

National Leadership Engine

Developing a leadership pipeline

Participant's Manual

About NPCC

The NPCC was set up in 2000 with the objective to 'stimulate' and generate productivity and quality consciousness and drive the productivity and quality movement in all sectors of the economy. For more information visit <http://www.npccmauritius.org>

Lead Consultant for National Leadership Engine Project

Dr Girish Nuckchady, Director, Lifetime Learning Training Centre

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Message by Chairman, NPCC



GROWING GREATNESS

Just like the tiny seed gives rise to a giant oak tree, similarly we, humans, have the capacity to assume gigantic proportions in terms of our positive influence on the world within and around us. The National Leadership Engine Project, dear friends, has been conceived and designed in such a way that our fellow countrymen at all levels, whether they work in the public or private sectors, whether still students or unemployed, ALL develop and grow their potential to become leaders.

This "Leadership Participant Workbook" has been written for you to use and refer as you embark on an exciting leadership journey which will take you and your country to unprecedented heights. It is meant to transform you into agents of change, resolute in your determination and drive to transform yourself and your immediate surrounding including their family, workplace and the community at large.

The project will enable the creation and profusion of community projects, which will have a visible and practical impact in our various localities and communities. When added together, we will see a compounded synergy emerge that will bear a powerful imprint on the future of our country, its people and their mindsets. This will improve work ethics and promote a civic culture, thus making us more attractive and competitive vis-a-vis the region and the great continents of Africa and Asia that beckon to us. I urge you to make daily use and cherish the contents of this workbook which have been prepared with care and vision by experienced consultants in collaboration with the senior executives of the NPCC.

Grow "Greatness" in you everyday and let the beauty shine for a greater good.

Sanjiv MULLOO.

Chairman

Foreword by Executive Director, NPCC



Dear Young Leaders,

I feel privileged to be addressing you in the context of the second edition of the National Leadership Engine (NLE) project this year, which is for the NPCC a vital national initiative that aims at creating a pipeline of effective leaders for Mauritius.

The impactful pool of skills and talents that you represent is an invaluable asset for our country. It is with the motive to carve out the leaders in you that the NPCC has come up with the second edition of this ambitious project.

You will be guided all the way through this workbook which will embark you on a journey to discover your inner traits as an effective leader who will double his/her role as an actor of positive change in the community.

As rightly said by Microsoft's founder, Bill Gates, "*as we look ahead into the next century, leaders will be those who empower others.*" This piece of observation has a significant meaning especially for the young people who will walk on the trails of the former generation to finally march further to make their own trails and leave them for the generations after them.

I would seize this opportunity to thank the Ministry of Youth Empowerment, Sports and Recreation for their unflinching support and collaboration.

I wish to express my appreciation to all our partners who have believed in this project and brought their contribution to make it happen.

I wish you all the best in your quest to emerge as a strong and effective leader and that you will, at your turn, ignite, drive and inspire others for a brighter tomorrow.

Ashit GUNGAH

Executive Director

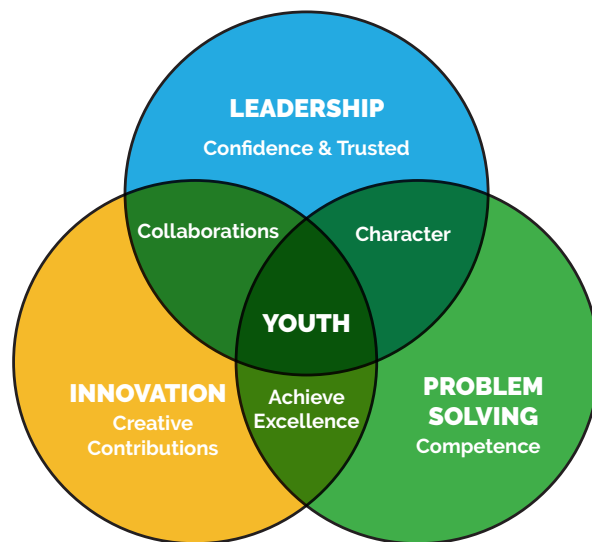
Overview of National Leadership Engine Project



National Leadership Engine

The National Leadership Engine (NLE) is an initiative of the National Productivity and Competitiveness Council under the aegis of the Ministry of Financial Services and Good Governance in collaboration with the Ministry of Youth and Sports with the objective of developing a leadership pipeline to achieve higher productivity and better living for the nation.

NLE targets young Mauritian aged 18 and above to develop 21st century skills highlighted in the leadership framework as illustrated.



Our youth will be empowered with trusted leadership skills and confidence allowing for character development.

Excellence can be achieved with the creative contributions and innovation of our youth through collaborations with others. The leadership pipeline developed through this project is expected to have an impact on socio-economic challenges such as decreased unemployment through entrepreneurship, promotion of adult literacy, better health, reduction in teenage pregnancy and poverty among others.

Overview of National Leadership Engine Project

By participating in this project, you will:

IGNITE the way through training in

- Self-Assertiveness
- Social Competence
- Leadership Skills
- Networking
- Team Building

DRIVE the way through

- Creative and innovative projects for the community
- Sustainable positive change

INSPIRE the way through

- The National Leadership Engine Convention
- National Leadership Engine Certificates (MQA-Approval in progress)

NATIONAL LEADERSHIP ENGINE IMPLEMENTATION PHASES

IGNITE → DRIVE → INSPIRE

1. TRAINING OF YOUTH

(6 sessions on personal competence, social competence, leadership, innovation & creativity, critical thinking & problem solving and project management).

2. IMPLEMENT A PROJECT

(6 sessions for working in teams to develop and implement a community project).

3. EVALUATE PROJECT

(Panel of jurors to evaluate the leadership projects).

4. CONVENTION

(Award ceremony for the best projects).

1st Prize
Rs 75,000

2nd Prize
Rs 50,000

3rd Prize
Rs 25,000

Leadership Brand and National Leadership Engine Project

▶ Learning Objectives

At the end of this module, the participant will be able to:

- Explain the "Leadership Brand" and its different dimensions
- Translate values of the "Leadership Brand" into behaviours
- Describe the concept of the Leadership Engine
- Define the Teachable Point of View

▶ Key Concept: The Mauritius Leadership Brand

Components of the Mauritius Leadership Brand

The Mauritius Leadership Brand (MLB) has two major elements: the fundamentals (leadership codes) and the differentiators which our leaders must master.

The Leadership Brand differentiators are

- **Together:** Leaders must be able to pull people together and collectively achieve set goals.
- **Innovating:** Leaders must be able to apply innovative thinking to leadership tasks and create a climate where everyone applies innovative thinking to solve problems.
- **Trusted:** Leaders must act selflessly and do what he or she says they will for the common good.
- **Excellence:** Leaders must be visionary, ethical and strive for delivering world-class results.

Colours used for the MLB framework

- Red: Represents the Mauritian Community. We need to trust our fellow citizens to make progress for the betterment of one and all.
- Blue: Represents the oceans and novelty. We need to adopt new ways of thinking and doing.
- Yellow: Represents hope towards a better, sustainable future.
- Green: Represents the greenery of the island and translates the idea of working towards sustainable, inclusive growth.





The Mauritius Leadership Brand and the Leadership Engine Project

▶ Activity: Leadership Brand

Values/Differentiators	What behaviours generally demonstrate the value
Together	1. _____ _____ 2. _____ _____ 3. _____ _____
Innovating	1. _____ _____ 2. _____ _____ 3. _____ _____
Trusted	1. _____ _____ 2. _____ _____ 3. _____ _____
Excellence	1. _____ _____ 2. _____ _____ 3. _____ _____

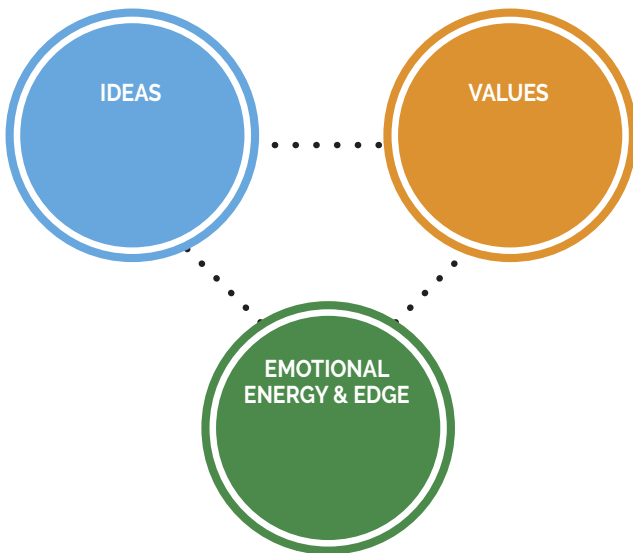
► Key Concept: The Leadership Engine

Noel Tichy, a Michigan Business School guru and worldwide consultant, is the author of the book "The Leadership Engine". The book is about organisational transformation that guarantees leadership at every level of an organisation.

Why do some companies consistently win in the marketplace while others struggle from crisis to crisis? The answer, says Noel Tichy, is that winning companies possess a "Leadership Engine", a proven system for creating dynamic leaders at every level. Technologies, products and economies constantly change. To get ahead and stay ahead, companies need agile, flexible, innovative leaders who can anticipate change and respond to new realities swiftly. Tichy explains that everyone has untapped leadership potential that can be developed. Winning leaders and winning organisations have figured out how to do this.

Key Concept: Teachable Point of View

Teachable Points Of **View** are stories that leaders use to define themselves and their values, and to communicate with and teach others.



IDEAS: Your intellectual understanding of the challenge/problem

VALUES: How you want you and your team members behave in terms of discipline and attitudes. Values support the ideas.

EMOTIONAL ENERGY: How you motivate your team members to buy in your ideas and values

EDGE: Making clear judgments. Yes & No decisions. Edge come after good ideas, clear values and how you motivate people.

Not enough – you need a **virtuous teaching and learning cycle**. As a leader you must Listen, Help and Learn from your team members.



An example of a Teachable Point of View of a Team Leader

Malala Yousafzai’s Teachable Point of View: Anyone can bring about change at any point — and at any age

The Teachable Point of View of the Nobel Peace Prize laureate Malala Yousafzai is that it doesn't matter how young or how old you are, anyone can bring about change — and the action you take to deliver that change is valuable. In 2012, the Taliban attempted to assassinate Yousafzai, then aged 15. Yet she survived and went on to tell her story and set up the Malala Fund with her father in 2013, to raise awareness.

In a session titled "An Insight, An Idea With Malala Yousafzai" at the World Economic Forum (WEF) summit in Davos, Switzerland, Malala said: "I started speaking out when I was 11 years old and I had no idea if my voice can have an impact or not, but soon I realized that people were listening to me and my voice was reaching to people around the world. So change is possible and do not limit yourself, do not stop yourself, just because you are young." Now 20, Yousafzai became the youngest Nobel Laureate after receiving the Nobel Peace Prize in 2014. In addition to her work for the Malala Fund, the activist is a published author and a United Nations (UN) Messenger of Peace.

When it comes to who has the power to bring about change, Yousafzai said you don't have to be the leader of a nation or a business, to be a pioneer of change.

"Often, we think that you have to become a prime minister or president or a CEO to be the change-maker — no, you don't. You can bring change at any point, at any age you want," she said.

In fact, when asked what message she would deliver to girls, boys and people in general, it was to "believe in themselves, believe in their voice, believe in their actions," because people, especially children, are the future and present.

"They make up the community, and each and every action they take matters. It has an impact on the society, so they must get involved," said Yousafzai, who went on to emphasize the importance of getting an education and helping others. Any action that a person takes can "have an impact," the activist said, suggesting that generating change can come in many formats, whether from blogging, fundraising, raising awareness on social media, or supporting the local community and taking part in petitions.

"All these things matter. So once you all start doing this, we create a global movement."

Source: <https://www.cnn.com/2018/01/31/malala-yousafzai-on-leadership-and-her-own-career-path.html>

Other Ideas

Module 1
National Productivity and Competitiveness Council

NPCC National Leadership Engine

Module 1

What is informing the way this programme has been designed?

Module 1A:

Mauritius Leadership Brand and the National Leadership Engine

Module 1B

Basic Productivity Concepts applied to your NLE Projects

Facilitator: XXXXX

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Module 1
What has informed the way this programme has been designed?

NPCC National Leadership Engine

Module Objectives

- Explain the “Leadership Brand” and its different dimensions
- Translate values of the “Leadership Brand” into behaviours
- Describe the concept of the Leadership Engine
- Define the Teachable Point of View


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Module 1
What has informed the way this programme has been designed?

NPCC National Leadership Engine

Case Study - The Leader

Discuss the Case Study



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Module 1
What has informed the way this programme has been designed?

NPCC National Leadership Engine

Why a Leadership Brand?

Definition of a Leadership Brand:

A leadership brand is a shared identity among an organisation’s leaders that differentiates what they can do from what your rivals’ leaders can do.

(Building a Leadership Brand, Norm Smallwood and Dave Ulrich, Harvard Business Review 2007).


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Module 1
What has informed the way this programme has been designed?

NPCC National Leadership Engine

Activity

- If we have a leadership brand for Mauritius, what will happen?
- What are the benefits?

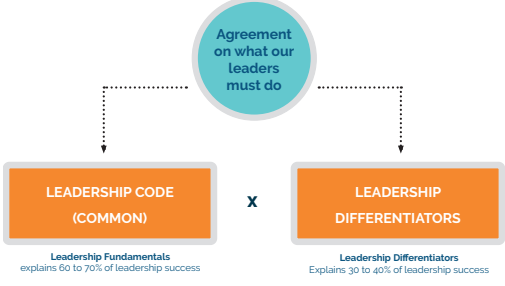


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Module 1
What has informed the way this programme has been designed?

NPCC National Leadership Engine

Dimensions of a Leadership Brand



The diagram illustrates the components of a leadership brand. At the top is a circle labeled "Agreement on what our leaders must do". Two dashed arrows point from this circle to two boxes below. The left box is labeled "LEADERSHIP CODE (COMMON)" and is associated with "Leadership Fundamentals" which "explains 60 to 70% of leadership success". The right box is labeled "LEADERSHIP DIFFERENTIATORS" and is associated with "Leadership Differentiators" which "Explains 30 to 40% of leadership success". A multiplication sign (x) is placed between the two boxes.

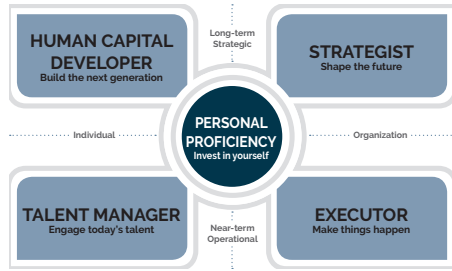
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Module 1

Module 1
What has informed the way this programme has been designed?



The Leadership Code



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The Mauritius Leadership Brand



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Module 1
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The Mauritius Leadership Brand

Activity in Plenary:

When you look at the Mauritius Leadership Brand, what behaviour is attached to each attribute Leadership Differentiators?

In other words what do you need to see in leaders so that we can say they have the Leadership Differentiators which are in the Mauritian Leadership Brand?

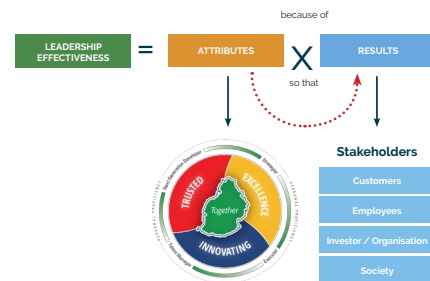
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Module 1
What has informed the way this programme has been designed?



The Mauritius Leadership Brand and Results



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Module 1
What has informed the way this programme has been designed?



Towards a Teachable Point of View

Kick Off Activity towards Your Teachable Point of View

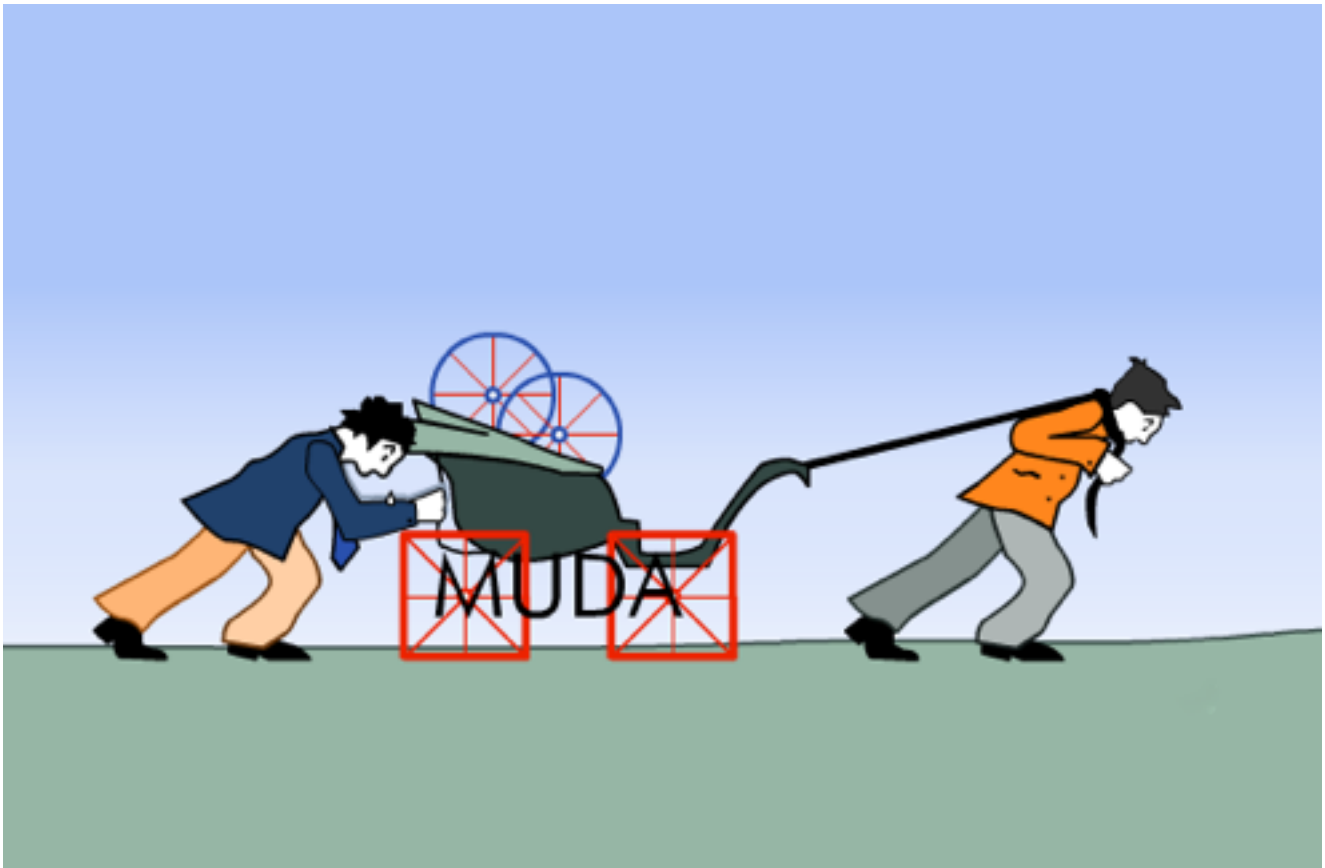
Basic Productivity Concepts applied to your NLE Projects

▶ Learning Objectives

At the end of this module, the participant will be able to:

- Define Productivity
- Explore the importance of Productivity for a country
- Explain the four basic concepts of productivity: Kaizen, PDCA, 7 Types of MUDA and 5S

Key Concept: Productivity



Case Study- Definition of Productivity

Mina, Lee and Kevin are community leaders, keen to make a difference in their village. They are going to Rodrigo Coffee and have the following conversation on their way:

Mina: I cannot believe what I see. Why are these people pulling a cart with square wheels?

Lee: Yes. You are absolutely right. It is not only a square-wheeled cart, but there are round wheels on top of the cart.

Kevin: These people are straining themselves, putting a lot of energy, yet progressing so slowly. Their productivity is weak.

Mina: You mean production.

Kevin: No. Productivity. I attended a course last month and learned that productivity means working smarter, not harder. It is about being both efficient and effective. Efficiency means doing things right. Effectiveness means doing the right thing.

Lee: I also know about the term productivity. I thought this is applicable only in factories.

Kevin: Productivity is indeed the relationship between the quantity of output (goods and services produced) and the quantity of input (i.e., resources such as labour, materials, machinery, and energy) that are used in production. This is the technical concept of productivity. But the concept of productivity has evolved over the years.

Mina: This sounds interesting. Tell me more about productivity.

Kevin: Let us go to the coffee shop and I will tell you more.

The above case study introduces the term **productivity**. Productivity is key to maintaining competitiveness, at both the organisation and country levels, and in ensuring sustainable socio-economic development (Handbook on Productivity, Asian Productivity Organisation, 2015). Productivity means different things to different people. But there are at least two essential productivity concepts often used and espoused by the NPCC.

i. Productivity as a technical concept

As a technical concept, productivity is the ratio between the amount of outputs and the amount of inputs needed to produce a product or service. It is about making the most effective use of all resources and gaining the maximum value from them.

$$\text{PRODUCTIVITY} = \frac{\text{OUTPUT}}{\text{INPUT}}$$

ii. Productivity as a social concept

"Productivity is, above all, a state of mind. It is an attitude that seeks the continuous improvement of what exists. It is a conviction that one can do better today than yesterday, and that tomorrow will be better than today."

European Productivity Agency, Rome Conference, 1959

Productivity is a mindset which seeks to continually improve what already exists. It aims for a better quality of life for everyone; hence, it is everybody's business.

In the Mauritian context, the NPCC uses the tagline "Travay pli bien dime dan bien" to promote the productivity concept.





"Personne n'est couple, tout le monde est responsable" by Josée Poncini is the moto used by NPCC during implementation of productivity concepts at all levels.

▶ Key Concept: Kaizen

The Japanese word *kaizen* means “change for better”, with inherent meaning continuous improvement. The focus of Kaizen is to build positive habits, that is, what we do effortlessly daily, that is, improvement Everyday by Everyone and Everywhere. The group habits becomes the culture of the community.

Just like we cannot learn swimming online but in the swimming pool, Kaizen is implemented on the GEMBA, that is the actual place where the value addition takes place. Therefore, the field visits, data collection and participation of beneficiaries are all important project implementation activities at community level. The benefit of Kaizen can be better understood by comparing FAT systems with LEAN systems. For instance comparing a FAT man with a LEAN man or a FAT project with a LEAN project.

Criteria	FAT Man 	LEAN Man 	FAT Project	LEAN Project
Quantity of resources consumed	MORE	LESS	MORE	LESS
Capacity to make an impact	LESS	MORE	LESS	MORE
FLEXIBILITY	LESS	MORE	LESS	MORE

Kaizen is the Journey from FAT to LEAN

The common FAT are:

FAT	Meaning	Example in the Community
MUDA	Waste/Obstruction to flow	Accidents
MURA	Inconsistencies	Errors in Service Delivery (Water not available in some region)
MURI	Burden on man & equipment	Stress at home

► **Key Concept: 7 Types of MUDA**

Types of MUDA	Meaning
Overproduction	This is the muda of producing/having more than you need.
Transportation	Unnecessary movement of resources (materials)
Inventory	Storing or Keeping more than is needed is called muda of inventory.
Waiting	Time being wasted in waiting for value added to occur
Motion	Improper movement of people causing physical strain
Overprocessing	Doing same thing over and over again without adding value eg verification of same data by more than one person in an office
Defects	Errors, mistakes and reworks which result into waste of resources

Example of 7 Types of MUDA at Fast Food stall.



In this example, making more burgers that can be sold per day is a MUDA of OVERPRODUCTION. When many burgers are made, they have to be transported to the food display area resulting in MUDA of TRANSPORTATION. In the food display area, extra shelf is required to store the excess burgers made resulting into MUDA of INVENTORY. If the customer does not want pickles in the burger, it is a MUDA of DEFECTS. Removing the pickles is equal to the MUDA of OVERPROCESSING which requires the MUDA of Wasted MOTION from the kitchen operators. As a result, customers have to wait, MUDA of WAITING. In this Fast Food, the potential of the workers has not been use to increase the efficiency of the service, resulting into an eighth type of MUDA called MUDA of wasted potential.

Source: <https://paulakers.net/books/2-second-lean-resources/2sl-chapter-14>



Activity - Muda identification

Identify the different types of mudas

1	100 sandwiches ordered for a social gathering when only 20 guests are coming.	Muda of
2	Guests arrive at ten and programme starts at noon.	Muda of
3	500 juice boxes were bought for the workshop targeting 200 people. The unused juice boxes were kept in the store.	Muda of
4	Out of the 500 shirts we made to distribute to participants for the cleaning campaign, 50 did not have the logo we designed.	Muda of
5	Whenever we plan any event, Marc has to go to the supermarket in the neighbouring village to buy materials required. The same materials are available at the same price in the supermarket down the lane.	Muda of

Other Ideas

► **Key Concept: 5S Good Housekeeping**

Having identified the 7 types of MUDA, 5S also known as “Good Housekeeping” is the first step on the productivity improvement journey. The objective of 5S is to keep the GEMBA clean, orderly and disciplined.


Japanese	English	French	Meaning	Example
Seiri	Sort	Selectionner et jeter	Organization	Throw away unnecessary items
Seiton	Set in order	Systematiser le rangement	Neatness	30 second retrieval of a documents / tools
Seiso	Shine	Nettoyer Soigneusement	Cleaning	Individual cleaning responsibility
Seiketsu	Standardize	Standardiser	Standardization or Hygiene	Transparency of storage
Shitsuke	Sustain / Discipline	Etre Displiner	discipline	Do 5S daily

Module 1B

Basic Productivity Concepts applied to your NLE Projects



Examples of application of 5S

With MUDA	Productivity Improvement Tool	Without MUDA
	<p>In the Kitchen, 5S can optimize the space available e.g. in refrigerator or your wardrobe</p>	
	<p>In the garage, 5S can reduce the search time for your tools & spare parts</p>	
	<p>In the yard, 5S can improve the aesthetics of our environment</p>	
	<p>Discipline of 5S by Mauritians can save lives in case of Flash Flood</p>	

Module 1B

Basic Productivity Concepts applied to your NLE Projects

▶ **Activity: 5S**

Conduct a walkthrough survey at home and identify areas where 5S can be applied. Write down your observation and what actions you took to implement 5S at home.

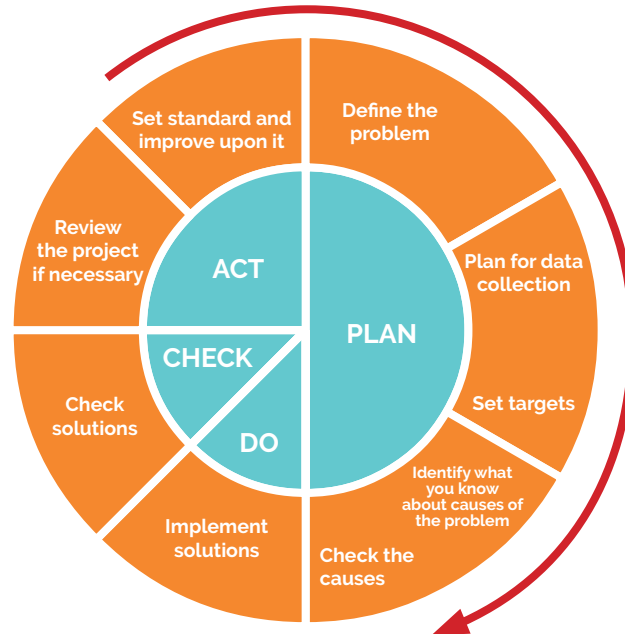
Opportunities for 5S	Actions taken for improvement

▶ **Key Concept: The Deming Cycle – PLAN-Do-Check-Act(PDCA)**

Identification of 7 types of MUDA also unveils problems which cannot be solved by one person only. It requires problem solving with in-depth analysis of the root cause so that the best solution is applied and prevent recurrence of the problem. The productivity used in such situation is the Deming cycle also known as the Plan-Do-Check- Act(PDCA) cycle. This methodology which describes the four essential steps, PLAN-DO-CHECK & ACT that should be carried out systematically to solve community problems.



The four steps in the cycle are synthesised in the figure below:



Plan

The first stage involves identifying and defining the problem to be addressed. Once the problem has been identified, relevant data is collected and targets are set. The root causes of the problem are also ascertained to formulate possible solutions. An action plan is also defined.

Do

The solutions proposed in the planning stage are implemented. Measurement to gauge its effectiveness is also defined.

Check

The results are confirmed through before and after data comparison.

Act

The solutions are reviewed if necessary. Workable solutions are documented and shared with everyone concerned. The next problem to be addressed is identified and the cycle continues.

PDCA will be applied to community problem solving later in module 5 & 6.

Module 1B

Basic Productivity Concepts applied to your NLE Projects

Module 1B
National Productivity and Competitiveness Council

Module 1 B

Productivity Concepts applied to your NLE projects

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Module 1B
Basic Productivity Concepts applied to your NLE Projects

Definition of productivity

Activity

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Module 1B
Basic Productivity Concepts applied to your NLE Projects

Definition of productivity

“Productivity is, above all, a state of mind. It is an attitude that seeks the continuous improvement of what exists. It is a conviction that one can do better today than yesterday, and that tomorrow will be better than today.”

European Productivity Agency, Rome Conference, 1959

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Module 1B
Basic Productivity Concepts applied to your NLE Projects

Four Basic Concepts and Tools

1. Kaizen
2. Deming circle
3. Wastes minimisation
4. 5S Good Housekeeping

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Module 1B
Basic Productivity Concepts applied to your NLE Projects

Kaizen

KAI
CHANGE

+

ZEN
BETTER

=

KAIZEN
CONTINUOUS IMPROVEMENT
Everybody!
Everyday!
Everywhere!

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Plan-Do-Check-Act-Cycle

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Wastes Elimination - Mudras

The seven types of mudras are:

- Overproduction
- Inventory
- Transportation
- Waiting
- Motion
- Over Processing
- Defects

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5S – Good House-Keeping

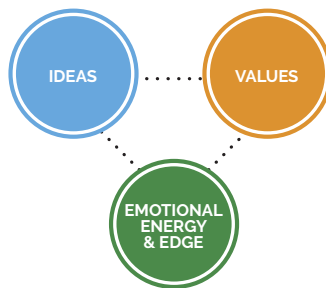
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YOUR TEACHABLE POINT OF VIEW



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YOUR STORY

Have a clear Road Map of where your community or your project is going

- Your case for change
- Where we are going as a community or project team
- How we will get there.
- Think about your various spheres of Influence: Communities you belong, at work, Clubs, Associations, Union, benevolent associations etc... They are the ones impacted by your project

Now write your Story

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Closing Question

Based on what you have learnt today, what will you do differently at your place of work and your community to contribute to a better Mauritius?

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Final Remarks

“The ability to establish, grow, extend, and restore trust is *the* key professional and personal competency of our time.”

– STEPHEN M.R. COVEY

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Module 1B

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▶ MY SUMMARY MODULE 1: LEADERSHIP ENGINE & PRODUCTIVITY

1. What did I learn?

2. What do I want to remember?

3. My Teachable Point of View?

Module 2

Leadership, Building Confidence
& Trusted Collaboration and Character



Leadership, Building Confidence & Trusted Collaboration and Character

► Learning Objectives

At the end of this module, the participant will be able to:

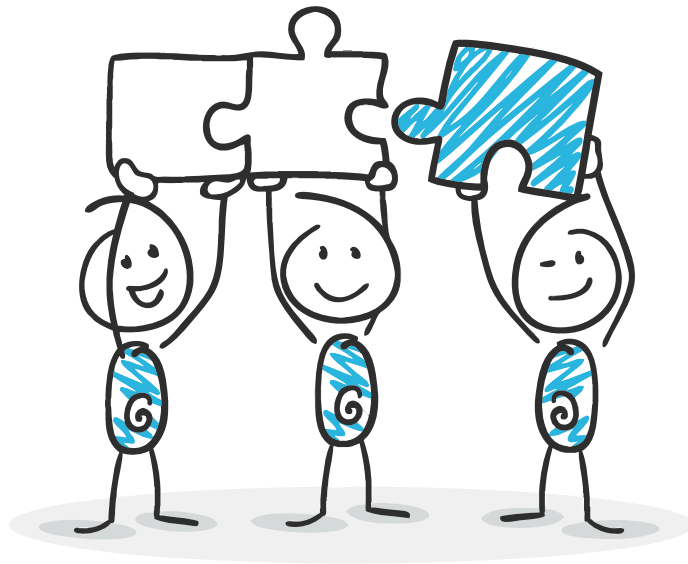
- Appreciate the characteristics of a Good Leader
- Explain the concept of servant leadership
- List the difference between Leading and Managing
- Compare different leadership styles
- Explore the value of trust
- Develop trusted collaborations within teams

► Key Concept: The characteristics of a Good Leader

There is no doubt that we all need good leaders to help and guide us and make the necessary large-scale decisions which keep the world moving. It is usually quick to identify a bad leader, but how to identify a good one? What is it that most people look for in a good leader?

Based on research (<https://www.ccl.org/blog/characteristics-good-leader/>) conducted by the Centre for Creative Leadership, USA, it was found that great leaders consistently possess these 10 core leadership traits:

1. Honesty
2. Ability to delegate
3. Communication
4. Sense of humor
5. Confidence
6. Commitment
7. Positive attitude
8. Creativity
9. Ability to inspire
10. Intuition



While many powerful and successful leaders have not demonstrated all of these traits, and the definition of a good leader can be quite ambiguous, most good leaders do master at least some of these characteristics. Consider someone you would say is a great leader. How many of these characteristics does he/she express

Module 2

Leadership, Building Confidence & Trusted Collaboration and Character

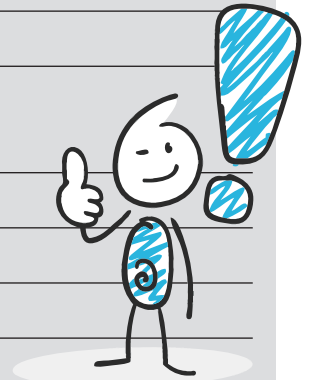


► Activity: The Leader and the Manager

People follow a leader while a manager makes people work. What are the other differences between a leader and a manager.

Leaders

Managers



► Key Concept: Servant Leadership

Robert Greenleaf's, derived the concept of the servant-leader following his reading of *Journey to the East* by Herman Hesse. It is the story of a group of travelers who were served by Leo, who did their menial chores and lifted them with his spirit and song. All went well until Leo disappeared one day. The travelers fell into disarray and could go no farther. The journey was over. Years later, one of the travelers saw Leo again—as the revered head of the Order that sponsored the journey. Leo, who had been their servant, was the titular head of the Order, a great and noble leader. In *The Servant as Leader*, Greenleaf said: ...this story clearly says—the great leader is seen as servant first, and that simple fact is the key to his greatness. Leo was actually the leader all of the time, but he was servant first because that was what he was, deep down inside. Leadership was bestowed upon a man who was by nature a servant. It was something given, or assumed, that could be taken away. His servant nature was the real man, not bestowed, not assumed, and not to be taken away. He was servant first.

If there is a single characteristic of the servant-leader that stands out in Greenleaf's essay, it is the desire to serve. A walk through *The Servant as Leader* provides a fairly long list of additional characteristics that Greenleaf considered important. They include listening and understanding; acceptance and empathy; foresight; awareness and perception; persuasion; conceptualization; self-healing; and rebuilding community. Greenleaf describes servant-leaders as people who initiate action, are goal-oriented, are dreamers of great dreams, are good communicators, are able to withdraw and re-orient themselves, and are dependable, trusted, creative, intuitive, and situational.

Source: <http://toservefirst.com/definition-of-servant-leadership.html>

► **Key Concept: How to give Powerful Feedback**

- 1. Focus on behaviour and be specific.** Feedback should be timed to be as close as possible to the event, so that both parties have the clearest possible memory of the event. Focus on behaviour rather than making it personal and be really specific rather than making general comments. This all speaks to being well prepared before having the conversation.
- 2. Keep a focus on the positive.** Think about the receiver's strengths before giving the feedback and how they were using their strengths...were their strengths being used in a balanced way or perhaps tripping into 'overdrive', where their behaviour was were having unintended consequences? Linking your feedback to strengths can feel more empowering as strengths are positive characteristics that when used well, can be a great asset.
- 3. Secure commitment by focusing on action.** Ask coaching questions that will help the person receiving feedback figure out some options that they could consider in future. Ask them what might get in the way of their success and how they might use their strengths to overcome any such challenges. Then if appropriate, ask for a commitment, time-bound and action-based, that will lead to a change in behaviour.
- 4. Nurture and notice the change.** Be sure to reinforce the changes you want to see by noticing and mentioning when you've seen a shift, linking this to strengths to communicate the value that these have brought.

Source: <https://www.strengthspartnership.com/blog/coaching/how-to-give-more-powerful-feedback-enable-lasting-change/>

► **Key Concept: Daniel Goleman's Six Leadership Styles**

The Leadership styles identified by Daniel Goleman are:

1. Pacesetting
2. Commanding/Coercive
3. Visionary
4. Affiliative
5. Democratic
6. Coaching

► **Activity: Leadership Styles**

Match the leadership styles in the first column to the behaviours in the second column which best describe the corresponding leadership style.

Leadership Styles	Behaviours
Pacesetting	<ul style="list-style-type: none"> ● <i>Let's remind ourselves of the larger purpose</i> ● <i>This is what I see. I want you to see it too, and I'll need your help to get us there.</i>
Commanding/Coercive	<ul style="list-style-type: none"> ● <i>Let me help you develop</i> ● <i>How about doing it like this</i>
Visionary	<ul style="list-style-type: none"> ● <i>Do it my way!</i> ● <i>Come on, keep up!</i>
Affiliative	<ul style="list-style-type: none"> ● <i>Let's work it out together</i> ● <i>What do you think</i>
Democratic	<ul style="list-style-type: none"> ● <i>Do it because I say so!</i> ● <i>Don't ask questions. Just do it!</i>
Coaching	<ul style="list-style-type: none"> ● <i>People first, Task second</i> ● <i>Okay guys, let's work together on this</i>

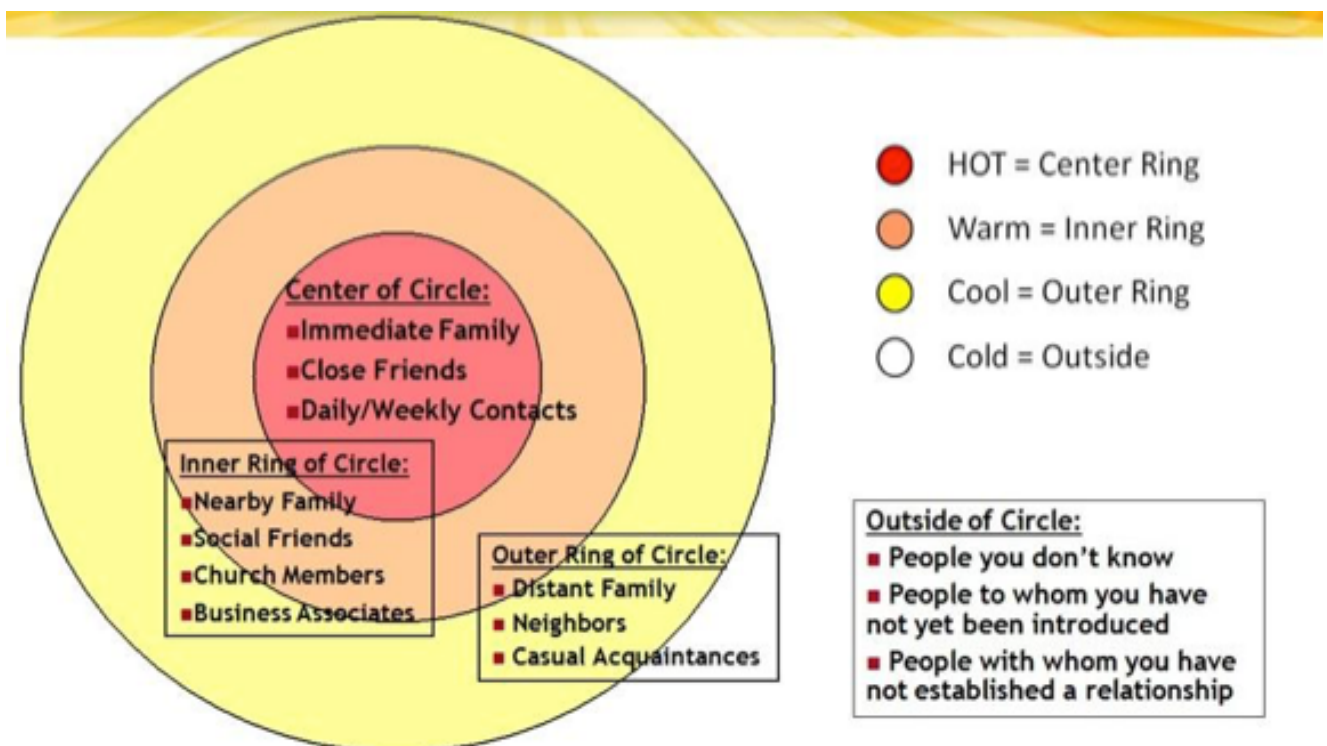


► Key Concept: Spheres of Influence

Your Sphere of Influence is just a group of people you know personally. No matter who you are or where you're from, if you've ever interacted with another human being, you HAVE a sphere of influence. And if you use it right, you can rapidly accelerate your project implementation and achieve the desired outcome.

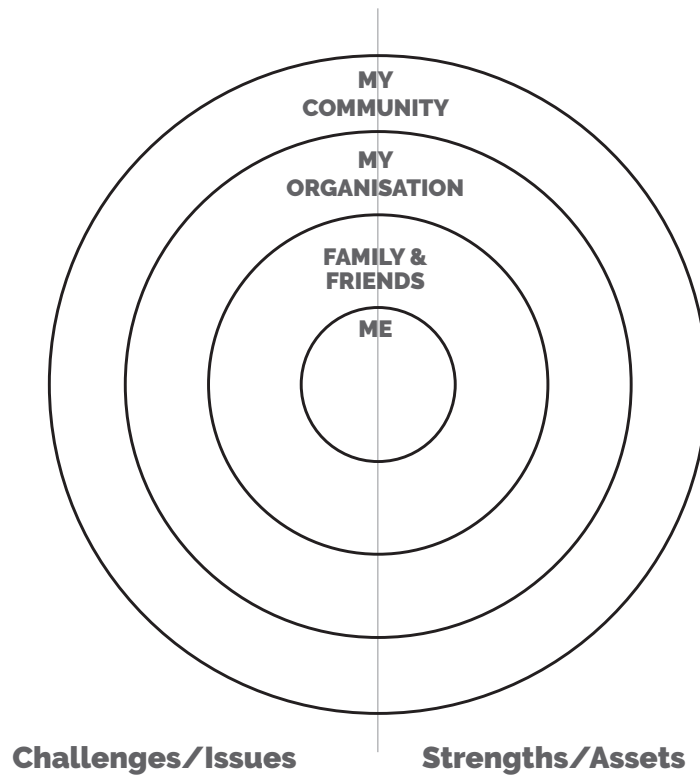
► Activity: Map your Sphere of Influence

What are the strengths/assets and challenges/Issues that exist in your community, school, friendship circles, and within yourself?

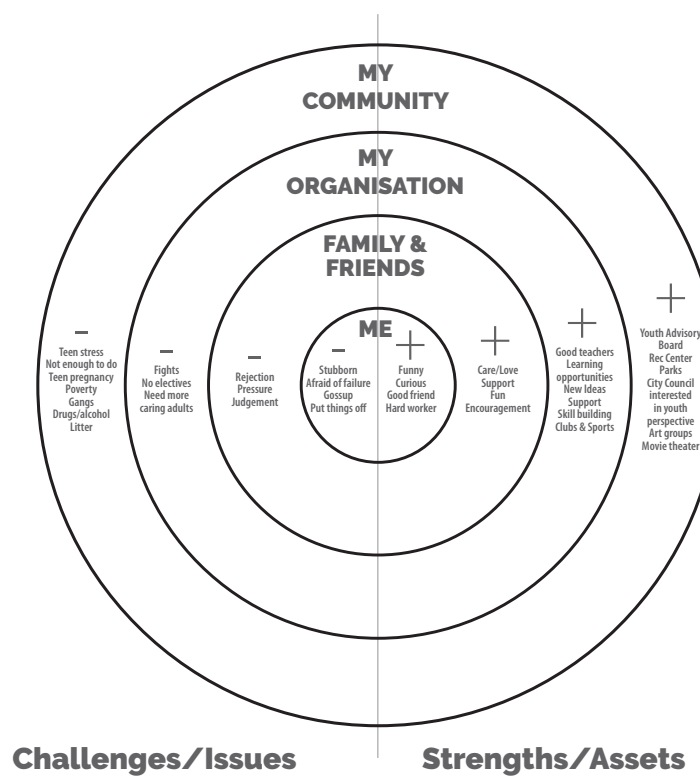


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Leadership, Building Confidence & Trusted Collaboration and Character



Example of Sphere of Influence



Adapted from YELL Handbook

<https://gardnercenter.stanford.edu/sites/default/files/YELL%20Handbook.pdf>

Module 2



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Module 2
Leadership – Building Confidence and Trusted Collaboration and Character
Facilitator : Xx


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A quick recap of previous session

- Any stories to share from application of learning of last time?
- What actions did you take and the outcomes you achieved?
- Any reflections so far?



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Module 2
Leadership – Building Confidence and Trusted Collaboration and Character

Module Objectives

The objective of this module is about:

- Understanding the difference between Leading and Managing
- Applying this distinction to your own work as a Community Leader
- Understanding the importance of flexing our Leadership Styles
- Enabling delegates to understand Trustworthiness and how to nurture trust and the role of feedback
- Enabling the delegates to be an effective coach to develop trusted collaborations


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Module 2
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Activity

Image of a Leader – Exploiting the Magic of Difference
PART 1 – A Great Mauritian Leader




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Activity

Image of a Leader – Exploiting the Magic of Difference
PART 2 – Creating an image of a Great Mauritian Leader



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Leadership – Building Confidence and Trusted Collaboration and Character

Leadership & Management

Difference between a Leader and a Manager

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Notion of Feedback

- Organise yourselves in two concentric circles first

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Debrief Questions on Feedback

- How did it feel to share feedbacks?
- What do you normally associate with feedback (for example what feelings, situations, language, how do we usually respond, etc.)?
- What made it valuable and different today?
- How do we want to work with feedback in this community and in your communities when you go back there?

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Difference between Flattery and Genuine Appreciation

Flattery	Genuine Appreciation

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Daniel Goleman 6 Leadership Styles

- Pacesetting
- Commanding/Coercive
- Visionary
- Affiliative
- Democratic
- Coaching

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Daniel Goleman 6 Leadership Styles Activity



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Daniel Goleman's 6 Leadership Styles

- Pacesetting**
 - Do it my way!
 - Come on, keep up!"
- Commanding/Coercive**
 - Do it because I say so!
 - Don't ask questions. Just do it!
- Visionary**
 - Let's remind ourselves of the larger purpose
 - This is what I see. I want you to see it too, and I'll need your help to get us there.
- Affiliative**
 - People first, Task second
 - Okay guys, let's work together on this
- Democratic**
 - Let's work it out together
 - What do you think
- Coaching**
 - Let me help you develop
 - How about doing it like this?"

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Spheres of Influence

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Conversation Task on Spheres of Influence

Purpose: To provide an action introduction to an appreciative way of working; to begin to make a positive intervention in our communities; to ensure that all the key communities or groups that you engage with (spheres of influence) are somehow aware of the programme and begin to build expectations of positive changes and interventions.

Q. Identify the communities in which you are currently a member. Add as many extra circles to this diagram as needed.

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Conversation Task on Spheres of Influence

Q. What are some new communities you would like to be a part of and influence? List below (you can add to this list later in the programme)

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Conversation Task on Spheres of Influence

Try some of these questions for this conversation:

- What is it about this community that you most value?
- If one thing in our community could change, what would it be?
- If I were to ask others in our community to say what they most value about you, what might they tell me?
- What have you noticed that has been different in this conversation?
- What other or similar conversations could we be having in our community?

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YOUR TEACHABLE POINT OF VIEW

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YOUR STORY



Have a clear Road Map of where your community or your project is going

- Your case for change.
- Where we are going as a community or project team.
- How we will get there.
- Think about your various spheres of Influence: Communities you belong, at work, Clubs, Associations, Union, benevolent associations etc... They are the ones impacted by your project.

Now write your Story


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CLOSING QUESTION

Based on what you have learnt today, what will you do differently at your place of work and your community to contribute to a better Mauritius?



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Module 2
Leadership – Building Confidence and Trusted Collaboration and Character

Final Remarks

“The ability to establish, grow, extend, and restore trust is *the* key professional and personal competency of our time.”

– STEPHEN M.R. COVEY

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▶ **MY SUMMARY MODULE 2: Leadership, Building Confidence & Trusted Collaboration and Character**

1. What did I learn?

2. What do I want to remember?

3. My Teachable Point of View?

The top section of the page features a blue background with several upward-pointing arrows of varying sizes and shades of blue, creating a sense of growth and progress.

Module 3

Personal competence & empowerment



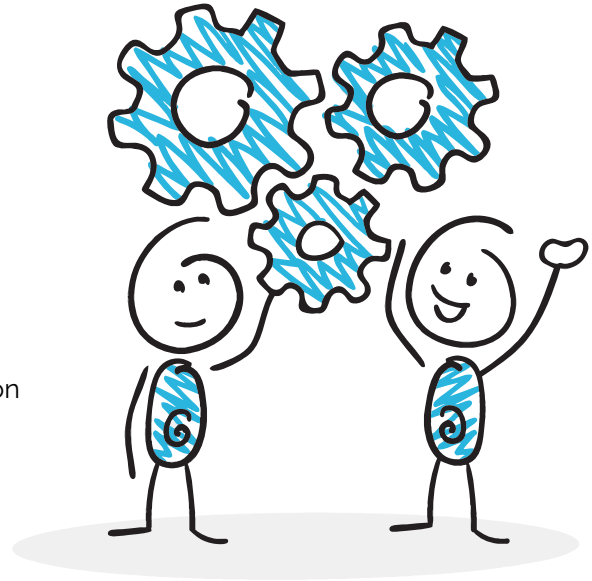
Personal Competence & Empowerment

▶ Learning Objectives

At the end of this module, the participant will be able to:

- Define the meaning of self-awareness
- Explain the meaning self-assessment
- Describe self-confidence,
- Clarify the term self-management and & self-direction
- Explore the meaning of Empowerment

▶ Story: The monkey and the fish



The fish loved the river. It felt blissful swimming around in its clear blue waters. One day while swimming closer to the river banks it hears a voice say, "hey, fish, how is the water?".

The fish raises its head above the water to see who it was. It sees a monkey seated on a branch of a tree extended over the water.

The fish replies, "The water is nice and warm, thank you".

The monkey feels jealous of the fish and wants to put it down. It says, "why don't you come out of the water and climb this tree. The view from here is amazing!"

The fish feeling a little sad, replies, "I don't know how to climb a tree and I cannot survive without water".

Hearing this the monkey makes fun of the fish saying, "you are totally worthless if you cannot climb a tree!"

The fish starts thinking about this remark day and night and becomes extremely depressed, "yes, the monkey is right", it would think, "I cannot even climb a tree, I must be worthless."

A sea-horse sees the fish feeling all depressed and asks it what the reason was. Upon knowing the reason, the sea-horse laughs and says, "If the monkey thinks you are worthless for not being able to climb the tree, then the monkey is worthless too cause it cannot swim or live under water."

Upon hearing this the fish suddenly realized how gifted it was; that it had the ability to survive under water and swim freely which the monkey never could!

The fish feels thankful to nature for giving it such an amazing ability.

► Moral of the story:

This story takes from Einstein's quote, "*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid*".

Take a look at our education system that judges everyone based on the same criterion. Coming out of such a system, it's easy for many of us to start believing that we are actually less gifted than others. But the reality is far from it.

The fish in the story attains self realization. It realizes what its true power was thanks to its friend. In a similar way, the only way to realize our true potential is to become self aware. The more awareness we bring into our mind and body, the more we realize our true potential.

In this regard, the practice of meditation is your best friend as that's the only path to self realization

Source: <https://www.outofstress.com/self-realization-short-stories/>

► Key concept: Self-Awareness

Stephen Covey describes Synergy as. "The natural principle that the whole is greater than the sum of the parts. Rather than going my way or your way, we take the path of synergy to higher and more productive results. You and I together are far greater than we are alone" (Covey, 2011, p. 13)¹. The first paradigm of synergy is the I See Myself paradigm; it is about seeing oneself as unique and capable of ones own judgment and actions (Covey, 2011). This paradigm asks you to think about what you see when you look at yourself? Do you see yourself as a thoughtful, respectful, open minded person? Or do you see yourself as someone who has all the answers, disrespecting those on the other side of the conflict? (Covey, 2011). Covey (2011) defines this paradigm in the following way "I see myself as a creative, self-aware human being who is more than the side I favor in a conflict. I might share certain beliefs or belong to certain groups, but these do not define me. I choose my own story" (Covey, 2011, p. 25).

This paradigm draws a distinction between what Covey calls the typical paradigm "I See My Side" (Covey, 2011). Seeing yourself is much different from seeing your side. Seeing yourself allows you to set yourself apart from the things external to yourself, such as your beliefs. According to Covey (2011), you are not comprised of your beliefs; they do not define who you are as a person. Covey (2011), speaks of

something called "The Real Identity Theft" this happens when people are unable to distinguish between their own mind and the mind of the culture. Covey goes on to explain that if you do truly see yourself, you will also see your cultural tendencies. You will be aware of your true motives, and be able to see beyond your own culture (Covey, 2011). Covey (2011) states, "those who really see themselves understand this creative paradox – that they are both limited and unlimited" (p. 29). In other words when you truly see yourself, you know that you are not complete on your own, but also that you have endless potential.

Source: *The 3rd-Alternative: Solving Life's Most Difficult Problems by Stephen R. Covey, An Executive Book Summary, by Whitney Anderson*

1 Stephen R. Covey, 2011, The 3rd Alternative, Solving Life's Most Difficult Problems, with Breck England, Published by Simon & Chuster, London



▶ **Activity: Self-Assessment**

SELF-AWARENESS: Based on what I am aware that I have been able to achieve in the past and on my own traits/behaviours. I express this by:

1.
2.
3.
4.
5.

Possible reasons why I may not have been as aware of my emotions or of my own traits/behaviours and I do not express self-awareness as perhaps I should be:

▶ **Key Concept: Self-Assessment**

It is the identification of one's own emotions and how they can impact situations to enable one to accurately assess oneself. You will be able to explore your own strengths and weaknesses, as well as being willing to explore them with others.

Self-assessment involves honestly investigating and acknowledging your emotional strengths and weaknesses. Reflecting on your experiences and defining key actions required to address any shortfall could help you achieve this.

▶ **Activity: Self-Assessment**

Write down your strengths and weaknesses in the following table:

STRENGTHS	WEAKNESSES

▶ **Key Concept: SELF-CONFIDENCE:**

Based on Self-awareness and Self-Assessment, this is our ability to ground ourselves so that we feel secure and self-assured in any situation we may find ourselves in.

▶ **Activity: Self-Confidence**

SELF-CONFIDENCE: Based on self-awareness and self-assessment. I express this by:

Reasons I may not feel as confident and therefore I do not express self-confidence as I know I should:

▶ **Key Concept: Self-management or self-direction:**

Once you are aware of how your emotions affect your behaviour and attitude towards situations, you will be able to self-manage. But you use your self-control to manage your emotions whatever your circumstances and motivate yourself to succeed.



Self-control - Ability to remain calm whatever the state of your emotions. Such people:

- Manage their impulsive feelings and distressing emotions well
- Stay calm, positive and unflappable even in difficult and demanding instances
- Can think clearly and remain focused under pressure

Trustworthiness - means that you will do what you say. Such individuals:

Act ethically

- Build trust through their reliability and authenticity
- Admit their own mistakes and challenge unethical actions in others
- Take tough, principled positions even if they are unpopular

Conscientiousness - involves an individual being thorough and careful, and implies a desire to perform a task well. Such individuals:

- Meet commitments and keep their promises
- Hold themselves accountable for meeting their own targets
- Are organised and careful in their work

Adaptability - the ability to change something, or oneself, to fit occurring changes. Such individuals:

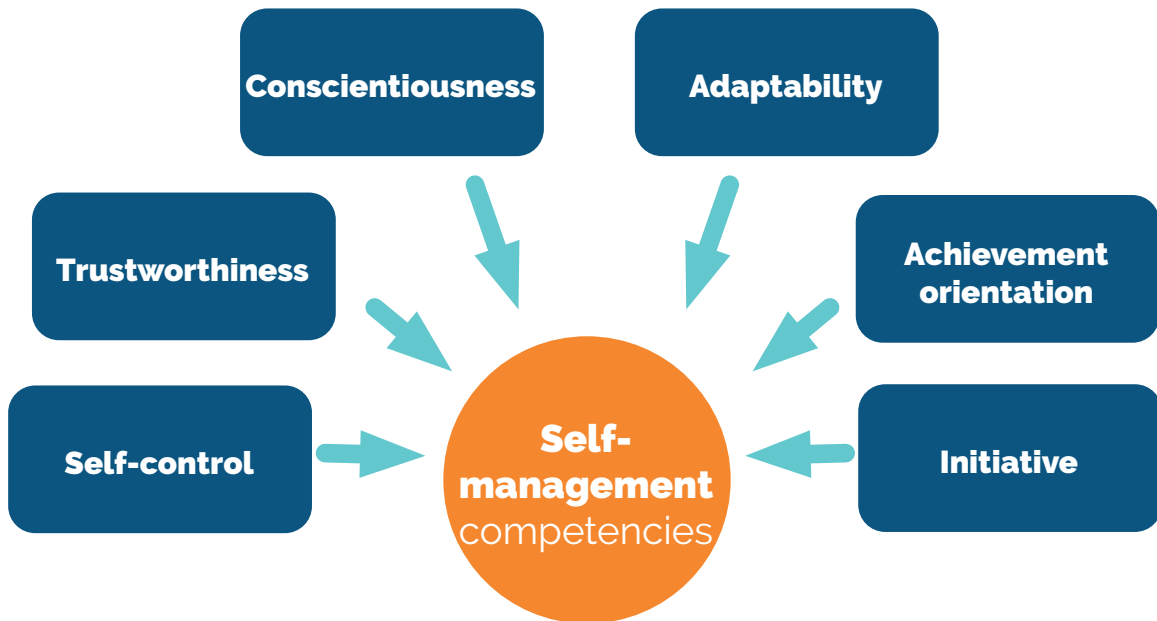
- Smoothly tackles multiple demands, adjust priorities and make rapid change
- Adapt their responses and approaches to fit changing circumstances
- Are flexible in how they perceive situations

Achievement orientation - requires an individual to show concern for working toward a self- defined standard of quality. Such individuals:

- Set themselves stretching goals
- Measure their own performance against those goals
- Actively seek out information to get the task done
- Has good time management

Initiative - Taking the lead in problem-solving and conflict resolution as well as taking action to prevent problem. Such people:

- Look for fresh ideas from a wide variety of sources
- Encourage original solutions to problems
- Generate new ideas
- Adopt fresh perspectives and risks in their thinking



► **Activity: Self-management/self-direction**

I express this by:

1.
2.

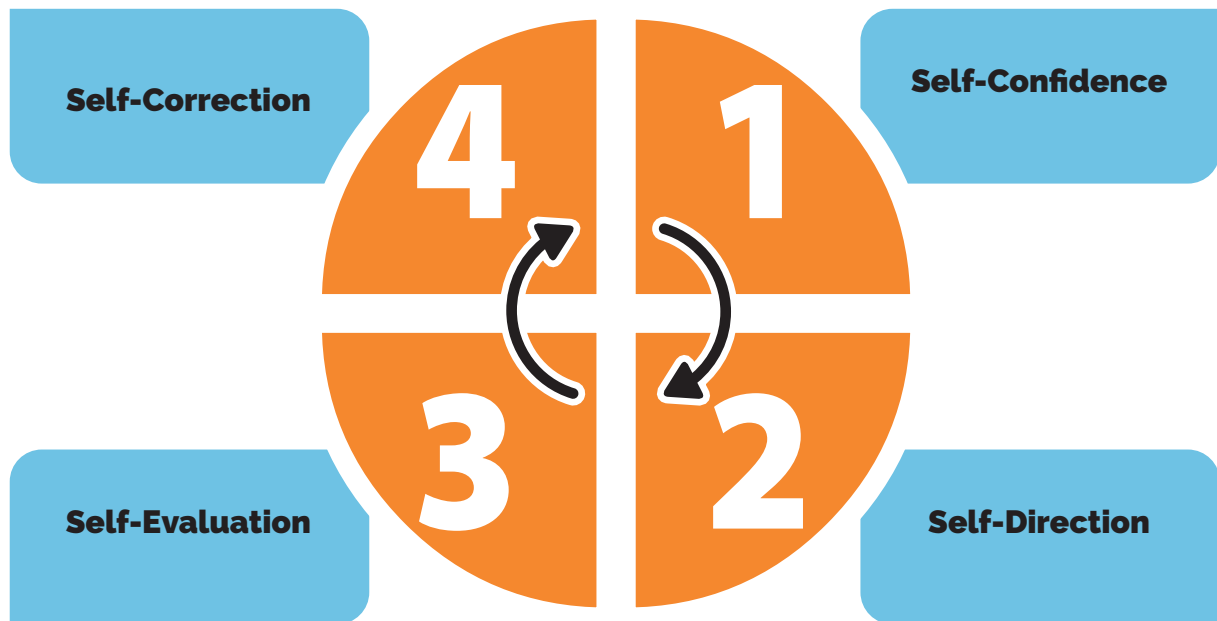
Reasons why I do not exercise self-direction in certain situations as often as I know I can and should:



► **Key Concept: Empowerment**

Community empowerment refers to the process of enabling communities to increase control over their lives. «Communities» are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities.

The Empowerment Cycle



► **Activity: Empowerment**

Team member's View of Empowerment

- They can improve the organisation.
- They are respected and valued for their ideas.
- Their usable ideas will be implemented.
- They will be entrusted with responsibility.
- They will be given the authority to solve problems.
- They are free to take prudent risks.



Barriers to empowerment in my organisation/community:

Some examples of empowerment I have seen in my community are:



▶ **Key Concept: Decision Making**

Leaders often encounter specific kinds of problems with the people, programs, and tasks they work with. One very good way to make the best possible educated decision that you can be confident with is to use the FIND decision making model."

FIND Decision Making Model

Figure out the problem.

"What do I need to decide?"

Identify solutions.

"What are my choices of what to do?"

Name the pros and cons (positive and negative consequences) of each choice.

"What are the advantages and disadvantages of each way to solve the problem?"

Decide which the best choice is, then act on it.

"What will I do now?"

▶ **Activity: Decision Making**

Apply the FIND model to the following scenario:

It's Saturday and you're looking forward to hanging out with friends and having some fun. However, you get two phone calls early in the morning that make you stop and think. First, a friend calls to invite you to an all-day basketball tournament. With tickets, lunch, and dinner, you figure you'll spend Rs 500. That would put a dent in the money you're saving for a future goal. Then your neighbors call offering you the opportunity to help paint their apartment. They will pay you Rs 750 for the day of work. What will you do?

► Key Concept: Principle-Centred Leadership

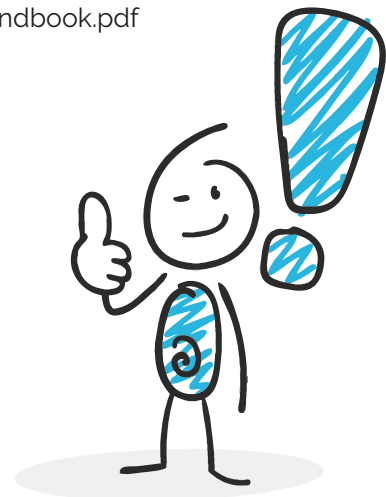
What guides you in life as you make your decisions? Do you have a roadmap? A compass? In fact, you do! The roadmap that you turn to when you need direction is your system of values. The compass that tells you whether things are right or wrong is your principles. What does this mean? To illustrate this idea, let's think of some examples. If you have to choose between watching a big game on TV or helping a good friend move, the roadmap that helps get you to your end decision is the value you have for friendship. The compass inside you that tells you if you are doing the right thing is your core principle of treating others as you want to be treated.

In his book on Principle-Centred Leadership, Stephen R. Covey, gives the following characteristics of Principled Leaders:

- 1) They are continually learning – they seek training, learn from their experiences and listen to others.
- 2) They are service-oriented – they see life as a mission to serve others.
- 3) They radiate positive energy – they have optimistic attitudes and are positive and upbeat.
- 4) They believe in other people – they do not overreact to criticism, negative behavior or human weaknesses, as they understand that behavior and potential are different things.
- 5) They lead balanced lives – they are active socially and intellectually, and have many life interests.
- 6) They see life as an adventure – they savor life and are not afraid of the unknown, as they know it will be exciting and educational.
- 7) They are synergistic – they are catalysts for change, improving any situations in which they become involved.
- 8) They exercise self-renewal – they regularly exercise the four dimensions of the human personality: physical, mental, emotional and spiritual.

Source: Adapted from YELL Handbook

<https://gardnercenter.stanford.edu/sites/default/files/YELL%20Handbook.pdf>





▶ **Activity: Personal Action Plan towards Principle-Centred Leadership**

I already have the following characteristics:

I want to improve these characteristics:



I have these resources to help me:

As a result of what I have learned in this workshop, I am going to...	My target date is...	I will know I have succeeded when...	I will follow up with myself on...
<hr/> <hr/> <hr/>			

Module 3

Personal Competence & Empowerment

Module 3
National Productivity and Competitiveness Council





MODULE 3

Personal Competence & Empowerment

Facilitator: XXXX


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A quick recap of previous session

- Any stories to share from application of learning of last time?
- What actions did you take and the outcomes you achieved?
- Any reflections so far?



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Module 3
Personal Competence & Empowerment





Module Objectives

The objective of this module is about:

- Enabling the delegates to understand the meaning of self-awareness and to develop it
- Developing participants. Understanding of adaptability and self-control
- Enabling the delegates to develop their self-confidence
- Enabling the delegates to understand how to become a committed empowered team member by developing self-awareness, self-assessment & self-direction
- Enabling delegates to understand Trustworthiness and how to nurture trust
- Becoming Resilient & Edge to be an ethical and authentic leader

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Activity



Choose a person you do not know and have a conversation about what the following two terms mean for you:

- Self-Awareness
- Self-Management



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Self-Awareness

This is your ability to recognize your own emotions and their effects on yourself and other people. It represents the foundation of Emotional Intelligence.

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Someone who has a high level of emotional self-awareness

- Knows which emotions he/she is feeling and why
- Realises the links between his/her feelings and what he/she thinks, does and says
- Recognizes how his/her feelings affect his/her performance
- Has a guiding awareness of his/her values and goals
- Adopts behaviours that minimise the effects of their own emotions on a situation.

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Personal Competence & Empowerment



Activity 2 – SELF-AWARENESS

Individually fill table “I express Self-Awareness by:”

In your Group: Share and discuss

Debrief in Plenary



Self-Assessment

Daniel Goleman describes self-assessment in terms of people who are:

- Aware of their strengths and weaknesses
- Reflective and has the capacity to learn from experience
- Open to feedback and new perspectives
- Interested in continuous learning and self-development
- Able to display a sense of humour and perspective about themselves



Self-Management

- It builds on self-awareness
- Using your own self-control to ascertain that your emotions don't control you
- It involves using what you know about your emotions to both manage these emotions and motivate yourself



Self-Confidence

Daniel Goleman describes self-confidence as:
'A strong sense of one's self-worth and capabilities.'

Individuals with a high level of self-confidence have behaviours and communications showing:

- Certainty about their own value and capabilities
- Strong presence
- High level of self-assurance
- Willingness to express an unpopular opinion or stand up for something that is right if it is what they truly believe
- Ability to make quick decisions even in uncertain and pressurized circumstances
- Belief that they can control the direction of their lives - and they do



Activity 3 – SELF-CONFIDENCE

Fill table:

- With examples of how you express Self-Confidence
- With reasons why you may not feel as confident as you should



Six Competencies of Self-Direction/ Self-Management



Module 3

Personal Competence & Empowerment

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Six Competencies of Self-Direction/ Self-Management - Activity


- Think about each Competency in the light of your own experience.
- Share in your group to ground the understanding of each competency.

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Activity – Self- Direction

Fill the table in your manual on how you express self-confidence and why in certain circumstances you do not exercise self-direction



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Questions about Empowerment

- How does the behaviour of an un-empowered team member compare with an empowered team member?
- How does the results of an un-empowered team member compare with one who is empowered?
- What is then your Definition of Empowerment? Share in your group.
- What do you think should exist as climate in the team in order to have empowerment?

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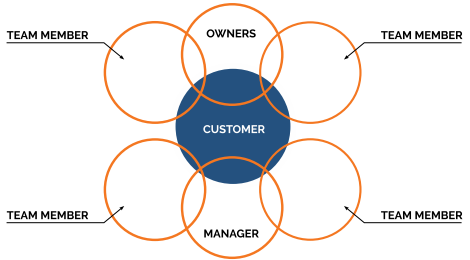
The Unempowered Team Member



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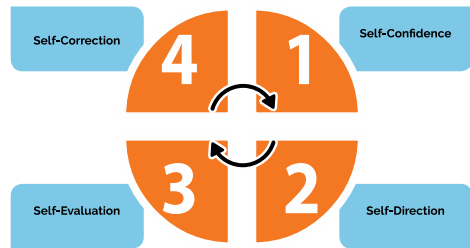
The Empowered Team Member



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The Empowerment Cycle



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Team member's View of Empowerment

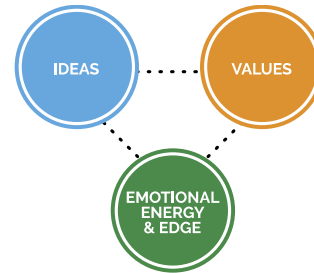
- They can improve the organisation.
- They are respected and valued for their ideas.
- Their usable ideas will be implemented.
- They will be entrusted with responsibility.
- They will be given the authority to solve problems.
- They are free to take prudent risks.

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YOUR TEACHABLE POINT OF VIEW



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YOUR STORY

Have a clear Road Map of where your community or your project is going

- Your case for change
- Where we are going as a community or project team
- How we will get there
- Think about your various spheres of Influence: Communities you belong to, at work, Clubs, Associations, Union, benevolent associations etc. They are the ones impacted by your project

Now write your Story

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CLOSING QUESTION

Based on what you have learnt today, what will you do differently at your place of work and your community to contribute to a better Mauritius?



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Final Remarks

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▶ MY SUMMARY MODULE 3: Personal Competence & Empowerment

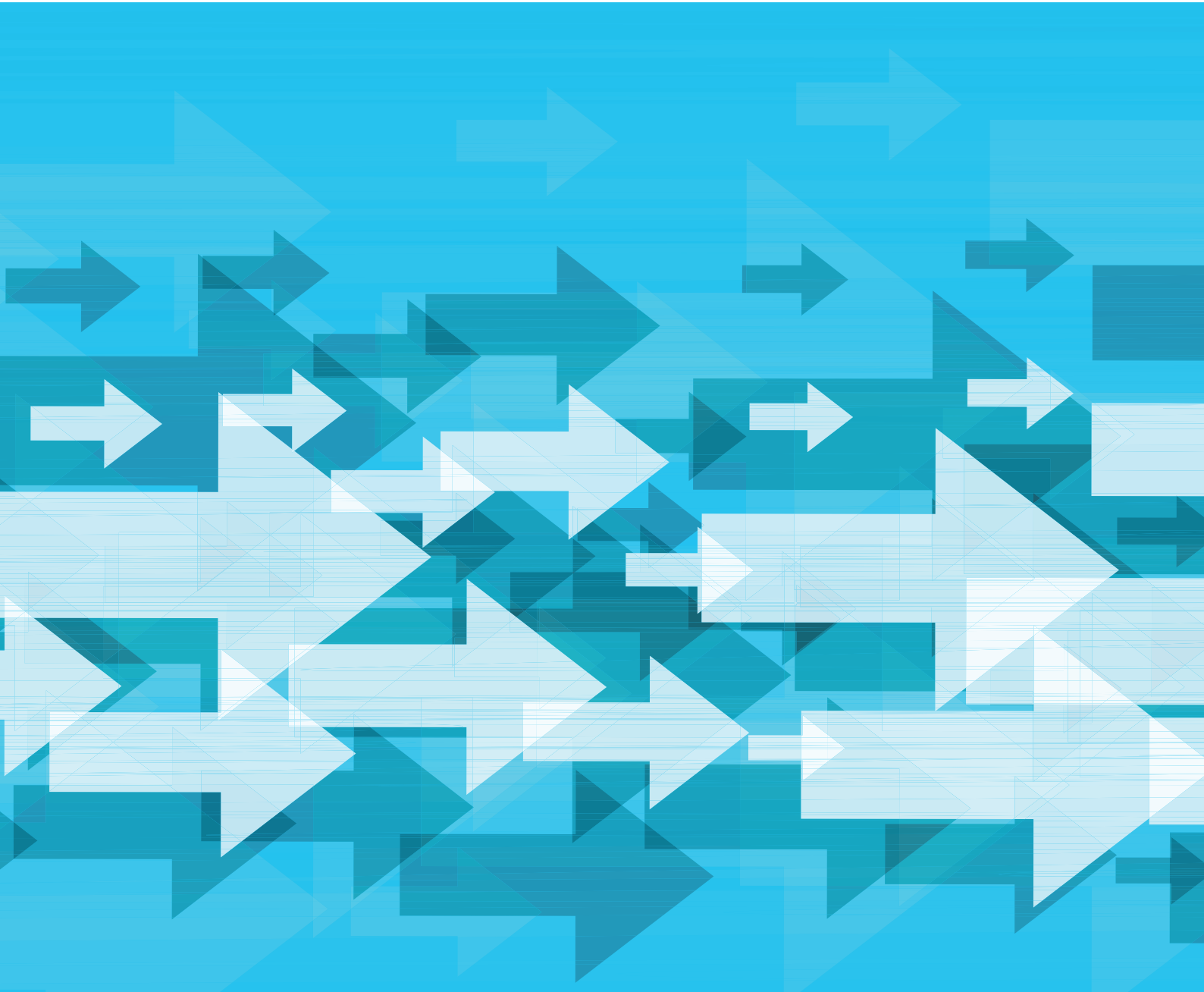
1. What did I learn?

2. What do I want to remember?

3. My Teachable Point of View?

Module 4

Social Competence & Team Spirit

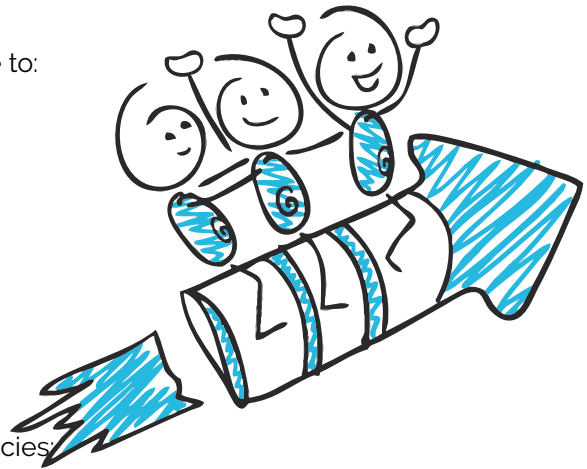


Social Competence and Team Spirit

► Learning Objectives

At the end of this module, the participant will be able to:

- Explain the social competencies
- Identify how to bring about change
- To develop organisational skills



► Key Concept: Social Competence

Social Competence consists of two broad Competencies:

1. Social Awareness
2. Relationship Management

They are the foundation for being able to work as a team and collaborate in your community project.

► Social Awareness

It has the following three Competencies:

- Empathy - the ability to understand someone else's feelings.
- Organizational awareness – Understand emotions in groups as well as political dynamics.
- Service orientation - building on the empathy we have with others, this helps us assist their personal development and satisfaction.

The other dimension of Social Competence is Relationship Management. This comprises:

- Influence - The extent we are able to win over and convince others.
- Leadership - Our team is willing to follow our leader and wants to work with the leader to reach their goals.
- Developing others - The ability to provide opportunities to develop team members.
- Communication – It is about being persuasive, and presenting our arguments with clear objectives.
- Change catalyst - Reaching out and initiating new ideas and approaches towards their goals.
- Conflict management - recognizing, preventing or managing conflicts in a positive way.
- Building bonds – Developing a wide variety of mutually beneficial relationships.
- Teamwork and collaboration – An easy inclination to develop a cohesive team.



► Activity: Social Competencies

As a team discuss and list the characteristics for each of the following social competencies

Social Competence	Characteristics
<i>Social Awareness</i>	
■ Empathy	
■ Organizational awareness	
■ Service orientation	
<i>Relationship Management</i>	
■ Influence	
■ Leadership	
■ Developing Others	
■ Communication	
■ Change Catalyst	
■ Conflict Management	
■ Building bonds	
■ Teamwork and collaboration	

It is clear that our ability to succeed in the competency of relationship management is directly correlated to our success in social awareness and our level of personal competency. Why? It is because leadership is all about getting work done through other people, some of whom you may not have direct authority or control over!

▶ **Activity: Making Change happens by working with difference**

This section is about how to enable change to happen in our community. The fundamental foundation is about using a systems approach. It will also illustrate that small tweaks or actions within a system or team or organisation can bring about changes and show how individuals can make a big difference.

In Pairs

What does facilitating change mean to you?

From your experience what are the things that help change to occur?



► **Key Concept: System**

A system is a whole, made up from a collection of parts which is organized for a **purpose**. It is defined by a working boundary, where performance depends on the interactions between the parts"

Donella Meadows

The following should be taken into consideration when using systems thinking

- Every system is **purpose** seeking
- Systems thinking creates **multiple perspectives**
- It is about awareness of **patterns**
- It depicts **multiple causality** rather than linear cause and effect
- The component parts of a system can best be understood in the context of **relationships with each other**, rather than in isolation – everything is connected.

For example, the elements of your digestive system include teeth, enzymes, stomach, and intestines. They are interrelated through the physical flow of food, and through an elegant set of regulating chemical signals. The function of this system is to break down food into its basic nutrients and to transfer those nutrients into the bloodstream (another system), while discarding unusable wastes. A football team is a system with elements such as players, coach, field, and ball. Its interconnections are the rules of the game, the coach's strategy, the players' communications, and the laws of physics that govern the motions of ball and players. The purpose of the team is to win games, or have fun, or get exercise, or make millions of dollars, or all of the above. A school is a system. So is a city, and a factory, and a corporation, and a national economy. An animal is a system. A tree is a system, and a forest is a larger system that encompasses subsystems of trees and animals. The earth is a system. So is the solar system; so is a galaxy. Systems can be embedded in systems, which are embedded in yet other systems.

Source: Donella Meadows' Book Thinking in Systems

► **Activity: System**

Give examples of systems and describe the interrelationships between the component parts.

Example of Systems	Interconnection between the component parts

► Key Concept: Trust

In his book, *The Speed of Trust*, Stephen Covey defines trust as confidence and the opposite of trust — distrust — as suspicion. He further explains that difference between a high- and low-trust relationship is palpable. For example in communication. In a high-trust relationship, even if you make mistakes people will still get your meaning. In a low-trust relationship, even if you are perfect and precise, they will still misinterpret you. Covey further argues that relationships of all kinds are built on and sustained by trust. They can also be broken down and destroyed by a lack of trust. He stressed on the fact that if you keep society, organizations and relationships aside, there is an even more fundamental and powerful dimension, self-trust. It is also a fact that If we can't trust ourselves, we'll have a hard time trusting others. Covey believes that personal incongruence is often the source of our suspicions of others.

According to Covey, trust always affects two outcomes: speed and cost. When trust goes down, speed goes down and cost goes up. The success formula of Covey for trust is:

(Strategy x Execution) x Trust = Results.

The ability to establish, grow, extend and restore trust with all stakeholders — customers, suppliers and team members — is the key leadership competency of the new, global economy.

Furthermore, Covey's Five Wave Model of Trust defines the five levels, or contexts, in which we establish trust. It also forms the structure for understanding and making trust actionable. The five waves are:

- First Wave: **Self Trust.** The key principle is *credibility*.
- Second Wave: **Relationship Trust.** The key principle underlying this wave is *consistent behavior*.
- Third Wave: **Organizational Trust.** The key principle underlying this wave, alignment, helps leaders create structures, systems and symbols of *organizational trust*.
- Fourth Wave: **Market Trust.** The underlying principle behind this wave is *reputation*.
- Fifth Wave: **Societal Trust.** The principle underlying this wave is *contribution*.

Mastering the five waves leads to the transformation to become a leader who gets results by inspiring trust in others.

Source: *The Speed of Trust*, Stephen Covey,

The principles of Trust

The list below give an idea about how to implement your projects.

Integrity

If I have integrity, others will trust me with their resources.

Compassion

If I have compassion, others will trust me when they are vulnerable.

Transparency

If I have transparency, others will trust me with their allegiance.

Fairness

If I have fairness, others will trust me when we disagree.

Be a Leader

Changing Attitudes and Behaviours

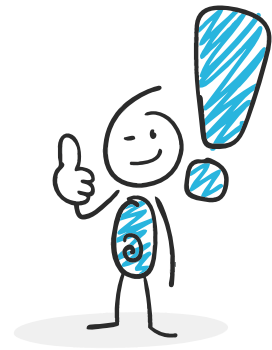
1. Begin with praise and honest appreciation.
2. Call attention to people's mistakes indirectly.
3. Talk about your own mistakes before criticising the other person.
4. Ask questions instead of giving direct orders.
5. Let the other person save face.
6. Praise the slightest improvement and praise every improvement. Be "hearty in your approbation and lavish in your praise."
7. Give the other person a fine reputation to live up to.
8. Use encouragement. Make the fault seem easy to correct.
9. Make the other person happy about doing the thing you suggest.

Adapted from: "How to win friends and Influence People" by Dale Carnegie

► Communication Strategies That Drive Out Fear

- Regularly praise and give honest appreciation.
- Call attention to mistakes indirectly.
- Ask questions instead of giving direct orders.
- Let the other person save face.
- Praise the slightest improvement, praise every improvement.
- Use encouragement when correcting.
- Talk in terms of the other person's interests.





► Activity: Drive Out Fear and Build Trust

1. Define Fear

2. Describe a time during a community project when someone gave you a word of encouragement or praise that made a big difference to you. What did she or he say or do? Why was that so important?

3. Opportunities I recognize to drive out fear and build trust in my team in my community:

4. Action I will take to seize these opportunities:

Benefits I will realize when I take this action:



► **Key Concept: Conflict resolution**

Many conflicts get worse than they actually need to be because the team members lose control of themselves and retreat into self-reinforcing patterns of attack and counterattack. Here are eight suggestions, drawn from the literature of conflict resolution and psychotherapy, that can help you navigate your way through everyday collisions of needs and come out still liking yourself and able to work with your "partners-in-conflict."

When a conflict starts, try these suggestions...

1. **Calm yourself down** by breathing very slowly and deeply. While breathing, think of a moment of great happiness and peace in your life. Doing this will help you from feeling totally swallowed up by the current situation. It is not all of your life.
2. **Think about what you really need.** What is best in the long run for your mind, your body, your spirit, your workplace, your family, your community? Don't allow yourself to get distracted from your own goals and needs by what you may see as someone else's misdeeds.
3. **Imagine your partner-in-conflict as a potential ally.** Imagine that you are marooned on a desert island with your partner-in-conflict, and that the long-term survival of both of you depends on the two of you cooperating in some sort of creative way that will meet more of both your needs.
4. **Begin by listening to the other person and affirming anything that you can agree on.** Look carefully for areas where your interests and needs might overlap with the interests and needs of your "partner-in-conflict."
5. **Acknowledge and apologize for any mistakes** you may have made in the course of the conflict. Others may do the same if you get the ball rolling. Make an accepting space for your partners-in conflict to start over. Letting go of defending past mistakes can allow participants in a conflict to see their situation from fresh angles.
6. **Summarize the other person's needs, feelings and position as fairly as you can,** and do this first, before you present your own needs or requests. When people feel heard, they are more likely to listen. Summarize to let people know that you have understood them, not to argue with their view.
7. **Focus on positive goals for the present and the future,** no matter what you and/or your partner-in conflict may have said or done in the past. Punishing or shaming someone for past actions will not put that person in a frame of mind to meet your needs in the present. The present and future are all you can change.
8. **Make requests for specific actions** that another person could actually do, rather than for overall feelings or attitudes. Explain how the requested actions will help you, so that the other person feels powerful and respected in complying with your request.

► **Activity: Conflict Resolution**

How would you have applied these steps to a recent conflict? Imagine how the conflict might have unfolded differently.

► **Additional Notes on Social Competence**

Empathy - the ability to understand someone else's feelings. Characteristics of individuals with this competence:

- Actively listen (both their words and non-verbal signals)
- Give signals that they understand and appreciate others' views or situations
- Keep focus on reaching the goal or task without conflicts
- Understand where emotional boundaries start and end

Organizational awareness – Understand emotions in groups as well as political dynamics.

Persons with this competence:

- Understand the rationale behind their organizations and its structure
- Know how to get things done within the organization - formally and informally
- Understand both client and vendor organizations
- Act with the client's best interest in mind

Service orientation - building on the empathy we have with others, this helps us assist their personal development and satisfaction. Those with this competence:

- use careful questioning to identify issues which are affecting any team member's performance.
- can identify or adapt situations so that they develop an opportunity to enhance their productivity and satisfaction.



The other dimension of Social Competence is Relationship Management. This comprises:

- Influence
- Leadership
- Developing others
- Communication
- Change catalyst
- Conflict Management
- Building Bonds
- Teamwork & Collaboration

Influence - The extent we are able to win over and convince others.

Individuals with this competence:

- Build consensus through persuasion strategy
- Give support to and get support from others
- Are trustworthy

Leadership - Our team is willing to follow our leader and wants to work with the leader to reach its goals. People with this competence:

- Lead by example
- Inspire others
- Sincerely delegate tasks and accountability

Developing others - The ability to provide opportunities to develop team members. Those with this competence:

- Recognize, praise and reward achievements and strengths of individuals
- Challenge team members often and offer them new and stretched opportunities
- Give constructive feedback to enable growth



Communication – It is about being persuasive and presenting our arguments with clear objectives.

Individuals with this competence:

- Relentlessly adapt to the emotional situation
- Keep focus on the objective while appreciating others' views
- Demonstrate empathy and appreciation of others' views

Change catalyst - Reaching out and initiating new ideas and approaches towards their goals.

Individuals with this competence:

- Have no hesitation to challenge the way things have always been done and the status quo
- Identify barriers to change and resolve them to move on
- Are champions of change

Conflict management - recognizing, preventing or managing conflicts in a positive way. Those with this competence:

- Address potential or present conflict with knowledge and strength
- Read underlying emotions within teams
- Are open to embrace multiple perspectives

Building bonds – Developing a wide variety of mutually beneficial relationships. Individuals with this competence:

- Are widely respected
- Cultivate a wide network which includes colleagues, professionals and friends
- Keep others informed as it should

Teamwork and collaboration – An easy inclination to develop a cohesive team. Those with this competence:

- Ensure the goals are clearly defined and understood
- Behave in such a manner that team members adopt as their own
- Give evidence that they value all contributions.

Module 4



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Module 4
Social Competence & Team Spirit
Facilitator: XXXXXX

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Module 4
Social Competence and Team Spirit

A quick recap of previous session

- Any stories to share from application of learning of last time?
- What actions did you take and the outcomes you achieved?
- Any reflections so far?



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Module 4
Social Competence and Team Spirit

Module Objectives

The objective of this module is:

- To enable the delegates to develop rapport and relationships
- To develop Teamwork and Collaborations
- To enable the delegates to understand what is empathy
- To enable the delegates to understand how to bring about change
- To develop an orientation towards servant leadership
- To develop organisational skills

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Module 4
Social Competence and Team Spirit

Kick Off Activity

Choose a person you do not know and have a conversation about what the following term means to you:

Social Competence



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Module 4
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Social Awareness


- Empathy - The ability to understand someone else's feelings.
- Organisational awareness – Understand emotions in groups as well as political dynamics.
- Service orientation - Building on the empathy we have with others, this helps us assist their personal development and satisfaction.

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GROUP ACTIVITY

In your group, discuss and come up with a list of characteristics which a person displaying each of the competence of Empathy, Organizational Awareness and Service Orientation will be having.



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RELATIONSHIP MANAGEMENT

Influence - The extent we are able to win over and convince others.
Leadership - Our team is willing to follow our leader and wants to work with the leader to reach its goals.
Developing others - The ability to provide opportunities to develop team members.
Communication - It is about being persuasive and presenting our arguments with clear objectives.
Change catalyst - Reaching out and initiating new ideas and approaches towards their goals.
Conflict management - recognizing, preventing or managing conflicts in a positive way.
Building bonds - Developing a wide variety of mutually beneficial relationships.
Teamwork and collaboration - An easy inclination to develop a cohesive team.


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GROUP ACTIVITY

In your group, discuss and come up with a list of characteristics with a person displaying each of the 8 competencies of Relationship Management



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Social Competence and Team Spirit




Facilitating Change

Choose a person with whom you have not worked so far and discuss the following two questions:

- What does facilitating change mean to you?
- From your experience what are the things that help change to occur?

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Social Competence and Team Spirit




DEBRIEF – Facilitating Change

- In facilitating change be conscious of the context, purpose and language.
- Liberate yourself from being the expert.
- Remember that people will hear the call to change as a sort of criticism of what and who they are at the moment.
- People learn from what has worked in the past. Therefore, in times of change we need to create opportunities for people to take the best of the past forward.

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System

What do you understand by the word System?
Give examples.


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Making Change Happen by working with difference

Activity - Triangle Game



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Making Change Happen by working with difference

- To illustrate that small tweaks or actions can bring about changes
- To help participants think about which actions will have the greatest impact with the smallest action
- To show that any individual can make a big difference



DEBRIEF – Triangle Game

- We are interdependent and interconnected.
- One action can have an impact on the rest of the system.
- We need to be clear on the sort of impact we want to have.
- What is the frame we hold when we see other (maybe unexpected or even seemingly undesirable) movements in the system? Is it appreciation, goodwill and good intent?
- As leaders we need to sharpen our noticing skills to understand the influence that we have or may want to have on the system(s).
- Link to thinking about how we need to be less concerned with controlling everything and recognise that sometimes from what seems to be chaos we can create order.



DEBRIEF – Triangle Game

- One tweak can bring about a greater impact – therefore, you need to focus on what kind of tweak you are making – and recognise the influence you have.
- Bring out the notion that when thinking about tweaking we need to think about ourselves as well as others.
- When we tweak we should not assume everyone will go along with us, therefore, what do we do? As an enabling leader we need to pay attention to who is going along and who is not. What do we need to do to pay attention to people who are not going along?
- How can we work differently with people to help them see the role they have to play in the system and the impact we can make?
- Need to bring out the power of language, communication and the assumptions we hold.



Driving out Fear and Building Trust

- Your Definition of Fear
- Fears you can identify in your community



Driving out Fear and Building Trust

Communication Strategies that Drive Out Fear

- Regularly praise and give honest appreciation.
- Call attention to mistakes indirectly.
- Ask questions instead of giving direct orders.
- Let the other person save face.
- Praise the slightest improvement, praise every improvement.
- Use encouragement when correcting.
- Talk in terms of the other person's interests.



Driving out Fear and Building Trust


Principles of Trust

- **Integrity**
If I have integrity, others will trust me with their resources.
- **Compassion**
If I have compassion, others will trust me when they are vulnerable.
- **Transparency**
If I have transparency, others will trust me with their allegiance.
- **Fairness**
If I have fairness, others will trust me when we disagree.

Module 4
Social Competence and Team Spirit

Activity: Leaders Care and Take Action

Describe a time during a community project when someone gave you a word of encouragement or praise that made a big difference to you. What did she or he say or do? Why was that so important?




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Drive Out Fear and Build Trust

Activity:

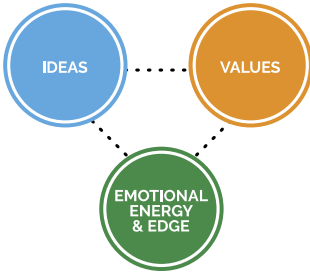
- Opportunities to drive out fear and build trust
- Action I will take
- Benefits I will realise



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YOUR TEACHABLE POINT OF VIEW



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Module 4
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YOUR STORY

Have a clear Road Map of where your community or your project is going

- Your case for change.
- Where we are going as a community or project team.
- How we will get there.
- Think about your various spheres of Influence: Communities you belong, at work, Clubs, Associations, Union, benevolent associations etc... They are the ones impacted by your project.


Now write your Story

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CLOSING QUESTION

Based on what you have learnt today, what will you do differently at your place of work and your community to contribute to a better Mauritius?



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Social Competence and Team Spirit

Final Remarks

“Millennials are great at social media (Facebook, Google+, LinkedIn, Twitter, Tumblr, Instagram, Flickr, Snapchat, Pinterest, YouTube, Vimeo, and Periscope) but lack time-tested social skills (patience, humility, active listening, respect for parents, teachers, elderly)”

— Ramesh Lohia

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▶ **MY SUMMARY MODULE 4: Personal Competence & Empowerment**

1. What did I learn?

2. What do I want to remember?

3. My Teachable Point of View?

Module 5

Critical Thinking & Creative
Problem-Solving Skills and Innovation





Critical Thinking & Creative Problem-Solving Skills and Innovation

▶ Learning Objectives

At the end of this module, the participant will be able to:

- Define Critical Thinking and Creative Problem Solving
- Apply Problem Solving Skills to MUDA
- Develop innovative solutions to address MUDA
- List the role & responsibilities of a Team Leaders while conducting Problem Solving activities in team

▶ Key Concept: Critical Thinking

Critical Thinking as Defined by the National Council for Excellence in Critical Thinking, 1987

A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness."

Source: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Some Universal Intellectual Standards and Questions That can be Used to Apply Them

Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards. While there are a number of universal standards, the following are the most significant:



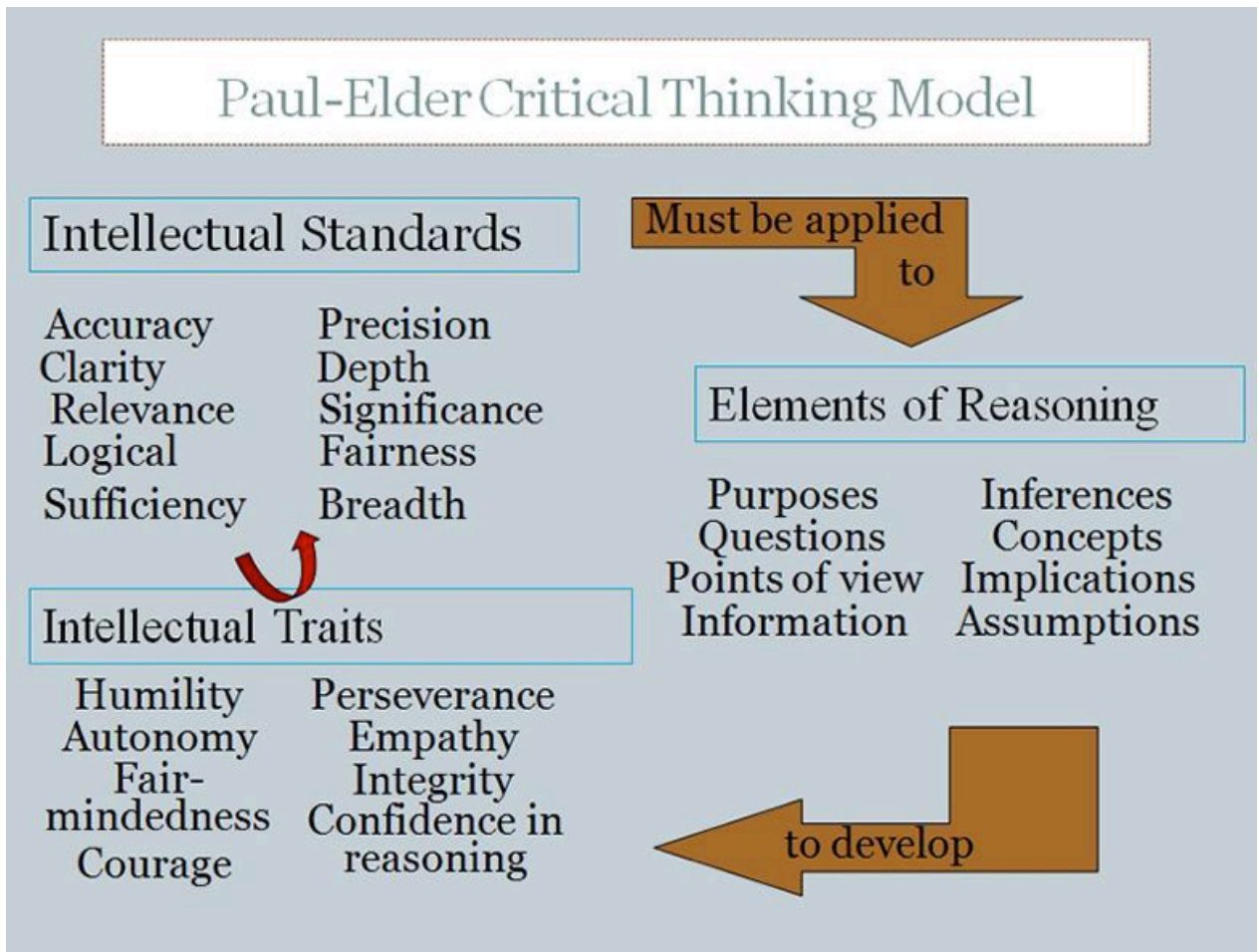
Universal Intellectual Standards	Questions that can be used to apply them
Clarity	<p>Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is a gateway standard.</p> <p>If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying.</p>
Accuracy	<p>Is that really true? How could we check that? How could we find out if that is true?</p> <p>A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."</p>
Precision	<p>Could you give me more details? Could you be more specific?</p> <p>A statement can be both clear and accurate, but not precise, as in "Jack is overweight" (We don't know how overweight Jack is, one pound or 500 pounds.).</p>
Relevance	<p>How is that connected to the question? How does that bear on the issue?</p> <p>A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, "effort" does not measure the quality of student learning, and when that is so, effort is irrelevant to their appropriate grade.</p>
Depth	<p>How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?</p>
Breadth	<p>Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...?</p>
Logic	<p>Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that, I don't see how both can be true</p>

(Paul, R. and Elder, L. (May 1996). Foundation For Critical Thinking

<http://www.criticalthinking.org/pages/the-critical-mind-is-a-questioning-mind/481>

Critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (Paul and Elder, 2001). The Paul-Elder framework has three components:

- The elements of thought (reasoning)
- The intellectual standards that should be applied to the elements of reasoning
- The intellectual traits associated with a cultivated critical thinker that result from the consistent and disciplined application of the intellectual standards to the elements of thought



<http://louisville.edu/ideastaction/about/criticalthinking/framework>

► **Activity: Critical Thinking**

Based on the critical thinking framework above, List down at least 3 key characteristics of a critical thinker?

Characteristics of the Critical Thinker



- ▶ **Key Concept: Creative Problem Solving**
- ▶ **Creativity and Innovation**

Creativity is a valuable skill. Henry Ford gave people automobiles instead of the faster horses they would have requested; Elon Musk is working on an underground tunnel system with car elevators and a hyperloop instead of improving ground transportation — efforts like these require more than technical ability; they demand imagination, creativity, and a sense of belief in the impossible.

Creativity infuses life with a different sort of depth and richness. As Osho said, "To be creative means to be in love with life. You can be creative only if you love life enough that you want to enhance its beauty, you want to bring a little more music to it, a little more poetry to it, a little more dance to it."



Source: TEDx Talk :How to Build your Creative Confidence by David Kelley

Module 5

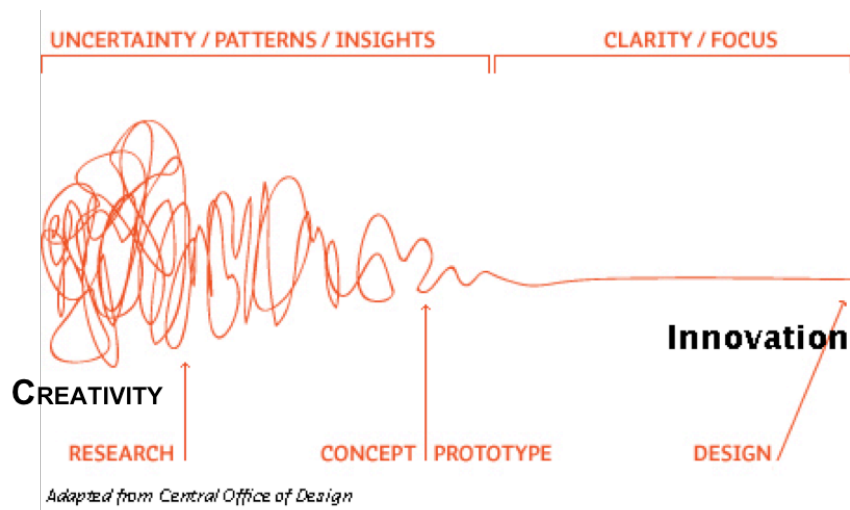
Critical Thinking & Creative Problem-Solving Skills and Innovation

Creativity is related to 'imagination', but innovation is related to 'implementation'. Innovation is an act of application of new ideas to which creates some value for the business organization, government, and society as well. Better and smarter way of doing anything is innovation. It could be the introduction of:

- New technology.
- New types of housing for the poor
- An eco-friendly idea for business
- An improvement in the process of providing services to disabled

Innovation is closely tied to creativity i.e. putting creative ideas into action is an innovation, whose consequences should be positive.

Creativity involves divergent thinking, having as many ideas as possible, while innovation converges to the best idea that will create value for the target customers or beneficiaries.



SCAMPER is a very interesting tool for structured creative thinking. The term 'SCAMPER' is actually an acronym. The full form of the individual letters are:

S – Substitute

C – Combine

A – Adapt

M – Modify

P – Put to another use

E – Eliminate

R – Reverse

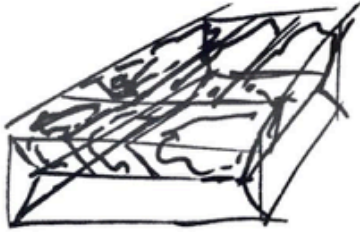
These are seven prompts forming a general-purpose checklist that can be utilized to trigger questions pertaining to existing products. See example for ideas for an innovative lunch box.

Module 5

Critical Thinking & Creative Problem-Solving Skills and Innovation

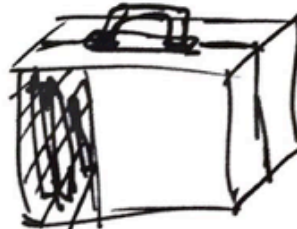
Example:

Glass Lunchbox



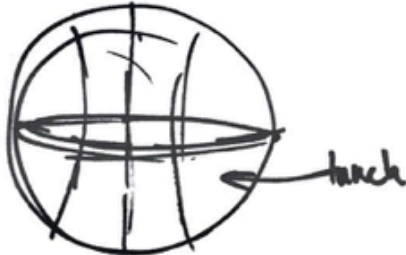
"Substitute"

Lunchbox/Pencil Case



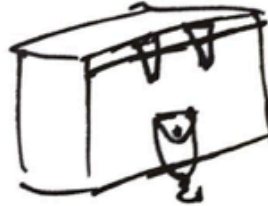
"Combine"

Lunchbox/stetball



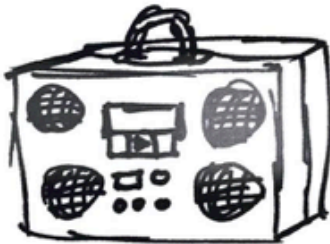
"Adapt"

Commuter
~~lunchbox~~ Parrier Lunchbox



"Maintain/Modify"

Lunch Speaker box



"Put to other use"

Lunchbox with removable tray



"Eliminate"

Cooler and Heat box



"Reverse/Rearrange"

Source: <https://medium.com/@russe700/structured-ideation-868ca2961133>



► **Activity: Creativity & Innovation**

Identify an object in the Training Centre. Apply SCAMPER to generate ideas about how the object can be innovated. Fill in the table below:

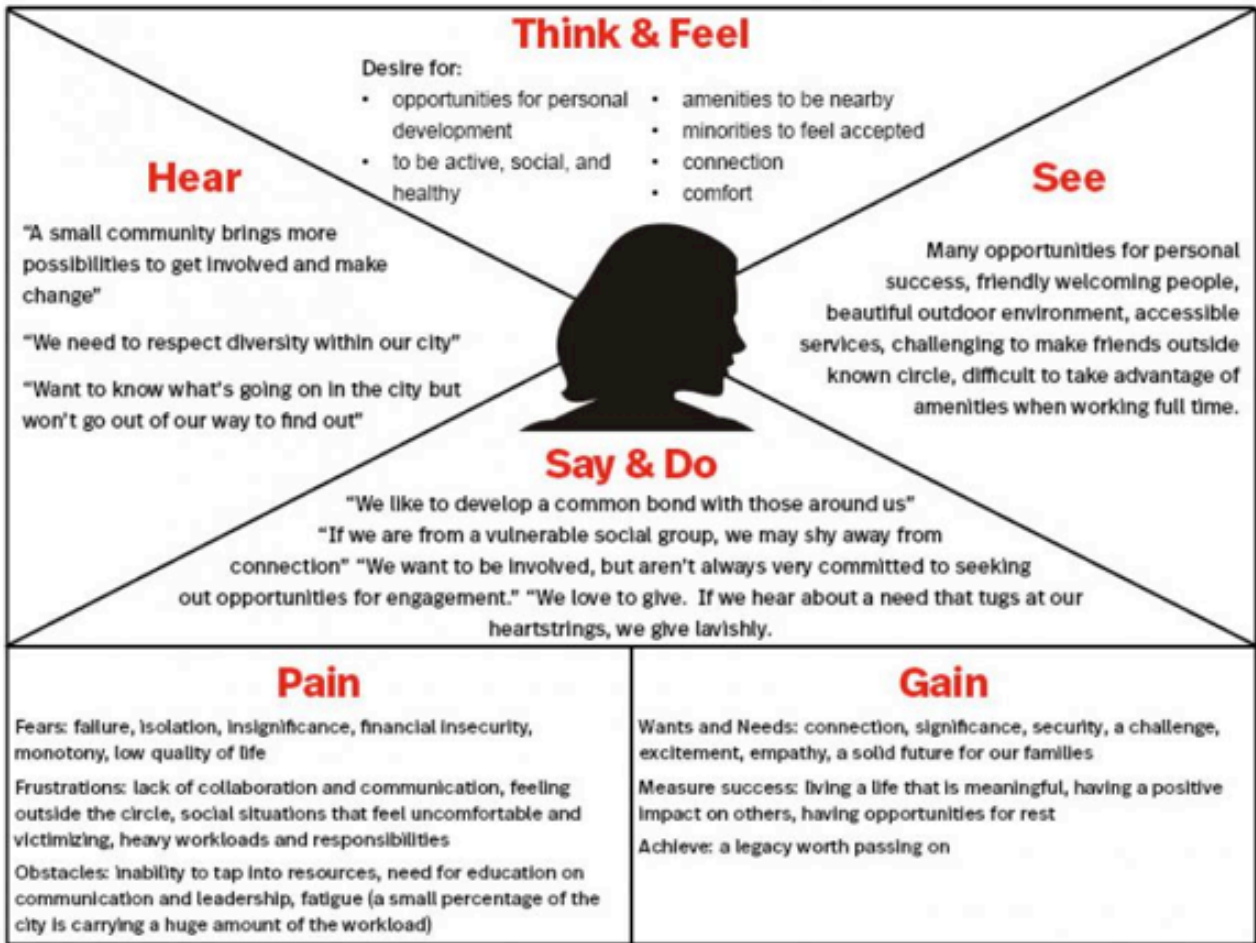
S	Substitute	To have another person or thing act in the place of another -----
C	Combine	To bring together -----
A	Adapt	To adjust for the purpose of suiting a condition or purpose -----
M	Modify	To alter /Change -----
P	Put to other uses	To use for a purpose other than the one originally intended -----
E	Eliminate	To remove, omit -----
R	Rearrange	To change order or adjust -----

► **Key Concept: Creative Problem Solving in the Community – Defining the Problem**

The first step in problem solving using the PDCA cycle is to define the problem. A problem well defined is half solved. Albert Einstein once said, "If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute resolving it. By defining problems properly, you make them easier to solve, which means saving time, money and resources.

A problem is a negative condition which exists instead of desired and realistically achievable positive condition. A problem cannot be perceived if there is not at the same time a feeling or an idea that a possibility for improvement exists. A problem is a deviation or gap between targeted and actual situation and is often express using a verb.

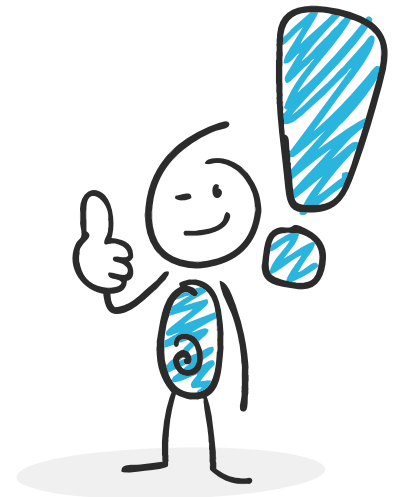
The project should come out of what people say they want and not from assumptions that we make. At the define stage of PDCA it is important to have empathy. The Empathy map is an interesting tool to capture information about the target group. The empathy map below gives an example how survey on the question: "What are the three necessary components of a healthy community?" was conducted using the empathy map.



Source: <https://www.banffcentre.ca/articles/how-be-community-leader>

As a result of the survey, the problem was defined as follows:

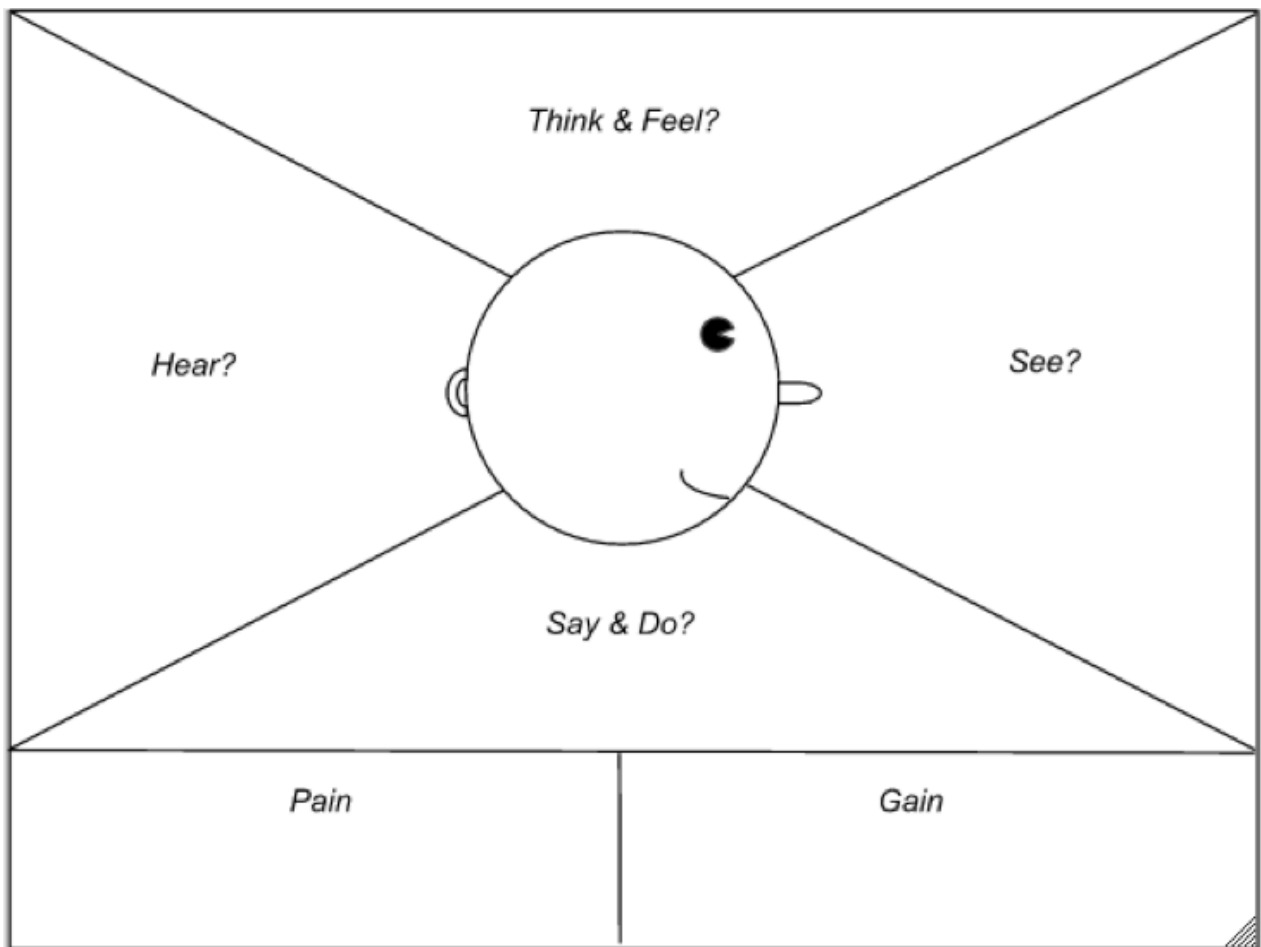
"What future possibilities are there for leaders to: promote inclusivity, facilitate connection, and create structure within the community."





► **Activity: Define the problem**


Using the empathy map below conduct a survey among your team members about the issue you want to tackle for your project.



Based on the empathy map, define your problem in the following format:

A _____ (target beneficiary) _____ who feels _____ (negative feelings) _____ about _____ (reason) _____ needs to _____ (step) _____ but faces _____ (obstacle) _____

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Module 5

Critical Thinking, Creative Problem Solving skills & Imagination

Facilitator: XXXX

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Module 5
Critical Thinking and Problem Solving Skills




Kick Off Activity

SPEED CATCH GAME



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Module 5
Critical Thinking and Problem Solving Skills




Learning Objectives

At the end of this module, the participant will be able to:

- Define Critical Thinking and Problem Solving
- Apply Problem Solving Skills to a MUDA identified
- Develop innovative solutions to address MUDA
- List the role & responsibilities of a Team Leaders while conducting Problem Solving activities in team


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Module 5
Critical Thinking and Problem Solving Skills




Activity 1

- Give your definition of Critical Thinking
- Do you think there is a deficiency in Critical Thinking skill and Problem Solving amongst people in Mauritius? Explain your answer.
- Why do you think it is an important skill for you and for Mauritius to develop?



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Module 5
Critical Thinking and Problem Solving Skills




Paul-Elder Critical Thinking Model

Intellectual Standards Accuracy Precision Clarity Depth Relevance Significance Logical Fairness Sufficiency Breadth	Must be applied to	Elements of Reasoning Purposes Inferences Questions Concepts Points of view Implications Information Assumptions
Intellectual Traits Humility Perseverance Autonomy Empathy Fair-mindedness Integrity Courage Confidence in reasoning	to develop	

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Module 5
Critical Thinking and Problem Solving Skills



Origin of the terminology

- Mid 16th century (in the sense 'relating to the crisis of a disease'): from late Latin "*criticus*" (see critic).
- The word "critical" derives etymologically from two Greek roots: "*kriticos*" (meaning discerning judgment) and "*kriterion*" (meaning standards). Etymologically, then, the word implies the development of "discerning judgment based on standards."

Reference: <http://www.criticalthinking.org/ctmodel/logic-model1.htm>

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Some definitions

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skilfully analysing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking.

The Foundation for Critical Thinking

"Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skilfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."

Elder and Paul (2008) as quoted in the Foundation for Critical Thinking's expanded content: Defining Critical Thinking.



Some Definitions (Contd.)

- Professor John Hattie in his seminal research collated a significant amount of evidence (over 800 meta-analyses) on the effects of different factors on students' learning, reached the following conclusion:

the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.

- "Purposeful, reflective judgment which manifests itself in reasoned consideration of evidence, context, methods, standards, and conceptualizations in deciding what to believe or what to do." (p.22)

Facione, P. A. (2011). *Critical thinking: What it is and why it counts*. Millbrae, CA: *Measured Reasons and The California Academic Press, re-printed with permission by Insight Assessment. Based on the American Philosophical Association's Delphi Report "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Research Findings and Recommendations," 1990, ERIC document ED315423.*

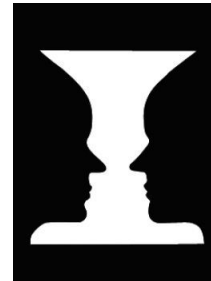


Reflect on your own experience

Based on your own experience as a critical thinker, discuss in your groups one instance where you actually showed evidence of Critical Thinking?



What do you see here?




What other picture you see here?



What do you see here?



Module 5
Critical Thinking and Problem Solving Skills




A simple exercise challenging your thinking

The following combination of letters represents a sentence from which one particular vowel has been removed. If you can figure out what that vowel is and re-insert it eleven times, in eleven different places, you will be able to determine what the sentence is saying.

VRYFI
NXMP
LARX
CDSW
HATW
XPCT

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Module 5
Critical Thinking and Problem Solving Skills




Some Definitions

"In layperson's terms, critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth."

Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? American Educator, 31(2), 8-19.

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Critical Thinking and Problem Solving Skills




What is Problem Solving Skills?

Activity 3 - Individual

- How do you think Creative Thinking support Problem Solving Skills?
- What are the steps in Problem Solving Skills

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Module 5
Critical Thinking and Problem Solving Skills




Stages in Problem Solving

1. Identification of the problem
2. Coming up with alternative solutions
3. Making a decision about which solution to use
4. Implementing that solution

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Module 5
Critical Thinking and Problem Solving Skills




Techniques of Problem Solving

A non-exhausting list:

- Brainstorming
- Representation Techniques like:
 - Fish-Bone diagram
 - Flowcharts
 - Process Flowcharts
- Mind-Mapping
- Etc...

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Module 5
Critical Thinking and Problem Solving Skills



Questions In Plenary

How often do you see yourself using questions in your meetings or interactions with others when resolving problems or do you see yourself more telling rather than asking questions?

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Evidence from Research

Westbrook Report (2013), Page 39

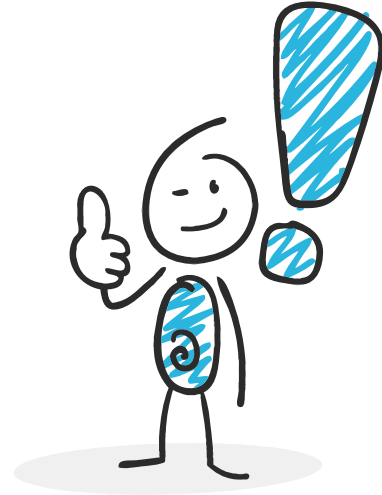
Pedagogical Approach	Good	Not so Good
Use of questions	Open and closed, expanding and probing responses, encouraging student questioning	Frequent closed questions, choral responses, one word answers

"... These teachers hooked children into lessons, used additional materials apart from the textbook and used discussion as a pedagogic practice, asking higher order questions to stimulate discussion as a pedagogic practice, asking higher order questions to stimulate critical reasoning and curiosity..."

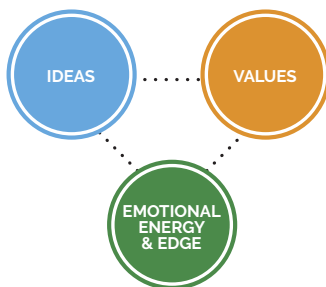
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"... The most effective practice from further qualitative studies appears to be where teachers asked a variety of questions drawing on students' backgrounds and ranging from closed, recall questions to higher order, open questions with feedback embedded through elaboration, rephrasing and probing.... The best teachers Gave children time to speak, did not interrupt and listened to them. Trained teachers also listened to students' responses and followed these up via explanation as well as encouraging student questions..."

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YOUR TEACHABLE POINT OF VIEW



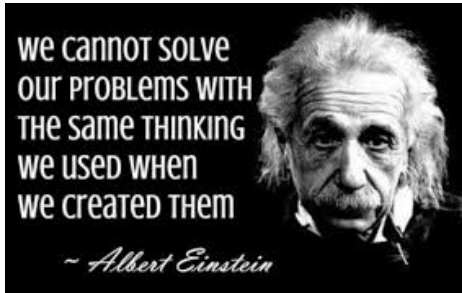
YOUR STORY

Have a clear Road Map of where your community or your project is going

- Your case for change and how critical thinking and problem solving fits in
- Where we are going as a community or project team
- How we will get there and how creativity and Problem Solving is helping
- Think about your various spheres of Influence: Communities you belong, at work, Clubs, Associations, Union, benevolent associations etc. They are the ones impacted by your project

Now write your Story

Final Remarks



THANK YOU !





▶ **MY SUMMARY MODULE 5: Critical Thinking & Creative Problem-Solving Skills and Innovation**

1. What did I learn?

2. What do I want to remember?

3. My Teachable Point of View?

Module 6

Introduction to Project Management
& Your Leadership Engine Project





Introduction to Project Management & Your Leadership Engine Project

▶ Module Objectives

At the end of this module, the participant will be able to::

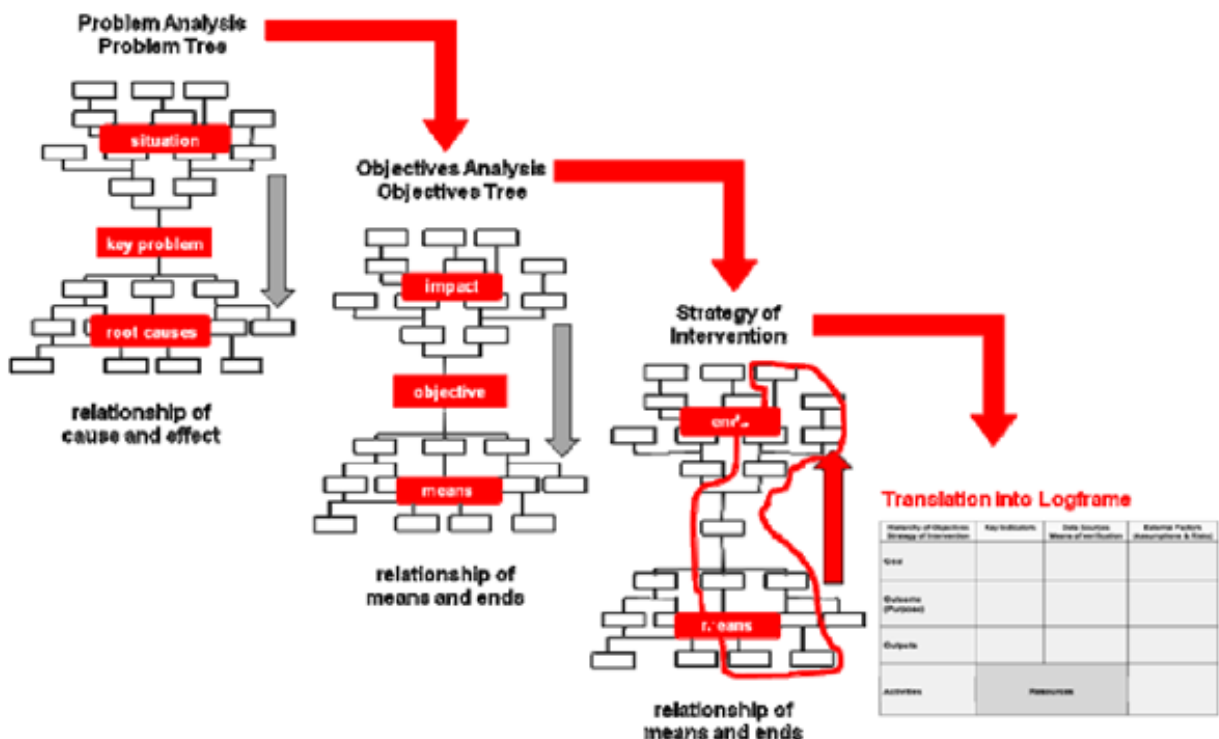
- Define ZOPP (Objective-Oriented Project Planning)
- Apply the sphere of influence as a stakeholder map
- Use the power of causal logic (if...then) for problem analysis and objective analysis
- Describe Logical Framework Approach(LFA)
- Complete the Logical Framework Matrix(LFM) for a community project

▶ Key Concept: ZOPP Objective-Oriented Project Planning for Community

The ability to plan and execute projects are critical competencies for leaders at all levels. ZOPP process involves basically two phases:

- Analysis
- Planning

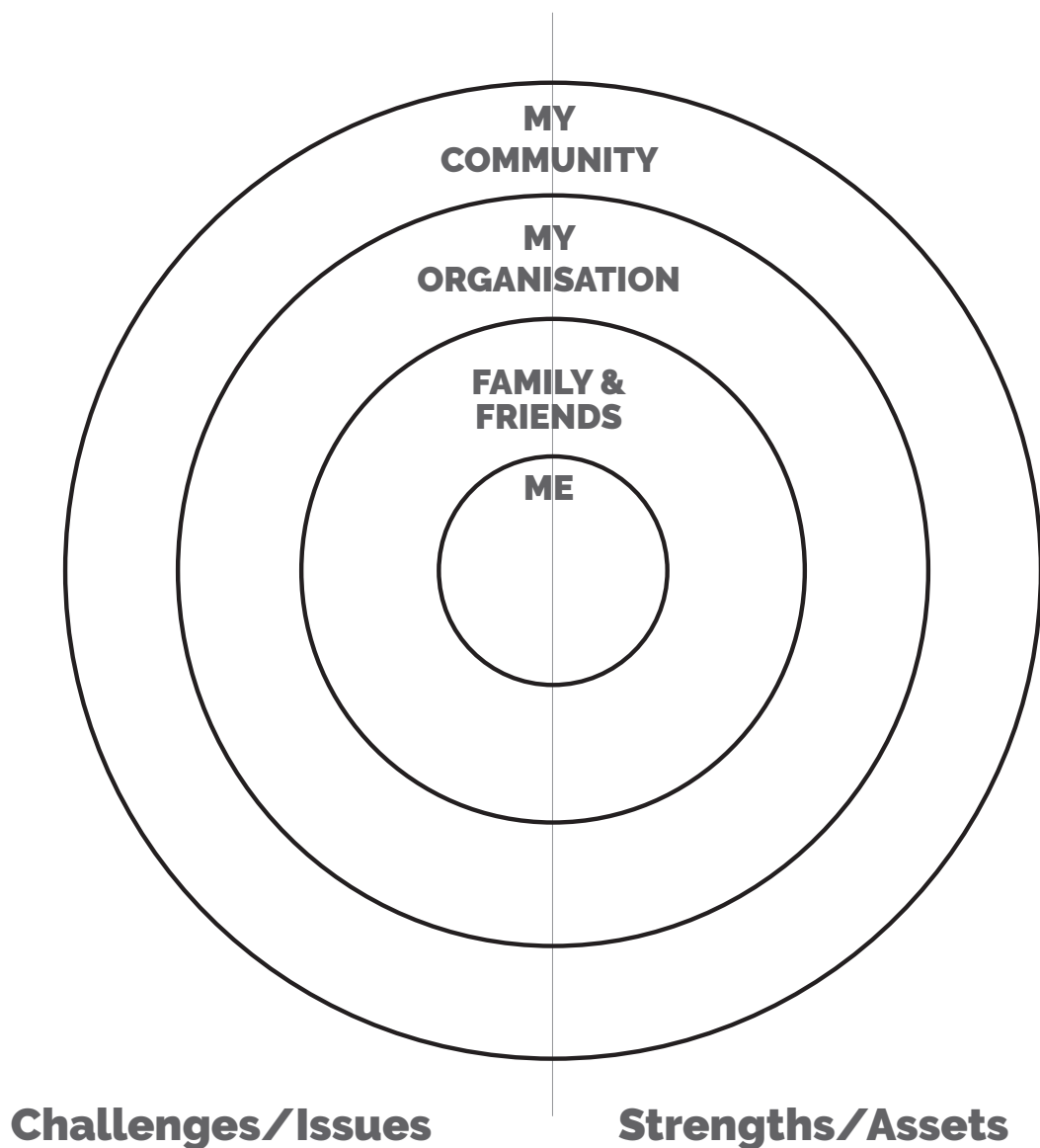
The analysis phase requires the leader to identify the stakeholders, analyse the problem, clarify the objectives and select the best strategy for intervention. The planning phase requires the development of a logical framework for action including the activity and resources scheduling. The diagram below summarises the ZOPP process.



▶ **Activity: Stakeholder Map**

Discuss with your team members about problems on which you would like to work for the NLE training.

Use the spheres of influence in module 2 as a Stakeholder Map to identify who else should be involved in your project and how they can influence your project.





▶ Key Concept: The Power of Causal Logic

We live in a cause-effect world. Every effect occurs because of an underlying series of cause and effect relationships that make it happen.

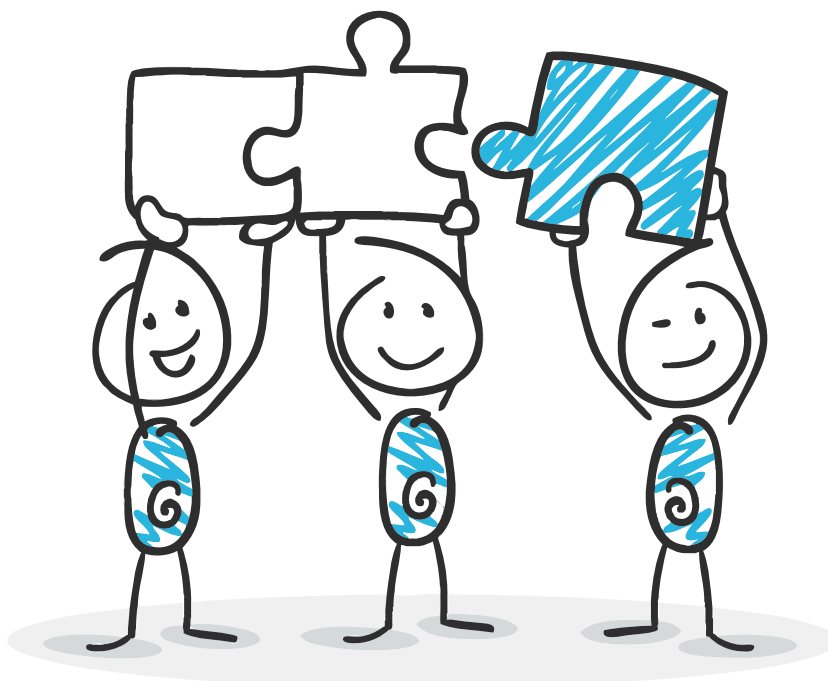
Casual and sequential logic are quite different and understanding that difference is critical. We are familiar and comfortable with sequential logic, because it appears in Gantt (bar) charts. Sequential logic is task focused and necessary for implementation planning, but not adequate for project design because it does not recognize multiple levels of Objectives.

In causal logic, X causes Y to happen (or contributes to Y happening). In sequential logic, Y follows X in time, but is not caused by X. The sun comes up after the rooster crows, but the rooster doesn't make the sun rise.

Causal thinking enables to "begin with the end in mind", as Stephen Covey reminds us. We can clarify strategy as a set of relationships of the form "if-then" (read from the bottom up):

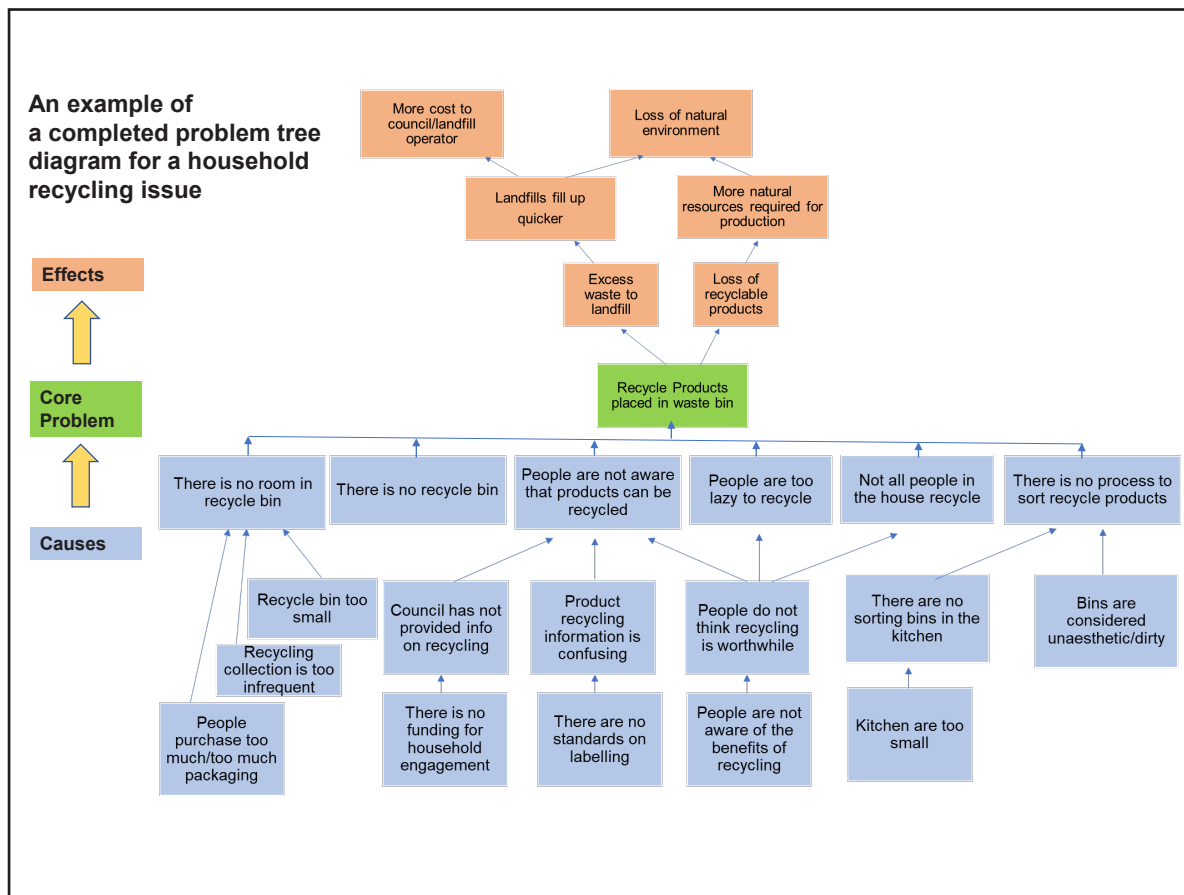


Source: Terry Smith, Strategic Project Management



► **Activity: Problem Analysis**

Using small 3' X 5' cards, brainstorm on the causes of the problem you identified for the stakeholder analysis phase. Get as many causes as possible. Organise the causes and the effects in a bottom up sequence as shown in the problem tree below:

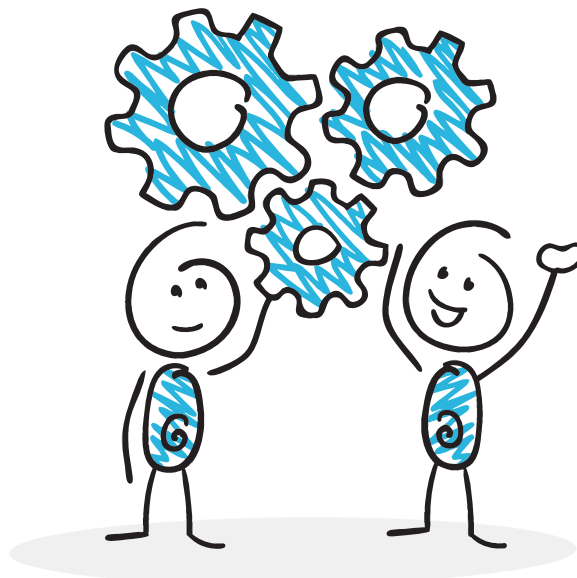
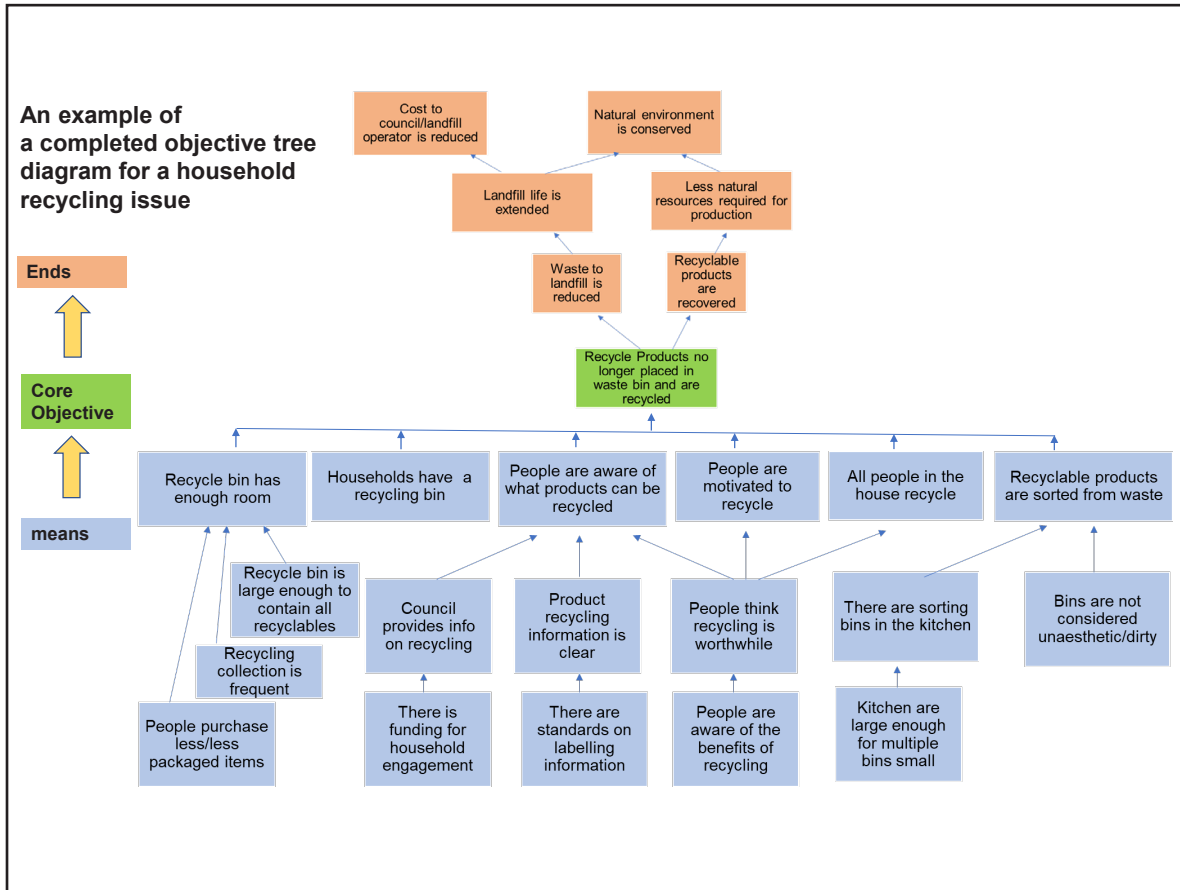


Source: <https://www.slideshare.net/ncsustainability/developing-a-problem-tree>



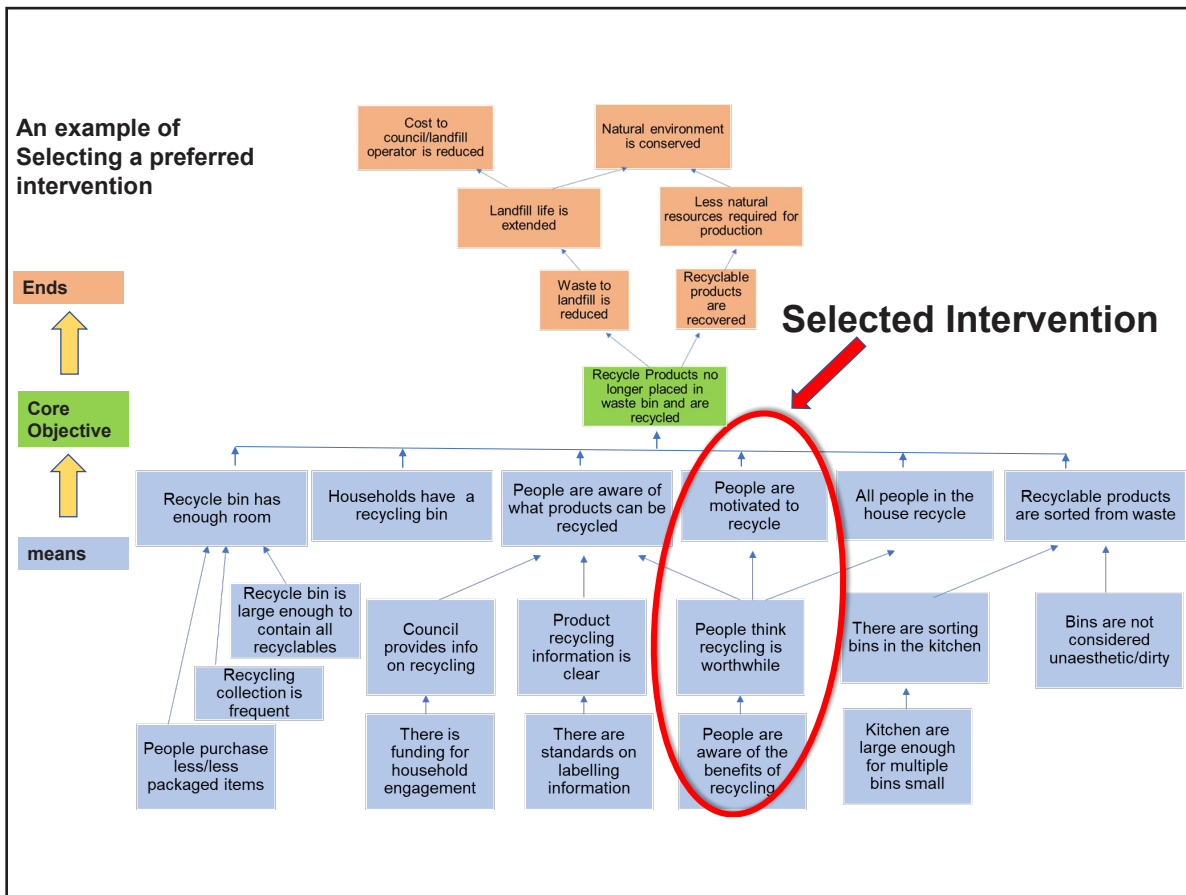
► Activity: Objective Analysis

The objective Tree can be derived from the Problem Tree by reformulating the problems into objectives. Reformulate your objective tree as shown below:



► **Activity: Strategy of Intervention**

Using your objective tree, choose your best strategy for intervention as in the example below:



Source: <https://www.slideshare.net/ncsustainability/developing-a-problem-tree/18>



▶ **Key Concept: The Logical Framework, LogFrame**

The Logical Framework is a project planning and improvement system on a single sheet of paper. It is based on a set of interlocking concepts which organize project information in a specific way using standard management terminology. In short, it answers 4 basic questions:

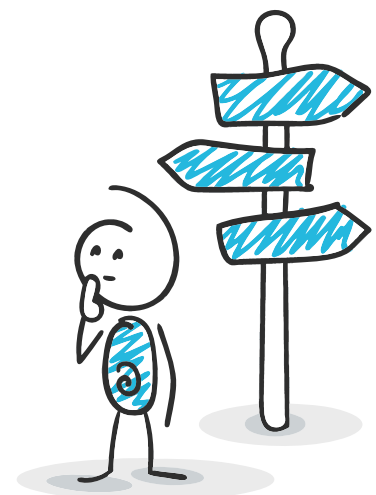
- 1. What are we trying to accomplish and why?
- 2. How will we measure success?
- 3. What other conditions must exist?
- 4. How do we get there?

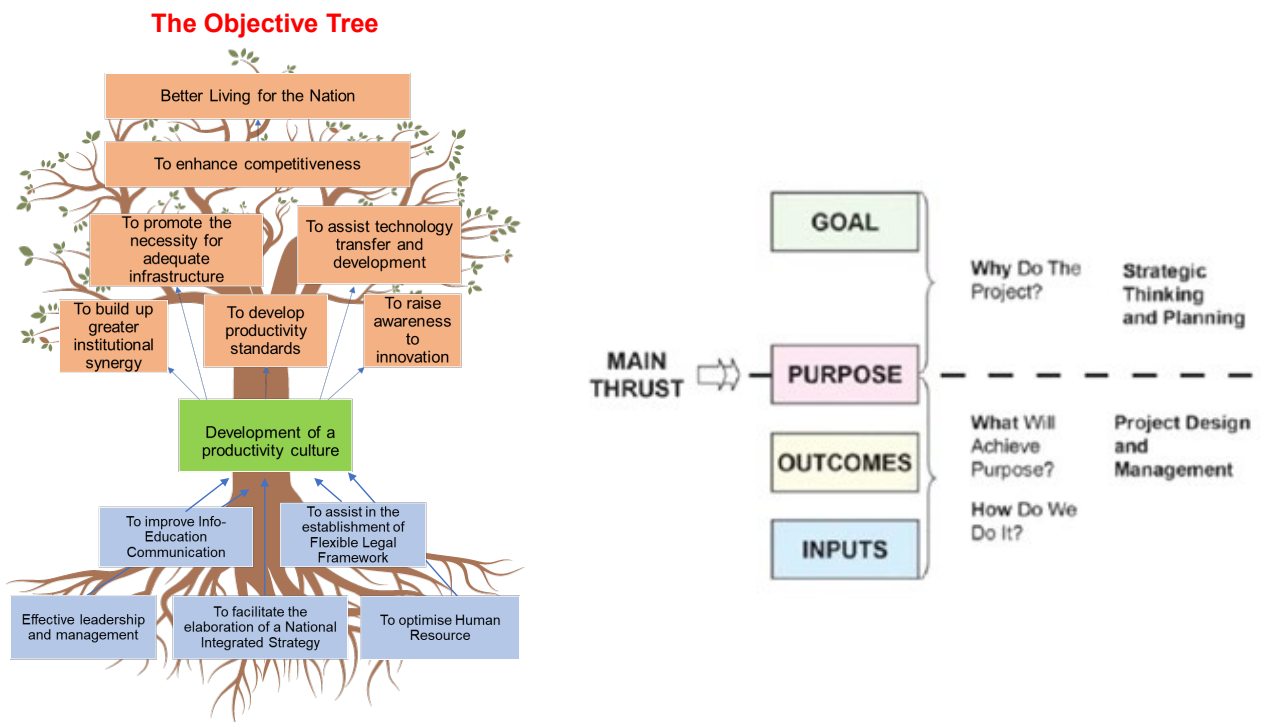
<i>Objectives</i>	<i>Success Measures</i>	<i>Verification</i>	<i>Assumptions</i>
Goal ▶ Big Picture Objective which project supports	Measures of Goal Achievement (quality, quantity, time)	Info sources to monitor and verify Goal Measures	To reach Goal: External conditions needed to reach Goal and beyond
Purpose ▶ Change expected by producing Outcomes	Success conditions expected at end of project	Info sources to monitor and verify Purpose Measures	To reach Purpose: External conditions needed to achieve Purpose
Outcomes ▶ Specific results needed from project team	Description of completed deliverables	Info sources to monitor and verify Outcome Measures	To produce Outcomes: External conditions needed to produce Outcomes
Inputs ▶ Activities, Resources and Responsibilities	Resource Budget and Schedule	Info sources to monitor and verify Inputs	To obtain & manage Inputs: External conditions necessary to obtain and manage Inputs

Source: Terry Schmidt- www.ManagementPro.com

1 What are we trying to accomplish and why?

The first question illuminates project Objectives, and we recognize that every project consists of four distinct levels of objectives. The strategy for intervention from the objectives analysis part inform this column.





2 How will we measure success?

The second strategic question sharpens the definition of objectives by establishing Success Measures (also called KPIs or metrics) and means to verify objectives at each LogFrame level. These are captured in the middle two columns. Measures describe the expected level of accomplishment using quantity, quality, time, and cost indicators.

3 What other conditions must exist?

Risks exist in every project. The third strategic question illuminates critical Assumptions and risk factors. These can include dependencies, interfaces, policy considerations, resources, market factors, and other important conditions needed to make the if-then logic valid. Captured in the fourth column, Assumptions are a jumping-off point for further risk analysis. Uncovering these early lets us outsmart Murphy and his infamous law.



4 How do we get there?

Answering the first three questions provides clarity for developing the work plan. The input row captures tasks, schedule, resources, and responsibilities. Conventional project management tools (e.g., WBS) and processes flesh out the input to Outcome linkages. (During early stage design, Inputs and resources may be illustrative).

<i>Objectives</i>	<i>Success Measures</i>	<i>Verification</i>	<i>Assumptions</i>
Goal Why?			
Purpose Why?			
Outcomes What?			
Inputs How? Who?	When?		

The LogFrame constitutes a systems thinking approach recognizes that a project is part of a larger system which we must understand and link to. The LogFrame incorporates important concepts from other scientific and management methodologies, including:

- Management by Objectives, projects have multiple objectives that must be measurable and verifiable.
- Scientific Method, every well-articulated project strategy is based on an underlying set of if-then hypotheses or “educated guesses.”
- Team Building, actively engaging the key players in up-front planning creates buy-in and stay-in.
- Risk Management, outside factors always operate. Identify and test your key Assumptions early and be alert for deal-breakers up front.

▶ Example of LogFrame

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self confidence required to stay in school.
Outputs	1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer camp.
	2. 500 parents of children in Grade 5-6 with low reading proficiency help their children read at home.	Number of parents helping their children to read at home.	Survey of parents conducted at the end of each summer camp.	Children are interested in reading with their parents.
Activities	1. Run five reading summer camps, each with 100 Grades 5-6 students who have low reading proficiency.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are interested in them attending the camps.
	2. Distribute 500 "Reading at Home" kits to parents of children attending summary camps.	Number of kits distributed.	Kit distribution records.	Parents are interested and able to use the kits at home.

Source: <http://www.tools4dev.org/resources/how-to-write-a-logical-framework-logframe/>



▶ Activity: LogFrame

Fill the LogFrame below for addressing the selected problem in your community

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal				
Outcomes				
Outputs				
Activities				



Module 6
National Productivity and Competitiveness Council




Module 6
Introduction to Project Management
Facilitator: XXXX

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Module 6
Introduction to Project Management



Objectives of this module


Enable the delegates to:

- Understand what is Project Management
- Appreciate the importance of using Project Management techniques for your own projects and more generally for projects in Mauritius
- Know how to improve the way we manage projects
- Know how to help others manage projects better
- Know how do we lead others to use Project Management techniques when working on shared projects
- Start using techniques of project management for projects in their workplace and community

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Definitions of a project

- Give your definition of Project Management.
- Do you think projects are managed efficiently in Mauritius? Explain your answer.
- Why do you think it is important for your to develop Project Management Skills?

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Definitions of a project

A project is an attempt to:


- Seize an opportunity
- Answer to a need or a desire
- Contribute to solving a problem

A project produces impacts, which can be positive and/or negative.

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Definitions of a project

A project consists of;

a concrete and organised effort


to realise a unique and innovative deliverable

such as a product, a service, or an event.

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Definitions of a project

A project is

a set of interrelated tasks to be executed

over a fixed period of time and


within certain cost and

constraints of resources and quality norms.

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Definitions of a project


- A project has a beginning and an end
- The temporary nature of projects stands in contrast with business as usual (or operations),[3] which are repetitive, permanent, or semi-permanent functional activities to produce products or services.

One Example

- For a school, teaching is operations, because it is ongoing year on year.
- For an Upper VI student succeeding your HSC exams can be viewed as a project.

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Project Stakeholder – definition

A project stakeholder refers to, an individual, group, organisation who may affect, be affected by, or perceive itself to be affected by a decision, activity, outcome of a project

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Stakeholders – Affected by Activities & Outcomes

Project: Construction of Metro Express

- Activity: digging roads, etc. – stakeholders affected: people living near the roads, roads users
- Output/Deliverables: the metro itself
- Outcome: the metro is operational – stakeholders affected: negatively bus operators if they carry fewer passengers; positively former bus users who can use the metro and travel faster

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Stakeholders for social projects - examples

- Beneficiaries
- Gate keepers – who authorise access to the beneficiaries, e.g. headmaster of a school for a project where the pupils are the beneficiaries
- Resource providers/suppliers

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Role - Project manager – 1

The project manager:

- Is in charge of the project
- Is concerned with delivering a project that is already defined, if only quite loosely
- Is accountable for accomplishing the stated project objectives
- Has the responsibility of the planning, execution, monitoring & controlling, and closing of the project
- Reports to the project sponsor



Role - Project manager – 2

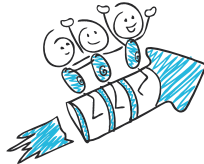
The project manager:

- Determines the exact needs and requirements for the projects and implements them
- Needs to understand the time necessary to accomplish the tasks and the order of their execution to schedule the project correctly
- Needs to adapt to the requirements of the various stakeholders



Role - Project team

- A project is realised by a project team which accomplishes the particular tasks required to produce the deliverables



Role: Finding resources for your project

- Focus on resources, not money
- People or companies can have spare resources which they can provide you, but they would not give you money
- Asking for resources requires that you explain your project and your needs to the givers, as this is a way to invite them in your project, and they can enrich it with their own suggestions, which can bring benefits you had not thought of



Finding resources – an example

- An NGO giving training to unemployed women asks a company to finance the training.
- After discussions, the company representative understands that the money will be used in part to finance transport of the beneficiaries by public bus.
- Instead of finance, the company proposes to transport the beneficiaries in its own company bus in which there are some unused seats.
- The NGO gets the resource it requires, and the company spends nothing.
- Additional benefit: the ladies learn to be on time to catch the company bus.



Example of resources

- People - give details on the competencies they will require
- Materials, equipment
- Premises
- Food, beverages
- Transport
- Permits, authorisations, etc.
- Advertising

▶ MY SUMMARY MODULE 6: Introduction to Project Management & Your Leadership Engine Project

1. What did I learn?

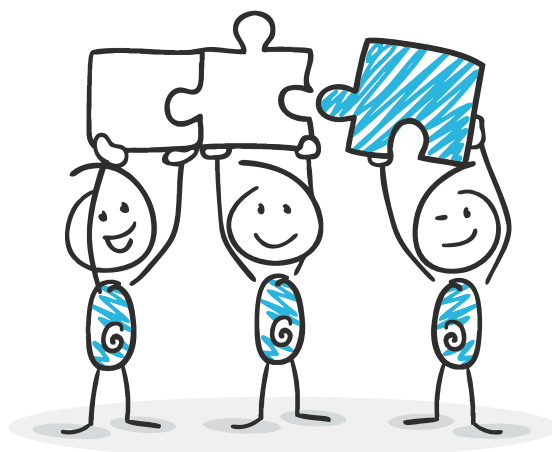
2. What do I want to remember?

3. My Teachable Point of View?



► **Project Presentation Template**

NLE PHASE	Project MONITORING Criteria
IGNITE	01 - Project Definition
	02 - Data Collected/Analysed
	03 - Innovativeness of solution selected
	04 - Project Implementation Plan
DRIVE	05 - Stakeholders Involved
	06 -Actions taken by team members
	07 - Difficulties/Challenges/Issues encountered & addressed during implementation
INSPIRE	08 - Results Achieved (eg Number of Beneficiaries) Impact in terms of testimonial of beneficiaries



Glossary of Terms

Community project

Community Projects are leadership projects for the community to be undertaken by youth leaders through innovative solutions related to challenges such as illiteracy, unemployment, entrepreneurship, obesity and drug addiction, self-esteem, teenage pregnancy, poverty etc.

Critical Thinking

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking.

Edge

The Edge is the Courage to see Reality and act on it. It is about the courage to make hard choices and take tough actions.

Emotional Intelligence

Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Empowerment

Empowerment refers to measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority.

Leadership Brand

A leadership brand is a shared identity among leaders of a country that differentiates what they can do from what other leaders can do.

Leadership Code

The Leadership Code is the 60% to 70% of the characteristics of effective leaders which exist in such leaders as Leadership Fundamentals. As a strategist, the leader shapes the future and make things happen as an executor. The leader is also a talent developer who engages today's talents and build the next generation. The leader constantly invests in his/her learning.

Leadership Differentiators

Leadership differentiators are values inherent in the leadership brand. The differentiators for Mauritius Leadership Brand are: Together, Excellence, Trust, & Innovation.

Logical Framework or LogFRAME

A matrix that illustrates a summary of project design, emphasizing the results that are expected when a project is successfully completed. These results or outputs are presented in terms of objectively verifiable indicators. The Logical Framework approach to project planning, developed under that name by the U.S. Agency for International Development, has been adapted for use in participatory methods such as ZOPP (in which the tool is called a project planning matrix).



Glossary of Terms

National Leadership Engine

The National Leadership Engine (NLE) is an initiative of the National Productivity and Competitiveness Council under the aegis of the Ministry of Financial Services and Good Governance in collaboration with the Ministry of Youth and Sports with the objective of developing a leadership pipeline to achieve higher productivity and better living for the nation.

Productivity as a Social Concept

Productivity is, above all, a state of mind. It is an attitude that seeks the continuous improvement of what exists. It is a conviction that one can do better today than yesterday, and that tomorrow will be better than today.

Project Management

Project Management is a set of skills, tasks, techniques and tools applied to achieve specific goals within given constraints of time and resources, whether individually or as part of a team.

Quantum Ideas

Quantum ideas are ideas which will have an impact for example transforming society and adding value to the well-being of all people in our society.

Self-Awareness

Self-Awareness is about knowing one's internal states, preference, resources and intuitions.

Self-Confidence

Self-Confidence is a feeling of trust in one's abilities, qualities, and judgement.

Self-Management/Self-Direction

Self-Management refers to managing ones' internal states, impulses, and resources.

Teachable Point of View

Leading is basically teaching because fundamentally leadership is about motivating people to act and involves teaching others to see the desirability of reaching a specific goal and showing them how to reach it. The Teachable Point of View (TPOV) is about the clear ideas and values, based on knowledge and experience which all effective leaders have and can articulate as lessons to others.

ZOPP

Objectives-Oriented Project Planning (ZOPP)

ZOPP is a project planning technique that brings stakeholders to workshops to set priorities and plan for implementation and monitoring. The main output of ZOPP workshops is a project planning matrix. The purpose of ZOPP is to undertake participatory, objectives-oriented planning that spans the life of project or policy work, while building stakeholder team commitment and capacity with a series of workshops.

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National Productivity and Competitiveness Council



National Productivity and Competitiveness Council
3rd Floor, The Catalyst
Silicon Avenue, Cybercity
Ebene 72201
Republic of Mauritius
T: (230) 467 7700 F: (230) 467 3838
E: npccmauritus@intnet.mu W: www.npccmauritus.org