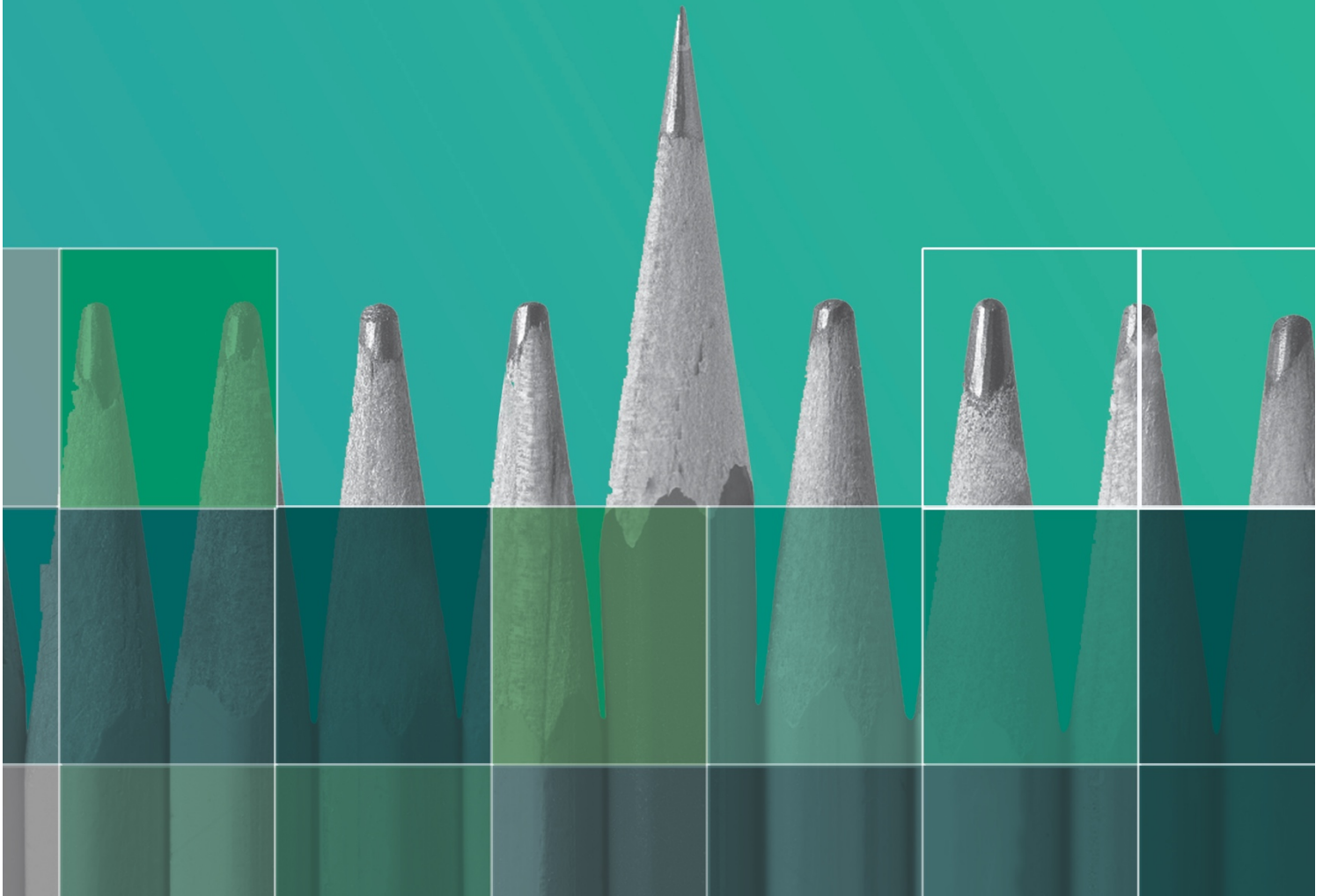




EXECUTIVE LEADERSHIP MANAGEMENT COURSE

CLOSING REPORT

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Executive Summary

The Planning Commission of Pakistan compiled a document titled Pakistan 'Vision 2025' that delineates a comprehensive strategy for fast track development and to make Pakistan in top 25 economies in the world by 2025. UNDP Pakistan in partnership with the Ministry of Planning, Development and Reform (MoPDR) has initiated a project, "Innovation and Reform in Government for High Performance," the goal of which is to enhance the efficiency and transparency of public institutes through institutional and management reforms. School of Leadership (SoL) worked in the capacity of an implementing partner in this project to train a mix of approximately 100 government officials from grades 17-22 across a range of ministries in basic contemporary management competencies and skills.

The objective of this report is to present to UNDP and MoPDR the mechanism by which the training was rolled out, the results of the intervention, how it was received by the participating officers, along with recommendations for future interventions of similar nature.

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1 Introduction

The Planning Commission of Pakistan compiled a document titled Pakistan 'Vision 2025' that delineates a comprehensive strategy for fast track development and to make Pakistan in top 25 economies in the world by 2025. UNDP Pakistan in partnership with the Ministry of Planning, Development and Reform (MoPDR) has initiated a project, "Innovation and Reform in Government for High Performance."

Pakistan is a country with rich history and diverse cultures, but has been affected by an unstable and weak political environment. There is also an imbalance between the economic and social growth. The Planning Commission of Pakistan initiated Vision 2025, with the aim to tap existing potential, create new opportunities and to include Pakistan in the top 25 economies of the world by 2025, where resources are managed, generated and used efficiently.

Taking inspiration from countries like China, Singapore, Malaysia and Turkey, where the governments presented and implemented long term visions for their countries to prosper, the Vision 2025 takes development as a scientific process, where efforts are pursued in the right direction, and commitment is made on delivering results. With a human development centric model, Vision 2025 focus is not only on economic indicators but also on holistic socio economic development, and includes an element of Knowledge Revolution, which is a paradigm shift in development of a country.

Vision 2025 comprehensively covers all aspects of development with the 5+7 model, which has 5 Enablers (Social Justice, Rule of Law, Peace and security, Political stability and Shared vision) and 7 Pillars (Sustained indigenous inclusive growth, Energy, Food and Water security, Democratic Governance institutional reform and modernization of public sector, Human and social capital, private sector led growth, Developing a competitive knowledge economy, Modernisation Infrastructural and strengthening regional connectivity).

To implement the Vision 2025, ownership of the stakeholders is essential, along with changing the organizational structures and ingraining a culture of perspicacity across all fronts. The current belief is that due to lack of skills in organising and managing the Vision 2025 on a large scale, there is an investment made in training of the Public Sector. UNDP Pakistan in partnership with MoPDR has initiated a project titled 'Innovation and Reform in Government for High Performance' with the goal to enhance efficiency and transparency of Public institutes through institutional and management reforms by training senior government officials from grade 17-22. The project was one year long, starting May 2016 to May 2017. School of Leadership as an implementing partner delivered the required outputs in three phases.

The first phase requires research and assessment of the existing competencies and skills of the targeted group, the findings of which helped identify gaps and allowed demand-oriented modules to be prepared. Following the documents of research, content development researchers at SoL prepared trainer guide and workshop modules on the eight themes provided by UNDP and MoPDR. The second phase includes training with the government officials in 4 batches of approximately 25. The final phase was the evaluation of training output, which gauged against the draft matrix and decisions, developed by each batch at the end of the training session.

2 Objectives and Phases of the Programme

The training programme was designed to equip the participants with:

- An understanding of their own personality style, and how that impacts leadership
- Skills fundamentally important to leadership in the public sector
- Skills related to undertaking and analysing the results of Organisational Needs Assessments
- An outline of Human Resources Management
- An outline of the benefits of effective communication, and skills to improve communication
- A deeper understanding of the nature of teams and how to lead them
- A better understanding of the fundamentals of action plan development and the integration of stakeholders
- An understanding of the effective management of change
- A deeper understanding of monitoring and evaluation

The very first step of training cycle involved determining if a training need exists, and if so, what training is required to fill that gap. In the given scope, UNDP and MoPDR had identified eight areas where training of government officials was required, based on which, a Training Needs Analysis (TNA) was conducted to establish a baseline and determine the current competencies and skill levels of government officials in question.

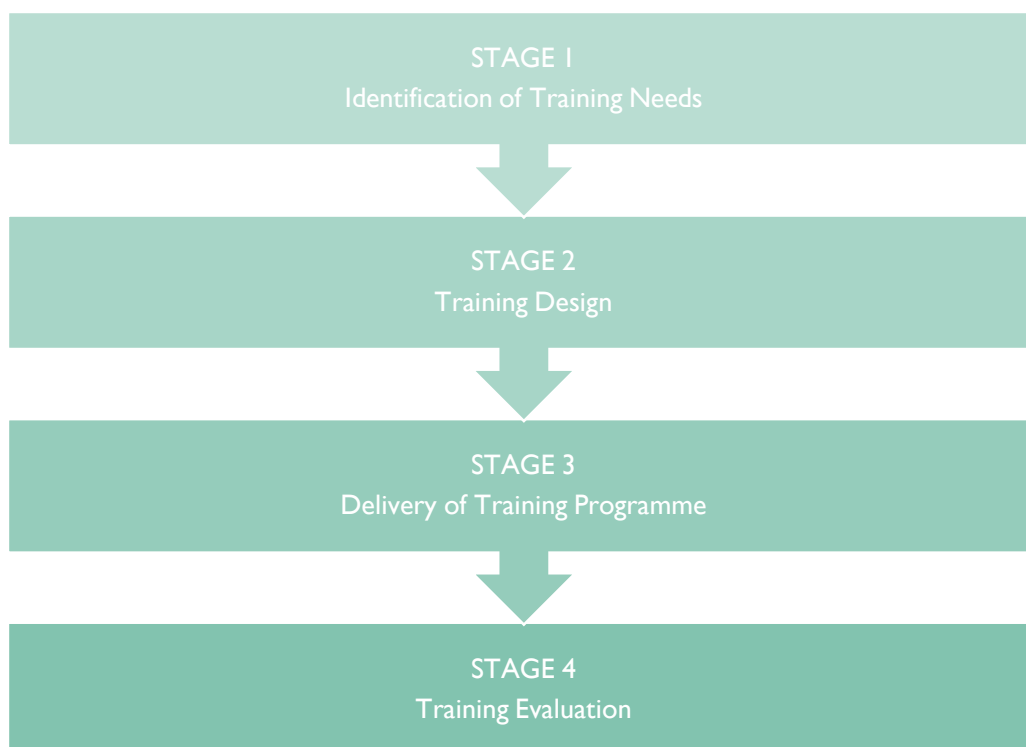


Figure 1: Project Phases

3 Description of the Programme

The training of the first batch opened with a prelude under the tagline “The Battleground” from Mr. Umair Jaliawala, SoL’s Master Trainer, setting the tone for the five days of training. While most choose the perks of private sector, there are some who take pride in being public servants. The trade-off does not only include a financial sacrifice but also being labelled with a widely-held perception which is rarely positive. Whilst the accountability goes up, the thanklessness towards the contributions of those, who move mountains to make things happen, does not help the case of a passionate public servant. The prelude described the difference between those fighting in the “battleground” for Team Pakistan, and those fighting for Team “Failuristan.”

The prelude was followed by an introduction to the programme and the 5-day learning journey, along with housekeeping rules and assessment criteria and methods against which the participants were to be evaluated.

Mr. Jaliawala guided the participants to the first module of the training “Leadership in Line with Vision 2025.” The objective of this module was to enable participants to explore relevant leadership concepts that engender the spirit of service, understand and leverage diversity to achieve desired ends, and discover personal leadership styles and aligning with approaches that work in the context of Pakistan’s civil service. The outcome of the session was to facilitate building a receptive mind-set that welcomes diverse set of ideas, ability to inspire key stakeholders to work towards a shared vision, and willingness to own and execute challenging tasks through team leadership. This was achieved through a mixed methodology consisting of interactive lectures, presentations, case studies and multiple exercises (refer to Participant Handbook for details of activities).

The second half of the day was dedicated to the module “Leading Change” which entailed theory of types of changes, becoming aware of attitude towards change, embracing change as an opportunity for growth and development, exploration of John P. Kotter’s eight steps for transforming organisations, identifying and mitigation risks associated with change, and tools and tips for managing change successfully. Along with visual aids in the form of PowerPoint presentation and videos in conjunction with powerful exercises, the module was made relatable for the participants which created an impact and made a cogent case for change to create a buy in amongst all key stakeholders. It also helped establish processes to steer change efforts effectively in order to minimise the risk of resistance from the outset. Participants were taught the steps required to transform their department or their circle of influence by establishing a sense of urgency, forming powerful guiding coalition, creating and communicating a vision, empowering others to act on the vision, planning for and creating short term wins, consolidating improvements and demonstrate change, and institutionalize new approaches.

The first day ended on a high note where the participants had broken the ice with each other. The day closing included a discussion and reflections of their learnings of the day.

The second day of the training was dedicated to participants’ learning on “Collaborative Governance”

and “Information & Communications Technology (ICT).” Although ICT was a cross-cutting concept throughout the length of the training, however, it was required as a dedicated module in itself which tied very well with the modern concepts of collaborative governance. After the day-long learning facilitated by exercises and interactive discussions, participants saw collaborative governance as productive and effective, and they saw application of the concept to their current programmes and future opportunities. Moreover, they understood e-governance models and their implementation, and demonstrated readiness for ICT implementation in their respective departments. During the ICT module, participants were guided through topics like technologies changing the world, where Pakistan stands in the phases of digitisation, phases of e-governance and ICT stories from around the world.

Each day began with a recap and reflections from the day before to reinforce learnings and gauge participants’ understanding. After the recap on Day 3, participants set off on a day long learning journey to internalise and practice their communication skills and time management skills. They were equipped with various tools to learn greater focus on improvements that can be made on the job, how they can make better use of talent at hand, quick assimilation and resolution of issues.

Special focus during both the sessions of Day 3 was given to train them conducting meetings effectively since that was a recurring issue quoted by officials during the TNA process prior to the training. They were also taught delegation skills, Return on Time investment, negotiation skills and efficient mechanism to process files. Towards the end of Day 3, participants were explained in length the assessment criteria and the tools which was briefly mentioned on Day 1 of the training. Their questions were answered concerning the DCRA report, and how they will be evaluated on it. Soft copies of the report template were shared with all participants and were reminded of the deadline.

After a break of approximately 3 weeks (average), each batch continued the training on Day 4 where they covered the subjects of Human Resource Management and Results Based Performance Management. By the end of Day 4, participants had a deeper understanding of how they keep their colleagues and staff engaged through trusting relationships and meaningful interactions, empowering work ethos and culture. They also learned how they can enable team members to develop through mentoring, enhancing knowledge and competence needed for current job and future challenges. Results Based Performance Management course entailed the concepts of mutual accountability as criteria for development and effectiveness, national ownership through policies and programmes and looked into creating greater inclusiveness of stakeholder consensus through engagement for the achievement of national goals.

Day 5 of the training for each batch was dedicated to individual presentations of participants’ DCRA reports, against which they were evaluated.

The above training outline was followed for each batch. The contents of the training and the methodology remained the same throughout the length of the course; however, multiple trainers were engaged for different batches, which was subject to availability at SoL’s end.

3.1 Training Material

Participants were distributed binders at the outset of the programme, which included the following documentation:

- Learning journey/agenda
- Presentations
- Handbook with case studies and course material
- Evaluation forms

Additionally, all participants received digital copies of the same material along with assessment material.

4 Evaluation and Findings

The evaluation method employed for Executive Leadership & Management Course for senior Government Officials had four levels, which are outlined below. The overall purpose of the evaluation was to analyse the relevance and direction of the training programme and to gauge participants' interest and understanding of the programme's contents. The findings of the programme are analysed in this report and should be incorporated when planning for the next programme of similar nature.

Training Feedback

Training Feedback was done through a post-training self-assessment questionnaire that gauged their understanding on training content, their feedback on training facility, trainers and the overall experience. The feedback evaluation questionnaire examined the following areas in detail:

- 1 Learning objectives
- 2 Value, relevance and intent
- 3 Training methodology
- 4 Satisfaction with the quality of trainers
- 5 Applicability of after action review and practical exercises
- 6 Overall satisfaction with the training programme

Evaluators Assessment

Evaluators' assessment accounted for 30% the total grade, and used a 7-item tool, which SoL's evaluator used to gauge each participant's learning, knowledge and competence through their demonstrated efforts and participation during the training. This evaluation was observation-based on the following items:

- 1 The participant has a vision for his/her department/ministry and the way it should be functioning
- 2 The participant shows dedication and commitment to the government of Pakistan
- 3 The participant intends to try any of the techniques discussed in the training, as demonstrated during his/her participation in activities
- 4 The participant has demonstrated an intention to do anything differently as a result of the training session during the 5 days
- 5 The participant seems motivated to bring ideas into action, as learnt during the training
- 6 The participant demonstrates greater confidence and increased morale
- 7 To what extent does the participant demonstrate his/her understanding of the modules covered in the training?

Demonstrated Commitment through Reflection & Action (DCRA) Report & Presentation

DCRA report recorded participants' mini project efforts during the training which they have implemented within their department/ministry. This was an essential part of the training evaluation and carried 30% weightage in the overall assessment. This was followed by individual presentations of their DCRA's on the last day of the training, which accounted for 20% of the overall grade. DCRA required participants to write about:

- 1 A problem/issue they identified within their department/ministry
- 2 Their proposed solution/action to the identified problem
- 3 The impact they created/or can create through the proposed solution

Their knowledge was gauged on the above 3 factors during the presentation as well, and were marked subjectively.

Attendance & Punctuality

80% attendance was required, which was measured by maintaining an attendance sheet throughout the training.

Based on the four assessment methods outlined above, the participants were evaluated as per the following criteria:

GRADE & PERCENTAGE	DESCRIPTION OF ASSESSMENT CRITERIA
90% - 100%	Knowledge is comprehensive in both breadth and depth. Participant demonstrates an exceptional ability to contextualise, to grasp concepts and their inter-relationship, and/or to relate theory to practice. Clear evidence of independent thought. The presentation is highly literate, fluent and accurate. The material is presented in a focused way, so as to help sustain the argument.
80% - 89%	The knowledge-base is up-to-date and relevant, but may not be broad or deep. DRCA Report reflects a thorough grasp of concepts and their inter-relationship, and a significant ability to relate principles learnt in training to practice. The presentation is very good, the material generally well focused, reflecting inter alia a high degree of literacy. Arguments may sometimes be outstanding, even brilliant, and reflective of genuine independent thought, but not always consistently at that level.
70% - 79%	Arguments may be generally relevant but not necessarily comprehensive. The participant displays awareness of what concepts are, but the ability to conceptualise, and/or to relate principles of Vision 2025 to practice, is palpably limited. Frequent use of assertion rather than argument.
BELOW 70%	Some accuracy but little relevance; very few relevant assertions. Minimal awareness that concepts exist. Work frequently lacks clarity. Communication is frequently inarticulate. Presentation is poor.

4.1. Evaluators' General Observations

The charts below show the participants' demonstrated efforts observed by SoL's evaluator present throughout the trainings. The observations were merely based on participants' active participation that showed whether or not a skill or learning was developing. In the absence of participation, the observer did not assert that the skill/learning does not exist, rather it was simply not demonstrated.

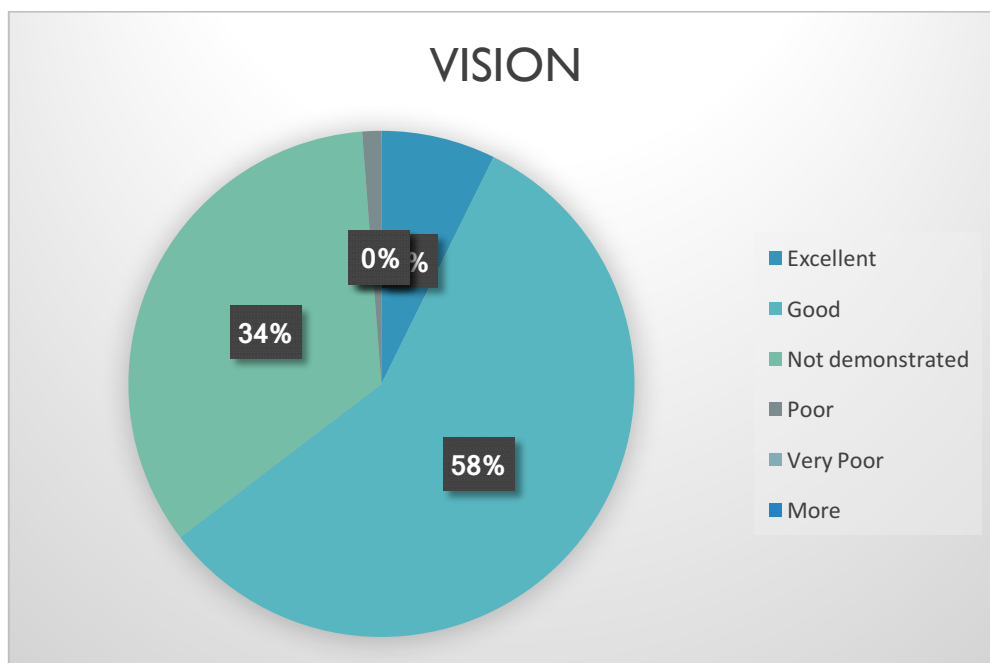


Figure 2: The chart above shows observer's independent view of participants' demonstration on whether or not they have a vision for their respective department and how it should be functioning

The percentages above show the observations made for all four batches, collectively. For majority of the participants (58%), the observer believed there was a clear vision in terms of how officers visualise their departments to be.

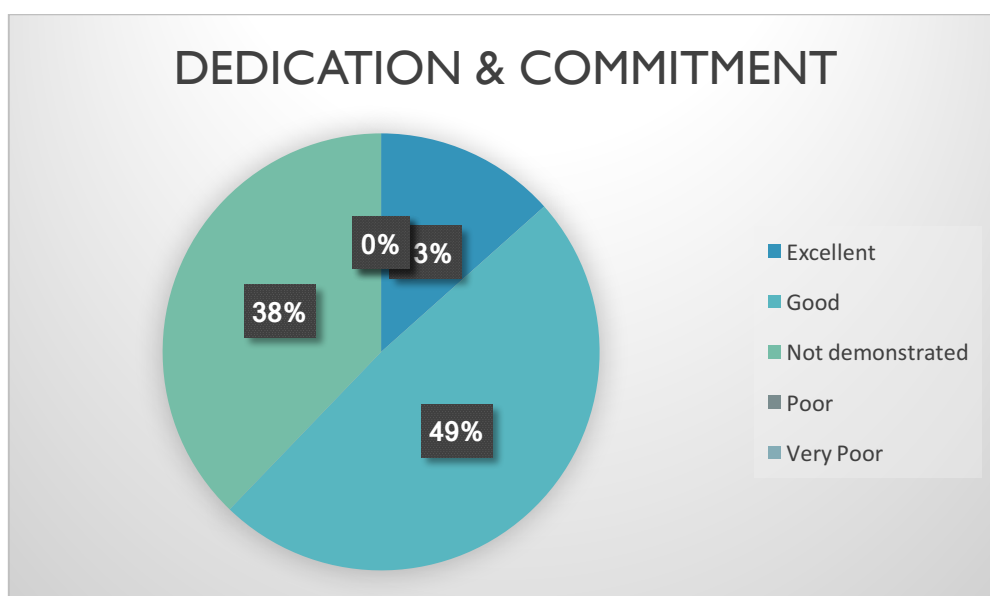


Figure 3: The participant's demonstrated dedication and commitment to the government of Pakistan

Oftentimes during the training, the discussions were framed around departmental needs and the government of Pakistan in general, premise based on the skills and knowledge being transferred to participants during the training and their utility in their professional lives. About 13% of the participants clearly communicated the utility of these skills and how their efforts are/and will be aimed at improving the quality of outputs within their departments, and in broader terms, serve the government in the best possible way. About 49% of the participants were rated “good” in this regard by the observer, implying their views may not have been as strong as the other 13% but were well-intentioned in this regard and showed so through their conversations and demeanour.

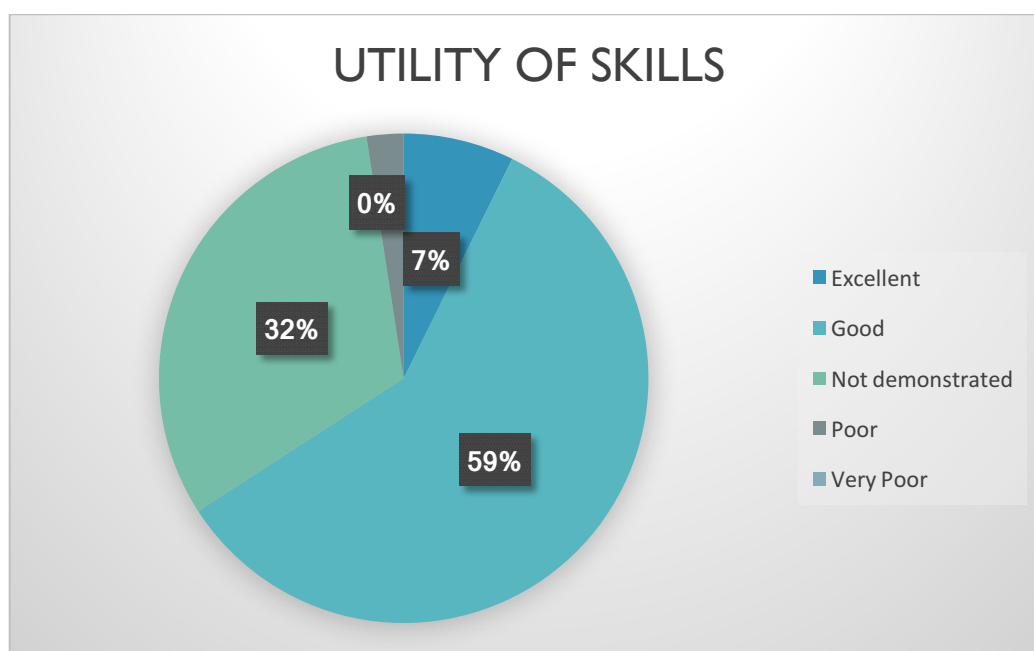


Figure 4: The participant intends to try any of the techniques discussed in the training, as demonstrated during his/her participation in activities

For all four batches, the outcome of day 2 was described by the evaluator as “transformational” for participants and endorsed by participants’ own verbal feedback as well. Not many of the participants understood what it meant by collaborative governance, and to most, ICT meant internet-based technology in general without much knowledge of its applicability in their work other than emailing and e-filing. However, after concluding Day 2, participants were very interested in application of ICT tools in their everyday work lives. Similar feedback was reported by the evaluator at the conclusion of Day 3 where they learnt time management skills and communication tools. About 59% of the participants seemed genuinely interested and inspired to apply techniques, tools and skills learned during the training.

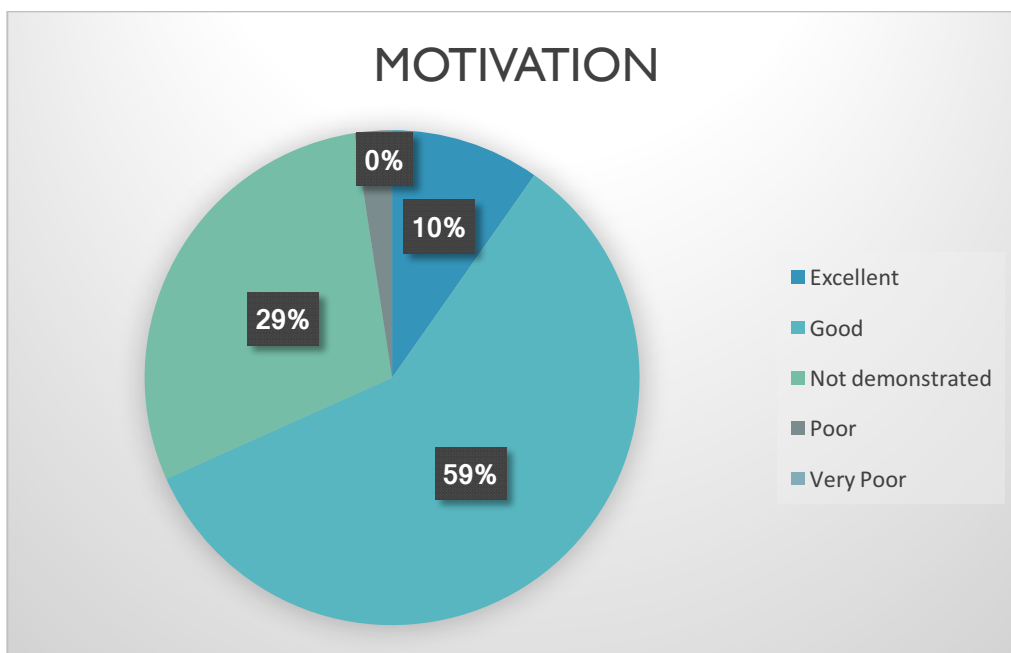


Figure 5: The participants perceived motivation level to bring ideas into action, as learnt during the trainings

An important reflection was noted by the observer that participants on the first day of the training seemed uninterested and unenthusiastic, which was similar to what the team had observed during the TNA process as well. Government officials have a certain image in their mind regarding “trainings” which is formed by their mandatory trainings. They associate “lectures” and “not applicable when we go back to the desk” with the word training, and perhaps they had come on the first day with a similar mind set as also suggested by few officers during informal discussions.

However, after a few ice-breaking activities and discussions, the participants seemed to have bonded with each other as well as with the trainer at the end of the first day. This bond led to an elevated level of motivation throughout the training, which is also evident by their post-training engagement with SoL via email. About 59% of the participants were rated “good” by the observer in terms of demonstrated motivation level.

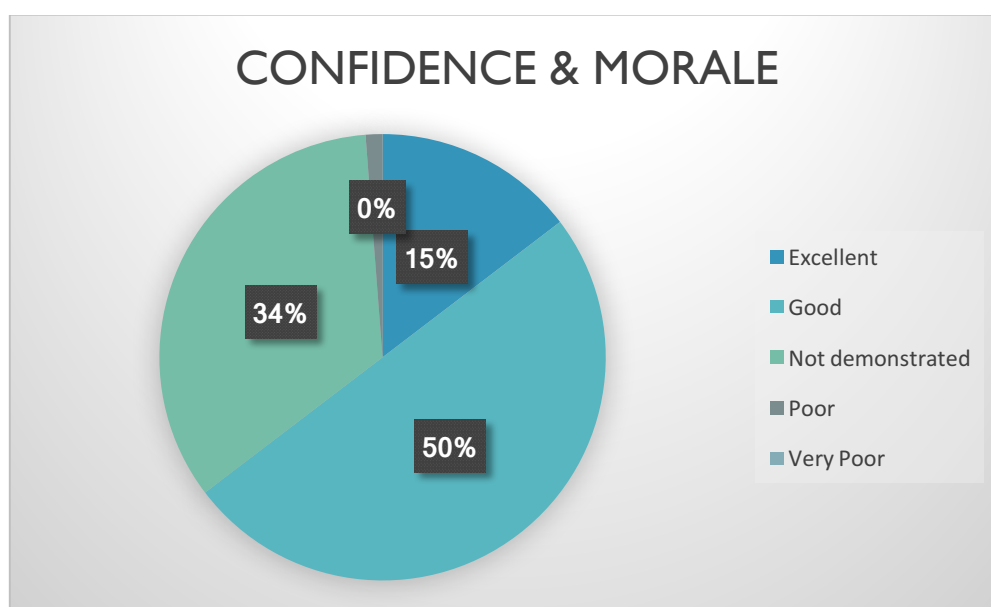


Figure 6: The participants’ demonstration of greater confidence and increased morale

This observation is in line with motivation as described above. About 50% of the participants showed increased morale and more confidence than they showed in the beginning of the training. This was

more evident when the participants returned to Day 4 of the training after a gap of approximately a month.

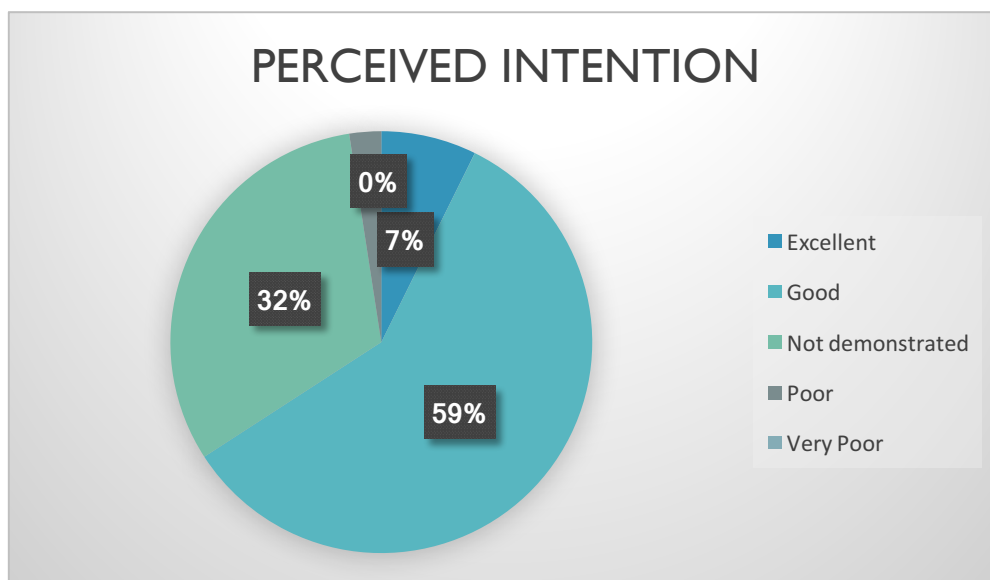


Figure 7: Participants' intention to do anything differently as a result of the training session during the 5 days

This was observed at multiple occasions during the trainings, especially when they were guided through a new skill/tool they were not familiar with before the training. It was important to note down their demonstrated willingness and intention to try the new techniques or if they were sitting through the trainings for the sake of it. As per the evaluator's observations, about 59% participants did demonstrate their willingness and intent try the skills learnt during the trainings. This was also evident by their DCRA reports.

4.2. Evaluators' Observations on Module Specific Learnings

In addition to general observations above, the evaluator also gauged participants' grasp on contents of each module through their discussions, conversations and outcomes of exercises. As mentioned earlier, the following charts too depict only the evaluator's observations and are not intended to rule out the possibility that some participants' soaked in and learned but did not demonstrate it as much as some participants. Additionally, the following charts show collective results of all four batches of the training.

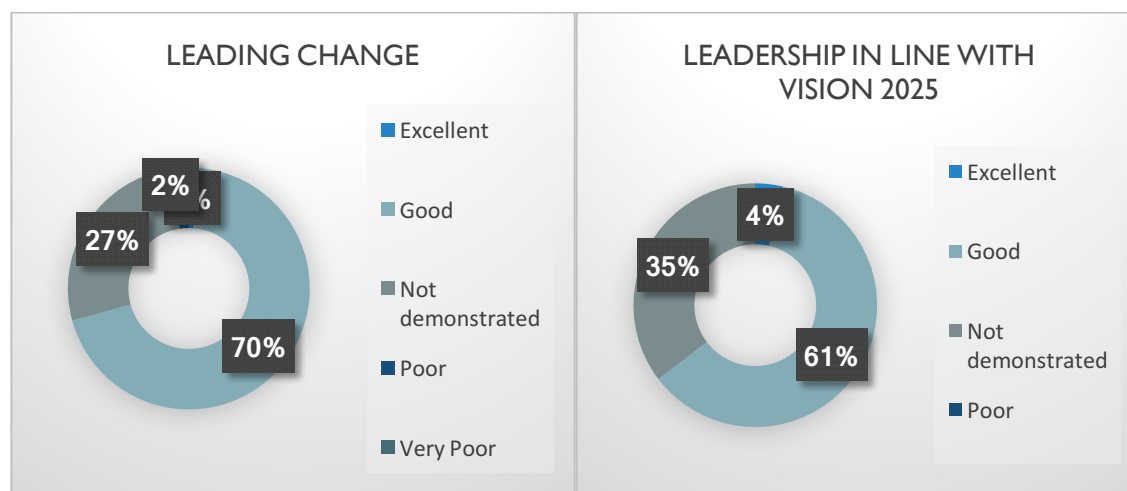


Figure 8: Participants demonstrated learning of the modules "Leadership in Line with Vision 2025" and "Leading Change"

During the exercises, recap and the concluding reflections session, about 65% participants showed interest in developing capabilities required to implement the long-term goals of Vision 2025 document. They also seemed to have gained a shared understanding of “leadership” in the 21st century through the “Big Picture” exercise and “leadership self-assessment” exercise.

As per the observations made, guiding the participants through this session on the first day of the training contributed significantly to aligning them with vision and strategy. Over 70% of the participants showed willingness and acceptance to welcoming the idea of “self” change and transformation, which then leads to departmental and systemic transformational efforts. They were also equipped with the tools and tips for managing change successfully, which according to the participants was very helpful for them.

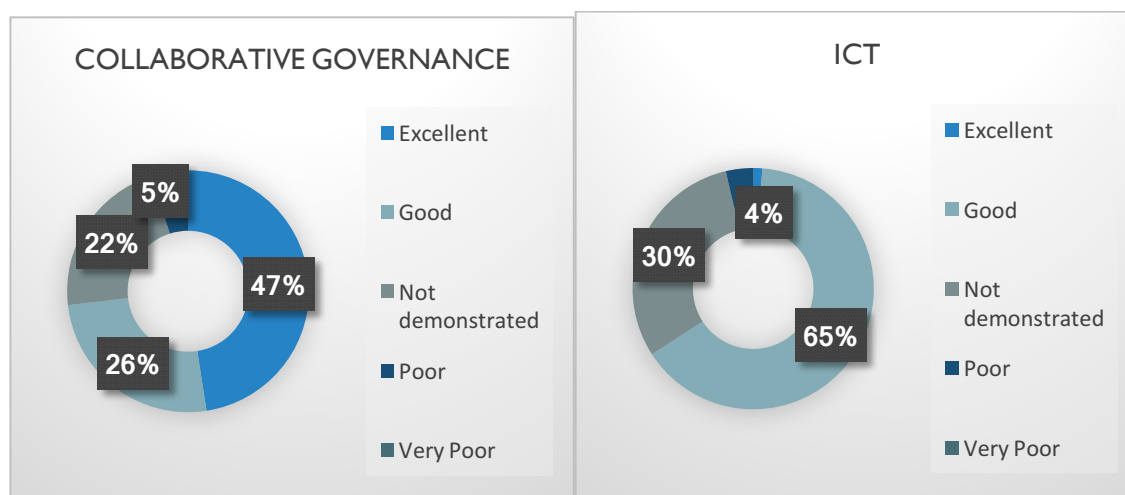


Figure 9: Participants demonstrated learnings of the modules “Collaborative Governance” and “ICT”

As previously described, the outcome of day 2 was described by the evaluator as “transformational” for participants and endorsed by participants’ own verbal feedback as well. Not many of those in the training understood what it meant by collaborative governance, and to most, ICT meant internet-based technology in general without much knowledge of its applicability in their work other than emailing and e-filing. However, after concluding Day 2, participants were very interested in application of ICT tools in their everyday work lives, and had brilliant ideas of their own which were very department-specific. That showed their understanding went beyond the general concepts to them finding ways to incorporate technology in their work. For “Collaborative Governance,” the evaluator reported 47% participants as “Excellent” in terms of increased knowledge.

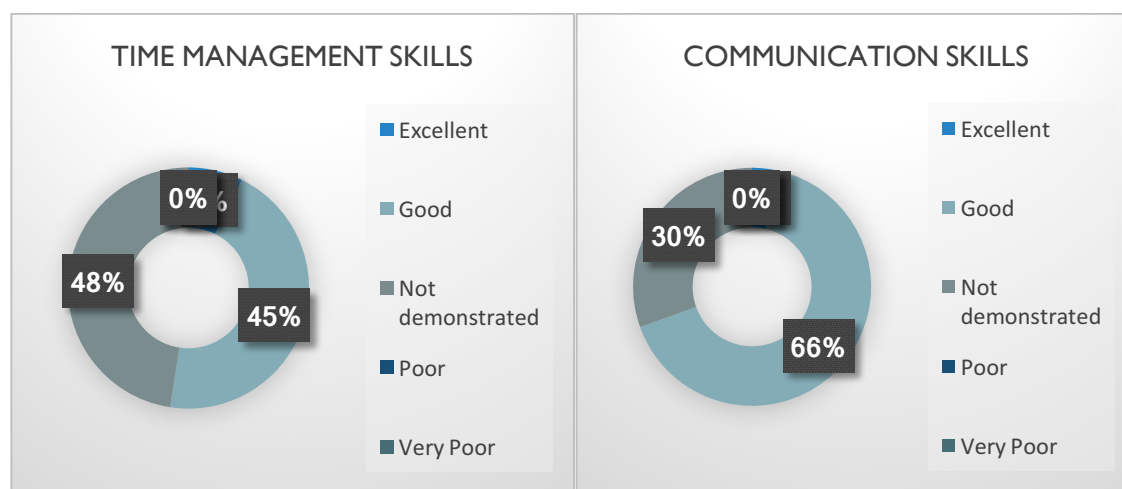


Figure 10: Participants demonstrated learnings of the modules “Time Management Skills” and “Communication Skills”

About 66% participants in the “Communication Skills” segment and 45% in the “Time Management Skills” segment were observed to have good grasp on the content of the modules. Even though all the modules were designed to be highly interactive and participative, communication skills required more demonstration than any other. These two modules were essentially guided facilitation through subjects like intrapersonal, interpersonal and organization communications, influencing, motivating, inspiring and create significance through conveying meaning. They were also equipped with tools such as the KUBA principle and Johari window to build trust.

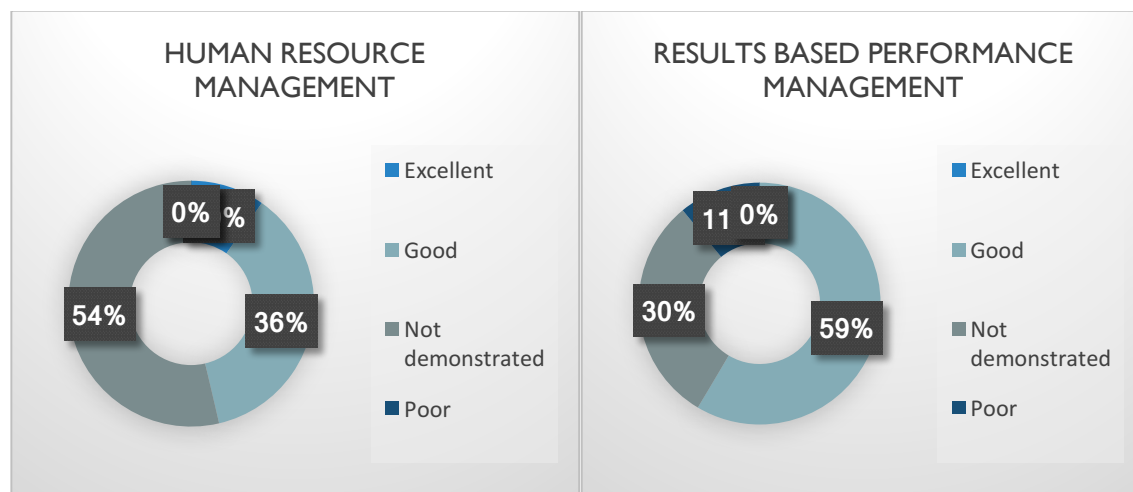


Figure 11: Participants demonstrated learnings of the modules "Human Resource Management" and "Results Based Performance Management"

The module for HRM was designed with the objective to synergise achieving national goals and promoting national interests by nurturing talent to develop and sustain quality HR practice, and enabling participants at the training to become more empathetic and responsive towards key stakeholders. The reason behind 54% “not-demonstrated” observation may be because majority of the participants reported their daily work does not require much interaction with “stakeholders” and they do not have many opportunities for team work since most of the work is independent or directly under supervision. However, this was not true to all 76 participants, since 36% were reported to demonstrate “good” understanding of the subject matter through their discussions. Results based performance management on the other hand was received much more enthusiastically with approximately 59% participants demonstrating interest and good understanding.

4.3. Trainers’ Feedback on DCRA Report and Presentations

Out of 76 participants, 58 diligently submitted their reports before the assigned deadline. Mr. Kamran Rizvi, SoL’s Master Trainer and Consultant evaluated the reports and their presentations thoroughly. The collective results of the reports’ and presentations is below, while the individual results will be recorded in each participant’s individual report card. DCRA carried 30% of the overall grade, while the presentation alone was 20%.

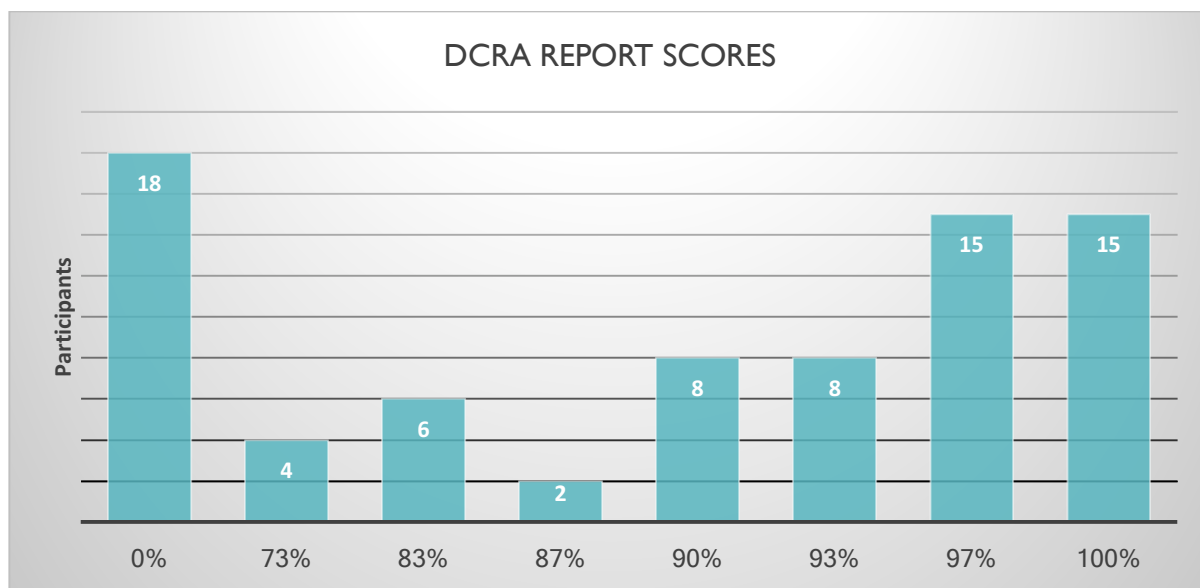


Figure 12: Demonstrated Commitment through Reflections and Actions Report results | collective

18 participants in total did not submit their DCRA reports, 15 participants scored 30/30, and 15 scored 29/30. All in all, it was a commendable effort on part of the participants since they incorporated a number of newly learned ideas and concepts into their write-ups and committed to changing the less-productive patterns of working.

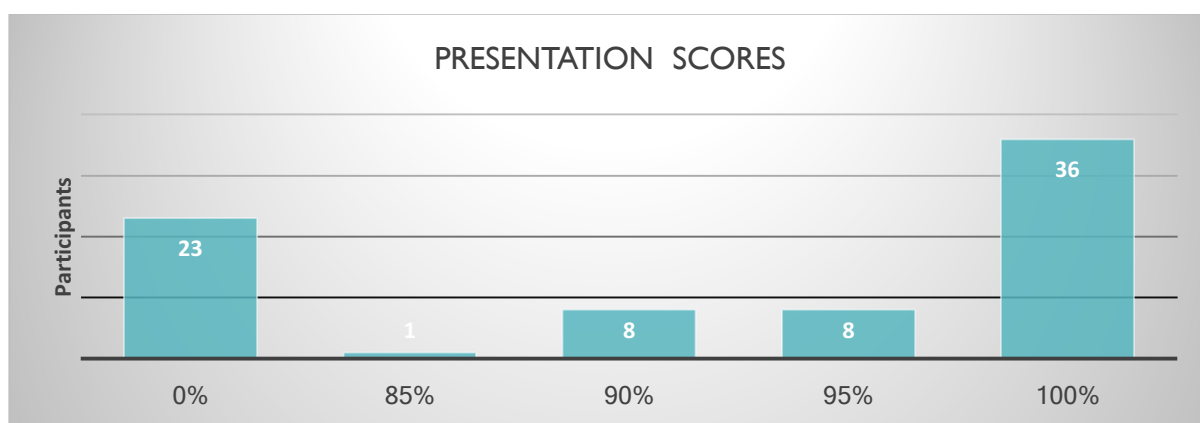


Figure 13: Presentations of DCRA's

23 participants did not attend the last day of the training, hence missing out on the presentation. 36 of them presented in a way that demonstrated their knowledge to be comprehensive in both breadth and depth. They showed exceptional ability to contextualise, grasp contents and inter-relationship. There was clear evidence of independent thought and the presentations were articulate and accurate.

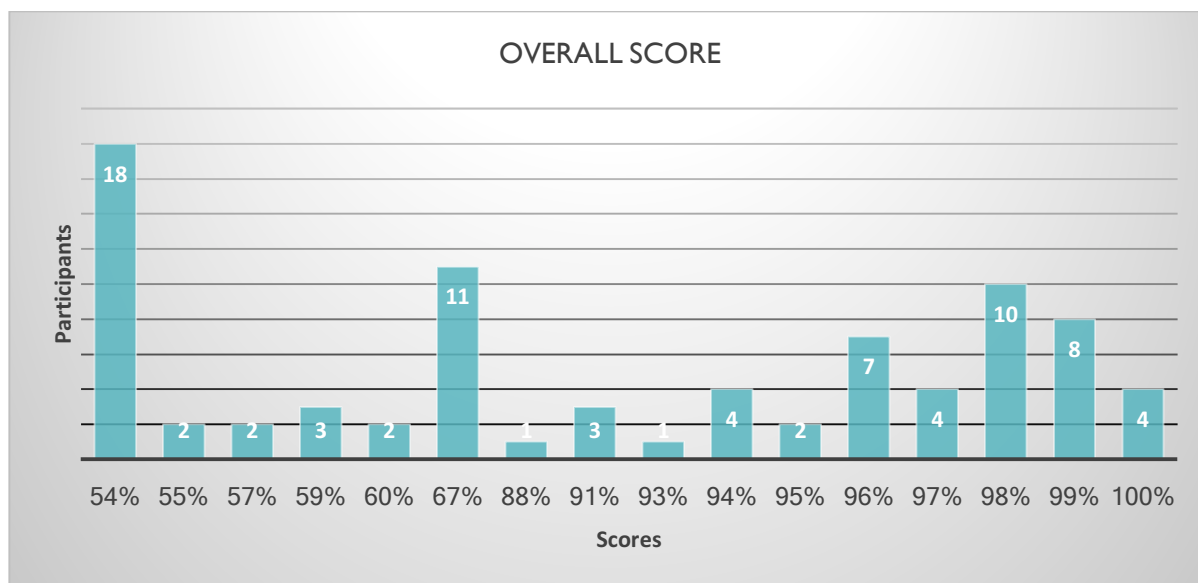


Figure 14

4.4. Participants' Feedback on Training

Training feedback form was distributed on Day 5 with each batch. Collectively, 45 participants filled out the feedback form, the results of which are collated and illustrated below:

4.4.1. Training Content

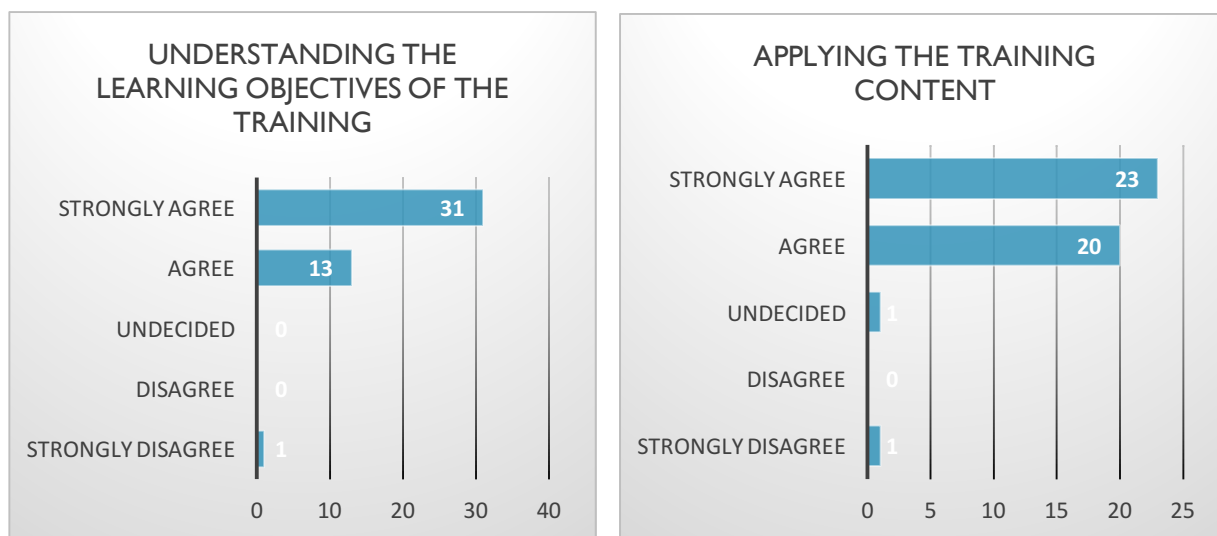


Figure 15

31 participants reported they understood the learning objectives of the training very well, and 23 of them agreed strongly that they will be able to apply the content learnt during the training once they go back to their desks. This was also reported under their open-ended feedback, where one participant quoted "Its a very good training and I learnt a lot. I will try to implement in my life" and another participant quoted "It was wonderful training which has tempted to think and persuaded to implement."

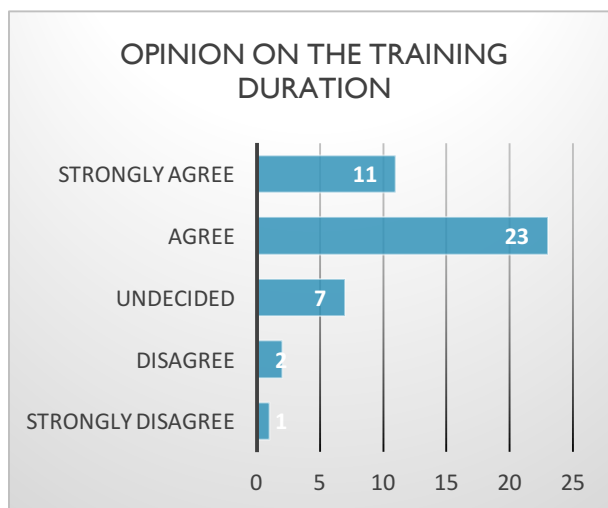


Figure 16

Although most participants reported on the feedback form that they were satisfied with the duration of the training, a lot of verbal feedback suggested otherwise. Moreover, the open ended question invited suggestions such as “Number of days for the training may be increased with less number of daily working hour,” “time for modules need to be increased,” “Time duration should be increased, Accommodation should be arranged for remote areas, Training process should be continued” and “Time allowed for each module may be increased.”

4.4.2. Training Facility

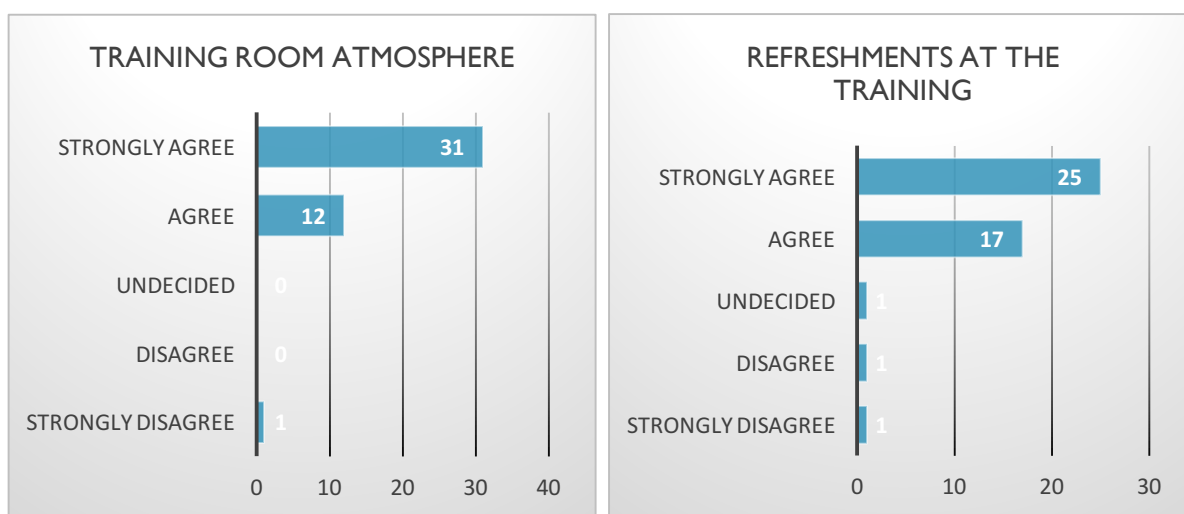


Figure 17

Majority of the participants seemed satisfied with the refreshments provided at the training and suggested the training room atmosphere was comfortable.

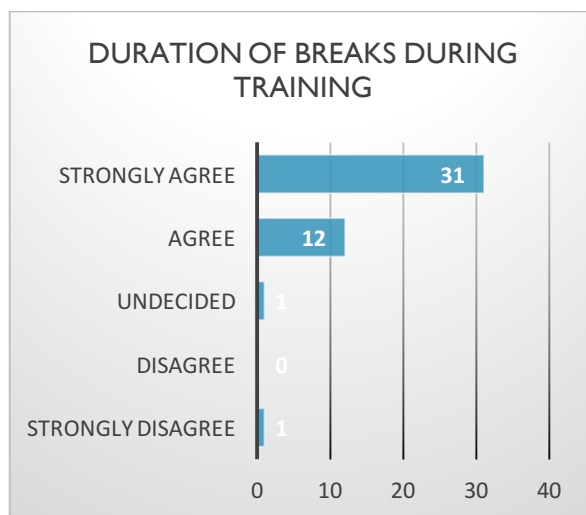


Figure 18

4.4.3. Trainers

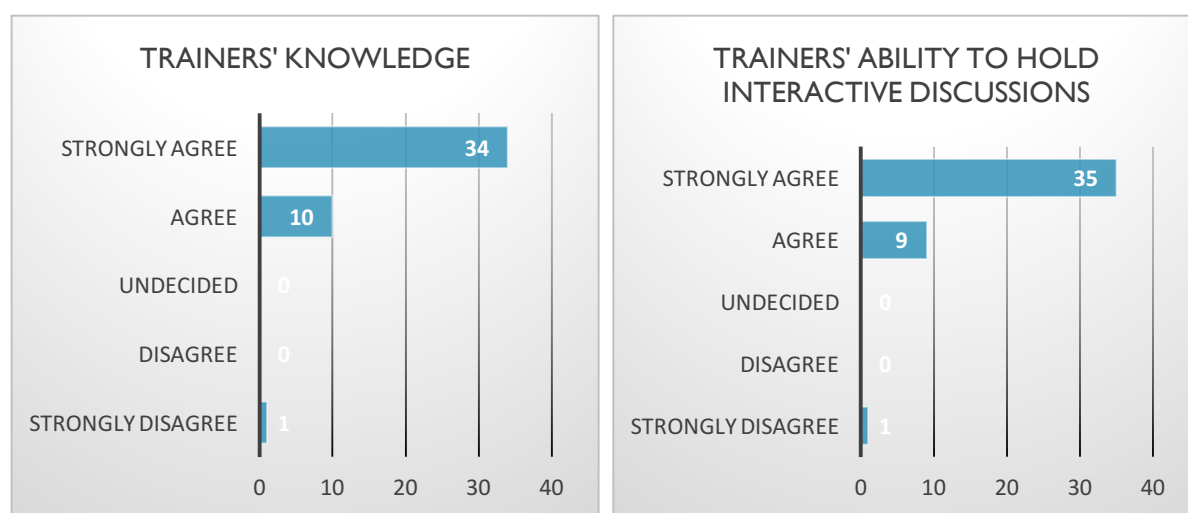


Figure 19

In response to questions on trainers' preparation and knowledge related to modules covered in the training, 34 participants suggested they were very satisfied it and only 1 participant disagreed. 35 participants also strongly believed the trainers had the ability to hold and manage interactive discussions during the training.

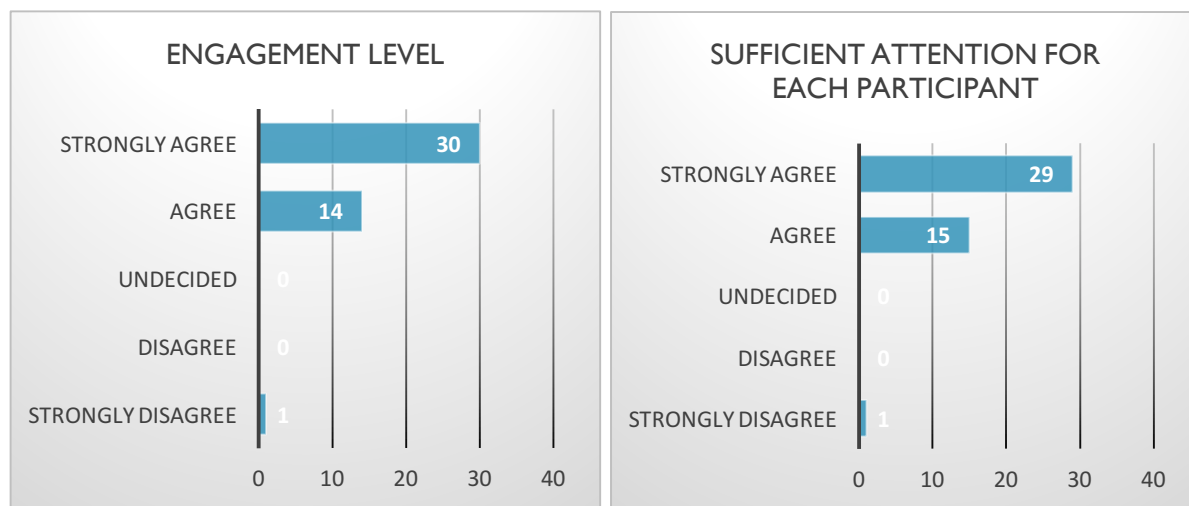


Figure 20

44 participants suggested they were well-engaged during the training, and they also agreed that they were given ample opportunity to get their questions answered by trainers.

4.4.4. Overall Experience

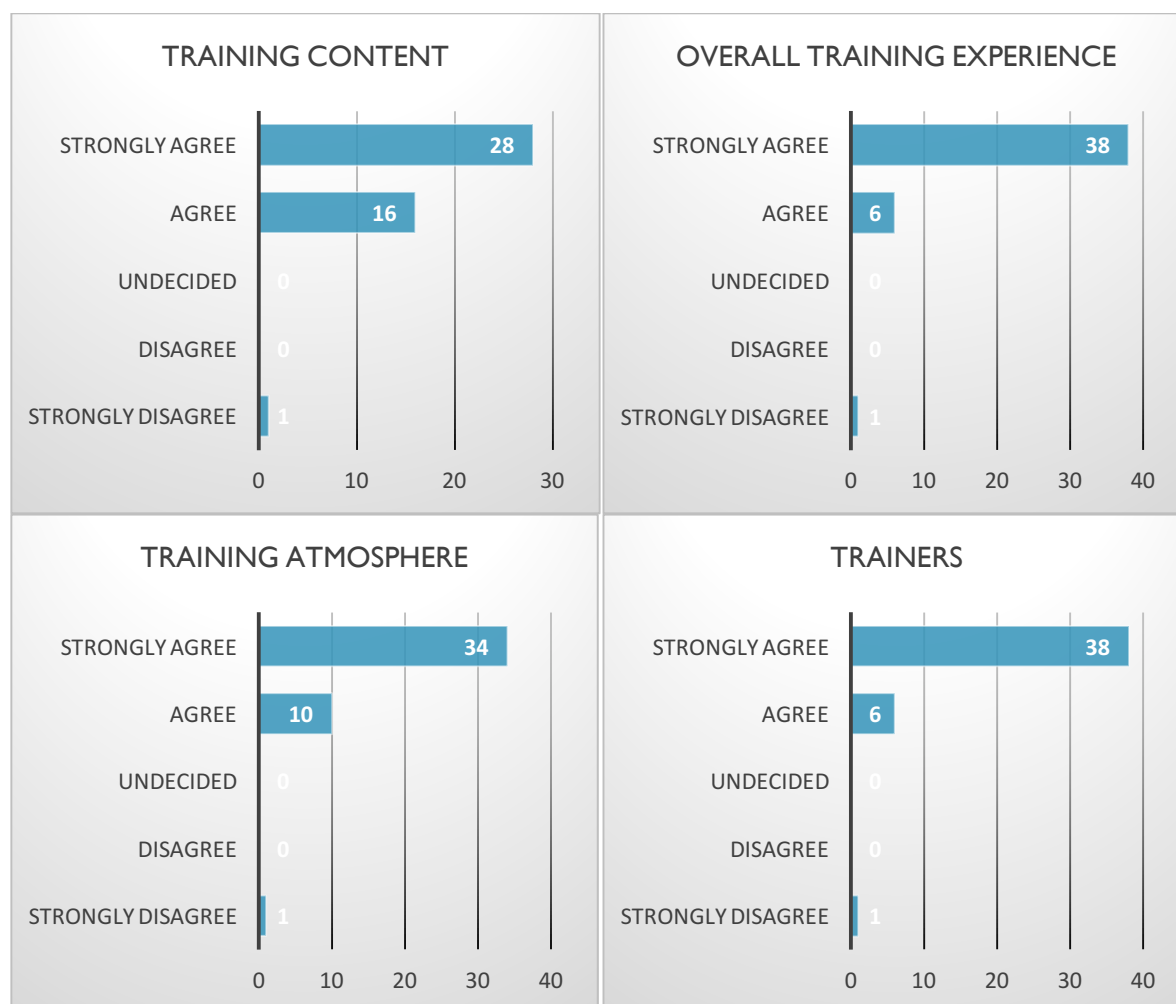


Figure 21

Participants were asked to summarise their overall experience by rating training content, atmosphere, trainers and training experience. 98% of the participants were satisfied with all four factors, whereas one participant reported dissatisfaction.

4.5. Recommendations from the Participants

The participants were asked to comment on their overall training experience and give recommendations if any, which could be helpful for future interventions. The following recommendations came through:

1. Number of training days should be increased, with fewer number of daily working hours at the office
2. For DCRA, the tasks should have been assigned so evaluation could have been on similar parameters for everyone
3. The problem highlighted during the training about carrying out various assignment and task by incumbents should be discussed at higher level of the relevant ministries such as planning commission and law ministries, in order to get result oriented performance of the departments according to the national needs. The overlapping of the strategic review of the national policies is essentially required to meet the objective and vision of 2025.
4. All trainings for government officials should be workshop style
5. The secretariat instruction and code instruction be made part of this training
6. Presentation session may be at scheduled at the end of each day to improve individual skills and understanding
7. Motivational talk is a great tool for revamping and realizing the bureaucracy as it will create the spark for good governance
8. There should be a refresher training each year for three days to give course mates an opportunity to learn and share the experiences and to set the new direction.
9. Time duration should be increased, Accommodation should be arranged for remote areas, and Training process should be continued.
10. Wonderful work on compiling executive leadership management course content and excellent delivery techniques observed, must be imported to maximum government officers at all level.
11. It was really an eye opener course. Excellent, learnt so many new things, A unique experience. Time duration of the course should be increased.
12. Training material may be e-mailed in advance so to go through it before joining training
13. The training was well managed and of great utilization to all circles of public service. I think this type of training should be the part of compulsory training at induction and then promotional training courses like MCMC and SMC.
14. The training program was well designed and professionally implemented to achieve desired objectives. All the participants witnessed the immediate outcomes of the training in terms of increased motivation and sense of responsibility, positive change in behavior and perspective. Based on the immediate results, it can be safely predicted that this training will make moderately strong effects on the trainee's job performance and organizational outcomes. Briefly, the training program was containing almost all the characteristics of effective training program including communication of objectives of the program, relevant content, active demonstration and opportunities for practice.

5 Conclusions and Recommendations

At the inception of the project, the training topics were already assigned to School of Leadership, based on MoPDR's preference. At the time, the topics seemed feasible, however, during the TNA and prospective trainings, it was a realisation that a more inclusive pre-TNA approach could have been taken to find out which areas government officials find a training need for. Selection of modules based on their needs could have yielded better results in terms of the demand. Additionally, SoL felt it was critical to develop understanding of the need by holding consultation meetings with relevant stakeholders prior to beginning the programme. Because the intervention was not marketed properly within the selected ministries, and stakeholders were not aware of its need, the nominations received were few in number as described below and there were significant delays in the nomination receiving process itself. Also, prior to the training it was decided that the training would cater to cadre officers only, however, a large majority of the participants were ex-cadre.

Certain timeline issues were faced by all three organisations involved, a large proportion of which had to do with the proposed number of nominations which was 1000 officials from grades 17-22. In SoL's experience, 1000 is a large number to "pilot" an intervention that has not been tried and tested, and is not known in the market. Launching the programme with a target of 100 officers might have been wiser, and scaling up based on the success of the programme. That is what eventually was done due to fewer than expected nominations received from each ministry, however, going in with the same intention from the beginning might have been more practical.

Frequent change of MoPDR's representative also added a timeline issue since there were significant gaps due to the "missing link" without whom the intervention could not kick off. Another issue caused due to structural and functional changes at MoPDR resulted in managing varying expectations concerning the training with new authority coming on board. Each new member had a vision for this intervention which was different than others', hence back and forth changes posed another hindrance in the timeline.

A number of training participants who wanted to contribute actively and were enthusiastic to attend all the sessions informed SoL that they had prior work commitments they needed to attend to during the training days. Practically, respective ministries should have been requested to grant off days to nominated officers during the training days.

In terms of training impact, it is important to highlight Kamran Rizvi's (SoL's Master Trainer) post-training review here. According to him, the focus during sessions was on what participants could do in their immediate sphere of influence. Even though, at the start of a session, problems were highlighted, participants became aware that by taking greater responsibility, instead of resorting to blaming, they could make small positive changes. Consequently, most participants realized that by applying tools they were learning they could start making small improvements in the ways they interacted with people. In addition, they also saw the benefits of having a positive attitude about themselves and others. Additionally, it was also observed that greater awareness of self, others and environment made participants receptive to new ideas. Through listening to participants' concerns, they became more engaged and participative. Most of them learned how to honestly communicate their thoughts while being respectful. They saw managing differences of opinions intelligently as a key to innovation.

Participants from grade 19-22 (from previous batches) were the most active, participative and understanding. Since they had a clear reporting line, team to manage, authority in the system and clear understanding of the governance, they gave positive and fruitful feedback during the training. To accommodate both the variants, the delivery of the session was improvised in a way that it opens up people and brings in a positive change to start believing that change will happen. From nothing can be done to ownership, the trainers brought in activities, stories and discussions to make an impact on every mind and sooner all the participants were keen to learn, even if they could not implement, they learnt for their own development.

Certain issues and circumstances were raised during the training and were recorded by SoL's trainers. For instance, participants discussed how a similar document called the Vision 2019 was introduced few years ago, which was unable to bring about the desired change in the system. According to the participants, a major reason behind the document's inability to lead change was because it was not designed with stakeholders' consultation. Without involving the relevant personnel holding the offices, it may not be able to yield the expected results.

Additionally, few officials in the group did not find the training modules implementable since they claimed they did not have the decision making powers that were required. They claimed they will be able to utilise a lot of the learnt skills and knowledge at personal level, however, they were not too effective for them professionally since they were not in the right positions. This was mostly due to the group dynamics where a mix of grade 17-20 was present in the same room. Many of them did not have reporting line or team to manage, hence they were unsure of how they would implement the skills they learnt. A number of young officers came in with the mind-set that the system cannot change, and a small minority also openly notified SoL they were part of the training because they were told to do so.

In response to such queries, trainers' approach was to inculcate the thought that we need to first dream of a system and believe in that dream to take action on it. The trainer managed to accommodate all the issues and created willingness among the participants, focusing on empathy. Consistent hammering was required to bring about the paradigm shift and bring positive energy which was very much missing at the beginning of the programme.

Based on the successful conclusion of this pilot covering 76 participants, ELMC should be rolled out to all government officials (Grades 17-22) from all ministries and departments in the federal government on an urgent basis. It is vital that a critical mass of officers is imbued with positivity and spirit of service through contemporary concepts, tools and skills, already developed and delivered, to deal with the huge challenges facing our nation.

6 Glimpses from the Training



Figure 22: Batch 1 on the first day training at EDI, H-8, Islamabad



Figure 23: Participant blindfolded during an outdoor exercise





Figure 26: During exercise debrief



Figure 25: In the spirit of collaboration



Figure 24: Group brainstorming activity



Figure 28: Batch 2 on the first day of the training

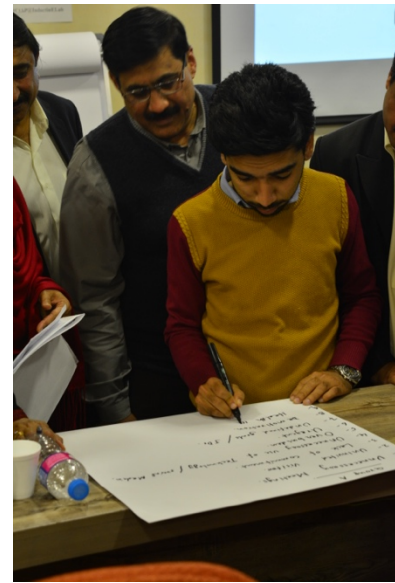


Figure 27: Group work



ANNEX A: SAMPLE ASSESSMENT FEEDBACK

The following Report Card will be issued to each participant along with Training Certificate:

Name	
Training batch	
Designation	
Ministry/Department	

Evaluators' assessment accounted for 30% the total grade, and used a 7-item tool which SoL's evaluator used to gauge learning, knowledge and competence through your demonstrated efforts and participation during the training.

Items	Grade
The participant has a vision for his/her department/ministry and the way it should be functioning	90%
The participant shows dedication and commitment to the government of Pakistan	90%
The participant intends to try any of the techniques discussed in the training, as demonstrated during his/her participation in activities	90%
The participant has demonstrated an intention to do anything differently as a result of the training session during the 5 days	90%
The participant seems motivated to bring ideas into action, as learnt during the training	90%
The participant demonstrates greater confidence and increased morale	100%
Average Score	92%

Modules	Grade
Leadership in Line with Vision 2025	90%
Leading Change	90%
Collaborative Governance	Not demonstrated
ICT	90%
Time Management Skills	90%
Communication Skills	90%
Human Resource Management	Not demonstrated
Results Based Performance Management	90%
Average Score	67%

DCRA report recorded your mini project efforts during the training which you had implemented within your department/ministry. This was an essential part of the training evaluation and carried 30% weightage in the overall assessment. This was followed by your individual presentation of DCRA on the last day of the training which accounted for 20% of the overall grade.

DCRA	97%
Presentation	100%
Attendance	100%

Knowledge was found to be comprehensive in both breadth and depth. Participant demonstrated an exceptional ability to contextualise, to grasp concepts and their inter- relationship. There was clear evidence of independent thought. The presentation was highly literate, fluent and accurate. The material was presented in a focused way, so as to help sustain the argument.

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