



# ReSPA

Regional School  
of Public Administration

## Ethical Leadership Accredited Training Programme

23rd – 27th June 2014

ReSPA, Danilovgrad

**Provisional programme**

## Background

With anti-corruption as a major theme for review and action within the public service organisations of the Western Balkans currently, it is recognised that there are a number of strands of relevant activity. Firstly there are organisational and legal aspects including the underpinning legislation, and organisational policies and culture and secondly, there are aspects of leadership behaviours and personal ethics and integrity – ensuring that leaders and senior managers lead by example, taking personal responsibility and driving the right behaviours and cultures with their teams and organisations more broadly.

This proposed programme seeks to address the requirement for senior managers to model the highest standards of leadership behaviours and personal ethics and integrity.

## The programme – overview

The programme will give delegates the skills required to lead effective, open and honest teams, focusing on the importance of understanding prevailing ethical and cultural issues within the organisation and planning for and implementing change where needed, and on the need to lead by example through demonstrating exemplary leadership behaviours.

The programme will support institutions devoted to anti-corruption by providing the required leadership and personal skills which will both complement and underpin the organisation's current and required anti-corruption process, procedures and regulations.

The course will comprise two UK's Chartered Management Institute (CMI) units and successful delegates will receive 2 certificates:

- **CMI Level 5 Certificate in Leadership and Management**
- **Certificate of credit for two units: Leadership Practice and Being a Leader**

## The programme – content

By the end of the five day programme, in each of the major learning themes, delegates will be able to:

### Organisational culture and ethics

- Evaluate the impact of their organisation's current culture and values on leadership – and assess opportunities for positive change
- Understand how organisational specific legal, regulatory and ethical requirements impact on leadership demands and on the ability of the leader to devolve and delegate responsibility and authority
- Evaluate current and emerging social concerns and expectations impacting on leadership in the organisation
- The role of the leader in contributing to the creation of the organisation's vision and in its communication to others

### Leadership and management styles

- Understand the relationship between management and leadership
- Be able to select appropriate styles for use in different scenarios
- Evaluate the balance needed between the demands of management and the demands of leadership
- Understand how leadership styles contribute to the achievement of organisational objectives

### Leading by example

- Personal energy, self-belief and commitment – the impact of a leader's clear focus
- Developing a culture of professionalism, mutual trust, respect and support within the team
- Understand how empowerment and trust through ethical leadership impact on organisational practice

## The Delivery Methodology

The five day programme aims to be both informative and interactive. Trainees will be encouraged to participate through discussion and group activities, scenarios and exercises. They will be introduced to the concepts of best-practice and encouraged to critically evaluate how these might contribute to improvements within their own work environment and where possible, plan for their implementation.

Trainees will be provided with 2 supporting hard-copy workbooks produced by the CMI as well as access to the learning materials available online. They will also be provided with supporting hand-out information and useful reading and assignment questions with comprehensive guidance notes.

## The Assessment

Delegates will be required to complete an extended assignment in which they demonstrate not only their understanding of the learning but also their ability to put it into practice within their work environment and also within their own leadership and personal behaviours. This assignment will focus specifically on leadership and management styles and, within those themes, on ethics, integrity and the value of openness, honesty and transparency in public administration.

Delegates will be required to complete some work prior to joining the course. They will also be given the opportunity within the course duration to plan and prepare parts of the assignment. Following the course, delegates will be required to complete their assignments and during this time comprehensive email support will be provided by the assessor.

Assignments will be assessed against a number of CMI-set assessment criteria and trainees must achieve a 'pass' against all criteria in order to gain the formal qualification. Assessors will complete a formal marking sheet providing feedback on all assessment criteria. They will either be passed ie judged as adequate, or referred ie returned for further editing with full, constructive feedback.

**Delegates must be prepared to commit time following the programme to complete assignments. Assignment drafts must be completed by the end of August 2014**

## The programme – target audience

The programme, accredited by the UK's CMI, has been specifically designed for experienced middle and senior managers who manage teams, influence policy and plan and manage change within the central national institutions devoted to anti-corruption.

## Participant profile

Participants should be Department Heads with significant responsibility for both managing staff and influencing policy. Ideally, they will be working within institutions where there is a focus on anti-corruption and ethical operations. They should have full authority for their work area and be able to implement change.

They will have at least 5 years experience of leading a team. It is anticipated that participants will manage, directly or indirectly, the work of at least 20 people.

Participants should be fluent in the English language and must be able to write their assignments in English.

## The Trainers

The programme is being delivered by trainers from Exemplas, part of the UK's award-winning University of Hertfordshire group of companies and a not for profit distribution organisation. As a leading business support, skills and employment solutions provider established for over 20 years, Exemplas has a strong track record in delivering services to the UK government and other public sector organisations including regional and municipal authorities.

Furthermore we have excellent experience in providing services to the public administration sector outside of the UK. Within the Western Balkans, current and recent projects include the delivery of a number of large-scale training and consultancy programmes within the Ministry of Interior of the Republic of Serbia, and the development and delivery of an accredited training programme for public administration managers at ReSPA.

What makes us unique is the breadth of our experience coupled with the strength of our partnerships. We specialise in the delivery of accredited training programmes and work with world-renowned Awarding Organisations including the Chartered Management Institute, Institute of Leadership and Management and City and Guilds, and we aim to deliver programmes in close partnership with trainers from organisations like the Faculty of Organisational Sciences (FON) at the University of Belgrade where we feel that this will add a real value.

### **James Leavold**

James is highly experienced in the design and delivery of training programmes in the UK and around the world including the Balkans. He has specialised in training and consultancy for the last 12 years during which time he has built a wealth of experience of working with different sectors. He has a strong interest in facilitating behavioural change and specialises in the teaching of coaching skills, emotional intelligence and leadership best-practice including personal integrity and ethics.



### **Barry Gamson**

Barry is an experienced and enthusiastic learning and development professional with a proven track record of success. He has spent the last eight years working as a full-time trainer developing and delivering a very wide range of learning and development solutions to organisations in both public and private sector in his trademark lively, innovative and interactive style. He specialises in delivery of management and leadership and personal effectiveness programmes and has recently completed a training assignment in the Republic of Serbia.



### **Drazen Maravic**

Drazen has held the position of Head of the Bureau for Strategic Planning within the Ministry of Interior of the Republic of Serbia since 2010 and prior to this he held the position of Head of the Bureau for International Cooperation and European Integration within the Ministry for five years. Together with his research, consultancy and lecturing assignments, this experience and insight makes him ideally placed to act in the capacity of 'local expert' for this programme.



# DRAFT TRAINING PROGRAMME

## Day 1 – 23rd June 2014

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|---------------|--|
| 9.30 - 10.45  | <ul style="list-style-type: none"><li>• Introduction to the programme and qualification</li><li>• Introduction to trainers and fellow delegates and work-related/ethics-related ice-breaker</li></ul>  |
| 10.45 - 11.15 | Break  |
| 11.15 - 12.30 | <ul style="list-style-type: none"><li>• Scene-setting – ethics in public administration<ul style="list-style-type: none"><li>○ Ethical leadership – what do we understand this to be?</li><li>○ Drivers for ethical and unethical behaviours</li><li>○ What needs to change in our leaders and in our organisations to encourage the ethical and discourage the unethical?</li></ul></li></ul>               |
| 12.30 - 1.30  | Lunch  |
| 1.30 - 3.00   | <ul style="list-style-type: none"><li>• Leadership vs management<ul style="list-style-type: none"><li>○ Leadership vs Management – how do they differ? What knowledge, skills and behaviours are required for each?</li><li>○ Can leaders be effective managers and vice versa?</li><li>○ Balancing the demands of leadership with the demands of management</li><li>○ Group discussions</li></ul></li></ul> |
| 3.00 - 3.15   | Break  |
| 3.15 - 4.30   | <ul style="list-style-type: none"><li>• Organisational culture and values - and the impact on leadership</li></ul>   |





## Day 2 – 24th June 2014

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|---------------|--|
| 9.30 - 10.45  | <ul style="list-style-type: none"><li>• Leadership styles<ul style="list-style-type: none"><li>○ Small group activity (20 minutes)</li><li>○ Review of a number of leadership styles 'models'</li></ul></li></ul>  |
| 10.45 - 11.15 | Break  |
| 11.15 - 12.30 | <ul style="list-style-type: none"><li>• Leadership styles - continued<ul style="list-style-type: none"><li>○ Transformational vs transactional leadership</li><li>○ Situational leadership – evaluating the impact of different styles in different situations</li></ul></li></ul>   |
| 12.30 - 1.30  | Lunch  |
| 1.30 - 3.00   | <ul style="list-style-type: none"><li>• External' influences on leadership and ethical leadership practice:<ul style="list-style-type: none"><li>○ The legal, regulatory and ethical context of your organization (and country) – the impact on approaches to leadership?</li></ul></li><li>• Social concerns and changes – the impact on approaches to leadership in public administration?</li></ul> |
| 3.00 - 3.15   | Break  |
| 3.15 - 4.30   | <ul style="list-style-type: none"><li>• Tribal Leadership - video of a TED lecture and discussion</li><li>• Scene setting for small group activity - presentation preparation related to assignment tasks</li></ul>  |



## Day 3 – 25th June 2014

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|---------------|--|
| 9.30 - 10.45  | <ul style="list-style-type: none"><li>• Presentation preparation – working in small groups, delegates will prepare presentations linked to assignment tasks to show later to the whole group</li></ul>   |
| 10.45 - 11.15 | Break  |
| 11.15 - 12.30 | <ul style="list-style-type: none"><li>• Vision, values and objectives – the leader's role<ul style="list-style-type: none"><li>○ Creating and communicating a compelling vision to team members – the leader's role</li><li>○ Defining and communicating 'guiding' values</li></ul></li><li>• The leader's role in communicating team and organizational objectives and ensuring they are achieved</li></ul> |
| 12.30 - 1.30  | Lunch  |
| 1.30 - 3.00   | <ul style="list-style-type: none"><li>• Leadership and communication<ul style="list-style-type: none"><li>○ Establishing a culture of professionalism, empowerment, mutual trust, respect and support</li><li>○ Leading an empowered team – delegation, trust and review</li><li>○ Trust and cooperation - the value of staff engagement</li></ul></li></ul>   |
| 3.00 - 3.15   | Break  |
| 3.15 - 4.30   | <ul style="list-style-type: none"><li>• Presentations to group on assignment related activity and group discussion/Q&amp;A</li></ul>   |

## Day 4 – 26th June 2014

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|---------------|---|
| 9.30 - 10.45  | <ul style="list-style-type: none"><li>• Individual work on assignment task(s) using IT suite - preparation of drafts of assignment tasks for review by assessor</li></ul>   |
| 10.45 - 11.15 | Break   |
| 11.15 - 12.30 | <ul style="list-style-type: none"><li>• Individual work on assignment task(s) using IT suite - preparation of drafts of assignment tasks for review by assessor</li></ul>   |
| 12.30 - 1.30  | Lunch   |
| 1.30 - 3.00   | <ul style="list-style-type: none"><li>• Leading by example:<ul style="list-style-type: none"><li>○ Demonstrating personal energy, self-belief and commitment</li><li>○ Acting with integrity – behaviours of high-trust leaders</li><li>○ The leader's toolkit – a personal approach to adopting and encouraging ethical behaviours</li></ul></li></ul> |
| 3.00 - 3.15   | Break   |
| 3.15 - 4.30   | <ul style="list-style-type: none"><li>• Group activity linked to 'ethical leadership' case study</li></ul>  |



## Day 5 – 27th June 2014

9.30 - 10.45	<ul style="list-style-type: none"><li>• Review/completion of case-study activity and group discussion</li><li>• Feedback from assessor on draft assignment tasks – in overview and individually</li></ul>
10.45 - 11.15	Break
11.15 - 12.30	<ul style="list-style-type: none"><li>• Assignment planning – small group activities and presentation to group</li></ul>
12.30 - 1.30	Lunch
1.30 - 3.00	<ul style="list-style-type: none"><li>• Assignment planning – small group work and presentation to group</li><li>• Personal action planning</li></ul>
3.00 - 3.15	Break
3.15 - 4.30	<ul style="list-style-type: none"><li>• Final assignment instructions and agreement of deadlines and timescales for assessment</li><li>• Questions</li><li>• Review and evaluation of programme</li></ul>

