Illustration:
The Effects of Good Government
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LEADERSHIP ACADEMY PROGRAMME

HUMAN RESOURCES AND LEADERSHIP

TOOLKIT | The LAP is an interactive training programme for public authorities to develop leadership for organisations, for strategy and for capacity-building. | Council of Europe
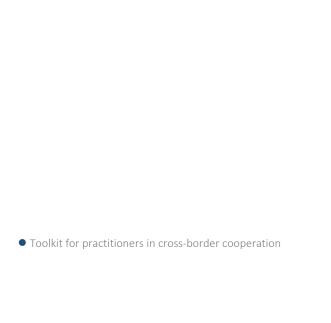
Centre of Expertise for Good Governance | 2020

**CENTRE OF EXPERTISE
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LEADERSHIP ACADEMY PROGRAMME

Guide for trainers

Council of Europe

CENTRE OF EXPERTISE

FOR GOOD GOVERNANCE

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*Guides for trainers for the new modules 25-28 are incorporated directly into the modules

STAGE 1

1 MODULE 1 – GOOD LOCAL GOVERNANCE (115 MINUTES)

1.1 INTRODUCTION (15 MINUTES)

- The 12 Principles are introduced as a tool that can be used to monitor standards and improve performance.

1.2 GROUP EXERCISE 1 – IDENTIFYING CORE CHALLENGES IN IMPLEMENTING THE 12 PRINCIPLES (30 MINUTES)

- Participants work in small groups (3-4 people per group) to identify the core challenges in implementing the 12 Principles in their organisations.
    - *Trainers facilitate a group brainstorming activity, asking groups to elaborate e few post-it with challenges for each Principle (where relevant);*
    - *Trainers prepare 12 posters (1 for each principle) on the wall, where participants post their post-it, while explaining them briefly in a plenary session.*

1.3 FEEDBACK AND DISCUSSION 1 (15 MINUTES)

- Participants are facilitated into a feedback session on the identified challenges in order to cluster them in thematic group per principle.
    - *Trainers facilitate discussion and cluster post-its according to participants' inputs;*
    - *Trainers summarise discussion outcomes possibly with 1-2 post-it(s) representing the key challenge(s) for the*

participants as a whole on each principle.

1.4 GROUP EXERCISE 2 (30 MINUTES) – IDENTIFYING KEY ACTIONS TO OVERCOME THE IDENTIFIED CHALLENGES ON THE 12 PRINCIPLES

- Participants work in groups to identify key actions that their organisations should deliver to overcome the challenges and implement the 12 Principles more effectively.
    - *Trainers facilitate a group brainstorming activity, asking groups to elaborate e few post-it with key action on one challenge/Principle of their choice;*
    - *Trainers invite participants to post their post-it, while explaining them briefly in a plenary session.*

1.5 FEEDBACK AND DISCUSSION 2 (15 MINUTES)

- Participants are facilitated into a feedback session on the identified key actions.
    - *The posters are to be used as a canvas throughout the whole training;*
    - *Participants are invited to consider posters as the basis for their action plan that will give effect to their learning from the Leadership Academy.*

2 MODULE 2 – UNDERSTANDING LEADERSHIP (145 MINUTES)

2.1 INTERACTIVE INTRODUCTION (30 MINUTES)

- The concept of 'authority' is explained to participants;
- Participants interact on their perception on authority;
  - *Trainers encourage participants to write on post-it the images that the word 'authority' evokes in their mind;*
  - *Trainers ask participants to explain briefly their post-it to group.*
- Participants identify their perceived differences between leadership and management practices.
  - *Trainers ask participants to fill in the "Management or Leadership" Exercise table and to share with the group their "mistakes".*

2.2 GROUP EXERCISE 1 - IDENTIFYING LEADERSHIP FEATURES IN DAILY PRACTICES (40 MINUTES)

- The LAP approach on leadership as "situational/flexible" is introduced to participants.
  - *Trainers introduce the idea that there are different approaches to leadership according to different needs;*
  - *Trainers challenge the participants to think about the way their organisations work and identify (in groups of 3-4 people) elements of leadership in their daily practices, asking them to write their insights on post-it.*

2.3 FEEDBACK SESSION 1 (15 MINUTES)

- Participants are facilitated into a feedback session.
  - *Trainers collect post-it on one poster and encourage comments from the whole group.*

2.4 GROUP EXERCISE 2 - IDENTIFYING LEADERSHIP STYLES TO OVERCOME DAY-TO-DAY CHALLENGES (40 MINUTES)

- Participants identify (in groups of 3-4 people) situations within their organisations where a specific leadership style would be useful to overcome a challenge.
  - *Trainers ask participants to debate on the possible implementation of one or more leadership styles presented in their day-to-day activity;*
  - *Trainers facilitate a plenary session for the sharing of all instances.*

2.5 INDIVIDUAL EXERCISE – SELF-ASSESSMENT "THE SKILLS OF A LOCAL LEADER FOR GOOD GOVERNANCE" (10 MINUTES)

- Participants fill-in individually the Self-Assessment Questionnaire.

3 MODULE 3 – LEADERSHIP BENCHMARK (120 MINUTES)

3.1 INTERACTIVE INTRODUCTION (20 MINUTES)

- Participants are introduced to the meaning of benchmarking and to this particular Leadership Benchmark.
- Participants are prompted to identify the 3 roles and the 9 competences.
- Participants are introduced to peer interviewing.

3.2 GROUP WORK (40 MINUTES)

- Participants are divided into groups of 3 for an interview role-play. The interviewee represents a Mayor; there should be 2 interviewers – these are senior colleagues invited by the Mayor from other municipalities.
- Each group will be allocated a competence.
- The interviewers should make an assessment of the level of current performance in that competence by seeking evidence through questioning the Mayor and preparing a short report (i.e. notes)
  - *Trainers divide participants into groups and set the role-play scenario: The interviewers have been asked by the Mayor to help him/her identify his/her strengths and weaknesses in*

the competence and agree action for improvement.

3.3 FEEDBACK AND DISCUSSION (60 MINUTES)

- Participants are facilitated into a feedback session.
  - *Trainers facilitate a discussion where each group will be asked 4 questions that will dictate the feedback:*
    - *What did the interviewers think was the level of performance at which the municipality was currently operating in the selected competence?*
    - *What evidence did the interviewers use to determine that level? Does the Mayor agree?*
    - *What improvement actions would the interviewers recommend to the Mayor so that the municipality can move towards level 5/6?*
    - *What was the Mayor's assessment of the process? Did the interviewers ask penetrating questions? Did he/she learn to see issues from a new perspective? Was the Mayor defensive? Was he/she honest in responding?*

4 MODULE 4 – LEADERSHIP VALUES (125 MINUTES)

4.1 INTERACTIVE INTRODUCTION (15 MINUTES)

- Participants are invited to think about a leader-figure, and characterise it with adjectives that qualify him/her as a leader in their eyes
  - *Trainers ask participants to work individually and note down some main traits/adjectives they associate with the chosen leader;*
  - *Trainers ask participants to share their insights briefly in the plenary session and facilitate a debate.*

4.2 GROUP EXERCISE 1 – VALUE-DRIVEN ORGANISATION BEHAVIOUR (30 MINUTES)

- Participants are divided in groups (3-4 people) and invited to fill in the table in Section 5.1 ("Value-driven organisation behaviour")
  - *Trainers ask participants to work in groups and fill in the table;*
  - *Trainers ask each group to present their tables at the end of the exercise and facilitate their debate.*

4.3 GROUP EXERCISE 2 – LINKING VALUES TO 12 PRINCIPLES (30 MINUTES)

- Participants are divided in groups (3-4 people) and work to identify connections between identified values and the 12 Principles of Good Governance
  - *Trainers invite participants to write the identified values on post-it and then to post them on the corresponding principle on the table in Section 5.2 ("12 Principles of Good Governance)*
  - *Trainers facilitate a plenary session where representatives of each group share their work.*

4.4 INDIVIDUAL EXERCISE – VALUE-DRIVEN ORGANISATION ASSUMPTIONS - CONTEXTUALIZATION (50 MINUTES)

- Participants work individually in filling in the table in Section 5.3 – following instructions.
  - *Trainers facilitate a plenary session where participants share briefly some insights of their work.*

5 MODULE 5 – SELF-AWARENESS AND GROUP EMPOWERMENT (140 MINUTES)

5.1 INTERACTIVE INTRODUCTION (20 MINUTES)

- Participants are introduced to the concept of self-mastery;
- Participants are asked to work in small groups (3-4 people) to identify traits of self-mastery.
  - *Trainers ask participants to work in groups, writing down the traits that according to them define self-mastery;*
  - *Trainers facilitate a feedback session with participants on their insights and take notes on post-it or flip chart.*

5.2 INDIVIDUAL EXERCISE 1 – SELF-ASSESSMENT OF PEOPLE- TASK ORIENTATION (30 MINUTES)

- Participants work individually in identifying own people-task orientation.
  - *Trainers give space to participants for individual work and explain scoring methodology, as well as the way to read results;*
  - *Trainers ask participants (if willing to do so) to share insights gained from this exercise.*

5.3 GROUP EXERCISE 1 – OBSTACLES TO SELF-MASTERY (30 MINUTES)

- Participants work in groups (3-4 people) to identify potential obstacles to self-mastery

  - *Trainers ask participants to work in groups to fill in Section 5.2 Table;*
  - *Trainers facilitate debate on exercise results in a plenary session;*
  - *Trainers can use table in section 5.2.1 to support debate session.*

5.4 GROUP EXERCISE 2 – LIMITING BELIEFS (30 MINUTES)

- Participants work in groups (3-4 people) to identify behaviours connected to limiting beliefs within a team.
  - *Trainers ask participants to work in groups to fill in Section 5.3 Table;*
  - *Trainers facilitate debate on exercise results in a plenary session;*
  - *Trainers can use table in section 5.3.1 to support debate session.*

5.5 INDIVIDUAL EXERCISE 2 – ATTITUDE TOWARDS TEAM WORKING (30 MINUTES)

- Participants work individually in identifying own attitude towards team working.
  - *Trainers give space to participants for individual work;*
  - *Trainers ask participants (if willing to do so) to share insights gained from this exercise.*

6 MODULE 6 – LEADERSHIP MIND-SETS FOR TEAM WORKING (180 MINUTES)

6.1 INTERACTIVE INTRODUCTION (20 MINUTES)

- Participants are introduced to the concepts of "static" and "growth-oriented" mind-sets;
- Participants then work in groups (3-4 people) to identify attitudes/behaviours related to people working in a "static mind-set" and in a "growth oriented mind-set" organisation.
  - *Trainers ask participants to work in groups to fill in Section 5.1 Table "Static – Growth oriented attitudes"*
  - *Trainers facilitate a round of sharing of insight from each group within a plenary session.*

6.2 GROUP EXERCISE 1 – THE CHALLENGE OF TEAM WORKING (60 MINUTES)

- Participants in their group assess their own performance as a group during the interactive introduction.
  - *Trainers ask participants to work in the same group, identifying what worked in their team working effort, and what could be improved;*
  - *Trainers ask participants groups to identify the elements that define a successful team;*
  - *Trainers encourage groups to share their insights in a plenary session.*
- Participants work in groups to identify consequences and solutions of obstacles that might arise when working in a team.
  - *Trainers ask participants to fill in Section 5.2 Table "The challenge of team working";*
  - *Trainers facilitate debate within a plenary session on the exercise outcomes;*

  - *If groups find it difficult to identify consequences/solutions, trainers can use as a support Section 5.2.1 Table.*

6.3 INDIVIDUAL EXERCISE – ASSESSMENT OF TEAM WORKING IN YOUR OWN ORGANISATION (40 MINUTES)

- Participants work individually to assess a team working experience in their own organisation.
  - *Trainers ask participants to work individually in filling in Section 5.3 table and calculating the scores;*
  - *Trainers encourage participants to share in a plenary session their main insights on the performed assessment. Trainers can summarise insights on a flipchart or on post-it.*

6.4 GROUP EXERCISE 2 – ENHANCING EQ FOR IMPROVING PERFORMANCE IN TEAMS (60 MINUTES)

- Participants are introduced to the concept of emotional intelligence (EQ);
- Participants work in groups (3-4 people) to identify positive effects that EQ competences have on team performances, as well actions/practices that could be used to develop/enhance such competences.

  - *Trainers ask participants to fill in Section 5.4 table (working in groups);*
  - *Trainers ask group representatives to share the results of their work within a plenary session;*
  - *Trainers can use section 5.4.1 Table as a support for the feedback session.*

7 MODULE 7 - IDENTIFYING PERSONAL LEADERSHIP STYLE (90 MINUTES)

7.1 INTERACTIVE INTRODUCTION (20 MINUTES)

- Participants are asked to work in small groups (3-4 people) to identify characterising traits of self-awareness.
  - o *Trainers ask participants to identify traits of self-awareness;*
  - o *Trainers ask group representatives to briefly summarise group insights in a plenary session; They can note down relevant inputs form the groups on a flipchart.*

7.2 INDIVIDUAL EXERCISE – (20 MINUTES)

- Participants individually fill in the Section 5.1 survey.
  - o *Trainers introduce the survey;*
  - o *Trainers facilitate a plenary session where insights are shared by participants (if willing to do so).*

7.3 GROUP EXERCISE 1 (40 MINUTES)

- Participants are introduced to the different leadership styles.

- Participants work in small groups (3-4 people) to fill in Section 5.2 Table.
  - o *Trainers facilitate debate in the plenary session, asking each group to describe the characteristics identified for 1 or 2 styles (depending on the number of groups);*
  - o *Trainers encourage feedback and insights from other groups on each style described.*

7.4 GROUP EXERCISE 2 (30 MINUTES)

- Participants work in pairs to support each other in recognising more 'natural' leadership styles for each of them, according to the results of survey, the information they share and on the knowledge they have of each other.
  - o *Trainers encourage a final debate in a plenary session for those who would like to share their insights and supports those who had difficulties in identifying a preferred leadership style.*

8 MODULE 8 – GROUP COMMUNICATION SKILLS (210 MINUTES)

8.1 INTERACTIVE INTRODUCTION (40 MINUTES)

- Participants work in pairs, talking to each other in turns (3 min. each), about any topic of their choice;
- Participants are introduced to the concept and practice of active listening and to the importance to pay attention not only to words but also to tone of voice and body language;
- Participants gather back in their couples and try to do the same exercise applying the principles of active listening;
  - *Trainers let participants talk to each other freely, making sure to keep the time of the 3 min. per person within pairs;*
  - *Trainers describe the characteristics and show examples of active listening;*
  - *Trainers ask participants to gather back in their pairs and repeat the experience with active listening principles in mind. Trainers ask participants to identify what has changed between the first round (free) and the second round (with active listening). They also ask participants to think about the main difficulties encountered in applying active listening;*
  - *Trainers facilitate a plenary session where participants share their insights.*

8.2 GROUP EXERCISE 1 – ROLE PLAY (60 MINUTES)

- Participants are introduced to the concept of group dynamics and their relevance to foster the achievement of a goal or to contribute to its failure;
- Participants are divided in groups (of 11 persons, according to the number of participants, of which 9 are characters of the role play and 2 are observers) and prepare

a role play, according to instructions received;
- Observer participants are asked to take notes on:
  - Which character dominated the discussion? Which one was less impacting?
  - What were the declared goals and possible hidden goals of each character?
  - In what ways was the interaction itself encouraged / impeded?
  - To what degree was the discussion successful to reach an agreement?
  - *Trainers explain the role play exercise to participants and distribute Section 5.1 handouts: they stress the importance for participants not to act according to their own ideas/emotions, but following instructions given for each character;*
  - *Trainers facilitate a feedback session and the end of role plays, following guiding questions given to observer participants, and encouraging debate on lessons learned on group dynamics and positive and negative behaviours in the pursue of an agreement.*

8.3 INDIVIDUAL EXERCISE – ASSERTIVENESS (20 MINUTES)

- Participants are asked to work individually on the assertiveness self-assessment.
  - *Trainers hand out Section 5.2 handout to participants to fill in individually;*
  - *Trainers facilitate a feedback round within a plenary session if participants are willing to share their insights.*

8.4 GROUP EXERCISE 2 - (30 MINUTES)

- Participants are introduced to the different strategies for managing conflict within a group;

- Participants are asked to identify strengths and weakness of each strategy, working in small groups (3-4 people).

  o *Trainers introduce the strategies;*
  o *Trainers facilitate a plenary session in which participants share their insights for group work.*

8.5 GROUP EXERCISE 3 - (60 MINUTES)

- Participants work in small groups to fill in Section 5.3 tables, imagining examples in

which the use of a certain strategy might be useful/successful. They can draw examples from their work experience or invent realistic situations where each strategy might apply.

  o *Trainers hand out materials to participants;*
  o *Trainers facilitate a feedback session on exercise's insights.*

9 MODULE 9 - DEVELOPING LEADERSHIP IN A LANDSCAPES PERSPECTIVE (105 MINUTES)

9.1 INTERACTIVE INTRODUCTION (15 MINUTES)

- Participants are guided through the key concepts presented in Stage 1 on organisational leadership;
  - o *Trainers facilitate a discussion over the key concepts presented in Stage 1, delivering a participated summary leading up to a share definition and understanding of organisational leadership.*
- Participants are introduced to the Different Leadership Landscape approach and integrative thinking.
  - o *Trainers introduce these concepts and illustrate the 6 Landscapes graphs focusing on the 4 elements constituting each landscape and their interrelations.*

9.2 GROUP EXERCISE – DIFFERENT LEADERSHIP LANDSCAPE APPROACH (30 MINUTES)

- Participants are invited to consider key challenges in their organisations within a Different Leadership Landscape approach, by using Section 5.1 Table.
  - o *Trainers divide participants in 3/4 groups and invite each group to identify a key challenge which their organisation face (1 shared challenge for each group);*
  - o *After 5 minutes, trainers ask each group to briefly explain the chose challenge;*
  - o *Trainers guide each group in considering the challenge from the perspective of at least two of presented landscapes. The following guiding questions can be proposed to the group:*

- ▪ What stands out for me? Does anything surprise or puzzle me?
- ▪ What landscape am I most aware of? Where do I focus most of my time? Are there related issues in other landscapes?
- ▪ What happens if I focus on another landscape? Does this shed new light?
  - o *After 20 minutes, trainers ask each group to report their insights in a plenary session.*

9.3 FEEDBACK AND DISCUSSION 1 (20 MINUTES)

- In a plenary session, connections between the different landscapes and a set of priorities for tackling the challenge are jointly identified.
  - o *Trainers guide and facilitate discussion;*
  - o *Trainers can summarise insights on a flipchart or on post-it.*

9.4 PAIRS-EXERCISE – SELF-ASSESSMENT "THE SKILLS OF A LOCAL LEADER FOR GOOD GOVERNANCE" (20 MINUTES)

- Participants fill-in in pairs the Self-Assessment Questionnaire in Section 5.2.

9.5 FEEDBACK AND DISCUSSION 2 (20 MINUTES)

- In a final plenary session, participants are invited to share differences in answer to the questionnaire as compared to those collected in Module 2.
  - o *Trainers guide and facilitate discussion.*

STAGE 2

10 MODULE 10 – ORGANISATION CULTURE (120 MINUTES)

10.1 INTERACTIVE INTRODUCTION

- The nature of organisation culture is explained to participants;
- Participants can each write a definition on a post-it note.
  - o *Trainers refer to the image of 'organisation iceberg' [please note this would need to be in the accompanying PowerPoint slides] and to the attachment below 'Reading the Organisation Culture';*
  - o *Trainers draw out personal stories that illustrate the nature and power of organisation culture.*

10.2 GROUP EXERCISE 1 – READING THE ORGANISATION CULTURE

- Participants (in groups of 2/3 people) identify how one organisation has its culture shaped.
  - o *Trainers ask participants to fill in Section 5.1 Table;*
  - o *Trainers facilitate debate within a plenary session on the exercise outcomes.*

10.3 GROUP EXERCISE 2 – DIMENSIONS OF AN ORGANISATIONAL CULTURE

- Participants (in groups of 2/3 people) should rank, on a sliding scale, the various dimensions that contribute to organisational culture.
  - o *Trainers ask participants to fill in Section 5.2 Table, following the instructions;*
  - o *Trainers facilitate a feedback session on the exercise outcomes.*

10.4 GROUP EXERCISE 3 – IMPROVING AN ORGANISATION'S CULTURE

- Building on from exercise 2, each group should identify 1-2 cultural obstacles to good performance in the selected organisation.
  - o *Trainers ask participants to complete Section 5.3 Table, on the causes and consequences of the obstacle and the action to be taken to overcome it.*

2.5 HOMEWORK

- Each participant can use the checklist on 'Open Organisation Culture' below to assess the culture of his/her own organisation.

11 MODULE 11 – SCENARIO PLANNING (120 MINUTES)

11.1 INTERACTIVE INTRODUCTION

- Participants discuss the strengths and weaknesses of planning processes they know, and the planning methods they use in their community planning;
- After small group discussions, participants report the typical weaknesses of actual planning processes in a plenary discussion.
  - *Trainers ask participants to identify strengths and weaknesses of planning processes they know and facilitate debate;*
  - *Trainer explains how dynamic scenario planning can overcame some of the identified weaknesses.*

11.2 GROUP EXERCISE – SCENARIO PLANNING EXERCISE

- Groups of participants develop scenarios for an ambitious public service improvement programme;
  - *Trainers ask participants to work in group for the Scenario planning exercise (ref. Section 5.1);*

- During a plenary session, participants present and compare their scenarios, identify the drivers in the different scenarios and discuss how much the understanding of key drivers of events can help resilience for local strategies and power to actions.
  - *Trainers encourage participants to share in a plenary session their main insights;*
  - *Trainers can summarise insights on a flipchart or on post-it.*

11.3 DISCUSSION – DISCUSSING THE ROLE OF STRATEGIC CONVERSATIONS IN COMMUNITIES AND ORGANISATIONS

- Participants reflect on how could such scenario processes be implemented in their organisations and on the role strategic conversations would play in organisational development and effectiveness.
  - *Trainers facilitate the discussion.*

12 MODULE 12 – STRATEGIC MANAGEMENT (180 MINUTES)

12.1 INTERACTIVE INTRODUCTION

- Recalling of the connection and difference between leadership and management and the role of strategic planning in the local government;
- After a short plenary discussion, the focus is set on the three key domains of strategic management and the important role staff play in delivering results and outcomes;
- Participants discuss on why staff are an important asset of the organisation and how effective leadership can enable staff to achieve their full potential.
  - o *Trainers facilitate the* plenary *discussion.*

12.2 GROUP EXERCISE 1 – ORGANISATIONAL WRESTLING COMPETITION

- The organisational wrestling competition is introduced to participants;
  - o *Trainers demonstrate organisational wrestling with a participant of similar size:*
    - *He/she identifies an appropriate participant. He/she stand right shoulder to right shoulder with him/her, but facing in opposite directions and with right feet 0.5 meters apart;*
    - *He/she grasp his/her right hand with his/her right hand;*
    - *The winner is the one who makes the other move either of his feet (even a little bit) by using only the leverage of his/her right hand.*
- Participants play the game in plenary in Fishbowl setting and then discuss the experience.
  - o *Trainers facilitate the discussion;*
  - o *The session will help participants to identify the key components for high level staff performance (vision, team-*working, flexibility). *The role of the leadership is to ensure that staff are trained and supported in these qualities through the right leadership practices (affirming strategies, supporting initiatives, managing climate, using experience).*

12.3 GROUP EXERCISE 2 – PERFORMANCE COMPONENTS AND SYMPTOMS

- In groups of 3 and later in a facilitated plenary discussion, participants examine the table Performance components and symptoms;
  - o *Trainers ask participants to fill in Section 5.2.1 Table. The table lists symptoms that could be categorised into 3 key domains of effective organisational management - Direction, Team-Working, Flexibility;*
- In a plenary discussion, participants consider the prevalence of these components and symptoms in a typical municipality and identify the evidence of strengths and weaknesses.
  - o *Trainers facilitate a plenary session where participants share briefly some insights of their work;*
  - o *At the end of the exercise participants compare the responses to the completed template "Components, Symptoms and Evidence of effective organisations", in Section 4 and in the PowerPoint presentation.*

12.4 GROUP EXERCISE 3 – ASSESSING STAFF QUALITIES

- In the same groups, participants assess the staff qualities in one of their organisations.
  - o *Trainers ask participants to work in groups to fill in Section 5.3 Tables;*
  - o *Trainers facilitate a plenary discussion of the results.*

12.5 GROUP EXERCISE 4 – LEADERSHIP ASSESSMENT

- In the same groups, participants perform leadership assessment;
- Participants reflect on the way that the organisation's managers typically drive its key strategies by completing the leadership assessment exercise and by scoring the organisation against the given criteria;

- Each group focuses on one assessment domain and then present results in a plenary discussion.
  - o *Trainers ask participants to work in groups to fill in Section 5.4 Tables;*
  - o *Trainers facilitate a plenary discussion of the results.*

13 MODULE 13 - LEARNING ORGANISATION (90 MINUTES)

13.1 INTERACTIVE INTRODUCTION

- Participants identify typical obstacles to organisation learning.
  - o *Trainers facilitate a plenary discussion about the typical obstacles to open reflection, flexibility and change in a organisation;*
  - o *Trainers ask participants what they think 'learning organisation' means and introduces the elements of a learning approach and the way they influence performance.*

13.2 INDIVIDUAL EXERCISE - SELF-ASSESSMENT - HOW WELL DO YOU PERSONALLY ENCOURAGE A LEARNING APPROACH?

- Participants work on their own to assess how well they encourage a 'learning' approach in their organisation by completing the self-assessment questionnaire;
  - o *Trainers ask participants to fill in, individually, the Section 5.1 Table;*

- Plenary discussion.
  - o *Trainers invite participants who are ready to share what they discovered about themselves are to take part in a facilitated plenary discussion.*

13.3 GROUP EXERCISE – STRENGTHENING AN ORGANISATION'S LEARNING APPROACH

- In groups, participants complete the Section 5.2 Table;
- Groups discuss how the different elements in the learning approach might be strengthened in a typical organisation. What difference would this make? Which of the learning elements need strengthening the most in their organisation? What are the obstacles? How might a learning approach be institutionalised?
  - o *Trainers ask participants to fill in Section 5.2 table (working in groups);*
  - o *Trainers ask group representatives to share the results of their work within a plenary session.*

14 MODULE 14 - COMPLEXITY OF ORGANISATIONAL CHANGE (90 MINUTES)

14.1 INTERACTIVE INTRODUCTION

- Participants interact in a plenary discussion to develop the idea of a dynamic organisation.
  - o *Trainers should: a) distinguish between engineering and living systems; b) use an analogy of a car to explain the two dimensions of organisation dynamics – high standards in each core component and linkages between the components.*

14.2 GROUP EXERCISE 1 - ROUTE MAP FOR A DYNAMIC ORGANISATION

- Participants work in groups of 3 persons, rank the 8 blocks in order of importance for their organisation, taking into account the given definitions in each block.
  - o *Trainers hand out to participants the Section 5.1 Table and facilitate the debate within groups.*

14.3 GROUP EXERCISE 2

- Groups draw out 2/3 dependency links between different blocks (e.g. it is difficult to adopt ethical approaches if processes are not transparent; partnerships will not be strengthened if there is little focus on producing outcomes).

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- Each group can draw the linkages on a Route Map template drawn on the flip-chart and explain them in terms of cause and effect.

  - o *Trainers facilitate the debate within groups.*

14.4 PLENARY DISCUSSION

- Participants share insights on the main results of their work, during a plenary session:
  - o *What do these results mean? How can they be used? Is this an adequate measure for the organisation?*
  - o *How integrated is the organisation? How could this be improved?*
  - o *Managing change requires a 'whole system' perspective. What does this mean?*
  - o *What examples are there of initiatives that showed a lack of integrated thinking and action? What were the consequences?*
  - o *What changes should the organisation give priority to?*
  - o *Trainers facilitate a plenary session where participants share briefly some insights of their work.*

15 MODULE 15 – ORGANISATIONAL COMMUNICATION

15.1 INTRODUCTION

- The importance of good communications is explained to participants.
  - o *Trainers explain the importance of good communications – internal and external; vertical (up-down, down-up); horizontal; listening.*

15.2 GROUP EXERCISE 1 – SUCCESS FACTORS IN COMMUNICATIONS

- Participants work in small groups, using the form in Section 5.1 'Self-Assessment: Success Factors in Communications' to assess the quality of communications in their organisation. Participants consider the evidence as a whole group;
- In the feedback session, each group identifies 2 actions that could be taken by the organisation to improve communication.
  - o *Trainers ask participants to work in group, using the Section 5.1 form;*
  - o *Trainers ask participants to identify 2 actions that could be taken by the organisation to improve communications;*
  - o *Trainers facilitate the feedback session and can summarise insights on a flipchart or on post-it.*

15.3 GROUP EXERCISE 2 – STAKEHOLDER COMMUNICATIONS

- Participants are divided into five groups;
- Each group work on one of the following stakeholders, using the Section 5.2 template:

(1) Other local government organisation; (2) Citizens; (3) Media; (4) Local businesses; (5) Local NGOs

- Each group analyses the relationship between the stakeholder and the organisation:
  - o *Why and how the stakeholder is important to the organisation.*
  - o *What the stakeholder would expect from the organisation.*
  - o *Communication needs of the stakeholder that the organisation should respect.*
- Participants are facilitated into a feedback plenary session.
  - o *Trainers ask participants to work in groups and fill in the Section 5.2 form;*
  - o *Trainers facilitate a plenary session for the sharing of all instances.*

15.4 ACTIVITY – GROUP EXERCISE 3: DEVELOPING A COMMUNICATION APPROACH

- Participants (in groups of 3) select a strategic message that needs to be communicated. This could be an announcement of a new service / change of service / community message etc.;
- Participants are facilitated into a feedback plenary session.
  - o *Trainers ask participants to complete the Section 5.3 Table;*
  - o *In plenary session, trainers invite participants to review approaches and lead the discussion to agree the main components of a communications strategy / plan.*

16 MODULE 16 – EFFECTIVE STAFF MANAGEMENT (90 MINUTES)

16.1 INTRODUCTION

- The concept of staff as an organisation's most importance asset is explained to participants.
  - *Trainers explain how staff are an organisation's most important asset; yet their potential is rarely used to the full. Some are much less productive than others. What can the organisation do to encourage managers to work with staff in a more effective way?*

16.2 GROUP EXERCISE 1 - MUTUAL EXPECTATIONS OF MANAGERS AND STAFF

- Participants, in groups of 2/3 people, write things that according to them: a) managers see as important in staff; and b) staff see as important in managers.
  - *Trainers invite participants to work in groups;*
  - *Trainers should not encourage participants to review the Section 5.1 Table in the exercise first;*
  - *Trainers ask the question and ask individuals to answer on separate post-its.*
  - *Trainers ask participants to cluster the post-it's and develop common themes and invite participants to discuss how these relate to the factors shown in Section 5.1 Table.*

16.3 GROUP EXERCISE 2 - BUILDING BLOCKS FOR EFFECTIVE STAFF DEPLOYMENT

- Participants work individually to complete Section 5.2 Table;
- Participants share insights during a plenary discussion on the key building blocks for effective staff deployment.
  - *Trainers ask participants to complete Section 5.2 Table;*
  - *Trainers facilitate a group discussion on the key building blocks for effective staff deployment.*

16.4 GROUP EXERCISE 3 - INVEST IN STAFF

- Participants, in groups of 4/5 people, develop an action plan that can be adopted to address lower scoring areas.
  - *Trainers ask participants to work in group to fill in Section 5.3 Table.*

17 MODULE 17 – EXPECTATION MANAGEMENT (120 MINUTES)

17.1 INTRODUCTION

- HRM main concepts are recalled.
  - o *Trainers recall module 16 and what the group has learned about HRM;*
  - o *Trainers recall the key messages on leaders and managers' role in HRM.*

17.2 GROUP EXERCISE 1 - MANAGING EXPECTATIONS OF STAFF

- Participants work in 2 (or 4) groups to identify the expectations of managers and staff.
  - o *Trainers divide the participants into 2 (or 4) groups. Ask one (or 2) group to consider:*
    - ▪ *(Set 1) What are the expectations that effective managers have of their staff?*
    - ▪ *(Set 2) What are the expectations that effective staff have of their managers?*
  - o *Trainers ask groups to write lists of expectations on flipcharts. When flipcharts are presented, trainers invite participants to discuss how far the ideal expectations different from reality;*
  - o *As a second step, the flipcharts with the expectation of staff and managers are put beside each other on the wall, and a discussion reveals the inconsistencies;*
  - o *Trainers introduce the idea of 'managing upwards' and discuss how much it can be applied in actual organizational management. At the end, trainers distribute the handout in Section 5.1 'Mutual Expectations of Managers and Staff' and ask participants to read it at home in order to reflect once more on expectations.*

17.3 GROUP EXERCISE 2 - VALUES AND BELIEFS OF EFFECTIVE STAFF

- Introduction of the idea that competence in staff is driven by underlying values;
- Participants work in the same groups of Exercise 1 to fill in Section 5.2 Table;
- Participants share their insights during a feedback session.
  - o *The trainer introduces the idea that competence in staff is driven by underlying values. What is important for them in their work?*
  - o *In the same groups, trainers ask participants to use the attached handout in Section 5.2 'Assessment of Staff Values' to (a) score their own organisation; (b) identify action that their organisation could take to improve the scores; and (c) discuss the evidence behind the scores with their colleague;*
  - o *In a feedback session, trainers ask participants to share anything of value that they have learned about their organisation.*

17.4 INDIVIDUAL EXERCISE – ASSESS OWN PRACTICES AND POSSIBLE FURTHER INVESTMENT IN STAFF

- Participants work individually to assess their own organisation in terms of how it invests in staff, using Section 5.3 Table;
- In a feedback session, participants discuss how an organisation can increase its investment in staff.
  - o *Trainers ask participant to work individually and assess their own organisation in terms of how well it invests in staff, using the attached handout in Section 5.3 'Investing in Staff Standards';*

o   *In the feedback session, trainers invite participants to discuss how an organisation can increase its investment in staff.*

18 MODULE 18 – PERFORMANCE MANAGEMENT (90 MINUTES)

18.1 GROUP EXERCISE 1 – PERFORMANCE MANAGEMENT MATURITY ASSESSMENT

- Participants, in groups of 2/3, complete the Section 5.1 Table 'Performance Management Maturity Assessment' to understand the strengths and areas for development within their organisation;
- Participants discuss in groups on the key areas to be developed.
  - *Trainers ask participants to fill in Section 5.1 Table;*
  - *Trainers facilitate discussion within groups.*

18.2 PRESENTATION AND DISCUSSION ON KEY PRINCIPLES OF PERFORMANCE MANAGEMENT

- A presentation provides participants with a broad overview of the key principles of performance management, the types of indicators, a model performance template and performance reporting approaches.
  - *Trainers present key principles of performance management, the types of indicators, a model performance template and performance reporting approaches;*
  - *Trainers facilitate a plenary discussion.*

18.3 GROUP EXERCISE 2 – DEVELOPING A PERFORMANCE INDICATOR

- Participants, in groups of 5, develop a performance indicator in an area which is a) relevant to the key priorities of the organisation and is b) outcome focused;
- Participants complete the template in Section 5.2 and present the indicator back to the whole group.
  - *Trainers ask participants to work in groups to fill in Section 5.2 Table;*
  - *Trainers ask group representatives to share the results of their work within a plenary session.*

18.4 GROUP EXERCISE 3 – COMPLETE THE PERFORMANCE MANAGEMENT TABLE

- Participants, in groups of 5, complete the performance management table in Section 5.3, showing how the indicator developed in Section 2.3 above will be supported with clear milestones and have associated reporting arrangements and individuals responsible for delivery;
- Participants report back to the whole group and explain their work.
  - *Trainers ask participants to fill in Section 5.3 Table;*
  - *Trainers ask group representatives to share the results of their work within a plenary session*

Stage 3

19 MODULE 19 BUILDING ETHICS AND INTEGRITY (120 MINUTES)

19.1 GROUP EXERCISE 1 – ETHICAL DILEMMA

- After a short recollection of the reflections on ethical leadership and on the experience on solving personal ethical dilemma, the group selects an ethical dilemma situation in an organization or uses the one shared in the handout.
  - o *Trainers ask participants to select and work on one ethical dilemma.*
- The group works on the dilemma in a fishbowl setting:
  - a) The task of one part of the observers is to identify the arguments raised by the discussants;
  - b) The task of the other part of the observers is to capture the differences among the different standpoints.
  - o *Trainers facilitate the fishbowl discussion.*

- After the fishbowl discussion:
  - a) The observers who identified arguments, present the arguments grouped into the categories of value-based, rule-based and consequence-based arguments.
  - b) The other group presents the different positions and reports how positions changed during the fishbowl discussion.

  - o *During the following plenary discussion, trainers draw the integrity figure explaining it through reflections to the debate and the reports.*

19.2 PLENARY DISCUSSION – UNDERSTANDING THE ROLE OF INTEGRITY IN CURBING CORRUPTION

- In a plenary discussion, a working definition is created for integrity management and corruption and the group discusses the role of democratic public integrity and integrity management in curbing corruption.
  - o *Trainers facilitate the discussion.*

19.3 GROUP EXERCISE 2 – DESIGN OF A BENCHMARK FOR INTEGRITY OF THE LOCAL GOVERNMENT

- After a short recollection of the Local Government Benchmarks from Stage 1 (ref. Module 3) groups are formed with the task to design a benchmark for integrity (using the Table in Section 5.2).
  - o *Trainers give printed templates for the exercise.*
- After the group work, each group reports on plenary.
  - o *Trainers facilitate a discussion that leads to a unified benchmark.*

MODULE 19 (ADVANCED) ETHICS MANAGEMENT- (360 MINUTES)

19.4 INTERACTIVE INTRODUCTION (10 MINUTES)

- Participants share expectations and the trainer summarizes the schedule of the day and writes it up on a flipchart.

19.5 GROUP EXERCISE 1 - ETHICAL DILEMMA EXERCISE (40 MINUTES)

- The group discusses an ethical dilemma in plenary collecting arguments for different decision alternatives. This exercise offers an experience on dilemma situation: the wide diversity of possible arguments, the relevance of multiple, often contradicting arguments in dilemma situations. And the importance of open communication, that is, the discussion and understanding all the different considerations before making a decision. The role of the trainer at this point is also to make participants aware that three types of reasoning are applied: Value-based arguments; duty/rule-based arguments; consequence-based arguments.

19.6 PLENARY DISCUSSION 1 – THE CONDITIONS FOR LEGITIMATE DECISION MAKING IN PUBLIC SERVICE (10 MINUTES)

- Plenary discussion on how the three types of reasoning is represented in legitimate public decision making. The group learns the three key conditions for legitimate public decisions.

19.7 DISCUSSION AND PRESENTATION 1 – ETHICAL DILEMMAS IN LOCAL GOVERNANCE (30 MINUTES)

- Participants' share what are the dilemma situations they experience in their work. The dilemmas of the participants are compared with research results on dilemma situations experienced by Dutch local governments. The discussion of examples is followed by a structured discussion of typical dilemmas in local government that applies the knowledge gained in the previous sessions. After the systematic analysis of local government dilemmas, the group discusses how organizational structures and decision processes can accommodate ethical decision making, and what kind of ethical management processes and instruments are essential.

19.8 GROUP EXERCISE 2 – APPLYING A TOOL FOR ETHICAL DECISION MAKING (60 MINUTES)

- We present a tool that is applicable for both individual use and group reflection on ethical dilemmas. It offers a guidance on how to do systematic reflection on difficult, complex problems. Participants learn to apply the tool for a difficult dilemma situation, then, they receive a handout that summarizes steps of the suggested process of ethical reflection.

19.9 PLENARY DISCUSSION 2 – ANALYSIS OF LOCAL CORRUPTION (60 MINUTES)

- Participants discuss a typical local government corruption case and are asked to identify the causes. They receive a conceptual framework – Donald Cressey's fraud triangle - to analyse and understand the complex drivers of ethical and unethical behaviour (corruption). In a second round of groups of participants discuss possible strategies and instruments for preventing similar corruption practices in local governments. After sharing the results of the reflection on the concrete case, the trainer facilitates a discussion on corruption prevention and ethical management in general. The conclusions are added to the flipchart activity 3 that listed

the already discussed ethical manage-
ment instruments.

19.10 GROUP EXERCISE 3 – CORRUPTION PRE-VENTION AND ETHICAL MANAGEMENT (90 MINUTES)

- This activity encourages participants to develop strategies for curbing corruption using the instruments of ethical management they have identified during the previous activities of the module. The trainer recalls the starting situation in the famous case of La Paz. Groups of participants should develop strategies to curb corruption. Groups can design new strategies or, if they know the case, they can use any element they can recall from the strategy of Ronald MacLean-Abaroa. Groups discuss their proposals during a plenary session and create an aggregate strategy that the trainer compares to the successful strategy implemented in La Paz highlighting the importance of the value and community building component and the systematic and processual approach to change management. After the planning exercise the trainer presents the Craiova strategy that won the UN Public Service Award in 2011, as an applicable model for local governments in the LAP target region. Participants can download from the internet the full documentation of the Craiova case to study the details.

19.11 DISCUSSION AND PRESENTATION 2 – ETHICAL AND INTEGRITY MANAGEMENT IN LOCAL GOVERNMENT (20 MINUTES)

- At the end of the module the trainer facilitates a discussion that summarizes what participants discussed and learned of ethical management. After the discussion the trainer presents the Integrity framework developed by the OECD and connects the day's discussions to leadership practice: the role of ethical leadership and leadership strategies that can be applied to build shared values and integrity of governance.

19.12 PRESENTATION OF THE PUBLIC ETHICS BENCHMARKING TOOL OF THE COUNCIL OF EUROPE (20 MINUTES)

- Trainers presents the Public Ethics Benchmarking Tool of the Council of Europe and explains its adaptation and application process. The participants discuss whether the implementation of the tool could be a next step in the application of the knowledge gained during this module.

19.13 SUMMARY AND RECOLLECTION (20 MINUTES)

- Participants take 5 minutes to recall the most important learning points of the day and take some notes for themselves. After the individual reflection and recollection participants are invited to share one idea they choose and give feedback to group and trainer.

20 MODULE 20 – PUBLIC PARTICIPATION AND PARTNERSHIP WORKING (370 MINUTES)

20.1 INTERACTIVE INTRODUCTION (40 MINUTES)

- Participants brainstorm in small groups (3/4 people) on their understanding of the practice of participation.
  - o *Trainers ask participants to work in small groups and facilitate a plenary discussion for the sharing of insights.*
- The role of civil participation and the competencies necessary to engage citizens in developing policies and priorities, monitoring municipal performance and improving the quality of municipal services are presented.
  - o *Trainers introduce participants to participation as understood in this LAP module.*

20.2 LESSONS' LEARNT ON PARTICIPATION (20 MINUTES)

- Participants share and discuss within the plenary session their experiences with Civil participation.
  - o *Trainers gather insights on a flip-chart.*

20.3 GROUP EXERCISE 1 – IDENTIFYING CORE CHALLENGES IN IMPLEMENTING THE 7 PRINCIPLES (40 MINUTES)

- Participants work in small groups to identify the challenges they foresee or have experience in implementing each of the 7 principle of participation.
  - o *Trainers hand out Section 5.1 Table to participants for their group work.*

20.4 FEEDBACK AND DISCUSSION (20 MINUTES)

- Participants share the results of their work during a plenary session.
  - o *Trainers facilitate debate.*

20.5 GROUP EXERCISE 2 – IDENTIFYING KEY ACTIONS TO OVERCOME THE IDENTIFIED CHALLENGES ON THE 7 PRINCIPLES (30 MINUTES)

- Participants, on the basis of the previous exercise, work in small groups for the identifications of key actions to overcome the identified challenges.
  - o *Trainers hand out Section 5.2 Table to participants for their group work.*

20.6 FEEDBACK AND DISCUSSION (20 MINUTES)

- Participants share the results of their work during a plenary session.
  - o *Trainers facilitate debate.*

20.7 GROUP EXERCISE 3 – IDENTIFY STAKEHOLDERS (40 MINUTES)

- Participants work in small groups to elaborate a scenario (e.g. issue at stake, context, number and typology of stakeholders), be it fictional or based on a real case, for the implementation of a participatory process;
- Within the working groups, participants identify the level of involvement of stakeholders based on the given matrix, identifying also, for each stakeholder, his/her taboos and "room for negotiation".
  - o *Trainers hand out Section 5.3 matrix to participants for their group work.*

20.8 FEEDBACK AND DISCUSSION (20 MINUTES)

- Participants share the results of their work during a plenary session.
  - o *Trainers facilitate debate.*

20.9 Individual Exercise – Understanding C.L.E.A.R. Framework (60 minutes)

- Participant work individually to assess participation environment in their organisation, using the C.L.E.A.R. questionnaires
  - o *Trainers hand out Section 5.4 questionnaires to participants.*

20.10 Feedback and discussion (20 minutes)

- Participants share the insights of their work during a plenary session.
  - o *Trainers facilitate debate.*

20.11 Group Exercise 5 – Identifying Space, Obstacles, Benefits and Risks of Civil Participation (40 minutes)

- Participants work in small groups to fill in Section 5.5 Table, based on the insights of previous individual work (they support each other in the analysis and identification of solutions for each other organisations).
  - o *Trainers hand out Section 5.5. Table.*

20.12 Feedback and discussion (20 minutes)

- Participants share the insights of their work during a plenary session.
  - o *Trainers facilitate debate.*

21 MODULE 21 – INTER-MUNICIPAL COOPERATION (IMC)

GENERAL EXERCISES (120 MINUTES)

21.1 INTERACTIVE INTRODUCTION (30 MINUTES)

- Participants are introduced to the key elements of IMC, according to the CoE Toolkit for IMC;
- Participants engage in to a facilitated discussion on IMC, based on the received inputs and on their own experience in the field.
    - *Trainers briefly present the key elements of IMC according to the CoE Toolkit;*
    - *Trainers guide participants through a small debate on IMC, aimed at confronting the received inputs with the participants' own experience in the field (trainers take notes on the main insights).*

21.2 GROUP EXERCISE 1– OBSTACLES TO IMC (30 MINUTES)

- Participants are invited to read the given scenario (see Section 5.1.) and to work in groups (3-4 persons for each group) so to identify main challenges to IMC, for the case-study at stake. Each group will have to present the results in a plenary session.
    - *Trainers invite the groups (same as prior session) to debate upon and to identify possible solutions and strategies to the obstacles identified in the previous session. Trainers invite participants to use post-it during the session;*
    - *Trainers facilitate a plenary feedback session.*

21.3 GROUP EXERCISE 2 – SOLUTIONS FOR OVERCOMING IMC OBSTACLES (30 MINUTES)

- Participants are invited to identify possible solutions and strategies to overcome the previously identified obstacles. Each group will have to present the results in a plenary session.
    - *Trainers invite participants (divided in 3-4 persons' groups) to read the given scenario and to debate about the obstacles they identify to IMC. Trainers invite participants to use post-it during the session;*
    - *Trainers facilitate a plenary feedback session.*

ADVANCED EXERCISES (200 MINUTES)

21.4 INTENSIVE INTRODUCTION TO IMC - PRESENTATION "UNDERSTANDING IMC" (60 MINUTES)

- Participants attend an in-depth session on IMC, and are introduced to the Step Ladder.
    - *Trainers present the IMC Step Ladder, using the PPT presentation on 'Understanding IMC';*
    - *Trainers facilitate a feedback and Q&A session.*

21.5 GROUP EXERCISE 3 – AN ACTION PLAN FOR OVERCOMING IMC CHALLENGES/ OBSTACLES (120 MINUTES)

- Participants, divided in working groups of 3-4 persons, engage in to a brainstorming for identifying main IMC needs/areas of cooperation within their Local Authorities (ideally, the groups are composed by neighbouring/adjacent Local Authorities);
    - *Trainers give instruction to participants on how to conduct the brainstorming (i.e. using post-it, ensuring a*

continuous flow of ideas during the creative part, creating clusters of ideas/areas of cooperation;
  - o *Trainers facilitate a feedback at the end of the session.*
- Each group chooses a specific area of co-operation for IMC and identifies obstacles/challenges and relevant possible solutions to those challenges;
  - o *Trainers instruct participants to use the methodology of the previous session;*
  - o *Trainers facilitate a feedback at the end of the session.*
- Each group is then invited to collocated solutions on a poster that highlights: i) the type of solution (ranging from action to strategy) and ii) the level of competence for the solution implementation (from local level to transnational level).
  - o *Trainers instruct participants on the methodology;*
  - o *Trainers facilitate a final feedback session, in which each group presents the Action Plan.*

21.6 GROUP EXERCISE 4 - ROLE PLAY (60 MINUTES)
- Participants are invited to read the scenario for an IMC on local economic devel-

opment (LED) (see Section 5.5). Participants work into groups of 5 persons with allocated roles (i.e. one person represents the Mayor of a large town; the others are Mayors of smaller neighbouring Local Authorities), and within the given scenario;
- Participants have to put in to practice leadership skills acquired during Stages 1 and 2, in order to debate and develop the proposal – that will be shared in a plenary session.
  - o *Trainers distribute the roles within each group;*
  - o *Trainers facilitated a feedback session*

21.7 INDIVIDUAL EXERCISE 1(30 MINUTES)
- Participants are invited to consider their own organisation and to identify (by using the chart 'Moving to an IMC Mindset') key leadership obstacles that would stand in the way of a successful IMC project.

21.8 INDIVIDUAL EXERCISE 2 (30 MINUTES)
- Participants are invited to analyse the potentialities for an IMC project within their organisation, by using the table in Section 5.7.
  - o *Trainers invite participants to fill in the table individually;*
  - o *Trainers facilitate a feedback session.*

22 MODULE 22 – CROSS-BORDER COOPERATION (180 MINUTES)

22.1 INTERACTIVE INTRODUCTION (20 MINUTES)

- Participants are introduced to the key elements of CBC, according to the CoE Toolkits;
- Participants engage in to a facilitated discussion on CBC, based on the received inputs and on their own experience/perceptions on the field.
  - *Trainers briefly present the key elements of CBC according to the CoE Toolkits, using the PPT "Understanding CBC";*
  - *Trainers guide participants through a small debate on CBC, aimed at confronting the received inputs with the participants' own experience in the field (trainers take notes on the main insights).*

22.2 GROUP EXERCISE 1– ROLE PLAY – IMAGINE A CBC SCENARIO (30 MINUTES)

- Participants are divided into groups and invited to brainstorm so to elaborate a detailed description of a cross -border scenario in which they will implement a case of cooperation.

  Rationale

  - *The following exercises represent short section of a whole working session/workshop dedicated to a Group role-play;*

  - *Trainers introduce the role-play working session, underling that the envisaged exercises will illustrate, in a hands-on approach, the first steps towards the activation of a CBC process. Trainers could in fact, illustrate short concepts –using PPT, at the end of each exercise;*
  - *Trainers invite participants to single-out all characteristics on a cardboard*

(i.e. or another note-taking system envisaged by the trainers).

- Participants are invited to read the given scenario (see Section 5.1.) and to work in groups (3-4 persons for each group) so to identify main challenges to IMC, for the case-study at stake. Each group will have to present the results in a plenary session.
  - *Trainers invite the groups (same as prior session) to debate upon and to identify possible solutions and strategies to the obstacles identified in the previous session. Trainers invite participants to use post-it during the session.*
  - *Trainers facilitate a plenary feedback session.*

22.3 GROUP EXERCISE 2– ROLE PLAY – DEFINE THE CBC PROBLEM (40 MINUTES)

- Participants are invited to identify areas that might cause problems for the development of the "fictional" CBC case.
  - *Trainers illustrate "traditional" cross-border areas in which problems may occur, also by using the EDEN CBC platform:*
  - *Mobility and (public) transport, Health care, Education and Training, Labour market, Crisis and Disaster/Emergency Management, Crime prevention and Criminal Investigation, Environment, Finance.*
  - *Participants are invited to complete their scenario with the description of the problem area.*

22.4 GROUP EXERCISE 3 – ROLE PLAY – SIMULATION OF A FIRST MEETING BETWEEN CBC STAKEHOLDERS (45 MINUTES)

- Participants are invited to simulate a first meeting between CBC stakeholders of the identified CBC scenario. To this end, each member of a group is invited to choose a

"stakeholder" he/she would like to impersonate during the meeting.

- o *Trainers exemplify some categories of stakeholders that could attend the meeting, such as: Local authorities' representatives, Economic private actors, Consumers associations, Volunteers associations, Civil Protection/rescue services, Police/law enforcement bodies, Environmental associations, Citizens, Schools/universities, Experts (in a specific field);*
- o *Trainers may decide to use a "creative" technique, like color coded origami "stakeholders mouth" so to assign roles and make sure that the role-play does not go beyond the "simulation context" – "stakeholders' mouths" allow participants to a simulation game to express opinions from a specific stakeholder perspective, and not by a subjective one;*
- o *Trainers encourage participants to highlight criticalities and possible solutions for the CBC case, as resulted from the "simulation meeting".*

22.5 PLENARY FEEDBACK (45 MINUTES)

- Participants are invited to present their cooperation case (i.e. criticalities and possible solutions) to the other groups;
- In this exchange the debate is facilitated by the trainers.
  - o *Trainers invite participants to elect a representative f each group, that can illustrate the overall work of the "role-play";*
  - o *Trainers facilitated debates and Q&As between presenting groups and the other participants.*

23 MODULE 23 – CITY-TO-CITY COOPERATION (C2C) (180 MINUTES)

23.1 INTERACTIVE INTRODUCTION

- Participants are introduced to the key elements of C2C, according to the CoE Toolkit;
- Participants engage a facilitated debate on C2C, based on the inputs received and on their own experience/perceptions on the topic.
  - o *Trainers briefly present the key elements of C2C according to the CoE Toolkits;*
  - o *Trainers guide participants through a small debate on C2C, aimed at confronting the received inputs with the participants' own experience in the field (trainers take notes on the main insights).*

23.2 INDIVIDUAL EXERCISE 1 – IDENTIFYING SHARED PROBLEMS

- Participants are invited to think about problems they face in their municipalities, that might be overcome by means C2C;
- Participants share their views in a brief plenary session (not more than 1 min per person);
- Based on the identified problems, participants form "areas of cooperation" - operationally clustering the ideas and providing clusters with a title.
  - o *Trainers give invite participants to brainstorm in silence on the topic. They invite participants to use post-it so to facilitate further parts of the session;*
  - o *Trainers invite each participant to express their concerns/identified problems. Trainers take the post –it (or take note on what is being discussed), and gradually creates clusters of "problems";*
  - o *Trainers take a moment to agree upon the idea in which cluster with participants, and invite participant to give titles to the clusters.*

23.3 GROUP EXERCISE 1 – IDENTIFYING ADVANTAGES AND RISKS OF COOPERATION

- Participants are invited to work in thematic groups (i.e. corresponding to the identified clusters) and to brainstorm on possible advantages and risks of the cooperation.
  - o *Trainers dive participants in to groups, by making them chose the cluster which most represents their previously "identified problem";*
  - o *Trainers invite participants to take note of advantages and risks – where risks are identified, trainers ask participants to brainstorm on possible solutions.*

23.4 GROUP EXERCISE 2 – IDENTIFYING THE GOALS AND RESOURCES OF COOPERATION

- Participants work in groups so to set achievable goals to their cooperation (e.g. considering previously identified risks to the cooperation, debating on existing and/or potential resources, etc.).
  - o *Trainers invite the groups (same as prior session) to debate upon and to identify possible goals of their cooperation;*
  - o *Trainers may choose to introduce participants to the idea of SMART Objectives;*
  - o *Trainers advice participants on how to take note on the most important ideas – trainers may choose to nominate a "facilitator" within the group, which coordinates the debate.*

23.5 GROUP EXERCISE 3—IDENTIFYING FUTURE PARTNERS OF THE COOPERATION

- Participants are invited to debate in their groups on what actors would need to be involved in the cooperation project, so that set goals may be achieved.
  - *Trainers invite participants to debate in groups on the future partners of cooperation;*
  - *Trainers may choose to present a case study of C2C, so to illustrate how transnational and multidisciplinary partnerships may have a great positive impact on local problems (e.g. trainers may select one case-study from the C2C Toolkit of the CoE) meeting"*

23.6 GROUP EXERCISE 4—IDENTIFYING FUTURE COOPERATION STRUCTURES

- Participants are informed, in a plenary session, on existing/possible C2C structures.
- Participants are then invited to debate, in their groups, on the most appropriate structure for their C2C project.

- *Trainers illustrate to participants the possibilities for initiating a C2C cooperation relation. Trainers may use the Case studies illustrated in the C2C CoE Toolkit, and may also choose to inform participants of possibilities of C2C within EU or International Organizations programmes/funds;*
- *Trainers invite participants to debate and choose one appropriate structure.*

23.7 PLENARY FEEDBACK

- Participants are invited to present their cooperation case, illustrating all aspects that were raised during the sessions of the day (i.e. obstacles and possible solutions, resources, partners, structure, etc.) to the other groups.
  - *Trainers invite participants to elect a representative of each group that can illustrate the overall work of the sessions;*
  - *Trainers facilitated debates and Q&As between presenting groups and the other participants.*

24 MODULE 24 – EQUAL OPPORTUNITIES AND GENDER BALANCE

24.1 INTERACTIVE INTRODUCTION (30 MINUTES)

- Participants are divided in small groups (3/4 people) to discuss on Section 5.1 image;
  - *Trainers divide participants in groups and handout materials;*
  - *Trainers facilitate a plenary debate on insights from each group, making notes on a flipchart;*
- Participants are introduced to the concept of equality and all its implications.
  - *Trainers introduce the definition of equality and their implications for LAP, also based on participants' feedback on previous exercise.*

24.2 INDIVIDUAL EXERCISE – UNDERSTANDING GENDER MAINSTREAMING (40 MINUTES)

- Participants work individually to fill in Section 5.2 Table;
  - *Trainers ask to work individually and give them the relevant handouts;*
- Participants are made aware of gender imbalances at CoE Countries level and are introduced to the concept of Gender Mainstreaming.
  - *Trainers illustrate facts related to the Table filled by participants as an introduction to the importance of gender mainstreaming. The contents of this session are listed below[1] (*

    *1. **Women represent 40% of members of parliaments in Europe.***

    Women represent only 26% of members of parliaments in Europe. Council of Europe Recommendation Rec(2003)3 on the balanced participation of women and men in political and public decision making provides that "the representation of either women or men in any decision-making body in political or public life should not fall below 40%"

    *2. **Women and men receive the same salary for the same work in most countries of the Council of Europe.***

    Statistics and research show that women and men are in different situations in most areas of life. This is particularly true in relation to access to resources. Data show that in most Council of Europe countries, women earn on average only 60% to 75% of men's wages. In addition, the average gender pension gap in the 28 EU member states is as high as 39%, which is the result of gender inequalities in employment over the life cycle. Beyond wages, there is also a gender gap in relation to access to other assets. For example, women represent only 30% of agricultural holders on average in 34 European countries. Men also have more access to symbolic resources like networks and contacts, which can impact on employment or decision-making opportunities.

    *3. **Public policies are mostly gender-neutral in most Council of Europe Countries.***

    *4. **A gender neutral policy implies that its effects will impact everybody - women and men, girls and boys - in the same way**.*

    In most areas of life, regarding paid and unpaid work, access to resources and to power, women and men are in different situation. Public policies therefore need to take this into account, in order to reach their aims. For example, reducing the generic length of a hospital stay in a country may be a legitimate aim, but it will have a differentiated and heavier impact on women. In this case, the care needs not covered any more by hospitals will have to be taken over by families, in practice, mostly women. In the same way, promoting part-time work for women only may improve

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[1] Based on the Council of Europe Handbook for Gender Equality Rapporteurs, 2016 (pp. 35-36).

work-life balance for women in the short term, but it will not help to close gender gaps in relation to employment, pay or pensions. It is also counter-productive as it does not encourage the equal sharing of unpaid care work between women and men.

5. Gender roles are socially constructed; they change over time and differ between and within cultures.

The term "gender" refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and for men. Gender roles are not biologically determined. They depend on what is expected, allowed and valued in a woman or a man in a given context. There can be significant differences in gender roles depending on country, social class, family status, age, and ethnic or religious background. In addition, gender roles are not neutral. Existing differences and inequalities between women and men impact on gender roles. Gender roles are therefore often characterised by a hierarchy of values, rights or decision-making power between men and women, and differing possibilities of making choices. For example, the value given to care work in society (traditionally attributed to women) is lower than the value attributed to technical work. Gender equality aims at less stereotyped gender roles, whereby women and men can play an equal role in the public and private sphere and have equal access to and control over resources.

6. Gender-mainstreaming requires the equal participation of women and men in all pro-grammes and activities.

Ensuring the equal participation of women and men in all programmes and activities is a principle of justice and an aspect of gender mainstreaming. However, the mere presence of women is not enough to ensure the integration of a gender equality perspective in the content of a policy, activity or project. To do this, a gender analysis and consequent integration of gendered aspects is needed. For example, the equal presence of girls and boys in an educational activity will not guarantee their equal participation in practice (speaking time etc.) nor the fact that the activity will be adapted to the needs of girls and boys, nor that the activity will promote more equality between girls and boys.

7. Mainstreaming a gender equality entails completely new duties and practices for ministries and civil servants.

When carried out duly and in a planned manner, in particular if support tools and training have been made available, gender mainstreaming does not necessarily entail unreasonable amounts of extra work. However, some reading and/or training may be necessary at the beginning. Gender mainstreaming entails a change of approach in policymaking and challenging existing practices and stereotypes.

8. Gender mainstreaming and specific policies for the advancement of women and positive actions are mutually exclusive.

Gender mainstreaming is a tool with the final aim to reach real equality between women and men. In most national and international policy contexts, including the Council of Europe, gender equality policies comprise a so-called "dual approach" combining gender mainstreaming and specific policies for the advancement of women including positive actions.

9. All ministries have duties in relation to the integration of a gender equality perspective.

Most ministries are implementing policies that affect people; therefore, these policies are likely to affect women and men. In this context, taking into account the situation and needs of all people

is a condition for effective good policy making. The idea behind gender mainstreaming is also to transform the (unequal) gendered way in which most public institutions have been working and to ensure that all policy making takes into account both women's and men's interests and concerns.

10. Data and statistics on people, in general, should be broken down by sex only if sex-disaggregated information is readily available.

Data and statistics on people should always be broken down by sex, and if possible, other factors, such as age. If it is unreasonably hard to access the information, it is advisable to find out why. If sex-disaggregated statistics are not available at all, aiming at making them available or raising awareness about existing gaps are legitimate and important policy goals and a first step towards gender mainstreaming.

24.3 GROUP EXERCISE 1 – GENDER EQUALITY – AN EMPIRICAL PERSPECTIVE (30 MINUTES)

- Participants work in small groups to identify in their own experiences (personal or within their organisation) the circumstances in which the lack of gender perspectives determined discrimination.
  - *Trainers divide participants in groups;*
  - *Trainers facilitate a plenary session debate on the insights gathered by groups.*

24.4 GROUP EXERCISE 2 – MATCHING PRINCIPLES OF GOOD GOVERNANCE WITH THE EUROPEAN CHARTER FOR EQUALITY (30 MIN)

- Participants individually read the articles of Part III of the Charter;
- Participants work in groups to match articles of the Charter with the relevant Principles of Good Governance;
- Participants share insights from their work in plenary session.
  - *Trainers hand out material (Section 5.3 Table) and facilitate discussion among groups in a plenary session.*

24.5 GROUP EXERCISE 3 –GENDER MAINSTREAMING IN PARTICIPATION (30 MIN)

- Participants work in groups to identify possible action to be implemented at organisation level so to ensure gender mainstreaming in public participation policies;
- Participants share insights from their work in plenary session.
  - *Trainers ask participants to work in groups to fill in Section 5.4 Table).*

24.6 HOMEWORK - THE LIST OF SIGNATORIES OF THE EUROPEAN CHARTER FOR EQUALITY

- Participants can check if their organisation has already signed the Charter and analyse all the materials to understand implications of the signature as well as procedures to become a signatory, if interested.

*Guides for trainers for the new modules 25-28 are incorporated directly into the modules

Website

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