

Trainer Handbook

Adaptive Leadership in a Rapidly Changing Public Administration

LEADERSHIP DEVELOPMENT TRAININGS
FOR HUNGARIAN PUBLIC ADMINISTRATION
EXECUTIVES
LEVEL 2.



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**LEADERSHIP DEVELOPMENT TRAININGS FOR HUNGARIAN
PUBLIC ADMINISTRATION EXECUTIVES
LEVEL 2.**

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1. INTRODUCTION

This is a leadership program aimed at mid-level executives in the Hungarian Public Administration. The overall purpose is to develop leadership competencies to support change in public administration.

This executive training program is a new initiative from the National University of Public Service. It is uniquely designed to address challenge of leading change in a complex public service environment.

There are many challenges facing the Hungarian public service and many new demands on the executives responsible for meeting these challenges. The environment of public administration is changing rapidly, and constantly throwing up new challenges. Increasingly Hungarian public servants must be able to operate effectively not just in the national, but also in the European and wider international environment.

How can the public administration deal with ever more complex demands and public expectations? How can staff be motivated to perform at their best so as to achieve government priorities? How can executives work effectively in teams, and communicate and influence at European and international level? How can difficult leadership challenges be met? This program is designed specifically to address these questions and the challenge of leading change in a complex public service environment.

Before the short, intensive, two days training, delegates will submit a description of a leadership challenge they wish to address, and can then work on throughout the short, intensive two-days training. Delegates will submit a statement of achievement regarding progress made on the challenge. Based on best international practice in leadership development, the program will be delivered by experienced international training professionals with extensive knowledge of the application of leadership in a public administration context.

2. ARRANGEMENTS

Duration: The program is designed to be delivered over two days non-residential.

Group size: Ideally 14 people.

Competencies: The overall competencies to be developed are leadership skills, behaviours and knowledge related to change and change management; communications; negotiation and persuasion; adaptive leadership; purpose; team dynamics and team leadership; leadership styles; adapting personal behaviours for more effective leadership.

Project: Participants will be required to identify a leadership challenge from their workplace and summarise this in writing for submission prior to course commencement. During the program participants will have the opportunity to work on this challenge with their peers. Immediately after the program, and within a defined period, participants must submit a written action plan that describes the actions they intend to take regarding their leadership challenge. Within a defined timescale, participants must then submit a detailed description of the actions they have taken in relation to their challenge, and how things have changed as a result of these actions.

All Leadership Challenges submitted in advance should be compiled into a single bound document, and a copy available for each participant and tutor.

Delivery: The program is delivered by lecture, mini-case study and experiential exercises in a classroom environment.

Workbook: Participants will be supplied with a workbook which provides notes, points for reflection etc. This can be referred to after each Lesson.

Learning Journal: Participants will have a diary/notebook and should be encouraged to use this for writing notes and reflections throughout the program, so that they can refer to it afterwards.

Course Materials and organisation:

- All participants should have sheets of paper, a small notebook or diary to use as a Learning Diary, a name plate in front of them with their first name printed in large letters.
- Every participant should have a copy of the Participant Workbook on their desk.
- Seating to be in a semi-circle, with or without tables as preferred.
- Drinking water should be available.
- At front of room small table for lecturer with glass and water, paper and pens.
- At least two flipchart packs and stands with at least two packs of flipchart markers.
- Bluetac or similar for sticking paper on walls.

- Coloured pens for use during exercises- at least one per participant
- Copies of powerpoint presentations, to be handed out by lecturer.
- Sign-in sheet.
- Coffee/tea and lunch facilities
- Copies of additional handouts/instructions not included in the workbook for lecturer to hand out.
- All powerpoint presentations to be pre-installed on local PC and working with data projector.
- **Note:** For the experiential leadership styles exercise on Day 2 the following additional materials will be needed.
- One corner with lots of pieces of coloured paper, sellotape, coloured pens, some flipchart sheets, other items that can be used creatively all located on a large table
- One corner with some cushions or pillows on floor, and some bowls with sweets or fruit
- One corner with a large table set up for a meeting and a flipchart and pens
- One corner empty except for approx. 16 single flipchart sheets, rolled up like a sword

TRAINING DAY 1

Overview

The opening day will provide an opportunity for participants to get to know each other; to begin to reflect on the meaning of leadership in the public sector workplace; to get an introduction to key elements of the Adaptive Leadership Framework; to understand the nature of leadership in teams; and to get an introduction to the role of effective communications in teams. Participants will also be introduced to their leadership challenge project work, and begin to work on these projects.

Lesson 1 - Opening Session (Introduction)

Lesson 1	Opening Session
Purpose:	To introduce everybody; to set ground rules for the program; to introduce the concept of relationship and values in the context of leadership.
Competencies Developed:	Understanding of leadership, communication and relationship skills, concept of values underpinning leadership
Time:	1 Hour
Content:	Ground Rules for program; Expectations; Relevance of Values to Leadership; Relevance of Relationships to Leadership
Methods:	Tutor Introductions; Opening slides; Write up expectations on flipchart; Use Cards for participants to write their top-ranked value; Ask participants to circulate in the room as at a cocktail party and explain to each other why they have chosen this value. Lecturer also introduces the Mini-Case study. Lecturer also introduces Project Work on Leadership Challenges, and reminds all that they must have a leadership challenge upon which they will work (see above). Ask participants to read Workbook Lesson 1.
Materials:	Powerpoint slides for Lesson 1; Paper, pens, and cards on which participants can write
Exercises/Process:	Introductory lecture; expectations; cocktail party exercise to illustrate importance of understanding your values, and of having the ability to build relationships with people.
Readings:	-
Note:	Please also read Participant Workbook Lesson 1

Lesson 2 -Introduction to Leadership

Lesson 2	Introduction to Leadership
Purpose:	To invite reflection on the nature and meaning of leadership in the public sector; to introduce some basic concepts and definitions of leadership
Competencies Developed:	Understanding of leadership, and leadership in the public sector
Time:	1 Hour
Content:	What is leadership and what is leadership in the public sector; Introduce some key concepts of leadership; Definition of Leadership; Reflections on what some experts have said about leadership.
Methods:	Tutor lecture; Write up participants words to describe leadership on flipchart and discuss; Invite reflection on what key authors have said; Read workbook Lesson 2
Materials:	Powerpoint slides for Lesson 2; Reading/Handout (Dunoon)
Exercises/Process:	Introductory lecture; Write up participant words to describe leadership; Reflect on Dunoon article.
Readings:	Dunoon, Heifetz & Laurie
Note:	Please Read Participant Handbook Lesson 2

Lesson 3 -Introduction to Adaptive Leadership

Lesson 3	Introduction to Adaptive Leadership
Purpose:	To introduce participants to key elements of the framework of adaptive leadership; to provide an opportunity to apply these concepts to participants own leadership challenges
Competencies Developed:	Understanding of adaptive leadership; Application of Adaptive Leadership to real-world leadership challenges
Time:	1.5 Hours
Content:	The following table summarises the key concepts introduced in this lesson:

Adaptation -Promoting change in systems to achieve better and more productive outcomes in a fast changing environment

Balcony and Dancefloor- Get on the Balcony for active analysis and reflection on the system and how it works. Get on the dancefloor to intervene actively in the system to promote change. Become adept at moving skilfully between the two.

Interpretations of the challenge: Understanding that different people interpret the situation in different ways- as leaders we must understand these interpretations and how they may influence our approach to the challenge. How we ourselves ultimately interpret or ‘frame’ the challenge determines how we approach solving it- so be careful in how you frame the challenge.

Adaptive and Technical Challenges: Technical challenges may be difficult and complex to address, but we (or some other ‘expert’) has seen them before so we know how to solve them given the right resources. Adaptive challenges however require new learning- we have to experiment and find new ways to do things. Addressing adaptive challenges requires leadership. Many organisational challenges combine elements of both technical and adaptive.

Holding Environment: A place, process or relationship (or combination of these) that provides a secure and focused space in which we keep attention on the leadership challenge.

Loss: People do not resist change, they resist the loss that they perceive to be associated with that change. Their perception may not be accurate, but in any case the leader must understand these perceived losses and be prepared to acknowledge them.

Methods:	Lecture; Illustrate applications to a case, including taking examples from the mini-case study; Ask participants, in small groups, to each introduce their leadership challenge, and then each gets feedback on different possible interpretations of the challenge from others in the group. Read workbook Lesson 3
Materials:	Powerpoint slides for Lesson 2; Copies of participants own leadership challenges that have been submitted in advance, which should all be held in a single bound copy marked ‘Confidential’ and copies circulated to all.
Exercises/Process:	Introductory lecture; Analyse a leadership case in the large group, illustrating the concepts; then break into three or four small groups and ask each group to introduce their leadership challenges to each other, and if they can identify how the concepts of adaptive leadership are relevant in each case
Reading:	Heifetz ‘Leadership without Easy Answers’
Notes:	Please Read Participant Handbook Lesson 3

Lesson 4 –Leadership and Teams

Lesson 4	Leadership and Teams
Purpose:	To introduce the concept of teamwork, leaderships in teams, and to provide an opportunity to practice leadership in teams.
Competencies Developed:	Understanding importance of teamwork, understanding leadership in teams, practicing teamwork and practicing leadership in teams.
Time:	1.5 Hours (of which approximately 45 to 50 minutes on Tower Exercise)
Content:	Why is it useful to exercise leadership in teams; the symptoms of dysfunctional teams; Advantages of teamwork; Adaptive Leadership and Teams and the following concepts:

TEAMS AND ADAPTIVE LEADERSHIP

Specifically to relate the work of the team to the Adaptive Leadership Framework it is useful to think about the following things:

What are the adaptive challenges, and what are the technical challenges, for the team. Have you identified them?

How is authority exercised in the team, formally and informally- is there a formal team leader?

Do you know what skills are available in the team, and are you accessing the variety of interpretations of the problem that are available in the team?

How strong of a Holding Environment does the team create- is there trust and interdependency?

How does the team get on the balcony to continuously bring a diagnostic approach to its work- and does the team regularly reflect on its own effectiveness and how it can be improved?

Is the team clear about its purpose- and is this purpose regularly reviewed? Does the team have a real leadership purpose, or is it just used for sharing information?

Methods:	Tutor Introductory lecture; Introduce the Tower Construction Exercise; Conduct the exercise in two groups of five or six per team; debrief the exercise and ask participants on each team for their points on what they learned about teamwork and leadership in teamwork.
Materials:	Powerpoint slides for Lesson 4; Construction Tower building blocks; Handouts/Instructions for teams for Construction Tower Exercise;
Exercises/Process:	Introductory lecture, then introduce Construction Tower exercise, hand out materials and instructions, each team works on a separate table at opposite ends of room and so that they cannot see each other. Debrief and key learning points.

DETAILS OF CONSTRUCTION TOWER EXERCISE

Team Experiential Activity

Team and Individual Learning with a ‘fun’ element to include:

- Experiential exercise to review key principles and concepts of effective team working
- Debrief of exercise and connection to own environment
- Identification of processes and activities to sustain effective team working
- Building collective sense of responsibility to achieve goals

Session Objectives:

At the end of the session participants will have:

- Practiced and applied team leadership skills
- Improved effectiveness in all aspects of teamwork covering task and process
- Appreciated own team role strengths and weaknesses and the need for diversity within a team
- Drawn on team members to achieve an outcome
- Built collective sense of responsibility to achieve goals
- Discovered the benefit of setting success indicators
- Understood the stages of group development

Readings:	Katzenbach & Smith The Wisdom of Teams
Notes:	Pease read Participant Workbook Lesson 4

Lesson 5 – Communicating with Impact

Lesson 5	Communicating with Impact
Purpose:	To introduce to key communication skills of leadership, and most specifically communicating the need for change. Understand the importance of feedback to learning and development, and learn practical skills in giving feedback.
Competencies Developed:	Understanding of communications, role of communication in leading change, practical skills of communication, skills of feedback.
Time:	1.5 Hours
Content:	Why is communication important for leadership. Communicating Change. The following concepts:

Logos: the content of our message, the logic we use and present to our audience. We must make the message of interest to our audience, and include elements that are important to them, not just to us.

Ethos: We all communicate a message even when we do not speak, through our body language and our demeanour. So Ethos refers to the characteristics of the speaker, not just the words he or she uses, but their overall approach. Is this person authentic? Do they seem to mean what they say? These are all very important factors in leadership because people will only engage in the journey of change with a person they trust, one that they think is real and authentic.

Pathos: This refers to the appeal to the emotions. We often say that people do not remember so much of what they hear, but more of what they feel. Therefore the feelings evoked by the leader in the audience when he or she is communicating a message is really important. What is the emotion you want to evoke? And how can you do that? For example, stories are often used as a way of making a message more personal and evoking a feeling.

Agora: This refers to the place where communications takes place. We do not always have control over the venue, but we usually have some control over how the venue is set up. At a meeting for example, where will people sit? Do you want to stand behind a podium or table when making a speech, or do you want to be closer to the audience? All of these aspects communicate a message and can influence the quality of the communication, so give this careful thought.

Common mistakes in communication and how to address them.

Methods:	Tutor lecture; Introduce exercise in communication: Participants get 15 minutes to prepare a 3 minute presentation they are going to make to an audience who they have to convince of the need for change. Then divide into two or three groups. Each person gets a chance to stand and make their presentation, then they get feedback from their colleagues on what they did well and what they could do better. Tutor explains the rules of feedback.
Materials:	Powerpoint slides for Lesson 5; Paper, pens, for preparing presentation (Note no Powerpoint slides to be used during participant presentations)
Exercises/Process:	Introductory lecture; Communications exercise; Debrief Exercise
Readings:	-
Notes:	Please read Participant Workbook Lesson 5

Closing Session Day 1

Lesson 6	Closing Session Day 1
Purpose:	Summarise the training and exchange common and individual experiences. Give homework for the participants for the activity of next day.
Competencies Developed:	
Time:	30 minutes
Content:	Reflect on Day 1. Invite questions or clarifications.

Exercise: Explain the Lifeline Exercise, which is to be completed by participants overnight. This exercise is to further help identify patterns of behaviour, but also to emphasise the importance of having a clear sense of purpose. On the sheets supplied, each individual to complete their lifeline based on their life to date or their professional career to date, as they choose. They should identify times when they were strongly aligned with purpose, 'in a good place' and mark these above the x-axis (height above indicates relativity of high points). Similarly they should identify low points, when they felt disconnected or a bit 'lost' and mark these below the axis. Emphasise that individuals will not be asked to share their lifelines with others, but that the discussion on the following day will be general in nature.

Methods:	Tutor explains the exercise. Tutor and participants make short conversation about the previous activities, experiences. Tutor closes the day.
Materials:	-
Exercises/Process:	-
Readings:	-
Notes:	-

TRAINING DAY 2

Overview

On Day 2 participants will build on the knowledge and skills from Day 1. They will learn about the challenges of personal change, learn some skills of negotiation and persuasion reflect and learn about the different styles of leadership, and begin to develop an intervention strategy for their own leadership challenge. Finally they will learn about the role of purpose in leadership and have an opportunity to reflect on their professional purpose.

Opening Session

Lesson 7	Opening Session
Purpose:	To reflect on Day 1 and debrief the Lifeline Exercise
Competencies Developed:	-
Time:	30 minutes
Content:	Ask participants for their reflections and comments on the previous day- what were the key learning points. Then ask for their reflections on the Lifeline Exercise they have completed overnight: What did they learn, was it difficult or easy to do, can they identify any patterns in their life stories to date?
Methods:	The exercise can be done by discussion in small groups and then feedback to plenary.
Materials:	-
Exercises/Process:	-
Readings:	-
Notes:	-

Lesson 6 -Leadership Styles

Session 8	Leadership Styles
Purpose:	To introduce the four key archetypes, and the leadership styles related to these. To help participants recognise the styles that they may have over-developed and under-developed
Competencies Developed:	Understanding of leadership styles, insight into own leadership styles, understanding where they need to develop their leadership styles
Time:	1.5 Hours
Content:	Leadership styles and their relevance. The Four key archetypes.

Four Styles of Leadership

Research shows that leadership styles can fit into four main categories, as illustrated below.

“All about Rules”	“Power and Authority”
“Giving Comfort”	“Magician”

The title in each quadrant suggests the style

All about Rules: Where this is a strong style the person will be attracted to structure and order, to depending on process and rules for guidance and direction, for reducing risk, and operating in a very deliberate and methodical way. In the public service this can be quite common, and also useful because it creates a dependable and low risk environment.

Power and Authority: Where this is a strong style the person will be attracted to using their formal authority to get things done, using ‘command and control’. People who use this style often will be quite competitive and want to win. This would be very common in authority-based organisations such as the Police or Military, but of course is useful in other circumstances. It creates a ‘can do’ environment with a lot of emphasis on task completion and results.

Giving Comfort: When this style is used it reflects someone who is willing to nurture, to listen, to support and help. For example this could be quite common, and important, in a Human Resources Department. It helps create a supportive and high trust environment where relationships are strong.

Magician: This is the creative style, where one comes up with new ideas, likes change and even disorder, likes to disrupt the status quo. This would be very important in the creative industries such as marketing or technology, but is also important in all organisations so that new ideas are generated.

The Negative Effects of Overuse

Of course most of us will combine elements of all of these, but for everybody certain styles are more dominant than others. As you can also see from the description above, each of these styles is very valuable. Depending on the type of workplace, some may be more valuable than others. However if any one style comes to dominate, it can also have a darker side:

Here are some of the negative elements that can arise if a style is over-used:

All about Rules: Over-use of this style can lead to very rigid behaviour, an over-emphasis on rules, an over- controlling approach to work that can lead to micro-managing. This can stifle initiative, be experienced by other staff as boring and slow, overly cautious and lacking energy.

Power and Authority: Where this is style is over-used it can lead to a situation where people are not listened to but simply told what to do. There may be little collaboration and, in extreme cases, there can be fear and an atmosphere of bullying behaviour. It can be overly competitive and highly stressful because of an unrelenting focus on results.

Giving Comfort: Too much of this style can lead to an atmosphere that is friendly but where not a lot of practical work gets done! It can be too intrusive, and lack any focus on results and action.

Magician: Like all of the styles, when used in the right measure it is valuable, but over-use can lead to chaos. This can result in a lack of structure, confusion, endless new projects with no end result, lots of activity with little or no clear planning.

Methods:	Tutor lecture. Introduce the four quadrants exercise; Room is divided into four spaces (see Introduction for how spaces are to be laid out for this exercise). Conduct the exercise. Debrief key learning points.
Materials:	Powerpoint slides for Lesson 1; See materials required in Introduction.
Exercises/Process:	<p>Introductory lecture.</p> <p>Next introduce the Experiential exercise, which is described below.</p> <p>Experiential Exercise: Tutor gathers participants around flipchart in centre of room and explains the four styles/archetypes. We all have some styles that are more dominant and some that are weaker. This exercise will help us identify our dominant and weaker styles.</p> <p>In turn bring the group into one quadrant (may be necessary to break group into two smaller groups in which case bring one to one quadrant, and another to the opposite quadrant, and give instructions in turn). Give instructions on what this quadrant represents e.g. in Magician quadrant, creativity, disorder, speed, change. Explain some people like this, some don't. This gives you an opportunity to experience what it feels like, so focus on how you feel. Then give 10 minutes max. to carry out the exercise in the quadrant. The exercises are</p> <p>Magician corner: Get creative, make things out of the material available, work alone or together</p> <p>Giving Comfort corner: sit on the cushions, share the sweets/fruit with others, chat about something unrelated to work</p> <p>All about the rules: Sit at the table and have a meeting. At the end of the time, have agreement on the three most important qualities for good leadership</p> <p>Power and Authority corner: Divide into two teams, Have a sword 'fight' using the flipcharts, no pushing or shoving, each team tries to tear paper of sword of the other, group with most paper (laid end to end) at the finish is the winner.</p> <p>Ask people which style they most liked and ask them to go to that corner. Ask each group to write on a flipchart what they think is positive about that style. Then ask the other groups in other corners to say what they think can be negative about that style.</p> <p>Finish with key learning points.</p>
Readings:	Daniel Goleman "Leadership that gets results"
Notes:	Please also read Participant Workbook Lesson 8

Lesson 7 -Negotiation and Persuasion

Lesson 9	Negotiation and Persuasion
Purpose:	To develop skills in negotiation and persuasion for change.
Competencies Developed:	Understanding of relevance of negotiation and persuasion to change, practice skills of negotiation.
Time:	1 Hour
Content:	What is the role of negotiation and persuasion in change; key skills of persuasion
Methods:	Tutor lecture; Tutor sets up negotiation exercise. Conduct negotiation. Debrief key learning points.
Materials:	Powerpoint slides for Lesson 7; Handout (see below), Briefs for exercise (see below)
Exercise/Process:	<p>First tutor explains context for the negotiation relating to merger of EPA and RPI.</p> <p>Divide into two groups. One or two from each group should be designated advisors who do not take a direct part in the negotiation, but can call a 'time out' once during the negotiation and also take a 'balcony view'.</p> <p>Give the general brief for the case study to all. Then separately give the brief to the EPA Negotiation team, to the RPI negotiation team, and to the Advisors. Time should be allocated to allow the teams to read the briefs, and develop a strategy. Then approximately 20 minutes should be allocated to the negotiation.</p> <p>Then debrief key learning points.</p>
Readings:	-
Notes:	Please also read Participant Workbook Lesson 9

HANDOUT

Nine Influence and Persuasion Tactics

RATIONAL PERSUASION	INSPIRATIONAL APPEAL	CONSULTATION	INGRATIATION
<p>The effect it has on the other person:</p> <p>They see that a proposal is likely to achieve their objectives.</p> <p>How to use:</p> <p>State all the facts.</p> <p>Outline the pros and cons.</p> <p>Ask for the other person's point of view.</p> <p>Explain how their concerns can be met.</p> <p>Outline how your solution achieves the objectives.</p> <p>Example:</p> <p>"We should go with option B because it gives the best return on the investment and is the easiest to implement."</p>	<p>The effect it has on the other person:</p> <p>They are enthused by appeals to their values, ideas and inspirations.</p> <p>Confidence is boosted and they feel able to do the task.</p> <p>How to use:</p> <p>Describe the end result and how the new situation will be better than the current one.</p> <p>Express empathy.</p> <p>Be enthusiastic.</p> <p>Example:</p> <p>"I have a dream that one day little black children and little white children will walk hand in hand."</p>	<p>The effect it has on the other person:</p> <p>They are reassured that you are willing to adapt your views to take account of their views and suggestions.</p> <p>They gain a sense of ownership.</p> <p>How to use:</p> <p>Explain the current situation.</p> <p>Don't prove solutions.</p> <p>Ask how the individual would solve the problem.</p> <p>Example:</p> <p>"What do you think?..What is your solution?..How would that work for others?.. What do you need to do that?.."</p>	<p>The effect it has on the other person:</p> <p>They think favourably about you and so are likely to be more open to persuasion.</p> <p>How to use:</p> <p>Put them in a good mood.</p> <p>Describe what they did in a given situation.</p> <p>Describe a positive impact they made.</p> <p>Present the requirements in a positive light.</p> <p>Example:</p> <p>"I was very impressed with the way you dealt with those consultants. That would make you a big asset to our new project team. I would be really pleased if you'd join us."</p>

My Influencing Strategy	Exchange	My Actions
<ul style="list-style-type: none"> · · · · · · 	<p>The effect it has on the other person:</p> <p>They feel the request is fair as you are willing to reciprocate at a later time.</p> <p>They feel indebted to you and so respond.</p> <p>How to use:</p> <p>Do them a favour!</p> <p>Outline the task which needs attention.</p> <p>Describe the benefits to the individual.</p> <p>Confirm that an exchange will take place (if it hasn't already).</p> <p>Example:</p> <p>“If you give me a hand with this report and help me free up time, I'll help you fix that problem.”</p>	<ul style="list-style-type: none"> · · · · · ·

PERSONAL APPEAL	COALITION	LEGITIMATING	PRESSURE
<p>The effect it has on the other person:</p> <p>They feel duty bound to complete task.</p> <p>How to use:</p> <p>Explain the situation.</p> <p>Explain the personal negative impact of the task not being completed.</p> <p>Explain the personal positive impact of the other individual completing the task.</p> <p>Example:</p> <p>“I need to get this project completed by the deadline and I’ve lost some key team members so I’m in a real bind at the moment. I’ve got stuck at work and can’t pick up the kids. It would be a real life-saver if you could help me out with this.”</p>	<p>The effect it has on the other person:</p> <p>They are more likely to think or do something because other people have.</p> <p>How to use:</p> <p>Describe the situation.</p> <p>Demonstrate that other people have also behaved in a specific way.</p> <p>Example:</p> <p>“We are all in this together, your colleagues in this unit and in others have bought into the basic principles and are moving forward with it”</p> <p>“Drive a bit faster, everyone else is”</p>	<p>The effect it has on the other person:</p> <p>It is difficult for them to refuse when you claim the authority to make the request, often by referring to laws, rules or traditions.</p> <p>How to use:</p> <p>Explain the situation and why you have the right or the knowledge to make the request.</p> <p>Example:</p> <p>“We are in a critical situation. We don’t have time to rework the solution. As the team leader, I am deciding that we will request a de-scoping of the project”</p> <p>“It’s always been that way.”</p>	<p>The effect it has on the other person:</p> <p>Burden and fear results in them doing what you want them to do.</p> <p>How to use:</p> <p>Explain the situation.</p> <p>Explain the negative consequences of not taking actions.</p> <p>Remind the individual of the consequences.</p> <p>Example:</p> <p>“if you don’t meet the deadlines and required level of quality there will be hell to pay.”</p> <p>“If you do not pay your speeding fine it will increase to €120 and may involve a court appearance.”</p>

NEGOTIATION EXERCISE

Mini Case Study and Briefs for teams

Mini Case Study

Merger of the Environmental Protection Agency (EPA) and the Radiological Protection Institute (RPI)

As part of the general public administration reform, many government agencies are being merged or even abolished to reduce expenditure and increase efficiency. As part of this reform it has been decided to merge two agencies, the EPA and RPI.

The EPA was established in 1992. It is the primary agency responsible for promoting environmental protection, providing specialist services such as water and air monitoring, and regulating environmental protection through ensuring the enforcement of EU and national laws and regulations relating to environmental protection. It has 300 staff, and its headquarters are based outside of the capital in one of the main regional towns, but it also has offices in different parts of the country, including in the capital. The EPA is currently divided organisationally into four main Divisions: Office of Environmental Enforcement (responsible for enforcement of regulations and licensing of waste and other facilities); Office of Environmental Sustainability (responsible for issues such as climate change, education and advisory services, carbon emissions); Office of Evidence and Assessment (responsible for testing, statistical and data provision and recording); and Office of Corporate Affairs (responsible for HR, ICT, Audit, and Corporate Affairs). Each of these offices is managed by a Director, and the four Directors together with the Chief Executive form the Executive Board and management team of the Agency

The RPI was established in 1993. The RPI is primarily responsible for enforcing the Radiological Protection Act, and is the competent authority for licensing, inspecting, and regulating all sources of radiation and protecting the public against the threat from radiation. It also educates the public, advises government, provides testing services, represents at international forums, all regarding ionising radiation. The RPI has 50 staff, all of whom are based in the capital. It has three Divisions: an Enforcement Division that licenses instruments and facilities and carries out inspections; an Education and Advisory Division that provides educational information and advises government and provides representation on international bodies; and a Corporate Division that provides HR, ICT, and Audit Services. The three Heads of Division, together with the Chief Executive, form the management team that reports to a Board of Directors.

The legislation is now being drafted that provides for the merger of these two bodies. It has already been guaranteed that there will be no compulsory job losses, although over time it is expected that efficiencies, including through reduced staff numbers, should be achieved. The details of the merger and how it will be implemented have been left to the two organisations to agree.

Two negotiating teams have been established, one from EPA and one from RPI, to work out the details of the merger. There are many issues to be discussed and agreed. These include the of different terms, conditions and salaries that apply to some staff because of different grading structures in each organisation; how the two management teams (and two Chief Executives) will be merged; where will the headquarters of the new body be located- for example will RPI staff currently located in the capital be expected to move?; how will the merged body maintain focus and public attention on the critical priority issues that are currently managed by these two separate bodies. i.e. environmental protection and radiological protection.

Brief for RPI Negotiation Team

The RPI view is that the title of the agency should reflect the continued importance of radiological protection for citizens and the environment. Some Board members in particular are concerned that with the effective abolition of RPI, that the public and other stakeholders will see radiological protection as less important. So a critical point for you is that the profile of radiological protection is safeguarded and you see the words 'Radiological Protection' as important and should appear in a title somewhere.

Also at this early stage of the negotiation you don't want to be bullied by the other side. You are aware that the EPA is a much larger agency but you want to assert that RPI has a view and must be heard, and the outcome of this issue could set the standard for other parts of the negotiation, some of which will be more important. You are also aware that staff and trade unions will be watching closely the outcome of this negotiation.

It is important to your CEO that managers and staff of RPI, including the position of CEO (which is at a lower salary scale than the EPA CEO salary scale), is protected in the new structure. The team accepts there will be need to compromise but it is important to you that the voice of RPI is acknowledged and heard.

You have 12 minutes to decide who will lead your team, and what roles others will play. You should also decide who will be your 'advisers' who will stay outside of the direct negotiation but when there is a break, can advise you of how you might change strategy.

You also should agree your approach to the negotiation.

Brief for Advisory Teams

You will not be directly involved in the negotiation but sit behind your team and observe.

The role of the Advisors is twofold:

1. You can prompt your team when you think a break is necessary. During the break you can suggest changes in strategy to your team based on your observation.
2. At the end of the exercise, you will be asked for general feedback on the way in which your team worked, and specifically you should be able to comment on a) the team's strategy and how well it was implemented b) the things the team, including individual members did well and c) the things they could have done differently or better to improve the chances of a successful outcome.

Brief for EPA Negotiation Team

The EPA view is that the title Environmental Protection Agency already incorporates the concept of radiological protection, so the current title of the Agency should not be changed. You can point to a number of other countries, both inside and outside Europe, where the title EPA is used and includes radiological protection. Also it would be costly and a waste of taxpayer money to change the title on all paper, logo etc.

More importantly, your view is that the EPA is much the bigger of the two agencies so RPI is being incorporated within EPA structure, not the other way around. If you were to concede on this issue, you fear that RPI would see this as a process of ‘making agreement between equals’, and that they would be later seeking concessions on a whole range of other matters, some which will be more important than this. You are quite happy for the RPI office to remain in the capital after the merger, but that gradually staff would be moved to the current EPA headquarters.

It is important to your CEO that the two agencies are genuinely merged, and that RPI does not remain a separate independent group within the new organisation, thus making change very difficult. So the way the issue of the title of the new agency is handled will set the tone for the rest of the negotiation. You want to assert the EPA position, but are prepared to be reasonable in order to create a constructive climate for ongoing negotiation, but also create a situation where the RPI knows it is not the dominant player.

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Lesson 8 – Personalising the Adaptive Challenge

Lesson 10	Personalising the Adaptive Challenge
Purpose:	To help participants understand the complexity of change, the role of personal change in leadership, and the need to resolve competing commitments.
Competencies Developed:	Understanding of relevance of personal change, role of competing commitments, insight into personal opportunities for change.
Time:	45 minutes to 1 Hour
Content:	The role of personal change in leadership. The role of competing commitments.
Methods:	Tutor lecture; Tutor sets up Five Column exercise. Bring participants through five column exercise. Debrief.
Materials:	Powerpoint slides for Lesson 8; Handout (see below)
Exercise/Process	<p>Tutor brings participant through the five questions of the five column exercise. At each column, give a few minutes for participants to fill in the column. The exercise is based on a theory of change (see for example the book “How the way we talk can change the way we work” by Robert Kegan and Lisa Lahey) that suggests we all develop habits, ways of thinking and doing and working, that become routine over time. These are called ‘defaults’ because these are the approaches or behaviours that we tend to default to, particularly when we are put under pressure. These routines can be useful and productive. But in some cases they can prevent us from making progress, or from realising our full potential.</p> <p>The questions for each column are:</p> <p>Column 1: What are the things I believe that if we did more of, or less of, in our Organisation/Division/Unit would help us better achieve our objectives and support our development?</p> <p>Column 2: In each case, what does this say about what I am committed to, or value?</p> <p>In each case, what does this say about what I am committed to, or value?</p> <p>Column 3: What are some of the things that I am currently doing, or not doing, that are getting in the way of my Column 1 aspirations (reflecting Column 2 commitments)?</p> <p>Column 4: Reviewing Column 3, what does each of these say about what I may also be committed to/value?</p> <p>Column 5: By reflecting on what it might be like to give up Column 3 behaviours and Column 4 commitments in favour of Column 1 aspirations and Column 2 commitments (and the fear/anxiety this may generate!) -consider what might be the Assumption/s that underpin your commitment/s to the current approach</p> <p>“I assume that if I ... then ...”</p> <p>Ask participants to reflect on the exercise and how they can experiment with new approaches and new behaviours to challenge their assumptions about what ‘bad things’ might happen if they give up some column 3 behaviours in favour of supporting column 1 behaviours.</p> <p>Develop a Personal Action Plan</p>

Readings:	George et al “Discovering your authentic leadership”
Notes:	Please read Participant Workbook Lesson 8

HANDOUT

Five Column Sheet

Column 1	Column 2	Column 3	Column 4	Column 5

Lesson 9– Intervention and Leadership

Lesson 11	Intervention and Leadership
Purpose:	To help participants understand the nature of leadership intervention, and to give an opportunity to practice developing their intervention strategy.
Competencies Developed:	Understanding of relevance of intervention, types of leadership intervention, practical skills of intervention.
Time:	1 Hour and 15 minutes
Content:	The role of intervention as creating productive change in systems; productive range of distress; change in systems and creating disturbance. Types of interventions follows:

Types of Intervention

Act politically: This does not mean becoming directly involved in politics, but rather understanding that organisations are political by nature and we must think strategically and politically to be effective leaders. So for example we must identify the key groups and individuals in the system (what we called Mapping the Factions). We might try to identify which groups we can get support from, which groups are likely to resist, which groups we can try to influence etc. And then intervene to work on these relationships so that we influence the dynamic for change.

Manage the Heat: As we noted above, sometimes we may need to inject heat into the system to get change to happen, to get things moving. There are many ways to do this. For example, putting the difficult issue on an agenda, or raising the difficult issue at a meeting; having a Courageous Conversation with someone you need to challenge; exposing people to the risk of not changing –what will happen if we do not embrace this change; making a very clear symbolic change that makes clear to everyone that things will not be staying the same. Sometimes we might need to reduce the heat, by refraining from some of these actions, or slowing down the timeframe for change so that people can adjust.

Communicate Purpose: It is very important that if people are being asked to make difficult changes that they understand why! So the leader must make clear why a change is being proposed, what difference it will make, and in a public sector context how this will result in creating greater Public Value. The leader must be able to communicate this effectively, and help people connect to a sense of inner purpose- this is what will create the energy and focus to get through difficult changes.

Give Responsibility: Taking responsibility away from people, especially from staff, such as always solving problems for them, or taking on work that really they should be doing, is the enemy of good leadership. It creates a dependent relationship, that ultimately disempowers people. But authority figures can sometimes do this a lot. But because leadership is not about solving problems for other people, but rather to get them engaged in taking on the responsibility for solving the problems themselves, then a key leadership quality is being able to resist the urge to do it yourself or solve that problem, but rather to create an environment where people becoming engaged in leadership activity themselves.

Experiment: Finally, intervention involves experimentation. The mistake we frequently make is to expect change to happen but continue to do things in the same way- that is clearly impossible!

Because, by definition, with adaptive problems we do not already know the solution but rather need to find new ways of doing things, we must be prepared to experiment. This means trying something, but realising it may not work. If it does not work, or produce the desired outcome, we have to try something different. However we must be careful to do this in a controlled and strategic way.

Methods:	Tutor lecture; Ask participants, in small groups, to now again consider their leadership challenges. What types of intervention do they need to make? How can they sequence interventions so that they constitute a sensible strategy?
Materials:	Powerpoint slides for Lesson 11
Exercise/Process:	Invite participants in small groups to begin to develop an intervention strategy for their own leadership challenges. Remind them that as part of their post-course project work they will have to develop this strategy, and submit it within the specified timescale. Develop an Action Plan for Leadership Challenge
Readings:	-
Notes:	-

Lesson 10 – Purpose and Leadership

Lesson 12	Purpose and Leadership
Purpose:	To develop understanding role of purpose in leadership and to develop skills in communicating purpose.
Competencies Developed:	Understanding of relevance of purpose and communicating purpose.
Time:	1.5 Hour
Content:	<p>What is the role of purpose in leadership:</p> <p>As we know leadership often involves addressing difficult challenges, often challenges of change where we meet resistance. Because of their fear of perceived loss, people may even try to scapegoat us, to vilify or devalue the work we are trying to do. So to take on these difficult challenges, and to manage ourselves through difficult times, we must retain a clear sense of purpose –This is why I am doing this! This sense of purpose gives us energy, helps us bounce back after setbacks, helps provide a clear compass as to what is the right direction.</p> <p>We also as leaders need to help others discover, or re-discover, their sense of purpose. When a committed group of people start working on something with a clear and shared sense of purpose, then they release a massive amount of energy and significantly increase the chances of a successful outcome.</p> <p>And leaders need to be able to not just be clear about their purpose, but also be able to communicate this purpose to others. This is a sign of authenticity, strength and resolve.</p>

Methods:	Tutor lecture; Tutor sets up purpose exercise. Conduct exercise. Debrief key learning points.
Materials:	Powerpoint slides for Lesson 12; Brief for exercise (see below)
Exercise/Process:	First tutor explains importance of having a clear professional purpose. Give participants 10 to 15 minutes to write down a statement of purpose in no more than three sentences. If time allows, give an opportunity in small groups to speak that statement of purpose, and get feedback on how they could improve (the message should be communicated verbally only, use silence, be sincere, connect with the audience). Then debrief key learning points
Readings:	-
Notes:	Please also read Participant Workbook Lesson 10

Close of Program

Lesson 13	Close of Program
Purpose:	Summarise the training and exchange common and individual experiences. Tutor explains post-course work activities.
Competencies Developed:	-
Time:	30 minutes
Content:	Summarise key concepts Get Feedback/Evaluations Reminder of follow up project work
Methods:	<ul style="list-style-type: none"> • Tutor and participants make short conversation about the previous activities, experiences. • Tutor close the program.
Materials:	-
Exercise/Process:	-
Readings:	-
Notes:	-

MATERIALS FOR THE PRE-COURSE WORK AND FOR THE POST-COURSE WORK

A key part of the program is that participants have the opportunity to apply the concepts and skills that are introduced during the program. This is achieved through experiential exercises during the program but also through the project work. For the project work participants must select a real leadership challenge from their workplace. It should not be so big that it would not be possible for them to make some progress on over the course of the program; but also it should not be so small that it is of little interest or importance. Rather it should be a relevant and practical piece of work that involves real changes in behaviour of culture or approach.

PROJECT WORK

Adaptive Leadership in a Rapidly Changing Public Administration

Leadership Challenge

Pre-Course Work

As part of the Leadership Program upon which you are about to embark, you will be required to work on a real-life Leadership Challenge. The Challenge is divided into two parts:

Part A is an Organisational Challenge: For example there is some change you think would be beneficial in your office, or in the way your team works, or in the way that you deliver your work to citizens or clients, or some other change. As a leadership challenge it should involve some element of change that is meaningful, and will bring benefits.

Part B is a Personal Development Challenge: For example there is something about your own approach, behaviour or style that you want to change. It may be a change to the way that you communicate, or hold meetings, or a change in the response you typically have to certain situations. It should be something you really want to change, and that you think will make a difference.

Part A and Part B could be linked. For example by changing the way you communicate, this might also help with the organisational change you have described in Part A.

During the Program you will have the opportunity to work on these challenges, and to learn how to apply leadership knowledge and skills to help achieve the outcomes you want.

However at this stage you need to identify, and briefly describe the challenges. Do this below- in no more than a half-page each for Part A and Part B. Give this some thought. It is important to choose things that you think should be changed, and with some effort, can be changed.

The description below must be submitted to the course organisers at least 7 days before the program commencement.

Part A: Leadership Organisational Challenge

Describe a change you think should be made in your workplace, relating to the way you work internally (in your team or Unit) or externally (with citizens/clients).

Title:

Describe briefly the current situation:

Describe briefly the change you propose and how it will change the current situation:

Who else will you need to involve:

What is the timescale for completion:

B. Personal Organisational Challenge

Describe a change that you want to make to your behaviour, attitude, approach or leadership style:

Title:

Describe briefly the current situation:

Describe briefly the change you propose and how it will change the current situation:

Who else will you need to involve:

What is the timescale for completion:

Adaptive Leadership in a Rapidly Changing Public Administration

Leadership Challenge

Action Plan

Actions are the means by which you put new learning into practice. The purpose of this Action Plan is to plan your actions on the organisational and personal leadership challenges you brought to the leadership program.

In completing the Action Plan, reflect on some of your key learning points from the program and the key actions you now wish to pursue. These actions should relate both to personal development (Personal Challenge) and organisational development (Organisation Challenge). Now write down, in relation to both your organisational and personal challenge, the key actions (no more than four or five in each case) you will take between now and completion date towards achieving your goal. Remember that achieving them will require perseverance and practice!

This Action Plan must be submitted within 7 days of the completion of the program.

Your Statement of Completion (see separate form) must be submitted within six weeks of completion of the program.

Name:

Organisation:

Job Title:

A) Organisational Leadership Challenge (in no more than two sentences write down again the Title of the Organisational Challenge you are addressing, and a very brief description of it)

Description of Proposed Action	People/groups I need to involve	Indicators of Success
1.		
2.		
3.		
4.		
5		

Overall Outcome I expect to achieve (What will be the positive outcome I expect to achieve)

B) Personal Development Challenge (in no more than two sentences write down again the Title of the Personal Development Challenge you are addressing, and a very brief description of it)

Description of Proposed Action	People/groups I need to involve	Indicators of Success
1.		
2.		
3.		
4.		
5		

Overall Outcome I expect to achieve (What will be the positive outcome I expect achieve)

Signed:

Leadership Challenge

Statement of Completion

(To be submitted within 6 weeks of program completion)

Following your attendance at the program **Adaptive Leadership in a Rapidly Changing Public Administration** you completed, and submitted an Action Plan, setting out the key actions you proposed to pursue. These actions related both to personal development (Personal Challenge) and organisational development (Organisation Challenge).

In this Statement of Completion you should record the actions you have actually taken, and any results arising from these action (for example changes you have observed resulting from the actions). The actions and results should be document concisely and accurately, and should be subject to verification.

This Action Plan must be submitted within 6 weeks of the completion of the program.

Please sign the statement.

Name:

Organisation:

Job Title:

A) Organisational Leadership Challenge (in no more than two sentences write down again the Title of the Organisational Challenge you addressed, and a very brief description of it)

Description of Completed Actions	People/groups you involved	Results of Actions
1.		
2.		
3.		
4.		
5.		

Overall Outcome achieved

B) Personal Development Challenge (in no more than two sentences write down the Title of the Personal Development Challenge you addressed, and a very brief description of it)

Description of Completed Action	People/groups you involved	Results of Actions
1.		
2.		
3.		
4.		
5		

Overall Outcome)

Large empty rectangular area for writing the overall outcome.

Signed:

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Leadership development trainings for Hungarian public administration executives

Level 2

Training program

Day 1

Time frame	Program element	Method description	Purposes of the program element	Trainers instructions	Name of handout
9:00-10:00	<p>Introductions/ Expectations/ Ground Rules</p> <p>Background to the program</p> <p>Ice Breaker</p> <p>Introduction to two key concepts: Values and Relationships</p>	<p>Trainer presentation, participant introductions, short interactive ice breaker</p> <p>Values and Relationships exercise</p>	<p>Participants will understand background to the program, method of teaching, participants will get to know each other, breaking the ice.</p> <p>Participants will begin to think about relevance of relationships and values in leadership</p>	<p>Introduce Program and Ground Rules</p> <p>Ask about expectations/write them up</p> <p>Facilitate ice breaker exercise</p> <p>Introduce slides on values and leadership</p> <p>Facilitate exercise and post-exercise discussion</p>	Lesson 1 of Participant Workbook/ Presentation.
10.00-11.00	Introduction to Leadership	<p>Trainer presentation,</p> <p>Interactive discussion</p>	<p>Introduce concepts of Leadership</p> <p>Invite participants to talk about words that describe leadership</p> <p>Introduce some definitions</p>	<p>Present some basic concepts of Leadership</p> <p>Invite participants to put forward ideas</p>	Lesson 2 of Workbook/ Presentation
11.00-11.15	Coffee Break				

Time frame	Program element	Method description	Purposes of the program element	Trainers instructions	Name of handout
11.15-12.45	Introduce Framework of Adaptive Leadership	Trainer presentation, Interactive discussion Group Work	Introduce key elements of Adaptive Framework Provide Examples Opportunity for Project Work in groups	Present Framework Give examples Invite discussion Give instructions for group work	Lesson 3 Workbook/ Presentation/ Instructions for Project Work
12.45-13.45	Lunch				
13.45-15.15	Leadership and Teams	Short presentation Construction Tower Exercise Debrief	Introduce key concepts of teamwork and how they relate to leadership Provide opportunity for practical exercise in teams	Short presentation Provide instructions on construction tower exercise Oversee exercise Debrief exercise and summarise lessons	Lesson 4 Workbook/ Presentation/ Instructions for Construction Tower exercise/ Materials for exercise
15.13-16.45	Communicating with Impact	Short presentation, Exercise in Communications Introduce feedback	Introduce key skills of communication Provide opportunity for practice and feedback	Present on Communication skills/key ideas Introduce exercise Oversee exercise and feedback process	Lesson 5 Workbook/ Presentation/ Instructions for exercise
16.45-17.15	Wrap up-Close	Invite Questions Summarise Provide instructions for evening work	Provide opportunity for clarification/Summarise the day Explain Lifeline exercise and its purpose in helping to understand patterns	Summary and Questions Instructions on Lifeline Exercise	Lifeline Chart

Day 2

Time frame	Program element	Method description	Purposes of the program element	Trainers instructions	Name of handout
9:00-9:30	Debrief of Day 1	Questions Reflections on Lifeline Exercise	Provide opportunity for clarification Provide opportunity for reflection on participants patterns of leadership and how these might be helping or hindering them	Ask for questions and provide clarifications Debrief lifeline exercise	..
9.30-11.00	Leadership Styles	Presentation Interactive and Experiential exercise in emotional intelligence and leadership styles	Introduce concept of leadership styles Provide opportunity for participants to learn more about their own dominant styles and opportunities for development	Short presentation Introduce exercise Conduct the 'Four Quadrants' exercise and debrief	Lesson 6 Workbook/ Presentation
11.00-11.15	Coffee Break				
11.15-12.15	Negotiation and Change	Presentation Interactive exercise using case study	Introduce basic concepts of negotiation and persuasion Provide opportunity to practice	Short presentation Introduce Negotiation Exercise Conduct exercise Debrief key lessons	Lesson 7 Workbook Overall Case Study Brief Provide separate briefing documents to each team in the negotiation

Time frame	Program element	Method description	Purposes of the program element	Trainers instructions	Name of handout
12.15-13.00	Personal Challenge of Change	Interactive Exercise	Introduce concept of competing commitments and the role of assumptions in personal change Experimenting with new approaches	Introduce five column exercise Walk the participants through each column and invite examples at each stage Debrief	Lesson 8 Workbook Five Column Blank Sheet
13.00-13.45	Lunch				
13.45-15.00	Intervention Strategy and Action Planning	Presentation Project work in groups	Introduce key ideas of leadership intervention Discuss project work Group work on developing an intervention strategy	Presentation Discuss Project work Introduce group exercise	Lesson 9 Workbook/ Presentation/ Project Briefing document and Action Plan
15.00-16.30	Role of Purpose and Communicating Purpose	Presentation Exercise	Explain role of purpose in leadership Provide opportunity for reflection on professional purpose Practice communicating purpose	Presentation Introduce exercise	Lesson 10 Workbook Presentation Practical exercise in reflection and communication in large group
16.30-16.45	Program Close		Summarise and next steps in project work		

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INVESTING IN YOUR FUTURE