

LEADERSHIP AND INNOVATION PROGRAM

PARTICIPANT REFERENCE MANUAL



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Abbreviations and Acronyms

AAA	Authority, Acceptance, Ability
AusAID	Australian Aid
COVID-19	Coronavirus disease of 2019
D&D	Decentralization and Deconcentration
DISC	Dominance, Influence, Steadiness, Compliance
EU	European Union
MCS	Ministry of Civil Service
MDTF	Multi-Donor Trust Fund
NPAR	National Program of Administrative Reform
PDIA	Problem Driven Iterative Adaptation
PFM	Public Financial Management
PSR	Public Sector Reform
RGC	Royal Government of Cambodia
RSA	Royal School of Administration
SMART	Specific, Measurable, Achievable, Realistic, Timely
SWOT	Strengths, Weaknesses, Opportunities, Threats
UK	United Kingdom of Great Britain and Northern Ireland
WBG	World Bank Group

Program Introduction

LEADERSHIP AND INNOVATION PROGRAM



A program collaboration between the Ministry of Civil Service and the Royal School of Administration of Cambodia, and the World Bank Group
Funded by a multi-donor trust fund on Public Financial Management and Service Delivery with contribution from Australia and the European Union

PROGRAM DESCRIPTION

The Program is designed to support and develop leadership and innovation capabilities of senior officials driving key initiatives of major public sector reforms in Cambodia. It aims to strengthen capacities and offer resources to help in human resource management, leading and managing organizational change, and creating collaborative, productive workplaces. It will involve learning through a self-paced online course on Leading the Vision and Strategy for Development Reform, followed by a period of action learning to help participants tackle a challenge in their own workplace. Participants will then return for a second self-paced online course on Leading and Implementing Development Reforms, again followed by a second period of action learning on an individual workplace challenge. Lastly, participants will then be invited to join live sessions with the course facilitators to discuss and expand upon learning.

LEARNING GOALS

1. Expand your knowledge on the theory and practice of leadership
2. Provide you practical, experience-based learning that will help you improve results in your workplace
3. Help connect you with a network of experienced leaders or knowledge sharing and peer support

ACTION LEARNING PROJECT

Throughout the duration of the Program, you will work to overcome a tough challenge that you face in your workplace and need to see progress on. You will be provided tools, guidance, coaching support and peer exchanges to assist you in the successful completion of your project. Learning in action to help you get results!



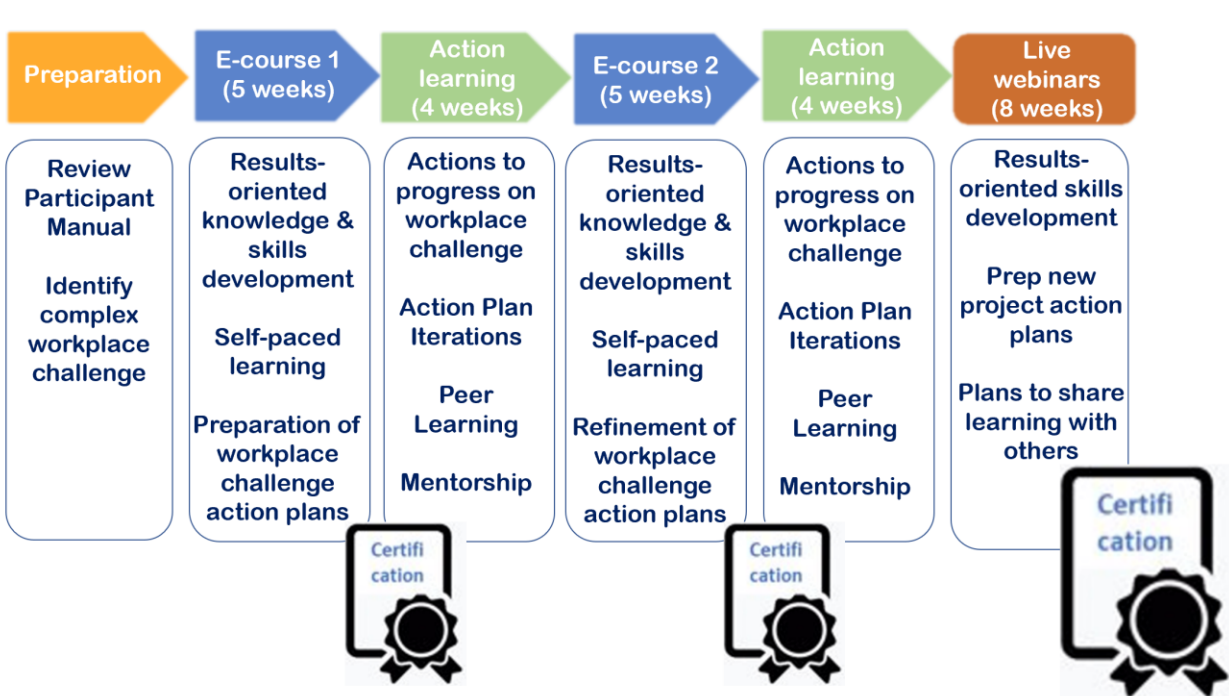
Program Overview

This program has been designed to support and develop the leadership and innovation capabilities of senior officials who are driving key initiatives of major public sector reforms in Cambodia. It aims to support knowledge and skills development and offer resources to help address learning needs identified by senior colleagues in government. It will cover areas of human resource management, leading and managing organizational change, and how to create collaborative and productive workplaces.

This Program will lead participants through a learning journey that is both results-oriented and experience-based, and that is highly relevant to real-life workplace challenges. Participants will be engaged in a very targeted, practical program. Each participant will engage throughout the Program in an action learning project that aims to help address and overcome a tough workplace challenge that participants face in their current professional role. Overall, it should help improve the outcomes that senior officials need to deliver in their professional roles.

Stages and Timeline of Program

The stages and timeline of the Program, as planned, can be visualized in this diagram below:




Learning Priorities

From the working group discussions and surveys completed at the consultation workshop in January 2020, several learning priorities were identified and have become the focus of the Program.

LEARNING PRIORITIES IDENTIFIED BY PARTICIPANTS		
HUMAN RESOURCE MANAGEMENT	LEADING AND MANAGING ORGANIZATIONAL CHANGE	CREATING A POSITIVE, COLLABORATIVE WORK ENVIRONMENT
managing improved performance of staff	strategic visioning	Networking
motivating staff	planning and budgeting - vision to implementation	strengthening team work
promoting inclusiveness and diversity	monitoring and evaluation	improving communication, negotiation, conflict mgmt
improving effectiveness as leaders	managing risk	capturing and sharing knowledge and learning
	supporting innovation	developing a culture of common values and ethics


Learning Objectives

Based upon feedback from intended participants, and the needs and expectations they expressed for this Program, the learning objectives are:




Knowing: Increasing your knowledge of the work of leadership

- Understanding better the work of leadership
- Improving skills & confidence to develop & implement action plans



Doing: Applying experiential learning towards achieving your results

- Applying learning in your own professional role
- Achieving your development results in a new or accelerated way
- Innovating, adapting or improving service delivery



Being: Part of an active network of mutually supportive leaders

- Sharing experiences and success stories
- Providing peer-to-peer support to your colleagues
- Transferring knowledge across agencies and to the next generation

Expected Outcomes for Participants

1. Increased **understanding of theory and practice of leadership**, and participants own personal leadership style
2. Enhanced **effectiveness in exercise of leadership** and management functions
3. Increased understanding and motivation on how to **develop innovative solutions**
4. Progress towards overcoming complex workplace challenge and **achieving development results** under priority government reforms
5. Increased **peer-to-peer collaboration and knowledge exchange**
6. Fostered a **network of leaders** to support professional development and achievement of cross-agency results

Participant-Centered Learning Journey

This Program offers a participant-centered learning journey that seeks to enhance the skills and capacities most needed by mid- and senior-level government officials to address their greatest challenges faced in implementing the public sector reform priorities of the government. Participants will be engaged in a targeted, practical program that actively focuses on the problems leaders face in the workplace.

To this end, the program design team sought input and guidance from anticipated participants before beginning to develop the Program. The first major step in this was the facilitation of a consultation workshop by the WBG at the Royal School of Administration in January 2020. This one-day event engaged the participation of over 230 Director-General and Governor-level government officials. The primary objectives of the event were: (i) to provide introductory information on the purpose of the Program, and (ii) to seek inputs and feedback from this group, the target audience for the Program, on their challenges, needs and expectations of the Program.

In addition, collaboration through formation of a Working Group with a select number of representatives appointed by the Ministry of Civil Service from amongst their ranks, and from the Royal School of Administration, provided guidance on program development. Given their substantial experience in working with government program participants, these individuals have played a key role in identifying learning needs and priorities for the design of the program and will be available to support participants in the action learning stages of the program between courses and live webinars, and beyond.

Results-Oriented and Experiential Learning

The program will use results-oriented and experience-based learning relevant to participants' workplaces, that will help to improve the outcomes needed in their professional roles.

As part of this, each participant will work on trying to address and overcome a tough workplace challenge that they face in their current professional role. The first e-course will be designed to support development of the skills needed to help make progress towards solving a complex workplace challenge, as well as provide an opportunity to create an action plan to help launch an initiative that aims to overcome the challenge.

This will be followed by a four-week period of implementation of this action plan, which will take place between the first and second e-course. During this time, participants will be supported in a structured learning process by the RSA and WBG to implement their action plan. This will include: (i) providing mentoring, advice and assistance in problem-solving; (ii) supporting networking between participants for continued encouragement and focus on the goal, and (iii) facilitating peer learning to learn from one another, and share successes and struggles throughout the process.

As participants return and gather for the second e-course, and later for the live webinar discussions, they will be encouraged to share struggles they encountered, any solutions they came up with, any iterations or adjustments they made to their plans, and any successes they achieved. They will learn additional leadership skillsets focused again on strengthening their capacity to lead themselves and others through successful change processes to reach desired results.

Program Structure

The Program will be thematically structured to address two key stages in leading development reforms. Each stage will be covered within its own respective *course*.

1. ***Leading the Vision and Strategy for Development Reform***
2. ***Leading and Implementing Development Reforms***

Each course contains *four modules*:

1. ***Leading Development Reforms***
2. ***Leading and Solving Complex Challenges – which will focus on the Problem Driven Iterative Adaptation (PDIA) approach***
3. ***Leading Others***
4. ***Leading Self***

The lessons that will be available within each of the e-courses and modules can be reviewed on the following page.

E-course 1: Leading the Vision and Strategy for Development Reform

Below, you will find details of the structure on the first self-paced online course.

Program Overview and Orientation
Module 1: Leading Development Reforms
<p>Lessons 1 – 4:</p> <ol style="list-style-type: none"> 1. What is Leadership and Why does it Matter? 2. Introducing Different Leadership Models 3. Developing Strategic Thinking 4. Leading and Adapting in Your Organization
Module 2: Leading and Solving Complex Challenges
<p>Lessons 5 – 8:</p> <ol style="list-style-type: none"> 5. PDIA: An Overview 6. PDIA: Constructing and De-Constructing a Problem 7. PDIA: Sequencing - Using Change Space Analysis to Find Entry Points 8. PDIA: Exploring the Design Space for Possible Solutions
Module 3: Leading Others
<p>Lessons 9 – 11:</p> <ol style="list-style-type: none"> 9. Engaging Stakeholders (extended session) 10. Communicating Effectively (extended session) 11. Cultivating Productive Relationships
Module 4: Leading Self
<p>Lesson 12:</p> <ol style="list-style-type: none"> 12. Understanding Yourself as a Leader

Action Learning through a Workplace Challenge

For a period of four weeks between the first and second e-course, participants will have the opportunity to apply and put into practice the learning gained in e-course 1 towards their own self-identified workplace challenge. Guidance will be provided by the World Bank and RSA in identifying a challenge to work on (**Guidance Note available at page 11 of this manual**). Participants will be given time to work on this challenge that they are confronting in their own professional roles.

During this time, participants will be able to reach out to staff at the Royal School of Administration, and to World Bank facilitators, to request support and guidance as needed. They will also be supported by the RSA in peer learning and networking periodically throughout this time.

After four weeks of applying learning in their own professional environments to their workplace challenges, participants will return to expand upon and deepen their learning through E-course 2.

E-course 2: Leading and Implementing Development Reforms

Below, you will find details on the second self-paced online course.

Module 1: Leading Development Reforms
<p>Lessons 13 – 15:</p> <ul style="list-style-type: none"> 13. Leading Organizational Improvements 14. Strengthening Citizen-Centred Service Delivery 15. Inspiring Innovation in Service Delivery
Module 2: Leading and Solving Complex Challenges
<p>Lessons 16 – 18:</p> <ul style="list-style-type: none"> 16. PDIA: Building and Maintaining Authorization 17. PDIA: Designing and Conducting First Iterations 18. PDIA: Learning from and Scaling Iterations
Module 3: Leading Others
<p>Lessons 19 – 23:</p> <ul style="list-style-type: none"> 19. Collaborating to Achieve Results 20. Leading and Motivating Teams 21. Managing Staff Performance 22. Boosting Staff Performance 23. Managing Conflict
Module 4: Leading Self
<p>Lessons 24 – 26:</p> <ul style="list-style-type: none"> 24. Leadership and Self Care 25. Improving your Impact as a Leader 26. Developing a Plan for Workplace Challenge

Guidance Note: What workplace challenge should I work on?

You will select your challenge to work on and share a short note on it with the Program facilitators early in your progress through the first online e-course within the Program. You will make your initial selection of a workplace challenge as an individual, but program leaders may later use this information to place you into small groups where you can work through your workplace challenge with others grappling with similar issues. The template for providing information to include in this note is provided below.

By the end of this Program, the goal is that you should have a clearer idea of how to overcome your selected challenge, having planned out and explored practical options for responding to it - and having made some progress on addressing it, noting your learning along the way.

Please use the guiding questions below to help you consider, identify and decide which challenge in your workplace you would like to work on addressing throughout the Program.

1. What challenge do you face that you want to work on overcoming during the Program?

Focus on a challenge that has several of these characteristics:

- is complex (i.e., entails lots of people, and many discretionary choices)
- will likely take more than four months to achieve the desired result (but is relatively small in scale or a discrete 'slice' or a larger challenge);
- you do not yet know how to solve, and there is no known solution yet;
- people care about, and will get people's attention;
- you personally feel strongly motivated to change;
- will motivate the people you need to act to move into action in a way that perhaps hasn't happened beforehand;
- you will likely be able to secure the necessary political and organizational approvals to work on it;
- allows and supports experimentation and innovation to find a solution that works;
- involves a broad range of individuals and organizations to gain real traction in moving forward;
- provides the possibility for learning that may be able to be used elsewhere in the organization or in another government organization.

The challenge you select to work on **does not have to meet all of these criteria**, but if it meets several of them you may be able to maximize the benefit you gain from the tools shared to help you during the program.

What is **not** an appropriate challenge to work on over the course of the Leadership Program?

- "I don't have enough money"

- “I don’t have enough people”
- “I can’t implement the solution recommended by others outside the government” (because it may not be the right solution anyway!)

If you have problems with these three issues, and still want to work on them during this course, try to answer why it is that you have problems with them – go deeper into the problem analysis itself until you get to something that really can become a focus for action. There could be a real underlying challenge behind these initial issues that could be appropriate for you to work on during the course, but the types of superficial challenges outlined above, in and of themselves, are not challenges for which this program will likely provide specific help.

2. What kind of capability is required to overcome the challenge?

Think about how you would classify your problem according to the five types below. Identifying which type of problem you are dealing with, given these five options, will help you start to assess what kind of capability you might need to begin building in order to address and overcome the challenge. In essence, we will need to think about the answer to the question: “Capability for what?”. To help you determine which general type of problem you are addressing, see the discussion on pp. 107-100 of the *Building State Capability* book, especially Figures 5.1 and 5.2.

Is your challenge focused on:

- Policymaking (able to be undertaken by a small group of technical elites; e.g., monetary policy);
- Logistics (e.g., delivering the mail);
- Implementation intensive service delivery (e.g., curative health care);
- Implementation intensive imposition of an obligation (e.g., taxation, or regulatory oversight and enforcement); or
- Entrenched and complex social, political or economic problem with no apparent solution (at least initially)?

**Please now review the template available at [page 49](#)
to help you capture your workplace challenge.**

Introduction to the Participant Reference Manual

Purpose of the Manual

This manual has been designed as a support to the active and participatory learning of participants that will take place both during, and in the follow-up work after, the e-courses and live webinars.

It has been prepared as a source to contain training materials necessary to learning in specific sessions (e.g. templates), and to provide a summary of content – concepts, models and key points – such that participants may be able to easily refer back, as needed, to the course content after returning to their professional environment.

Target Audience

The audience for these learning materials is the participants who will engage in the full Leadership and Innovation Program. More specifically, the Program will welcome over 230 Director-General and Governor level officials within the Royal Government of Cambodia. These officials are responsible for delivering many of the Government's key governance, service delivery and financial management reforms and the Government has expressed its desire to support the role and responsibilities of these officials, including through strengthening their leadership capacities and opportunities for innovation.

Methodology

The overarching methodology adopted in this Leadership and Innovation Program and, correspondingly, in this manual is learner-focused and it relies strongly on a participatory, practical, experiential and adult-learning approach. It has been developed within the context of the existing and anticipated challenges and opportunities for public sector reform in Cambodia in order to ensure its utmost relevance to the professional needs and responsibilities of the program participants.

A broad selection of learning tools and methods will be used throughout the program - during the online courses, live webinars, and throughout the action learning and project implementation periods between the first and second e-courses and before commencing the series of live webinars.

Feedback

The Leadership and Innovation Program and, correspondingly, this accompanying reference manual has been developed primarily based upon feedback received in various forms. It has been sought at several points in time from senior officials within the main government ministries who will benefit from the program, as well as from the targeted participants directly. It has also been developed in close collaboration with the Working Group of representatives selected from the Ministry of Civil Service and Royal School of Administration of Cambodia.

The consultation workshop held in January 2020 provided the largest contribution of feedback from government. Working Group sessions were facilitated during the workshop with all officials at the event to surface their requested learning needs on leadership development and

organizational change. In addition, over 120 officials completed post-workshop surveys to further specify their learning needs and expectations from this Program.

Feedback will continue to be sought from participants at various stages throughout the courses (including through evaluation forms and during the implementation phase between courses and webinars). This feedback will inform the design of each subsequent phase, as well as the development of future iterations of this Program.

Lesson 1: Why Does Leadership Matter?

Objectives:

- This lesson sets the scene for the Leadership and Innovation Program by highlighting some of the key public sector reforms the Royal Government of Cambodia is currently leading, as well as the challenges that these represent for leaders in the civil service. It explores an example of some key behaviors for becoming an effective leader in the public service, based on the UK civil service model, and how such leadership is different from private sector leadership.
- It also summarizes the differences between leadership and managerial behaviors.
- Situational examples are given throughout the lesson about the critical role of leadership in achieving outcomes in government reforms, and why leadership is particularly important in times of change.

Lesson Summary:

1. The difference between leadership in public and private sectors:

- Public sector leaders are not driven by shareholders and profit margins, as are leaders in the private sector. Public sector leaders act in the public good. They serve, and are accountable to, the citizens of Cambodia. As such, they are held to a higher standard of ethics, integrity and scrutiny of their actions.
- They must deliver public services in an efficient way, while also being responsible with public resources.
- They must manage their staff talent and performance effectively as civil servants tend to have more secure employment arrangements.

2. Nine behaviors for success at most senior levels - based on the UK civil service example:









1. **Seeing the big picture** – shape Department's role in delivering civil service priorities in national interest



2. **Changing & improving** – create a culture of innovation to enable Departments to respond to change



3. **Making effective decisions** – Make decisions understanding range of political, national and international pressures, and stakeholder issues

- 
4. Leadership – present clear & focused strategy with direction for future
- 
5. Communicating and influencing – communicate with integrity and purpose using different channels, & use influence to make a positive difference
- 
6. Working together – drive collaborative working culture which values openness, & build strong network across government
- 
7. Developing self and others – build culture of learning, be a mentor to others, seek opportunities for own learning
- 
8. Managing a quality service – ensure delivery of professional excellence & expertise to citizens
- 
9. Delivering at pace – set clear direction with focused priorities and outcomes, delivered efficiently

Success Profiles, Civil Service Behaviours, HM Government, 2018

3. The difference between leadership and management:

LEADER	MANAGER
Focus on people	Focus on things
Looks outward	Looks inward
Creates a vision	Carries out plans
Creates the future	Improves the present
Empowers	Controls
Trusts & develops	Directs & coordinates

Lunenburg, F. C. Leadership versus Management: A Key distinction – At Least in Theory (2011)

Key take-aways:

- **Organizations need both leaders and managers**
- Leaders are present at all levels in the organization – managers hold formal positions
- Leadership skills are **required to deal with levels of change and reform in civil services** – we need to bring people with us
- Different situations can require different leadership styles – for example, crisis or war
- Leadership is not about personality type, **but always about being one’s authentic self**
- Identify **informal leaders** in the organization – they are valuable allies

Lesson 2: Introducing Different Leadership Models

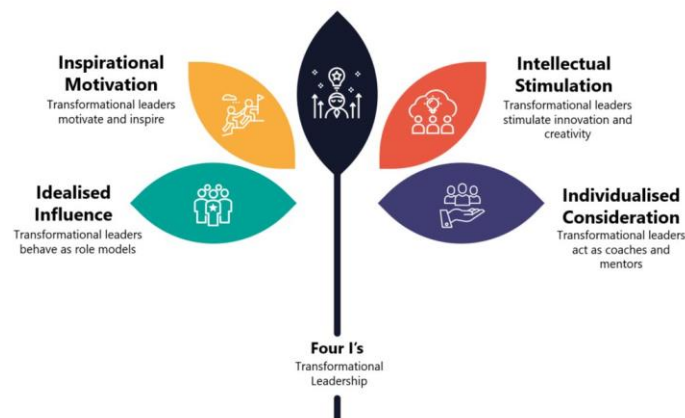
Objectives:

- Gain exposure to different leadership models, their basic premises and commonalities
- Understand the difference between authority resources and exercising leadership
- Encourage increased use of informal authority to exercise leadership

Lesson Summary:

1. Five Leadership Models for Public Sector Reform

- (i) **Transformational Leadership:** Focuses on creating a culture of continuous and adaptive change that will, over time, lead to major or transformational change.

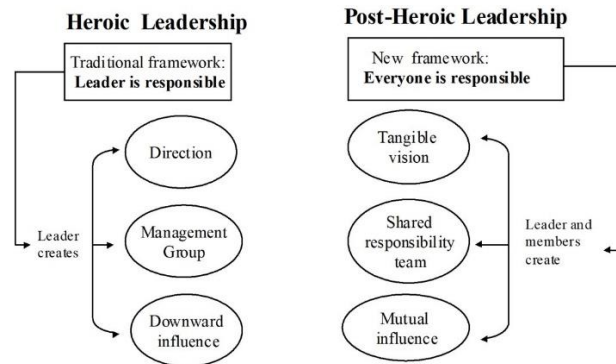


Bass & Avolio, 1994

Image: HCLI

- (ii) **Servant Leadership:**
- **Servant first:** focus on the needs of others before your own
 - **Leaders are enablers:** support others to meet goals
 - Ask the right questions
 - Share decision-making
 - Build a sense of trust and community
 - Difficult to exercise in hierarchical, autocratic organizational cultures
 - Unless context ripe for change, then can be used as lever
- (iii) **Collaborative Leadership:**
- Much in common with transformational and servant leadership
 - Helpful when problem is complex, and no individual can solve alone
 - Collaborative decision-making and problem-solving
 - People on an equal footing and working together
 - Leadership of process, rather than people
 - Not effective in situations of urgency or where conflict cannot be managed well

(iv) **Heroic Leadership:**



Bradford & Cohen, 1998

(v) **Adaptive Leadership:**

- Mobilizing people to adapt and succeed in tackling tough challenges in public sector
- Leadership as an activity that everyone can exercise, rather than a heroic role or position that only one individual plays
- Becoming comfortable with uncertainty
- Iterating and learning

2. **Authority and Authority Resources:** Authority can be defined as power that is given to perform a service. It is given and it can be taken away. And it can be conferred as part of an exchange.

3. **Commonalities across Different Leadership Models**

- **Shared Goals:** create public value, and serve the needs of others
- **Shared Power:** a leader is not the sole person with power, there is a commitment to a collaborative process
- **Enabling Others:** a leader is an enabler of others' work and success
- **The 'how' matters:** not just about *what* gets done, but *how* it gets done – results are achieved with integrity, ethically, and with respect for others

Personal qualities

- Ask questions, listen to understand (not just to respond)
- Passionate and compassionate
 - Courageous
 - Self-aware
- Inspire, motivate, encourage, mobilize to action
- Highly competent in their sector of expertise
 - Trusting and trustworthy

Personal behaviors

- Diagnose real problem - visionary in the solution
- Engage others in decision-making
- Lead by example - considerate role modeling
 - Build consensus and manage conflict

Lesson 3: Developing Strategic Thinking

1. Objectives

- To understand the difference between strategic thinking and strategic planning, and when to use them
- To develop strategic thinking capability in your organization

2. Key Differences Between Strategic Thinking and Strategic Planning

<p>Why should we be strategic?</p> <ul style="list-style-type: none"> -- Respond to non-stop change (technology) -- Adjust to globalization -- Do more with fewer resources -- Citizens expect more -- Adjust to workforce changes 	<p>When should you use strategic planning?</p> <ul style="list-style-type: none"> -- Issues are complex -- Issues require special expertise -- There's a need to focus on longer term issues -- Difficult 'roadblock' to work through
--	--

Strategic Thinking	Strategic Planning
What are we going to do, why are we doing it (purpose)?	How are we going to do it? When are we going to do it? Who is going to do it?
Are we heading in the right direction ?	Are we using the right process ?

3. Six stages in Strategic Thinking¹

1. **Defining the current state:** scan the internal and external environment, describe what exists now (good and bad)
2. **Imagining a different future desired state:** how do we want this to be different in the future?
3. **Broaden understanding of the environment:** Be realistic about current resources and capacity to change
4. **Critically assess underlying obstacles:** Accurately identifying root cause/s, keep asking "why"
5. **Brainstorming high level options and priorities:** what has worked before? What are new ideas? What has worked in other places?
6. **Developing tactics that fall within the priorities:** SMART– specific, measurable, achievable, realistic, timely

¹ <https://northstarfacilitators.com.blog> What's the strategic in Strategic Thinking and Planning?

4. Six Stages in the Strategic Planning Process²

1. **Set goals and objectives:** Take a 1 to 3 years outlook - What do you want to achieve? And how will we get there?
2. **Gather people and information:** Use accurate data, and engage with employees, customers, stakeholders as sources of information
3. **Perform SWOT analysis:** What are the Strengths, Weaknesses, Opportunities, and Threats?
4. **Formulate a strategic plan:** What is urgent? What is important? How will progress be measured?
5. **Implement the plan:** be clear about tasks, timeframes and who is accountable
6. **Monitor performance:** check in at different stages (key milestones) during the life cycle of the plan to see you are on track

Keep in mind some wise words here:

“What is important is seldom urgent, and what is urgent is seldom important”

Dwight D. Eisenhower, US President

Strategic Thinking	Strategic Planning
Right direction	Right process
Skill you can develop	Process you can carry out
Develop solution or brainstorm approaches to meet the intent of the project	Create actual steps or actions to get projects or goals delivered
Individual competency	Always involves multiple people

5. How to Develop Strategic Thinking in your Organization

- Create time and opportunity to reflect, maybe seek a mentor
- Refine the sense of organizational purpose – what are we here for?
- Have conversations with a range of people, including external to your own agency
- Inform yourself from a variety of different sources – thought leaders, organizational data
- Keep up to date with news and trends
- Create tiger teams

6. Key Take-aways

- Strategic thinking focuses on **purpose, vision and broad direction**
- Strategic planning: **set goals, establish time frames, assign responsibility**
- Use strategic thinking for **complex, longer term issues** where expertise required
- Refer to the six stages in strategic thinking and six stages in strategic planning

Please refer to the Case Study on Cambodian Pre-Schools (page 49 of this manual) to consider a practical example of strategic thinking and planning within an organization.

² <https://www.bbgbroker.com/strategic-planning-process-6-steps/>

Lesson 4: Leading and Adapting in your Organization

1. Learning Objectives:

- Understand why, as a leader, adaptability and agility matter
- Understand key actions necessary to improve our leadership adaptability and agility

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change”
Charles Darwin

2. Agile Leadership:

Leadership agility is the ability to make smart and effective decisions in a rapidly changing world. It is not one simple skill – it is a combination of skills working together that allow leaders – and the organization they represent – to handle life’s unexpected events and adjust to changing circumstances to stay relevant. Recent and ongoing real-world examples that require agile and adaptive leaders to respond are in addressing the COVID-19 pandemic, and in keeping up with constantly evolving digital technologies.

Here are some important skills of agile leadership³:

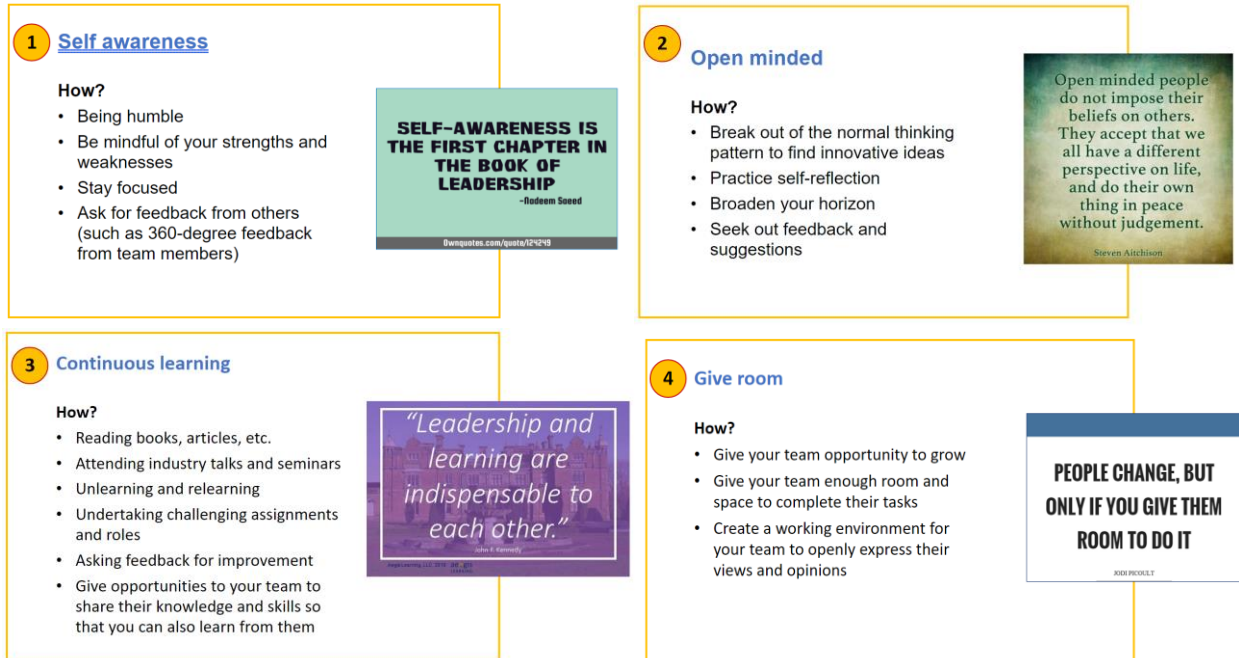
- **Humility** – accept that we don't know everything and stay open to learning
- **Provide outcomes not actions** - focus on the outcomes required but empower teams to determine actions
- **Flexibility** – allow for mistakes to occur and for adjustments to plans as necessary
- **Coaching, not commanding** - coach staff and teams to look for best solutions
- **Collaboration as a default** - even if the leader holds formal authority in decision-making, develop a collaborative style and seek input from others
- **Understanding their people** – take the time to understand their teams and how to support and challenge them
- **Working on the system, not in the system** – create the right environment for teams to flourish and remove blockages

An example of an adaptive and agile leader is Elon Musk. He is known to break through barriers, treat mistakes as lessons, continually strive for better from himself and his employees, and he has a focus on continuous learning.

If an organization is not adaptive and agile it may become irrelevant in the changing world, and may no longer be sustainable (examples are Blackberry and Nokia phones which have been largely pushed out the mobile phone market).

³ <https://medium.com/sparks-publication/the-7-essential-attributes-of-agile-leadership-225aec336622>

3. What can we do to become more agile leaders?



4. Key Take-aways:

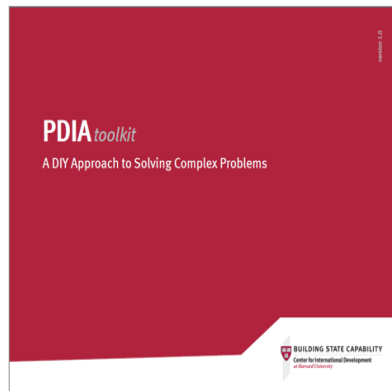
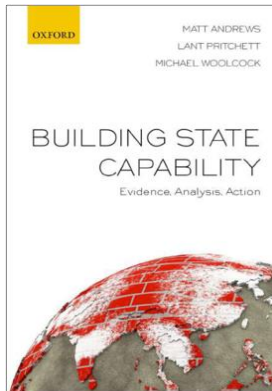
- In very rapidly changing external environments, **adaptability and agility are becoming norms**
- Agility in leadership is the **ability to make smart and effective decisions and to drive the organization to act upon them**, in a rapidly changing world
- **Leadership agility is not one simple skill.** It is a combination of skills working together that allow leaders - and the organizations they represent - to handle life's unexpected events
- **Self-awareness, open-mindedness, continuous learning, and giving room to others**, are important practices that should be exercised by adaptive leaders.
- **Adaptive leaders** will create a culture of **continuous learning and growth**. They empower people to always look for ways to improve.

Introduction to Problem-Driven Iterative Adaptation (PDIA)

The Problem-Driven Iterative Adaptation (PDIA) approach will be taught over the course of seven lessons in the Program. Throughout these lessons, you'll explore how to enhance the quality of policy implementation in the public sector. That is, how to ensure that a policy objective, such as improving learning in primary schools, is achieved. Participants will apply the key principles of PDIA to a practical implementation challenge in the workplace.

E-course 1: Leading the Vision and Strategy for Development Reform	E-course 2: Leading and Implementing Development Reforms
Lesson 5: An Overview of PDIA	Lesson 16: Building & Maintaining Authorization
Lesson 6: Constructing and De-Constructing your Problem	Lesson 17: Designing and Conducting your First Iterations
Lesson 7: Sequencing – Using Change Space Analysis to Find Entry Points	Lesson 18: Learning from and Scaling your Iterations
Lesson 8: Exploring the Design Space for Possible Solutions	

Two key resources should be downloaded as accompaniments to these lessons:



Book: *Building State Capability: Evidence Analysis and Action* by Matt Andrews, Lant Pritchett and Michael Woolcock (2017). In electronic version of Manual: download [here](#).

Toolkit: *PDIA Toolkit – A DIY Approach to Solving Complex Problems*. In electronic version of Manual, download in [English](#) or in [Khmer](#).

There are also 79 online videos (available for free) that discuss the various aspects of PDIA. You do not have to watch all these 79 videos; rather, as we work through the modules, we will select relevant videos from the collection for each of them. The videos introduce the main ideas and their practical applications to enhancing implementation capability in the public sector. The full list of 79 short PDIA videos are available [here](#).

Lesson 5: PDIA – An Overview

1. Learning Objectives:

- Appreciate the importance of implementation to achieving policy objectives
- Recognize that, globally, capability for policy implementation is mostly stagnant or declining, even as problems become increasingly complex
- Articulate why so many “capacity building” initiatives do not achieve their goals
- Outline the key and distinctive characteristics of PDIA

2. Implementation Capability:

World Governance Indicators show that, from 1996-2018, over half (55%) of all countries had stagnant or declining state capability of policy implementation. Clearly, it is not good when capability for implementation is declining when the scale and complexity of the world’s policy challenges, such as responding to COVID-19 and climate change, are increasing. From a comparative perspective, according to this data, Cambodia is currently deemed to be a state with relatively ‘weak’ implementation capability, but one that has seen some positive improvement in recent years. What can be done to improve implementation capability in Cambodia? PDIA offers a practical approach to finding some potential answers... It is a practical approach to enhancing an organization’s capability for policy implementation.

Why Effective Implementation Matters:

- Sound policy is very necessary, but insufficient to achieve effective implementation
- Effective implementation requires sustained political and financial support, and **capable organizations**. This is especially important when policies are complex or contentious.

Effective Implementation of a Workplace Challenge: PDIA is best “learned by doing”, so in the lessons that follow, participants will help improve implementation capability in the Cambodian government by individual work on their own workplace challenge. This will involve:

- identifying a specific workplace challenge you currently have
- completing several worksheets in the PDIA Toolkit, and applying them to the specific workplace challenge you have identified
- analyzing this challenge in some detail over the next six lesson and considering various ways in which you (and your colleagues) might “find and fit” a constructive solution to it.

3. PDIA approach to enhancing organizational capability rests on four key principles:



Local Solutions for Local Problems

Transitioning from promoting predetermined solutions to allowing the local nomination, articulation, and prioritization of concrete problems to be solved.



Pushing Problem Driven Positive Deviance

Creating (and protecting) environments within and across organizations that encourage experimentation and positive deviance.



Try, Learn, Iterate, Adapt

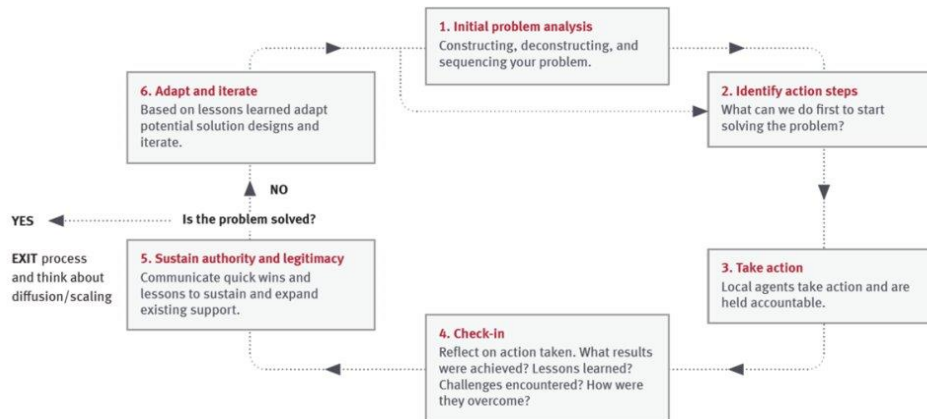
Promoting active experiential (and experimental) learning with evidence-driven feedback built into regular management that allows for real-time adaptation.



Scale through Diffusion

Engaging multiple agents across sectors and organizations to ensure reforms are viable, legitimate and relevant.

4. **The PDIA Process:** Over the seven lessons on PDIA, we will follow the steps outlined below in the PDIA process.



5. How is PDIA Different from other Approaches?

“Capacity building” programs focus on:

- providing technical advice
- transferring global best practices
- upgrading technology
- training individuals

But rarely achieve objectives because:

- do not “find and fit” local solutions to local problems
- change what an organization “looks like” rather than increasing capability
- upgrade technical skills of individuals, not teams

Improving organizational capability for policy implementation requires incrementally enhancing the problem-solving ability of motivated and committed teams

6. Using PDIA to Build State Capability:

- Focus instead on building the capability of teams to identify, prioritize, analyze, and solve increasingly complex problems
- PDIA is not a quick, easy, approach that is “guaranteed to work”; it takes time, persistence, a willingness and ability to learn from mistakes, to work with others
- Implementation is a learned, practiced, collective skill, like other practical skills (music)
- Start with addressing small/simple problems; solve them, move on to complex ones

7. Key Take-aways:

- **Effective implementation is vital**, particularly for complex policy goals in our increasingly complex world.
- An organization’s **capability** for policy implementation **is learned** and can be improved.
- **Improvement requires an ongoing commitment to understand challenges** at a deep level and work collectively to generate options.
- As with learning other complex skills, **organizations need to focus on learning how to solve harder problems**, step by step, at scale.
- Various approaches have been taken to improving “capacity building”, but many of these **struggle to achieve their goals**.
- Problem-Driven Iterative Adaptation (**PDIA**) is **one effective – but not quick or ‘easy’ – approach to building capability for policy implementation** in public sector agencies.

Lesson 6: PDIA – Constructing and Deconstructing your Problem

1. Learning Objectives:

- Distinguish between approaches to reform that provide predetermined solutions versus those that try to solve problems
- Nominate and prioritize the problems on which they wish to focus
- Deconstruct the most important of these problems into their key components
- Identify the array of people for whom these problems matter, as well as those for whom it should matter more
- Articulate some strategies by which they might be able to persuade certain leaders (or constituencies) to care more

2. “You cannot juggle without the struggle”:

- There is no script telling us what to do in some specific situations to become successful.
- Solutions need to be worked out in place: “there is no juggle without the struggle”.
- Learning new skills and techniques takes time and practice.
- Through practice, and trial and error, and sometimes failure, you can, over time, adapt the new skill or technique to best fit your own situation and needs.

3. PDIA is a Way to Structure your Struggle:

- PDIA is not an approach to get big, fast results - rather, it’s an approach to help overcome complex problems that have likely been ongoing for a while but that we don’t know how to overcome.
- It’s an approach that provides a structure to the process of pushing into the struggle of dealing with a complex problem.

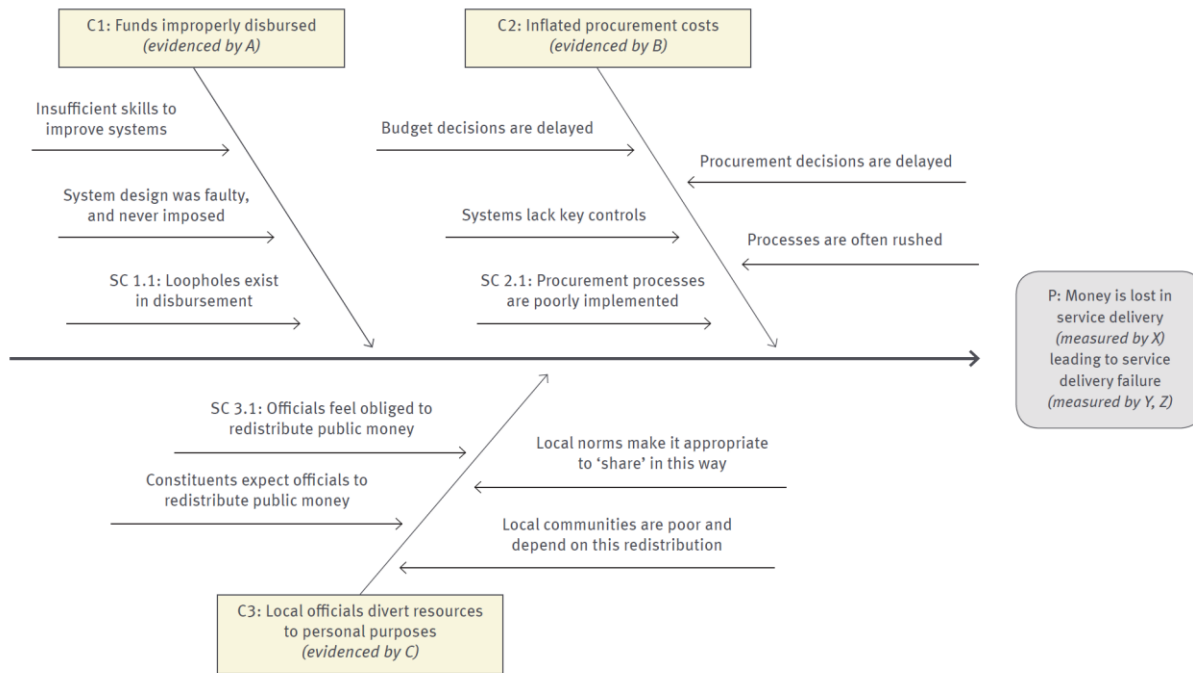
4. Deconstructing Sticky problems:

- “**Wicked hard problems**” involve many different agents and have many different paths to them. They can have many other problems hidden within them. It is easy to become discouraged when faced with these types of problems.
- Using a basic tool, such as a fishbone diagram (see Figure 1 of the PDIA Toolkit), can help to map out and try to understand the problem:
 - First, identify a problem;
 - Next, break down the big problem into a collection of smaller problems: try to identify all of the multiple issues contributing to or affecting the problem;
 - Next, start to identify some solutions to the smaller problems that are parts of the big problem.
- De-construct your problem this way to be able to start work on overcoming it.

Example of a fishbone diagram, PDIA Toolkit, Figure 1:

Figure 1: Deconstructing complex problems in Ishikawa diagrams

We use the causes and sub causes from the 5 why sheet in Table 1 to draw an Ishikawa or fishbone diagram.



5. Key Take-aways

- PDIA centers on being **problem-driven**. That is, rather than starting with solutions and looking for problems they might solve, PDIA seeks to build a team’s capability by enhancing its ability to nominate, prioritize, and analyze specific problems. It is not easy to do this.
- First, one must **construct a ‘good’ problem** – not a broad statement about what isn’t working, but instead one that is well defined, and able to be broken down into smaller, more manageable components.
- Second, going from a general to a specific problem requires **identifying why this problem matters**, to whom it matters, and why certain people (or groups) need to care more. It also helps to outline what the problem might look like when solved.
- Third, by asking **‘Why does this happen?’** (several times), one can identify the key components of the problem. Using an Ishikawa diagram helps to provide a visual representation of how these smaller problems connect to the large one.

Lesson 7: PDIA - Sequencing - Using Change Space Analysis to Find Entry Points

1. Learning Objectives:

- Assess the nature and extent of the 'change space' – the context within which they are seeking to solve a problem – by examining how much Authority, Acceptance and Ability is available to them
- Connect the problem analysis (lesson 6) and AAA change space analysis (this lesson), to better gauge where, how, and with whom potential solutions might be created
- Articulate the sequence of steps by which to begin to initiate one of the potential solutions to the problem

2. Problem-Driven Sequencing:

- The fishbone (or Ishikawa) diagram can help many different departments of government come together to discuss and share multiple different components to one big challenge.
- From that discussion, government officials can go out and talk to others about these various aspects to the challenge and hear their views and feedback.
- This can be done multiple times on an iterative basis as each person gets to better understand the problem and identify possible ways to solve it.
- **Sequencing:** start with the basic tasks and then do more complex tasks later.
- Sometimes even the basics are complex, so try to identify some quick-win solutions, and some solutions that build into the future longer-term.
- Then think of the politics surrounding these solutions – what task is politically achievable and what is not politically supportable at this time?
- From this, a strategy can be developed: one that has some quick-wins and some longer-term solutions, and some areas that will need some investment politically, or in developing capacity to implement.

3. Finding Potential Entry Points:

- One of the hardest parts of a change initiative is identifying where to begin.
- Politics and capacity constraints can make implementation of the change challenging.
- Once a problem has been broken down to its various components (using the fishbone diagram), try to identify many different areas to engage in – these can be entry points.
- Narrow down the entry point until you have a specific objective and task, then ask:
 - “what is my (and others’) **authorization** to get this done?”;
 - “what is the level of **acceptance** for this change among those most affected by it?”;
 - “what is my **ability**, and the ability of others, to get this done?”; “what abilities are needed to get this done?”; “what abilities do we have and which are missing?”

Note: Grading your answers to these questions on a scale of 1-10 can be helpful

- There are many variations of change space depending on the problem and proposed change, as can be seen in the diagram below

4. Using the AAA Change Space Model (Authority, Acceptance, Ability):

Support for change depends on 3 factors:

- 1. Authority:** does the change being sought have political, administrative, and legal political support?
- 2. Acceptance:** are both those implementing the reforms and those most affected by it supportive?
- 3. Ability:** is there sufficient time, money, and skill to support the reform?

Conducting a AAA Change Space analysis focuses on identifying the degree of overlap between these three dimensions.

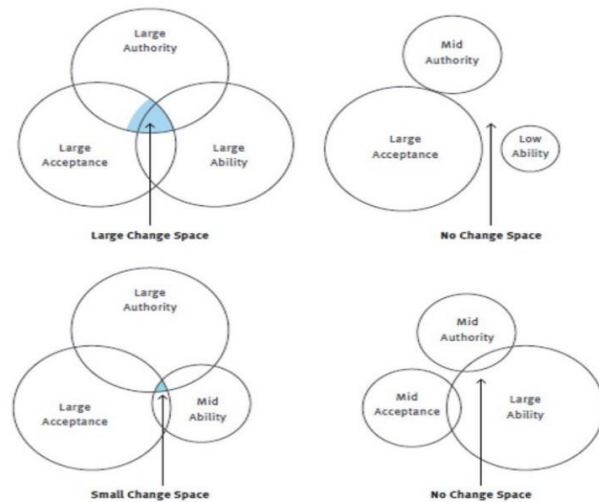


Diagram source: PDIA Toolkit, Figure 2, p.22

5. Understanding your Ecosystem:

- Failure to deliver change is often blamed on a flawed design or lack of capacity.
- But everyone is part of an **ecosystem** (e.g. a civil servant works within a government agency, which is part of the overall national government administration. The interactions between all of these actors create what is called the ecosystem in which change happens.
- Some ecosystems prefer rule-followers in the status quo and others prefer innovators.
- In PDIA, rather than assigning failure to design flaws or capacity constraints, it's helpful to undertake a diagnostic to understand the extent to which actors in the ecosystem are open to innovation and new ways of engaging with their problem and change initiative.

6. Matching your Capability with your Challenges:

- Problems need to be correctly identified so the right capabilities and activities can be resourced to solve them
- **Please now complete Section 3 of the PDIA Toolkit: Worksheets 4, 5, 6**

7. Key Take-aways:

- Key aspects of the organizational context in which you work shape the extent to which a particular solution is likely to be effective. The **AAA change space** aspects are:
 - **Authority** – any solution must have adequate authorization
 - **Acceptance** – the solution must be broadly acceptable and legitimate
 - **Ability** – those tasked with enacting it must possess the minimal technical ability
- Most potential solutions will not meet these three criteria, so it's important to find a **good-enough 'fit'** between the proposed solution and the specific AAA change space in which it will be implemented
- Once a potentially good-enough 'fit' has been found, we need to outline the **sequence of steps** to initiate and sustain change.

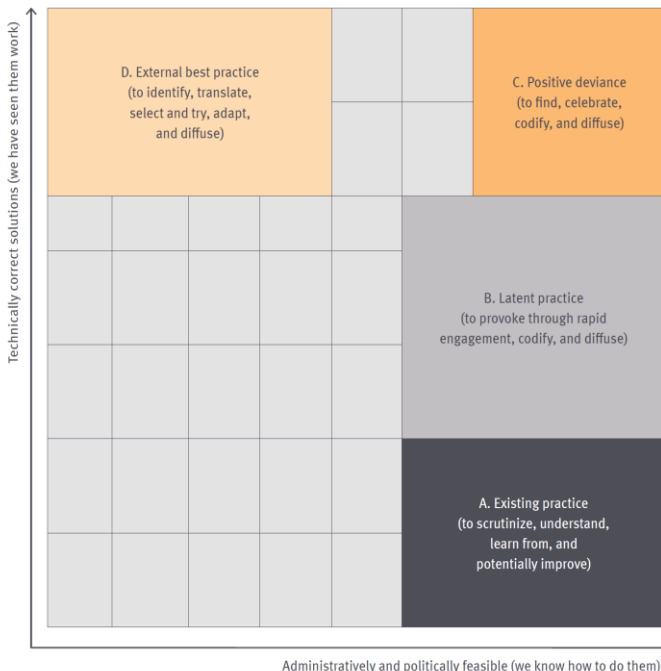
Lesson 8: Exploring the Design Space for Possible Solutions

1. Learning Objectives:

- Conduct a 'design space' analysis, exploring the extent to which the solution(s) being considered are: (i) administratively and politically supported; and (ii) technically sound
- Connect this 'design space' analysis to the previous 'AAA change space' analysis, to narrow down and refine possible solutions
- Recognize that these 'best fit' solutions emerge iteratively through analysis, reflection, and experimentation – any initial ideas are highly likely to change!
- Consider options for how obstacles encountered during implementation of solutions might be anticipated and addressed

2. Learning by Crawling:

- What to do when you know that a change initiative has the necessary authorization to go ahead, it has acceptance of others to move ahead, and people possess the necessary capabilities to implement it – but the change initiative is still not successful?
- Refer to 'the design space' approach below, where there are many options for solutions:



First, there's '**existing practices**' (bottom right box): it's possible to implement but doesn't work very well.

Second, development organizations will typically recommend '**external best practices**' as a solution (top left box e.g. budgeting reform achieved in Australia). These may work well in their home country but may not be possible in the context into which it is transplanted.

Then there are '**positive deviances**' (top right box): best practices that are working in a country's own context, and that its own people are currently doing.

Finally, there are '**latent possibilities to build on current practices**' (middle right box) through extra effort, focus.

Government officials should learn how to explore the design space within this box to find which solution works best for their situation and needs – finding a solution that is both **possible** and **gets the job done**.

It's possible the best solution is a hybrid solution that sits somewhere in the middle of the diagram, but the only way to find that is through using various techniques to help find solutions.

3. From 'where' to act to refining 'what' to do:

- When exploring the design space for possible solutions as described in (2) Above, three factors to consider are whether proposed solutions are:
 - **Administratively feasible:** are legally and financially supported
 - **Politically supportable:** enjoy sustained backing from key leaders
 - **Technically sound:** meet professional standards, have 'worked' in similar contexts
- When considering solutions to the problem(s) identified, it's helpful to try to identify **at least three different feasible solutions**. This helps think in creative ways about alternative approaches to finding a solution, especially if the initial ideas turn out not to be feasible.

**Now, please review Section 4 of the PDIA Toolkit
and complete Worksheet 7.**

4. Key Take-aways:

- Having analyzed 'where' and 'how' one might begin to enact a solution to one's problem, the next step is considering in greater detail 'what' might be done. It is good to begin by outlining at least **three potential solutions** to one's problem.
- The merits of these potential solutions can be assessed against their:
 - **Administrative feasibility:** the extent to which they are **legally and financially supported**
 - **Political support:** whether they are likely to enjoy **sustained backing** from key leaders (not just temporary enthusiasm)
 - **Technical strength:** whether they **meet existing professional standards** and/or can credibly claim to have 'worked' in a similar context
- One needs to 'crawl' the design space – that is, **explore different kinds of design options**, to discern their level of support and quality – to find which option is likely to be 'best'. This will not be obvious at the outset; carefully analyzing your context is crucial to finding and fitting the optimal response to the problem you've identified.

5. Your Workplace Challenge:

By the end of e-Course 1, having completed the first four PDIA lessons (5, 6, 7, 8), you have hopefully made good progress on:

- Nominating and prioritizing your workplace challenge
- Constructing and deconstructing it
- Examining the nature and extent of your AAA change space
- Identifying some plausible solutions to your problem...
- ...and subjecting them to a design place analysis
- Connecting your change space analysis to your design space analysis
- Narrowing down your plausible solutions

In e-Course 2, we will continue the PDIA journey!

Lesson 9: Engaging Stakeholders

1. Learning Objectives:

- Develop awareness and understanding of **stakeholder analysis** and why it is helpful
- Develop awareness and understanding of **network analysis** and why it is helpful
- Learn how to generate **actionable insights** to develop a 'stakeholder engagement strategy'

2. Who are your Stakeholders?:

- **Definition:** A stakeholder is anyone who has a stake in the outcome of the reform, and all stakeholders can influence and impact upon its success or failure
- **Identification⁴:** “The 5 I’s” - Who: (i) has an **interest**; (ii) is **involved**; (iii) has an **influence**; (iv) can have an **impact** and who is **impacted**? And (v) what are the **interdependences** between influencers?
- **Categories:** Beneficiaries, political elites, government agencies, civil society organizations, private sector, and international interests/actors.

3 What is a Stakeholder Analysis?

“A range of techniques for mapping and understanding the power, positions and perspectives of the players (stakeholders) who have an interest in, and/or are likely to be affected by, a particular policy reform”. (ODI, Buse et al, 2005)

4. Leaders and Stakeholder Analysis:

A stakeholder analysis can help a project leader can develop a strategy on how to engage people and organization to work in a way that will help advance the reform process and goals by:

- taking into account views and needs of those who have a ‘stake’, including citizens
- ensuring policies are realistic, achievable, sustainable
- identifying the supporters, advocates, ‘doers’
- identifying and plan how to overcome opposition and blockages
- channeling information and resources

Leaders can **support and facilitate** a stakeholder analysis by:

*Creating the authorizing environment
Identifying the right question to ask
Bringing together a diverse team
Gathering background information
Identifying neutral third party to facilitate*

*Sharing your knowledge & experience
Creating a safe space to share
Asking tough questions
Utilizing political capital & connections
Resourcing implementation of strategy*

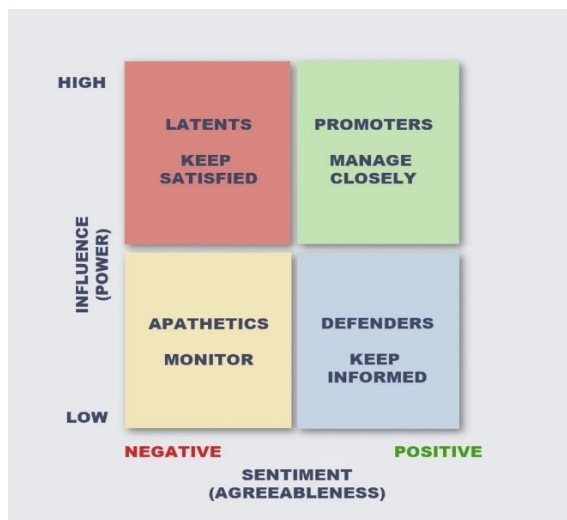
⁴ McDermott, Georgetown University

5. Stakeholders may be Positive or Negative Influencers in the Reform Process:

<u>Positive influence</u>	
Finding common ground	Negotiating
Addressing other people's concerns	Developing relationships within & across boundaries
Communicating effectively timely	Empowering others

<u>Negative Influence</u>
Skeptical of effectiveness of the new way of doing things
Opposed to the principles of the reform
Have a personal interest in existing system
Donor and other external pressures
Lack of understanding, capacity or resources

6. How to Prioritize Stakeholders:



Adapted from Mendelow

7. What is a Network Analysis?

A network analysis builds on insights gained from a stakeholder analysis. It creates a visual map of:

- different stakeholders who have a stake in, can influence, or are affected by, a particular issue, and
- the relations between those stakeholders

A network analysis can help to:

- see the complex challenge from **different perspectives**
- identify **formal and informal networks** and authority to leverage
- identify **blockages**
- identify points for **engagement and influence**

8. How to Design a Strategy to Engage Stakeholders:

First, note the observations gained during the analysis discussions, and draw some possible actions from them. Then try to answer some questions that will help in the design of a strategy⁵:

- Who is well-connected and has high **power to influence**? Who has **leverage** (formal or informal, direct or indirect) on specific issues?
- Where is the **opposition/resistance**? What are the **competing interests** and who are those winners and losers? Which stakeholders is it important to **prioritize**?
- How does **information spread** through the system?
- Where is it helpful for **new links** between stakeholders to be created?
- Where might **capacity of stakeholders** need to be improved?

Leaders will need to: (i) **Communicate** factual and credible information about the costs of inaction and the benefits of reform; (ii) involve and create a **sense of ownership** of the project; (iii) design **mobilizing and neutralizing tactics** for each category of stakeholder; (iv) help supportive stakeholders become **effective in advocating** for reform; (v) foster **trust and cooperation** between stakeholders

Please now complete the Stakeholder Analysis Template for your workplace challenge.

⁵ Net-Map, Schiffer

Lesson 10: Communicating Effectively

1. Learning Objectives:

- Gain insights on why effective communication is important for leaders
- Gain exposure to the **12 principles** to follow for effective leadership communication
- Explore **two important techniques**:
 - **Listening**, and why it matters as a leader
 - **Storytelling** as a powerful approach
- Learn more on leadership communication from a **case study** (please see page 57)

2. Leadership Communication

Inspiring leadership communication is not about great oratory or great charisma; rather it is about getting others to believe in themselves and believe in your cause, and then achieve more than they thought was possible.” Kevin Murray

What is leadership communication? It is:

- **inspiring and encouraging an individual or a group** by systematic and meaningful sharing of information.
- A process that involves:
 - **developing a strategy**
 - **defining and conveying** key messages
 - **obtaining feedback** effectively

Why is leadership communication important?

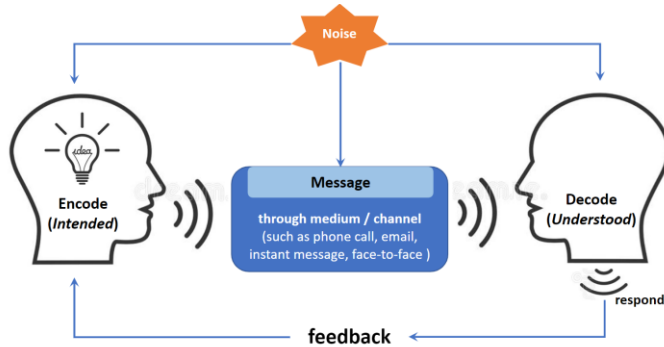
- leaders are individuals who have **followers**, and are typically considered as main source persons for external communication;
- leaders need to build and earn **trust** from key stakeholders;
- a leader’s ability to **plan, implement, and monitor** effective communications is critical to build and earn trust;
- it helps **encourage and inspire** the audience of the leader;
- it is a key enabler to build a high level of **employee engagement**.



* Communicate to Inspire, A Guide for Leaders – Kevin Murray

3. Effective Communication is Two-way:

“Seek first to understand, then to be understood.” Stephen R. Covey



Listening is the most important communication, followed by **speaking**

Listening is not only about **skills**, but also about **attitude** (being present and attentive, showing you care, talking less)

*: Stuart Hall, 1973

The Spectrum of Listening: There are **four main types of listening** across the spectrum:

1. **“inactive listening”**, which is inefficient and unproductive – the words go in one ear and out the other.
2. **“selective listening”**, which is also inefficient and unproductive as one hears only what one wants to hear.
3. **“active listening”** is much more effective as one not only hears the words but also listens for the complete message, and listen with empathy and non-judgment.
4. **“reflective listening”**, which is the deepest and most engaging type of listening: one listens to the complete message, provides feedback and reconfirms the message to reach a mutual understanding with the communication partner.

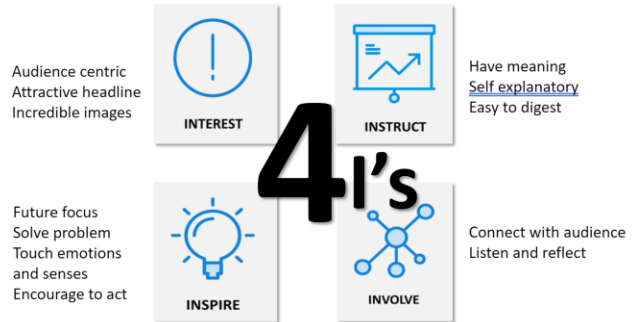
4. The Power of Story-telling:

Audiences need to **remember** key messages of the communication

Relevant messages **targeted** to the specific audience are most memorable

Story-telling engages the **language processing** part of your brain, as well as the **emotional and sensual parts** of your brain to make the message **memorable**

Storytelling is a method to use a relevant story to your audience that touches their emotions and senses



Source: Why storytelling is so powerful in the digital era, Ashley Fell, 2017

5. Key Take-aways:

- Leadership communication is about memorable messaging and **inspiring people** to act
- **Trust** needs to be fostered within an organization
- **Consistency** between what is said and done can foster trust and inspiration
- **Listening** is a critical ability - it is a matter of **skill** and of **attitude**
- **Storytelling method** is used for effective communication and to increase engagement

Lesson 11: Cultivating Productive Relationships

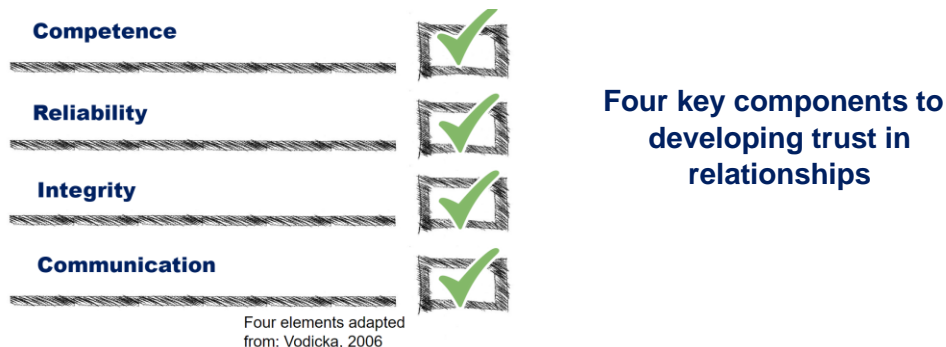
1. Learning Objectives:

- Understand why positive and productive working relationships matter for employee engagement, productivity and innovation
- Learn practical tips and techniques to enhance leaders' ability to cultivate more productive working relationships

2. Trust

Trust is the foundation for creating a workplace where employees are engaged, productive and continually innovating. It can be fostered by leaders through cultivating positive and productive working relationships.

In a global survey by Ernst & Young in 2016, it was discovered that only 49% of respondents had trust in their leaders. So, an important question is **how to develop and increase trust**.



3. Becoming Effective at Building Positive, Productive Relationships:

1 Show your sincerity

How?

- Treat people the way they would like to be treated. Promotes the concept that “we are all in this together”
- Be truthful about our shortcomings or our lack of information
- Say sorry when you need to say sorry for mistakes you have made
- Do it honestly and not just for the sake of it. For instance, say you don't know when you really do not know the answer

2 Invest time in building relationships

How?

- Walk around the office
- Greet staff, say hello and smile
- Ask people how their day is going
- Have a cafeteria talk with your staff (e.g. sports, movie, music, hiking, or other hobbies)
- Spend time to talk with staff individually
- Spend non-working activities with your staff (e.g. watching movie, playing music, eating together)

3 Appreciate others in the work they do**How?**

- Say thank you for the work that your staff have done. Short but with sincerity, you can bring a whole new motivation and engagement in their work
- Appreciate, make them feel special and let them know how much you value their work
- Use also body language to show your appreciation
- Do it honestly and not just for the sake of it

4 Show respect to earn respect**How?**

- Respect your staff and their opinions
- Never make your employees feel neglected
- Don't be harsh when you disagree with them
- Respect their input and try to explain your point of view with a little more empathy
- Respect commitment and be present such as be punctual or be early when you have a meeting schedule, and mute or turn off your handphone when you have a conversation

5 Be a good listener**How?**

- Open and honest communication gives you an understanding of the employees' sentiments and needs
- A workplace should not limit communication to emails. Weekly meetings and hearing out the employees will help you achieve more employee engagement
- Be a reflective listener (for instance "So what I hear you are saying is" or "Correct my understanding of what you have said that"")

6 Give space**How?**

- Give your staff some freedom in your workplace. For instance, arrange knowledge sharing sessions with your staff on a routine basis
- Nobody will appreciate you if you don't give your staff enough space to complete their tasks
- Create a working environment for staff to openly express their views and opinions
- Autonomy in the workplace increases job satisfaction and your relationship with staff

7 Adopt a 'learning attitude'**How?**

- Adopt a 'learning attitude' that will help you keep continually learning. It will also help staff feel more comfortable while they share their point of view with you
- This also helps employees realize they are all in the same boat and gives a sense of oneness
- Give opportunities to staff to share their knowledge and skills so that you can also learn from them
- Ask the right open-ended questions to energize and empower your staff to share

4. Key Take-aways:

- **A key element of productive working relationships is trust.** It helps create a workplace where employees are engaged, productive, and continually innovating.
- **To gain trust, leaders can play a central role in cultivating positive and productive working relationships, including:** being sincere; investing time in building relationships with staff; appreciating your staff in the work they do; showing respect to earn respect from others; being a good listener; giving room to your staff to express their thoughts and share their knowledge and experience; being keen to learn.

Lesson 12: Understanding Yourself as a Leader

1. Learning Objectives:

- Learn why understanding ourselves matters for leaders
- Understand factors that can help us to understand ourselves better
- Learn some tips to improve our self-awareness

2. Learning to Understand Ourselves:

“Success in the knowledge economy comes to those who know themselves, their strengths, their values, and how they best perform.” Peter Drucker



1. Know your Strengths and Weaknesses:

- Seek feedback from others you know and trust
- Start a journal to review your progress
- Look beyond personality assessment tools

2. Know how you work with others:

- Take initiative to build relationships with others
- Accept that others are different but can complement us
- Know that an effective team builds on the complementarity of strengths, values and work styles between the team members

3. Know how you learn:

- You learn most effectively when the learning method fits with your own learning style, so it's helpful to identify your preferred style. Are you a reader, listener, observer or doer?
- The most important point is how you take action on what you've learned

4. Know your personal values:

- Compatibility of our personal values with organizational values highly affect our performance as a leader. The more compatible the values, the more effective the leadership performance.

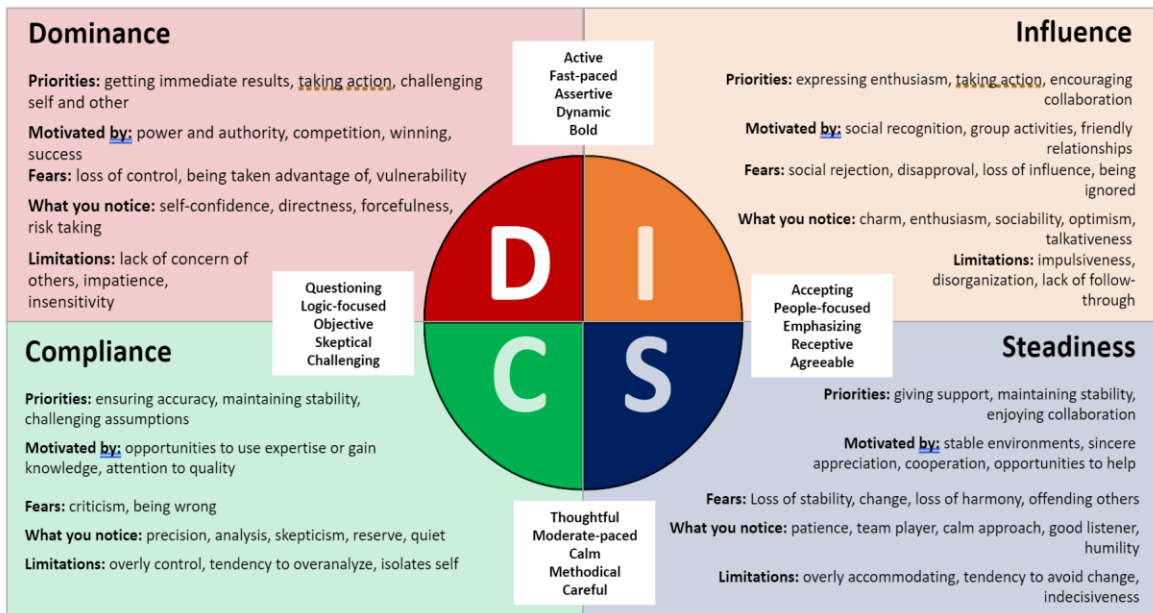
5. Know how you respond to change:

- Leaders need to understand and anticipate their own response to change and be agile when dealing with it individually and for their organization. Consider the nature and consequences of the change, organizational and individual history, and personality.

3. Introduction to Personality Assessment - The DISC Model:

There are several personality assessment tools to try including ‘Myers-Briggs Type Indicator’, the ‘Personality and Preference Inventory’, and the ‘Dominance, Influence, Steadiness, Compliance’ model. The benefits of these models are that they can help provide insights on knowledge and skills, but they have limited ability to measure deeper aspects of personality, such as values, motives, traits, self-image.

The DISC model was developed in 1928 by Dr. Marston and can be summarized in the table below. The model essentially has two sets of opposing traits: **outgoing or reserved**; and **task-oriented or people-oriented**. People who take the test fall within one of around 40 different variations of the four-letter DISC combination.



What can it reveal about how we can better lead and interact with others?

		DISC Type			
		Dominance	Influence	Steadiness	Compliance
Do	Do	<ul style="list-style-type: none"> Let them discover things Focus on business Argue facts not feelings Negotiate 	<ul style="list-style-type: none"> Talk opinions and ideas Ask how they're feeling Summarize in writing what's agreed on Recognize ideas Build relationships 	<ul style="list-style-type: none"> Use a steady pace Ask questions and listen Be interested in him/her as a person 	<ul style="list-style-type: none"> Be systematic and organized List advantages and disadvantages Give things in writing Provide proof
	Don't	<ul style="list-style-type: none"> Tell them what to do Give too much details or rules Take too long to do things 	<ul style="list-style-type: none"> Argue Talk facts without feelings Allow them to lose respect or self-worth 	<ul style="list-style-type: none"> Introduce rapid change Change routine or environment Rush them 	<ul style="list-style-type: none"> Rush decisions Make sudden changes Leave out the details Be too broad

Next Steps on your Workplace Challenge

Now that you have successfully reached the end of the first e-course, **Leading the Vision and Strategy for Development Reform**, we'll look to the next steps in the Leadership and Innovation Program.

First, you will by now have identified clearly the workplace challenge that you will work on for the next four-week period, in your own professional environment. After having completed all 12 lessons in this course you should now have gained some insights and acquired some concrete tools to use to help you address and try to overcome your challenge. For example, you may be using the fishbone diagram covered in the PDIA lessons, or you may be using the stakeholder analysis template and guidance for development of a stakeholder strategy.



You will now spend the next four weeks taking the opportunity to apply what you have learned during all the modules of this first e-course. This is part of the process that will help you make progress on your workplace challenge.

During this action learning phase, if you have any questions or want to seek guidance on any parts of this course, please feel free to reach out to the **staff at the Royal School of Administration**, who are supporting you, in Cambodia, through this course. They are an excellent resource for you and will be happy to help. These facilitators will be identified to you and their contact information shared so you may reach them, if and as needed.



Until the launch of the second e-course, the World Bank team wishes you the very best for every success in working on your personal workplace challenge. We also hope you will benefit from the opportunity to connect with your peers and colleagues through your learning journey together to share and learn from one another's knowledge and experience.



We look forward to seeing you back for our second e-course in a few weeks when we will focus on:

Leading and Implementing Development Reforms!

Key Terms

Lesson 1: What is Leadership and Why does it Matter?

Leadership: the behavior and attitudes of a person that motivate and influence others towards achieving common goals on behalf of an organization or an agreed outcome.

Manager: someone whose job is to control or organize someone or something, especially a business or a team of people.

Civil servants: People employed in the public sector by a government department or agency. They work for government departments, and answer to the government, not a political party. Collectively, a State's **civil servants** form its civil service or public service.

Allies: people in an organization who are supportive of your agenda, and are prepared to back you.

Public good: means acting for the benefit or the wellbeing of the majority of the community.

Lesson 2: Introducing Different Leadership Models

Adaptive leadership: a process of mobilizing people to tackle tough challenges and attain shared objectives. Here, mobilization implies the ability to motivate, organize, orient and focus attention. (Heifetz)

Authority: Power that is given to perform a service – therefore it is part of an exchange. It can be given and it can be taken away. (Heifetz)

Collaborative Leadership: Leaders focus on involving everyone in collaborating to establish a common goal, develop solutions and make decisions together. People work together on an equal footing, and so leadership is exercised over the process rather than over individuals.

Downward influence: Leader provides direction from top of hierarchy and influence is directed down the chain of hierarchy.

Formal Authority: Authority that comes with various powers of the job. It is granted because the office holder promises to meet a set of explicit expectations – usually set out in their job description or in laws. It is finite in time (linked to performance of job). The strength of the power depends upon the importance and the relevance of their position. Usually exercised by managers. (Heifetz)

Heroic leadership: Founded on the principles of heroism and relies on a hero to appear and take the role of leadership, and for that one individual to responsibly and effectively lead all others to success or safety.

Informal Authority: Authority that rests on legitimacy and trust and how someone is perceived. It comes with the power to influence attitude or behavior that can help motivate people to go above and beyond just compliance to helping them give everything they have to their job. It can be built upon behaviors and skills. Usually exercised by leaders. (Heifetz)

Mutual influence: Individuals influence one another peer-to-peer in a lateral direction rather than a downward direction.

Public value: “Public value refers to the value created by the government through laws, regulations, services and any other action.” (Moore)

Servant Leadership: Leaders start with the mindset of being a servant first. He or she focuses on the needs of others before their own needs and ambitions, and their main desire is to serve others.

Steward: An enabler of other people’s work and success. They strive to help others become inspired, motivated, engaged. They also help to open up opportunities for others to enhance their skills and develop professionally.

Transformational Leadership: Leaders create a culture of continuous and adaptive change that will over time lead to major or transformational change. It includes changes in structures and processes as well as culture. (Bass & Avolio)

Lesson 3: Developing Strategic Thinking

Globalization: the increasing connectedness and interdependence of world cultures and economies (National Geographic Society).

Stakeholder: Someone who has a ‘stake’ or interest in the outcome of the reform, who can influence a change, and/or who is affected by a change (or thinks they are). (McDermott, Georgetown University McDonough Business School).

Strategic thinking: an ability to plan for the future. It is the capacity to prepare strategies and develop ideas that will both cope with changing environments and consider the various challenges that lie ahead. (Robert Half).

Strategic planning: the process of defining the goals of your organization for the immediate future and the strategies by which these goals will be achieved and resourced (consciousgovernance.com).

Tiger team: A small group with diverse but specialist skills brought together to work on a particularly complex task or problem for a specified period.

SWOT analysis: a study undertaken by an organization to identify its internal strengths and weaknesses, as well as its external opportunities and threats.

SMART goal: a carefully planned, clear and trackable objective. It stands for Specific, Measurable, Achievable, Relevant and Time-based.

Lesson 4: Leading and Adapting in your Organization

Leadership agility: It is the ability to make smart and effective decisions in a rapidly changing world and act upon them.

360-degree feedback: a term used to explain a process in obtaining feedback about a person's performance, behaviours, strengths and weaknesses from superiors, subordinates, and peers / colleagues. This may be confidential, anonymous feedback from the people who work around them that is shared by the manager with the staff member, or an open discussion between manager and staff or colleagues.

Lessons 5, 6, 7, 8: Problem Driven Iterative Adaptation

'Best practice': This term refers to a way of doing things – e.g., an accounting practice, a strategy for sharing public health information – that certain experts have deemed to be optimal and universally applicable. Such claims often rest on evidence collected from a particular place, but it is often far from clear whether in fact what works well in one place will in fact work equally well elsewhere. This concern is especially true for complex interventions (see definition of 'complex' below) such as those addressed by PDIA, where solutions emerge through several iterations. In PDIA, we often contrast 'best practice' with 'best fit': 'best practices' are pre-determined solutions, whereas 'best fit' solutions are customized to accommodate the particular characteristics of a unique context.

Capability traps: Those trying to reform the public sector can get caught in a 'capability trap' when they (a) make superficial changes that may look impressive to outsiders but don't address the real underlying problems (for example, changing labor laws to be in compliance with international agreements but not actual practices in factories – see 'isomorphic mimicry' definition), and (b) when they then ask these "reformed" systems to do tasks that greatly exceed their capability (for example, setting classroom learning goals much higher than what is currently being achieved – see 'premature load bearing' definition). Together, these factors can combine to make the situation worse, because the "reforms" inevitably fail, leaving staff and citizens disappointed, disillusioned, and skeptical about whether real change is possible.

Change Space, Design Space: (e.g., AAA Change Space, 'Crawling the Design Space'). In this context, 'space' is an analytical concept referring to the various ways in which different outcomes might occur. Think of it like a playground – it has clear boundaries, but within those boundaries there are different places and different activities, and one discovers which is best by trying them out! So, a 'AAA Change Space' refers to the extent to which reformers have adequate Authority, Acceptance, and Ability to take their ideas forward; each of these three factors will vary in different contexts, and it is this variation which determines how much 'space' reformers have available to them. Similarly, when we encourage reformers to 'crawl' a Design Space, we mean reformers should test out the likely effectiveness of different design options among those that are available to them, since which option is in fact 'best' will only be discovered by trying it out in a real-world situation.

Complex: For present purposes, a policy or problem (or some aspect of them) is ‘complex’ when it contains one or more of the following features: (a) entails lots of face-to-face interaction over a long time period (e.g., classroom teaching); (b) requires numerous discretionary decisions that others may reasonably decide to do differently (e.g., medical care); (c) is inherently contentious, likely to face considerable resistance (e.g., raising/collecting taxes, adhering to business regulations); and (d) the solution itself is not known at the outset, but rather has to be ‘discovered’ during the implementation process (e.g., responding to COVID-19 in early 2020).

Isomorphic mimicry: When something has a similar appearance to something else, it can be said to be isomorphic. This is how camouflage works in the animal kingdom – some non-poisonous snakes, for example, look exactly the same as poisonous snakes, and therefore get all the benefits of being avoided by predators without having to make poison! And when we copy someone or something else, we are mimicking it. So, when reformers try to change by just copying what others do but change only what their organization looks like (not what it can actually accomplish), they can be said to have engaged in isomorphic mimicry. An example is anti-corruption laws: they may be carefully written by expert lawyers and in compliance with international standards (thereby getting high ratings from external observers), but those laws alone are unlikely to deter entrenched corruption. (They can be a start, however.)

Iteration: The process of taking an initial idea (or response to a problem) and steadily refining it over time in a real-world situation, doing so on the basis of regular, reliable, and useable feedback. Iterations help us learn what works (and what does not work); they help us gain a more detailed understanding of why certain outcomes are occurring; they show where and how we might improve the effectiveness of the most promising options (which in technical fields we might call ‘prototypes’); and by refining them within a particular context, we help them gain greater credibility and authenticity in the places where they might be used. Iterating is necessary because little of this is obvious when we start out.

Latent practice: This refers to the improvements that could be achieved by making existing or current approaches more effective. Such improvements may emerge through a period of intense group effort to achieve tangible goals, such as the ‘100 day’ programs run by the [Rapid Results Institute](#). In such programs, teams commit themselves to working within their existing systems, but actively seek to identify ways in which relatively easy improvements can be achieved. Having demonstrated that change is possible, the hope is that the heightened level of performance sets new standards and expectations.

Local legitimacy: The extent to which an idea or process is regarded as credible and authentic, especially by those who must implement it and/or those who must live with its consequences. Reform can be difficult, requiring many people to experience costly, life-changing upheaval – for example, building a new highway to promote economic growth by better connecting rural and urban areas may require clearing sacred land and moving thousands of people; increasing public revenue might require raising taxes. These difficult challenges are likely to be less contentious if the ideas on which they are based, and the processes by which they are implemented, are perceived to be consistent with what citizens regard as fair, and compatible with their culture, aspirations, and identity.

‘Positive deviance’: There is always variation in how well programs and policies achieve their goals, especially when the issue is complex (see definition above). There are ‘average’ outcomes, but around this average there are also some outcomes that are much better and some others that are much worse, which can be called deviations. (Those familiar with statistics will know that a measure of the variation around the average is called a ‘standard deviation’.) An outcome is

therefore an instance of ‘positive deviance’ when it is much better than the average. This concept initially came from public health, where researchers found poor families in crowded urban settlements who, despite living in the same difficult conditions as their neighbors, nonetheless had much healthier children. Finding and learning from cases of ‘positive deviance’ in public agencies helps show what creative, diligent people are doing, even as they face the same constraints as everyone else. But can their efforts be replicated elsewhere? That’s what a PDIA analysis can help to find out...

Premature load bearing: As the popular saying goes, one shouldn’t run before one can walk. Premature load bearing is like driving a truck over a paper bridge: from a distance, the paper bridge might look like a real bridge, but it will surely collapse when the heavy truck drives over it. A noble goal of enhancing learning in primary schools is unlikely to happen if teachers are routinely absent, if they have not been properly trained, if they are teaching classes with 70 students, and have few resources (such as textbooks and blackboards). Reforms will fail if too much is asked of too little too soon.

Lesson 9: Engaging Stakeholders:

‘Apathetics’: Stakeholders whose actions **cannot affect** the implementation of the reform policy and who attach a **low priority** to this policy

‘Defenders’: Stakeholders who attach a **high priority** to the reform policy but whose actions **cannot have an impact** on the implementation of the policy

Interdependency: Being dependent upon one another for the achievement of a goal

Interest (for purposes of this session): Interest in an existing system, arrangement, or institution for particular personal, professional, financial reasons.

‘Latents’: Stakeholders whose actions **can affect** the implementation of the reform policy but who attach a **low priority** to this policy

Mobilize: To move people into action (around the project or reform)

Network analysis: A visualization of different actors who have a stake in, can influence, or are affected by, a particular issue, and the relations between those actors

Neutralize: To prevent a person or organization from having any effect (especially negative effect) upon your project or reform

‘Promoters’: Stakeholders who attach a **high priority** to the reform policy a priority and whose actions **can have an impact** on the implementation of the policy

Stakeholder: Someone who has a ‘stake’ or interest in the outcome of the reform, who can influence a change, and/or who is affected by a change (or thinks they are). (McDermott, Georgetown University McDonough Business School).

Stakeholder analysis: A range of techniques for mapping and understanding the power, positions, and perspectives of the players (stakeholders) who have an interest in, and/or are likely

to be affected by, a particular policy reform (definition of ODI, Buse et al, 2005). A stakeholder analysis helps us think through and map the different interests, attitudes and influences of different stakeholders.

Stakeholder engagement strategy: A strategy to more effectively engage those with an interest or influence on the project outcome based on their connections, influence, capacities and communication flow and various other factors.

Sunk cost: A cost that has already been incurred and that cannot be recovered. In economic decision making, sunk costs are treated as bygone and should not be taken into consideration when deciding whether to continue with a project. (Example: spending \$5 million on building a factory that is projected to cost \$10 million. The \$5 million already spent—the sunk cost—should not be taken into account when deciding whether the factory should be completed. What ought to matter instead are expectations of future costs and future returns once the factory is operational.) (Britannica)

Tacit knowledge: Unwritten, unspoken, and hidden vast storehouse of knowledge held by practically every human being, based on his/her emotions, experiences, insights, intuitions, observations and internalized information. (Business Dictionary definition).

Lesson 10: Communicating Effectively:

Active listening: A person not only hears the words but also listens for the complete message, uses empathy and is non-judgmental.

Encoding/decoding in communication: The Encoding/decoding model of communication was first developed by cultural studies scholar Stuart Hall in 1973. Titled 'Encoding and Decoding in the Television Discourse'. The encoding of a message is the production of the message. The decoding of a message is how an audience member is able to understand, and interpret the message.

Inactive listening: inefficient and unproductive, you hear words go in and go out.

Leadership communication: It is not about great oratory or great charisma; rather it is about getting others to believe in themselves and believe in your cause, and then achieve more than they thought was possible (source: Kevin Murray)

Spectrum of listening: There is a spectrum of listening that involves four main types of listening (active, inactive, selective and reflective – please refer to definitions included in this section)

Reflective listening: Listening to the whole message, providing feedback, and reconfirming the message to reach mutual understanding.

Selective listening: Inefficient and unproductive listening - you hear what you want to hear.

Storytelling: Storytelling is a method to use a relevant story to your audience that touches their emotions and senses. It is a powerful method to enhance your communication. It uses 4Is framework (source: Why storytelling is so powerful in the digital era, Ashley Fell, 2017): Interest (audience centric, attractive headline, incredible images); Instruct (have meaning, self-

explanatory, easy to digest); Involve (connect with audience, listen and reflect); and Inspire (future focus, solve problem, touch emotions and senses, encourage to act).

Lesson 11: Cultivating Productive Relationships:

Learning attitude: Willingness of a person to learn through various channels (books, formal training session, seminar, workshop) and learning from others. Learning can take place in both formal and informal environments and can be gained from formal and informal channels.

Productive relationship: It is the foundation for creating a workplace where employees are engaged, productive, and continually innovating. The foundation of a productive relationship is trust.

Lesson 12: Understanding Yourself as a Leader:

DISC: DISC is a human behaviour model originally invented by Dr. William Marston in 1928. It is nowadays also called a personality assessment tool that is being used in the human capital management field for self-improvement, recruitment and selection, team development, training, and coaching. Marston's DISC model essentially has 2 sets of opposing traits: Outgoing or Reserved, and Task-Oriented or People-Oriented. The combination of traits results in four main possibilities that correspond to four letters: D (or Dominance), I (or Influence), S (or Steadiness), and C (or Compliance). There are around 40 various blend combinations of the four letters.

Self-awareness: Self-awareness is about understanding ourselves. It involves an understanding of how one is seen by others, and an understanding of one's own strengths and weaknesses, and where they need support. By knowing this, they can serve their organizations better.

VUCA: VUCA is an acronym that stands for: Volatility, Uncertainty, Complexity and Ambiguity. It was first used in 1987, drawing on the leadership theories of Warren Bennis and Burt Nanus – to describe or to reflect on the volatility, uncertainty, complexity and ambiguity of general conditions and situations.

Worksheets and Reference Materials

Identifying your Workplace Challenge:

Experiential Learning and Results Implementation. Please prepare a summary note, no more than 500 words, addressing the following points:

1. Summary description of the challenge:
2. Your role in trying to solve it:
3. Why you think it meets the criteria for a 'tough challenge' as described in the Guidance Note on PDIA (at page 11 of this manual):
4. Obstacles you anticipate needing help with (for example, stakeholder engagement, getting authorization to proceed):
5. What would be a successful outcome, in your view?

Lesson 1: Leadership and Management Self-Reflection Quiz

Instructions: Read the leadership and management statements below. Circle the number that represents where you are working now.

Note: We need both leaders and managers. There is no right or wrong answer.

1. Create a vision or set goals

Leaders create a vision of what is possible in the future and engage people to be part of that vision. Managers tend to focus on setting goals for the more immediate future.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

2. Change the system or maintain the system

Leaders look forward to change and innovation. They know there is always a way to do things better. Managers focus on refining current systems.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

3. A focus on people or a focus on systems and processes

Leaders understand that they can only deliver through the people who work with them and for them. Managers tend to be more focused on systems and processes

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

4. Take risks or control risks

Innovation is a necessary part of achieving breakthrough change, but it carries a higher risk that there will be some failures. Leaders are prepared to take risks to deliver innovative outcomes, while managers tend to commit only to projects where risks can be managed.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

5. Long term focus or short-term focus

A leader will have a longer-term focus, and be interested in how the organization is preparing for its future many years out. A manager tends to think in shorter planning cycles.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

6. Personal growth or rely on existing skills

A leader seeks opportunity to take on new responsibilities and to further develop themselves. A manager is more likely only to accept new responsibility when asked, and to rely on their existing skills.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

7. Have followers or employees

Leaders have people who follow them, and who are personally inspired by them. Managers have employees who work for them.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

8. Coaching or directing

A leader will enable more junior staff to develop their skills and abilities, and encourage them to contribute their ideas. A manager will direct or instruct more junior staff.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

Manager

Leader

Lesson 3: Cambodia Pre-Schools Case Study

Role of preschools in improved child development in rural Cambodia

1. Source of case study

This case study is based on a policy note published by the World Bank in May 2020. The note is based on a more detailed study *Improving Preschool Encouraging Demand: Heterogenous Impacts of a Large-Scale Program* published as a World Bank Policy Research Working Paper in December 2019.

It also refers to an article published by the World Bank in 2017 *Investing in Early Childhood Education for Cambodia's Future Success*.

2. Background to the study

It is widely recognized that the early years (0-6) are a vital time for the physical, emotional, social and intellectual development of the child. Pre-school attendance can play a critical role in engaging the child in early learning experiences and preparing them for school.

In Cambodia, there are two kinds of preschool. There are state preschools that are financed by the Ministry of Education, Youth & Sport. Teachers employed in these preschools receive two years of formal training in a teacher training center. They receive a monthly salary of about \$250 to teach for 3 hours a day, five days a week. Centers are well-equipped and facilities are generally good quality.

The other kind of preschools are called informal (or community) preschools. These preschools have traditionally had inferior infrastructure and staff were more poorly trained and paid.

The rate of participation by 5 year old children in pre-schools has increased in recent years, from about 40% in 2009 to 66% in 2016. This is a great achievement. However, there remains more to be done.

With this recognition, the Cambodian Government established 500 new community preschools across the country. At the same time, an information campaign about the benefits of preschool education was launched, as a way to improve use of these new services. In addition, teachers in the community preschools received training materials and 35 days' training to assist them deliver a better service.

3. The study

The purpose of this study was to evaluate the impacts of expanding and upgrading the community preschool program in Cambodia on school participation and enrolment, and children's social-emotional and cognitive (intellectual) development. It wanted to establish if many more children enrolled in preschool, and how much of a positive impact it had on the children's development.

The study took place in 305 villages in 13 provinces in south and north-east Cambodia. Each of the villages was randomly assigned to a control group or to one of three groups, where different interventions would be trialled:

- The village received a community preschool
- The village received a community preschool and home visits by a village leader and field staff to increase awareness of the service, or
- The village received a community preschool and home visits to increase awareness of the service and counselling on early childhood development and nutrition (based on Cambodia's existing home-based program).

The home visit program was aimed at increasing demand for early childhood services by speaking directly to parents and caregivers, and to guide them through the enrolment process. The information was provided in a leaflet, and was distributed by the local village head accompanied by the study field staff.

The home-based program was a program run by the Ministry of Education, Youth and Sport, which offered local volunteer parents 35 days' training in a wide range of child development topics. These volunteers promoted preschool enrolment of children 3-5 years, and led monthly meetings for parents.

There were three waves of data collection at annual intervals, from mid-2016 until mid-2018. There were detailed classroom observations, and individual assessments of each child. These assessments measured children's skills related to executive function (e.g. planning & organizing skills, emotional control), language, numeracy and motor skills development.

4. Why is this study important?

There is very rich research data to suggest that any investment in early childhood care and education gives children the best start in life to become healthy, happy & resilient adults. Even with the most loving family, it is beneficial to the social and emotional development of children to have experiences outside the home where they are engaging socially with other children, and engaging in more structured learning. Also, children who attend preschool typically achieve at a much higher standards in the early years of school, compared to those children who have not had that opportunity.

With some capacity to further increase the number of Cambodian children attending preschool, it is critical that the value of current expenditure is firstly examined to see if the preschool expansion program has had the intended effect, or how it could be improved for the future.

5. What did the study find?

The study found that construction of the new community preschools increased preschool participation overall, although the increase may not be significant, given that many families just switched their children over from the previous informal preschools to the new community preschools because they had better facilities.

There were slight improvements in the social-emotional development of children attending the community preschools, but these faded out completely over time. Impacts on the cognitive development of children from wealthier households were larger, and statistically significant.

Although the physical infrastructure of the new preschools was much improved, the curriculum content and the quality of the teacher-child interactions were only slighter better than the old informal preschools, while those in the state preschools were much better. The results are

consistent with research indicating that the method and practice of teaching as well as the quality of teacher-child interactions are more important than the quality of the physical facilities.

The study also indicated that the awareness campaigns – both the home visits and the more intensive program using the training volunteers – did not result in increased preschool enrolments.

Finally, the study concluded that further research would be needed to find what strategy would be more cost-effective to support the learning of young children. Community preschools cost much less to build and run than state preschools. However, the factor that made the most positive difference for children was the quality of teacher-child interactions.

Now that preschool coverage is relatively high, a new area of focus could be a shift to looking at improved training for community preschool teachers (currently 35 days compared to 2 years for State preschool teachers) and better pay.

6. Some questions to think about

We will be discussing this case study during the webinar in the next session. Some questions you might like to think about include:

- What are the key issues for public policy in this case study?
- Would you focus on expanding the number of community preschools or increasing the level of training available to preschool teachers in community preschools? Why?
- Are there other options which do not require as much infrastructure cost, but may give a better outcome?
- How could the evaluation process be made more useful?

Lesson 9: Stakeholder Analysis Template

Reform goal to be achieved:

1. Private sector companies				
Name of Person or Organization	What are their primary interests? What do they care about the most? List two or three.	Describe how they influence the reform goal	Who influences this person/organization the most? How so? (e.g. funding, conflict, informal relationship)	Are they for, against, or neutral? Why?

2. Community organizations, civil society, NGOs				
Name of Person or Organization	What are their primary interests? What do they care about the most? List two or three.	Describe how the reform impacts these organizations?	Who influences this person/organization the most? How so? (e.g. funding, conflict, informal relationship)	Are they for, against, or neutral? Why?

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3. Beneficiaries and community stakeholders

Name of Person or Organization	What are their primary interests? What do they care about the most? List two or three.	Describe how the reform impacts these individuals/groups	Who influences this person/organization the most? How so? (e.g. funding, conflict, informal relationship)	Are they for, against, or neutral? Why?

4. International actors, development partner

Name of Person or Organization	What are their primary interests? What do they care about the most? List two or three.	Describe how the reform impacts these groups	Who influences this person/organization the most? How so? (e.g. funding, conflict, informal relationship)	Are they for, against, or neutral? Why?

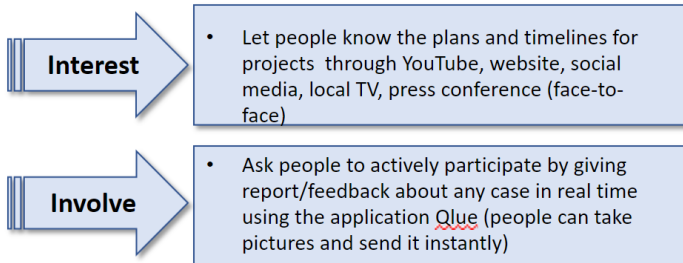
Lesson 10: Indonesia Case Study - Ahok



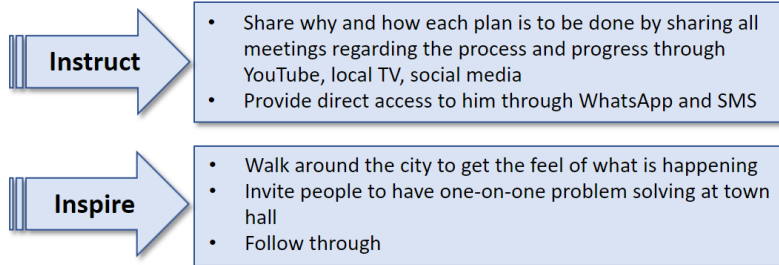
Basuki Tjahaja Purnama, or well known as Ahok

15th Governor of Jakarta (Nov. 2014 - May 2017). Previously Deputy Governor of Jakarta (Oct. 2012 – Nov. 2014)

Well known for transparent, direct, straight-forward style of communication to public - frequently using digital technology (e.g. YouTube)



How Ahok communicated with the public



Every morning the governor had one-on-one meeting with public and solve their problems

He was contactable through Whatsapp or SMS (he shared his name card with the public)

He used social media to communicate with public (You Tube)

2013 **before** Sungai Ciliwung

2016 **after** CILIWUNG RIVER

One Transformation on public facilities

He was in the field to support and led immediate actions (Management By Walking Around)

He set up The Orange Squad : to maintain public facilities, infrastructure and keep the environment clean

And also The Blue Squad : to keep the waterways clean including water tunnel

2016 **before** Kalijodo

2017 **after**

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Program Facilitators



Dr. Sokbunthoeun So
Senior Public Sector Specialist, Governance Global Practice, World Bank

Sokbunthoeun So is a senior public sector specialist of the World Bank Governance Global Practice based in Phnom Penh. In this position, he supports the implementation of the public finance management and broader public sector reform program of the Royal Government of Cambodia. He serves as a co-Task Team Leader for the technical assistance project “Cambodia Strengthening PFM & Public Sector Performance for Improved Public Service Delivery,” which also covers this Leadership and Innovation Program.

His researches cover a broad range of areas in public sector and governance including political economy of reform, change management, public finance, public administration, decentralization, and state society relations. His work has been published widely as a book, chapters in books, academic peer review journal articles, and analytical reports for a global audience who are interested in governance and public sector management. Dr. So holds an MA and a Ph.D. in Political Science from Northern Illinois University, U.S.A.



Dr. Serdar Yilmaz
Lead Public Sector Specialist, World Bank

Serdar Yilmaz is a Lead Public Sector Specialist of the World Bank Governance Global Practice based in Washington. Among his responsibilities on governance and public sector management in various countries in Asia and Pacific Region, he also serves as a co-Task Team Leader for the technical assistance project “Cambodia Strengthening PFM & Public Sector Performance for Improved Public Service Delivery,” which also covers this leadership and innovation program.

He has broad experience in the related areas of fiscal decentralization, public expenditure management, subnational governance, and governmental accountability. Throughout his twenty-year tenure at the World Bank, he has provided technical assistance and contributed to policy reforms in low and middle-income countries in Africa, Eastern Europe and Central Asia, the Middle East and East Asia regions. In addition to his task management responsibilities, Serdar makes original contributions to the literature in his fields of expertise. Dr. Yilmaz holds a Ph.D. in Public Policy from George Mason University.



Margaret Allison
Public Sector Specialist, Consultant to World Bank

Margaret Allison has had a diverse sector career spanning 36 years in Australia, in local, State and national government. With a professional background in human services, she has led service and legislative reforms in areas including youth justice, child protection, disability services, family violence, and citizen-centered services.

During her career, Margaret was the Director-General of four public service Departments, including as the Public Service Commissioner in Queensland, Australia. This role was responsible for administering all public service legislation, establishing the policies and guidelines for public service employment, and managing executive employment. She also led two large service delivery agencies with more than 10,000 staff, responsible for statewide child protection and disability services in an environment of rising demand and budget constraint.

Since retiring from the public service, Margaret now runs her own consultancy business, specializing in organizational strategy and review, policy advice, executive coaching and Board membership. She has had a long-term connection to Cambodia since 2005.

Margaret holds a Bachelor of Social Work degree, a Master of Public Administration degree, and is an Adjunct Professor in the School of Business and International Relations at Griffith University, Brisbane. She is a Fellow of the Institute of Public Administration Australia.



Dr. Michael Woolcock

**Lead Social Scientist, World Bank, and Lecturer in Public Policy,
 Harvard University Kennedy School of Government**

Michael Woolcock is Lead Social Scientist in the World Bank's Development Research Group, where he was worked since 1998. For twelve years he has also been a (part-time) Lecturer in Public Policy at Harvard University's Kennedy School of Government.

His current research focuses on strategies for enhancing state capability for implementation, on crafting more effective interaction between informal and formal justice systems, and on using mixed methods to assess the effectiveness of "complex" development interventions. In addition to more than 75 journal articles and book chapters, he is the co-author or co-editor of ten books, including *Contesting Development: Participatory Projects and Local Conflict Dynamics in Indonesia* (with Patrick Barron and Rachael Diprose; Yale University Press 2011), which was a co-recipient of the 2012 best book prize by the American Sociological Association's section on international development, and, most recently, *Building State Capability: Evidence, Analysis, Action* (with Matt Andrews and Lant Pritchett; Oxford University Press 2017).

He has recently returned from 18 months in Malaysia, where he helped establish the World Bank's first Global Knowledge and Research Hub. An Australian national, he completed his undergraduate studies at the University of Queensland, and has an MA and PhD in sociology from Brown University.



Paul Tambunan

Leadership Development & Human Capital Management Specialist, Consultant to World Bank

Paul has more than 25 years of career. He started his career in 1995 as a lead engineer for a state-owned aircraft manufacturing company in Indonesia. In 2000, Paul joined Grant Thornton Indonesia working as a manager in the Government Advisory unit. In 2005, Paul worked with PricewaterhouseCoopers Indonesia for more than 8 years, with his last position as Senior Manager of Performance Improvement Group where he was mainly responsible to deliver consulting services in the area of human capital, organization, business process improvement, and change management. In 2013, he was appointed as the Director of Operations of PT Citra Putra Mandiri, a holding company of diversified businesses. In 2014, he joined the World Bank as a Senior Consultant in the area of organization and human capital management. Paul has been working in various public sector reform programs, in the area of leadership, human capital management, and change management for organizations such as Social Security, Tax Administration, Treasury, and Fiscal Policy Unit. Paul holds an MBA from IPMI of Indonesia and Monash University of Australia, with a major in corporate culture and leadership. He also holds an MSc and BSc in Aeronautical Engineering from TU Delft of the Netherlands.



Kay Winning

Leadership Development & Learning Specialist, Consultant to WBG

Kay Winning joined the World Bank Group in 2008 and has focused her work since then on the design and implementation of leadership development and learning programs to support public sector reform projects. She has worked with various levels of government and diverse teams, supporting leadership-level dialogues on strategic visioning and using a results-focused methodology to assist in project execution and management.

Previously, Kay supported roll-out of the UNICEF global change management efforts by acting as a focal point in Bangkok, Thailand, for change initiatives in the UNICEF East Asia Pacific Regional Office (EAPRO) and in Country Offices throughout the EAP region.

Prior to beginning her career in international development, Kay practiced as a lawyer working on commercial contract dispute resolution and employment law in one of Scotland's leading commercial law firms.

Kay holds an M.A. in International Affairs with joint concentrations in economics and law from the Johns Hopkins University School of Advanced International Studies, Washington, D.C. She obtained a Graduate degree in Legal Practice awarded by the Glasgow Graduate School of Law, U.K., building upon her honors-level Bachelor of Laws (European law) from the University of Strathclyde, U.K., in collaboration with the Universite de Rouen, France.



Pisith Phlong
Public Sector Consultant, Governance Global Practice, World Bank

Pisith Phlong joined the World Bank Group in 2016 and has focused his work on supporting the implementation of public sector reform programs. His works involve coordination to address change management aspect in the implementation of Financial Management Information System (FMIS) for the Public Financial Management Program, the development of the National Public Administration Reform Program, and research in priority sectors including health and

education.

Pisith previously worked as consultant for the International Atomic Energy Agency (IAEA) in Austria and a researcher at the Cambodia Development Resource Institute. He holds a B.A. in Archaeology, a B.Ed. in TESL, and an M.A in Cultural Anthropology from Northern Illinois University, USA. He is currently pursuing a Doctoral of Education in Leadership Management from University of Western Ontario, Canada.



Markara Nuon
Program and Operational Support Consultant, World Bank Group

Prior to this post, Markara was a project assistant for United Nations Volunteers Project in Cambodia. Markara oversees the program and operation part and was involved in planning the activities for promoting local volunteer program in Cambodia.

Markara is passionate about her job as an active advocator on promoting volunteerism, citizen engagement through person to person, seminar at the University, national and international events on youth and volunteer work. She believes that young people could understand the current social problem by engaging in dealing with problem so they could get involve in the economic development in Cambodia. In her last 15 years, Markara was working with different International institutions that engage with volunteers such as United Nations Volunteer, Peace Corps and JICA and had placement more than hundreds of international volunteers in Cambodia.

Markara had developed and sustained strong support from key personnel, national and sub-national, throughout her career in the Ministry of Education Youth and Sport and other ministries. Ms. Markara Nuon holds a bachelor's degree in Education and a master's degree in Development Studies, majoring in Community Development.

My Notes

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