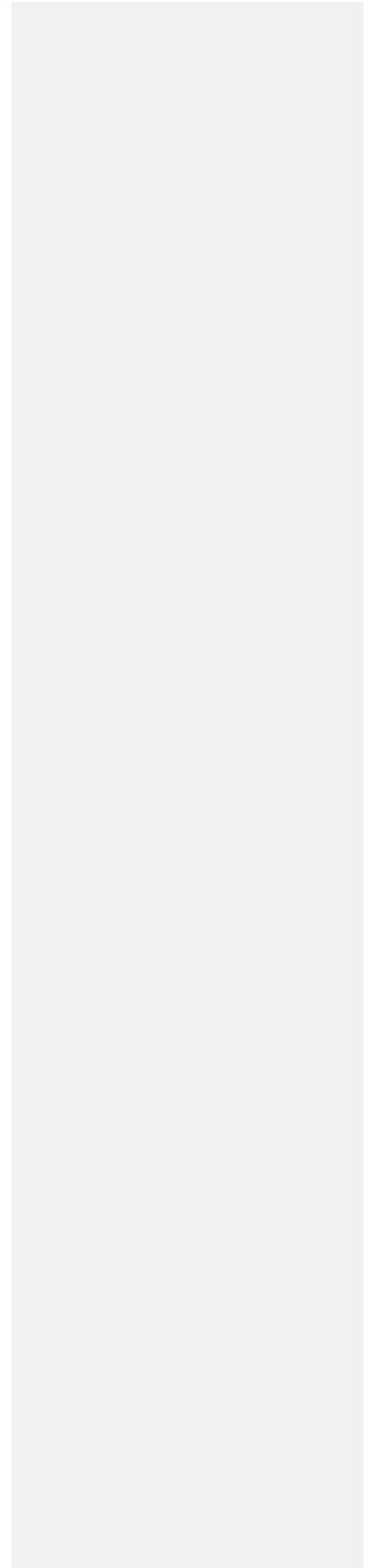


**THE LEADERSHIP ROLE AND COMPETENCY**

**PART II  
TRAINING AND GOVERNANCE TOOLS**



## OVERVIEW

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*Part II* of each handbook in the *UNCHS Elected Leadership Series* has been prepared to help trainers and facilitators design learning events based on the ideas and concepts contained in *Part I: Concepts, Principles and Strategies*. The term “tool” is used as a metaphor for the best means to achieve a specific end by recognizing the importance of the “right” tools to the successful accomplishment of any task. In the same way, the trainer’s task is to choose the right learning tool to help training participants acquire the knowledge and skill needed to perform important job requirements. With this in mind, *Part II* offers trainers a variety of knowledge and skill-building activities as tools for helping participants gain increased proficiency in a specific role or competency.

Considerable care has been taken in the selection and arrangement of training tools for inclusion in each toolbox. The mix includes tools that offer participants new things to think about, that provide them with opportunities for self-discovery, that encourage them to experiment with new ways of doing things, and that help them decide on specific ways to use what they have learned when they return home to their leadership roles. There are tools to help participants get to know one another and feel comfortable more quickly in an unfamiliar learning environment. Each toolbox includes activities to raise energy levels in a group of participants and others to inspire creative thinking or increased openness to alternatives. All of the tools are based on principles of experiential learning and designed to encourage vigorous interaction among workshop participants.

The tools in this part of each of the handbooks have been sequenced to facilitate an orderly process of learning. While they can be used just as they are to design an elected leadership workshop, that was not our intention. Rather we see this grouping of tools as only one design alternative. Each trainer is encouraged to change the content of the tools as well as the order in which the tools are to be used. Other materials can and should be added to assure that the training experience you are providing is congruent with the learning needs of the participants. Since there are over a dozen different workshop designs included in the elected leadership series, opportunities abound for the creative trainer to take advantage of tools from another toolbox in the series or tools from other sources entirely to enrich the content of another toolbox. In case you haven’t already noticed, the *Reflective Opportunity* exercises in *Part I* of each of the handbooks can be adapted easily to add to your toolkits.

The opening and closing tools are the same in each toolbox with only slight variations related to the differing subject matter of their respective handbooks. If you plan to use the full series of handbooks, and we hope that you will, these opening and closing tools will become very boring. We apologise for the repetition and encourage you to apply your creative talents to these important segments of each experiential learning event as you move beyond the first event in your series.

The opening tool contains advice on energizing a new group of participants and suggested introductory comments to help a trainer get a workshop off to a successful

start. If you plan more than one workshop for elected officials using this series, this opening tool will definitely need fixing. The closing tool is intended as a bridge to facilitate a crossing from the land of learning things to the land of doing things. One value of the closing tool is to keep participants as they depart ever mindful of the warning contained in an old Russian proverb, “*You cannot buy wisdom abroad if there is none at home.*” This tool can be repeated to provide continuity in the development of a self-administered learning contract.

Finally, we encourage you to plan for programmes that include all the handbooks in the series. As we revised them for this new series, we were amazed at the many ways each of the individual competencies complement others in the series. And of course all of the competencies are integral to the foundation and capstone roles and responsibilities of elected leadership. The exponential learning to be gained from a programme involving all the handbooks is enormous. We wish you and your participants many productive and fun learning experiences.

**Users Note:** Many of the exercises included in this handbook and other handbooks in the elected leadership series have value beyond the customary workshop venue as on-the-job learning tools. Creative use of these tools in conjunction with the day-to-day practice of elected leadership can lead elected officials to more fully examine, interpret and learn first-hand from their own experiences.

## CONTENTS

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A brief description of each learning activity in this toolbox is shown below with an approximation of the amount of time required. You are welcome to change the order of these activities, omit something, or add something of your own to suit your style or the situation.

### 13.1 Getting started/warm up

Establish a learning climate that encourages active participant involvement with ideas and concepts related to the leadership role and competency and with one another as partners in learning. (360 minutes)-

### 13.2 A Picture of Leadership

Provide an opportunity for individual and collective creativity in expressing the concept of leadership. (45 minutes)-

### 13.3 Paradoxes of Elected Leadership

Recognise some common paradoxes in exercising leadership as an elected official and how to cope effectively with them. (90 minutes)-

### 13.4 Leadership and Good Governance

Help participants recognise the responsibilities of elected leaders in activating the principles of good governance in their own local governments. (90 minutes)-

### 13.5 Leadership and Corruption Management

Give participants experience in how to plan effective action in the aftermath of a serious corruption scandal. (120 minutes)-

### 13.6 Rating Elected Leader Performance

1. Enable participants to assess their personal strengths and improvement needs as leaders in relation to eleven characteristic roles and competencies of elected leadership.

2. Raise the consciousness of participants about gender differences in role performance and the implications of these differences. (90 minutes)-

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### **13.7 Conscious Celebration of Learning**

Give participants an opportunity to celebrate the completion of a significant “voyage of discovery” into the world of local self-governance and elected leadership. (30+ minutes)

### **13.7.8 Planning for learning-Learning applicationApplication**

Give participants an opportunity to reflect on the insights and skills gained from this learning experience and to plan specific ways to use what they have learned to improve their competence in the leadership role and competency. (30 minutes)-

### **13.8 Conscious Celebration of Learning**

Give participants an opportunity to celebrate the completion of a significant “voyage of discovery” into the world of local self-governance and elected leadership. (30+ minutes)-

## 13.1 GETTING STARTED/WARM UP

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### OBJECTIVE

The intent of this activity is to establish a learning climate that encourages active participant involvement with ideas and concepts related to the leadership role and competency and with one another as partners in learning.

**Note:** It is fair to assume that participants at one of the elected leadership workshops, in most cases, will be strangers to one another. The questions they bring with them include the following: *Who else is taking part? What will we be doing together? What is going to be expected of me?* Your job is to answer these questions at the start of the participants' association with you and with one another. We have prepared some language that covers the major points we feel need to be covered in answering their questions about the programme. (See the *Suggested Opening Statement* on the next page). You are welcome and encouraged to modify this language to suit yourself and the situation. As for the questions about one another, you might consider any one of a variety of warm-up activities that have the dual purpose of introducing the participants to one another and activating them as learners in a non-threatening way.

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**TIME REQUIRED:** 360 minutes

### PROCESS

1. Begin by welcoming those present to this programme on the leadership role and competency, a component of the UNCHS *Elected Leadership Series*. Introduce yourself and say a few things about your background and experience. Continue with one of the following activities, or something that you prefer and feel more comfortable with, to get participants acquainted with one another.
  - One possibility is to simply ask for self-introductions, e.g., give your name, where you serve as an elected official, how many terms you have served, and how you hope to benefit from your participation here. A variation on this is to have participants interview one another and then introduce their partners to other participants.
  - Another activity that can be used instead of the former, or in addition to it, is to ask participants to gather at the centre of the room and then form a line with the official who has served the greatest number of years in elected office at the front of the line and the official with the fewest

number of years at the rear with; the others arrayed by length of service in-between. Self-introductions would follow.

- A third might be to have participants come to the centre of the room and then create a “map” by arranging themselves within the space according to their relative geographic location within their country or countries. Both this and the previous activity can serve for introductions as well as conversation starters.
2. When you are satisfied that participants seem to be feeling comfortable with one another and their surroundings, use the following speaking points as an outline for making a five--to--ten--minute opening statement about the training. We decided to offer you the speaking points rather than a script to encourage a more extemporaneous approach. You can add substance to these speaking points by using the material in *Part I* of this handbook and supplementing it with ideas of your own.

### **Speaking points . . .**

#### **. . . about the leadership role and competency**

- Leadership is the personal commitment, wisdom, and action that an elected official brings to the role and responsibility of governing.
- As the principles of good governance are the foundation of elected leadership, the ten competencies described in this series are the tools for its successful exercise.
- A paradox of elected leadership is that the legacy of those who exercise it is built less on what they do for others than what they empower others to do for themselves.
- Stewardship is a form of leadership that creates a strong sense of self-reliance and responsibility among all of those who are touched by their local governments.
- New theories of leadership belong to a “there are no followers” school of thought where the role of elected leaders is to inspire and educate their constituents as agents to point the way they wish their leaders to take.
- Spiritual leadership of a non-religious kind, provides still another path, focusing on inspiring to greatness, keeping a focus on priorities while remaining sensitive to things as they are.
- Further characteristics of spiritual leadership are seeking out and working for the common good, believing that others will do the right thing, being true to yourself, and being concerned with the growth and fulfilment of others as well as yourself.
- Citizens have a right to expect *faithfulness* from their elected officials. This means integrity in all things, unselfish service, accountability for putting first the needs of the least of their constituents, scrupulous fairness

and equity in all human dealings, and always encouraging the best from others.

- Lofty and challenging as these qualities may be, they provide elected leaders with a barometer for self-examination and renewal.

#### ... about the workshop design

- Your participation in this workshop is meant to be informative, engaging and enjoyable.
- The content is based on the best available thinking about elected leadership and the leadership role and competency.
- The approach to learning is *interactive*, different from the lecture-intensive approaches so often used in training.
- You will be encouraged to say what you think and to share your leadership experiences with other participants who are doing the same.

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#### ... about the role of effective participation

- Listen for understanding and keep an open mind about the ideas and concepts being introduced.
- Say what you really think and ask for clarification when you don't understand something being discussed.
- Challenge viewpoints and assumptions that differ from your own, and ask for the reasoning behind them.
- Commit yourself before the workshop is over to follow through with important new learning when you return home to your elected official responsibilities.

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## 13.2 A PICTURE OF LEADERSHIP

### OBJECTIVE

The intent of this exercise is to provide an opportunity for individual and collective creativity in expressing the concept of leadership.

**TIME REQUIRED:** 45 minutes

### PROCESS

**3.1.** Explain the exercise as an alternative way of thinking and discussing leadership using pictures instead of words. Divide participants into several small groups, no more than ~~ten~~ participants in each. Provide participants in each group with several sheets of chart paper, coloured markers and masking tape.

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**4.2.** Ask participants in each group to draw a picture on the chart paper that illustrates how participants see themselves or other elected officials in leadership roles. Give them about ~~10~~ minutes to complete their drawings. **Trainer's Note:** If participants complain they cannot draw, suggest the use of stick figures and symbols to illustrate their points.

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**5.3.** Ask members of each small group to share their drawings with one another and to combine the individual drawings into a single group display. Give them about ~~twenty~~ minutes to complete this group task.

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**6.4.** Reconvene participants. Ask each group to tape its composite group display on a wall of the training room. Have a spokesperson for the group explain its concept of leadership to other participants. **Trainer's Note.** If there is an artist or graphic designer in the group, all the group drawings might be combined into a single leadership mural for use in a closing ceremony.

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## 13.3 PARADOXES OF ELECTED LEADERSHIP

### OBJECTIVE

The intent of this exercise is to recognize some common paradoxes in exercising leadership as an elected official and how to cope effectively with them.

~~**Trainer's Note.** The value of this exercise can be heightened considerably by a brief presentation on paradoxes, those contradictory and seemingly absurd events that often face elected leaders in their relationships with others. A paradox is something that may be true but that makes no sense when pure reason is used to explain or resolve it. Paradoxes can't be managed in the usual sense. Rational approaches used to resolve them are certain to fail leaving problem solvers frustrated and sometimes aggressive. Since paradoxes run counter to conventional wisdom and can't be reasoned out logically, what is one to do? A new way of thinking is needed that begins with: 1) acceptance of the notion that opposite ideas can exist at the same time; 2) the need for increased openness to the views and ideas of others; and, 3) development of a heightened tolerance for living with ambiguous situations. Look for more information on the paradox in elected leadership in *Part I* of this handbook.~~

**TIME REQUIRED:** 90 minutes

### PROCESS

1. Begin with a brief presentation on paradoxes, those contradictory and seemingly absurd events that often face elected leaders in their relationships with others. Explain that a paradox is something that may be true but that makes no sense when pure reason is used to explain or resolve it. Paradoxes can't be managed in the usual sense. Rational approaches used to resolve them are certain to fail leaving problem solvers frustrated and sometimes aggressive. Since paradoxes run counter to conventional wisdom and can't be reasoned out logically, what is one to do? A new way of thinking is needed that begins with 1) acceptance of the notion that opposite ideas can exist at the same time; 2) the need for increased openness to the views and ideas of others; and 3) development of a heightened tolerance for living with ambiguous situations. **Trainer's Note.** Look for more information on the paradox in elected leadership in *Part I* of this handbook.

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1. After the presentation, divide participants into small groups of five to seven. Ask each group to prepare a list of paradoxes based on the collective experience of group members in their capacity as elected leaders. The paradoxes should be written on chart paper as brief descriptive statements. Point out that paradoxes can be situations involving citizens, other elected leaders, administrative staff members, representatives of other governments or

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anyone else; situations that appear on the surface to be unreasonable, irrational, or totally absurd. Offer an example of a paradox like expecting elected representatives to be open and honest with their views and still get re-elected. Give the groups about twenty20 minutes to compile their lists and return to the training room.

1.2. When the groups have reassembled, ask each group to tape its list on a wall of the training room. When the lists are posted, ask a representative from each group to read its list and comment on those situations on the list that have caused the most dismay, anxiety, or grief for the elected officials concerned.

2.3. Ask each of the small groups to select one or two of the most aggravating situations on the various lists and then return to their small group meetings to discuss how that situation might be coped with successfully. Remind each of the groups that, while exploring for ways of coping, to keep in mind the three notions from the presentation about opposites both being true, increased openness to new ideas and being tolerant of things that can't be explained in black and white terms. Tell small groups they have about twenty20 minutes to discover some fresh ideas on what an elected official in each situation should do, if anything.

3.4. After 20-twenty minutes, reconvene the groups and ask for a spokesperson from each group to offer his or her group's suggestions for each of the paradoxes chosen for discussion. When all of the group's have reported and each suggestion has been clarified and discussed thoroughly, conclude by initiating a discussion of these questions:

1. How often do you experience What paradoxical events or relationships have you experienced recently in your role as an elected official?

2. How do you feel about paradoxical events or relationships when they affect you personally? How do you customarily react to them?

3. How has this exercise changed your thinking and influenced what you are likely to do when confronted by these absurd events in the future?

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## 13.4 LEADERSHIP AND GOOD GOVERNANCE

### OBJECTIVE

The intent of this exercise is to help participants recognise the responsibilities of elected leaders in activating the principles of good governance in their own local governments.

**TIME REQUIRED:** 90 minutes

### PROCESS

1. Circulate copies of *Handout 13.4A* and read the instructions out loud while participants read along silently. Continue by reading the seven principles of good governance printed in the right column of the handout. Tell participants they have ten minutes to complete the task described in the reading. After ten minutes ask participants to report with a show of hands which principle they selected for each of the seven quotations. Discuss any differences and the reasoning for the choices.
2. Ask participants to read and complete the task described at the top of the second page of the handout. Give participants about ~~ten~~10 minutes to complete this task.
3. When the participants have completed the task, divide them into groups of three. Ask participants in each group to assist one another as consultants to complete the third task described in the handout. Tell participants they have forty-five minutes to complete the task. Remind participants they will be taking turns helping one another to identify leadership actions and to keep track of time so that each participant gets an equal amount.
4. At the end of forty-five minutes, reassemble the group. Ask participants to report on what they have learned about leadership from completing the various tasks.
5. Conclude with a discussion on the critical and often challenging leadership role and responsibility of the local elected official in helping to achieve the principles of good governance.

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HANDOUT 13.4A  
**Good Governance Deficiency Analysis**

Shown below are the seven principles of good governance discussed in the elected leadership series. To the right of each principle is a familiar quotation that captures eloquently the essence of the principle. Your task as an individual or member of a group is to read the seven principles and quotations and then to assess the compliance of your local government(s) with each principal by placing a check mark  $\checkmark$  for *good, fair, or poor* in the space provided to the right of the quotation.

From various Internet sources we have assembled the following quotations by famous people that are closely related to the principles of good governance discussed in the elected leadership series. The seven principles are shown in the right column below. Choose the area of good governance that most nearly corresponds with one of the seven quotations. Indicate your choice for each principle in the open bracket opposite the quotation in the far left column.

<u>Good Governance Principles</u>	<u>Famous Quotations</u>	<u>How Are We Doing</u>		
		<u>Good</u>	<u>Fair</u>	<u>Poor</u>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b><u>Sustainability</u></b></p> <p><u>Balances the social, economic, and environmental needs of present and future generations.</u></p>	<p><i>The world is not ours, the earth is not ours. It's a treasure we hold in trust for future generations. AFRICAN PROVERB.</i></p>			
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b><u>Subsidiarity</u></b></p> <p><u>Allocates the provision of a service to the closest level consistent with efficient and cost-effective delivery.</u></p>	<p><i>It is an injustice, a grave evil and a disturbance of the right order, for a larger and higher organization, to arrogate to itself functions which can be performed efficiently by smaller and lower bodies. Pope Pius XIII.</i></p>			
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b><u>Equity</u></b></p> <p><u>Provides equal access of minorities and women to resources and basic services.</u></p>	<p><i>We do not accept that human society should be constructed on the basis of a savage principle of the survival of the fittest. THABO MBEKI.</i></p>			
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b><u>Efficiency</u></b></p> <p><u>Has a reputation for financial soundness and cost-effectiveness in managing and delivering services.</u></p>	<p><i>Besides the noble art of getting things done, there is the noble art of leaving things undone. The wisdom</i></p>			

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<u>5</u> <b>Transparency and Accountability</b>	<i>of life consists in the elimination of nonessentials.</i> <u>LIN YUTANG.</u>	
There is an absence of corruption, ready access to information and high standards of personal conduct.	<i>The accomplice to the crime of corruption is frequently our own indifference.</i> <u>BESS MYERSON.</u>	
<u>6</u> <b>Civic Engagement Citizenship</b>		
Citizens from all areas of the community have equal opportunity to take part in public decision-making.	<i>Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.</i> <u>MARGARET MEAD.</u>	
<u>7</u> <b>Security</b>		
There is an absence of persecution and other forms of abuse against women, children and their families.	<i>The most certain test by which we judge whether a country is really free is the amount of security enjoyed by minorities.</i> <u>LORD ACTON.</u>	

- (→) *Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.* MARGARET MEAD.
- (→) *Besides the noble art of getting things done, there is the noble art of leaving things undone. The wisdom of life consists in the elimination of nonessentials.* LIN YUTANG.
- (→) *It is an injustice, a grave evil and a disturbance of the right order, for a larger and higher organization, to*

- ~~1. Sustainability~~ balances the social, economic, and environmental needs of present and future generations.
- ~~2. Subsidiarity~~ allocates the provision of a service to the closest level consistent with efficient and cost-effective delivery.
- ~~3. Equity~~ provides equal access of minorities and women to resources and basic services.
- ~~4. Efficiency~~ has a reputation for

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*arrogate to itself functions which can be performed efficiently by smaller and lower bodies. Pope Pius XIII.*

~~financial soundness and cost-effectiveness in managing and delivering services.~~

(→) *The accomplice to the crime of corruption is frequently our own indifference. BESS MYERSON.*

~~5. Transparency and Accountability~~  
~~there is an absence of corruption, ready access to information and high standards of personal conduct.~~

(→) *The world is not ours, the earth is not ours. It's a treasure we hold in trust for future generations. AFRICAN PROVERB.*

~~6. Civic Engagement and Citizenship~~  
~~citizens from all areas of the community have equal opportunity to take part in public decision-making.~~

(→) *The most certain test by which we judge whether a country is really free is the amount of security enjoyed by minorities. LORD ACTON.*

~~7. Security~~ there is an absence of persecution and other forms of abuse against women, children and their families.

(→) *We do not accept that human society should be constructed on the basis of a savage principle of the survival of the fittest. THABO MBELI.*

1.

2. Identify one of the seven areas of governance from the preceding list in which you believe your local government is most deficient. Describe the conditions below that have led you to that conclusion.

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3. List in the space below two or three leadership actions that your governing body might take to alter the conditions that are preventing progress in this area of good governance.

a. ■

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b. ■

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e. ■

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## 13.5 LEADERSHIP AND CORRUPTION MANAGEMENT

### OBJECTIVE

The intent of this exercise is to give participants experience in how to plan effective action in the aftermath of a serious corruption scandal.

**TIME REQUIRED:** 120 minutes

### PROCESS

1. Explain that participants will be assuming the role of citizens serving on a panel organised to develop strategies for governing body consideration in the aftermath of a serious corruption scandal in their city. Circulate copies of *Handout 13.5A* and ask participants to read the situation.

2. When participants have read the case, divide them into five small groups. Four of the groups should consist of about five participants. Remaining participants comprise the fifth group. When the groups have been formed, circulate copies of *Handout 13.5B* and explain the group tasks:

*The first three groups are members of the three sub-panels of the citizen inquiry panel described in the reading. Each group is to develop a set of strategies to fulfil the inquiry panel's charge. The strategies developed by each group should respond favourably to the five criteria on the handout by which the panel's strategy development work will be judged (see the handout). The three groups will have forty-five minutes to complete the task and reconvene with other participants in the training room. When requested by the instructor, one member of each group will be asked to make a presentation not to exceed ten minutes in length explaining and recommending adoption of the group's strategy plan by the entire panel. Chart paper and markers may be used to make visual aids that support each group's presentation.*

*The fourth group consists of panel members to whom each of the presentations are to be made. While other groups are working on their presentations, members of this group should convene to decide how they wish to respond to each presentation (e.g., listening to each in silence, asking questions only to clarify points, offering critical observations, pro and con, and so forth). One member of this group should be asked to serve as inquiry panel chair to preside over the three presentations, ask for observer reports at the end of the three presentations, and then call for a vote of all panel members to choose the winner.*

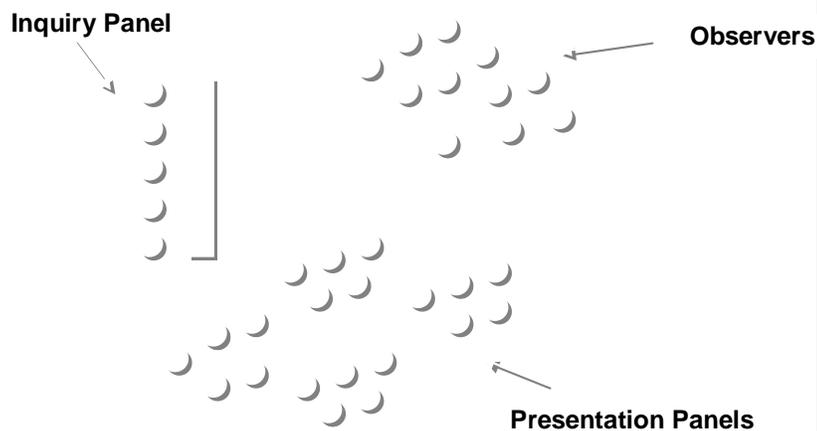
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**Komentár [PC1]:** Shouldn't you really hand out both handouts at the same time since the one refers to the other?

Members of the fifth group consisting of the remaining participants are observers. Their task is to use an observer worksheet (Handout 13.5C) to rate each presentation and prepare a single score for each presentation. Give observers one copy of the worksheet for each presentation. One of the observers should be selected by other observers to present a single composite score for each presentation and the reasoning of observers supporting the decision.

**Trainer's Note.** Be prepared to alter the number and composition of the small groups based on the size of the participant group overall and other factors that may be unique to your training situation. Suggest that the observer group take responsibility for setting up the room as shown in the following diagram while members of the other groups are deliberating.



6.3 Give each of the groups simulating sub-panels a quiet place to work free of distractions and provide them with chart paper and markers. Remind the groups that they have forty-five minutes to complete their tasks and report back to the training room. At the end of forty-five minutes, reconvene the groups and begin the presentations.

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7.4 At the end of the presentations, give observers a few minutes to meet together to consolidate their individual scores into a single, composite score. Ask the person selected to speak for the observer group to present scores for each presentation and the reasoning of the observers for the decision.

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8.5. At the conclusion of the simulation, lead a discussion focused on questions such as:

1. What does this simulation with its focus on corruption prevention and control have to do with the leadership role and competency of elected officials?

2. What one thing have you learned from this exercise that could have an impact on your leadership performance in the future?

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HANDOUT 13.5A  
**Officials Indicted on Bribery Charges**

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**Background**

Your city was stunned a few months ago by revelation of the biggest political scandal in its history. In a story appearing in the local newspaper under the headline “Officials Indicted on Bribery Charges,” citizens learned for the first time that the mayor and several other governing body members had been indicted on charges arising from bribery and kickbacks in a multi-million dollar trash collection contract.

The scheme involved the mayor and two other governing body members in a conspiracy to solicit bribes in exchange for their votes on the lucrative ~~ten~~<sup>10</sup>-year contract awarded recently to What-A-Waste, a large, well-known trash collection company. The indictment also describes shakedowns of other companies doing business with the city. Those indicted include the three local politicians who sought and/or received the bribes, the business leaders who paid the bribes, and the intermediaries who acted as conduits for the movement of cash.

The scheme began to unravel when a former member of the city governing body approached law enforcement officials with “concerns about the situation” as she described it. The former elected official helped investigators build a case of massive corruption in return for an agreement in which she pleaded guilty to accepting a bribe. “Where corruption occurs and the public trust is abused, we will investigate and aggressively pursue any individuals connected to that criminal activity,” said the attorney assigned to prosecute the case at a news conference announcing the arrests. All of those indicted have resigned from office and are expected to plead guilty at a court hearing scheduled for next month.

Meanwhile, remaining members of the local governing body are making a valiant effort to restore public confidence while attempting to maintain the continuity of government until local elections can be held early next year. Approximately ~~fifteen~~<sup>15</sup> community leaders have been appointed by the local governing body to a historic corruption inquiry panel. The panel’s task is to recommend strategies for strengthening the city’s ability to discover corrupt practices and to reform the system by eliminating conditions that encourage corruption. The panel was provided with a set of ideas about combatting corruption (see *Handout 13.5B*) as an aid for carrying out its task.

The panel has been hard at work for several weeks. Three sub-panels have been appointed to work independently of one another on strategy development. The three sub-panels have completed their work and are about to propose their respective corruption discovery and reform strategies to other panel members. One of the three proposals will be selected by the panel as the foundation of its report to the governing body. The three proposals will be judged on five criteria: 1) *success potential*, 2) *rewards that outweigh costs*, 3) *sustainability*, 4) *organisation support* and 5) *citizen participation*.

## Thoughts on Preparing Anti-Corruption Strategies<sup>1</sup>

These random thoughts about corruption assessment and control have been developed by the local government staff for your consideration. While far from exhaustive and not particularly well organized, we hope you find them somewhat useful as you get started with the inquiry.

- **1.** Scandals involving bribery, kickbacks, and other abuses of power do not occur in isolation. In most cases they are signs that corruption is systematic and deeply rooted in the culture of a local government.
- **2.** Early public outrage and expressions of dismay from politicians accompanied by calls for quick action usually lead to some kind of inquiry. If something isn't done quickly, public outrage subsides. As it does, the press and politicians tend to pay increasingly less attention to inquiry recommendations.
- **3.** Corruption requires finding corrupt partners, making payments, and delivering what is corruptly purchased as inconspicuously as possible. Corruption depends on secretive and stable environments. It becomes systematic when opportunities have been identified and relationships established, mechanisms for payment exist, and deliveries are routinely made. Corrupt routines like these must be identified and disrupted.
- **4.** Assessments are sometimes used to locate areas in an organisation that are vulnerable to corruption and that sponsor activities with a high inherent risk of corruption. Conditions most favourable for corruption are those where there is a monopoly over a service, high discretion over how the service is provided, and limited fiscal and management accountability.
- **5.** Some authorities recommend a strategy called "picking the low-hanging fruit." This means to select a type of corruption where visible progress can be made quickly with the least possible cost.
- **6.** Another method is to find community allies who might share an interest in anti-corruption efforts. An example might be to align an anti-corruption strategy with national government efforts to combat organised crime or encourage market reform and privatisation.
- **7.** A strategy called "frying big fish" suggests singling out and punishing high-visibility figures as takes place in the case. Such measures are valuable for focusing public attention on the dangers of corruption and can raise the stakes for those inclined to

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<sup>1</sup> These thoughts are inspired by information in Klitgaard, Robert, Ronald Maclean-Abaroa and Lindsey H. Parris, *Corrupt Cities: A Practical Guide to Cure and Prevention* (Washington, D.C.: World Bank Institute, 2000).

play this game. To be effective, however, it must lead quickly to widespread institutional prevention and reform efforts.

8. Remedies for corruption worth considering are: 1) outsourcing corruption-vulnerable functions to private agencies; 2) improve positive incentives by raising pay scales and strengthening linkages between pay and performance; 3) raising risk-of-discovery thresholds and penalties for corruption; 4) promoting competition and weakening monopoly power; 5) simplifying and clarifying official discretion; and; 6) enhancing accountability and transparency by establishing clearly defined standards of conduct and initiating various types of citizen oversight.

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9. At the same time, significant initiatives to control corruption must be measured in economic terms – will the money spent to attack corruption generate so much bureaucracy and red tape that the costs and loss of efficiency outweigh the benefits of lowering corruption.

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10. Controlling corruption must not be seen as an attack on the organisation and its staff. Gaining organisational support depends on new methods of getting information to and from employees as well as feedback from citizens. It also involves reform of incentives that link pay with appropriate job performance.

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HANDOUT 13.5C  
**Observer's Worksheet**

Presentation No. \_\_\_\_\_

Observe each of the three sub-panel presentations. Evaluate each presentation based on the five criteria using a ten point rating scale with a rating of one being unsatisfactory and ~~ten~~10 being superior. Compute an average score for the entire presentation by adding the five ratings together and dividing by five. Report your results to other observers and add the various scores together to calculate a single group score for the observers.

**\*1. Success potential** – the strategies proposed by this group show high promise for corruption prevention and control. (circle one number)

1      2      3      4      5      6      7      8      9      10

**\*2. Rewards that outweigh costs** – the money saved by implementing these strategies in the long run will more than equal the cost of implementation. (circle one number)

1      2      3      4      5      6      7      8      9      10

**\*3. Sustainability** – there is good reason to believe that corrupt conditions that are uncovered and corrected will not reappear at a later date. (circle one number)

1      2      3      4      5      6      7      8      9      10

**\*4. Organisation support** – the strategies proposed are likely to win acceptance and support by organisation staff members. (circle one number)

1      2      3      4      5      6      7      8      9      10

**\*5. Citizen participation** – there is strong attention in the strategies to vigorous and continuing involvement of citizens in planning and oversight roles. (circle one number)

1      2      3      4      5      6      7      8      9      10

Average overall score: \_\_\_\_\_

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## 13.6 RATING ELECTED LEADER PERFORMANCE

### OBJECTIVE

The intent of this exercise is to:

- Enable participants to assess their personal strengths and improvement needs as leaders in relation to eleven characteristic roles and competencies of elected leadership.
- Raise the consciousness of participants about gender differences in role performance and the implications of these differences.

**TIME REQUIRED:** 90 minutes

### PROCESS

1. Distribute copies of *Handout 13.6A*. Explain that the questionnaire in the handout is for participants to use to rate their current and desired performance on each of the eleven roles and competencies in the elected leadership series. Stress that the first set of ratings assigned by participants for each of the eleven roles should reflect how they see themselves actually performing in that role at the present time, not how they feel they should be performing. The second set of ratings, on the other hand, is to reflect the participant's desired level of performance in each of the eleven++ roles. In other words, identify the level of performance you believe you are capable of achieving and will strive to achieve from this point on. Suggest to them that they mark the actual level of performance with an X and the desired level with an O to make it easier to score. In addition they might want to draw an arrow from the current to desired level of performance to indicate the degree of personal challenge in each role and competency.

**Trainer's Note:** Before the workshop begins, draw scoring charts on sheets of chart paper, one chart for each of the eleven++ elected leadership roles. All of the eleven should look like the sample chart in the exhibit shown at the top of the next page, varying only in the name of the role and competency.

- ~~3.2~~ When participants have completed the second scoring task, ask them to come forward and use marking pens to enter their scores on each role and competency on the eleven charts posted on the walls of the training room. Ask the women to mark their scores in one colour and the men to mark their scores in a different colour. Tell them to place an "X" above the line in the scoring range for each role and competency to reflect their actual performance and an "O" below the line to reflect their preferred performance. Finally, ask participants to enter their "Xs" and "Os" so that they form a straight vertical column above and below the lines on each chart (see sample scoring chart on the next page).

**Formátované:** Číslované + Úroveň: 1 + Styl Číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Neupravovať medzery medzi textom v latinke a ázijským textom, Zarážky: Nie je v 1,9 cm

**Formátované:** Zarážka: Vľavo: 1,9 cm

**Formátované:** Zarážka: Vľavo: 1,27 cm

**Formátované:** Zarážka: Vľavo: 1,9 cm

**Formátované:** Číslované + Úroveň: 1 + Styl Číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Neupravovať medzery medzi textom v latinke a ázijským textom, Zarážky: Nie je v 2,54 cm

**Trainer's Note.** When the first two or three people come forward to record their scores, consider taking a marker and drawing the first couple of "Xs" and "Os" for them and keep doing this until everyone has it right. And, don't forget to ask the women to use one colour marker and men another. This makes the small group discussions on gender strengths a whole lot easier!

Formátované: Zarážka: Vľavo: 1,27 cm

**Sample Scoring Chart**

Actual Scores									
						X	X		
				X	X	X	X	X	
		X		X	X	X	X	X	
X		X	X	X	X	X	X	X	X
<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
o	o	o	o	o	o	o			
o	o	o	o	o	o	o			
o	o	o	o		o				
o	o	o							
o	o								
o									
o									
Preferred Scores: _____									
Role and Competency									

4. When all of the scores have been recorded on chart pad sheets, divide participants into several groups of no more than four participants each. To the extent possible, have some of the groups consist of women only and others of men only. When the groups have been formed, ask participants to use their scoring results to answer the following questions about their current leadership strengths and improvement needs:

- What do my actual performance scores tell me about my present strengths as a leader?
- What do my desired performance scores tell me about the most productive focus for my leadership improvement efforts in the future?

5. After about fifteen minutes, ask participants to work as a group to answer the following questions:

Formátované: Zarážka: Vľavo: 1,27 cm, Číslované + Úroveň: 1 + Styl číslovania: 1, 2, 3, ... + Číslovať od: 4 + Zarovnanie: Vľavo + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Zarážky: Nie je v 1,27 cm

Formátované: Zarážka: Vľavo: 1,27 cm, Číslované + Úroveň: 1 + Styl číslovania: 1, 2, 3, ... + Číslovať od: 4 + Zarovnanie: Vľavo + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Zarážky: Nie je v 1,27 cm

- On which of the [eleven+1](#) competencies do we as [\[women-/men\]](#) score higher than the “existing leadership score” for all participants?

2. How can elected officials take advantage of these gender differences in the governance process?

3. [Are there](#)~~How about~~ ways to take advantage of gender difference in organisation staff assignments and in citizen participation?

- 6. Give the small groups another [thirty](#)~~30~~ minutes to complete their discussions before asking them to reconvene. When participants return to the training room, ask a representative from each group to summarise the group’s thinking about the three questions. Conclude the exercise by encouraging a discussion of gender differences and their implications for women in leadership roles.

**Formátované:** Zarážka: Vľavo: 1,9 cm, S odrážkami + Úroveň: 1 + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Zarážky: Nie je v 1,27 cm

**Formátované:** Zarážka: Vľavo: 1,27 cm, Číslované + Úroveň: 1 + Štýl číslovania: 1, 2, 3, ... + Číslovať od: 6 + Zarovnanie: Vľavo + Zarovnať na: 0,63 cm + Tabulátor za: 1,27 cm + Zarážka: 1,27 cm, Zarážky: Nie je v 1,27 cm + 2,13 cm

HANDOUT 13.6A  
**PERFORMANCE ASSESSMENT QUESTIONNAIRE**

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**Instructions**

*This questionnaire is for you to use to rate your performance as an elected leader in your present role. To complete it, read each of the ~~eleven~~ role statements. In the scale to the right of each statement, choose a number that you believe best describes your performance. Mark that number with an X. The number you choose in each case should reflect how you are actually performing and not how you are capable of performing. Add up the eleven numbers you have marked with an X and enter the total on the line for “existing leadership score” at the bottom of the form. If your total score is ~~80-40~~ or above, congratulations! You are performing effectively as an elected leader. If, on the other hand, your total score is ~~50-30~~ or below, you may not be exercising the quality of leadership the community should expect from its elected representatives.*

*Now, return to the eleven roles and competencies and circle the number that best reflects how you would like to be performing in the future in each of these roles and competencies. In other words, circle the level of effectiveness you believe you are capable of and would like to achieve in the future. Enter the sum of the circled numbers on the line for “desired leadership score” at the bottom of the form. It also helps to draw an arrow from your current level of performance to the desired performance to indicate forward motion. Unless, of course, you believe you are over-performing in one of the competencies!*

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**Role and Competency**

**Rating Scale**

1. **Representation** ~~(~~Representing the rights and obligations of all citizens within the jurisdiction of my local government~~)~~.

In the representation role and competency, I would rate myself as:

Very                      Somewhat                      Needing  
Effective                      Effective                      Improvement

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

2. **Communicating** ~~(~~Giving and receiving information, ideas, and feelings with accuracy and understanding~~)~~.

In the communicating role and competency, I would rate myself as:

Very                      Somewhat                      Needing  
Effective                      Effective                      Improvement

5                      3                      1

10 9 8 7 6 5 4 3 2 1

3. **Facilitating** (Fostering collective effort, helping others solve problems, ensuring productive meetings, and managing personal and interpersonal conflicts).

In the facilitating role and competency, I would rate myself as:

Very Somewhat  
Needing  
Effective Effective Effective  
Improvement

10 9 8 7 6 5 4 3  
2 1

Formátované: Vřavo

4. **Using Power** (Using your personal and positional sources of power to get things done).

In the using power role and competency, I would rate myself as:

Very Somewhat Needing  
Effective Effective  
Improvement Very Somewhat  
Needing  
Effective Effective Improvement

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

5. **Decision Making** (Deciding how to act when there is an option to be selected or a choice to be made).

In the decision making role and competency, I would rate myself as:

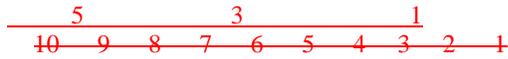
Very Somewhat Needing  
Effective Effective  
Improvement Very Somewhat  
Needing  
Effective Effective Improvement

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

6. **Policy Making** (Understanding the need for new mandates, examining consequences and alternatives, and choosing effective implementation strategies).

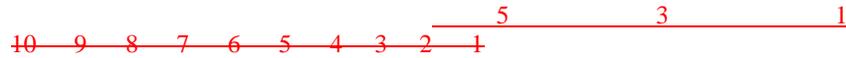
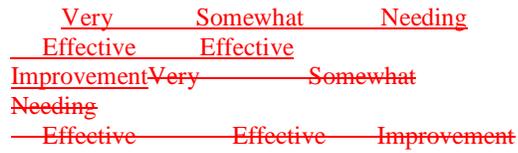
In the policy making role and competency, I would rate myself as:

Very Somewhat Needing  
Effective Effective  
Improvement Very Somewhat  
Needing  
Effective Effective Improvement



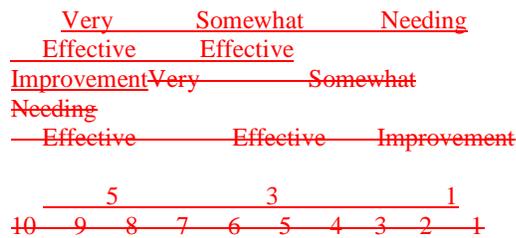
7. **Enabling** - (Providing an appropriate way, i.e., partnerships, networking, delegation, for others to get things done).

In the enabling role and competency, I would rate myself as:



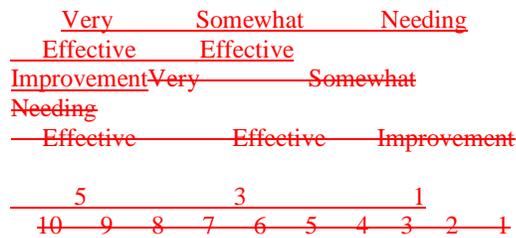
8. **Negotiating** - (Interacting with others representing different positions or interests to agree on actions that leave everyone better off than before negotiating).

In the negotiating role and competency, I would rate myself as:



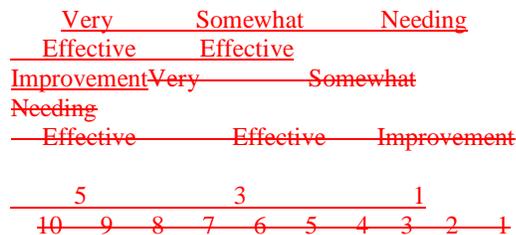
9. **Financing** - (Making decisions about raising, allocating, and expending public funds).

In the financing role and competency, I would rate myself as:



10. **Overseeing** - (Ensuring that the elected body and government staff are doing the right things the right way).

In the overseeing role and competency, I would rate myself as:



11. **Institution Building** - (Ensuring support for the development needs of the local

In the institution building role and competency, I would rate myself as:



## **13.7 CONSCIOUS CELEBRATION OF LEARNING**

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*"In conscious celebration, we create moments that illuminate the deeper meaning of our lives and guide our footsteps into the future."*  
– Cathy DeForest

### **Objective**

This exercise is to give participants an opportunity to celebrate the completion of this significant "voyage of discovery" into the world of local self-governance and elected leadership.

### **Time required: 30+ minutes**

### **Process**

Begin this final learning experience by congratulating participants on completing a significant body of learning about the difficult and challenging responsibilities that confront men and women who are elected to local public office. Explain that the final activity in the series is a celebration to honour their accomplishment both as a personal growth experience and a turning point in their lives as elected officials.

**Trainer's Note:** Rather than specify a single structure for celebrating the series end, we are providing you with four options. You can choose one of these, a combination, or something of your own based on the personality of the participant group and the amount of time that can be devoted to celebration.

**Option #1.** Distribute index cards, one for each participant. Ask each participant to write a short note to every other participant describing one noteworthy leadership quality exhibited by that person during the workshop series. Remind participants to write the name of the recipient of each note at the top of the card. Suggest that participants refer to the eleven roles and competencies in composing these notes. Distribute the notes to the intended recipients and after all the cards have been distributed ask for volunteers to comment on what they have learned about themselves from others.

**Option #2.** If the participants are from different regions of the country, divide them into regional groupings. Ask each group to develop a dramatic presentation in pantomime, that is, the use of expressive facial expressions and body movements to tell a story about some aspect of elected leadership or governance. Groups can be invited to incorporate regional dress and music to the extent possible. After each presentation, members of other groups are asked to figure out what the story means.

**Trainer's note.** While it may take more courage for you to choose Option #2 over its less adventuresome counterparts, we believe you should try it anyway. Our good results with this exercise lead us to believe that your willingness to take the plunge will both surprise and satisfy you as it did us. Go for it!

Formátované: Písmo: Tučné

**Option #3.** Divide participants into several groups. Give each group a sheet of chart paper. Ask the groups to write the words **ELECTED LEADERSHIP** in a vertical column down the left side of the sheet. Give each group the task of writing words or phrases that begin with that letter and are closely associated with elected leadership. Give participants about twenty minutes to complete the task. Reconvene the groups and ask each group to tape its sheet to the wall and read the results.

**Option #4.** Use a ball of yarn to symbolise the connection of participants with one another as local elected representatives. Ask participants to form a circle with you. Holding on to an end of the yarn, throw the ball to a participant on the other side of the circle. Ask that person to state briefly the personal impact of his or her participation in the elected leadership series. When finished, ask the person to hold on to the yarn and toss the ball to someone in the circle. The process continues until a visual web of yarn has been constructed, connecting everyone in the group. Finish the exercise by cutting the yarn into pieces so that each participant can take a piece away to symbolise their connection.

Formátované: Zarázka: Vľavo: 1,27 cm

## 13.7.8 PLANNING FOR LEARNING APPLICATION

### Objective

This exercise is to give participants an opportunity to reflect on the insights and skills gained from this learning experience and to plan specific ways to use what they have learned to improve the way they perform the leadership role and competency.

**Time required: 30 minutes**

### Process

**3.1.** Take a few minutes to remind participants that the value of their participation in a learning experience like the one just completed cannot be fully realized unless they make a serious effort to make use of what they have learned. Point out that many factors can interfere with the application of new knowledge and skill when engaged in the real work of using power. Sometimes the interference comes from outside like ridicule from a colleague about your interest in trying out new ways of doing things. Sometimes the resistance comes from within. Old habits are hard to break. Doing things differently, even things that are clearly important and worth doing, requires time, patience and self-confidence.

**Formátované:** Zarážka: Vľavo: 1,27 cm, Číslované + Úroveň: 1 + Štýl číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm

**4.2.** Explain that one of the best methods known for overcoming resistance to the application of new knowledge and skills is a learning application plan. The intent of the plan is to have people who have just completed a programme of learning:

**Formátované:** Zarážka: Vľavo: 1,27 cm, Číslované + Úroveň: 1 + Štýl číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm

**1.** think about the value of what has been learned and how they will use it to enhance their own performance;

**Formátované:** Zarážka: Vľavo: 1,9 cm, S odrážkami + Úroveň: 1 + Zarovnať na: 2,54 cm + Tabulátor za: 3,17 cm + Zarážka: 3,17 cm

**2.** consider the barriers to learning application likely to arise and who can be of help to them in overcoming these barriers; and

**Formátované:** Zarážka: Vľavo: 1,9 cm, S odrážkami + Úroveň: 1 + Zarovnať na: 2,54 cm + Tabulátor za: 3,17 cm + Zarážka: 3,17 cm

**3.** how they will determine how successful they have been in putting this learning to use after completing the programme.

**Formátované:** Zarážka: Vľavo: 1,9 cm, S odrážkami + Úroveň: 1 + Zarovnať na: 2,54 cm + Tabulátor za: 3,17 cm + Zarážka: 3,17 cm

**4.3.** Give participants a copy of *Handout 13.7A* and ask them to complete it as an important step in putting to use in the months ahead what they have learned about themselves and the leadership role and competency.

**Formátované:** Zarážka: Vľavo: 1,27 cm, S odrážkami + Úroveň: 2 + Zarovnať na: 3,17 cm + Tabulátor za: 3,81 cm + Zarážka: 3,81 cm

**HANDOUT 13.8A**

**Learning Application Plan**

Take a few minutes to reflect on the leadership role and competency and the value of this learning experience for your future performance. Then complete each of the following statements as thoroughly as possible.

1. Based on what I have learned about the leadership role and competency, shown below are two or three specific things I plan to do to improve my performance in exercising the wisdom, commitment and action expected of an elected leader.

Formátované: Odrážky a číslovanie

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Formátované: Odrážky a číslovanie

2. The support I need to achieve these performance improvements, how I expect to get this support and from whom, is described below:

Formátované: Odrážky a číslovanie

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Three of the most significant challenges I anticipate when performing in the leadership role and competency and my strategies for dealing with these are as follows:

**Formátované:** Zarážka: Vľavo: 0 cm, Zarážky: 0,63 cm, Tabulátor pre zoznam + Nie je v 1,27 cm

**Formátované:** Odrážky a číslovanie

*Challenge No. 1* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*My Strategy* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Challenge No. 2* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*My Strategy* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Challenge No. 3* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
*My Strategy* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The following outcomes will demonstrate that I have been successful in improving my performance in the leadership role and competency:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**Formátované:** Zarážka: Vľavo: 0 cm, Zarážky: 0,63 cm, Tabulátor pre zoznam + Nie je v 1,27 cm

**Formátované:** Odrážky a číslovanie

**Formátované:** Odrážky a číslovanie

5. I intend to do the following things to assess my success after the first six months in achieving the outcomes specified above:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**Formátované:** Odrážky a číslovanie

**Formátované:** Odrážky a číslovanie

HANDOUT 13.7A

## Learning Application Plan

Take a few minutes to reflect on the leadership role and competency and the value of this learning experience for your future performance. Then answer each of the following questions as completely as possible.

1. Based on what I have learned about the leadership role and competency, here are two or three specific things I plan to do to improve my performance in and with my local government governing body as related to raising, allocating, and expending public funds.

**Formátované:** Zarážka: Vľavo: 0 cm, Číslované + Úroveň: 1 + Styl číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm, Zarážky: 0,63 cm, Tabulátor pre zoznam

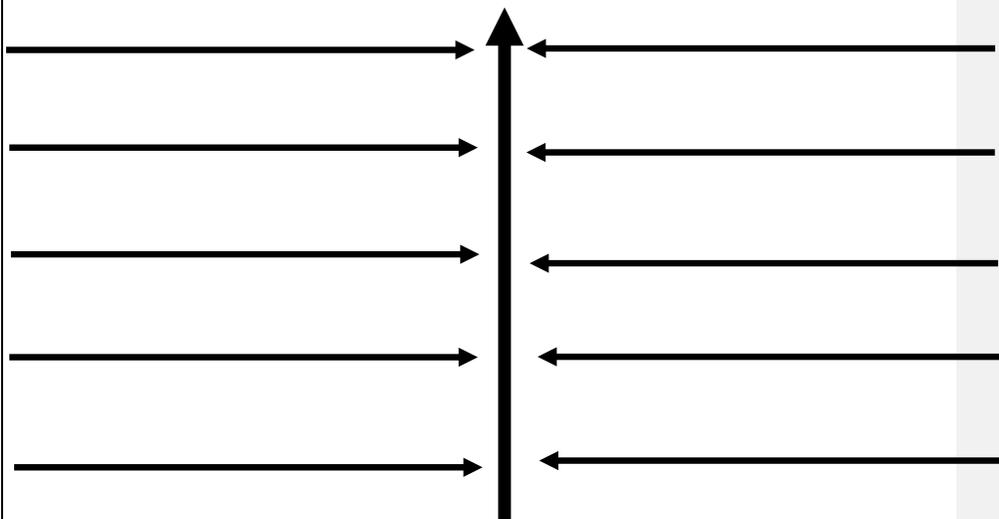


3. It is likely that I will encounter resistance to using my new knowledge and skill in the leadership role and competency. Below is my analysis of the resistance and how I propose to manage it. **Note:** Enter one resistance above the top arrow on the left. Opposite the arrow enter an action you might take to overcome or alleviate the resistance. Continue entering resistances and your plan for countering each of them.

**Formátované:** Zarážka: Vľavo: 0,63 cm, Číslované + Úroveň: 1 + Styl: Číslovaná: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm

Anticipated resistances

My plan to manage them



4. This is what I intend to do to assess how successful I have been after the first six months in applying new knowledge and skill to my performance in the leadership role and competency.

**Formátované:** Zarážka: Vľavo: 0,63 cm, Číslované + Úroveň: 1 + Styl: Číslovaná: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm

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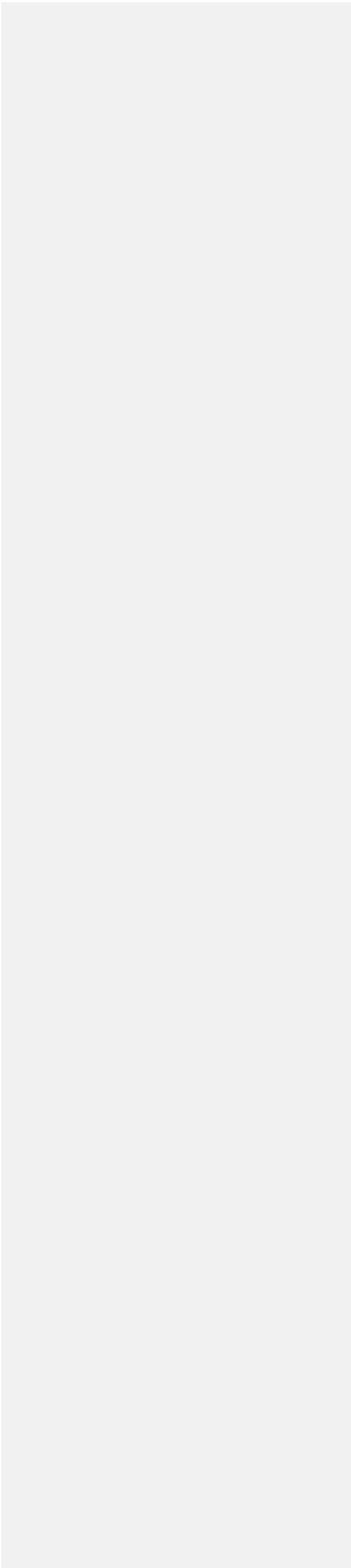
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## 13.8 CONSCIOUS CELEBRATION OF LEARNING

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*"In conscious celebration, we create moments that illuminate the deeper meaning of our lives and guide our footsteps into the future."  
—Cathy DeForest*

### **Objective**

This exercise is to give participants an opportunity to celebrate the completion of this significant “*voyage of discovery*” into the world of local self governance and elected leadership.

### **Time required: 30+ minutes**

### **Process**

Begin this final learning experience by congratulating participants on completing a significant body of learning about the difficult and challenging responsibilities that confront men and women who are elected to local public office. Explain that the final activity in the series is a celebration to honour their accomplishment both as a personal growth experience and a turning point in their lives as elected officials.

**Trainer’s Note:** Rather than specify a single structure for celebrating the series end, we are providing you with four options. You can choose one of these, a combination, or something of your own based on the personality of the participant group and the amount of time that can be devoted to celebration.

*Option #1.* Distribute index cards, one for each participant. Ask each participant to write a short note to every other participant describing one noteworthy leadership quality exhibited by that person during the workshop series. Remind participants to write the name of the recipient of each note at the top of the card. Suggest that participants refer to the eleven roles and competencies in composing these notes. Distribute the notes to the intended recipients and after all the cards have been distributed ask for volunteers to comment on what they have learned about themselves from others.

*Option #2.* If the participants are from different regions of the country, divide them into regional groupings. Ask each group to develop a dramatic presentation in pantomime, that is, the use of expressive facial expressions and body movements to tell a story about some aspect of elected leadership or governance. Groups can be invited to incorporate regional dress and music to the extent possible. After each presentation, members of other groups are asked to figure out what the story means.

*Option #3.* Divide participants into several groups. Give each group a sheet of chart paper. Ask the groups to write the words **ELECTED LEADERSHIP** in a vertical column down the left side of the sheet. Give each group the task of writing words or phrases that begin with that letter and are closely associated with elected leadership. Give participants about ~~twenty~~20 minutes to complete the task. Reconvene the groups and ask each group to tape its sheet to the wall and read the results.

*Option #4.* Use a ball of yarn to symbolise the connection of participants with one another as local elected representatives. Ask participants to form a circle with you. Holding on to an end of the yarn, throw the ball to a participant on the other side of the circle. Ask that person to state briefly the personal impact of his or her participation in the elected leadership series. When finished, ask the person to hold on to the yarn and toss the ball to someone in the circle. The process continues until a visual web of yarn has been constructed, connecting everyone in the group. Finish the exercise by cutting the yarn into pieces so that each participant can take a piece away to symbolise their connection.

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Formátované: Zarážka: Vľavo: 0,63 cm, Číslované + Úroveň: 1 + Štýl číslovania: 1, 2, 3, ... + Číslovať od: 1 + Zarovnanie: Vľavo + Zarovnať na: 1,9 cm + Tabulátor za: 2,54 cm + Zarážka: 2,54 cm, Zarážky: 1,27 cm, Tabulátor pre zoznam + Nie je v 2,54 cm