



# Leadership Training for Senior Civil Servants

## Handouts

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

December 2018



Centre of Expertise  
for Local Government Reform



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## 1.1 HANDOUT: LEADERSHIP QUOTES

There are three statements about Leadership on this page. Please, read them and give your opinion by answering the questions below them.

Please write a name or nick name on the sheet that you can remember and use again when you fill out a similar sheet at the end of the training!

1. *If you fail to respect your people, they will fail to respect you.*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted? Can you create organization that respects its staff?				

2. *It is said of a good leader that when the work is done, the aim fulfilled, the people will say, "We did this ourselves."*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted? Can you create ownership of achievements by staff?				

3. *„Leadership is an Activity to promote successful change in systems. It does not depend on personality, charisma, power or position and can be exercised with or without authority it is more hard work than inspiration“*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted? Can you promote system adaptations?				

4. *„Leadership focuses on the follower: on the adaptations required of people in response to changing environments and how leaders can support them during these changes.“*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted? Can you support staff's adaptations?				

## 1.2 HANDOUT: WORKING DEFINITIONS ON ORGANIZATIONAL LEADERSHIP

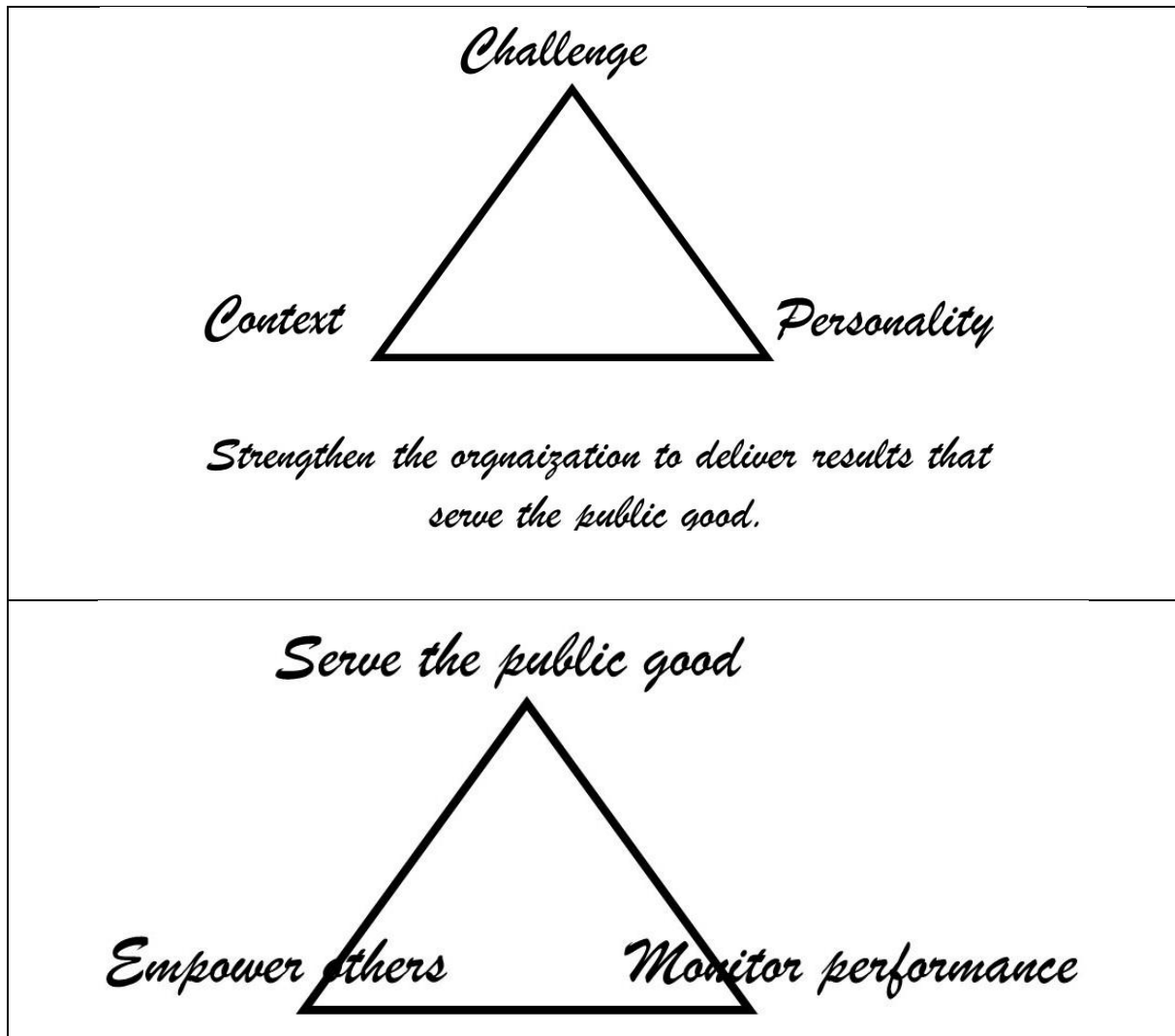
### MANAGEMENT

The process of setting the strategy of an organisation and coordinating the efforts of its members, considering all available resources. It refers to: planning, organising, coordinating, controlling, commanding and staffing.

### LEADERSHIP

The skill and process to guide organisations, teams and individuals. It goes beyond management as it encompasses the capacity to lead by example, to inspire, to challenge inefficient systems and to enable others to take responsibility and act.

The traits of a leader are inherent to all. A leader is one who uses individual capacities to enable processes enlisting the aid and support of others in defining the organisations' vision and accomplishing the corresponding tasks.



### 1.3 HANDOUT: IDENTIFYING DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

A manager is a member of the organization, who has formal power over subordinates and has to direct them to accomplish the organizational objectives. Managers are responsible for establishing adequate operating systems and incentives to coordinate, control and monitor the organization’s operation.

Leaders create shared purpose and vision, inspiration and commitment among followers. Leadership does not depend only on formal power. Personal honesty, integrity and example of the leader and the trust, inspiration, motivation and energy that the leader creates are all contributing to the power of the leader.

Senior civil servants, who work in high positions in the public administration, need to possess both managerial and leadership competences to strengthen their organizations to deliver results that serve the public good.

Read each of the statements below and decide whether you think it refers to management or leadership:

BEHAVIOURS AND ACTIONS		MANAGEMENT	LEADERSHIP
1	Initiates Change		
2	Is a classic good soldier		
3	Administration		
4	Innovates		
5	Maintains		
6	Plans long term		
7	Models the way to behave		
8	Does things right		
9	Imitates		
10	Motivates and inspires		
11	Has eye on the bottom line		
12	Asks why - and why not		
13	Focuses on the people and potential		
14	Focuses on systems and structures		
15	Copes with complexity		
16	Develops the vision and people		
17	Organises people		
18	Accepts the status quo		
19	Enables others to act		
20	Inspires trust		

***When you have completed the task – and not before - check your answers with the list below.***

1:L, 2:M, 3:M, 4:L, 5:M, 6:L, 7:L, 8:M, 9:M, 10:L, 11:M, 12:L, 13:L, 14:M, 15:M, 16:L, 17:M, 18:M, 19:L,

## 2. HANDOUT: THE COUNCIL OF EUROPE'S 12 PRINCIPLES OF GOOD GOVERNANCE

### 1. Fair Conduct of Elections, Representation and Participation

- Local elections are conducted freely and fairly, according to international standards and national legislation, and without any fraud.
- Citizens are at the centre of public activity and they are involved in clearly defined ways in public life at local level.
- All men and women have a voice in decision-making, either directly or through legitimate intermediate bodies that represent their interests. Such broad participation is built on the freedoms of expression, assembly and association.
- All voices, including those of the less privileged and most vulnerable, are heard and taken into account in decision-making, including over the allocation of resources.
- There is always an honest attempt to mediate between various legitimate interests and to reach a broad consensus on what is in the best interest of the whole community and on how this can be achieved.
- Decisions are taken according to the will of the many, while the rights and legitimate interests of the few are respected.

### 2. Responsiveness

- Objectives, rules, structures and procedures are adapted to legitimate expectations and needs of citizens.
- Public services are delivered, and requests and complaints are responded to, within a reasonable timeframe.

### 3. Efficiency and Effectiveness

- Results meet agreed objectives.
- Best possible use is made of the resources available.
- Performance management systems make it possible to evaluate and enhance the efficiency and effectiveness of services.
- Audits are carried out at regular intervals to assess and improve performance.

### 4. Openness and Transparency

- Decisions are taken and enforced in accordance with rules and regulations.
- There is public access to all information which is not classified for well-specified reasons as provided for by law (such as the protection of privacy or ensuring the fairness of procurement procedures).
- Information on decisions, implementation of policies and results are made available to the public in such a way as to enable it to effectively follow and contribute to the work

### 5. Rule of Law

- Local authorities abide by the law and judicial decisions.
- Rules and regulations are adopted in accordance with procedures provided for by law and are enforced impartially.

### 6. Ethical Conduct

- The public good is placed before individual interests.
- There are effective measures to prevent and combat all forms of corruption.
- Conflicts of interest are declared in a timely manner and persons involved must abstain from taking part in relevant decisions.

**7. Competence and Capacity**

- The professional skills of those who deliver governance are continuously maintained and strengthened in order to improve their output and impact.
- Public officials are motivated to continuously improve their performance.
- Practical methods and procedures are created and used in order to transform skills into capacity and to produce better results.

**8. Innovation and Openness to Change**

- New and efficient solutions to problems are sought and advantage is taken of modern methods of service provision.
- There is readiness to pilot and experiment with new programmes and to learn from the experience of others.
- A climate favourable to change is created in the interest of achieving better results.

**9. Sustainability and Long-term Orientation**

- The needs of future generations are taken into account in current policies.
- The sustainability of the community is constantly taken into account.
- Decisions strive to internalise all costs and not to transfer problems and tensions - be they environmental, structural, financial, economic or social - to future generations.
- There is a broad and long-term perspective on the future of the local community along with a sense of what is needed for such development.
- There is understanding of the historical, cultural and social complexities in which this perspective is grounded.

**10. Sound Financial Management**

- Charges do not exceed the cost of services provided and do not reduce demand excessively, particularly in the case of important public services.
- Prudence is observed in financial management, including in the contracting and use of loans, in the estimation of resources, revenues and reserves, and in the use of exceptional revenue.
- Multi-annual budget plans are prepared, in consultation with the public.
- Risks are properly estimated and managed, including by the publication of consolidated accounts and, in the case of public-private partnerships, by sharing the risks realistically.
- The local authority takes part in arrangements for inter-municipal solidarity, fair sharing of burdens and benefits and reduction of risks (equalisation systems, inter-municipal cooperation, mutualisation of risks....).

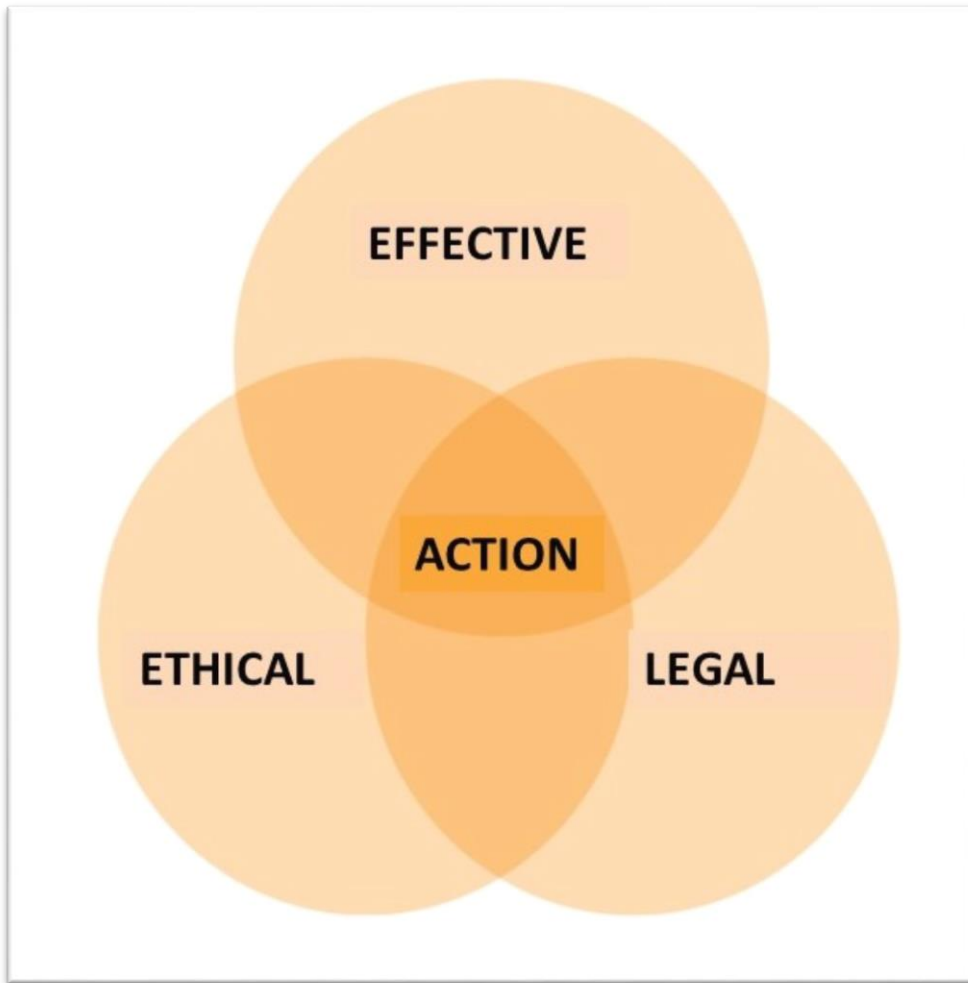
**11. Human Rights, Cultural Diversity and Social Cohesion**

- Within the local authority's sphere of influence, human rights are respected, protected and implemented, and discrimination on any grounds is combatted.
- Cultural diversity is treated as an asset, and continuous efforts are made to ensure that all have a stake in the local community, identify with it and do not feel excluded.
- Social cohesion and the integration of disadvantaged areas are promoted. d. Access to essential services is preserved, in particular for the most disadvantaged sections of the population.

**12. Accountability**

- All decision-makers, collective and individual, take responsibility for their decisions.
- Decisions are reported on, explained and can be sanctioned.
- There are effective remedies against maladministration and against actions of local authorities which infringe civil rights.

OBLIGATION OF THE CIVIL SERVANT



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### 3.1. HANDOUT: MUTUAL EXPECTATIONS OF MANAGERS AND STAFF

STAFF EXPECTATIONS OF MANAGERS/LEADERS	MANAGERS'/LEADERS' EXPECTATIONS OF STAFF
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

### 3.2. HANDOUT: MUTUAL EXPECTATIONS OF MANAGERS AND STAFF

STAFF EXPECTATIONS OF MANAGERS/LEADERS	MANAGERS'/LEADERS' EXPECTATIONS OF STAFF
<ul style="list-style-type: none"> <li>• Clear and shared vision, clear objectives</li> <li>• Work in line with Job Description and strategic plan/priorities and Serving collective purpose</li> <li>• Voice for employees/ inclusive decision making</li> <li>• Clear guidance; parameters for personal initiative</li> <li>• Means to achieve objectives</li> <li>• Clear information; good communications</li> <li>• Access to colleagues</li> <li>• Safe, fair and respectful work environment</li> <li>• Appreciation for work done and problem-solving abilities</li> <li>• Opportunities to learn, increase expertise and opportunity for personal development</li> <li>• Integrity, honesty and genuineness</li> <li>• Doing what they say they will do</li> <li>• Practising what they preach</li> <li>• Constructive performance appraisal</li> <li>• Career advice</li> <li>• Empathy</li> <li>• Willingness to learn</li> <li>• Readiness to harness energies of staff</li> <li>• Readiness to delegate</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of broad picture</li> <li>• Loyalty to organisation</li> <li>• Able to take responsibility and problem solving</li> <li>• Execution of job to best of ability</li> <li>• Serving the collective purpose</li> <li>• Competence</li> <li>• Focus on outcomes as well as outputs</li> <li>• Honest self-assessment of achievement</li> <li>• Good quality of work</li> <li>• Sensible and honest use of organisation's reputation, time and resources</li> <li>• Respect for rules</li> <li>• Respect of colleagues</li> <li>• Cooperation in developing policies and plans</li> <li>• Team-working</li> <li>• Confidence in management</li> <li>• Transparency and integrity</li> <li>• Creative thinking</li> <li>• Motivation</li> <li>• Capacity for initiative</li> <li>• Awareness of pressures on manager</li> </ul>



### 3.3. HANDOUT: PERFORMANCE MANAGEMENT QUESTIONNAIRE

Please rate the following on a scale of 1 – 5:

1 = not at all    2 = not very    3 = quite    4 = very    5 = totally

**SCORE (1 – 5)**

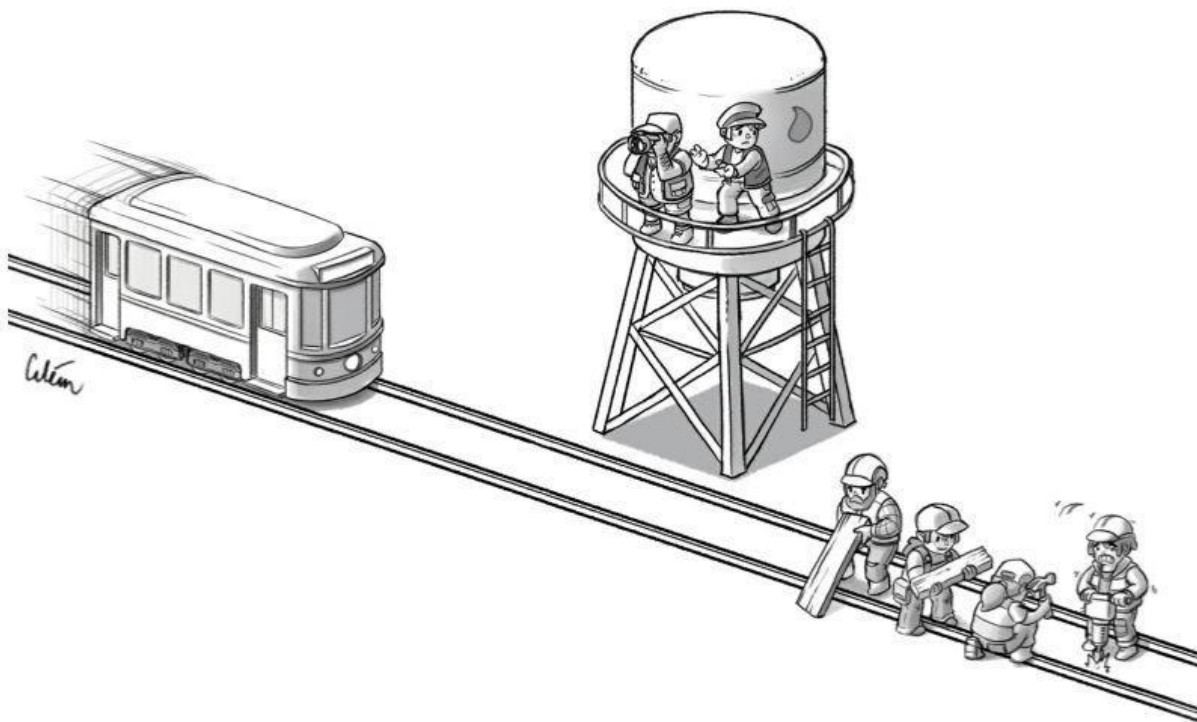
1	Is their substantive analysis of needs and communication with stakeholders about their priorities?	
2	Are strategic priorities of the organization clearly defined?	
3	Is the delivery of priorities and key objectives measured?	
4	Are strategic priorities and key objectives translated to clear operational objectives?	
5	Are stakeholders aware of the priorities and objectives set?	
6	Are the plans - that should deliver the objectives - clear? Do they have clear targets?	
7	Are the plans monitored regularly?	
8	Is action taken if they are not being delivered?	
9	Are resources linked to the priorities?	
10	Do you use any performance management system?	
11	Is there external client feedback or public discussion on the performance of the organization?	
12	Are there targets for individuals to deliver their part in the plans?	
13	Would better performance management help to improve services?	

### 3.4. HANDOUT: INVEST IN STAFF MATRIX

Reflect on the effectiveness of the organisation’s approach to staff management (scale 1 (weak) – 10 (strong))  
 After the training you can revisit this matrix and draw up an action plan to raise the scores.  
 You may also wish to carry out this exercise in every 2 years.

		SCORES (1-10)		
	EVIDENCE OF INVESTING IN STAFF	SENIOR LEVEL	Mid-level	Front-line staff
1	The organisation is committed to supporting the development of its staff			
2	Staff are encouraged to improve their own and others’ performance and learn from each other			
3	Staff believe their contribution to the organisation is recognised			
4	The organisation invests sufficiently in the professional development of its staff			
5	The organisation is committed to ensuring equality of opportunity in staff development			
6	The organisation has clear aims and objectives that are understood by all			
7	The development of staff is in line with the organisation’s objectives			
8	Staff understand how they contribute to achieving the organisation’s aims and objectives			
9	Managers are effective in supporting the development of staff			
10	Staff learn and develop effectively			
11	The development of staff improves the performance of (i) the organisation, (ii) teams, (iii) individuals			
12	Staff understand the impact of staff development on the performance of (i) the organisation, (ii) teams, (iii) individuals			
13	The organisation is getting better at developing its staff			

### 4.1. HANDOUT: THE TROLLEY DILEMMA



## 4.2. HANDOUT: EFFECTS OF EQ COMPETENCES

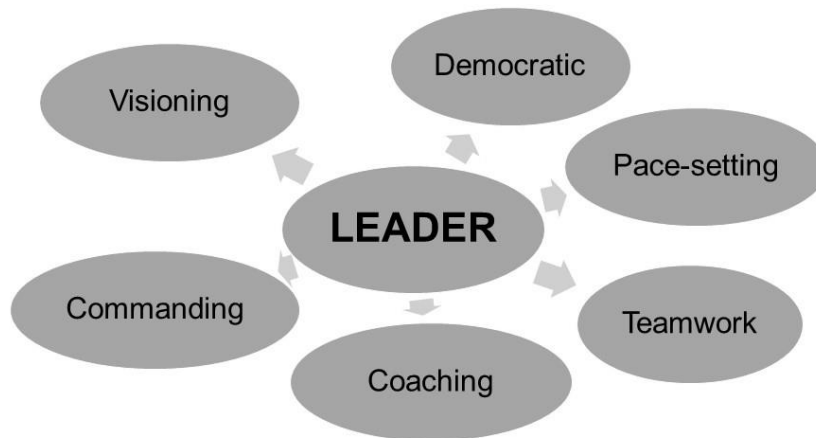
EQ COMPETENCE	POSITIVE EFFECTS	IMPACT OF WEAKNESS
<p><b>1. Self-awareness</b></p> <p>Means the ability of being aware of own personality, abilities, emotions, knowing one’s strengths and limitations, having appropriate self-confidence...</p>		
<p><b>2. Self-management</b></p> <p>Means self-control, integrity, honesty, trustworthiness, adaptability, capacity to drive, motivation and initiative, search for achievement, readiness to take initiative, optimism</p>		
<p><b>3. Social awareness</b></p> <p>Means empathy, social and organisational awareness, the ability to understand others’ reactions and feelings, having and projecting sense of service</p>		
<p><b>4. Social (ie relationships) management</b></p> <p>Means the ability to inspire, influence, developing others, to be change catalyst, competence to foresee, avoid and manage conflicts.....</p>		

### 4.3. HANDOUT: EFFECTS OF EQ COMPETENCES

EQ COMPETENCE	POSITIVE EFFECTS	IMPACT OF WEAKNESS
<p><b>1. Self-awareness</b></p> <p>Means the ability of being aware of own personality, abilities, emotions, knowing one's strengths and limitations, having appropriate self-confidence...</p>	<p>Ability to assess one's own strength and weaknesses and possibilities; ability to see patterns and connections; implicit learning; sense of what works / does not work and what is important / not important; creativity.</p>	<p>Sees things in black and white; misjudge own capacity and possibilities; takes risks unnecessarily; lacks sense of authority; can lead to fear to delegation and cooperation; narrow perspective.</p>
<p><b>2. Self-management</b></p> <p>Means self-control, integrity, honesty, trustworthiness, adaptability, capacity to drive, motivation and initiative, search for achievement, readiness to take initiative, optimism</p>	<p>Ability to encourage respect and trust; control impulses; to justify action through reason; to respond quickly and take initiative; to create climate by setting an example.</p>	<p>Controlled by emotions; reduced capacity to think and focus; cannot command respect and trust; fails to set and keep direction.</p>
<p><b>3. Social awareness</b></p> <p>Means empathy, social and organisational awareness, the ability to understand others' reactions and feelings, having and projecting sense of service</p>	<p>Share wavelength; ability to understand social processes; express messages appropriately; supports diversity; generates sense of purpose and unity.</p>	<p>Unrealistic plans; wrong assumptions; failed expectations; creates vulnerability; risks to relationships; poor situation assessments.</p>
<p><b>4. Social (ie. relationships) management</b></p> <p>Means the ability to inspire, influence, developing others, to be change catalyst, competence to foresee, avoid and manage conflicts.....</p>	<p>Generates authenticity and safe environment; gives purpose; facilitates focus on what is important; creates climate where others can achieve.</p>	<p>Generates conflicts; fails to get best out of staff; generates distrust and low esteem; encourages personal agendas.</p>

#### 4.4. HANDOUT: LEADERSHIP STYLES

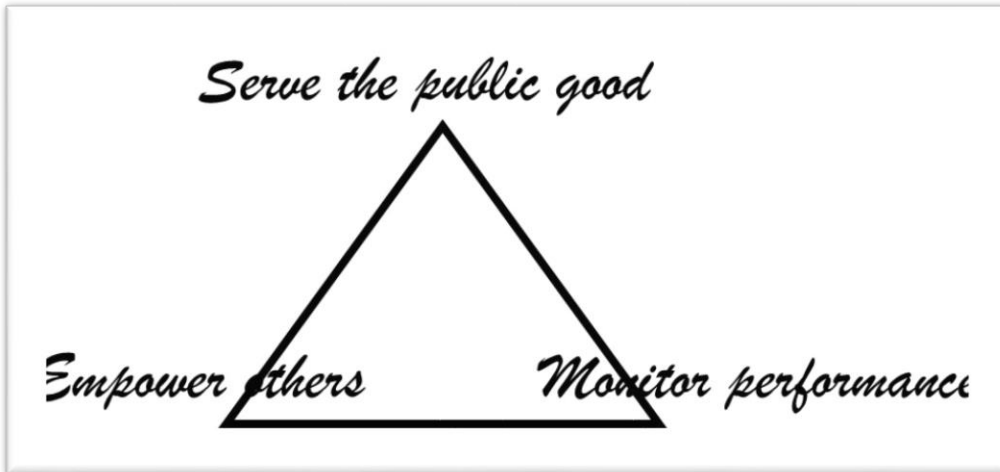
### EQ LEADERSHIP STYLES



<p><b>Commanding:</b> Demands immediate compliance</p>	<p>“Do what I say”. Specifies the what and how.</p>
<p><b>Visioning:</b> Mobilizes people toward a vision</p>	<p>“Come with me”. Sets a clear vision, leaves the means open.</p>
<p><b>Democratic:</b> Forges consensus through participation</p>	<p>“What shall we do?”. Gives workers a voice.</p>
<p><b>Pacesetting:</b> Sets high standards for performance</p>	<p>“I will set the example”. Demonstrates high performance.</p>
<p><b>Team working:</b> Creates harmony and builds emotional bonds</p>	<p>“People come first”. Builds team harmony and morale.</p>
<p><b>Coaching:</b> Develops people for future</p>	<p>“Here’s how we can do it better”. Focuses on employee development.</p>



### 5.1. HANDOUT: STRATEGIC MANAGEMENT FRAMEWORK



<b>DIRECTION</b>	<p><b>Symptoms</b></p> <ul style="list-style-type: none"> <li>• Leaders aligned and committed</li> <li>• Time to review progress</li> <li>• Teams capture and communicate lessons</li> <li>• Staff get training</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• 2-way communication – vertical and horizontal</li> <li>• Attention not just about destination but also on navigating the road</li> <li>• Vision widely shared</li> </ul>
<b>TEAM-WORKING</b>	<p><b>Symptoms</b></p> <ul style="list-style-type: none"> <li>• Leadership aligned and committed</li> <li>• Staff ready to switch responsibilities to make things easier for each other</li> <li>• Staff talk about problems and disagreements</li> <li>• Management systems coherent and support overall objectives</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Sense of unity reaching out to all stakeholders</li> <li>• Cross-boundary cooperation</li> <li>• Staff aware of leadership’s priorities</li> </ul>
<b>FLEXIBILITY</b>	<p><b>Symptoms</b></p> <ul style="list-style-type: none"> <li>• Flexibility in switching responsibilities to manage changing circumstances and new challenges</li> <li>• New ideas, technologies and methods explored</li> <li>• Innovative approaches introduced</li> <li>• Staff get training</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Wider awareness</li> <li>• Strong sense of purpose</li> <li>• High degree of teamwork</li> <li>• Readiness to adapt in pursuit of goals</li> </ul>

## HOW LEADERSHIP PRACTICES IMPROVE PERFORMANCE

COMPONENTS OF EXCELLENT PERFORMANCE			
LEADERSHIP PRACTICES	DIRECTION	TEAM-WORKING	FLEXIBILITY
<b>1. Driving strategies</b>	Ensuring staff understand strategic direction and their role in supporting it	Emphasising importance of each person’s buy-in and contribution	Increasing staff awareness of external and internal conditions and their implications for strategic decisions
<b>2. Supporting initiatives</b>	Defining specific objectives, roles, action plans	Ensuring all staff know exactly how their job and behaviour contribute to the success of the organization	Keeping hands on the ‘steering wheel’ so adjustments can be made as necessary
<b>3. Managing climate</b>	Giving opportunities for open dialogue about goals and objectives	Setting stage for organizational collaboration and teamwork	Encouraging ownership, flexibility and confidence in making decisions and pursuing objectives
<b>4. Making use of experience</b>	Allowing time to formulate and discuss goals and reflect on progress towards meeting them	Expecting each staff member to have a perspective, offer insights and contribute to team learning	Enabling staff to learn from experience and best practice, applying lessons quickly to emerging problems

## 5.2. HANDOUT: STRATEGIC MANAGEMENT - ASSESSMENT OF STAFF QUALITIES

How well do staff in the organization embrace direction, team-working and flexibility? Score your organization against the following criteria. Be prepared to provide feedback and discuss the evidence behind the assessment.

Direction		
		1 2 3 4 5
1	Staff have a clear and shared understanding of strategy at detailed level	
2	Staff focus their efforts on the critical priorities	
3	Strategy is translated into concrete, achievable goals	
	<b>TOTAL</b>	

Team-Working		
		1 2 3 4 5
4	We have commitment at all levels to the success of the strategy	
5	We assign capable, dedicated staff to strategic initiatives	
6	The spirit of teamwork and cross-boundary cooperation is evident throughout the organisation	
	<b>TOTAL</b>	

Flexibility		
		1 2 3 4 5
7	Staff stay open and flexible in the way goals are met	
8	Staff maintain pro-active while adjusting for circumstances as needed	
	Staff capture and communicate what they learn from their work	
9	<b>TOTAL</b>	

**1 = low; 5 = high**

### 5.3. HANDOUT: STRATEGIC MANAGEMENT - LEADERSHIP ASSESSMENT

There are 4 leadership practices that experience suggests play a critical role in making best use of staff and maximising their contribution to organizational performance:

- 1) *Driving strategies*
- 2) *Supporting initiatives*
- 3) *Managing climate*
- 4) *Making use of experience*

The table below identifies ways in which these practices can strengthen the components of performance. This is the background reference for the next exercise.

#### HOW LEADERSHIP PRACTICES IMPROVE PERFORMANCE

LEADERSHIP PRACTICES	COMPONENTS OF EXCELLENT PERFORMANCE		
	DIRECTION	TEAM-WORKING	FLEXIBILITY
<b>1. Driving strategies</b>	Ensuring staff understand strategic direction and their role in supporting it	Emphasising importance of each person’s buy-in and contribution	Increasing staff awareness of external and internal conditions and their implications for strategic decisions
<b>2. Supporting initiatives</b>	Defining specific objectives, roles, action plans	Ensuring all staff know exactly how their job and behaviour contribute to the success of the organization	Keeping hands on the ‘steering wheel’ so adjustments can be made as necessary
<b>3. Managing climate</b>	Giving opportunities for open dialogue about goals and objectives	Setting stage for organizational and interdepartmental collaboration and teamwork	Encouraging ownership, flexibility and confidence in making decisions and pursuing objectives
<b>4. Making use of experience</b>	Allowing time to formulate and discuss goals and reflect on progress towards meeting them	Expecting each staff member to have a perspective, offer insights and contribute to team learning	Enabling staff to learn from experience and best practice, applying lessons quickly to emerging problems

### Leadership Action 1: Driving Strategies

Staff work individually and, in their teams, to deliver components of the organizational strategies. **Driving strategies** (note the word 'driving') is a key leadership practice that will strengthen the contribution of staff to organizational performance.

- This increases **Direction** through a growing awareness of the components of the strategy.
- This increases **team-working** by ensuring that teams are aligned within an overall goal and alert to both the external environment and internal capacity.
- This increases **flexibility** by helping others to buy into the strategy and making all staff aware of the wider goals.

#### Task:

Reflect on the way that the organizational managers typically **drive** its key strategies. Complete the leadership assessment exercise below by scoring the organizational against the given criteria.

#### LEADERSHIP ASSESSMENT – DRIVING STRATEGIES

1. We make sure our strategy responds to the 5 questions: Who? What? When? How? Where?	1 2 3 4 5
2. We make sure staff are clear about the reasons for our priorities and for any changes.	1 2 3 4 5
3. We invite discussion on the case for change in order to build commitment.	1 2 3 4 5
4. We introduce new strategies in a way that is personal, so that staff know how they are affected.	1 2 3 4 5
5. We identify and remove impediments to staff making the necessary changes in their work and behaviour.	1 2 3 4 5
6. We involve the staff in creating the plan rather than doing it myself.	1 2 3 4 5
7. We use the same care in selecting operational teams for specific initiatives as I do in hiring new staff.	1 2 3 4 5

**1 = low; 5 = high**

**Add ratings and divide by 7.**

**Score: <3 – development needed; >4 – strong**

**Leadership Action 2: Supporting Initiatives**

Supporting initiatives is a key leadership practice that will strengthen the contribution of staff to organizational performance.

- This increases **Direction** by identifying and structuring the initiative in a way that drives the overall strategy forward.
- This increases **team-working** by assigning the right staff to an initiative (not just those available) and building up capable, dedicated teams.
- This increases **flexibility** by actively supporting and coaching teams, holding them accountable and assessing / mitigating any risks.

Any organization will be taking initiatives alongside the routine work to improve services, to reach out to a wider group of citizens, to support local businesses etc. Where such initiatives are successful, they bring credit and visibility to the organization, influence the way things are done and open up new ways of thinking.

**Task:**

Reflect on the way that the organization’s managers support initiatives. Complete the exercise below by scoring the organization against the given criteria.

*LEADERSHIP ASSESSMENT – SUPPORTING INITIATIVES*

1. We stay involved in driving initiatives forward, not just announcing and moving on.	1 2 3 4 5
2. We communicate a vivid picture of specific changes staff need to make.	1 2 3 4 5
3. We treat strategic initiatives like projects, with team leaders, teams, objectives, budgets etc.	1 2 3 4 5
4. We ensure project teams devote a good proportion of their time to any initiative.	1 2 3 4 5
5. We identify and remove impediments to staff needing to make the necessary behavioural changes.	1 2 3 4 5
6. We involve the whole operational team in creating the plan rather than do it myself.	1 2 3 4 5
7. We use the same care in selecting operational team members for an initiative as in hiring new staff.	1 2 3 4 5

**1 = low; 5 = high**

**Add ratings and divide by 7.**

**Score: <3 – development needed; >4 – strong**

### Leadership Action 3: Managing the Climate

Managing the climate (a component of organisation culture) is a key leadership practice that will strengthen the contribution of staff to organizational performance.

- It increases **Direction** by creating opportunities for dialogue.
- It increases **team-working** by setting the stage for collaboration and honesty.
- It increases **flexibility** by encouraging confidence.

The climate of an organization is very tangible. Staff and citizens can easily see it. Climate is about such questions as: How ready are staff ready to respond to queries or problems? How well do they listen to the views of service users? How much are they willing to cooperate with each other?

Experience suggests that a good climate can make a **30% difference** to performance. It affects staff motivation as much as the organization's reputation. All managers have a key role to play in promoting a good climate.

All factors of climate are important, but in some organisations, greater emphasis is put on specific ones (eg the military tends to be high on clarity and teamwork, NGOs on teamwork and responsibility).

#### Task:

Reflect on the way that the organization's managers encourage a supportive climate. Complete the exercise below by scoring the organization against the given criteria.

#### LEADERSHP ASSESSMENT: MANAGING CLIMATE

1. We focus not just on data but on climate dimensions.	1 2 3 4 5
2. We conduct regular checks to ensure a supportive climate.	1 2 3 4 5
3. We have defined the kind of climate that best supports our objectives.	1 2 3 4 5
4. We have informal discussions on climate with managers and peers.	1 2 3 4 5
5. We seek to learn how staff view my management practices.	1 2 3 4 5
6. We have objectives and action plans for improving the climate.	1 2 3 4 5
7. We convey the importance of climate to the wider leadership and explain how it drives performance.	1 2 3 4 5

**1 = low; 5 = high**

**Add ratings and divide by 7.**

**Score: <3 – development needed; >4 – strong**

**Leadership Action 4: Making Use of Experience**

Making use of experience is a key leadership practice that will strengthen the contribution of staff to organizational performance.

- It increases **Direction** by giving time to discuss objectives and reflect on progress.
- It increases **team-working** by expecting each member of staff to have a view, offer insights and contribute to team learning.
- It increases **flexibility** by facilitating learning and applying lessons to emerging problems.

Learning from experience is the best way of learning. Over 70% of workplace learning happens on the job. We can learn from the experience of colleagues; managers can help teams learn from their collective experience. But if staff are to learn from experience and managers harness experience:

- ✓ ***There must be open communications.***
- ✓ ***Staff must have strategic awareness, so that they know where experience can be best used.***
- ✓ ***Staff must be open to dialogue and not be afraid of taking initiatives.***

**Task:**

Reflect on the way that the organization’s managers cultivate experience. Complete the exercise below by scoring the organization against the given criteria.

*LEADERSHP ASSESSMENT: MAKING USE OF EXPERIENCE*

1. We foster staff growth by encouraging them in their learning.	1 2 3 4 5
2. We allow staff to practise the behaviour changes they need to make.	1 2 3 4 5
3. We seek to turn pressure, feedback, conflict into facilitated learning.	1 2 3 4 5
4. We have established ways of reflecting regularly.	1 2 3 4 5
5. We have instituted practices (eg post-action reviews) to foster team reflection.	1 2 3 4 5
6. We treat projects as opportunities to experiment and learn.	1 2 3 4 5
7. We help to capture and share learning during projects rather than waiting till the end.	1 2 3 4 5

**1 = low; 5 = high**

**Add ratings and divide by 7.**

**Score: <3 – development needed; >4 – strong**



## 6.1. HANDOUT: LEADERSHIP SURVEY

There are three statements about Leadership on this page. Please, read them and give your opinion by answering the questions below them.

Please write the same name or nick name on the sheet that you used for the questionnaire at the beginning of the training!

5. *If you fail to respect your people, they will fail to respect you.*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted?				

6. *It is said of a good leader that when the work is done, the aim fulfilled, the people will say, "We did this ourselves."*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted?				

1. *A key role of leadership is to promote successful change in systems. For this personality, charisma, power or position is not sufficient; it can be exercised with or without authority; it is more hard work than inspiration.*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted?				

2. *Leadership need to focus on staff: on the adaptations required of people in response to changing environments, and on how leaders can support them during these changes.*

	strongly agree	agree to some degree	I disagree to some degree	strongly disagree
I agree/disagree with the concept				
Whether you agreed or not, could you implement it if you wanted?				