



Leadership Training for Senior Civil Servants

Guide for Trainers

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

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TARGET GROUP (HYPOTHESIS):

- highly educated and experienced senior civil servants in leadership positions in PA
- are familiar with basic concepts, practices and techniques in PA management, like PM, HRM, Strategy
- socialized in rather traditional PA management, participants need to reflect on actual practice from the perspective of modern leadership and possibilities for changing self an organizational operation

TEACHING OBJECTIVES:

- Present state-of-the-art leadership concepts and practices.
- Initiate reflection on actual organizational practices.
- Identify opportunities for changing organizational practices.
- Initiate attitude and behavioural changes in participants.

THEMES DISCUSSED:

- The principles of good governance and public ethics.
- The nature of effective organizational leadership and the necessity to apply different leadership styles.
- The concept of emotional intelligence and its importance for effective leaders.
- The concept of healthy organization as the necessary context for high performance.
- Leadership approach and instruments to lead, empower, motivate, support and monitor staff to perform at their best.
- The necessary balance between direction and flexibility in strategy, and between control and empowerment management.
- The importance to set clear directions, objectives and criteria for assessing performance.

TEACHING METHODOLOGY:

- experiential approach: when possible, initiating discussion and experiencing before introducing new knowledge blocks or conceptual frames
- dialogic approach: the whole learning process is embedded in a dialogue among participants that is facilitated by the trainer
- active participation of participants and the formation of a learning community is encouraged that may lead to new professional contacts and experience sharing reaching after the training as well
- I suggest that participant sit in a circle with the trainer as this format symbolizes horizontal and inclusive group relations and helps to establish open and active communication

NOTE FOR TRAINERS ON METHODOLOGY:

- the learning process is embedded in dialogue
- the trainer facilitates the dialogue and keeps cooperative relations and discipline in the group
- the trainer also needs to be aware of group processes and allow time to digest difficult concepts or issues the group raises
- This training is built on a clear story-line that should be followed with time discipline. At the same time, if some extra time is needed to discuss important issues raised by the participants, some other elements need to be cut. Judgement on when to allow or cut a discussion need to be made on spot. This is the art of being a good and responsive trainer!

PREPARE BEFORE THE TRAINING:

- flipchart tables and paper
- computer, LCD projector and screen
- large post its (14x9 cm) in lively colours
- small post its
- tesa tape
- 3 balls of cord for the spider web
- pen drive with ppt
- handouts and exercise sheets printed for each participant
- information letter for participants (content below)

INFORMATION LETTER FOR PARTICIPANTS

- The training will be a 1,5 days long interactive and reflective learning process. It is necessary that participants stay during the whole program because modules build one on the other.
- They should turn off (are at least set to silent) their mobile phones during the modules and check messages only during the break.
- They should come in relaxed cloth (business casual) that is comfortable for them.
- We will be sitting in a large circle or smaller discussion groups during most of the day.

SEQUENCE OF MODULES WITH GUIDE FOR TRAINERS AND ORGANIZERS

<i>time</i>	<i>objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
DAY 1.				
8.00-8.30	REGISTRATION			
08.30-10.00: theme 1: UNDERSTANDING LEADERSHIP				
08.30-08.35	First check of starting mind-set	Leadership quotes - Participants should fill out the questionnaire and put their name on it so as it can be compared with the end survey	- Looking at the answers that trainer can have a first impression of the mind-set of participants	1.1 leadership quotes
08.35-08.40	Participants have an idea of the purpose of method used	Short explanation on method and set up Trainer explains the reason for the circle and the logic of experiential and dialogic methodology in leadership education - Circle as symbol of working together and a set up that facilitates sharing - Experiential method for effective adult learning - Dialogue for exploiting the rich experience that participants have and for making discussions relevant for practice and participants' challenges	- Participants can understand why they sit in a circle and that their active contribution is expected	
08.40-09.15	- mutual introductions and start building the group - reflect on personal leadership style	Identity card game: - each participants select a DIXIT card or a picture that expresses his/her identity and tells something about his/her leadership approach, style, character or relation to staff - trainer collects cards on a FC paper and hangs to the wall	- share something with the group - realize and reflect on diversity - set ground for discussion on leadership in PA - FC: MY LEADERSHIP (style, character, challenge, practice) - FC: LEADERSHIP (for post-its)	postcards and DIXIT cards FC table and paper
09.15-09.45	understanding what is leadership - our definition of L - management vs. L	What is Leadership? organizational leadership - what have the introductions tell about leadership? if time allows participants write post-its with key words that are collected by the trainer	Trainer collects group memory on post-its Trainer draws on FC and explains	Large post-its 1 markers for each participant

		<ul style="list-style-type: none"> - what is our concept of leadership? the leadership triangles - what are the key challenges? - trainer can explain the common distinction between leadership vs. management and explain that senior civil servants need to be both. That is why we do not focus on the difference, still can distribute the exercise sheet for homework for those who want to do. 	<ul style="list-style-type: none"> - challenge, context, person → strengthen organization to deliver results - serve the public good, empower others to deliver, maintain public trust - shared understanding of the concept of leadership underpinning the course - working definition of Leadership 	<p>1.2. Leadership handout</p> <p>1.3 Leadership vs. management exercise sheet</p> <p>PPT slides</p>
09.45-10.00	recognizing the role of leadership in PA and participants' challenges and potentials	<p>Is Leadership necessary in PA?</p> <ul style="list-style-type: none"> - Coordination and energy - lead, empower, monitor - give model of integrity and professionalism - What else should be balanced? 	<ul style="list-style-type: none"> - Understanding Leadership as balancing exercise and art - FC with large scale and first pairs of words under it 	<p>FC</p> <p>PPT part 1 slides the ones that are relevant</p>
10.00-10.30	<i>coffee break</i>			
<i>time</i>	<i>objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
10.30-12.00. theme 2:				
GOOD GOVERNANCE AND ETHICS IN PUBLIC ADMINISTRATION				
10.30-10.50	ice-breaking for ethical dilemma discussion (a non-PA dilemma is better to break the ice, because it creates no fear of making mistaken arguments)	<p>The gynecologist's dilemma in a two opinion-chairs set up</p> <ul style="list-style-type: none"> - The trainer puts two chairs in front of participants - presents the dilemma and puts stickers on chairs representing the options - explain rules: anybody can present argument but only sitting on the adequate chair; can come more times, can present another argument; arguments do not need to reflect on the previous arguments. - when debate calms the trainer explains the three types of ethical reasoning through references to the presented arguments - refers to the obligation of legality, ethics and effectiveness in public service 	<ul style="list-style-type: none"> - Participants are actively involved in ethical reflection - they experience diversity and relevance of multiple arguments in dilemma situations - they experience the role of dialogue in ethical reflection and problem solving - Participants learn to distinguish the three types of reasoning and the necessity for meeting all three - FC with 2 sets of 3 overlapping circles: value-rule-consequence, 	<p>extra chairs and labels for the chairs prepared</p> <p>PPT part 2</p>

			respectively legal-ethical-effective	
10.50-11.10	Difficulty of responding to dilemma in PA	The tick spraying dilemma - group discusses a real dilemma that could possibly arise in daily PA practice	- discuss a real public administration dilemma - deeper understanding of the necessity for legality for maintaining public trust	extra chairs and labels for the chairs prepared
11.30-12.00	recapturing the issues discussed present the 12 Principles of Good Governance	Principles of Good Governance - present the 12 principles of good governance - discuss the relevance of PA leadership/where are contributions of senior civil servants? - if time allows it is also possible to discuss that in some decision situations dilemmas or trade offs need to be confronted like in the dilemma exercise at the beginning of the theme	Share and explain the Good Governance concept of the Council of Europe	FC list of principles prepared 2.1 Good governance handout for participants
<i>12.00-13.00 lunch break</i>				
<i>time</i>	<i>Objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
13.00-14.30: theme 3: LEADING AND MANAGING STAFF IN PUBLIC ADMINISTRATION				
13.00-13.30	understand the interdependence of leaders and staff	Mutual expectations exercise - group is divided in two parts (or 4 parts if the number is too big) - one group lists expectations of managers towards staff, the other lists the expectations of staff towards managers - after presenting the results the group discusses where are contradictions - trainer explains the concept of the healthy organization and flow	- realize the importance of safe environment, delegation and empowerment for staff - or discuss any other issue that can be raised based on the comparison of the FCs	3.1. mutual expectations exercise 3.2. mutual expectations result sheets PPT part 3
13.30-13.40	understanding how assure delegation	accountability triangle: - delegation is good but is it safe? How to assure that results are effective? - Often delegation is not part of the lists that gives space to realize why and talk about its importance	- understanding the need to couple delegation with accountability. - If you delegate responsibility, it needs to be coupled with authority and accountability	FC accountability triangle

13.40-14.10	understanding how the Performance Framework is developed to guide effective operation	<p>the Performance Framework</p> <ul style="list-style-type: none"> - explaining the systemic approach to assuring coordinated and effective performance in the organization - participants fill out the performance management questionnaire as an evaluation of their own organizations' practices - the group reflects on weak elements: causes and possibilities to improve - participants are encouraged to share good practices - at the end of the discussion a summary can be made using the last three slides of the theme 	<ul style="list-style-type: none"> - leaders need to create systems that assure the delivery of objectives - empowerment and discretion need to be balanced with monitoring - understanding the logic and structure of performance management - understanding the possibilities for the improvement of their practice - in some countries may be important to discuss the difference of personal evaluation systems that are not linked to strategic objectives and the performance management system) 	PPT part 3 3.3. Performance management questionnaire
14.10-14.30	reflecting on the need to invest in staff and possibilities to do it	<p>Investment in staff</p> <ul style="list-style-type: none"> - participants fill up the investment in staff questionnaire - discuss common weak points and differences in order to learn from each other - if time does not allow, they can bring it home for reflection 	<ul style="list-style-type: none"> - reflection on weak practices - sharing good practices and gaining insight in possibilities that others could exploit 	3.4. invest in staff matrix
14.30-15.00 <i>coffee break</i>				
<i>time</i>	<i>objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
15.00-16.30: theme 4: THE ROLE OF EMOTIONAL INTELLIGENCE AND LEADERSHIP STYLES IN PUBLIC ADMINISTRATION				
15.00-15.15	awareness raising to the emotional component of our decisions	<p>Heart and mind in decisions</p> <ul style="list-style-type: none"> - trainer splits the group in two - each group should decide on a different version of the trolley dilemma 	<ul style="list-style-type: none"> - experience on how emotions change decisions - explanation of the significance of body signals in decisions 	4.1. trolley sheets printed PPT part 4

		<ul style="list-style-type: none"> - trainer explains the result and tells the original experiment - trainer explains the role of heart and mind in decisions 	<ul style="list-style-type: none"> - the role of awareness of emotions in leadership 	
15.15-15.20	understanding the concept of EQ	The concept and significance of emotional intelligence <ul style="list-style-type: none"> - in order to engage, motivate, drive and energize staff, we need to understand and manage decisions and the respective emotions - trainer explains the concept and components of EQ - EQ can make 70% difference to leadership performance 	<ul style="list-style-type: none"> - participants understand the concept and importance of emotional intelligence 	FC: prepare heart and mind and the components of emotional intelligence PPT part 4
15.20-16.00	The role of EQ in leadership	The consequence of emotional intelligence <ul style="list-style-type: none"> - trainer divides participants in 4 groups - each group discuss one component of EQ, its positive effects and the consequence of the weakness of that component - groups report in plenary 	participants understand why and how emotional intelligence matter and that it can be developed	4.2. EQ exercise 4.3. EQ handout FC: flow
16.00-16.15	Leadership styles	Leadership styles <ul style="list-style-type: none"> - trainer explains the leadership styles - asks participants to identify which leadership style uses which factor of EQ - the trainer suggests that participants read Daniel Goleman's The focused leader because it is an excellent summary of the ideas discussed. They can read either the book or the HBR article about it. 	<ul style="list-style-type: none"> - deeper understanding of situational leadership and the importance of different leadership styles - the role of emotional intelligence in the competence to use the appropriate leadership style 	PPT part 4 4.5. Hand out leadership styles
16.15-16.30	closing the discussion everybody contributing	Closing circle <ul style="list-style-type: none"> - what would you like to tell to the group about today? 	participants can freely express feelings, thoughts and see others reactions	
<i>time</i>	<i>objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
DAY 2.				
time	objectives	sequence of activities	learning outcomes	supply
08.30-10.00. theme 5: STRATEGIC MANAGEMENT				
08.30-08.45	start the day with all involved	Opening circle <ul style="list-style-type: none"> - What is on your mind? - review of FCs and key messages from Day 1. 	<ul style="list-style-type: none"> - participants connect to the group - better group climate 	

			- participants refresh where were they in the discussion	
08.45-09.00	discuss the implementation leadership everyday practice	<p>The approach of strategic management</p> <ul style="list-style-type: none"> - trainer explains that the leadership approach discussed during day1 is beyond traditional control and compliance. It is about organizational health, motivating staff, collaboration, innovation and learning. Day 2 explains the cornerstones of its implementation. - Strategic management is about direction, team-work and flexibility - Short plenary discussion what direction, team-work and flexibility means in strategic managements in order to build shared understanding of the concept - Trainer should list on FC the symptoms and evidence for each 	Understanding the practical cornerstones of the leadership approach discussed (organizational health, motivating staff, collaboration, innovation and learning) and the possibilities for implementing them.	PPT part 5 5.1. FC strategic management
09.00-09.30	reflection on own practices	<p>Assessment of staff qualities</p> <ul style="list-style-type: none"> - participants divided in three groups, each has one component to fill up and discuss - discuss first in small groups the common weaknesses and why could be the cause of them - plenary presentation and discussion of results with focus on the causes 	<ul style="list-style-type: none"> - reflection on what strategic management means in concrete terms - discussion of common weaknesses among group members 	5.2. strategic management - staff assessment
09.30-09.45	reflection on possible leadership practices to improve strategic management	<p>Assessment of leadership practices</p> <ul style="list-style-type: none"> - trainer explains the leadership practices: driving strategies, supporting initiatives, managing climate and making use of experience - interactive presentation of the overview of practices and distribution of the handout on the framework - trainer distributes the leadership practices exercise sheet for working on it after the training individually 	learning leadership practices that support strategic management	5.3. strategic management framework handout and
09.45-10.00	offering a strong metaphor to take with	<p>Organizational iceberg</p> <ul style="list-style-type: none"> - trainer sums up ideas by explaining the organizational iceberg as a toll to reflect of leadership practice 	- a metaphor that helps reflecting on their own practice at decision points	strategic management - leadership assessment

		<ul style="list-style-type: none"> - the four leadership tools discussed previously (driving strategies, supporting initiatives, managing climate) can be reconnected to the iceberg in order to show the importance of each 	<ul style="list-style-type: none"> - a tool for detailed self-assessment of participants' leadership practices that can lead to reflections on improvement 	
10.00-10.30 coffee break				
<i>time</i>	<i>objectives</i>	<i>sequence of activities</i>	<i>learning outcomes</i>	<i>supply</i>
10.30-12.00: theme 6: COMPLEXITY OF LEADERSHIP				
10.30-10.45	recollection	Interactive recollection <ul style="list-style-type: none"> - What have these two days gave to you? - What are the most important attributes and competences of a senior civil servant to play a leadership role in PA organizations? - Participants write key words on A4 sheets and share on a table - The trainer eliminates duplication and asks each participant to take one that they find the most important 	<ul style="list-style-type: none"> - participants think about the concepts most important for them and remind each other to the key learning points - deeper imprint 	A4 sheets and markers
10.45-11.15	creating lasting memory of the complexity of the challenge	Spider web of leadership traits <ul style="list-style-type: none"> - each participant take one of the A4 sheets. - take the role of the competence that is written on the A4 sheet. - They sit in circles of 8-10 persons and throw a ball of cord to each other with the sentence: "I as (his competence) need(the competence where they throw the cord) for" - When the spider web is dense enough, participants holding the web, discuss the experience with the facilitation of the trainer. 	<ul style="list-style-type: none"> - Strong experiential learning about the complexity of leadership 	3 balls of cord
11.15-11.30	offer a last opportunity to raise last concerns and acknowledge that challenging nature of L	What is most challenging? <ul style="list-style-type: none"> - Participants are encouraged to raise what they fear the most, or what they find most difficult in playing a leadership role in their daily work environment 	<ul style="list-style-type: none"> - the question opens room to raise yet unanswered doubts and concerns and acknowledge the difficulty of L 	6.1. Leadership quote questionnaire

		<ul style="list-style-type: none"> - close with leadership quotes and whole person leadership concept - fill up leadership quotes questionnaire again 	<ul style="list-style-type: none"> - synthetizing thoughts putting focus on the change in mind set and culture 	PPT part 6.
11.30-12.00	close the discussion and share whatever is personally important	<p>Closing circle</p> <p>What do you want to share with others as a closing reflection or remark?</p>	participants feel that the experience is ending and reflect on what they bring to their personal development and daily practice	
12.00 CERTIFICATES AND OFFICIAL CLOSING			official closing and go forward	