LEARNER WORKBOOK

ETHICAL LEADERSHIP FOR

QUALITY PRODUCTIVITY IMPROVEMENT COURSE
FOR SIERRA LEONE AND LIBERIA

2012

September

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Project for Institutional Capacity Development of the Civil Service Training Centre

Government of Republic of Ghana   Japan International Cooperation Agency (JICA)

Table of Contents

Preamble

This workbook has been prepared by experienced Civil Servants for their Service counterparts who would like to deepen their understanding about the nature and structure of work of the Service. It was designed specifically for officers within the Civil Service of the West African sub region, with perspectives from Ghana, Sierra Leone and Liberia. The workbook must be used, initially, in conjunction with a Facilitator's Guide supplied to Lecturers or Facilitators of the course. Subsequently, the reader will be able to use it alone after having been taken through all the sessions by a Facilitator. It provides a much clearer understanding when a user has gone through all the sessions and the exercises/activities with the Facilitators.

Structure of the Workbook

The workbook covers a broad spectrum of subject areas that are broken into sessions. Whilst each session covers a particular topic, there is a selected group of topics that spans across two or more sessions. This was done to be able to cover as many aspects as possible of those broad topics, considered as critical knowledge and skill areas that should be properly explained to would-be readers. Attempts were made to ensure a logical flow in the sessions contained in the workbook. Users of the workbook would also notice that a lot of the sessions are interlinked. Therefore, sub-topics that are common to sessions are not repeated. A reference note would be inserted and appeared in the Facilitator's Guide to explain it.

Objectives of the Workbook

Throughout the main parts of the workbook, there are opportunities to reflect on what you have learned and what the lesson may mean to your organisation. It is important that you complete as many of the activities as you can, as they are designed to help you fully understand the session, and especially, how you can apply the knowledge and skills you acquired. Since the workbook is largely skill-based, we expect readers to go through all the exercises provided after each session, in order to actually feel how things actually roll out in a typical workplace.

The activities outlined in the form of exercises are designed to energize participants and make the sessions very interactive. There are thought-provoking and challenging exercises, activities and case studie that would complement the interactive objective of the course. We recommend therefore, that you spend time to go through them all.

Terminologies used in the workbook are not alien to the Civil Service. Coming across terminologies that may appear unfamiliar should be considered as part of the learning process. Readers should endeavour to explore every opportunity to understand those unfamiliar terminologies.

Feedback

Feedbacks from previous course participants have contributed in no small way, in the design and choice of the topics for this workbook. We therefore welcome your feedback that would enable us to modify and improve this workbook for future users.

Session: 3

Topic

Session 3: Relevance and Functions of the Civil Service

Session objective

At the end of this session, participants will be able to:

➢ Explain the relevance of the Civil Servant to the nation
➢ Explain the functions and role played by the Civil Service in national development
➢ Develop sample mission and vision statements

Summary of topic/sub-topics

■ **Relevance of the Civil Servant**

A Civil Servant is a public official who is entrusted with the responsibility of providing services to members of the public, on behalf of the government. Thus, he/she does the work entrusted by the citizens on government . In providing this service, Civil Servants are expected to deal with people fairly, passionately and firmly. Without the Civil Servant, government machinery will grind to a halt, and national development suffers.

■ **Functions of the Civil Service**

The Civil Service is an organised body of people with various educational backgrounds, trainings and expertise. These people are employed by the government to assist in managing the affairs of the country. The Service assists the government in the formulation and implementation of policies, decisions, programmes and plans for national development.

■ **Role of the Civil Service**

Generally, core role of the Civil Service is managing and operating the administrative machinery of government through ministries, departments, agencies and commissions. This role is played effectively by assisting and advising government on ways to align the necessary resources with programmes and projects in line with government priorities and national development agenda.

■ **Vision and Mission Statements**

Vision

Without a vision, effective planning would be impossible since visions provide a destination for the journey of any successful organisation.
A vision transforms an organisation from what it is at a given time into what it intends to be in the future. It provides a picture of what the organization could be and it is a catalyst that drives an organisation to move towards its dream.
As dreams come true or realities change, visions also change.

Mission

A mission statement indicates what the organisation exists for and what products and services they offer, as well as how they offer these products and services. It is a clear statement of purpose which may last for decades.

∎ **Vision and Mission Statements of Civil Service Training Centre (CSTC)**

Vision

A centre of Excellence and a citadel of knowledge for Civil and Public Service training with empowered clients.

Mission

CSTC delivers leading edge Civil and Public Service training to improve the functional effectiveness and efficiency of Civil and Public servants through adult learning approaches and activities in a well equipped facility.

Skill 1

Ability to function effectively as a Civil Servant

Skill 2

Ability to develop organisational missions and visions

Exercise 1

Writing a mission statement
Question:
Fill in the spaces provided below with what you deem appropriate for your organisation and modify your construction to provide a mission statement to your organisation.

We are…………… we provide (exist for/services/products)………to (clients)………………. through (ways/methods of carrying out core mandate)………………. ………………………We are committed to (core values/beliefs)……………….

Exercise 2

Discuss sample vision statements by following the steps below.
- Analyse sample vision statements
- Identify key elements
- Comment on the sample vision statements
- Etc.

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

Based on the discussions, list the things you will do to ensure that the functions and roles of your department/agency are clearly understood by all your colleagues.

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Session: 4

Topic

Session 4: Roles of stakeholders in Public Service Delivery

Session objectives

At the end of this session, participants will be able to

- ➢ State who the stakeholders of the Civil Service are
- ➢ Identify types of stakeholders of the Civil Service
- ➢ Explain the need to consider the interest of stakeholders in decision making

Summary of topic/sub-topics

■ **The Stakeholder**

The purpose of government is to lead citizens to achieve national aspirations. If the Civil Service is the administrative arm of government, then who are the stakeholders of the Civil Service?

A stakeholder is an individual, group, institution, organisation (governmental or non-governmental), that is affected, or could be affected by, the outcome of a particular activity, process or project – either positively or negatively. There are various categories of stakeholders who play various roles in organisational development.

■ **Classifications of stakeholders**

There are various types of stakeholders and they are classified into different forms depending on the organisational purposes and the scope of projects or programmes under consideration. Some of these classifications are stated below:
- Internal, External
- Direct and Indirect
- Narrow and Wide
- Primary and Secondary
- Active and Passive
- Voluntary and involuntary
- Legitimate and illegitimate

Skill

Ability to work effectively with Stakeholders of the Civil Service

Exercise

Case Study on Stake Holders

The Ministry of Transport wants to introduce a tourists' vehicle that can sail on water and also be driven on land. The Ministry now wants to find answers to the following questions to be able to make a decision; can your group help with some ideas?

🔸 *Who will directly benefit from this project?*

....

....

....

🔸 *Who are the indirect beneficiaries of this project?*

....

....

....

🔸 *Which other ministries, departments, agencies, institutions, commissions etc. will be involved in this project?*

....

....

....

🔸 *What specific roles will each group mentioned above play in the project (Use the table below)*

NO.	MINISTRY/DEPARTMENT/AGENCIES	ROLE
1.		
2.		
3.		
4.		
5		

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

How would you support your organisation to take into consideration the interests of stakeholders at all times?

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Session: 5

Topic

Session 5: Reinforcing Ethical Behaviour

Session objectives

At the end of this session, participants will be able to:

➢ Identify some unethical practices in the Civil Service
➢ Explain the effects of these negative practices
➢ Suggest ways of minimising and eradicating these practises

Summary of topic/sub-topics

■ **Unethical Behaviour of Civil Servants**

Unethical behaviour is an action that is not morally right or one that is prohibited by the law. It includes corruption, leakage of information, falsification of records, discrimination and harassment, insider trading, bribery and kickbacks, making profit from conflicts of interest, improper use of organisational assets, embezzlement, and other forms of dishonesty and cheating.

Photo from Oxfam Website " If every child could go to school"

Some of the causes of these unethical behaviours in the civil service are: weak levels of supervision and accountability, inadequate administrative structures and lack of awareness and knowledge of the public and employees.

The spiral nature of corruption and unethical behaviour needs to be halted, particularly from the perspective of public institutions, who are supposed to be fiduciaries and trustees of state resources.

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                    Policeman
                   ↗         ↘
    Consumer                      Driver
 (Policeman's wife)              ↙
                   ↖         
                Passenger/Trader
```

■ **Reinforcing Ethical Behaviour**

Strategies to reduce unethical behaviours include:
- Erection of ethical sign posts within the premises of the organisation
- Development of codes of conduct/standing orders
- Establishment of a whistle-blowing mechanism
- Continuous training in ethics for employees

Skill

Ability to identify and explain conflict of interest and effects of corruption.

Exercise

Case study on Corruption

- Read the case of "White Castle" and answer the questions.
- Pick up the issues.

Lessons learned

Briefly describe the lessons you have learned in this session.

Action points

State the actions you will take to ensure officers conform to ethical standards in your office.

Session: 6

Topic

Session 6: Management of Public Perception of the Civil Service

Session objectives

At the end of the session, participants will be able to:

➢ State some of the perceptions the public has about the civil service
➢ State actions that can be taken to manage public perception
➢ List steps that can be taken to minimize negative public perception

Summary of topic/sub-topics

The general perception of the public about the civil service is not that complimentary. Management of the perception can be done through the following: Internal and External interventions.

■ **Internal**

Orientation: Public perception, whether positive or negative, is formed from the interactions that civil servants have with members of the public through the services they receive. Thus, there is the need for public servants to be oriented on how they deal with the public.

Weekly briefings: A review of activities of the week.

Capacity building: Doing it on a much broader platform such as a "Customer Care Workshop", goes a long way to influence civil servants, on a more sustainable basis.
Process reengineering: Definition: "To fundamentally change the way work is performed in order to achieve radical performance improvements in quality, speed and cost".

■ **External**

Public expectation: It is important to manage public expectation, in order to avoid our clients having expectations that are over and above what we are capable of delivering.

Good public relations: Good public relations is an effective channel that would be used to create awareness amongst clients about things we are doing and the efforts we are making to improve service delivery.

Public fora: Civil Service organisations should create fora, at which they would allow their clients to share their views about service delivery.

Publicity and Advertising: The Civil Service can also advertise their programmes and activities for the public to know what is going on.

Communication: We should make conscious efforts to communicate with members of the public.

Skill 1

Ability to manage public perception

Exercise

Develop a questionnaire to solicit public views about the civil service.

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

What actions would you take to ensure that your organisation/department/agency enjoys a positive public perception?

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Session: 7

Topic

Session 7: Client Service -Service Charter Development

Session objectives

At the end of this session, participants will be able to:

- ➢ Identify their clients
- ➢ Explain what a Service Charter is and its importance
- ➢ Draft a sample Service Charter for their organisations

Summary of topic/sub-topics

■ **Client Service**

As trustees and custodians of state resources, we owe it a duty to deliver service to the people as best as we can. To the tax payer, an open and transparent service delivery may be adequate assurance of the effective use of state resources.

■ **Who is Your Client**

In the Civil Service our clients are as follows;
- individuals (including workmates)
- companies (both domestic and registered foreign companies)
- Trustees
- Developing Partners (DPs)
    etc.

■ **Service Charter**

A Service Charter is one document that seeks to communicate to our clients, information about our services, our readiness and commitment to serve them.
A Service Charter sets out the standards of service one should expect from a service provider.
It outlines the rights and obligations of the client and the procedures to follow if the service standards are not met. It also provides a feedback mechanism, that enables the service provider obtains information from clients on how well the service provider is performing, and how the service can be improved.

■ **Service Charter development**

A charter is usually developed with the involvement of various stakeholders, to ensure its relevance and to communicate the client service standards effectively. These standards must conform to the sector and international best practices.

Skill 1

Developing a Service Charter for an organisation

Exercise

Drafting Service Charter for your organisation

Let's develop your organisation's Service Charter by developing various sections as below. It is recommendable to refer to the sample charters.

1. **Introduction**

    Give a brief history of your organisation (include the year and purpose of establishment)
    - What is your organisation's vision?
    - What is its mission?
    - What do we do?
    - What services do you provide (List each service separately from the other)?

2. **Processes**

    For two of the services listed, state (in a chronological order) the steps or processes to a first time visitor should follow in order to access the service. Start from a basic step, such as, talking to a front desk officer, or booking an appointment.
    Give timelines for each separate process listed above (consider all unforeseen circumstances that may affect this process)

3. **Costs and Prerequisites**

    State the cost involved in accessing each service listed
    State all necessary documents required to support the services provided

4. **Glossary**

    Provide a brief explanation of certain key terms that first time visitors may not immediately understand about your work. E.g. Patent: discovering or originating something new, and having it registered.

5. **Feedback**

    Provide information on how complaints and commendations should be lodged and received. Give timelines for response to commendations and complaints (remember to consider all administrative processes.)

6. **Contact**

    State the residential address, postal address, telephone number (hotlines, toll free lines), and email addresses, websites of your organisation.
    If you have more than one location, state the same for each location.

Lessons learned

Briefly describe the benefits your organisation may derive from having a Service Charter.

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Action points

Briefly describe how you will ensure that your organisation develops a Service Charter.

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Session: 8

Topic

Session 8: Organisational Security and Safety

Session objectives

At the end of this session, participants will be able to:

➢ Identify security and safety issues(threats) at the workplace
➢ Identify security and safety measures that can be used to protect resources of the organisation
➢ Adopt sound workplace practices to ensure that employees work better.

Summary of topic/sub-topics

■ **Preamble on Security**

Organisational Security is the protection of human resources against harm or injury. It is also about the prevention of material resources of a workplace from being compromised and/or falling into wrong hands for mischievous and harmful purposes.

■ **Security Measures**

There are certain measures that need to be taken into consideration to address security threats as well as safety issues. Such measures include:
• Advice for employers and employees,
• Knowing the characteristics of your staff and developing appropriate contingency plans,
• Investing in, and maintaining existing security arrangements
• Protection against electronic attack or hacking, and having a firm control on ciphers and codes
• Protection against theft at the workplace

■ **Physical Security**

On what to secure at the workplace, for instance, there is need to see to:
• Personal security issues,
• Access control on physical security
• Protection against fire and methods of extinguishing fire

■ **Safety and Security of Records**

The sources of records in an organisation include files, documents, tapes of dictating machines, privacy markings, recorded telephone conversations, etc. These are usually classified under **Top Secret**, **Secret**, **Confidential, etc**. In the handling and transmission of these records, they are exposed to security threats that call for alertness to ensure their security. Even amongst the employees of the organisation, there are some who could be tempted to give away some critical information for personal gains.

■ **Health and Personal Safety**

Personal safety and health are important factors that influence the performance of employees. The two types of factors that affect our health are the physical and the environment.

Examples:
- The position that you sit - Physical
- Noise pollution or poor lightning – Environmental

Skill 1

Ability to put in place safety and security measures in the organisation

Exercise

Case Study
Read the case and answer the questions given.

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

Identify some security issues in your organisation and propose strategies for managing them.

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Session: 9

Topic

Session 9: Performance Management and Reward system

Session objectives

At the end of this session, participants will be able to:

➢ Explain the relevance of Performance Management in the Civil Service
➢ State the roles and responsibilities of a supervisor
➢ Explain how motivation enhances organisational performance

Summary of topic/sub-topics

■ **Performance Management**

- Is a systematic process by which an organisation such as the Civil Service, involves its employees in improving efficiency and effectiveness in order to achieve the organisation's mission and goals. It is also a continuous process of creating an enabling environment in which employees perform to the best of their abilities.
- The overall purpose of performance management in the civil service is to ensure that all its sub systems (MDAs/MACs) are working together as a unit to achieve the desired national targets/goals.
- Performance management system includes the following:
  ✓ Clear Job descriptions
  ✓ An appropriate selection process
  ✓ Accomplishment- based performance standards, outcomes and measures
  ✓ Effective orientation, training, coaching, mentoring and effective feedback
  ✓ Effective supervision
  ✓ Quarterly Performance reviews
  ✓ Effective compensations, recognition and reward systems for valued contributions.
  ✓ Promotion/career development opportunities
  ✓ Exit interviews to understand why valued employees leave the organisation.

■ **The Role of Motivation in Enhancing Organisational Performance**

Best utilization of resources: - Motivation ensures best and efficient utilization of all types of resources.

Will to Contribute: - there is a difference between "Capacity to work" and "willingness to work".

Reduction in Labor Problems: - employees try to concentrate their efforts to achieve the objectives of the organisation and carry out plans in accordance with the policies and programmes laid down by the organisation.

Basis of Cooperation: - motivation is a basis of cooperation to get, the best result out of the efforts of the human beings on the job.

Improvement upon skill and knowledge:- all the members of staff will try to be as efficient as possible and will try to improve upon the skill and knowledge

Acceptance of organisational change: - change is the law of nature. Due to several changes in the society, changes in technology, value system, etc. organisation has to incorporate these changes to cope with the requirement of the time.

Good Image: - an organisation that provides opportunities for the advancement of its employees has a better image in the minds of the public as a good employer.

Skill 1

- Applying performance management cycle in an organisation.
- Identify some systemic activities that would enable the civil service achieve its goals and targets and institute rewards for excellence

Exercise 1

State five essential elements of your country's Civil Service Appraisal System that needs to be changed, to comply with the performance management cycle.

Exercise 2

Motivation and Supervision

1. Use these key words to summarise who a supervisor is.
   - planning, organises,
   - appointed
   - link between management
   - achieve expected results
   - fair, firm and focused
   - directing and controlling
   - resources

2. Have you ever been a supervisor or been supervised? State ten responsibilities and roles of your supervision or that of your supervisor.

3. How did you motive your staff to do beneficial work for your organisation, or how are you motivated by your supervisor to do the same for your organisation?

Lessons learned

Briefly describe the lessons you have learned in this session.

Action points

How do you intend to ensure that your organisation benefits from this session?

Session: 10

Topic

Session 10: Leadership

Session objectives

At the end of this session, participants will be able to:

➢ Explain the concept and essence of leadership
➢ Identify their roles as leaders in the Civil Service
➢ Select appropriate leadership styles/attitudes for effective decision making
➢ Differentiate between Leaders and Managers

Summary of topic/sub-topics

■ **Concept of Leadership**

Civil Servants now work in rapidly changing environments with citizens perceiving themselves not just as "consumers" of services, but as key stakeholders, whose interest must be protected. This dramatic turn requires Leaders with the ability to introduce innovations in their organisational structure and practices, as well as the zeal to mobilize and utilize the human and material resources for efficient service delivery to all citizens.
This can only be attained through leadership that has the muscle to pursue excellence and develop the necessary strategies that carry others along the path of achieving organisational goals, thus Public Service Institutions can cope with the change phenomenon if they are led, rather than bossed over.

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. It is also the development of vision and strategies and alignment of relevant people behind those strategies, with empowerment of individuals to make the vision happen despite obstacles. Subsequently, a leader is goal-driven, mobilizes people and focuses on influencing them towards achieving a common goal. There must also be people who are willing to be followers of the leaders.
As an interactive process, Leadership involves the four elements, namely:

• Leader
• Follower(s)
• Context
• Communication

■ **Essence of Leadership**

Leadership is not only important in today's world, but also, mandatory for development. Good leaders are needed to bring the best in people, both in the communities and at the workplace. MDAs/MACs and other institutions suffer in these crisis times because of misleading and ineffective leadership. Everyone can become a leader, by constant learning, experiences, practices and adopting a ready to change attitude. Leaders are made but not

born, though traits of individuals may contribute significantly to their leadership development process.

Skill

Ability to play effective leadership roles in their MDAs/MACs

Exercise

Group discussion and presentation on;

1. What do leaders do?

2. There are three basic styles of leadership: Authoritarian (autocratic), Participative (democratic) and Laissez-faire (Free reign).

   a. Discuss when to use each of these styles in the Civil Service.
   b. What should be the attitude of the leader in applying these styles?

3. What are the differences between Leaders and Managers and which of them is appropriate in the Civil Service?

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

State the actions you will take to ensure effective leadership in your office.

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Session: 11

Topic

Session 11: Introduction to Public Policy Development and Implementation

Session objectives

At the end of this session, participants will be able to:

- ➢ Explain the concept of public policy
- ➢ Explain in brief the steps involved in public policy development
- ➢ Explain their role as Civil Servants in the policy development process
- ➢ Identify the challenges involved in the development of public policy

Summary of topic/sub-topics

- ◼ **The Concept of Public Policy**

Public policy involves courses of action, regulatory measures, laws, and funding priorities taken by the government to address public problems. Public policies are meant to address public wants and needs as well as ensure the provision of goods and services that cannot be effectively provided by individuals or the private sector.

- ◼ **Development of Public Policy**

Policy development is a scientific process, thus, it passes through a logical process involving the consultation of key stakeholders.

- • **Methods of Development of Public Policy**
  Scientific vs. Ideology

- • **The Policy Development Steps (Scientific Methods)**
  The Steps involves the following:

  1. Problem identification
  2. Developing policy options
  3. Evaluating the impacts of policy options
  4. Selecting and recommending a policy option
  5. Communicating the recommended policy option
  6. Implementing the recommended policy option
  7. Monitoring the implementation process/output
  8. Evaluating the outcome

■ **Role of the Civil Servants in Policy Development**

Civil servants play an effective role in the policy development process as individuals and as institutions. Specific roles include:

- Minimization of cost to the taxpayer (economy, efficient use of revenue)
- Responsiveness to the Service Requirements of Citizens (accessibility, service quality, effectiveness)
- Consistency with public values and democratic principles (fairness, probity, transparency, accountability, etc)
- Support for National Policy Objectives (effectiveness)

■ **Challenges in the Development of Public Policy**

- Conflicting values, beliefs, interests, relevance
- Decision-making authority and accountability
- Use and distribution of public resources
- Power, politics and human nature

Skill

Ability to effectively play roles in the policy development process

Exercise

Answer the questions below.

- What are the sources of public policy issues in your Country?
- Which institutions are involved in the policy development process of your country: State the roles that they play in the process
- What roles do Civil Servants play in the development and implementation process?
- What are the Challenges involved in the development of public policy in your country?

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

State how you will support your organisation in the policy development and implementation process.

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Session: 13

Topic

Session 13: Change Management

Session objectives

At the end of this session, participants will be able to:

- ➢ Describe how to implement change
- ➢ Outline how to institutionalize change

Summary of topic/sub-topics

■ **Relevance of change**

Change is a strategy to accomplish some overall goal. Usually organisational change is provoked by some major external driving force such as substantial cuts in funding, demand for improved services and the need for dramatic increases in productivity.
The following forces usually drive change in the Civil Service:

- Low performance as measured by efficiency, innovation or adapting to emerging situations
- Poor utilization of resources

■ **How to implement change**

You cannot impose change. People and teams need to be empowered to find their own solutions and responses with facilitation and support from leaders, tolerance and compassion from leaders and executives. These eight steps should be considered to ensure a successful change:

1. Establish a sense of urgency
2. Form the guiding team
3. Get the vision right
4. Communicate the vision for buy-in
5. Empower broad-based action
6. Set achievable short-term goals
7. Pursue goals and don't give up
8. Incorporate change (institutionalizing change)

■ **Resistance to change**

Many reasons account for the resistance to change in an organisation. People are afraid of the unknown; many people think things are already just fine and do not understand the need for change. Many are inherently cynical about change, particularly from reading about the notion of "change". Many doubt that there are effective means to accomplish major organisational change.

Often there are conflicting goals in the organisation, e.g., to increase resources to accomplish the change yet concurrently cut costs to remain viable. Organisation-wide change often goes against the very values held dear by members in the organisation, that is, the change may go against how members believe things should be done. That is why most organisational change literature discusses the needed changes in the culture of the organisation, including changes in members' values and beliefs and in the way they enact these values and beliefs.

Some effective measures to overcome resistance include;

- Education and communication
- Participation and Involvement
- Negotiation and Agreement
- Manipulation and Co-optation
- Explicit and Implicit Coercion

Skills

- Ability to overcome resistance to change.
- Ability to institutionalise change

Exercise

Case Study on Change Management

Read the case "Overcome resistance to change & institutionalize change" and answer the questions.

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

Please list things you would like to change in your organisation and predict what kind of resistance will come from whom. Also state some measures to overcome those resistance.

Things you would like to change	Resistance to change	Measures

Session: 14

Topic

Session 14: Time Management

Session objectives

At the end of the session, participants will be able to:

> ➢ Explain the need to manage time
> ➢ Identify Time Wasters
> ➢ List some practical ways to manage time effectively

Summary of topic/sub-topics

■ **Time Management**

The term time management refers to techniques designed to enable people to do more in less time with better results, that is, to improve productivity. It may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date.

■ **Why Time Management**

The benefits of time management include:
- Improved Performance
- Enhanced Productivity
- Achievement of Goals
- Reduction of Stress.

■ **Time Wasters**

A lot of activities tend to rob us of time. These include: procrastination, unnecessary telephone calls, interruptions, drop-in visitors, unplanned meetings, unclear objectives, misplaced priorities and unscheduled deadlines, improper delegation, inadequate information from others and indecision

■ **How to Manage Time**

Here are effective and practical tips to help you take action and get started:
- Understand your job
- Plan your time based on your schedule
- Manage drop-in visitors
- Avoid procrastination
- Deal with cluttered desk/office
- Delegate your work
- Manage meetings

- Minimize searching
- Develop self discipline

Skill

Managing time to improve productivity at the workplace.

Exercise 1

"Pebbles in the bottle" demonstration

Exercise 2

Case Study "Time Management (Story about Nana Amponsah)"

Read the case and answer the questions given.

Lessons learned

Briefly describe the lessons you have learned in this session.

Action points

Based on the discussion, how would you ensure that your organization benefits from this session?

Session: 15

Topic

Session 15: Team Building

Session objectives

At the end of this session, participants will be able to:

➢ Explain the concept and essence of Teams
➢ Explain how to develop effective teams
➢ Develop team norms and work effectively in a team

Summary of topic/sub-topics

■ **Teams**

A Team is a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group. This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal.
The acronym **'TEAM'** is often explained as **"TOGETHER EVERYONE ACHIEVES MORE".**

■ **Team Development**

Effective team development should consider the following:
- Know when to use teams
- Choose the leader (focal person)
- Find the right mix of people
- Give a clear mandate
- Develop a code of conduct

■ **Norms for Working In Teams**

Team norms are a set of rules or guidelines that a team establishes to shape the interaction of team members with each other. In order to make team work effectively, it is strongly recommended to develop norms for a team.
- Listen to what others are saying.
- Strive to understand each other's perspectives, rather than jumping to conclusions.
- Try to resolve problems without blaming.
- When you've made a commitment you can't keep, let the other party know as soon as possible.
- If you don't understand something, ask for clarification.
- If you see a problem that others haven't noticed, bring it to someone's attention.
- Focus on the positive: what's working well, not on what's going wrong.

■ **Work Improvement Team**

Work Improvement Team (WIT) is a group of employees who perform similar duties and meet at periodic intervals, often with management, to discuss work-related issues. These periodic meetings also offer the opportunity to offer suggestions and to share ideas for improvements in the quality of their work. It is also a good platform for members to discuss their personal problems at the workplace. This group is also called Quality Control Circle (QCC) or Kaizen Circle. It is considered that frontline staff know their work-related problems and are the best persons to find the right solutions. By adopting WIT approach, the service can fully explore and utilize the potentials of all Civil Servants. This can also contribute to improve the communication within the service and bring about positive mind-set and pleasant atmosphere.

Skill

Ability to form and work in teams

Exercise

Bridge building exercise
Make some small groups and follow the instructions from facilitator to build a bridge in a team.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

What jobs and functions can be efficiently and effectively carried out in your organisation, if teams were formed to do them? Which people could be part of these teams?

_____

_____

_____

Session: 16

Topic

Session 16: Coaching and Mentoring

Session objectives

At the end of the session, participants will be able to:

➢ Explain the need for coaching and mentoring in the Civil Service.
➢ Describe how to coach and mentor
➢ Demonstrate the use of active listening technique in mentoring and coaching
➢ List the differences between coaching and mentoring
➢ Outline some guiding principles in coaching and mentoring

Summary of topic/sub-topics

Coaching and mentoring are both 'helping' activities, employed either as distinct interventions, or together as part of a package of providing learning and development for employees at all levels.   These activities enable individuals and the organisations to achieve their full potential.

■ **Coaching**

Coaching is a key skill for any manager. It is a way of improving performance at work, by turning things people do into learning situations, in a planned way, under guidance. You can coach someone in their personal life, relationships, performance in the workplace, studies, how they think, play, feel, you name it.

- Coaching is about enabling individuals to move from where they are now to where they ought to be.
- A coach is a person who teaches and directs another person via encouragement and advice.

■ **Mentoring**

Mentoring on the other hand, refers to a developmental association between an experienced person and a less experienced individual in which the former guides the latter to develop individual talents and work related capabilities. Mentoring programmes are an ideal way for organisations to encourage individuals to take responsibility for their long term development.

Skill

Using active listening as a skill in coaching.

Exercise 1

Role Plays: Active listening technique for coaching
Follow the instruction from facilitator.

Exercise 2

What are the differences between coaching and mentoring?

_____

_____

_____

_____

_____

Lessons learned

List three major ideas you can develop from this session.

_____

_____

_____

Action points

What actions would you take to function as an effective coach or mentor?

_____

_____

_____

Session: 17

Topic

Session 17: Delegation

Session objectives

At the end of the session, participants will be able to:

➢ Explain the importance of delegation
➢ List the levels of delegation
➢ Describe the process for effective delegation

Summary of topic/sub-topics

■ **What is Delegation?**

It is impossible for a single officer to handle all the work of the organisation. In order to meet the organisation's goals, focus on objectives and ensure that all work is accomplished, officers must delegate. Delegation is the transfer of formal authority or task from one officer to the other in an organisation. In delegation, the officer assigned is empowered to act, but the responsibility of the outcome, still remains with the officer who has delegated.
For a greater impact, delegation must be well planned, and that could be done by having the officer considering these questions:

- Do I really have to do this myself?
- Who else has the ability to do this?

■ **Elements of delegation**

- **Authority**
- **Responsibility**
- **Accountability**

■ **The SMARTER Rule for Delegation**

For delegation to be effective, we must use the "SMARTER" rule which indicates that delegated tasks must be:

- Specific
- Measurable
- Agreed
- Realistic
- Time bound
- Ethical
- Recorded

■ **Levels of delegation**

There are six levels of delegation to be discussed in this programme.

- ■ **The IDEAL Steps to Effective Delegation**

    I = Introduce task
    D = Demonstrate clearly what needs   to be done
    E = Ensure understanding
    A = Allocate authority, information and resources
    L= Let go
    S= Support and monitor

Skill

The ability to effectively delegate tasks.

Exercise

Group exercise on Card Game

No.	What issues will you consider when delegating?

Lessons learned

List three major ideas you can develop from this session.

_____

_____

_____

Action points

Put down what you intend to do to ensure effective delegation in your office.

_____

_____

_____

Session: 18

Topic

Session 18: Productivity at the Workplace

Session objectives

At the end of this session, participants will be able to:

- ➢ Explain the concept of Productivity by focusing on efficiency and effectiveness
- ➢ List the benefits of Productivity Drive in the Civil Service
- ➢ Identify the challenges of Productivity at the Personal, Organisational and National levels

Summary of topic/sub-topics

■ **What is Productivity?**

The definition of Productivity can take different meanings depending on the scope, vision and the level of development of the individual, organisation or the nation. If the scope is to change the attitude of the people, then productivity will be defined based on changing the mindset of the people.
Productivity does not necessarily mean hard work, having more resources, profit and others. Productivity can be looked at from personal, organisational and national levels.

■ **Personal Productivity**

Personal Productivity basically consists of all the virtues an effective employee has. These include efficient learning, personal organisation, time management, mental control, creativity and decision making.

■ **Organisational Productivity**

This is the capacity of an organisation to produce the desired results with minimum expenditure of energy, time, money manpower and materials, etc. The benefits of improving productivity in an organisation include:
- Increase in customer satisfaction
- Lowering of operational/running cost
- Maximising of organisational resources
- Making savings which can be used for other public purposes

■ **National Productivity**

Apart from the organisational level, productivity can be regarded as the cornerstone of the country's economic wellbeing. The need to rehabilitate the economy, the necessity to solve the balance of payment problems, the need to combat growing unemployment, the pursuit of higher levels of production as a means of curbing inflation and the need to sustain rapid economic growth, depend upon improved productivity.

Skill 1

Ability to identify personal productivity areas that need improvement

Skill 2

How to work more effectively and efficiently.

Exercise 1

Case Study
A Clean and Organised Work Station – How can it help in personal productivity?

Exercise 2

Case study
Effectiveness vs. Efficiency

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

Based on the discussions, list three things you will do to ensure that effectiveness and efficiency reflect in the work of your department/agency.

1 _____

2 _____

3 _____

Session: 19

Topic

Session 19: Productivity Movement and Experience Sharing

Session objectives

At the end of this session, participants will be able to:

➢ State the essence of Productivity Movement
➢ Identify and explain the stages of Productivity Movement
➢ Outline experiences of productivity movements in other countries

Summary of topic/sub-topics

■ **What is Productivity Movement?**

The success of productivity improvement in an organisation is the full responsibility of several parties such as the Government, Public/ Civil Servants, Private Sector Actors and Workers Unions. In this vein, Productivity Movement could be defined as the commitment and active involvement by government, employers and workers in activities to increase productivity at ministerial, sectoral and national levels.

■ **Essence of Productivity Movement**

The essence of productivity improvement efforts is to improve the welfare of the citizenry of a country through economic progress. This is based on three guiding principles:
• Higher productivity
• Interplay of stakeholders
• Equity

■ **Stages in Productivity Movement**

There are three stages of Productivity Movement, namely--
1. Awareness Stage
   •
   •
   •

2. Action Stage
   •
   •
   •

3. Ownership Stage
   •
   •
   •

Skill 43

Ability to initiate productivity movement at the workplace

Exercise

Identify the steps that you will take to introduce productivity movement at your workplace

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

Identify an aspect of your organisational activities and introduce productivity movement to ensure enhanced output.

_____

_____

_____

Session: 20

Topic

Session 20: Productivity Improvement

Session objectives

At the end of the session, participants will be able to:

➢ Identify quality and productivity improvement tools
➢ Explain the Kaizen process
➢ Apply the Kaizen process at the work place

Summary of topic/sub-topics

■ **Kaizen**

Kaizen is a Japanese management concept for "continuous improvement", or "change for the better". It refers to a philosophy that focuses on continuous improvement in productivity, quality, processes, organisational culture and safety.

Kaizen is based on making changes anywhere that improvements can be made. The Western philosophy may say, "if it ain't broke, don't fix it." The Kaizen philosophy is to "do it better, make it better and improve upon it even if it isn't broken, because if we don't, we cannot compete with those who do."

The Kaizen concept has ten steps which are reflected in all the quality and productivity improvement tools.

The KAIZEN Steps
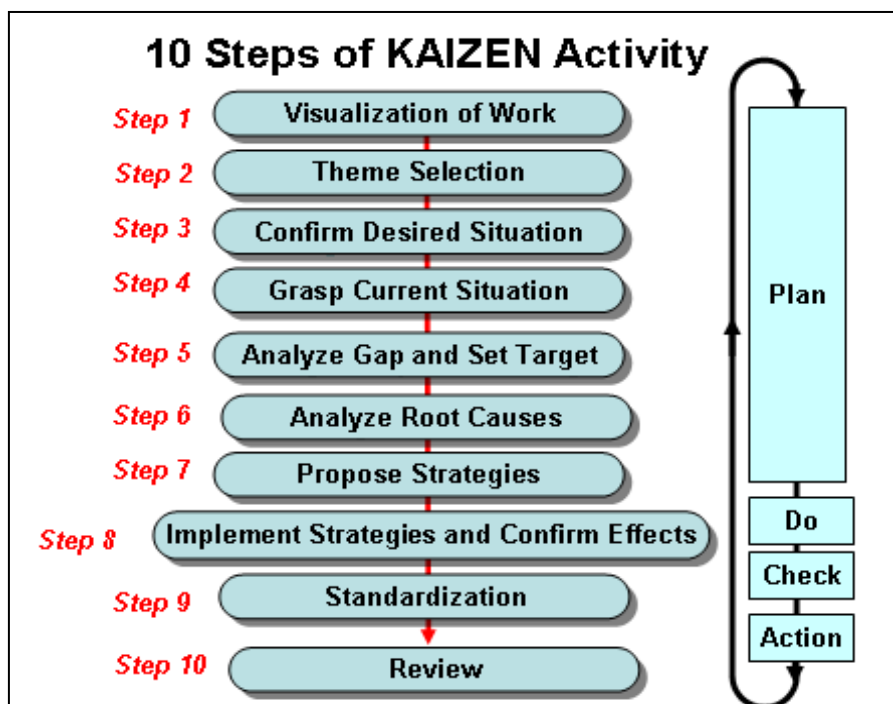
■ **Lean**

The purpose of Lean concept is "to create the most value while using the least resources." This is done by defining value from the customer's perspective, and distinguishing processes that create value from those that do not.

The aim of a Lean is to

- Reduce lead time and process time and improve quality by eliminating waste.
- Utilise employee potential
- Strive for best practice with standard work and built-in-quality
- Continuously improve (Kaizen)

■ **Waste Elimination**

Waste (Muda) is anything other than the minimum amount of office resources (8Ms) which are absolutely necessary to add value to services. Muda is one of the challenges affecting the Civil Service and its elimination is one of the most effective ways to increase the productivity of the Service.

This includes the following:

- Errors/Defects
- Excess inventory
- Waiting
- Doing unnecessary things
- Underutilising staff
- Excessive people motion
- Over processing
- Excess transportation

As world-class organisations have come to realise, clients will pay for value added work, but never for waste.

Skill 1

Ability to apply the Kaizen concept at the workplace

Skill 2

Ability to identify waste and to reduce waste in the workplace

Exercise 1

Identify a situation in your establishment and apply the ten steps of Kaizen to solve it.

Case Study 1

Case Study on Lean/eliminating waste

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

Identify three situations in your office and apply the **Lean** or **Kaizen** concept to solve them.

_____

_____

_____

Session: 21

Topic

Session 21: Productivity – Other Improvement Tools

Session objectives

At the end of the session, participants will be able to:

➢ Identify 5S, PDCA, and TQM as quality and productivity improvement tools
➢ Explain how to adapt the quality and productivity improvement tools to their working environment.

Summary of topic/sub-topics

■ **5S (GOOD HOUSEKEEPING)**

5S is an acronym for five Japanese words that are Seiri, Seiton, Seiso, Seiketsu and Shitsuke.
In English, they are referred to as Good Housekeeping. It focuses on the following:

- eliminating waste
- organising the workplace
- keeping the workplace neat
- maintaining discipline

They are all aimed at enhancing productivity.

Objectives of 5S Programme
- Developing Kaizen (continuous improvement) minded people at the workplace;
- Building good teamwork through participation; and
- Developing managers and supervisors for practical leadership

An organisation that is implementing 5S is always:
- High in productivity;
- Consistent in quality;
- Cost effective;
- Accurate in delivery;
- Safe for people to work in;
- High in morale

■ **PLAN-DO-CHECK-ACT (PDCA) CYCLE**

The PDCA is a continuous feedback loop to analyse, measure, and identify sources of variations from customer requirements and to take corrective action. It is a methodology for improving quality. The PDCA template is helpful in simplifying the stages of any quality improvement project.

The Stages of PDCA
There are four stages in PDCA as below.
- **P**lan
- **D**o
- **C**heck
- **A**ct

■ **Total Quality Management (TQM)**

TQM is a systematic approach for delighting clients through policy deployment, and involvement of all employees in continuous improvement of service delivery. It is a philosophy for managing an organisation in a way which enables it to meet customer needs and expectations efficiently and effectively, without compromising ethical values. It ensures that the right things are done right at first time. This thought process changes attitudes, behaviour, hence results in better service.

The Principles of TQM:
There are eight principles of TQM: These are
- Customer-Focus Organisation
- Leadership
- People involvement
- Process approach
- Continuous improvement
- Factual approach to decision making
- System approach to Management
- Mutually beneficial stakeholders' relationship

Skill

Ability to use the tools to improve productivity at the workplace.

Exercise 1

Identify a situation in your organisation to which you can apply the eight principles of TQM.

Lessons learned (evaluation and confirmation)

Briefly describe the lessons you have learned in this session.

Action points

Based on the discussion, outline how you intend to apply these tools to your organisations?

Session: 22

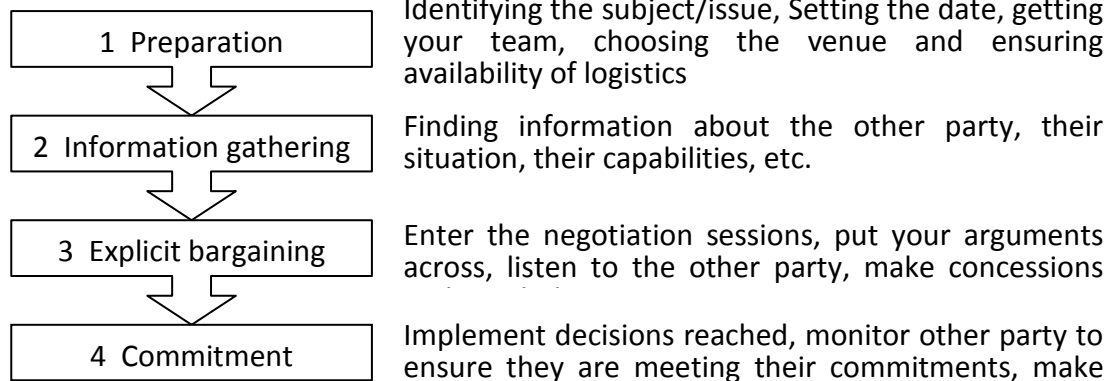## *Topic*

Session 22: Negotiation Skills

Session objectives

At the end of this session, participants will be able to

➢ Explain the steps involved in the process of negotiation
➢ Outline and explain the rules governing negotiations
➢ Demonstrate how the rules of negotiation can be applied

Summary of topic/sub-topics

■ **The Four Steps in a Negotiation Process**

1 Preparation	Identifying the subject/issue, Setting the date, getting your team, choosing the venue and ensuring availability of logistics
2 Information gathering	Finding information about the other party, their situation, their capabilities, etc.
3 Explicit bargaining	Enter the negotiation sessions, put your arguments across, listen to the other party, make concessions
4 Commitment	Implement decisions reached, monitor other party to ensure they are meeting their commitments, make

■ **The Rules of Negotiation**

Rule 1: Attitude
Rule 2: Communication
Rule 3: Planning
Rule 4: Evaluation
Rule 5: Closure

Rule 1: Attitude

Rule 1.1: Attitude is critical.
 A good negotiator should understand that everything is negotiable, all of the time. He/she should not give up too easily. If one bangs his briefcase and walks out of a negotiation session, he should be able to understand that this is a tactic; it should not be interpreted as the end of the negotiation.
Rule 1.2: Compromise is always an option.
 Good negotiators are always on the look-out for an acceptable compromise, especially as the gap between the parties narrows.

Rule 2: Communication

Rule 2.1: Lines of communication are critical.

To ease the stress of negotiating and improve the chances for a successful result, establish rapport with your opponent, and build on that foundation. This is especially important in cases where the parties will have a long-term relationship after closure.

There is a secret to creating and sustaining trust in negotiation. It is a simple but fundamental norm in human behaviour: "the norm of reciprocity".

Rule 2.2: Be cooperative, but don't let your guard down.

Statistics show that cooperative negotiators are more effective than competitive negotiators.

To negotiate well, you do not need to be tricky. But it helps to be alert and prudent. The best negotiators play it straight, ask a lot of questions, listen carefully, and concentrate on what they and the other party are trying to accomplish at the bargaining table.

Rule 2.3: Listen.

It is hard to overstate the importance of listening skills in bargaining. The best negotiators ask questions, test for understanding, summarize discussions, and listen, listen, listen. ... You often get more by finding out what the other person wants than you do by clever arguments supporting what you need.

Rule 3: Planning

Rule 3.1: Develop a flexible negotiation plan.

You need to approach each negotiation with a well conceived game plan.

- *What* do I want?
- *Where* do I start?
- *When* do I move?
- *How* do I close?

Rule 3.2: Plan to make concessions.

Making concessions kick starts the law of reciprocity. When you make a concession, the other party will usually respond. Indeed, he/she will feel compelled to do so. The flip side of this rule is that when you do someone a favor, they will feel indebted to you for it.

Rule 4: Evaluation

Rule 4.1: Look beneath the surface.

Skilled negotiators see more than just opening offers, counter-offers, and closing moves when they look at what happens at the bargaining table. They see psychological and strategic currents that are running just below the surface. Therefore, when you formulate your goals, consider carefully what really matters to you.

Rule 4.2: Look for multiple solutions.

Master Negotiators know that there are usually a number of workable solutions to the problems that divide us in our social interaction. Finding out what those solutions are, may take a little work, and, even though a solution may be workable, it will not necessarily be palatable to everyone.

Effective negotiators care about being 'fair', but they also are assertive about their goals. They push the other party to find the best solutions, not just the simplest compromises.

Rule 4.3: Evaluate people, interests, options, and criteria.

People: Separate the people from the problem.

Interests: Focus on interests, not positions.

Options: Generate a variety of possibilities before deciding what to do.

Criteria: Insist that the result be based on some objective standard.

Rule 5: Closure

Rule 5.1: Don't blow the end game.

Master Negotiators know how to close. They consider every element of closure: when, where, documentation, pending issues. Rushing the end game usually means giving a contract little time or thought; its uncertainties and deficiencies usually result in disputes. Delaying the end game means failing to "strike when the iron is hot; if you wait long enough, something will happen to prevent closure. Time kills deals.

Rule 5.2: Strive for a "wise agreement".

A wise agreement can be defined as one that meets the legitimate interests of each side to the extent possible, resolves the conflicting interests fairly, is durable, and takes community interests into account.

Any Method of Negotiation may be fairly judged by three criteria:

- It should produce a wise agreement.
- It should be efficient.
- It should improve, or at least, not damage the relationship between the parties.

Skill 1

Ability to negotiate effectively

Exercise

ROLEPLAY

Two groups negotiate with Management on which one should travel on the only air-conditioned bus available. One group must necessarily travel on the other bus which is not fitted with air-conditioners. Management enters into separate negotiations with the two groups.

Lessons learned

Briefly describe the lessons you have learned in this session.

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_____

Action points

What are some of the circumstances that would make you consider it necessary to enter into a negotiation, when you go back to your workplace?

_____

_____

_____

Session: 25

Topic

Session 25: My Contribution to National Development

Session objectives

At the end of the session, participants will be able to:

➢ Explain Nationalism, Patriotism and Non- partisanship of the Civil Service
➢ Explain the impact of Nationalism and Patriotism on national development
➢ List individual (Civil Servant) activities that contributes to national development

Summary of topic/sub-topics

■ **Nationalism**

Nationalism is the desire of a nation to self-determine. It refers to an ideology, a sentiment, a form of culture, or a social movement that focuses on the nation. It is a type of collectivism emphasizing the collectivity of a specific nation.
Nationalism is a strong social phenomenon that often has such symbols as national flags and national anthems. It is a form of culture that constitutes the social foundation of a modern society.
The two common types of nationalism include Civic and Ethnic Nationalism.

■ **Patriotism**

Patriotism is love of and/or devotion to one's country. Although patriotism is used in certain contexts as a synonym for nationalism, nationalism is not necessarily considered an inherent part of patriotism.   In both ancient and modern perspectives of patriotism, individual responsibility to fellow citizens is an inherent component of patriotism. It creates a keen sense of responsibility for the individual citizen to seek the interest and welfare of the homeland and its entire people.

■ **Non- partisanship of the Civil Service**

Non- partisanship of the Civil Service is part of the essential characteristics of the Service. By definition, the Civil Service as government machinery, should consistently demonstrate this non- partisanship, in order to build trust and confidence amongst the citizenry. This also enables the Service to build a strong public image. Besides, it strengthens the ability of the Civil Service to work with successive governments to advance the course of the nation.

Skill

Develop the sense of patriotism for national development

Exercise 1

Debate the issue of the "ethnicity in the Civil Service". Do you for or against the motion?

Exercise 2

Think about how you can link your job to national development of your country.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

What can I do to ensure national development?

What I will do	What I will not do

Session: 26

Topic

Session 26: Emotional Intelligence

Session objectives

At the end of the session, participants will be able to:

➢ Explain how interpersonal/people skill affect organisational performance
➢ Explain the impact of their decisions and actions on the feelings of other people
➢ State the benefits of applying emotional intelligence in different environments

Summary of topic/sub-topics

■ **Interpersonal skills**

These are the skills used by persons to properly interact with others. In the organisational setting, the term generally refers to an employee's ability to get along with others while getting the job done. Interpersonal skills include everything from communication and listening skills to attitude and disposition. Good interpersonal skills are a prerequisite for many positions in an organisation. Very often, employees with good interpersonal skills are likely to be more productive than those with poor interpersonal skills, because of their tendency to project a positive attitude, and look for solutions to problems.

■ **Stress management**

Stress management refers to a wide range of techniques aimed at controlling a person's levels of pressure, usually, for the purpose of improving everyday functioning.
Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression. The process of stress management is one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being.

■ **Emotional intelligence**

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence (EI) also refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions in us and in our relationships. It therefore influences how one handles himself and others, in coping with the demands and pressures of one's organisational and personal life. It plays an important role in one's ability to develop the power of influence.

Benefits of having emotional intelligence include:
• Emotional self-awareness
• Empathy

- Interpersonal relationships
- Assertiveness

Skill

Ability to work successfully with others and to stay focused even in the face of hostilities.

Exercise

Case Study on EI
In groups read the case studies and answer the questions.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

Describe how you would champion the spread and adoption of Emotional Intelligence in your department.

_____

_____

_____

Session: 27

Topic

Session 27: Self Awareness, Self Management

Session objectives

At the end of the session, participants will be able to:

➢ Identify the steps involved in self checking/self auditing
➢ Describe how they think they are, and how others perceive them
➢ Explain the benefits of self-development within an organisation

Summary of topic/sub-topics

■ **Self Auditing**

Self audit is an assessment that is useful in helping one become more aware of his/her strengths, gifts and temperaments. It is done to discover an individual's relatively consistent actions and preferences in different environments.

■ **Self Awareness**

Self awareness enables us manage our emotions, as well as those of others in our team. Self awareness is achieved by:

• Recognizing your feelings and their effects
• Assessing the difference between what you experience and what objectively exists
• Respecting your self-worth and capabilities and accepting your limitations

■ **Self Management**

Self management is important because the ultimate goal of management is the development of responsible, self-managing individuals. Managing time is, at least, as much about managing ourselves as anything else. You have to start with yourself before dealing with other people and things around you. Simply put, Self Management is the application of management principles to "oneself" which includes Self Development.

■ **Self Development**

Self development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitates employability, enhance quality of life and contribute to the realization of dreams and aspirations.

Within the institutional context, self development refers to methods, programmes, tools, techniques, and assessment systems that support human development at the individual level. Self-development at the institutional level comprises all the initiatives that support employees to achieve their development aspirations.

Skill

Using their potentials effectively to relate well with other colleagues in the workplace.

Exercise

Let's draw the wheel of life.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

What actions will you take to promote cordial relationship between you and your colleagues?

_____

_____

_____

Session: 28

Topic

Session 28: Communication Skills

Session objectives

At the end of this session, participants will be able to
- ➢ Explain the principles of communication
- ➢ Explain how to communicate effectively
- ➢ Discuss examples of miscommunications in the Civil Service and how to overcome them

Summary of topic/sub-topics

■ **Concept of Communication**

Communication is the process of sending a message, information or data from one end or person to another and receiving a reply or feedback. Thus, it is a reciprocal process involving the exchange of signals that intend to inform, instruct or persuade, based on shared meanings or conditioned by the communicator's relationship and social context.

■ **Types of Communication**

The types of communication include:
- • Verbal/Non-verbal
- • Official/Unofficial
- • Intra personal/Inter personal
- • Group communication
- • Mass communication
- • Vertical/Horizontal communication

■ **The Communication Process**

There is no effective communication unless the message sent is received and acted upon appropriately. Thus, a complete understanding of the signals between the sender and the receiver is very important. The entire process involves the Sender/Source, Encoding, Message, Medium/Channel, Decoding, Receiver, Feedback, Context and Follow up as indicated in the below chart.

Sender/Source → Encoding → Message → Medium/Channel →

→ Decoding → Receiver → Feedback → Context → Follow up
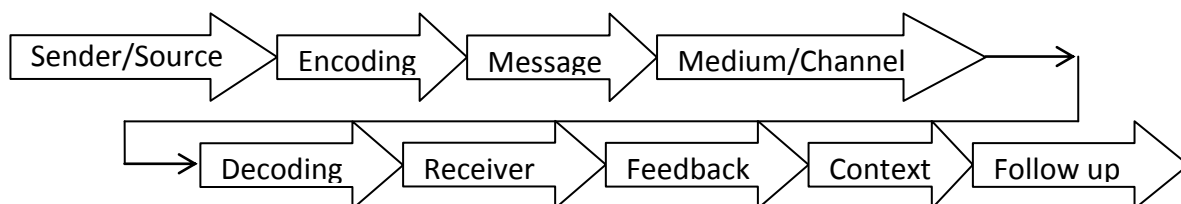
■ **Outcomes of successful Communication in an organisation**

Organisations with effective communication system most likely achieve the following:
- • Motivated employees – helps them feel part of the organisation

- Easier control and coordination of organisation's activity – prevents different parts of the organisation from going in opposite directions
- Simplified successful decision making by managers– decisions are based on more complete and accurate information
- Better customer/client satisfaction

■ **Objectives of Public Service Communication**
- Provide information to the public on whose behalf they work
- Explain policies and programmes to the public
- Win public support and ownership of programmes and projects
- Create opportunity to receive feedback from clients/customers
- Get the citizens involved in the decision making process
- Get employees to perform their schedules effectively
- Build a credible organisational culture

■ **Factors Affecting Effective Communication**

In the communication process, several things may occur which may distort the content and meaning of the message being sent out. What affects the process may be centered on the sender, receiver or even the environment. Thus, for one to communicate effectively there is the critical need to consider these factors in order to ensure that signals or thoughts are not misinterpreted. These factors include:
Completeness, Clarity, Correctness, Adaptation, Credibility, Benefit, Timing and Content, Opinion Leaders, Courteousness, Relation, Interpretation, Experience, Body Language, Lines/Levels of Communication, Culture etc.

Skill

The ability to communicate effectively in the Civil Services context

Exercise

Case study
Six Communication Barriers and How You Can Avoid Them

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

What will you do to improve communication in your office?

Session: 29

Topic

Session 29: Report Writing

Session objectives

At the end of this session, participants will be able to:

- ➢ Explain the purpose of reports in the Civil Service
- ➢ Identify the components of standard reports in Civil Service
- ➢ State the steps involved in the writing of reports

Summary of topic/sub-topics

■ **Purpose of Report**

The purpose of reports is to provide information, analyse facts, influence decision-making, initiate action or persuade. Since the basis of any report is facts, a person making a report should learn to base his/her report on direct observation, inquiry or investigation, experiment, inspection, experience and research. Any report that has little or no basic facts will not be of any use to an organisation.

It can therefore, be said that for any organisation to function effectively and efficiently, there must be reports or an appropriate system of reporting.

■ **Types of Report in Civil Service**

The types of report written in the Civil Service include Routine report, Investigation / Inquiry report, Special report, Technical report, Feasibility report, Progress report and Interim report.

■ **Standard Components of Report**

1) Title Page
2) Table of Contents
3) Executive Summary
4) Introduction/Background
5) Recommendations and Conclusions
   a. Recommendations
   b. Conclusions
6) Appendices/Attachments
7) List of Abbreviations

■ **Steps involved in writing reports**

Step	
Step 1	• Define Problem
Step 2	• Identify the Purpose of the Report
Step 3	• Identify Audience/Target Readers of the Report
Step 4	• Assess the Scope/Size
Step 5	• Gather Material on a Subject
Step 6	• Structure the Materials for the Report
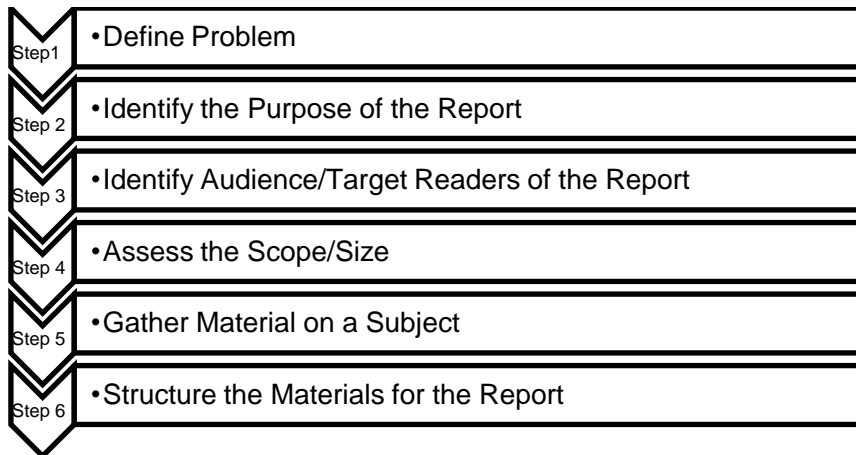
Skill

Ability to write reports in line with the Civil Service standards

Exercise

Group Discussion

Participants in groups will undertake the activities below;
  a   State the standard components of a report in the Civil Service.
  b   State the steps you will consider in the preparation of an organisational report.
  c   What are the sources of information for writing reports in the Civil Service?
  d   What challenges did you encounter in writing previous reports and how did you overcome these challenges?

Assignment
Each group to write a situational report of the course up to the time of the session

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

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Action points

State the actions you will take to ensure that reports that are written in your office meet the Civil Service standard.

_____

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_____

Session: 30

Session 30: Administrative Writings

At the end of this session, participants will be able to:

➢ Explain the components of the various administrative writings
➢ Explain when to use each of the administrative writings
➢ Draft any of the administrative writings

■ **Types of administrative writing in the Civil Service**

1) Memo
2) Handing-Over Notes
3) Circulars
4) Minutes of Meetings
5) Administrative Minutes
6) Administrative Letters

■ **1) Memo**

A Memo is a formal write-up to be remembered and serves as an instrument for passing information or message, or instruction to another officer. They are used for internal communication.
There are different forms of Memos: Simple Memo (Office Memo), Cabinet Memorandum and Position Papers.

■ **2) Handing-Over Notes**

Handing-over Notes are documents created by staff members who are about to leave their positions, either temporarily or permanently. The purpose of Handing-over notes is to provide the staff member's successor with key knowledge and information regarding the position so that the transition period is as short and smooth as possible.

■ **3) Circulars**

A circular is said to be an advertisement, a statement or a group letter that is intended for a wide circulation. Due to the varying forms of a circular, it is difficult to be totally specific with a layout, without knowing exactly what the intention of the circular is.

■ **4) Minutes of Meetings**

Most organisational decisions are taken at meetings. These meetings cannot be held without taking records of the discussions and decisions/conclusions arrived at. Taking

minutes or notes of all that took place in a meeting, consequently becomes very important. The Minutes reminds us of the important issues discussed and is available for future reference.

■ **5) Administrative Minutes**

These are short notes giving instructions about the actions to be taken on a particular letter/memo/document received in an office. Normally, short minutes are written by a senior staff member giving instructions to a junior staff or a colleague of the same standing.

■ **6) Administrative Letters**

An Administrative Letter (AL), primarily, is a formal communication tool often used in the Civil Service for various effects. It is usually for external purposes. AL as a form of communication, is the process of sending a message, information or data from one end or person, to another with the view to receiving a reply or feedback. It means being understood and being able to understand what the other is saying.

Skill

Identify and Utilize appropriate administrative communication tools in Civil Service

Exercise 1

Group Discussion on "memo", "handing-over notes", "circulars" "Minutes of Meetings" and "letters"

Exercise 2

Role Playing "Short administrative minutes"
Consider yourself as head of department and write short administrative minutes for your deputy to take action.

Lessons learned

Briefly describe the lessons you have learned in this session.

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Action points

What steps will you take to improve the composition of administrative writings in your office?

_____

_____

_____

Session: 31

Topic

Session 31: Work Ethics, Work Standards

Session objectives

At the end of this session, participants will be able to:

➢ Explain the concept and essence of work ethics
➢ Explain work standards and apply it to their work

Summary of topic/sub-topics

■ **Work Ethics**

Work Ethics is a cultural norm that advocates being personally accountable and responsible for the work that one does. It is based on a belief that work has an intrinsic value. The term is often applied to characteristics of people, both at work and at play. Regardless of the context, work ethics is usually associated with people who work hard and do a good job. These are usually enshrined in the code of conduct of an organisation.

■ **Specific areas in developing good Work Ethics**

1. Attendance
2. Character
   ✓ Loyalty
   ✓ Honesty
   ✓ Trustworthiness
   ✓ Dependability
   ✓ Reliability
   ✓ Initiative
   ✓ Self-discipline
   ✓ Self-responsibility
3. Teamwork
4. Appearance
5. Attitude
6. Productivity
7. Organisational skills
8. Communication
9. Cooperation
10. Respect

■ **Work Standards**

Every building needs a strong foundation. Without one, the walls would cave in all too soon. Likewise, the human resource of an organisation needs a sturdy base. Without a base of established work standards, we find ourselves managing by generalizations and personality. That might seem to work for a few charismatic people, but it's never enough. Even the most charismatic leaders would fail utterly if their subordinates had no idea how to do their jobs. Written work standards take away all the guesswork in deciding what it means to do a good job.

A set of written work standards breaks downs the work of an organisation into separate tasks that can be performed, observed and officers trained on as a single unit.

For every task, written work standards include three factors. These are:

- ***Responsibility*** - Describes who is responsible for completing the task.
- ***Procedure*** - Describes in detail the process or steps taken to do the task.
- ***Standard*** - Specifies the level of performance that must be achieved for the task to be considered done properly

■ **Work standard developing steps**

Work standards can be developed following the steps below.

Step-1: Identify the work that the organisation seeks to improve
Step-2: Confirm customer requirements
Step-3: Analyse the target task
Step-4: Build a description of the target work process
Step-5: Evaluate the work process variations and improve
Step-6: Make performance information transparent to all
Step-6: Define a change management procedure

Skill

Ability to conform to work standards and work ethics

Exercise 1

Discuss below topics.

- What are some of the work ethics and their sources in your organisation?
- Explain the merits of a strong work ethics to an organisation

Exercise 2

Observation of the Ground Rules of the Course

Lessons learned

Briefly describe the lessons you have learned in this session.

Action points

What measures will you take to ensure the promotion of work ethics and work standards in your organisation?

Session: 32

Topic

Session 32: Quality Standards

Session objectives

At the end of this session, participants will be able to

➢ Outline what quality standards are
➢ Explain the steps that should be taken to ensure quality standards at their places of work
➢ Explain service quality dimensions from the perspectives of the client

Summary of topic/sub-topics

■ **Definition of Quality standards**

Quality standards are a set of specific, concise statements and associated measures of quality. They set out aspirational but achievable markers of quality in service delivery.

■ **Objective**

They are set to ensure consistency in the quality of a service or a product in order to satisfy the client.

■ **How to Achieve Quality Standards**
- **Setting clear and measurable service standards**
  ✓ Publish a Charter defining the service standards that clients should expect

- **Engaging with users, partners and staff to ensure high-quality service delivery**
  ✓ Seek feedback from clients, partners and staff through customer service centres, hotlines, questionnaires, etc, in order to assess the quality of service and identify areas for improvement
  ✓ Compare performance to that of other organisations and aim for the highest standards

- **Being fair and accessible to all clients**
  ✓ Ensure that offices are accessible to disabled users by continuing to comply with relevant legislation e.g. the Disability Act (Ghana);
  ✓ Publicise the Quality Service Standard and disability policy
  ✓ Ensure that staff wear a name badge when meeting clients

- **Continuous development and improvement of services and facilities**
  ✓ Strive towards high levels of client satisfaction and benchmark it with other organisations
  ✓ Ensure that clients have easy access to your complaints process including the submission of complaints via website, hotlines, etc

- **Using resources effectively and creatively to provide best value for clients**
  - ✓ Manage funds within agreed budgets and in accordance with agreed accounting standards
  - ✓ Make staff aware of the need for efficiency and value for money through the organisational planning process.

- **Contributing to improve the quality of life amongst the population**
  - ✓ Offer work-experience opportunities and placements for students
  - ✓ Publish details of all community involvement activities on your intranet.

■ **Service quality dimensions from the perspectives of the client.**

These are the criteria by which clients evaluate the quality of a service. They include:
- Reliability
- Assurance
- Tangibles
- Empathy
- Responsiveness

Skill 1

Application of quality standards at the workplace

Exercise

Propose five (5) quality standards for a service delivered by your organization

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

What are the steps you would take to ensure that your department/agency introduces quality standards into service delivery?

_____

_____

_____

Session: 33

Topic

Session 33: Organisational Process Improvement and Reengineering

Session objectives

At the end of the session, participants will be able to:

➢ Explain process improvement and reengineering
➢ Explain how to improve and reengineer processes at their workplace
➢ State the importance of process reengineering
➢ Apply process improvement and reengineering to an organisational activity

Summary of topic/sub-topics

■ **Process Improvement**

Process Improvement is an approach to the management of an organisation's activities through the planning, execution and control of its key processes.
Process Improvement is achieved through the following:

• Process Identification and mapping
• Identification of Process gaps
• Identification and elimination of redundant processes

Before undertaking any Process Improvement initiative, an organisation should review its Mission, Vision and Objectives. This clarity of purpose is required for the organisation to align its process improvement efforts with its organisational aims and objectives.

■ **Process Reengineering**

This is the fundamental *rethinking* and *radical redesign* of *organisational processes* to bring about *dramatic* improvements in performance.
Reengineering is not about making _____ improvements to your organisation, rather it is doing away with _____ _____and starting all _____ _____; beginning with the proverbial 'clean slate' and reinventing how work is done.

Skill

Ability to improve existing processes to enhance efficient service delivery

Exercise

Group work
- Take one key process in your Department/Agency.
- Undertake a process mapping, identify the process gaps and redundant processes, and improve the process.
- Subject the same process to reengineering and document the final outcomes. Discuss how you did it.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

Describe a process in your office you wish to improve and reengineer as a way of enhancing service delivery.

_____

_____

_____

Session: 34

Topic

Session 34: Strategic Thinking

Session objectives

At the end of the session, participants will be able to:

➢ Explain the concept of Strategic Thinking
➢ Explain the relationship between Strategic Thinking and Strategic Planning
➢ State and discuss the habits of strategic thinkers

Summary of topic/sub-topics

◼ **Strategic Thinking**

Strategic thinking is a skill that helps one to confront change, plan for transitions, and envision new possibilities and opportunities. It helps an individual to learn how to make one's organisation's vision, a reality, by developing one's abilities in team work, problem solving and critical thinking. Strategic thinking is the 'what' and 'why' of a planning process. It answers the question, "what should we be doing, and why".

Strategic thinking brings about innovation and sets out thought processes. It leads to need analysis of clients, opportunities, measurement and implementation of plans (strategic planning).

◼ **Attributes of a strategic thinking**

Some of the attributes are that strategic thinking:

- Focuses on how to **create a better future** by being **proactive** and **adding value** to society.
- Concerned with taking control of the future by **developing practical dreams** of the results you want to create for your clients and partners.
- Can be applied any day at any time and is **responsive** to the **new realities** and the accelerated rate of change of today and tomorrow's world.
- Involves change, and often, *profound personal* **change**
- Often requires a change in one's **present paradigms** and ways of thinking, **relationships and performance**

◼ **Characteristics of Strategic Thinkers**

Strategic Thinkers have the following characteristics. They;

- have a vision,
- make time,
- are not hasty,
- assimilate,
- review often,
- learn from experience,
- use a team,

- are realistic,
- have clear milestones and Are not to be judged on the spur of their ideas

- ■ **The Six Habits of Strategic Thinkers**
  - Anticipate
  - Think Critically
  - Interpret
  - Decide
  - Align
  - Learn

Skill

Ability to apply Strategic Thinking to work.

Case Study

Strategic Thinking Short Case Studies

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

_____

_____

Action points

How do you intend to ensure that your organisations benefits from this session?

_____

_____

_____

Session: 35

Topic

Session 35: Strategic Planning

Session objectives

At the end of this session, participants will be able to:

➢ Outline the steps in developing organisational Strategic Plan
➢ Explain the Concept of Monitoring and Evaluation
➢ Explain how to monitor and evaluate a strategic plan

Summary of topic/sub-topics

■ **Strategic Planning**

Strategic planning is a planning process that generates strategies from strategic thinking. Strategic planning involves series of courses of action that an organisation puts together, to be able to place itself in a better position in the future. It follows a predetermined course and defines how the organisation should be reshaped, and how resources should be allocated in order to pursue the new course.

■ **Strategic Planning Process**

Strategic planning Process is described in the chart below:
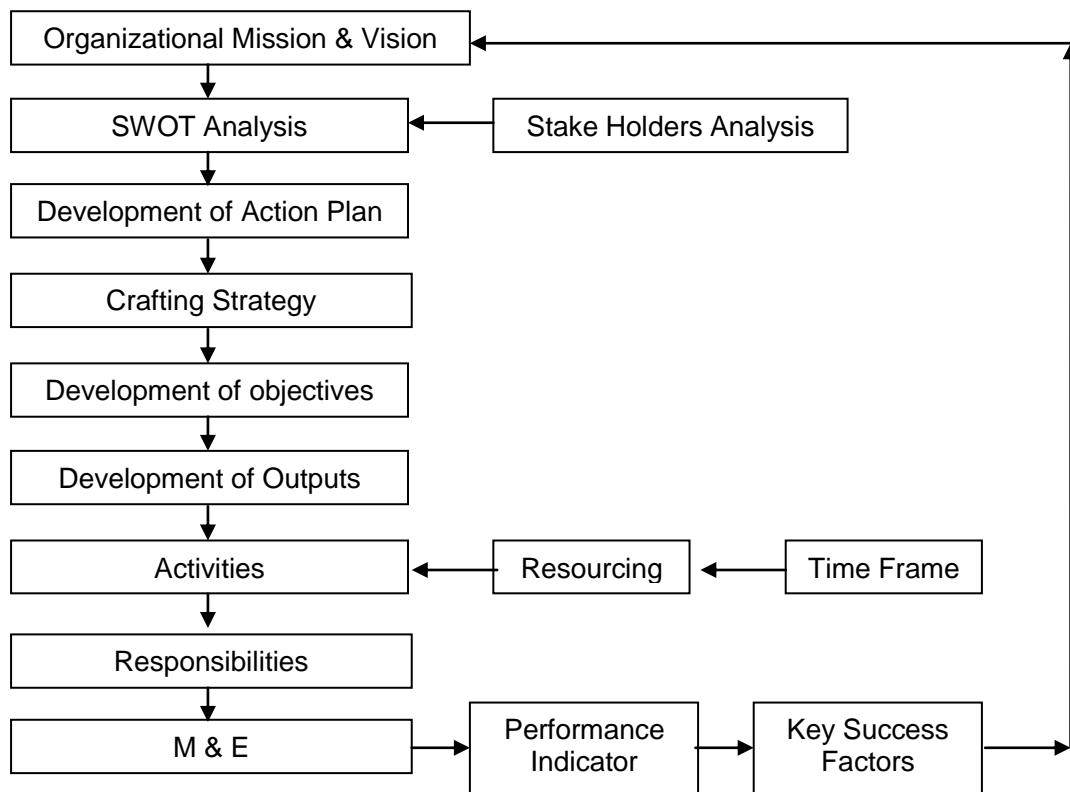
Vision: Refer to Session on "Relevance and Functions of the Civil Service"
Mission: Refer to Session on "Relevance and Functions of the Civil Service"

■ **Objectives**

Objectives are what organisations want to accomplish, as the end result they want to achieve in a given time frame, in order to accomplish their goals within a certain time frame. Objectives should be SMARTER.

■ **Outputs**

Outputs define the services or products the organisation delivers, to achieve each objective.

■ **Costing**

Costing the inputs, quantities and units helps in computing the cost of the activity.

■ **Monitoring and Evaluation**

Monitoring is the activity of collecting information, recording, communicating, analyzing and using information about an activity, or a project, for the purposes of management control and informed decision- making.
In effect, a monitoring system is a management information system that provides data to management regarding the operation and effects of the activity or project.

Evaluation is the assessment of the monitoring system to determine whether the activity/project is operating efficiently and whether it is having the effects or impact desired. It also aids management in future planning, programming and decision-making.

■ **Monitoring and Evaluating a Strategic Plan**

The final step in any planning process is to monitor and evaluate progress. The same way as you check the signposts along a road when completing a journey, it is similarly important to check that development is on track.
Before completing your plan, you need to agree how and when it will be monitored and reviewed and what information the Management Committee needs to receive in order to review progress.
When reviewing progress towards achieving the strategic aims and objectives, the Management Committee should:
- ensure that activities are kept within the parameters of the agreed strategic aims and objectives;
- ensure that activities are consistent with organisation's vision, mission and values; and
- keep under review, internal and external changes which may require changes to the organisation's strategy or affect their ability to achieve their objectives.

■ **Questions to ask when reviewing your strategic plan include:**
- How will you know you have been successful?
- What are the indicators for measuring progress? e.g. service user numbers, feedback by participants of training, specific partnerships established. Use the criteria you agreed in the development of your strategic plan.

It is useful to have a regular monitoring meeting – this could be every 4-6 months, or at least it should happen once a year.
It may be necessary to amend the plan if there are unforeseen changes or delays.

Skill 1

Ability to develop effective and efficient strategic plans

Exercise

Case study on Strategic Planning

Lessons learned

Briefly describe the lessons you have learned in this session.

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_____

Action points

How do you intend to ensure that your organisation benefits from this session?

_____

_____

_____

Session: 36

Topic

Session 36: Job / Task Analysis

Session objectives

At the end of the session, participants will be able to:

- ➢ Explain the steps involved in Job/ Task Analysis
- ➢ Explain the link between Job / Task Analysis and Job descriptions
- ➢ State the uses of Job Analysis and Task Analysis

Summary of topic/sub-topics

■ **Job Analysis**

It is a process of examining a job through recording information about it and specifying the skills and other requirements necessary to perform the job. The information gathered is used for personnel selection, training, classification, appraisal, changes in work conditions and compensation purposes.

The purposes of conducting job analysis is to prepare Job Descriptions and Job Specifications documents which state respectively what the job holder does, how and when the person does it and the requisite/appropriate qualification, skills, knowledge and attitude needed to perform the job. Job description document outlines the duties and responsibilities in the form of:

- The Job title, Department, Superiors, Associates, and subordinates, working hours
- Job purpose, Duties and Responsibilities, Authority
- Relationship, Physical effort, Working conditions, Material/Resources requirements.

Job Analysis entails the Job Purpose, Job Content, Accountabilities, Performance Criteria and Resource Requirements.

Methods of conducting Job Analysis include interviews with incumbents and supervisors, questionnaires (structured, open-ended, or both), observations, critical incident investigations and duty statements, or classification specifications.

■ **Task Analysis**

Task analysis is method supervisors use in breaking down a job to ascertain the specific components of a job in order to identify what an employee really does. It identifies the behaviour required to carry out a task with a view to identifying areas of difficulty, thereby using appropriate techniques and methods necessary for successful completion of task.

■ **Steps in Performing Task Analysis**

The steps to be identified are: (1) A task list in sequential order, (2) When and how often each is to be performed, (3) Quantity and quality standards of the performance required for each task, (4) Conditions under which each task is to be performed, (5) Importance of each

task to the overall goals of the job, (6) Aptitudes, skills or Knowledge and material resources required, (7)the type of learning particularly the learning difficulty, and (8) The best place to learn the task.

■ **How to perform Task Analysis**

The process consists of five distinct functions. These are: Classifying, Inventorying, Selecting, Decomposing and sequencing the tasks and sub tasks.

Skill

Apply Job Analysis and Task analysis and write your own basic Job description at the work place

Exercise

1. Apply job analysis and task analysis techniques to gather information about the work that you perform in the office.
2. Write your own Basic Job description by modifying the sample Job description provided.

Lessons learned

Briefly describe the lessons you have learned in this session.

_____

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_____

Action points

How do you intend to ensure that your organisations benefits from this session?

_____

_____

_____

Session: 40-44

Topic

Session 40-44: Action Plan Preparation

Session objectives

At the end of these sessions, participants will be able to:

➢ Explain the importance of Action Plan in connection with the Course Objective
➢ Explain brief overview of Action Plan cycle
➢ Explain tips for successful Action Plan Implementation
➢ Present their own Action Plan to the Class

Action Plan Development Guide

1. Action Plan Title

Select topic to tackle. The topic should be achievable **within your responsibility and limited budget**. After you have confirmed your topic you need to be creative to set your action plan title. Only "Time Management" or "Record Management" is not enough. The title should accurately describe the issues that you are facing in your office and activities in your action plan. Some examples from past participants are:

● **Effective <u>Procurement</u>**
● Records Management for **<u>Organisational Security</u>**
● **<u>Role clarity</u>** for sustainable service delivery
● Effective Records Management for Efficient Service Delivery in the **<u>Surveys and Lands Division</u>**

2. Team Profile

To achieve the objectives of the action plan and institutionalize your activities, it is necessary to form a team to implement your action plan.

● Consider 3-6 members who can agree with you on your activities and be members of the team.
● Clarify the name and the title of your team members and also delegate the role in the team such as team leader, team member, supervisor, secretary etc.

You have to be a team member. You or your direct supervisor should be a team leader.

	Position	Designation
Aminata Y. Kamara	Assistant Secretary	Team Leader
Alhaji Brima Rogers	Permanent Secretary	Member

Haja Mariatu A. Koroma	Deputy Secretary	Supervisor
Abdul R. Jalloh	Human Resource Manager	Member
Mary Moina	Staff Superintendent	Member
Elizabeth Fisher	2nd Grade Clerk	Filing Officer
Haja Isatu Ngevao	2nd Grade Clerk	Filing Assistant

When you come back to your institution, you should inform your action plan to your supervisors and get permission. Also you need to inform your work improvement team members about your action plan.

3. Outstanding Challenge

The action plan cannot cover all the problems you face. You should focus on the most important issue that you have to solve. Thus you need to prioritize the work issues in the action plan. Following questions can help you to identify the issue:
- Which is the most problematic issue in your office?
- How far is your current service satisfying your customers?
- Is it under your own work responsibility?

Some examples from past participants are:

- Data base on supplies received, disbursed and balances are not up-to-date thereby making monthly reports difficult to produce.
- Documents are not properly classified and filed thus making retrieval of documents time consuming.
- Fixed asset registry is not up-to-date, hence assets are understated.
- People come to work but they do not know the type of job they are to perform
- Some personnel are overworked whilst others are idle
- Personnel do not have job description

4. Causes of Challenge

Then, you have to consider what causes the challenges above. Lack of supervision? Lack of manpower? Etc. You need to ask yourself, Why? Why? Why? And find in detail, the causes of the challenge.

Some examples from past participants are:

- Lack of proper training and regular supervision by supervisor
- Poor work attitude, negligence of duties and lack of interest in the job
- Admin officer not being able to manage files properly
- Lack of back-ups to manage the computerized documents cause damage of files
- Movement of documents/mail from one office to the other without recording
- Little competency in record management
- Limited shelves or space created in for files, folders and banners
- Regular lateness of employees leads to missing of incoming mail

• Staff are not properly trained and or supervised.
• Records on fixed assets have not been properly stored and have therefore been lost or damaged.
• Donated items do not always pass through the Procurement Unit for proper documentation.

5. Current Situation and Ideal Situation

Based on the analysis above, you need to investigate the current situation and the ideal situation in order to identify the gap. Also, this analysis is helpful for you to identify the base line and goal.

Some examples from past participants are:

Current situation	Ideal situation
• Mail generated internally and externally are not properly filed and logged in well, there is no reference guide to the filing system	• All communications and records generated internally and externally received are properly logged in before routed in a timely manner
• Not all incoming mail are digitized and logged in, there is very minimum back-ups of computer files in the event of crashes	• That all incoming communications or mail are digitized and properly logged in a computer databank created in all departments with bank-ups
• There is not an assigned staff with the day-to-day responsibility to ensure that a good record keeping management system is in place in other departments	• That an assigned staff be in charge of creating logged and matrix of all daily incoming mail in their department with a regular schedule developed to monitor this.

Current situation	Ideal situation
a) Poor tracking of circulating records	a) Proper Tracking of circulating records
b) Little competency in Records Management (Officer in charge)	b) Improved knowledge in Records Management (officer in charge)
c) Few trained records staff	c) More trained records staff
d) Improper Filling Plan (storage facilities: virtual cabinets, file, drawers, folders, etc.)	d) Proper Filling Plan
e) Poor records inventory	e) Proper records inventory
f) Improper classification of files	f) Proper classification of files
g) Inadequate supervision	g) Adequate and effective supervision
h) Absolute delay in Service Delivery	h) Prompt service delivery to meet Ministry's vision, mission and time lines

6. Activities with indicators

Consider the activities to fill the identified gap between Current and Ideal Situations. Set the indicators as the outputs of the activities.

The example is:

ACTIVITIES	INDICATORS
Posting of cards bearing attitudinal change, messages and vision & Mission statements	**10 pieces of coloured cards posted** at strategic locations of the office
Providing sensitization on privileges of workers schooling	**20 officers trained** on office privileges and how to manage schooling and office work
Organizing mini Workshop for 6 middle level supervisors and 10 support staffs on organisation goals & objectives; the importance of Supervision and attitudinal change at the work place.	Mini workshop organised and **16 employees trained**.
Organise awareness through sensitization on attitudinal change	**20 staff sensitized, 10 per session per week** on the effect of negative-positive attitude on office dignity and productivity.

7. Implementation Schedule

You can visualize your schedule by utilizing Gantt chart. It is helpful to share the schedule with your team and your supervisor. Fill the activities which are indicated in the "activities and indicators". Then, clearly identify the target date by when you finish each activity.
The example from past participant is:

Activities	Oct		Nov		Dec		Jan		Feb	
Posting of cards bearing attitudinal change messages	→	→								
Providing sensitization on privileges of workers schooling			→	→	→	→				
Organizing mini Workshop for 16 employees.							→	→		
Organise awareness through sensitization on attitudinal change									→	→
Providing supervision, mentoring, coaching and guidance to subordinates	→	→	→	→	→	→	→	→	→	→

8. Benefit to Customers and/or Work Place

When you implement the activities and achieve the indicators, what can your customers and/or your colleagues benefit from your action plan? You need to consider and identify the expected outcome and impact of your action plan. Some examples which are identified in the impact survey of the 1st and 2nd EL/QPI courses are:

● Duration to issue the building permit is minimized from 3 weeks to 1 week because of the established records management system and our clients can start construction very smoothly.

● Once the job description for all the division staff is developed, staff performance is enhanced to achieve organisational goals, conflict amongst staff is minimized, which impacts positively on the image of the organisation.

● Staff begins to smoothly provide the service and customers can receive satisfactory services by exhibiting the service charter in front of the reception. Also it prevents corruption.

Service Charter Board in front of Ministry of Transport in Liberia

9. Needed Organisational Supports

You may need financial support, man power, equipment and any other supports from your institution. You have to clearly point out the necessary support from the organisation. However, most successful action plans tend to less rely on organisational support than other ones since it takes time to get supports from the organisation and it causes delay in action plan implementation. Thus you have to consider the scale of your action plan and also whether it is under your own work responsibility.

10.   Linkage with "the Citizen Charter"

Your action plan should follow the vision and mission statements of your institution for institutionalization of your action plan. In addtition, link the action plan to the citizen charter of your organization.

Some examples from past participants are:
- Effective and efficient records management of policy documents will enhance the realization of the provision of services that promote the social development and protects the rights of especially, the socially marginalized, the disadvantaged, the less privileged people particularly children, women, the aged, the disabled, minority groups, individuals, family units and the needy in the communities of Sierra Leone.
- Clearly defined roles/responsibilities of personnel will enhance productivity and ensure efficient and effective service delivery.
- Timely service delivery will help the ministry to deliver high quality infrastructural projects that the country needs according to the vision of my Ministry.

11.   Self monitoring of the action plan

Before you start to implement your action plan, you need to record the current situation to compare the situation before and after the action plan implementation. It helps you to keep track of the evidence of successful implementation of your action plan.

Action Plan Format

Action Plan Title:
[   ]

1. Participant's Profile

Participant's Name	
Position	
Division, Institution	

2. Team Profile

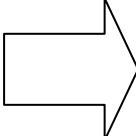| Name	Position	Designation
		Team Leader

3. Please describe outstanding challenges which should be tackled to improve your current working situation in detail.

4. Please describe causes of the challenges mentioned above in detail.

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5. Please describe current situation and ideal situation.

Current Situation	Ideal Situation

6. Please describe specific activities with indicators for impact measurement

Activities	Indicators

7. Please describe action plan implementation schedule by using Gantt Chart

Week / Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	→															

8. Please describe how your customers and/or your workplace can benefit if above-mentioned solutions are successfully implemented.

9. Please describe needed organisational supports to implement this Action Plan (including budget implication)

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10. Please direct linkage with "the Citizen Charter" (or visions and mission statements) of your organization if there is a link.

[End]