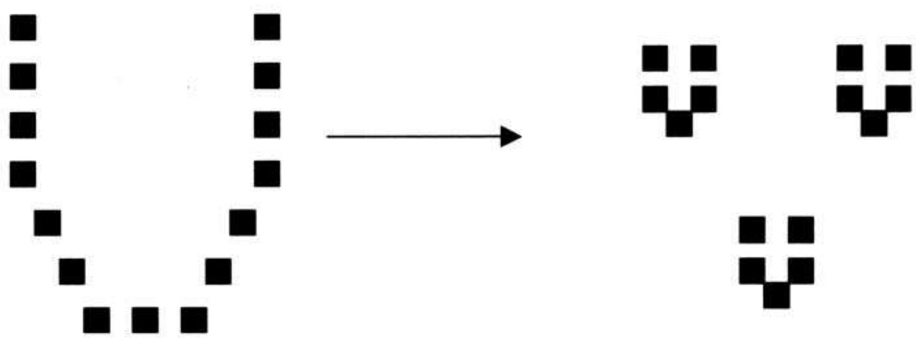
- Receive feedback without directly seeking to justify or defend your actions.

ANNEX 2: Training Facilitation Guidance and Checklists

1. Recommended Room Layouts for Interactive Training Events

The top two diagrams: “café-style” layout using round or rectangular tables. 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 bottom two diagrams show first a layout based on “U” or “horse shoe” arrangement of individual meeting tables used together for general session, which can then be moved, as indicated by the second diagram for group work. This changeable layout should be used when there are only a small number of group sessions.

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 [-]:

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

[+] It support 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

[-] Some participants may not be able to work on their table while viewing presentations.
It fixes people in one group unless specific interventions are made to change group constituencies.
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 for group "breakout" sessions.

[-] If the tables cannot be moved then it constrains group discussions and exercises.
It discourages the mingling of participants.
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.

[-] It does not allow the facilitator to move within the group only behind where each is seated.
It discourages the mingling of participants.
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.

[-] It creates a distance between presenter and participants, reminiscent of school/university
Its physical arrangements discourage interaction and discussion.
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**	
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)………………… (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** **Y / N** **Y / N**	
Will refreshments be provided?	**Y / N**	

Is the location of the toilets signed?	**Y / N**	
Key contacts, Name/Tel. #		

Additional Reminders:

ANNEX 3: Ethics Training Programme Administration Forms and Checklists

1. Ethics Training Event Confirmation Sheet

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 …………….

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 ……………………………………………………………..

Equipment PC/laptop Yes/No

Data Projector	Yes/No
Screen	Yes/No
Flip chart	Yes/No
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:

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:	Telephone #:
Job Title:	Email:
Organisation:	Fax:
Address:	Mobile #:

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 during the event to write down a personal ethical dilemma they are currently facing, have previously faced or are aware of in your workplace.

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

I am confronted in my work by 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 ethics 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

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 workshop? 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.

ANNEX 4: Participants' Pre-Read Materials

ANNEX 5: Participants' Training Event Materials

ANNEX 6: Ethics Training Programme Participants' Schedule

ANNEX 7: Ethics Training Programme Schedule and Facilitation Plan

ANNEX 8: Ethics Training Programme Visuals

ANNEX 9: The Case Studies [TO BE PREPARED]

3. AN IMPLEMENTATION GUIDE FOR PUBLIC SERVICE ORGANISATIONS

Foreword.

Foreword - adapted from Facilitation Guide foreword to confirm implementation guide recipients and their principal roles and responsibilities.

Written and signed by the Chair of the Council

[Possible endorsement from Prime Minister or Deputy Prime Minister]

CONTENTS]

1. Introduction to the Ethics Training Programme

1.1 Introduction

This section provides an introduction to the Implementation Guide by outlining its intended uses, by explaining its position within the 'Council of Ethics for the Public Service' and the 'Ethics for the Prevention of Corruption in Turkey (TYEC)' project, by establishing the guide's relationship to the 'Ethics Training Programme'. Most importantly it introduces your organisation's involvement in the programme.

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

The section begins by providing the background to the Implementation Guide's development.

1.2 Background to the Facilitation 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 the 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 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 the 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 2205. 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 code give the Council of Ethics for the 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 responsibilities focus on three areas of activity: investigation, public awareness raising and prevention.

The work of the Council of Ethics for the Public Service is currently being supported by a Council of Europe funded project 'Ethics for the Prevention of Corruption in Turkey (TYEC) ', which has the overall objective:

"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."

1.3 An Introduction to the Ethics Training Programme

A key component of this project is provided by the development of a training programme of activities and materials designed to support awareness, acceptance and application of the code of ethics for public officials. 'The Ethics Training Programme' is two-day training event designed 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 range 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.

As public servants you face you 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 guiding by the morals of the individual the values of the organisation, employment principles, codes of conduct, standards and other policies.

1.4 Overview of the Components of the Ethics Training Programme

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

This ***Implementation Guide*** helps host organisations, with the guidance of a Programme 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 by providing advice and information on ethics development activities for managers and for other employees.

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 contain a number of case studies or scenarios illustrating the ethical dilemmas that any Turkish public servant 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*** itself is focused on the different viewpoints that may exist within any decision made by a public servant: 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" 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.

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 host 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.

1.5 Overview of the Implementation Guide

The remainder of this Implementation 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 advice on the activities, roles and responsibilities involved in preparing your organisation for the Ethics Training Programme event.

Part 4: provides advice and materials needed to prepare the Ethics Training Programme in order to ensure that it addresses the ethical issues of most concern to your organisation.

Part 5: provides advice on the responsibilities and activities required to consolidate ethical principles and practice both immediately after the training event in follow up activities.

1.6 How the Guide should be used

The Ethics Training Programme will be provided throughout the Turkish Public Service by means of the 'Cascaded Learning Model', which involves senior grades providing training events for their direct reports, who will in turn provide training events for their direct reports, and so on until the ethics training has been cascaded through the entire Ministry or Department.

The top down approach has a number of clear benefits. It sends the message to public servants 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.

The Guide outlines what needs to be done to ensure your organisation's full commitment to, and involvement in, the Programme. It identifies the key responsibilities to be allocated and the main activities to be undertaken, it confirms potential resource implications and the intended organisational outcomes and benefits.

The guide should be used to assist your organisation, in liaison with the Programme Facilitator, see below, in the activities required to ensure the successful organisation, delivery and consolidation of the Ethics Training Programme.

Each Ethics Training Programme event will have its own 'facilitator'. In training the role of 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.

The responsibilities of the facilitator can include: liaising with the host 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 and evaluating the training process and its outcomes.

The next section outlines the place and importance of ethics with public service organisations.

2. Understanding the Importance of Ethics in Your Organisation

2.1 Introduction

This section provides an introduction to the concept of ethical principles, outlines the ethical contract of the Turkish public service, provides an ethical decision-making model i.e. a way of making decisions by taking account of different ethical perspectives, considers the place of ethics within pubic services management and outlines the necessary conditions for building an ethical organisation.

2.2 Understanding 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.

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 Public Officials Ethical Committee.

2.3 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

Step 1: Define the Decision-Making Problem

- Examine the context within which the decision-making problem is occurring. Ask yourself the following questions, the 5 Ws
- 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?

Step 2: Identify and Consider the Stakeholders

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

Step 3: Identify the Underlying Principles, Laws, Regulations and Policies

- 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.

2.4 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 servants 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 servants should, at all times, act with responsibility, with pride and with the highest professional standards. In particular public servants 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.

UN International Code of Conduct for Public Officials 1996.(ref)

I. 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.

Public servants are 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 stems from two inter-related roots: first standards of morality and moral behaviour that reflect and culturally accepted to be right 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, organisational ethics values, social pressures and perhaps also religious convictions.

2.5 Building an Ethical Organisation

An Ethical Organisation describes a value-driven organisation with complete and sound structures and procedures whose activities are conducted with a high degree of honesty.

There are a range of inter-related factors that contribute to the quality of organisations ethics, they are principally:

- The quality of leadership;
- The clarity of organisational purpose;
- Consistency of the organisation’s actions and its treatment of the public;
- Management and operating systems based upon transparency and accountability.

These are considered in turn:

2.5.1 Quality of Leadership

Leadership can be defined as the process of influencing people towards the achievement of organisational aims and objectives. As such leadership plays a key role in management, which is concerned with activities involved in the overall organisational aims and specific objectives, problem-solving, identifying and exploiting opportunities, identifying and mitigating risks and allocating resources.

Leadership underpins the role of management by providing the vision, inspiration, constancy of purpose, innovation and creativity that imbues the organisation with its core values, sense of direction, speed of change and recognition of what constitutes individual performance and organisational success.

Most crucially in terms of a contribution to organisational ethics and integrity the leader should hold the principal concern for the organisation's ethical values and ethical conduct of its members. A leader sets the tone both by the direct example of his or her own behaviour and by the standards that he or she demands from others.

There are different styles of leadership but all are directed at establishing and maintaining the integrity of the organisations underpinning values, management and operating structures, conduct of its staff and overall organisational purpose in support of the achievement of its aims and objectives.

2.5.2 Clarity of Organisational Purpose

Stemming directly from the important role of leadership in setting the tone for and standards of organisational integrity, the clarity of organisational mission also represents a key contributor.

Purpose defines an organisation's overall role answering the question why an organisation exists and what would be the consequences if it did not exist.

A clear sense of organisational purpose acts as fundamental control on what an organisation should and should not do providing direction, establishing priorities and identifying resource needs. For the organisation's members it provides a regulatory measure for conduct, distinguishing between actions and standards of performance that either fit within or sits outside organisational purpose.

2.5.3 Consistency of Acton and Treatment of the Public

Actions and standards of performance in alignment with organisational purpose will only contribute positively to organisational integrity if they are maintained uniformly and consistently across the organisation's administrative services and operational activities.

Management holds the principal responsibility that services to the public are provided to a consistent standard to ensure that individual members of the public do not receive partial, preferential or detrimental treatment.

2.5.4 Management and Operating Systems based upon Transparency and Accountability

The bases for consistency of action and fair treatment of the public is provided by the development and application of standard operating procedures (SOPs) covering all the operational activities and related management control and management information systems.

2.6 Responsibilities for Organisational Ethics and Integrity

The creation and maintenance of organisational ethics and integrity places responsibilities on all levels and areas of an organisation as follows:

2.6.1 Organisational Responsibilities

The organisation's responsibilities are to develop and maintain effective controls to prevent corruption and to ensure that if it does occur it will be detected promptly. If corruption occurs the organisation should be expected to carry out prompt inquiries and if a criminal offence is suspected then the matter should be transferred to the country's police or anti-corruption body. The organisation should take the appropriate legal and/or disciplinary action in all cases where that would be justified; and they should make any necessary changes to systems and procedures to ensure that similar corrupt practices will not happen again. Formal investigations should consider as a matter of course whether there has been a failure of supervision; and appropriate disciplinary action should be taken where supervisory failures have occurred. The Authority and other collaborating agencies should establish systems for recording and subsequently monitoring all discovered cases of corruption.

2.6.2 Line Managers'/Supervisors' Responsibilities

Line managers/supervisors are personally responsible for ensuring that an adequate system of internal control exists within their areas of responsibility and that controls operate effectively. The responsibility for the prevention and detection of corruption therefore rests primarily with senior managers. There is a need for all senior staff to assess the types of risk involved in the operations for which they are responsible; to review and test regularly the control systems for which they are responsible; and to ensure that controls are being complied with, and satisfy themselves that their systems continue to operate effectively.

2.6.3 Staff Responsibilities

Every member of staff has a duty to ensure that public funds and resources are safeguarded. Staff should alert their line manager/supervisor where they believe the opportunity for any form of corruption exists because of poor procedures or lack of effective oversight. In addition it is the responsibility of every member of staff to report details immediately to their line manager or next most senior person if they suspect that corrupt practices have been committed or if they see any suspicious acts or events. Staff should also assist in any investigations by making available all relevant information and by co-operating in interviews, if required.

The next section explains how to prepare your organisation for the Ethics Training Programme.

3. Preparing your Organisation for the Ethics Training Programme Event

3.1 Introduction

This section outlines the activities, and related responsibilities, required to prepare your organisation for the Ethics Training Programme event, which include: assessing your organisation's current level of awareness of and adherence to ethical principles, identifying the key components of your organisation's current 'ethics system'; building commitment to the programme; and ensuring attendance at the training event.

The section starts with a wider examination of organisational change in order to provide a context for understanding how any changes in ethical principles and conduct can be generated.

3.2 Organisational Change

Planned organisational change is a management process initiated either proactively in advance of anticipated pressures for change, e.g. staff training and reorganisation to prepare known changes in regulations and procedures or reactively in response to identified occurrences of change, e.g. revisions in staffing levels and deployment because of a budget cut.

Managing change can be a difficult process and the impact of failures to introduce effective change can also be high both in financial and non-financial terms. The UK's Chartered Institute of Personnel and Development (ref 'Change Management April 2006) has identified and analysed a large number of issues as having negative impact on effective change management. Some of the key themes are identified below, covering organisational issues and individual/group resistance to change.

3.3 Organisational Issues Affecting the Management of Change

Individual change initiatives are not always undertaken as part of a wider coherent change plan, for example through considering linkages between strategy, structure and systems issues. Therefore a change that considers a new structure but fails to establish the need to introduce new systems to support such a structure is less likely to succeed.

Lack of effective project management and programme management processes and related skills can lead to slippages in timings, in achievement of desired outcomes, in ensuring that the projects do deliver as planned.

Insufficient, relevant training, for example in project management, change management skills, leadership skills can all impact negatively on the effectiveness of any change initiative.

Poor communication has been linked to issues surrounding the effectiveness of in achieving effective change in various ways. For example, imposed change can lead to greater employee resistance (see section below also).
Finally, lack of effective leadership has been identified as an inhibitor of effective change.

3.4 Individual/group resistance to change

Resistance to change can be defined as an individual or group engaging in acts to block or disrupt an attempt to introduce change. Resistance itself can take many different forms from subtle undermining of change initiatives, withholding of information to active resistance including various forms of "industrial action."

Resistance to change can be considered along various dimensions:

- individual versus collective
- passive versus active
- direct versus indirect
- behavioural versus verbal or attitudinal
- minor versus major.

Similarly two broad types of resistance can be considered:

- Resistance to the content of change - for example to a specific change in technology, to the introduction of a particular reward system.
- Resistance to the process of change. This concerns the way a change is introduced rather than the object of change per se, for example, management re-structure jobs, without prior consultation of affected employees.

Management need to be aware of these different criteria to ensure they respond appropriately.

Suggested reasons for resistance include: loss of control, shock of new, uncertainty, inconvenience, threat to status, competence fears. It is important to try to diagnose the cause of employee resistance as this will help determine the focus of effort in trying to reduce/remove the issue.

3.5 What can be done to make Change Management more effective?

From the issues raised in the section above, it can be seen that change is complex and there is not a single solution. Further research conducted in 2004 by the Chartered Institute for Personnel and Development (CIPD 2004) encompassing 600 business and public sector organisations has identified the following six factors as critical to the success of re-organisational change:

- **Comprehensiveness of the Approach -** Change must extend across the whole organisation; successful change managers avoid piecemeal attempts but adopt holistic approaches to re-organisation setting them within coherent programmes that fully recognize the implications for the entire organisation.

- **Disciplined Project Management-** Effective project management skills are essential; the management of successful re-organisation programmes requires a range of project management techniques and disciplines.

- **Change Experience and Expertise** Experience of re-organisational change, where members of the change teams have a depth and breadth of relevant experience and expertise.

- **Effective Leadership -** Effective leadership, change champions require key skills in organizational design, managing organisational culture, project management combined with a high degree of political astuteness.
- **Effective Communication -** Extensive communication and consultation with external stakeholders, including representatives of individuals and groups affected by the planned re-organisation.

- **Genuine Employee Involvement - r**e-organisation is dependent not only on people being informed and consulted but also on their responses actually influencing the decisions affecting the re-organisation.

All of these factors will need to be considered in the process of ethical change to be addressed initially by the Ethics Training Programme event.

3.6 Preparing the Organisation for the Ethics Training Programme

It is important that the organisation is prepared to send out a clear signal that it is committed the process of change required to raise ethical standards. The best way to demonstrate this commitment is with a clear acknowledgement of the importance of the Ethics Training Programme by a series of actions initiated by senior management.

3.7 Ethical Change: The Starting Point

The starting point for effecting any ethical change in an organisation is to gain an understanding of its current ethical position. The recommended approach to achieve this understanding to carry out an “ethics/values audit” to assess the current levels of awareness of, and adherence to, ethical principles within your organisation. This need not be a lengthy process but can be based on a discussions among senior managers of current staff attitudes and conduct, a review of staff disciplinary records, internal and public complaints etc.

At the same time as assessing the “evidence” of ethical principles and conduct you should examine the organisational policies, management procedures and practices that constitute your organisation’s “ethics control system” including: mechanisms for promoting awareness of adherence to the ‘Regulation on the Principles of Ethical Behaviour of the Public Officials’; the effectiveness of the Inspection Board and Discipline Board in terms of improving controls and providing punitive and deterrent measures for unethical conduct, the existence and application of internal policies, codes and procedures for guiding and requiring ethical standards

This starting point must be consolidated by the communication of the audit results and using the findings as the basis for internal discussions and generating internal improvements.

In addition the findings should be used to discuss with your Programme Facilitator the key ethical organisational issues that you would expect to be reflected in and raised at the Ethics Training Programme event as considered in the Part 3.

3.8 Gaining Support for the Ethics Training Programme

As identified in the introduction each Ethics Training Programme will have its own facilitator who will liaising with the host organisation for the training, administering the training event, assisting in the adaptation and augmentation of training material delivering the training, following up and consolidating the training event and evaluating the training process and its outcomes.

It is essential that the host organisation designated a Training Liaison Coordinator responsible for cooperating and collaborating with Programme Facilitator in these areas of activity.

In addition both persons should work together to ensure that the organisation is active in its support for the Ethics Training Programme. Here they must seek to ensure that they can demonstrate the support of the most senior people with the organisation and to use evidence of that support, via internal communication, to gain support for the Programme

Once you have decided to implement the Ethics Training Programme and gained top level support, the most important thing is to 'get the message out there' in an engaging and positive way. Explain in direct terms that the events will contribute to organisational success in a time of change where ethical accountability will be a key factor.

3.9 Communicating with your Managers

It is important to notify managers as early as possible of your intentions to provide the Ethics Training Programme and enlist their active support. This communication may include:

- How a values driven organisation is often associated with good management and high performance.
- How the values of the Regulation on the Principles of Ethical Behaviour of the Public Officials will be reflected in the 'Programme.
- What ethics is and how the training event and materials will help employees make ethical decisions
- What are the key parts of the Ethics Training Programme
- Why it is important for your organisation to adopt the Ethics Training Programme
- How it fits in with other organisational initiatives
- What it will involve – for them and for their employees
- What are the next steps that they need to take
- Who to contact for more information or any assistance

In addition, it is important to keep managers informed throughout the process. Notify them when events are scheduled or new initiatives are introduced as part of this process. Invite managers to participate in the event and seek their commitment to help influence desired behaviours both during and after the event.

The method of communication chosen will depend on your organisation's structure, size, available technology and resources and communication protocols and practices. Some possible methods include:

- Email.
- Management newsletter.
- Intranet.
- Management meeting and team briefings.
- Direct telephone calls.

3.10 Other Employees

By communicating early to all other employees you can help to generate a sense of positive anticipation about the Ethics Training Programme. As with managers, the method of communication chosen will depend on the organisation's communication resources, style and structure. Some suggestions are:

- Email (either from the head of the organisation or cascaded through the organisation by managers onto their direct reports).
- Employee newsletter.
- Intranet news.
- Posters in shared areas.
- Messages on and attachments to payslips.
- Desktop screen savers.
- Team meetings.

The content of the communication may be similar to that for managers and include:

- Why an understanding of ethics is important for my organisation.
- How the values, employment principles and code of conduct can guide my decisions.
- How values lived daily contributes to a better working environment for everyone.
- What ethical principles means for me.
- My responsibilities to the Government, community and colleagues.
- How ethics development fits in with any other related organisational initiatives.
- What it will involve and when.
- Who to contact for more information.

3.12 Reinforcing Event Attendance and Acceptance

Remember it is vital to maintain ongoing communication throughout the process for all employees, which includes putting in place 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

The next section outlines what your organisation can do to prepare the Ethics Training Programme to meet the ethical issues it faces.

4. Preparing the Ethics Training Programme for Your Organisation

4.1 Overview of structure and main content areas

[To be added from the Facilitation Guide and Completion of Case Studies]

4.2 Getting to know the Ethics Training Programme Materials

As outlined in the introduction the Ethics Training Programme materials are as follows:

- Implementation guide
- Facilitation guide, including training management checklists and all training material.
- PowerPoint visuals
- An Ethics Reminder leaflet for staff

Host organisations are required to use the training materials in full, in order to provide a consistent approach and standard across the public service. They are however encouraged to provide a small amount of additional material in the form of pre-reading and additions to PowerPoint presentations to provide information on the organisation's own ethics related policies and procedures, e.g. organisational code of conduct etc.

It is important that all arrangements and decisions are agreed by both the Training Liaison Coordinator and Programme Facilitator, see below) to enable additional materials to made available as required to all participants and to ensure that additional visuals and related information can be accommodated in the event timetable.

4.3 Areas for Liaison with the Host Organisation and the Programme Facilitator

The key areas to be covered within the communication and liaison between the host organisation and the Programme Facilitator include:

- Meetings with head of the organisation to introduce the programme, confirm commitment, planned activities and to designate responsibilities
- Selecting scenarios and/or augmenting the training materials [V4/5 customising]
- Scheduling of programme(s).
- Venue, facilities, equipment, seating arrangements, staffing and services [V6 planning activities]
- Invitations, acknowledgements/reminders to participants.
- Copying of training materials.
- Distribution of pre-event training materials.
- Distribution of materials at the event.
- Arrangements for event support services.
- Monitoring and evaluation for the event and arrangement for follow up evaluation.
- Scheduled post event meeting with head of the organisation to discuss and agree activities for consolidating the training.

The next section will outline the activities and related responsibilities required to build on the training event in order to generate and sustain an ethical culture within the organisation.

5. Sustaining Ethics

5.2 Immediately after the Training

The senior manager should act as soon as possible after the training event to work to sustain the momentum. The responsibilities and activities in liaison with the training event facilitator include:

- Jointly review and discuss training event evaluations/evaluation report and agree revisions as necessary to future training events.
- Jointly review, without identified source(s), any ethical issues raised at the training event that relate directly to the management and operation of the organisation.
- Discuss the 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.
- Ensure that the host organisation has information on ethics self development activities for managers and for staff, as provided in the Implementation Guide.
- Initiate the management action required to examine the ethical problems raised and their implications for management systems, procedures, practices and operational activities.

5.2 Supporting Activities for the Longer Term

The ethics training event is an effective mechanism for raising awareness about the public sector values and principles. However awareness alone will not sustain an ethical culture. The following are some supporting activities you might consider trying in your organisation to sustain interest in ethics:

5.2.1 Incorporation of an ethics dimension into existing in-service programmes

Incorporating ethical issues into other in-service development programs helps to reinforce the message that the values and employment principles are the cornerstone of behaviour in the Victorian public sector. For example, sections of the training event can become a module within existing programmes, such as for new managers, graduates or during induction. The message can also be reinforced by adopting some of the activities considered here.

5.2.2 Building a performance management culture

Ideally the development of an ethical culture should be linked to career structures through individual progression criteria and performance management discussions. For example, performance reviews and career management discussions provide an ideal opportunity to link the ethical values and principles to the annual appraisal of performance and conduct in relation to objectives.

5.2.3 Ethics champions

It is now well accepted that organisational change programmes succeed to a greater degree when there is 'human intervention' by a group of advocates. We recommend that your organisation identify a number of internal advocates for intensive development around the values and principles. These people will then act as ethics champions throughout the organisation. They will answer questions from their team, raise issues in team meetings, the staff kitchen and corridor conversations, use the values and principles explicitly to make decisions, and demonstrate the highest ethical standards. These champions can act as mentors for colleagues and stimulate their interest in any ethics development that may be taking place. Ideally, these advocates will be volunteers drawn from all levels and functions within the organisation rather than only from, for example, HR functions or the new graduate intake.

5.2.4 Top level commitment

An organisation's senior grades set the tone from the top. They can pledge to 'live the values' on a daily basis and hence nurture and sustain an ethical culture. By having this pledge signed by all members of the top level grades and distributed to all employees, the organisation can give a clear indication of the direction in which it wishes to move.

5.3 Continuing Communication

One of the most important things an organisation can do to nurture and sustain an ethical culture is to raise the values and principles to the forefront of organisational consciousness. This occurs through continuing communication at all levels of an organisation. While there are many ways in which the values and principles can be communicated, here are some suggestions:

5.3.1 Decision-making

When employees know that managers support ethics they are more likely to make an effort to understand and apply the public sector values and principles. Unfortunately, many managers don't make a conscious effort to have discussions about ethics with their employees. By adding an extra question to their everyday decision making framework, managers will encourage employees to understand the importance of ethics.
For example, when discussing a decision with employees, they could ask: 'Are there any ethical issues we could be considering here?' or 'What would the values or principles have us do?'

5.3.2 Team discussions

Another way of keeping ethics on the agenda is to ask individual teams to discuss an ethical scenario as part of a regular team meeting. Managers could present their teams with a bank of scenarios from which to choose one to debate. The debate may only last 10 minutes, but as a regular occurrence it will serve to highlight some of the ethical assumptions that employees make and the difference between personal and organisational values.

5.3.3 Newsletter

Regular communication in an organisational newsletter is also an important way of keeping ethics at the forefront of employees' minds. We suggest mentioning ethics regularly in your existing newsletters and on your website. The mention may be anything from an ethics cartoon or story, a discussion of an ethical scenario or a reminder of one of the values or principles and how it might be applied.

5.4 Other mechanisms and activities

Depending on the availability of time and resources you may be able to make use of other means of communication and the organisation of special events including:

5.4.1 Ethics advice line

Ethics advice lines are a key feature of best practice ethics programs. They encourage an ethical culture by providing employees, who are currently experiencing an ethical dilemma, a source of advice and support. An ethics champion, someone with good interpersonal skills and knowledge of ethical problem solving and public sector values, principles, policies and procedures could be responsible for answering calls to an ethics advice line. The ethics champion could also act as an advocate for managing the organisation's ethical dimension on a long-term basis. The advice line can be widely promoted within the organisation, as well as providing employees with information about what will occur once they make a report or a request to the advice line.

5.4.2 Ethics awareness days

You may like to draw particular attention to the importance of 'living the values' to demonstrate ethical behaviour in your organisation through a focused day or week. This may include discussion sessions on ethical scenarios, a top level manager addressing to the entire organisation at morning tea, ethics logos on mouse mats, pads, or pens etc) distributed throughout the organisation and any other creative ways you can think of to
'get the message out there'. Alternatively, you may like to make it a policy that every management planning event or learning session includes an ethical component.

5.5 Longer-term initiatives

Developing an ethical culture or environment within an organisation takes time and commitment. These will only be achieved through a longer-term strategy whose components may include:

5.5.1 Community of practice

In the longer-term a community of practice can be established with practitioners from throughout the Turkish public sector. Members can encourage the use the Ethics Training Programme materials in their organisation and can contribute ideas and practical tips to assist each other in the process.

5.5.2 Post implementation survey

One year after introduction of the ethics training event, we recommend that the organisation reviews reactions to the various components of the program as well as their perceived effectiveness. Adjustments can then be made as required.

In addition we recommend that you encourage managers and staff to incorporate an ethical concern into their individual professional and personal development as follows:

5.6 Ethics Development for Managers

Leading or supervising a group of other people in a Ministry, Governorate, department or section is an important responsibility. Effective leaders make a significant difference to their organisations and staff and of course to the communities they serve. Effective management is essential to building high standards of individual and organisational performance and ethical conduct.

Managers should fulfil their role ethically by:

- Acting in the public interest at all times.
- Demonstrating exemplary standards of honesty, fairness, respect and diligence.
- Ensuring that all members of their organisation conduct their professional activities to the same standards.

Managers should therefore reflect on their strengths and weaknesses and seek to improve their skills and knowledge in relation to:

5.6.1 Managing the organisation and its activities

- How they communicate the organisation’s overall purpose, key objectives and values to all staff members.
- How they create a positive working environment where behavioural expectations are made clear to all and any transgressions are detected and corrected.
- How they accept responsibility for the activities of their organisation.

5.6.3 Managing people

- How they choose staff for posts and assignments based upon past merit, current conduct and development potential.
- How fairly and objectively they treat their staff.
- How fairly and quickly they resolve issues and disputes

5.6.3 Managing themselves

- How fully and consistently they personally exemplify the values that they require others to follow.
- How fully and consistently they demonstrate trustworthiness, equity and objectivity.

- How fully they maintain exemplary standards of effectiveness and efficiency in their own work.

5.7 Ethics Development for All Employees

Following and contributing to high ethical standards in a public service organisation is an important responsibility for all employees. This responsibility needs to be met by doing their job properly, following the rules and procedures and where you have areas of personal authority and discretion ensuring that their actions are fair and honest and decisions are impartial and consistent.

Employees should fulfil their professional role ethically by:

- Working at all times in the public interest.
- Following the Regulations for public officials.
- Taking responsibility for their own conduct and its consequences.
- Modelling their professional conduct and public behaviour on the conditions of the 'Ethical contract.'
- Working efficiently and achieving your performance objectives.
- Being open in their communication with managers and other colleagues.
- Challenging colleagues whose conduct does not follow the organisation's values and ethical principles.

All employees should therefore reflect on their strengths and weaknesses and seek to improve their skills and knowledge in relation to:

5.7.1 Managing their work

- How they contribute to a positive workplace by demonstrating high ethical standards at all times.
- How they establish with their supervisor performance objectives and work plans.
- How fully they try to take account of the views of their colleagues, their organisation and its wider community.
- How fully they accept responsibility for their decisions and actions.

5.7.2 Working with colleagues

- How you show genuine respect for others.
- How fairly they treat people.
- How fully they involve other staff in decisions whenever possible.
- How fully they acknowledge the good work of their colleagues.
- How willing they are to speak out when others are not treated fairly or with respect.

5.7.3 Managing themselves

- How fully and consistently they personally exemplify the values that required by the organisation.
- How fully and consistently they demonstrate trustworthiness, equity and objectivity.
- How fully they maintain exemplary standards of effectiveness and efficiency in their own work.

5.8 Keeping Ethics in the Forefront

For any organisation talking openly about ethics is a sign of a healthy organisational and management cultures. It is important to ensure that the organisation builds upon the momentum and commitment generated by its preparation for, presentation of and follow up to the Ethics training even

Keep ethics on the management agenda by:

- Continuing to raise and debate ethical principles and issues of conduct.
- Inducting new recruits with ethics awareness training.
- Recognising conduct that demonstrates high ethical standards.
- Providing support mechanisms for staff facing ethical problems.
- Building ethical standards into job descriptions, codes of conduct and performance management systems.

6. References

CIPD (2004) ‘Reorganising for success. A survey of HR’s role in change.’ CIPD: London.

United Nations (1996) ‘International Code of Conduct for Public Officials’ 1996.
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4. THE POCKET GUIDE FOR PUBLIC OFFICIALS

THE POCKET GUIDE FOR ALL PUBLIC OFFICIALS

1.
Cover Section:

Ethics at Work.

Guidance for Public Officials.

2.
Understanding the Importance of Ethics.

A public office is a position of trust that incorporates a duty to act in the public interest. To fulfil this public trust requires officials to carry out their duties and functions, efficiently, effectively and with integrity, which means following a set of moral or ethical principles.

Ethics itself 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 in pursuit of fairness.

As a public official you will sometimes face a difficult decision in your job and you need both to know and fully understand the rules and which govern your actions and also how to apply your own decision-making powers fairly and consistently.

This guide is intended to provide the starting point for this understanding of your duties and responsibilities. It outlines the legal foundations for your work as a public official and also explains the values that they represent in the protection of public trust.

In Turkey public officials are guided by ethical principles and values established by laws and regulations. They are intended to establish the standards to be followed for public service and to guide the sometimes difficult decisions that public officials have to make the use of public finances and resources.

3**.**
Ethics in the Law.

As a public official you are subject to Law No. 25785 'Regulation on the Principles of Ethical Behaviour of Public Officials', which 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.

The Regulation 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 objective of this Regulation is to establish an ethical culture in the public service, to determine the principles of ethical behaviour to be followed by public officials in the conduct of their duties, to assist them to display behaviours in accordance with these principles and to raise the confidence of the community in the public administration.

4.
Your Ethical Contract.

As a public official you have **pledged:**

- 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 Public Officials Ethical Committee.

Your Ethical Responsibilities.

In practice this means that you must:

- Work at all times in the public interest.
- Demonstrate exemplary standards of honesty, fairness, respect and diligence.
- Take responsibility for your own conduct and its consequences.
- Challenge other public officials whose conduct does not meet the requirements of the 'Ethical Contract.'

5.
Doing your Job *Ethically* means:

When managing your own work:
Follow high ethical standards at all times.
Establish with your supervisor clear objectives and plans.
Take account of the views of colleagues, your organisation and its wider community.
Accept responsibility for your decisions and actions.

When working with colleagues:
Show genuine respect for others.
Treat people fairly.
Involve other staff in decisions whenever possible.
Acknowledge the good work of their colleagues.
Speak out when others are not treated fairly or with respect.

When managing themselves.
Keep to the values required by your organisation.
Demonstrate trustworthiness, equity and objectivity.
Maintain the highest possible standards of effectiveness and efficiency in your own work.

For advice with an ethical problem in your job you should speak to a trusted senior colleague.

6.
Managing People *Ethically* means*.*

When managing the organisation and its activities.
Communicate the organisation's overall purpose, key objectives and values to all staff members.
Create a positive working environment where behavioural expectations are made clear to all and any transgressions are detected and corrected.
Accept full responsibility for the activities of your organisation.

When managing people.
Choose staff for posts and assignments based upon proven merit, current conduct and development potential.
Treat all staff fairly and objectively. .
Resolve issues and disputes fairly and quickly

When managing yourself.
Personally exemplify the values that you require others to follow.
Demonstrate trustworthiness, equity and objectivity fully and consistently.
Maintain exemplary standards of effectiveness and efficiency in your own work.

For advice with an ethical problem in managing people you should speak to a trusted colleague.

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