

## Leadership Development Programme



# Call for Applications

## FOR THE TWELFTH COHORT OF THE LEADERSHIP DEVELOPMENT PROGRAMME

The Caribbean Leadership Project (CLP) is pleased to issue a Call for Applications from suitably qualified **mid-level managers of the public service** from **national governments** and **mid-level managers** in **key regional organisations** for enrolment in the twelfth cohort of its Leadership Development Programme (LDP). The LDP will be delivered in a multi-module, experiential and blended learning format beginning September 2018. **Note that the delivery of this programme is subject to approval of the extension of the CLP and availability of funds.**

**Call issued: March 20<sup>th</sup>, 2018**



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## Call for Applications for Cohort 12 (Level 3 LDP)



### PROJECT OVERVIEW

The CLP is a seven-year, \$20 million (CAD) project funded by the Government of Canada. The CLP is designed to strategically strengthen the next generation of Caribbean men and women leaders to contribute more effectively to regional integration and economic growth. This will be accomplished by establishing a project specific to the needs and culture of the Caribbean Region and by fostering regional approaches for the sustainability of leadership development.

There are six main pillars to the CLP:

- 1) **Leadership Development Programme (LDP):** During its seven-year lifespan, CLP will develop and deliver a multi-module leadership development programme for up to 250 senior officials at the top three levels (both technical and administrative) in national governments in the twelve participating countries as well as key regional organisations.
- 2) **Enabling Environment:** Cognizant of the fact that the realities of one's work environment have a significant impact on a leader's ability to apply lessons learnt, CLP has designated resources to help address that issue. Specifically, CLP is committed to exploring the relationship between leadership development and how organisational structures, cultures and contexts interact to support the sustainability of learning in an individual and the transfer of that learning within the organisation.  
  
Using the LDP participants as expert resources, CLP will identify the primary drivers of an enabling environment. Having done so, the Project will then develop a strategy to support a regional approach to assisting participating countries to create an environment that maximizes donors' and their own investments in learning and capacity development.
- 3) **Research:** CLP includes a research programme to explore leadership and economic development issues that are specific to the Caribbean context. That programme envisages the publication of leading edge research and best practices in leadership policy and programming and related economic development issues produced by and disseminated to stakeholders in the Region. The research to be promoted through the Project will support policy formulation on leadership and economic development practices and programming.
- 4) **Continuous Learning and Development Network:** The three pillars noted above will all deliberately build mechanisms that are designed to reinforce workplace application, and to support public sector leaders in developing self-sustaining approaches to continuous learning in the workplace. The most natural and viable strategy to support this goal is to facilitate the development of continuous learning networks that can extend well beyond the parameters of the LDP itself. Continuous learning and development networks proactively support learners as they practice their

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learning in their workplaces. Learning and development networks maximize the impact of learning by facilitating further exchanges about the practical applications of what happens in the classroom and other formal learning events.

- 5) **Communities of Practice for Project Resources:** The Caribbean has a significant number of experts in the field of public sector finance, public administration, economics, management, regionalization, gender and various other technical topics relevant to public service leaders. For optimal leadership development, the work of such technical experts must be complemented by “process” experts whose forte lies in areas related to the design, facilitation and evaluation of complex, multi-module programmes as well as executive coaching. Through its Communities of Practice Pillar, CLP will contribute to the growth and development of a cadre of such “process experts”.
- 6) **Caribbean Centre of Leadership Excellence:** The objective of the CLP is to develop a lasting legacy for learning and leadership development for the region. The Caribbean Centre of Leadership Excellence (CCLE) is envisaged to be an organisation that builds on the LDP, research and networks established in the CLP, and creates a virtual consortium of national and regional learning organisations that will continue to deliver a world-class, sustainable, and coordinated regional approach to experiential learning and leadership development.

The Canada School of Public Service (CSPS) is the executing agency for the Project, while the Regional Project Office (RPO) is hosted by the Sagikor Cave Hill School of Business and Management/University of the West Indies in Barbados. The Project will be collaborating with a number of regional learning institutions to deliver the various programmes and activities.

### PROGRAMME DESIGN

The overall purpose of this LDP is to support public service leaders in developing their **individual and collective capacity** to address the following cross-cutting regional priorities:

- ◆ The enhancement and overall public service renewal and related governance practices;
- ◆ Effective collaboration and horizontality in addressing shared economic, social, environmental, gender and diversity issues and opportunities;
- ◆ Proactively anticipating and addressing current and future leadership and public service challenges, with responsive and responsible governance at the core.

Ultimately the programme seeks to:

- ◆ Enhance and expand the capacity of public sector leaders within and across participating countries and key regional organisations;
- ◆ Establish a sustainable commitment to addressing leadership learning and professional development needs;

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- ◆ Support the emergence of a vibrant, connected and mutually supportive cadre of public service leaders across the region at the three top levels of public service.

The following content areas are principally relevant leaders at all levels i.e. Level 1 (i.e. Permanent Secretaries and officers of equivalent rank), Level 2 (i.e. technical and administrative officers who report to Level 1) and Level 3 (administrative and technical officers operating at middle management level, reporting to Level 2).

However, the programme for each level of leadership will address these elements differently, with an appreciation for the unique challenges, different demands and specific nuances of leaders/managers at each level.

- ◆ **PRINCIPLED LEADERSHIP:** Public service leaders at all management levels need to show leadership in the interface between the political directorate and the operations of their organisations. They must provide principled leadership which demonstrates accountability and responsibility, understanding the dynamic exchange between the various leadership roles and how each function is placed within the regulatory frameworks/structures of their country;
- ◆ **LEADING THROUGH OTHERS:** This means that public service leaders must be more than “ideas” people, technical “specialists” or “directors” who issue commands. They must have highly developed communication and managerial skills and an excellent grasp of what motivates people, including managers, peers, staff and stakeholders in order to get the work done through and with others;
- ◆ **LEADING RESPONSIVE ORGANISATIONS:** Public service leaders must be skilful at creating working environments where people excel by carrying out their duties in a responsive way, by being effective, efficient, and innovative. They must be able to align vision with strategy and link plans with execution and operational deliverables. They provide policy advice with confidence and courage and work with senior officials towards the organisation’s purpose and mission. This means understanding what effective organisational behaviour really looks like, and being willing to take some risks in creating the kind of public service organisations that are needed today;
- ◆ **LEADING ACROSS GOVERNMENT:** This means “heads up” leadership, or a system-wide perspective, in which senior leaders are not only attending to the business of their specific ministries and departments, they are constantly checking to see how their actions will affect other parts of government, developing supporting relationships and networks and coordinating their actions with colleagues in a planned way;

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- ◆ **LEADING IN A POLITICAL CONTEXT:** Public service leaders must understand the political context (minority, majority and multi-party dynamics), and the public service/political interface. This means being aware of the shifts in democratic participation, and a deeper understanding of the political economies and how that will affect the priorities of their departments/ministries, the whole of government, and the region overall;
- ◆ **LEADING WITH SENSITIVITY TO PUBLIC AND STAKEHOLDER INTERESTS:** In today's networked world, public service leaders must understand the importance of strong and continuous relationship with a wide variety of "publics" and "stakeholders" and develop the skills to effectively communicate utilizing all available channels including social media and virtual technology. They must have an accurate read on the public interest in the local, regional and global context. They are required to understand and appreciate that today's complexity and interconnected world requires leaders to be flexible and resilient in their thinking and in their orientation to action;
- ◆ **LEADING IN A REGIONAL AND GLOBAL CONTEXT:** Public service leaders need to think beyond their current roles and goals. They need to be familiar with the regional and global trends and dynamics that will affect their country generally as well as governments and ministries/departments specifically. This requires practice in the examination and analysis of unfolding developments on the regional and global stage and building networks with experts and peers across the region. Part of the new context also is the emergence of social media as a primary channel for communication, demanding leaders to develop new skills in working online and across traditional structures;
- ◆ **AUTHORING YOUR OWN LEADERSHIP STYLE:** Responsive public service leaders hone and deploy their own unique strengths while managing the inherent tensions at the heart of successful leadership. They need to be authentic, develop a deep understanding of who they are and what their values and beliefs are, align 'being' with 'doing', develop effective and healthy relationships with their staff and colleagues, and maintain their individuality while conforming to the requirements of the position.

## CORE CONTENT FOR LEVEL 3 LEADERS

The LDP aims to address the following core leadership competency areas and link these in particular to the unique challenges, demands, priorities and learning needs of managers at Level 3. The focus is on the role of the *leader* and *leadership* as function and will assist participants in

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linking their managerial role to leadership aspects, behaviours and approaches. The broad themes to be covered are:

**Who am I as a leader?** - Understanding self, one's own leadership style and approaches, and how to build effective relationships.

**Who are we as a team?** - Leading and developing one's team, and learning a variety of tools to build high performing teams.

**Who do we serve?** - Analysing clients' needs and managing quality client service, fostering innovation in improving client service, and interpreting and implementing organisational strategy.

We will address key leadership themes and concepts in areas of People Intelligence, Business & Organisational Intelligence, Operational Intelligence and Emotional Intelligence. Fully integrated with these areas, the LDP will address environmental sustainability, gender equality and diversity as Cross-Cutting Themes (CCTs). The design will enable participants to explore and appreciate the importance of economic growth, regional integration and good governance.

### PROGRAMME COMPONENTS AND TIME COMMITMENT

The programme is approximately six (6) months in duration. **Participants are required to fully participate in all components in order to retain enrolment in the Programme.** The programme offers an integrated design of virtual and face-to-face sessions in large and smaller group sessions, self-study and a practical work-based learning and application project. All components are interconnected and become stepping stones to create a coherent learning experience delivered in a mix of various learning methodologies.

- ◆ **Programme launch and orientation webinars:** This will take place online September 2018. *(About two to three two-hour virtual group sessions)*
- ◆ **Leadership EQ-i 2.0 Assessment:** A confidential Emotional Intelligence self-assessment will be undertaken in October 2016 and again after completing the programme. The EQ-I assessments are critical aspects of the programme to help the participant develop their personal learning plans. The assessments will be debriefed with an executive coach, online in a confidential one-to-one session *(2 hours, individual, online)*.
- ◆ **Personal Learning Plan:** Each participant will be supported in developing their individual learning plan to guide their leadership learning journey within and beyond the programme: mapping their objectives, milestones, and impact at a personal, organisational level, as well as, their commitment to the transfer of learning to others in

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their ministry or organisation. This plan will need to be developed and signed by the participant, his/her manager, and the [CLP National Coordinator](#).

- ◆ **Learning modules for** the full-cohort will include
  - Two face-to-face weeks of 5 learning days as follows:
    - October 1 - 5, 2018 in Barbados
    - January 21-25, 2019 in Jamaica
  - Pre-planned, regularly scheduled, mandatory 2-3 hour virtual learning sessions between October 2018 and February 2019.

The **face-to-face modules** include a variety of methods focusing on practice and application sessions, guest speakers, small and large group work, reflection and (inter)action. The **virtual learning sessions** focus on content and knowledge and invite dialogues and insights to support the application and transfer back home in an interactive and engaging way.

All sessions are delivered by professional regional and international facilitators, and high-level guest-speakers from the public, private and civil society sectors. *(Total of 15 facilitated learning days, both face-to-face and virtual, excluding travel days).*

- ◆ **Leadership Stretch Project**

Participants identify a work-based practical application project on a strategic issue for their organisation/ team/functional area in consultation with his/her Level 2 leader and/or the CLP National Coordinator.

- ◆ **Peer Coaching**

Peer-groups are formed to provide mutual coaching and support for the development and implementation of the Leadership Stretch Project, as well as on application within the workplace and transfer of models and concepts to their team and organisation. It aims to and to create a safe supportive network with others for shared learning and reflection. Sessions will be facilitated to link projects and application issues to the LDP leadership themes and tools. *(Small group work, on-line, approximately 1-2 hours per week);*

- ◆ **Self-Study and home work**

Participants will be expected to actively engage and participate online, do homework and self-study, access recordings and reading materials and participate in cohort blogs and discussions boards online. *(Assignments will be practical and relevant, and time commitment will depend on the themes and questions raised)*

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- ◆ **Access to mentoring from CLP Alumni and the CLDN**

The various CLP alumni will assist with the orientation and the mentoring of participants throughout and after the programme

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### PROGRAMME BENEFITS

#### ***Participants will:***

- ◆ ***Practice systemic, critical and adaptive thinking and practical, work-related behaviours*** – through classroom and virtual learning experiences, through reflection, through peer-coaching and through self-assessment and feedback.
- ◆ ***Acquire international and regional perspectives*** – through presentations by expert resource persons, readings, site-visits or work-related leadership projects.
- ◆ ***Bring practical learning to their teams/peers*** – by teaching their peers in the broader Public Service community (including the various institutions and organs of CARICOM and the OECS Commission), and by reporting back on their learning to other colleagues, senior leaders (Permanent Secretaries, CEO's etc.), and staff.
- ◆ ***Develop a network of trusted colleagues*** – through full-cohort and small-group learning activities as well as through mentoring and on-going alumni events, participants will develop as a community of learners and leaders that can support one-another during and beyond the programme.
- ◆ ***Demonstrate full commitment to their transformational journey*** – by identifying their Learning plan and participating in and attending all of the Programme components and other organised meetings and activities.

#### ***The Country and Region will:***

- ◆ ***Learn from participants' experiences and professional growth*** – new strategies, new leadership competencies, new approaches to public service leadership, and service delivery;
- ◆ ***See direct impact*** - attention will be paid to addressing regional challenges in environment, governance, economic development, gender and diversity, human resource development, as well as fostering more systematic and sustainable approaches to leadership development for upcoming generations;
- ◆ ***Realise greater collaboration within and across countries:*** participants will be challenged to build strong relationships and networks as well as become role models by sharing their insights within the Public Service community of their country, and across the Region; and
- ◆ ***Develop sustainable strategies for continued excellence*** – Throughout the programme, the LDP facilitators and project team will work with participants to apply their learning strategically and systemically, emphasizing practical ways to create an enabling environment for sustainable public service excellence as well as focusing on the continuous learning and development of themselves and their staff.

The CLP's mandate and priority are focused on creating sustainable and continued learning, enabling an impact beyond the participants and the programme itself. Therefore, participants'

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success in the Programme will be determined by observable/measurable improvements in job performance as evidenced by post-programme evaluation studies and research.

For testimonials from CLP's LDP Alumni, we strongly recommend that applicants visit CLP's website at [www.caribbeanleadership.org](http://www.caribbeanleadership.org) and view the videos located under the media tab.

### PROFILE

The twelfth LDP cohort, with a target of 30 participants, will be composed of **mid-level public service officers in national governments** at Level 3 – i.e. the technical and administrative management level that reports directly to Level 2 managers (the direct reports of Permanent Secretaries and Chief Executive Officers; and the **mid-level managers in key regional institutions**<sup>1</sup>.

*It should be noted that this is the final offering of this programme under the Caribbean Leadership Project. Future offerings will be provided through the Caribbean Centre for Development Administration (CARICAD); information on future offerings will be provided by that organisation in due course.*

Applications will be accepted from national governments in the twelve countries participating in the Project – namely Antigua & Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Suriname, and Trinidad & Tobago, as well as, key regional organisations.

### PARTICIPANT SELECTION CRITERIA

This programme has been described by LDP alumni as “not for the ‘faint-hearted’”, “completely different than traditional classroom learning” and “truly a deep transformative learning experience.”

To continue ensuring high quality learning for all involved, we, therefore, recommend that all applicants for enrollment in this twelfth cohort of the CLP LDP **should**:

- ◆ Have experience five (5) years in the Public Service. Candidates with a shorter time at this level who can demonstrate a sound level of supervisory experience (i.e. managing a project team, or a unit with responsibility for people and performance) are invited to present a compelling case which will be taken into consideration.
- ◆ Have a minimum of eight (8) years of service remaining prior to being eligible to retire.
- ◆ Be permanently employed to their organization/public service.

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<sup>1</sup> Key regional organisations are defined as organisations of the Caribbean Community (CARICOM) and the Organization of Eastern Caribbean States (OECS) Commission. For a complete listing, please see <http://www.caricom.org/jsp/community/institutions.jsp?menu=community> and <http://www.oecs.org/about-the-oecs/organs>.

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- ◆ Supervise a team and can adequately describe the size and kind of team and function they manage.
- ◆ Have an ambition and drive to excel and be considered for promotion within reasonable timeframe.
- ◆ Report to a Level 2 manager directly (note that a Level 2 manager is a direct report of a Permanent Secretary or Chief Executive Officer).
- ◆ Have support from their Level 2 manager for her/his participation and the study time required, as well as a commitment from their Level 2 manager to join him/herself in an online orientation meeting about the LDP.
- ◆ Commit to undertaking a Leadership Stretch Project, relevant to their unit, department or functional area during the LDP.

All applicants for enrollment in the CLP LDP **must**:

- ◆ Be from a national government or key regional organisation;
- ◆ Have attained a minimum of a Bachelor's Degree from a 3-4 year degree programme at a duly accredited tertiary institution;
- ◆ Be willing, able and **fully committed** to participate in **all elements** of this blended, experiential learning-oriented Programme;
- ◆ Be open to a leadership development learning experience which will stretch assumptions about themselves, learning and leading;
- ◆ Possess a proficiency in Windows (or Mac) operating systems and Microsoft Office Suite and sufficient technical equipment in order to be able to participate in the virtual learning components; access to a quiet working space to attend virtual sessions is essential.

As part of the application process, applicants will be asked to demonstrate and describe with specific examples, their commitment and approach to on-going professional leadership development, as well as their commitment to transferring and supporting the development of their organisation, their direct reports, their peers and others to ensure sustainability and impact of learning and development beyond the programme's boundaries.

### TERMS OF THE AWARD

Successful nominees for Cohort 12 of the LDP will be required to commit to completing all the requirements of the programme which will run from September 2018 to February 2019. The costs associated with the design, delivery and evaluation of the Programme will be met by the Project. CLP will also provide:

- ◆ Hotel accommodation for the duration of the face-to-face modules; and
- ◆ Ground transportation to and from scheduled programme activities and site visits.

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**The nominating governments and regional organisations will be required to provide:**

- ◆ Airfare and in transit accommodation (where applicable) for the participants to attend the two one-week, face-to-face modules in the Caribbean; and
- ◆ Per diem/subsistence allowances for the participants during the face-to-face modules which require travel.

### HOW TO APPLY

Interested candidates are required to:

- ◆ Complete the [electronic LDP application form](#). (Hand-written application forms will not be accepted). Persons are strongly advised to speak with CLP LDP alumni or current participant(s) from their country prior to completing their application. Your country's [CLP National Coordinator](#) will have a list of CLP LDP Alumni and their coordinates.
- ◆ Submit the:
  - a. [Completed electronic LDP application form](#);
  - b. Electronic copy of his/her current Curriculum Vitae (CV); and
  - c. Electronic copy of his/her Organisational Chart to:
    - i. [The Designated CLP National Coordinator](#); or
    - ii. The Head of a Regional Organisation.
- ◆ Please consult your [National Coordinator](#)/Head of Regional Organisation for the deadline for submission of applications. Note that the selection process will be completed by the end of June 2018.
- ◆ Completed application packages must be submitted to [applications@caribbeanleadership.org](mailto:applications@caribbeanleadership.org) by the [Designated CLP National Coordinator](#) or Head of Regional Organisation and must be [accompanied by an endorsement from the nominating country or regional organisation](#).

**NB: CLP will only accept applications through the National Coordinators.**

### SELECTION PROCESS

The selection of participants will be conducted by the CLP's Project Steering Committee's (PSC) Sub-Committee on LDP Participant Selection. The PSC represents Project stakeholders across the Caribbean Region and Canada and has oversight responsibility for the Project's governance, as well as, for providing strategic direction and policy guidance to the Project Director. The Sub-Committee is composed of at least three members of the PSC along with the Project Director and Regional Project Manager serving in *ex officio* capacities.

For further information or clarification on the application process, interested parties can contact Dr. Lois Parkes, Regional Project Manager at [lois.parkes@caribbeanleadership.org](mailto:lois.parkes@caribbeanleadership.org).

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#### REQUIRED COMMITMENT

All persons admitted to the Programme are required to participate fully in **all** face-to-face, online and other programme events and activities. **Failure to do so, as determined by the Project Management Team in consultation with the Programme Facilitation Team and the participant, may result in the participant being removed from the Programme.** In that event, the [National Coordinator](#) or Head of Regional Organisation will be notified of the participant's removal from the Programme. The removal of any participant from the Programme will **not** adversely impact subsequent nominations from the particular country or regional institution.