



ReSPA

Regional School
of Public Administration

Certificate in Public Service Leadership

20-24 May 2013

Danilovgrad, Montenegro

PROVISIONAL PROGRAMME



Background

This programme was developed by the UK's Chartered Management Institute (CMI) in partnership with public sector organisations. It was designed to meet the specific needs of the sector, addressing the often unique challenges faced by managers working in public service. ReSPA recognises that the qualification responds to a specific requirement for an accredited qualification which builds the capacity of those working within Public Administration (PA) Institutions.

In line with the above, the two of the most consistently cited competency needs for managers working in the public sector are:

- 1) The ability to effectively manage the performance of staff – ensuring alignment of the public service organisation, team and individual objectives, and motivating and managing staff
- 2) The ability to understand and meet the requirements of diverse groups of stakeholders and customers

The content of this programme will be structured around these key themes. Selected training participants (representatives of the PA Institutions in the Western Balkans region) will be required to write an assignment in which they demonstrate their understanding by discussing the underlying concepts and theories and describing how these relate to, and can be implemented within, their own work context. Successful training participants will receive not only a certificate of attendance but also a recognised qualification accredited by the Chartered Management Institute. This qualification is formally recognised at level 6 on the UK's government-regulated Qualifications and Credit Framework (equivalent to level 6 on the European Qualifications Framework).

Objectives

By the end of the programme, it is envisaged that training participants will be able to:

Plan to Meet Customer and Stakeholder Needs:

- Understand how organisational structure in PA Institutions can be determined to deliver services
- Identify and apply improvements to service provision
- Deliver an improvement in service provision

Manage Performance of Staff:

- Identify and agree performance objectives
- Assess performance and provide feedback
- Understand how to support and enable performance improvement

Understand and apply disciplinary and grievance procedures

Content

The course will cover 2 units:

- Planning to Meet Public Services Customer Requirements

This unit is about determining how the PA organisation is structured to deliver its service, analysing the provision of those services and seeking to improve on service provision for the benefit of both the PA organisation and the stakeholders.

- Performance Management

This unit is about the management of individual and team performance. It covers the need for alignment between organisation, team and individual objectives, and ways of encouraging and supporting performance improvement.

Target Group

The course will be most suitable for experienced middle managers or senior managers such as PA department heads seeking to review their skills and gain a fresh perspective on current management thinking.

Managers attending this course will have line-management responsibility for a number of staff in their current job role (typically a minimum of 5) and will be responsible for the output of a function or department. As part of this role they will have the associated authority and decision-making responsibilities for ensuring process efficiencies and implementing improvement plans.

It is expected that delegates will have a minimum of 5 years work experience.

The course will be delivered and assessed in English, therefore the selected training participants must have fluency in the English language (at least IELTS Level 6 or equivalent). In addition training participants must be also able to prepare an assignment of up to 5-6000 words in which they will be required demonstrate their knowledge and describe how improvements can be implemented within their area of work.

Workshop Trainers

All trainers have been formally approved by the CMI to deliver this programme and to assess assignments generated by the training participants.

James Leavold

James is a highly experienced in the design, delivery and assessment of management development programmes in the UK and around the world. He has a wealth of experience of working within different sectors and with both accredited and non-accredited training. Previous work includes:

- Induction and train-the-trainer programmes for new Chartered Management Institute Centres in Pakistan, Bangladesh, Jordan and Kazakhstan
- Delivery and assessment of CMI Management and Leadership Diploma programmes to groups of students from the Philippines
- Delivery of an Institute of Leadership and Management accredited management development programmes to a number of clients including a large utility provider in the UK
- Design and/or delivery of bespoke management development programmes for clients including London Fire Brigade, Ashridge Management College, Balfour Beatty and the University of Hertfordshire
- 4 years as a lecturer in Business Studies in further education establishments and 2 years as a secondary school teacher

James has an BA(Hons) in Business Studies, a Diploma in Communication Studies and a Certificate of Education. He is accredited by the CMI as a trainer, assessor and verifier.

Sarah Shreeves

Sarah is an expert on accredited training. She is a very experienced assessor and verifier of Chartered Management Institute programmes and as well as her focus on delivery of training, she also works directly for the CMI as a moderator. Her background includes a variety of roles in both private and public sectors, in project management and training /assessing roles. These include:

- Working as business advisor within the UK's Business Link network – facilitating businesses to access government funded support
- Management of a number of UK government and EU funded projects supporting business start-ups in the UK and development of management competence in Asia.
- The design and project-management of management development programmes for organisations including Government Office for London, World Bank Serbia, Royal Mail
- Delivery, assessment and verification of CMI management and leadership training programmes with clients including UK hospitals, private colleges, pharmaceutical companies and international banks.

Sarah has a BA (Hons) in French and International Relations and an EQF-equivalent level 7 CMI Management qualification (NVQ). She also has qualifications in teaching, assessing and verifying and is approved by the CMI to deliver, assess and verify.

Nilesh Mistry (or accredited regional expert)

Nilesh is a highly experienced management development specialist and has delivered training and consultancy services around the world.

He has a wealth of experience of working within and on behalf of public sector organisations and previous work includes:

- Advising businesses on growth strategies as Business Adviser for the UK government's business support programme
- Project manager for Exemplas Ltd managing EU funded projects supporting entrepreneurship and economic development initiatives
- Consultant for UK Trade and Industry in economic generation programmes in emerging or post-conflict economies

- Management training and qualifications delivered to a very wide number of clients including World Bank Serbia, Abu Dhabi National Oil Company, G4S, BP, and the University of Hertfordshire

Nilesh has a first degree, an MBA from the UK's Cranfield University and qualifications in assessing and verifying. He is accredited by the CMI to deliver, assess and verify.

Methodology

Preparatory phase:

All trainees will be asked to complete a pre-event questionnaire prior to the start of the programme in which they will be asked a number of questions about their job roles and experience focusing on their requirements for, and expectations of, the programme. This will help the development team to tailor the course as far as is possible to meet the requirements of delegates.

Also in advance of the programme, trainees will be given access to an online learning environment and asked to complete a 'virtual learning journey' which will take no more than 3 hours in total. This 'journey' largely comprises reading and completion of a number of interactive 'e-modules', each of which can be completed separately.

Implementation phase:

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.

Workshops will be formatted so that the learning objectives are covered each morning with the afternoons devoted to assignment discussion and preparation. The nature of the assignment requirements means that, in reality, trainees will be considering how the learning can and does impact upon their work, where and how improvements can be identified and implemented in their work in PA Institutions and how they can and will modify their own behaviours as managers and leaders.

On completion of this phase, trainees will be issued with a Certificate of Attendance.

Assessment phase:

Trainees will be supported to complete as much of their assignment as possible during the programme but there will be a requirement for additional work and a final edit (post-programme) before submission.

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.

Deadlines will be as follows:

- Assignments to be submitted by email by 7th June
- Assignments will be assessed and feedback provided by 14th June
- For assignments needing further editing: trainees complete additional work as directed by the assessor and assignments resubmitted by 21st June
- Re-submissions assessed and feedback provided by 28th June

Assignments and assessments are then submitted for two levels of verification as per the rules of all UK regulated qualifications:

- Assignments and assessments submitted for internal moderation w/c 1st July
- Assignments and assessments submitted for CMI moderation w/c 8th July
- Certificates generated by CMI by end July

Each delegate will receive two certificates – one listing the name of the qualification 'Level 6 Certificate in Public Service Leadership' and the other listing the units and credits gained 'Performance Management' (9) and 'Planning to Meet Public Service Customer Requirements' (7). These credit values are recognised by institutions and universities around the world and can enable entry to or exemptions from elements of other courses of study.

DRAFT TRAINING PROGRAMME

Day 1- 20 May 2013

09.30 - 10.45	<ul style="list-style-type: none">• Introduction to the programme• Introduction to trainers and fellow delegates and work-related ice-breaker• The challenges facing managers in the public sector
10.45 - 11.15	Coffee break
11.15 - 12.30	<ul style="list-style-type: none">• Customers and Stakeholders<ul style="list-style-type: none">○ an analysis of their needs and your service provision○ building relationships and improving partnership working
12.30 - 13.30	Lunch
13.30 - 15.00	<ul style="list-style-type: none">• Customer Service<ul style="list-style-type: none">○ defining excellence○ the impact of PA organisational values, culture and objectives on the delivery of services• Changing the culture where needed<ul style="list-style-type: none">○ actions required
15.00 - 15.15	Coffee break
15.15 - 16.30	Implementation of the learning – assignment discussions and drafting

Day 2- 21 May 2013

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| 09.30 - 10.45 | <ul style="list-style-type: none">• Evaluating customer and stakeholder satisfaction with your PA organisation• Planning for improvement |
| 10.45 - 11.15 | Coffee break |
| 11.15 - 12.30 | <ul style="list-style-type: none">• Creating a business case for improvement in the customer/stakeholder experience<ul style="list-style-type: none">○ Impact Identification○ Risk and reward○ A worked example – small group exercise• Creating and implementation plan for an improvement |
| 12.30 - 13.30 | Lunch |
| 13.30 - 15.00 | <ul style="list-style-type: none">• Identification of resources, roles and responsibilities• Monitoring the plan• Planning to evaluate against expected outcomes |
| 15.00 - 15.15 | Coffee break |
| 15.15 - 16.30 | Implementation of the learning – assignment discussion and drafting |

Day 3- 22 May 2013

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| 09.30 - 10.45 | <ul style="list-style-type: none">• Organisational, team and individual objectives – the need for alignment• Communicating the vision• Cascading objectives – agreeing team objectives and individual responsibilities |
| 10.45 - 11.15 | Coffee break |
| 11.15 - 12.30 | <ul style="list-style-type: none">• Getting the best from your team and minimising conflict –<ul style="list-style-type: none">○ creating an environment of trust and support○ conflict mitigation strategies○ Small group scenario exercise |
| 12.30 - 3.30 | Lunch |
| 13.30 - 15.00 | <ul style="list-style-type: none">• Providing feedback to individuals and teams on achievement of or progress towards work objectives<ul style="list-style-type: none">○ Paired scenario exercise |
| 15.00 - 15.15 | Coffee break |
| 15.15 - 15.30 | Implementation of the learning - assignment planning and discussion |

Day 4- 23 May 2013

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| 09.30 - 10.45 | <ul style="list-style-type: none">• Performance assessment – recording systems• Dealing with poor performers:<ul style="list-style-type: none">○ Indicators of poor performance |
| 10.45 - 11.15 | Coffee break |
| 11.15 - 12.30 | <ul style="list-style-type: none">• The performance improvement cycle• Methods that support performance improvement<ul style="list-style-type: none">○ Coaching and counselling○ Training and development○ Disciplinary procedures |
| 12.30 - 13.30 | Lunch |
| 13.30 - 15.00 | <ul style="list-style-type: none">• Methods that support performance improvement continued<ul style="list-style-type: none">○ Small group scenario exercise |
| 15.00 - 15.15 | Coffee break |
| 15.15 - 16.30 | Implementation of the learning – assignment discussion and drafting |

Day 5- 24 May 2013

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| 09.30 - 10.45 | <ul style="list-style-type: none">• Disciplinary and grievance procedures<ul style="list-style-type: none">◦ The role of the manager at each stage |
| 10.45 - 11.15 | Coffee break |
| 11.15 - 12.30 | <ul style="list-style-type: none">• Disciplinary and grievance procedures – paired scenario exercise |
| 12.30 - 13.30 | Lunch |
| 13.30 - 15.00 | Implementation of the learning – assignment discussion and drafting |
| 15.00 - 15.15 | Coffee break |
| 15.15 - 16.30 | Review of programme
Review of learning
Assignment discussions and drafting continued
Next steps & deadlines
Questions |