

REFRAMING HRM IN THE PUBLIC SERVICE

By Rosemund
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The COVID-19-impacted public service will continue to face tremendous challenges, both in terms of its own transformation, its capabilities and in terms of the transformation of the services that it provides to citizens. The pandemic, in an unprecedented manner, has created a more complex and challenging environment, increasing the focus on how work is done, and on the need for better implementation of human resource (HR) policies to ensure business continuity and help employees cope with this unsettling crisis.

Read the full article on [Pages 4-6](#)



CLDP on the move

Since August 2019, the Caribbean Leadership Development Programme has been delivering on its

Dr. Lois Parkes, the Leadership Development and Institutional Strengthening Specialist at CARICAD.

mandate to educate the public sector in the areas of Leadership and Development.

CARICAD kicked off September into high gear, with the launch of its third Cohort of its Emerging Leaders' Development Programme in collaboration with the Eastern Caribbean Central Bank (ECCB) on Wednesday, September 8th, 2021.

On Thursday, September 16th, was the launch of Cohort 17 - Mid-Level Leadership Development Programme with 18 participants from seven member states.

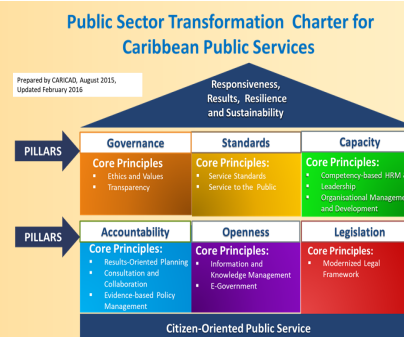
We are also very pleased to be collaborating with the Government of Montserrat in the delivery of a customised Senior Leadership Development Programme for its 31-strong senior leadership cadre, which was launched on September 14, 2021.

Read more about the CLDP on [Pages 7-10](#) and [21-32](#)

**What's
in this
edition...**



★ **Action Learning: A Powerful Inclusive Approach to Leadership Development**
- [Pages 19&20](#)



★ **From Conceptual Charter, Towards Proactive Delivery**
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From the Desk of...

Devon Rowe, Executive Director of CARICAD



"Public Sector Transformation is a continuous process of leading and managing change in the public service for innovative adaptation; to enable delivery of services and results in a resilient and sustainable manner."

– CARICAD 2021

That definition explains why CARICAD regards Public Sector Transformation as an ever-evolving process of change and adaptations for our volatile, uncertain, complex, and ambiguous (VUCA) world. Transformation is about people. People who plan, people who lead and manage and also about the people who implement for service delivery for even more people. When we speak glibly of human resources we might be glossing over the fact that we are referring to people. People with their needs, aspirations, hopes and fears.

This October issue of the ***Horizon Newsletter*** focuses on people. That choice is intentional. We want all our readers and other stakeholders to appreciate that it is past time for us to look differently at public officers. We really need to think of them as people, not resources. We see that advocacy for such a change is part of our mission at CARICAD.

We need to move all our public services away from Personnel Administration to Strategic Human Resources Management (SHRM).

Strategic human resource development results in executives, managers and employees being developed in a more holistic manner than in the case of a traditional human resource

development process.

This is illustrated by the benefits of strategic human resource development, namely:

- *Greater extrinsic and intrinsic job satisfaction*
- *Greater customer and client satisfaction*
- *Shorter learning times and more effective use of resource and less wastage of materials*
- *The creation of a learning organisation that is flexible and responsible in coping with present and future demands. (Garavan, 1991).*

I am pleased to invite you to peruse and reflect on the several articles in this edition of the ***Horizon***. The majority are dealing with the need for us as region to embrace change by way of Strategic Human Resources Management (SHRM). I invite you to engage our team at CARICAD in the days ahead on this subject. We look forward to the dialogue.

**D.L. Rowe,
Executive Director**

Time for the Changeover to Strategic Human Resources Management (SHRM)

By Devon Rowe, Executive Director, CARICAD

This edition of our **Horizon Newsletter** focuses on Human Resources Management and Development (HRM&D) in general and Strategic Human Resources Management (SHRM) in particular. We have done this because the COVID-19 crisis has put Human Resources Management and the well-being of people in organisations back on the front-burner.

At CARICAD one of the things we do is to try and influence and contribute to the *Thought Agenda* in our *Regional Public Square*. The crisis continues to generate a lot of thought and talk. CARICAD has always been committed to moving beyond talk, to change and transformation.

Boxall (1996) describes Strategic Human Resources Management as the interface between Human Resources Management and Strategic Management and Kathryn Stewart says:

HR departments that practice Strategic Human Resource Management (SHRM) do not work independently within a silo; they interact with other departments within an organization in order to understand their goals and then create strategies that align with those objectives, as well as those of the organization. As a result, the goals of a human resource department reflect and support the goals of the rest of the organization. Strategic HRM is seen as a partner in organizational success, as opposed to a necessity for legal compliance or compensation. Strategic HRM utilizes the talent and opportunity within the human resources department to make other departments stronger and more effective.

CARICAD has been promoting *Strategic Management* for decades so it is important that we are also advocates for *Strategic Human Resources Management (SHRM)*.

It is critical in all organisations (including those in the public sector) that there is a strong alignment between personnel competencies and organisational strategy. That is why we are advocating greater use of SHRM. It is obvious that for many reasons often lost with the passage of time, there is a marked misalignment between the competencies needed for 21st Century public services and organisational strategy in our region. That needs to be changed urgently. CARICAD is a

catalyst for change.

We need to reframe our HRM&D to emphasise new skills. In that regard I will mention the following:

- The Leadership/Management Interface
- Results Based Management (RBM)
- Action Learning
- Digital Government
- Disaster Risk Reduction
- New Media Communication Methods & Techniques

In addition to the VUCA frame of reference, (Volatile, Uncertain, Complex, Ambiguous) the future appears daunting and for some of us, frightening. However, we at CARICAD are convinced that systematic and sustained capacity building in the areas I have identified and other closely related ones will lead to the acquisition of the competencies needed for a better alignment of competencies and organisational strategies. We are prepared to play our part in that effort. We will be continuing to make our Leadership Development Programme (CLDP) and online webinars available to all our member states. We will do so in the context of our tools and techniques relating to SHRM such as:

- **Charter for Caribbean Public Services**
- **Conceptual Framework for the Charter of Public Services**
- **Implementation Guide for the Charter**
- Concept of a **21st Century Public Service**
- **Umbrella Model for Strategic Human Resources Management**
- **Schema for Implementation of Public Sector Transformation**
- Our **RBM Based Strategic Planning Process and Methodology**
- Our **Prepare, Perform, Transform Model for Crisis Management**
- Our **Be, Know, Do, Have Model for Leading in Crises**

CARICAD is anxious to see integrated planning and people management elevated to the level that is urgently needed in the region. We need the full conversion of our Personnel Departments to Strategic Human Resources Management Departments.

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Reframing HRM in the Public Service: From Principles to Practice

By Rosemund Warrington, HR/ODE Specialist, CARICAD

The COVID-19-impacted public service will continue to face tremendous challenges, both in terms of its own transformation, its capabilities and in terms of the transformation of the services that it provides to citizens. The pandemic, in an unprecedented manner, has created a more complex and challenging environment, increasing the focus on how work is done, and on the need for better implementation of human resource (HR) policies to ensure business continuity and help employees cope with this unsettling crisis.

In May 2021 CARICAD launched the **Reframing HRM in the Public Service during the COVID-19 Crisis and beyond** paper in eBook format.

Read the full article **Reframing Human Resource Management in the Public Service during the COVID-19 Crisis and Beyond** on CARICAD's website www.caricad.net

The paper generally sought to contribute to the

current dialog on HRM practices by identifying challenges and opportunities that have arisen from this new pandemic and offering insights for HRM practitioners into possible future directions for public service organisations (PSOs).

By way of background, the Reframing HRM 'Umbrella' model, shown at Figure 1, highlights eight Reframing Areas of Focus (RAF) representing a number of areas that are imperative for any real HR functional change to occur in terms of people, process, structure, systems, skills, technology etc.

The eight RAFs are as follows:

1. Re-organising Services
2. Re-considering HR Analytics
3. Re-examining Institutional Mechanisms
4. Re-modeling to achieve a digital workplace
5. Re-thinking employment arrangements
6. Re-orienting employee support
7. Re-training & retooling
8. Re-evaluating roles and responsibilities.

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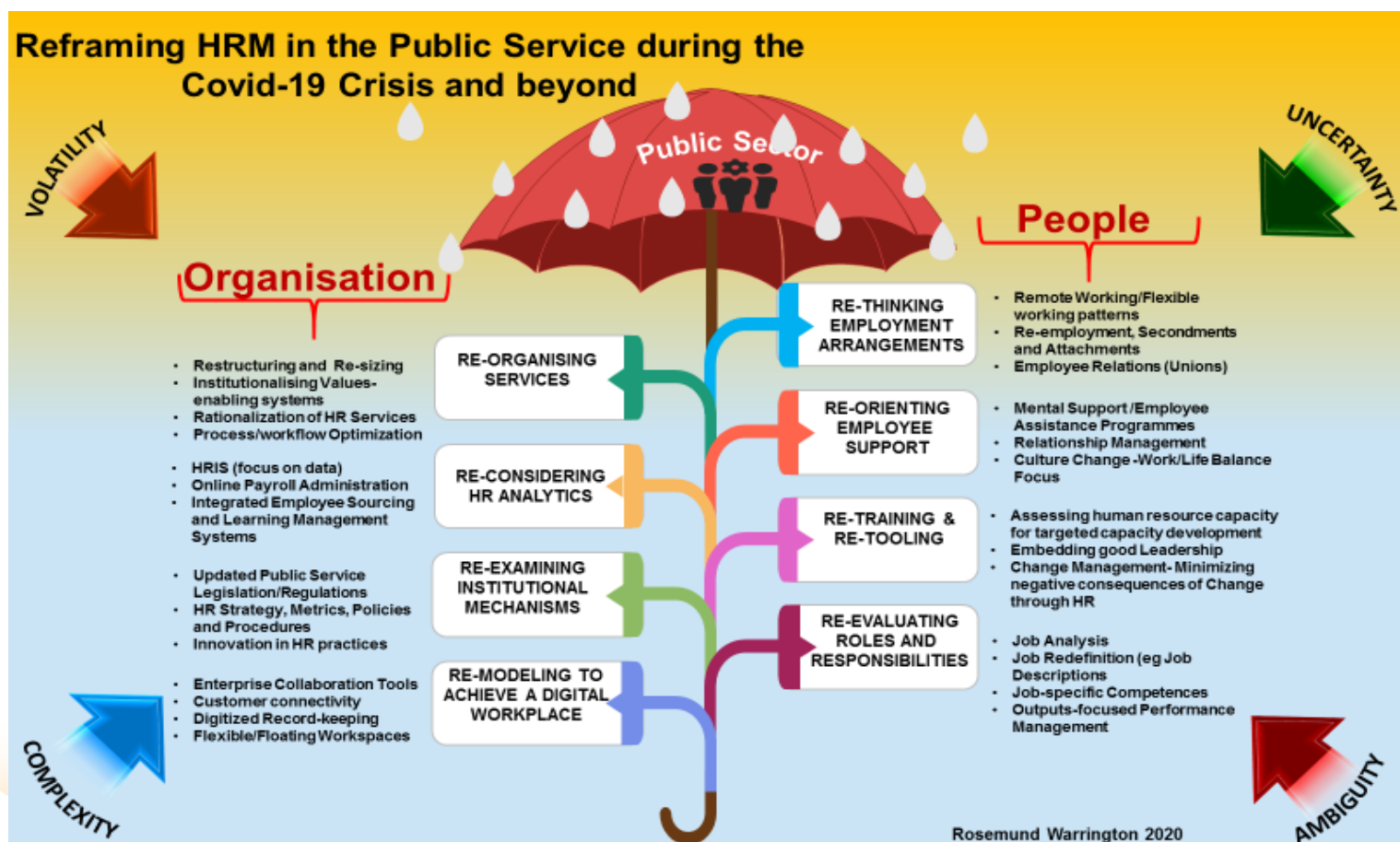


Figure 1: Reframing HRM

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These RAFs are considered critical for informing and influencing PSOs about the need for widespread HRM transformation in the public service as they navigate through a VUCA (Volatile, Uncertain, Complex and Ambiguous) environment and plan ahead amid these constantly changing conditions. In that regard, the effects of COVID-19 on staffing in organisations cannot be overlooked. Workforce demands, jobs, working conditions, workforce skills, flexible work arrangements such as remote work, telecommuting and workplace health and safety, among others, merit serious consideration and require adaptation in ways that build value for all stakeholders.

The paper in general urges PSOs to move to action, to rethink their HRM strategies beyond the traditional models and to use technology as a key partner to ensure that HRM is responsive and adds value to organisational results. The point being emphasised is that HRM can no longer be predominantly a compliance function and therefore PSOs must reset the HR compass to remain relevant and strategically agile.

More pointedly, in order to be successful, PSOs must be adaptive and iterative. PSOs cannot continue with the same set of organisational barriers such as limited planning, reluctance to share information, cultural attitudes, lack of trust, reluctance for flexibility, lack of coordination and collaboration, archaic systems and inefficient workplace processes, ineffective workplace technology, poorly designed structures and jobs, poor working environments, among others. Different ways of doing things are vital for survival. This means adopting and stretching not only strategies and practices, but also mindsets. This means that PSOs must envision, think outside the box, adapt and implement transformation activities as part of a sustained process of improving service delivery to citizens, within the limitations of resources. This approach to, and mindset of change will enable PSOs to build new capabilities and continuously adapt to evolving contexts and priorities.

At this juncture, the major human resource challenge in the public service appears to be the ability to create a strategic HRM approach and to implement it in a way that supports the alignment with government's priorities while managing and

supporting employees amid the uncertainty generated by this pandemic.

The Umbrella Model therefore essentially represents a critical HRM strategy to achieve performance, productivity, and effective work practices in the public service. Well-defined HRM strategies are essential in this era where organisations are required to re-identify themselves more toward an adaptive system of work. It will be necessary to create healthier working environments, re-direct the focus from a reliance on 'business as usual' to a more values-based and human resource-oriented system, that focuses on re-organising services and functions to meet the needs of all stakeholders.

This article presents a bridge to planning and implementing HRM strategies to address the eight RAF's of the Reframing HRM model. In that regard, a Rapid Assessment Tool is provided on the next page to assist persons involved in HRM and OD to first pause to consider where their organisations are with regard HRM effectiveness, and to begin contemplating where they need to be.

Reframing HRM Rapid Assessment Tool:

The following activity is intended to help you **stop before you start**. Before you begin to develop your HR Strategy, consider your organisation's present HR situation by asking questions like:

- With the future in mind, what is our current capability?
- What are our strengths and weaknesses?
- Are there legislative requirements we need to consider?
- What are we doing well now, that we need to do more of in the future?
- Where do the risks lie?
- What HR issues may prevent us from getting to the future?
- What current systems will support or hinder our progress?
- Will we require organisational changes post COVID-19?
- Do business processes, systems and technology need to be updated or modified? What are they?
- Do senior managers have the right capabilities to support the future strategies?
- Do staff at all levels have the right capabilities?

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- Do current policies address the rights of employees in terms of COVID-19 protocols, remote work, time off, flexible work arrangements etc.?

Now, in the matrix provided below, define your organisation's RAF STRATEGY priorities, challenges and proposed solutions.

Reframing Area of Focus (RAF) (please refer to eBook for details of each RAF)	HRM Priorities (e.g. strategic HR planning; workforce planning and staffing; process analysis; organisation development; design thinking; talent management; training needs assessment; succession planning; employee engagement; employee assistant programme; performance management etc.)	HRM Challenges What are the most important elements that you see as a current HRM challenge?	Proposed HRM Solutions What are the critical HRM action(s) to be taken to manage this issue?
1. Re-organising Services			
2. Re-considering HR Analytics			
3. Re-examining Institutional Mechanisms			
4. Re-modeling to achieve a digital workplace			
5. Re-thinking employment arrangements			
6. Re-orienting employee support			
7. Re-training & retooling			
8. Re-evaluating roles and responsibilities			

NOTE: A Workbook has been created by CARICAD, building on this Rapid Assessment and introducing a simple method of HRM Strategic Action Planning. This Workbook will be available on CARICAD's website by December 2021.

Mrs. Rosemund R. Warrington is the in-house specialist in Strategic Human Resource & Organisation Development & Effectiveness (HR/ODE) at CARICAD. Over the years, CARICAD has provided HR/ODE services both in Public and Private Sector organisations in the Caribbean region in the development of HR Strategies, HR Audits, Skills Assessments, Competency Frameworks, Workload Measurements, Recruitment & Selection Strategies, Workforce Planning, Competency-based Performance Management Systems, Job Evaluations, HRD Plans, Capacity Building, HR Policy Manuals, Job Analysis & Job Description Writing, Succession Planning, Training Systems Review and Re-Design, Organisational Design, Functional Reviews, Capacity Assessments and such.

Leadership as a Service: A Performance Management Perspective

By Dr. Lois Parkes

The current COVID-19 pandemic along with other major occurrences in the international geo-political space has brought much needed emphasis and dialogue about leadership. This dialogue has centred on various topics – leadership resilience, leadership pivot, and leading in crises to name a few. Whatever the focus of the discussion, one central underlying theme has been that the quality of leadership matters if at all regions, nations, and organisations are going to successfully navigate today's complex environment and context.

In furtherance of this discussion on the quality of leadership, this article, originally posted as a blog on our website, seeks to examine leadership from a performance management perspective. Inherent in the notion of leadership is the concept of followership, whether they be staff, work colleagues, stakeholders, customers, clients or citizens. This further suggests that leadership can be conceptualised as a number of outputs that a leader provides for a range of constituents. However, what exactly are these leadership outputs? Data from a comprehensive leadership learning needs assessment conducted across CARICAD member states in 2018 revealed the following as the critical leadership competencies and their descriptors for Caribbean public service leaders:

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Time for the Changeover to Strategic Human Resources Management

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The required sequence of actions is needed not only at the apex of the public service but also at Cabinet level and the level of the Service Commissions.

It is time to change to an SHRM paradigm. Regulation and control must now go hand in hand with service delivery and results, resilience and sustainability.

SHRM practices and implementation for Results – delivery of services for a citizen-oriented public service – is not a subsidiary activity for Public Sector Transformation – it is a critical success factor.

SHRM must be more purposefully included in a consistent Strategic Management process. We will need greater urgency to convert written policies into day-to-day supervisory practice.

We need to close the gap between our HR specialists and our line supervisors and senior public sector managers.

CARICAD will continue to advocate for and support all such changes in our region. We have the competencies to do so and we have developed many of the tools required and we have the strategic partnerships that can deliver world-class support for our member states.

Leadership as a Service: A Performance Management Perspective

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COMPETENCIES	DESCRIPTORS/BEHAVIOURS
Outcomes Focused	Take responsibility for delivering expected outcomes on time and to standard, yet allowing the team space and authority to deliver objectives; use checkpoints and data to track progress, set up systems and processes to measure results, keep team accountable for actions; successfully manage, support and stretch self and team to deliver agreed goals and objectives; show a positive approach in keeping their own and the team's efforts focused on the goals that really matter, not allow unnecessary bureaucracy and structure to suppress innovation and delivery. Regularly monitor own and team's work against milestones or targets and act promptly to keep work on track and maintain performance.
Communication	Set up processes to improve information flow at a departmental and wider organisational level as appropriate; impart accurate information (both verbal and written) in a timely way and is receptive to other peoples' opinions; share information across the organisation and externally; manage and engage with others in a straightforward, truthful, and candid manner; communicate persuasively when required; listen effectively and check to ensure understanding; understand who will be affected by an issue/change in approach and ensure all stakeholders are kept informed/communicated to appropriately; relay management and organisational policy and information with conviction, support and authority.
Effective Planning	Develop an understanding of own function's strategy and how this contributes to departmental priorities; effectively plan what is to be achieved and properly coordinate and involve all relevant stakeholders; determine the necessary sequence of activities and the efficient level of resources required to achieve both short and long term goals; plan ahead and reassess workloads and priorities if situations change or people are facing conflicting demands; involve others in planning activities; shift resources to ensure delivery; monitor and manage team skills and competence to ensure sufficient resources are available to meet expectations; assess time and resources needed for projects or activities; develop practical and realistic plans that ensure efficient use of resources; plan how to deal with peaks and troughs in workload over time; develop contingencies and adapt plans as necessary.
Systems Thinking	Actively encourage ideas from a wide range of sources and stakeholders and use these to inform own thinking; be aware of the department's and organisation's impact on the external environment; act in a manner to promote and manage change and continuity; prepare for and respond to the range of possible effects that change may have on own role/team; create and encourage a culture of innovation and allow others to consider and make informed decisions; take initiative; learn from what has worked as well as what has not; work in 'smarter', more focused ways; continuously seek out ways to improve policy and process implementation and provide a leaner, more flexible and responsive service; make use of alternative delivery models including digital and shared service approaches wherever possible.

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Leadership as a Service: A Performance Management Perspective

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COMPETENCIES	DESCRIPTORS/BEHAVIOURS
Emotional Intelligence	Interpret the emotional state of self and others; make effective use of this information to guide decision-making and behavior; think carefully about the likely effects on others of own words, actions, appearance; is not afraid to push difficult issues towards a decision and take responsibility for the outcome, even when this is by no means clear; remain calm and tactful when challenged and in the face of unreasonable demands; seek agreement professionally; trust own judgement; willing to disagree and make a stand on issues when necessary or appropriate; recognise and uses the skills and experience of others without feeling threatened; recognise when to act independently and when to seek advice; accept criticism without being defensive; can deliver the bad as well as the good news effectively.
Ethics and Integrity	Act in a way that is consistent with what one says or values and the expectations of the organisation; demonstrate commitment to openness and core values; take time to respect and understand others and be transparent and honest in all dealing with people internal and external to the organisation; able to discern solutions to issues which are balanced and fair in terms of the interests of the organisation as a whole; willing to professionally and objectively advance and defend such solutions; recognize ethical and unethical behaviours within the organisation and respond in keeping with established principles; build trust through modelling desired behaviours; Is honest about aspirations and agendas, particularly in relationships with staff, colleagues and other stakeholders; is willing to publicly admit to making a mistake and does not 'pass the buck'.
Relationship Management	Leverage interpersonal skills to establish rapport and develop relationships with all key stakeholders; supports the creation of an inclusive environment; provide sound advice; establish relationships with a range of stakeholders to support delivery of business outcomes; invest time to generate a common focus and genuine team spirit; actively seek input from a diverse range of people; readily share resources to support higher priority work; show pragmatism and support for the shared goals of the organization; deal with conflict in a prompt, calm and constructive manner; encourage collaborative team working within own team and across the department; share information appropriately and building supportive, trusting and professional relationships with colleagues and a wide range of people inside and outside the service, is approachable, deliver organisational business objectives through creating an inclusive environment.
Customer Service	Work collaboratively to build long-term customer relationships and focus efforts on delivering increased customer value; apply exceptional process and project management to enable effective and cost-efficient service delivery; provide the organisation with meaningful analytics to enable business improvement; take account of diverse customer needs and requirements; generate new insights into situations; questions conventional approaches; encourages new ideas and innovations; design and propose and implement new or cutting-edge programmes/processes; build dialogue with the client to understand real needs - listens, understands, interprets and reflects back; is happy to receive client feedback; treat the customer with intelligence and explains the rationale for action; explain why things can't be done in a particular way; attempt to correct problems before they become critical; monitor customer satisfaction regularly and address as appropriate; take customer problems away from them and owns responsibility for resolving them.

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Leadership as a Service: A Performance Management Perspective

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COMPETENCIES	DESCRIPTORS/BEHAVIOURS
Building and Maintaining High Performance Teams	Promote a clear picture of the department's/organisation's future and ensures the team can relate own goals to same; provide clear directions to individuals about performance expectations and checks to ensure understanding; work closely enough with team to know when issues are 'brewing'; keep team informed about developments in the organisation and what this means for them; ensure that team and others have all the necessary information to remain motivated and work effectively; clarify issues when needed and give explicit instructions to the team when new or different priorities emerge; support the team and its reputation; demonstrate the ability to work as part of a multifunctional team to meet desired business goals; meet team deadlines and responsibilities; listen to others and value opinions, help team member to meet goals, welcome newcomers and promote team atmosphere; identify and recommend steps to address team or individual capability requirements and gaps to deliver current and future work; promote inclusiveness; continually seek and act on feedback to evaluate and improve their own and team's performance.
Coaching and Mentoring	Ensure that individual and organisational learning and talent development opportunities are fully exploited in order to enhance organisational capability; identify and develop all talented team members to support succession planning, devoting time to coach, mentor and develop others; role model workplace-based learning and encourage development, talent and career management for team members; coach and support colleagues to take responsibility for their own development; ask powerful questions; drive intra- and inter-team discussions to learn from experiences and adapt plans and processes accordingly.
Knowledge Seeking, Information Management	Identify a broad range of relevant and credible information sources and recognise the need to collect new data when necessary from internal and external sources; recognise patterns and trends in a wide range of evidence/data and draw key conclusions, outlining costs, benefits, risks and potential responses; ensure that departmental data and information is treated with care in accordance with security procedures and protocols; inform the design of such procedures and protocols; invite challenge and where appropriate involve others in decision-making to help build engagement and present robust recommendations; is able to seek out information based on an underlying curiosity or desire to know more about subject area; ask questions that go beyond what is routine, in order to 'dig' or press for exact information; monitor external sources of sector or specialist information as a basis for taking decisions or building plans; review, scan and analyse trends in the external environment, looking at what can be learned from other sources.

Elements of this competency descriptor have been taken from the UK Civil Service Competency Framework 2012-2017

As you examine the leadership competencies above, share with us:

- What do you see as the linkages between leadership and effectively addressing the current complex challenges that we face today?
- How might we foster these leadership competencies for our varying levels of leadership?
- Send your comments to: info@caricad.net

Dr. Lois Parkes is the Leadership Development and Institutional Strengthening Specialist at CARICAD. This article was originally prepared as a blog on the organisation's website but was adapted for this edition of the Horizon.

Beyond CARICAD's Conceptual Charter Framework, Towards Proactive Delivery

By Rosemund Warrington
HR/OD Specialist, CARICAD



In an environment of unprecedented disruption, public sector organisations today are under immense pressure to deliver results to ensure that citizens' needs are effectively met. As a result, there has been a movement towards goals-based delivery of services in the pursuit of public sector transformation. This movement has been embraced by a number of CARICAD's member states where comprehensive Public Sector Transformation (PST) strategies have been developed.

Public Sector Transformation consists of deliberate changes to the structures, operating models and processes of public sector entities with the objective of getting them to run better. These changes can be structural or process-related including merging or splitting public sector organisations as well as the redesigning of systems, setting quality standards and focusing on capacity-building. All too often however, a holistic approach is not taken in terms of a more coherent approach to aligning all the components of transformation including structural/systemic elements, and enabling mechanisms. Ultimately a more cohesive approach to transformation requires consideration of what strategies are appropriate at a particular time and how best to deliver more with less, taking into account the current fiscally-constrained circumstances.

This article focuses on the key levers for Public Sector Transformation as reflected at the apex of CARICAD's Public Sector Transformation Charter Framework (**Figure 1**). These key levers are the three Rs, namely, Resilience, Responsiveness and Results. For the purpose of this article, the following definitions of the three Rs will apply:

1. **Resilience:** the capacity of a system to continually change and adapt yet remain within critical thresholds.
2. **Responsiveness:** the ability to recognise and adapt to citizens' needs by implementing strategies and establishing mechanisms that proactively take into account those needs.
3. **Results:** the outputs, outcomes or impacts of development interventions.

The article further illustrates that transformation in

itself is not a linear process, and that loops, not lines, better symbolise the way in which the total public sector system continuously evolves to generate different but related responses. Finally, the article shows how CARICAD is responding to these crucial Rs with the creation of an arsenal of values-based tools to aid member states in achieving transformation sustainability.

Setting the Scene

The Public Sector Transformation Charter Framework for Caribbean Public Services was developed by CARICAD in 2015. It establishes a general framework of guiding principles, policies and management mechanisms reflecting a common commitment of the Public Services of the Caribbean region. It is intended to serve as a catalyst for the reform, modernisation and transformation of national public sector entities within the context of each country's realities and priorities. The Charter Framework is shown at Figure 1.

Overall, the Charter framework provides a harmonised approach to public sector transformation among CARICOM member states. The Framework seeks to graphically illustrate and demonstrate a range of interactions that impact the public sector.

In the public sector context, the roof of the Charter Framework represents the ultimate outcomes and the ability of organisations to deliver and consistently rediscover themselves. The stronger the outcomes, the more the organisation is able to withstand the threatening elements of the volatile, uncertain, complex and ambiguous environment. These aspirational aspects within the roof relate to the fact that at the height of performance, the public sector is expected to be responsive, resilient and sustainable whilst being transformed from a rules and procedures-driven culture to a results-oriented culture. The roof of the Charter Framework ultimately serves as a safeguard for measuring process and programme results against standards.

The Charter Framework (the House) encourages total alignment of six pillars, namely Governance, Accountability, Standards, Openness, Capacity and Legislation. Public Sector transformation principles embodied in the six pillars promote the aspirational

Beyond CARICAD's Conceptual Charter Framework, Towards Proactive Delivery

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achievements identified within the Charter roof. The pillars in turn must strive to reinforce the foundation through i) sustained citizen-centricity ensuring that government services make things better for people; and ii) continuous repair of the pillar structure to *achieve better value for money in service delivery*.

This is critical because a lack of alignment of the pillar elements on the foundation can create tremendous barriers to advancement and quality for the public sector.

The Triple Loop Model

A number of adjunct documents and frameworks have been developed by CARICAD over the years to compliment the Charter framework in terms of 'what' the Charter Framework represents. The Intertwined Loops Framework presented at Figure 2 is intended to illustrate the 'How To' of the Charter Framework.

The Triple Loop Model (TLM) is a metaphor that provides a creative way of thinking about public sector transformation. The Model seeks to explain the nature of organisational dynamics. It addresses the interrelatedness and intersectionality of the 3

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Public Sector Transformation Charter for Caribbean Public Services

Prepared by CARICAD, August 2015,
Updated February 2016

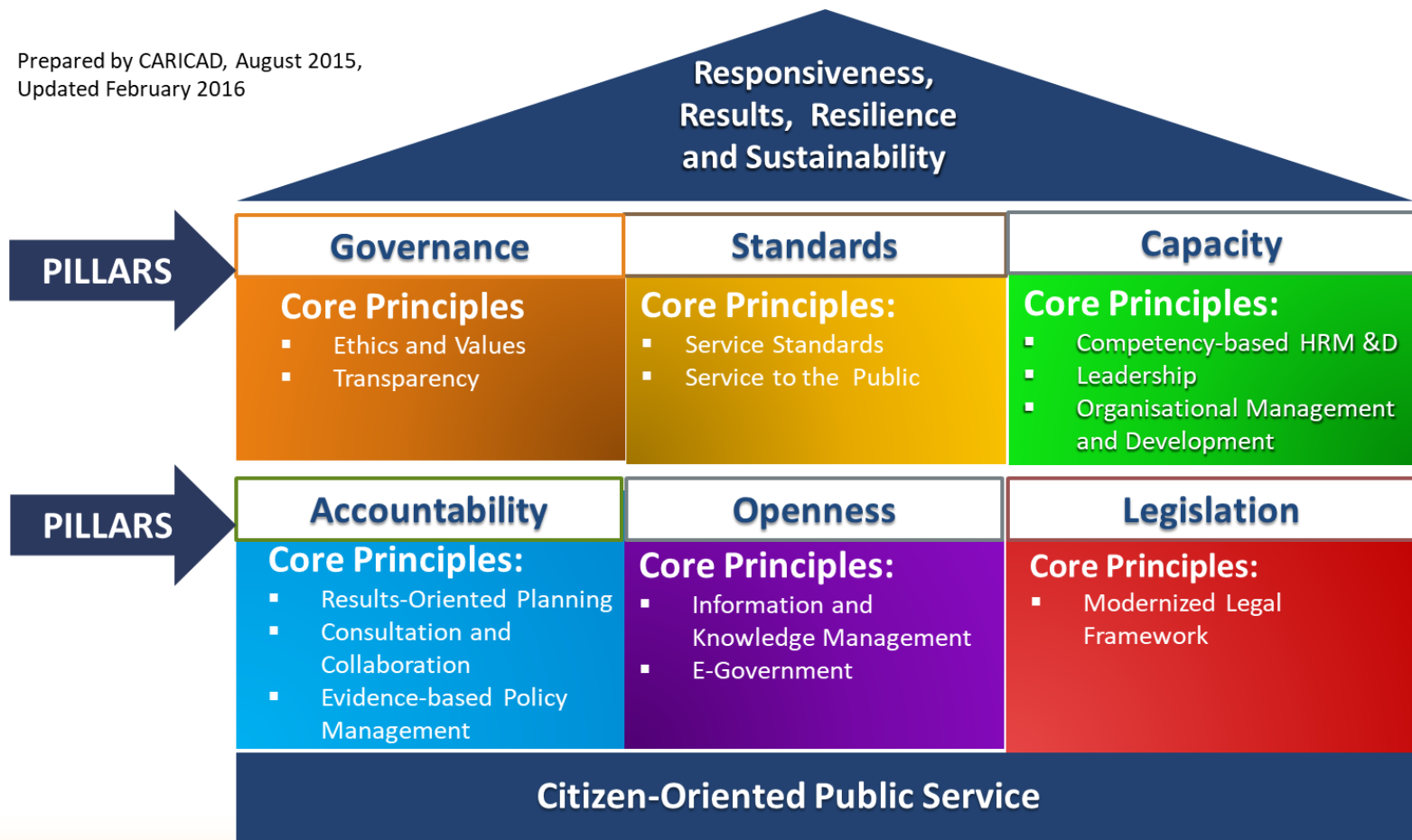


Figure 1: Public Sector Transformation Charter for Caribbean Public Services

Beyond CARICAD's Conceptual Charter Framework, Towards Proactive Delivery

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Rs of the Charter Framework located at the roof, namely Resilience, Responsiveness and Results.

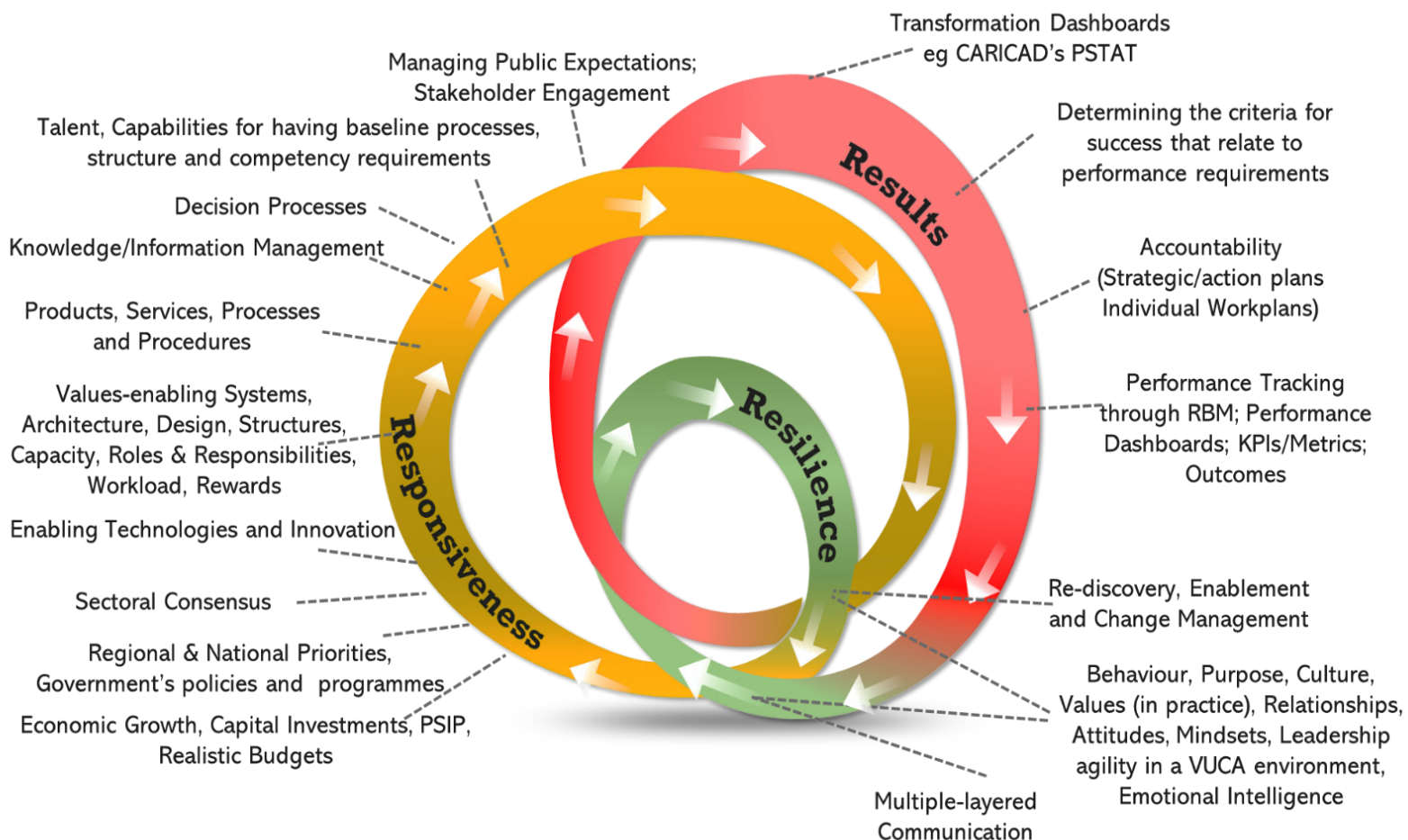
These are areas where organisations can proactively work towards the delivery of their internal practices, policies and procedures within the broad system of government. It is noteworthy to mention that a highpoint for the Charter framework is the vision for public sector transformation: "Sustainability. In order to achieve sustainable public sector transformation, a holistic approach to transformation

is necessary. The 3 Rs are therefore distinct phases in the transition towards transformation sustainability.

The public sector, in the context of the TLM, can be viewed as an open system in constant interaction with, and continuous re-discovery and transformation of itself. Organisational transformation can therefore be said to occur through circular patterns of interaction. This thinking is dramatically illustrated in the Model at Figure 2.

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Triple Loop Model: The 'How To' of CARICAD's Charter Framework



Rosemund Warrington, CARICAD 2021

Basic Principles of the Triple Loop Model: Organisational transformation is continuous, towards sustained impact. Organisational relationships are defined by commitment and demonstration through change management. Behaviour drives mindful Strategy and approaches, with desired outcomes. Strategy fails in the absence of fit-for-purpose, values-based Systems, Structures and Skills, that drive Behaviour. Performance enables the realisation of Purpose.

Figure 2: Triple Loop Model

Beyond CARICAD's Conceptual Charter Framework, Towards Proactive Delivery

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The TLM illustrates that Transformation is not a linear process. There is constant interaction and movement of three variables namely the 3 Rs — Resilience, Responsiveness and Results, all of which drive and sustain organisational transformation.

The loops reflect, for emphasis, the way in which the total public sector system is evolving to generate different responses. What is most significant about the Model is not only the interdependence and variety of each loop but that at the core and through each of those components runs a common thread of change dynamics: values, culture, purpose leadership and commitment to achieve successful performance.

The fundamental point here is that in order to transform, the public sector must engage in new capabilities and adopt a new mindset to thrive in the future. The loops represent the crucial behavioural link between organisational forces and results.

For the above reasons alone, public sector transformation can seem quite daunting as leaders and managers try to find ways of achieving fundamental changes in strategy, structure, operating models, people, and processes. In order to address the intricate nature of public sector transformation as illustrated by the TLM, CARICAD, owing to its mandate, continues to create tools and models to guide public sector organisations through every phase of the start-to-end transformation process.

The following section therefore describes CARICAD's response to the 3 Rs of transformation, in terms of support mechanisms and tools for more proactive delivery in member states.

CARICAD's Toolbox

CARICAD was established in 1980 by an agreement among Caribbean Community (CARICOM) states. CARICAD provides technical assistance to support member governments to improve efficiency through initiatives to transform and modernise the public sector. One outcome of our regional remit is the extensive experience gained over the years in undertaking a variety of modernisation assignments in regional public services, parastatal and statutory organisations. CARICAD today has excellent tools and outstanding evidence-based practice and is in a

good position to offer a number of its Value-added Tools to be used incrementally by Member States. It is a fact that the public sector is continuing to evolve at a rapid pace.

It is however not always easy for public sector organisations to manage the complexity and enormity of the delivery processes while trying to survive in an ever-changing world that requires constant shifting of resources. In many cases, the result is that the transformation efforts fail owing to lack of a structured programme as well as buy-in from key stakeholders among other things. Sadly, such failures often encourage skepticism about transformation and perpetuate the falsehood that change is not possible. This demands an approach to transformation that is specifically geared towards ensuring delivery of results.

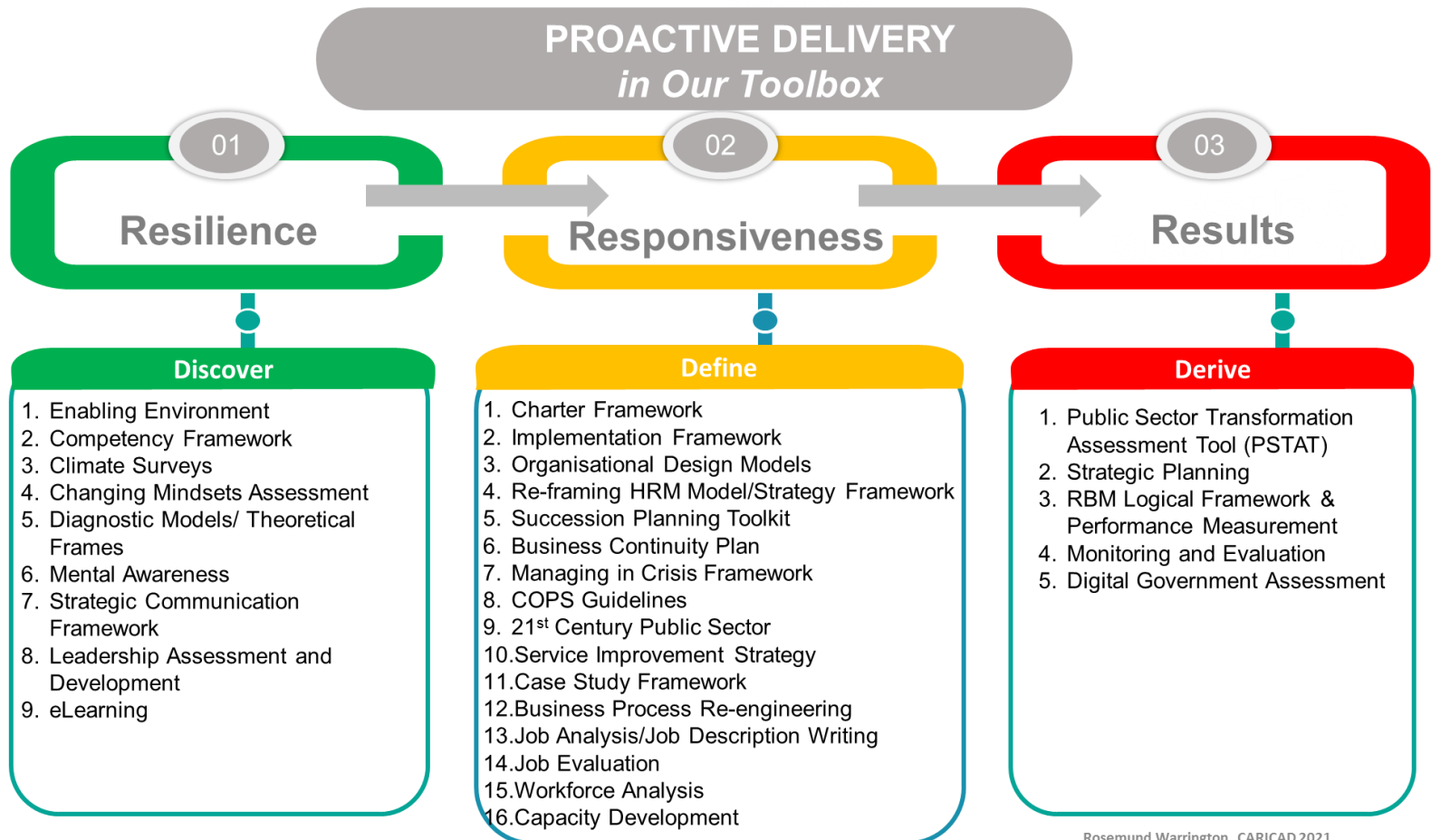
In interactions with individuals across the Caribbean region, CARICAD has found several critical challenges that public sector entities face in undertaking transformation. One of the major challenges that public sector entities very often face is defining the "how", that is, how to go about achieving concrete results through the right means. With its arsenal of values-based tools, CARICAD can provide ways in which public sector organisations can work through and overcome some or their delivery initiatives that they may find difficult to undertake.

The following infographic builds on the 3 Rs - Resilience, Responsiveness and Results of the Charter Framework. It delineates CARICAD's tools and models that can be applied, in a phased-focused manner, as a public sector entity goes through the process of diagnosing and reinventing itself. For example: i) at the **Discover** Phase, tools and interventions such as the web-based Enabling Environment Assessment, Climate Surveys, and Changing Mindset Assessment, among others, can be conducted by CARICAD. ii) The **Define** phase suggests a period of building and climbing onward and upward i.e. ensuring that the right strategies, systems and processes are in place to ensure business continuity. Tools such as the Reframing HRM model, HR Strategy Template, Business Process Reengineering, Organisation Design Models, Succession Planning Toolkit among others are all part of the **Define** phase. Lastly, iii) the **Derive** phase is focused on assessments,

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Beyond CARICAD's Conceptual Charter Framework, Towards Proactive Delivery

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Rosemund Warrington, CARICAD 2021

planning tools, etc to help gauge the level of implementation and evaluate systems to achieve goals. This phase include tools such as CARICAD's Public Sector Transformation Assessment Tool (PSTAT), Strategic Planning and RBM, to mention a few.

Figure 3 above illustrates CARICAD's Toolbox for proactive delivery of transformation initiatives in Member States.

Engaging in Proactive Delivery

In order to climb onward and upward, our public sector organisations must engage in proactive delivery of services to citizens through a systematic transformation effort that is targeted and results-driven. CARICAD is well positioned and equipped to support the approach to, and mindset of transformation.

CARICAD's Toolbox includes interventions that can be conducted strategically or incrementally throughout the process of transformation. The information depicted in the Triple Loop Model can assist in determining the type of intervention needed for an organisation at the Resilience, Responsiveness or Results level. Our values-based tools can be adapted to fit a particular phase of transformation as well as the context.

We would like to know how we might best support your area of interest and need in our Toolbox. We can be contacted via email at caricad@caricad.net or telephone number (246) 427-8535.

We also invite you to visit our website at www.caricad.net.

The Multi-Contextual Nature of Strategic HRM

By Rosemund R. Warrington, HR/ODE Specialist, CARICAD

There has been extensive research in the past decade directed at the relationship between Human Resource Management practices and organisational strategy. "**Strategy**", according to Gerry Johnson and Kevan Scholes, authors of "Exploring Corporate Strategy", "**determines** the direction and scope of an organisation over the long term, and should therefore determine how resources should be configured to meet the needs of stakeholders". Similarly, Michael Porter, a strategy expert and professor at Harvard Business School, emphasises the need for strategy to define and communicate an organisation's unique position, and says that it should determine how organisational resources, skills, and competencies should be combined to create competitive advantage.

In this article, we will examine how human resource management connects with organisational strategy for the effective structuring and development of organisations.

Human Resource Management (HRM) is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, programmes and practices. (Bratton and Gold, 2007).

It can be seen from this definition that HRM is a combination of people-oriented management practices and its main aim is to create and maintain a skillful, valued and committed workforce to achieve organisational outcomes. The definition also supports the perspectives of author, John Storey (Storey, J., 1992 — Development in the Management of Human Resources) who distinguishes between soft and hard variants of HRM. Soft HRM focuses on employee training, development, commitment and engagement. This covers the fields of staffing (hiring people), retention of people, pay setting and management, performance management, talent enablement and change management, among others. Hard HRM, on the other hand, focuses largely on strategy where human resources are used to achieve organisational goals. This definition considers people in organisations from a more macro perspective.

Multi-contextual HRM

Human Resource Management, as we can see, is not a standalone approach. It is a meaningful

approach that assists organisations in aligning their people-related strategies e.g. values-based systems and skills of employees, to the strategic goals of the organisation. The end result is that the organisation is able to achieve success through people.

In today's reality, particularly in some countries in the Caribbean region, it can be safely said that not many public sector organisations have incorporated HRM in strategic management at the levels of organisation and function. It seems that the most significant challenge for organisations is ensuring that HR practices are aligned with other strategic plans and approaches and support each other.

In the context of the definition, a model has been developed that emphasises that HR strategy and functions must be aligned to the organisational strategy (vertical integration). Better still, HR strategy should be an integral part of the organisational strategy, contributing to the strategic planning process as it happens.

The following model depicts the vertical and horizontal alignment of HRM and organisational strategy.

This model goes further to recognise the impact of multi-contextual factors on HRM systems and practices, and it highlights three distinctive types of fit where HRM is concerned.

Strategic Linkage: the relationship between the HR system and strategy. As mentioned earlier, effective HR practices can facilitate organisational strategy. By so doing employees are able to focus on the achievement of organisational goals since the implementation of strategy is based on the alignment between HR system and strategy. Individual Performance Management systems and Corporate Planning systems must therefore be inter-linked, and clear lines of accountability established so that fit can be created between organisational performance and performance at the individual level.

Such a fit is evident in a number of CARICAD Member States, where the National Development Plan lays the foundation for focused sector level plans and provides an avenue for ministries and

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The Multi-Contextual Nature of Strategic HRM

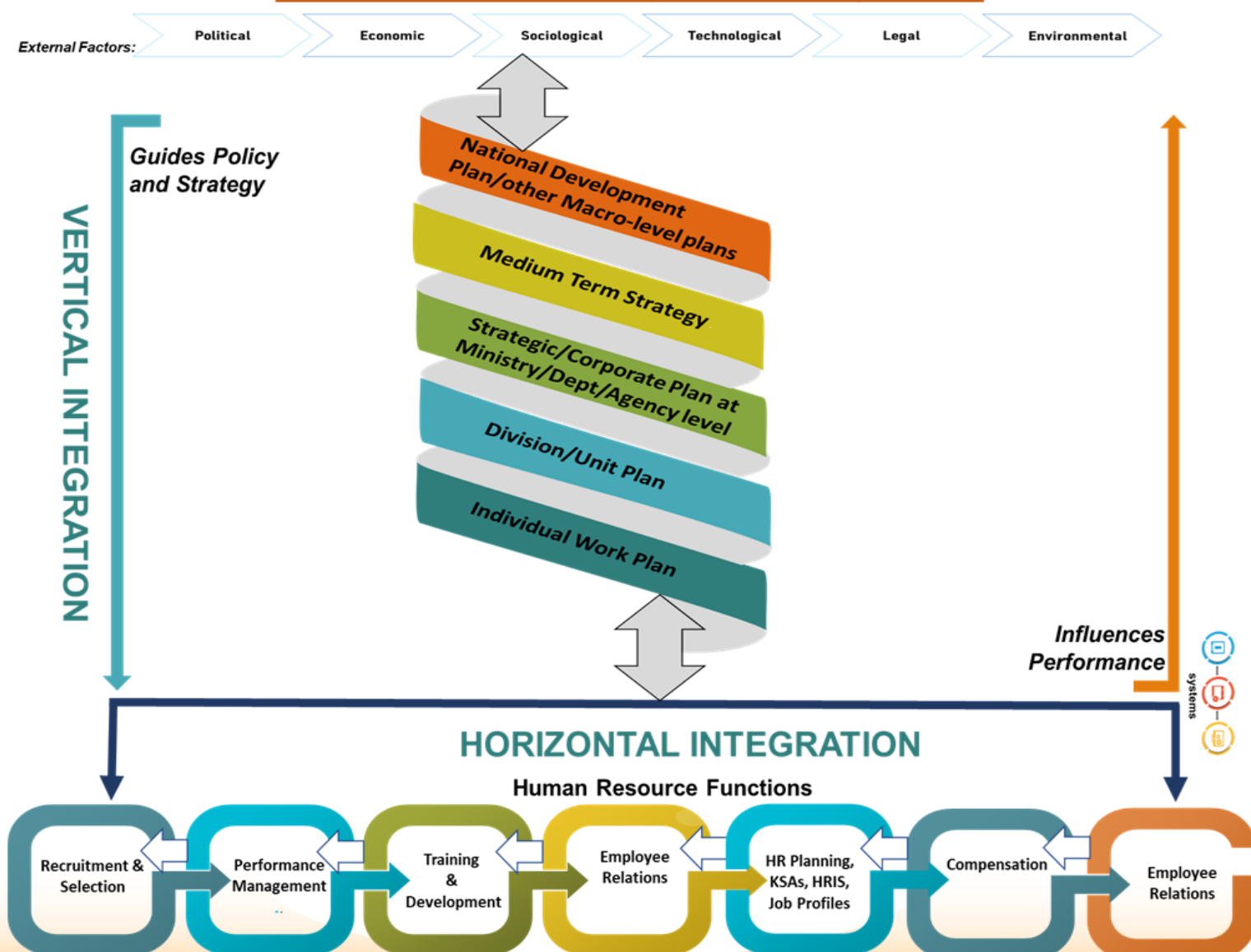
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departments to establish linkages to i) higher-level key result areas as well as ii) HR and other strategies. In short, at the macro level, higher-level plans and priorities guide the formulation of policies and strategies. This system is critical to meeting organisational needs, national needs and the challenges of globalisation and regional competition.

Core HR Linkage: the relationship between the different HR sub systems and practices. In this case, the HR system is an internally interconnected system of HR practices. For example, performance management informs training and development; recruitment and selection are based on a sound compensation policy; HR planning which includes design of job descriptions is linked to performance management and recruitment and selection; health and safety of employees is an integral component of Employee Relations; and so on. From a micro perspective, having effective HR systems and practices in place influences performance from the individual level up to the organisational level. Sustained re-definition and inter-connection of HR systems, know-how and work are therefore critical. Juxtaposing HR systems and practice with the roles that Managers and HR practitioners play, provides

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Multi-Contextual Linkages of Strategic HRM



The Multi-Contextual Nature of Strategic HRM

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yet another level of dialogue (beyond this article) in terms of relationship between line and HR staff, and linkages within and between HR units.

Contextual Linkage: the relationship between the HR system and the internal and external environment. In this sense, the HR system adapts to the changes in the environment i.e. political, economic, social, technological, environmental and legal as well as to the rules and expectations of the institutional context which affect the organisation. The important relationship between the HR system and other relevant systems in the organisation cannot be overlooked. Relevant systems for instance, might include technological systems, security systems, legal, public relations, research and corporate governance, development systems, among others. This dynamic arrangement and systemic linkage allow the public sector to work in tandem ensuring that work is effectively carried out across departments, divisions and units in a value-added way.

More pointedly, the strategy formulation process in public sector organisations, in general, is influenced by a number of external and internal factors that are all interconnected. These factors, including technological, economic, legal, socio-cultural and political environment do have an impact on strategy formulation and implementation in organisations. For example, variations in the economic growth or growth in specific sectors, variations in the demographics of the workforce and even political influences, can affect the strategic direction of an organisation and thus create the need for alignment of human resource management to these changes.

With regard to workforce demographics, the projection of demand and supply of manpower at the macro level is critical for ensuring the right HR capabilities and capacity in the public service. Labour supply and demand will also impact educational planning, human resource development, movement in occupational jobs both at the national level and the organisational level. The Labour Market Information System (LMIS), currently being used by a number of countries, can assist in the collection and

analysis of labour force data for HR planning and policy formulation.

The above types of fit represent the view that a broader set of contextual factors has the ability to affect the effectiveness of HRM, and conversely, they are capable of providing a valued contribution to the HRM Fit approach.

In essence, **vertical** integration is necessary to provide congruence between organisational and human resource strategy. That way, human resources support the accomplishment of the organisation and, indeed, help to define it. **Horizontal** integration is required so that the different elements of HRM work together to achieve a coherent approach to managing people.

End Note

One of many practical tools that can be used to ensure the success of the linkages described in this article is that of integrated performance management (IPM). IPM combines national development planning, resilience planning, government's priority setting, strategic planning and budgeting, reporting, organisational and individual performance measurement and organisational alignment. In an ideal organisation, all of these converge to ensure successful outcomes and contribute to sustainable public sector transformation.

From an HR Practitioner's perspective, the integrated approach will require commitment at all levels starting from the top. Having senior management enthused about HR/strategy alignment to ensure effective performance results makes it seem less of a pie in the sky, or HR-wishful thinking. With senior management on board, this approach would be more readily accepted and better valued by employees. When employees see the connection between what they do daily and what the organisation is aiming to achieve, through its strategies and plans, then, the more effectively and efficiently the organisation will run.

Designing HR systems and processes with organisational strategy in mind maximises the return from staff and is able to drive the public sector to greater success.

Action Learning: A Powerful Inclusive Approach to Leadership Development

Contributed by Verieux Mourillon, Senior Action Learning Coach, World Institute for Action Learning (WIAL)

CARICAD has incorporated into its leadership development programmes the Action Learning methodology which is embraced by brand-recognisable organisations across the world. Based on the feedback from CARICAD programme participants, Action Learning has proven to be very effective in real time development of leadership skills, breakthrough problem-solving and strengthening of team effectiveness skills.

Organisations can significantly increase their internal capacity for leadership development, team building, innovation and problem-solving by using Action Learning. Action Learning, developed over the last 60 years, has been used by companies like Microsoft, Samsung, International Federation of the Red Cross and SONY as well as countries worldwide including the USA, Canada, China, India, Singapore, Brazil, and France. Several universities, governmental agencies and international organisations like the Organization of American States have found Action Learning to be of great benefit.

The Canadian-funded Caribbean Leadership Project (CLP) used Action Learning to develop public sector leaders of 12 CARICOM countries so that they can transform the public service. CARICAD assumed responsibility for continuing the leadership development work commenced in the Canadian-funded CLP. Some Caribbean organisations that have used Action Learning include the Caribbean Community Climate Change Centre in Belize, Government of Grenada, Ministry of Social Development and Family Services in Trinidad and Tobago, the National Bank of Dominica Limited, the National Cooperative Credit Union Limited in Dominica, the Eastern Caribbean Central Bank, the Barbados Supreme Court, the Institute for Advanced Teacher Training (IOL) in Suriname, the Open Campus of the University of the West Indies, the Medical Benefits Scheme in Antigua, National Commercial Bank of Anguilla and the



Management Institute for National Development in Jamaica among others. In addition, CARICAD has brought Action Learning to its leadership programme participants who hail from several organisations across the region.

What differentiates Action Learning from other methods is that participants work on real problems to achieve breakthrough solutions on which specific actions must be taken and they are all required to develop identified leadership skills in real time during the process. The six components of Action Learning are: a real-life problem to which there is no easy tried and proven

solution; a diverse group of six to eight persons committed to working on the problem; iterative questioning and reflective process; learning at three levels – individual, group, organisation; emerging strategies and actions that group members or committed problem owners are responsible for implementing; a Certified Action Learning Coach.

Within an hour or two, persons who have never worked together before, develop solid rapport and mutual respect in an Action Learning session. There is no other process that can yield so many individual and organisational benefits all at once. Moreover, Action Learning is remarkably simple in its elegance. So, an organisation's staff members can quickly and easily learn how to use Action Learning to achieve phenomenal results. Action Learning has been proven to be one of the most effective ways to give employees, work teams and organisations a leading edge.

In its Transformational Leadership Development Programme (TLDP), CARICAD brought together leaders from organisations across the Caribbean, which include the Caribbean Examinations Council, National Bank of Dominica Limited, Cannabis Licensing Authority (Jamaica), Forestry Department (Saint Lucia), Ministry of Tourism (Saint Lucia), and Ministry of Works (Antigua & Barbuda). Participants worked in two separate Action Learning Groups and the multi-problem, multi-session approach was used. Each participant presented to the group a problem that he or she was facing in the workplace.

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Action Learning: A Powerful Inclusive Approach to Leadership Development

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Over several sessions the participants were helped by their group members to find breakthrough strategies to their respective problems.

The problem as presented initially by a participant often is not the real problem. The first task of the Action Learning Group is to help the problem presenter reframe the problem so that it represents the core issues to be addressed. In one TLDP cohort, the reframed problems indicated that participants did not know how to do the following: build and maintain effective stakeholder relations; facilitate collaborative and inclusive planning; sustain optimal levels of employee engagement. The Action Learning Groups generated strategies for resolving these difficulties.

In addition to having mixed cohorts as in the TLDP, CARICAD administers leadership development programmes exclusive to specific organisations like eGOV Jamaica Ltd. and the Eastern Caribbean Central Bank. The single problem, multi-session approach was used in these programmes. Each group is assigned a single problem deemed to be urgent and significant to the organisation. CARICAD would have engaged the executive leadership of the organisation prior to the programme to identify the top problems.

In an Action Learning session each participant must select a specific leadership behaviour they intend to practice for the duration of the session. At the end, other participants will give each member specific feedback on how the skill or behaviour had been demonstrated during the session. Leadership skills used in the sessions included strategic thinking; asking powerful questions; creativity; active listening; empathy; showing respect for others; building on the ideas of others; systems thinking; inspiring others and being results-oriented. Several participants claimed that the Action Learning sessions helped them to entertain different perspectives on the problem being addressed and to find breakthrough solutions that they had not considered before.

Here are some participant comments about Action Learning from the Leadership Development programmes administered by CARICAD for the Eastern Caribbean Central Bank and eGOV Jamaica Ltd.:

"I have accepted action learning as a powerful tool that can be used to arrive at "breakthrough" solutions to problems. By having its ground rules in place and people asking powerful questions, limitless ideas are generated toward a meaningful solution."

[Anthony Clarke – eGOV Jamaica Ltd.]

"Action Learning has allowed my thoughts and opinions to be expressed by asking powerful questions to unearth stimulating statements of discussions aimed at fast-tracking problem resolutions."

[Shakony Thaxter – eGOV Jamaica Ltd.]

"Action learning was quite interesting as I saw the importance of asking powerful questions and how questions [as opposed to making statements] stimulate others to be less Defiant, less Defensive, and less Dependent. This is also a powerful strategy to use while trying to solve complex problems."

[Kerisha Powell – eGOV Jamaica Ltd.]

"Action learning has allowed me to sit back, assess, think deeply, ask probing questions, self-critique and have confidence in my action planning within a team environment and systems framework."

[Allister Hodge – ECCB]

"Action learning sessions were very engaging, informative, and help to change your mindset towards working with your colleagues."

[Richard Charles – ECCB]

"It increases engagement from all participants and allows the team to remain focused on the task at hand, removing all ambiguity."

[Beverly Lugay – ECCB]

Action Learning continues to hold much promise for leadership development, problem-solving and team development across the Caribbean. Key stakeholders in the region would have to agree on the most significant and urgent problems of the region, identify a problem owner who has the interest, authority, and ability to implement the solutions; select a diverse group of persons to constitute the Action Learning group and engage an Action Learning Coach to work with the group.

Sustainability of the CLDP/Integration into CARICAD

By Dr. Lois Parkes

The current CARICAD Leadership Development Programme (CLDP) had its genesis in its precursor, the Caribbean Leadership Project (CLP). The CLP was a Can\$20 million, eight-year project funded by the Government of Canada/Global Affairs Canada, aimed at training 250 leaders across the 12 participating Caribbean countries/CARICOM institutions, and developing a sustainable leadership development programme in the Caribbean.



The target of 250 trained leaders was surpassed as the project was able to deliver LDPs to 296 leaders (204 females to 92 males). Perhaps most importantly, the CLP was able to achieve its ultimate outcome of a sustainable leadership development programme for the Caribbean. This was accomplished through its integration into CARICAD.

How was this integration achieved? The CLP's Project Steering Committee carefully analysed which regional institution had the mandate that was aligned to the aims of the project. It was deemed that CARICAD, with its mandate of supporting member states in the area of public sector reform and transformation, through technical assistance and related capacity building programmes, made it uniquely placed to absorb the leadership programming birthed under the CLP.

However, simply transferring the LDPs under the CARICAD umbrella would not have been sufficient to achieve sustainability. Sustainability had to be intentionally and strategically designed. This was done through a number of initiatives and strategies:



Stakeholder Engagement – The Board of CARICAD as well as several other key stakeholders across CARICAD member states and regional institutions were consulted to ensure their engagement, buy-in, input and support for a sustainable LDP. This engagement was also bolstered by an ongoing communication strategy, allowing stakeholders to keep abreast of the LDP offerings, and sharing of the impact of learning through individual and organisational testimonials (see [Caribbean Leadership Project YouTube Channel](#)).

Business Development Plan – A financially viable business model needed to be developed to allow for sustainability, beyond the life of the CLP. The cost of the LDPs per participants under the CLP ranged from an estimated cost of USD\$15,000 – 27,000 per participant, a delivery cost that would not have been financially sustainable.

Fortunately, under the CLP, cost sharing was introduced for the LDP delivery, with member states covering the cost of airfare and *per diem* for their selected nominees. This then provided a benchmark for the affordable cost at which programmes could be offered to stakeholders.

A second element that allowed for the financial viability of the LDPs under CARICAD was the engagement of a small, highly competent, full-time LDP design and delivery team, that would be largely responsible for the CLDP, and supported by external associate consultants, only on an as-needed basis. This allowed for the associated HR costs to be much lower. Thirdly, under the new business model, there was a heavier reliance on virtual delivery for most scheduled programmes and in-person delivery for most customised programmes.

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Sustainability of the CLDP/Integration into CARICAD

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With the advent of the COVID-19 pandemic, this became a definite asset, as the CLDP was able to seamlessly pivot to delivering fully virtual LDPs. Virtual delivery helped to not only increase learning access, but also reduced delivery costs, in terms of travel and conference/catering for LDPs, which were eliminated.

Lastly, the programme offerings were expanded to offer a range of programmes, based on market needs, and at different price points, including free of cost programmes, such as the Introduction to Leadership Workshop series.

Strategic Implementation

– To build momentum, and to have a seamless transition to CARICAD, leadership programming under the CARICAD umbrella commenced simultaneously with the CLP. This commenced in 2018 with the customised Senior Leadership Development Programme for the Government of Saint Lucia, as well as the customised Leadership Development Programme for senior leaders in Caribbean Statistics Offices between 2018 and 2019. With the CLP ending in July 2019, there was a deliberate effort to continue the delivery of LDPs during the transition period. This was achieved successfully with the delivery of the Leading Change and Transition Workshops and the Building the Confident and Courageous Mindset for School Transformation Leadership Development Programme for Secondary School Principals and Vice-Principals in Barbados between June and July 2019.

The transition to CARICAD took effect in August 2019, and by September 2019, the CLDP was rolling out its virtual Mid-Level Leadership Development Programme, its Emerging Leaders' Development Programme in partnership with the Eastern Caribbean Central Bank, and the customised Leadership Capacity Building Workshops for the Caribbean Court of Justice.

CLDP has continued apace, and in September 2021, it boasts the commencement of the delivery of three LDPS – the third Cohort of the Emerging Leaders' Development Programme in partnership with the Eastern Caribbean Central Bank with 24 participants, its third intake for its virtual Mid-Level Leadership Development Programme with 18 participants from six member states, and a customised Senior Leaders' Development Programme for the Government of Montserrat, with 30 participants.

Since commencement in 2018, the CLDP has had 803 participants (inclusive of participants in current programmes), who have engaged in a range of LDPs – scheduled, customised and inclusive of half-day workshops. For many of the programmes from June 2019 to September 2021, CARICAD has been able to provide scholarships or programmes free of cost to member states, at an estimated market value of USD\$39,000.



(Photo from [Freepik.com](https://www.freepik.com))

The success of the CLDP is not to be measured only in terms of number of participants or financial viability. The CLDP's true success is seen in the positive evaluations received consistently for all its programmes. Of even greater import has been the successful transfer of learning, through the implementation by participants of their learning to transforming their organisations. Some of these successes include the Digitisation of leave application processes under the Ministry of the Public Service, Barbados, implementation of the workflow manual for the TV Department of the Jamaica Information Service (a key contributor to the organisation achieving ISO certification), and restructuring of the Guyana Revenue Authority (to name a few).

The CLDP will continue to be a major contributor to the CARICAD mandate, and leadership capacity building in the Caribbean region, by consistently scanning the leadership needs of our stakeholders, forging new partnerships, and always seeking to improve and build on its successes.

Our Leadership Development Programmes At A Glance

CARICAD offers a range of leadership development programmes targeted at various levels of leadership, and which offers flexibility in design and delivery for both our scheduled or customised programmes. All of the programmes are designed with the adult learner in mind, and allow for real-world application and practice. At present, our four scheduled Leadership Development Programmes are:

Transformational Leadership Development Programme

– This six-month programme is targeted at senior executives being considered for further promotion, or are already at the Permanent Secretary/CEO level. The programme covers four themes – Leading Myself and My Team, Leading in Context and Complexity, Leading the Policy Process, and Leading Transformation. This programme combines learning sessions with practical assignments, including a Leadership Stretch Project, emotional intelligence and extended DISC assessments, action learning and executive coaching.

Mid-Level Leadership Development Programme

– This three-month programme is targeted at mid-level leaders, and aims to equip them to lead from the operational level, as well as prepare them for future promotion. The programme covers three themes – Leading Self, Leading My Team and Leading for a Client-Centred Service. This programme combines learning sessions with practical assignments, including an Improvement Project, and an emotional intelligence assessment.

Introduction to Leadership Workshop

– Delivered across four two-hour webinars, this workshop is aimed at building the capacity of first-time leaders/supervisors/managers. However, it has served as a leadership training refresher for more seasoned leaders. The workshop covers a range of topics, including:

- Making the Transition – Setting the Foundation/Getting to know your team
- Organising Work/Developing your team
- Conflict Management and Mediation/Employee Discipline
- Managing Performance



Leading Change Workshop

– Utilising CARICAD's Schema for Public Sector Transformation, and a range of other change leadership and management models, this four-day workshop targets senior leaders involved with leading complex, multi-sectoral/organisational/departmental change initiatives. The workshop aims to equip participants with the tools and mindset needed to lead complex change. The workshop combines the learning sessions, with practical application to a current change initiative being led by the participant.

The principles of continuous learning and networking are also at the heart of our leadership development programming, as it is recognised that leadership development is a lifelong journey. To this end, CARICAD promotes continuous learning and networking through its Continuous Learning and Development Network (CLDN). Through the use of a number of social media and ICT platforms (WhatsApp, Facebook, Twitter, LinkedIn, YouTube, email blasts etc.), CARICAD promotes the sharing of cutting edge information and tools on leadership, public sector transformation, and other topics pertinent to our network. We support the development and sharing of blogs, often contributed by our network on the related topics mentioned. However, our most successful networking events to date are our webinars. CARICAD hosts a minimum of 10 webinars annually with an average registration in excess of 200 people for each webinar. These typically feature guests from our alumni and other regional partners, also focusing on topics of pertinence to our network.

Currently the Call for Applications is open for our Leading Change Workshop.

Click [here](#) for application details.

For details on our other programmes or for customised leadership development programmes, contact us at info@caricad.net.

Executive Coaching as a tool in CARICAD's Leadership Development Programme

by Trudy Waterman, Programme
Implementation Officer and
Executive Coach, CARICAD

"Everyone needs a coach."

These were the words of multibillionaire and co-founder of the technology giant Microsoft, Bill Gates, during an official Ted Conference in 2013. Indeed, many of the world's top leaders, including media mogul Oprah Winfrey, former president of the United States Bill Clinton, and professional tennis player Serena Williams subscribe to this mindset, having partnered with high performance coaches on their journey of success.



Before delving deeper into coaching, it is important to understand what coaching is not. Coaching is *not* counselling, mentorship or consulting. From the coaching perspective, there is no need to dig into the past to achieve desired results. Instead, we adopt a future – focused approach to client success.

How can our regional leaders utilise coaching to become top performers in their chosen careers, and in life? At CARICAD, we recognize the key role that coaching plays in leadership development. We employ executive coaching as a fundamental building block in our Leadership Development Programmes.

What is coaching?

The International Coaching Federation defines coaching as *"partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential."*

Executive coaches aid with the personal development of leaders. This is vital to leadership development because people produce results. It is impossible to see improved outputs without investing in the people. When organisations invest in the development of their leaders for improved organisational results, the increased results provide a positive return on investment.

However, before delving deeper into coaching, it is important to understand what coaching is not.

Coaching is *not* counselling, mentorship or consulting. From the coaching perspective, there is no need to dig into the past to achieve desired results. Instead, we adopt a future – focused approach to client success. Furthermore, at the highest level, coaches do not give advice. We recognise that since we are not experts in the lives of our clients, it would not serve their best interest to provide a generic solution for their challenges.

On the contrary, we acknowledge that the client already has all of the resources that they need for success. Initially, some persons may doubt this process because they lack the awareness and the confidence that they already have everything they need within them to accomplish their goals. Instead, they are comfortable with being told what to do. However, it is important that clients take complete ownership for their results. Through trusting the process, initial skepticism is replaced with a sense of empowerment and assurance in the knowledge that they are already resource – full. Clients are then supported in creating a roadmap for their own success.

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Executive Coaching as a tool in CARICAD's Leadership Development Programme

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If one already has the resources, why the need for a coach?

We all have beliefs and ideas about who we are, our personalities, our current abilities and what we are able to achieve. Thus, we operate in a hypnotic state that keeps us tethered to certain patterns of behaviour. This behaviour produces results in all areas of our lives – from starting and committing to a new exercise habit to being a confident leader who is able to influence teams into achieving performance targets. Often, our current results are not in alignment with our deepest desires. The challenge is that these limiting beliefs are so deeply ingrained in us, that we are unable to see them objectively. They therefore can act as a blind spot, chaining us to undesired results and preventing us from reaching new levels of achievement.

The coach serves as an independent, non-judgmental observer to bring awareness to those limiting beliefs and behaviours. Once these are brought into the light, the coach then works with the client to integrate the new awareness and insights. This allows clients to experience internal shifts that enable them to push past their limits to obtain the desired results. Of course, it is possible to achieve some improvement without the presence of a coach. However, because coaches enable self-reflection and provide support to clients in identifying their otherwise unseen limiting beliefs, using coaching as a development tool maximises those results in a reduced timeframe. These results may vary from overcoming self-consciousness to make an upcoming presentation with poise, moving from fear-filled to being assertive in important team meetings, developing stronger interpersonal relationships, implementing effective stress management techniques or becoming a more confident leader.

**Transforming
New
Discoveries
into
Action**

CARICAD's executive coaches do not apply a cookie-cutter approach to our clients' needs. Instead, through active listening, deep questioning and direct communication, we provide a safe place for our leaders to gain new self-discoveries and insights. Through our coaching conversations, we empower our clients by tapping into and maximising their already present, yet at times unrecognised resources.

One of the tools that is used in CARICAD's Leadership Development Programmes is the EQ-i 2.0 assessment. Research shows that emotional intelligence is strongly correlated with leadership success. After taking the assessment, an executive coach partners with participants to debrief them on their baseline results. The assessment provides the participants with insights into their leadership strengths, and highlights areas for improvement. Participants therefore enter the training with specific data that can be used on their individual developmental journey.

Once clients generate ideas on how to move forward, coaches then partner with them to design and craft goals, actions and accountability measures that integrate and expand new learning. This allows clients to take full ownership for their results. Thus, led by the regional leaders in our transformational leadership development programmes, CARICAD's executive coaches ultimately support them in achieving greater success on their leadership journeys.

The Role of the Virtual Producer in Virtual Delivery

by Trudy Waterman, Programme Implementation Officer and Executive Coach, CARICAD

This September, CARICAD historically launched three Leadership Development Programmes (LDPs) – the 17th cohort of our signature LDP and two customised training programmes. These programmes are being offered fully online. Competent leadership is indispensable in the current COVID-19 environment as we continue to navigate these uncharted waters. Organizations are investing in online training as an alternative to face-to-face delivery for leadership development.

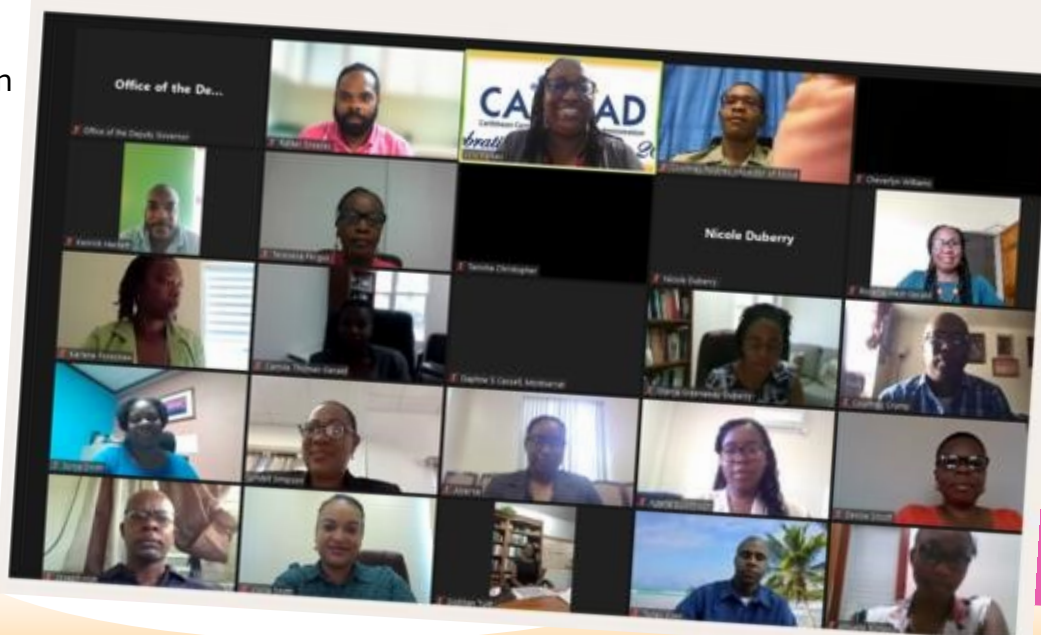
CARICAD is no stranger to the online training platform. Indeed, this year's cohort of our mid-level LDP is the fifth programme that is being delivered fully virtually. CARICAD also delivers monthly training webinars and several shorter training workshops. Critical to the successful delivery of our training programmes is the engagement of Virtual Producers as part of the delivery team.

What is a virtual producer?

Similar to how television programmes have a production team, virtual producers are essential to the seamless delivery of online training programmes. The online environment is a dynamic environment which presents unique challenges that are not present in face-to-face delivery. In addition to the inability to read body language, both members of the facilitation team and participants sometimes face connectivity issues and audio challenges. Thus, this role is essential to the provision of high-quality online training.

Virtual Launch of Senior Leaders Development Programme 2021

IN PARTNERSHIP WITH CARICAD



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The Role of the Virtual Producer in Virtual Delivery

Continued from previous page

The virtual producer supports both the facilitator and the participants before, during and after training sessions to ensure smooth delivery.

Some of the key responsibilities include:

- Setting up meetings.
- Disseminating relevant training materials ahead of the session.
- Opening the meeting and uploading presentations.
- Performing audio checks with participants prior to the start of the session.
- Managing the audio quality throughout the session by ensuring that noisy backgrounds are muted.
- Drawing the attention to the facilitator of any raised hands or comments in the chat.
- Managing the breakout rooms, including setting up and time-keeping.
- Capturing important information on whiteboards.
- Preparing and launching polls
- Recording the training session, while minimizing “dead air” in the final product.
- Providing post-session support by distributing the recording and slides to attendees.



SKILLS NECESSARY FOR VIRTUAL PRODUCTION

The dynamic nature of the online environment presents unique challenges that are not present in face-to-face delivery. In addition to the inability to read body language, both members of the facilitation team and participants sometimes face connectivity issues and audio challenges. Key skills which are required for successful virtual production include:

Technical competence – Technical glitches are inevitable on virtual platforms. This can be very frustrating for all involved, especially the online learner. The virtual producer is therefore required to have strong knowledge of the platform being used, thus enabling him or her to troubleshoot any problems that may occur. At times, this involves finding creative solutions. For example, during a breakout session where participants were paired and one participant’s microphone was not working, the solution was to facilitate the pair’s participation via a WhatsApp call.

The ability to stay calm under pressure – There are many moving parts happening simultaneously in the online space which must constantly be monitored. Sometimes this happens in high-stake productions – for example when collaborating with other organisations. When mishaps occur, the producer must maintain a calm disposition to manage the environment to minimise the effect of disruptions during the session.

Good communication and interpersonal skills – The producer remains in constant communication with the facilitator throughout the session. In addition to monitoring the chats, he or she helps to keep the facilitator on track to ensure that the sessions start and finish on time, while still meeting the session objectives. The producer also supports participants who are experiencing challenges. In these situations, the virtual producer works with the learner individually to get them back online in a timely manner. In the meantime, the facilitator continues to deliver training to the other participants. This team approach supports all learners in getting the most from the online experience.

Facilitation skills – If the facilitator experiences audio challenges or gets disconnected, the virtual producer will be required to keep the participants engaged until the facilitator is reconnected. In some instances, the virtual producer may also be required to deliver some of the training content. Clearly, having a competent producer as part of the delivery team is essential for the delivery of high-quality training sessions. The presence during online training sessions provides the facilitation team with the security that the technical side is taken care of, allowing them the freedom to focus on delivering the content and engaging presentation.

COVID 19 – How Has It Changed CARICAD's LDP Delivery?

By Dr. Lois Parkes, Leadership Development and Institutional Strengthening Specialist, CARICAD



There is no facet of life that has not been impacted by the COVID-19 pandemic. CARICAD's Leadership Development Programmes (LDPs) are no exception. This impact revolved around three main areas – delivery, design and participant engagement.

Delivery – Fortunately, virtual delivery and the use of the blended approach to LDP delivery was already a part of the LDP delivery prior to the pandemic. With the pandemic, this meant that 100% of all LDP delivery had to be done virtually. In order to do this, the CARICAD team had to expand its capacity to deliver using multiple platforms, and engage in continuous learning, both informal and formal, to sharpen its virtual delivery.

Design – With its genesis in the former Caribbean Leadership Project, much of the leadership programme design was for in-person delivery. Again fortunately, the capacity to design virtual training was developed within CARICAD. Full virtual delivery meant that every aspect of the leadership development programming had to be redesigned with the virtual adult learner in mind. Critical design elements that had to be embedded included participant interaction, and practical application of learning both inside and outside of the virtual learning space. Another design consideration was to ensure that the topics were relevant to the context of the pandemic, and how this was impacting participants' roles as leaders in their respective organisations. Many areas were redesigned to reflect these new realities, such as leading remote teams, effective virtual meeting management, and managing the

Participant Engagement – Leadership Resilience has been one of the enduring themes of the LDPs. With the pandemic, and the toll on mental wellness, this has taken on a higher level of meaning in the programme. Since the pandemic, we have witnessed participants burying their team members and loved ones, dealing with the associated anxiety and grief of their teams and other stakeholders, juggling work from home and online learning of their children, falling ill themselves with the virus, and a host of other challenges. How does one keep participants engaged in such a context? Coaching and other support has been critical in facilitating participants in their engagement in the LDPs. Also, fostering the creation of networks among participants has also been essential in creating that sense of community, where participants can laugh, share with and support each other, using virtual means such as WhatsApp groups.

Ultimately, the pandemic has challenged us to ensure that our LDPs are fit for purpose, and meet participants at their point of need, equipping them with the necessary support and tools to navigate their current leadership realities.

Testimonials – Caribbean Leadership Development Programmes

Learnings – COVID Conqueror, Cohort 16, Transformational Leadership Development Programme 2021

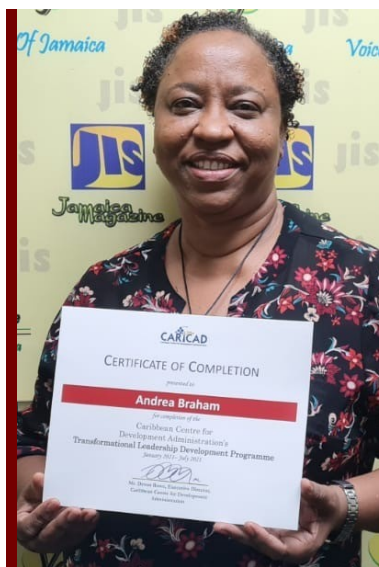
When I applied to CARICAD to be part of this leadership programme, I wrote that *"I expect the programme to help rekindle my passion and enthusiasm for the job and for learning; aid in my personal growth and self-awareness; as well as equip me with the necessary tools to motivate my team to do better. This includes further development of my coaching and time management skills."*

I can honestly say that my expectations have been met and more. First, my passion and enthusiasm for the job have been rekindled. I now look forward to going to work and interacting with my team members once again. I am eager to share with them what I have learnt. This has become so much easier because of the leadership tools I acquired.

When I began this leadership journey I had a totally different mindset from where I am today. I recall in one of the earlier sessions, a Tedtalk video that urged viewers to change the lens through which you view the world. My lens needed changing as I mostly saw negatives and challenges.

I now choose to be more optimistic; to view each day as one filled with possibilities and to be solutions-oriented. I try to remain hopeful and resilient, despite occasional setbacks. I have been encouraging my team to do likewise. We begin our meetings now by saying what we are thankful for. Also when there is a challenging request or task, they know to come to me with suggestions and ideas of what is possible, asking how can we do this, rather than an attitude of "me can't do this". This has enabled members to challenge themselves and for the department to introduce new services from which we can earn. Not everyone is fully on board but we will get there.

I no longer dread having the difficult conversations. In fact, I have had several in recent times, especially regarding the LSP. I used tools such as the polarity map to help make it easier. The conversations did not all end the way I wanted them to but I celebrated the wins and I learned to compromise. I also found that collaboration really is key and the



Article by Ms. Andrea Braham, Manager, Public Relations & Marketing, Jamaica Information Service

answer to that question of developing a culture of cooperation across the agency.

Personal learnings

The course provided a mixed bag of experiences and opportunities to learn. The EQ-i 2.0 Emotional Intelligence Assessment done in the early part of the programme opened my eyes to my many areas of vulnerabilities and weaknesses. Fortunately, it also gave me the tools on how to work on myself and turn my weakness into strength and become a better person and leader. I have learned to work on them over the months and have noticed differences in how I relate to my team members. For example, I am now more cognisant of the difference between being assertive and being aggressive and I am learning to walk the line and choose my words carefully before I speak. I am also working to control my emotions and not let them control me.

When I began this journey I tended to doubt my abilities and second-guess myself quite a bit. I can honestly say that I have become more self-aware and confident as a leader due largely to the coaching sessions and empowering programmes.

One of my biggest areas of growth though, is that I am more open to trying new things and new ideas. I am no longer crippled with the fear of failure. I learned to use my mistakes as an opportunity to learn and grow. And I try to become more tolerant and forgiving of others, encouraging those around me to do likewise.

I learned that there are more than one right answers and two things can be true at the same time. I now find myself sharing this nugget repeatedly with my team and anyone around me.

I learned the importance of actively listen to my team. The introduction of Action learning as a problem-solving and leadership development tool was useful. It was amazing to share in the experience in group session. With the probing questions from group members I was forced to reflect on some assumptions made regarding my leadership stretch project and fill in some gaps. It was also great to benefit from the diverse experiences of group members.

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Testimonials – Caribbean Leadership Development Programmes

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also learned how to identify and respond to the different behavioural styles of team members using the DISC styles (Dominance, Influence, Steadiness and Conscientious) tool. This has proved to be very useful, allowing me to be more understanding and patient with team members as well as knowing how to assign tasks.

The session on 'Leading collaboration' was useful especially as it relates to executing my leadership stretch project. The session brought home forcibly the realisation that no matter the processes that are in place for people to follow, if they cannot see the importance and benefits of working as a team, it will fail.

The human element is even more important than the technology and processes. It is therefore important to identify some of the individual behaviours that promote collaboration such as enabling/helping team members to build better relationships across the agency. I found that understanding and expressing appreciation for the work of colleagues in other departments helps in this exercise. I also appreciate that this does not happen overnight but takes time.

Organisational learnings (transfer of learning to date)

- I have been using the GROW model (Goal, Reality, Options and Will), to conduct my coaching sessions. This has allowed the process with team members to be less adversarial and more helpful. What do you want? Where are you now? What could you do? What will you do are questions that help them to think through the process. Team members have expressed that they now see the value in coaching and look forward to our sessions. Through this method, we have identified gaps in performance, behavioural issues, and generational conflict in the workplace and explored solutions. I enjoyed seeing the light bulbs go off in their heads when they figured it out. I also enjoy how excited I get when we are doing this.
- I have been practising active listening with my team members. I have seen where persons have become more engaged and my relationship with them vastly improved. They are encouraged to share more of their experiences etc. It has not been easy, especially when there are so many things competing for my attention. But listening has taught me patience and made me more empathetic. It also enabled me to identify skills

and talents that I didn't know existed in those around me.

- I have also been using the tools such as the polarity map to guide difficult conversations and keep everyone on track. As a result, many of my department meetings have grown much shorter.
- I have used the DISC styles to identify my team members' behavioural styles and my leadership style. This has facilitated greater understanding of how to assign tasks.
- I have shared some of the tools acquired on this leadership journey, especially the audio-visual aids and resource materials so that they too can learn.
- I acknowledge the hard work of team members and this has motivated them to do better.

The Way Forward

Having started on this journey there is no turning back. I intend to continue my personal development and growth as a leader who creates an enabling environment for my team to flourish. I commit to using the tools that I have acquired to motivate and lead my team. I will also continue to share my knowledge with my team mates, enabling further transfer of learnings.

I also want to play an important role in helping the JIS achieve its vision of being the agency of choice for credible Government and national information, cutting edge media services and employment, while maintaining the full confidence of all Jamaicans. This can only be done through collaboration and the continued development of a quality management system that enables us to meet and exceed our customers' expectations.

I commit to seeing the LSD project be implemented in the organisation. The fact that we started the work is a big win. The consultation with stakeholders will continue and the processes drafted as we go along. We hope to complete consultations and drafting/revision of processes soon. The change management aspect will take much longer but I am committed to working on it.

Through CARICAD my networking has improved greatly. The course has afforded me the opportunity to draw on resources from all across the region. I will definitely keep in touch with my fellow COVID conquerors and draw on their skills, expertise and inspiration.

Testimonials – Caribbean Leadership Development Programmes

Donovan Dixon, Director, Human Resource Development, Post and Telecommunications Department, Jamaica



"The Introduction to Leadership Workshop offered by the Caribbean Centre for Development Administration (CARICAD), applies a pragmatic, andragogy methodology in the virtual learning space. Several members of the Management team at the Post and Telecommunications Department (PTD), have applauded this leadership transitioning developmental programme which has helped the PTD to better formulate and implement public policy towards achieving sound Governance, especially on the note that the PTD is currently undertaking public sector transformation. It was a pleasure being a part of a programme that was enriched and equipped with quality and contemporary techniques to deal with modern day leadership roles which are geared towards: making the transition – setting the foundation, organising work; developing your team, conflict management – managing employee discipline, and also managing staff performance. One particular manager mentioned that: "Ever since the conclusion of the workshop, I have introduced various new approaches and models in the application of my leadership that have been acceptable by my team to date; hence, I am grateful for this developmental workshop."

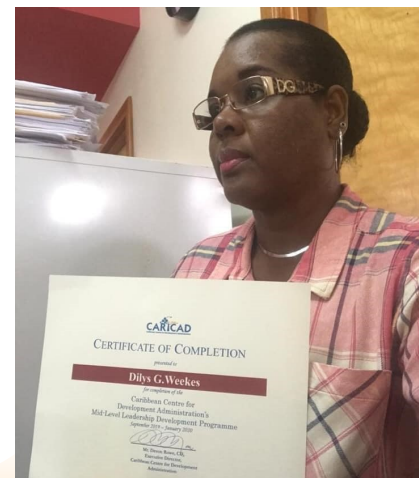
To this end, the PTD team looks forward to engaging the services of CARICAD for future training and developmental programmes. Job well done Dr. Parkes and the team at CARICAD for this thrilling and life-changing workshop!!!!"

Ian Penn, Chief Immigration Officer, BVI

Leading Change workshop - "The Leading Change Workshop is definitely endorsed by myself as it will benefit managers to lead and make changes in a methodical and effective way. By attending the workshop, you will become more equipped, and will put in practice what you have learnt, to assist you to effect change in your organisation."

Dilys Weekes, Assistant Secretary, HR Management Unit, Government of Montserrat

"The CARICAD Mid-Level Leadership Development Programme has equipped me with a toolbox full of different tools that I can apply in my personal and professional life. One tool in particular is that of the 110% listening – listening and setting aside my own point of view, and to recognise that people are who they are, and they just want to be heard. I am even more conscious of the fact that as a leader I must control my emotions, as I recognise that my emotions can affect the outcome of the decisions I make."



A Look Back... at March 2020



Presentation of CLDP Certificates

MONDAY, MARCH 9th, 2020 — CARICAD's Chairman of its Board of Directors. Mr. Konata Lee (at right) was on hand to congratulate Adrian Pilgrim (2nd left) of the Caribbean Disaster and Emergency Management Agency and Calvert Herbert (4th left) of the Regional Security Service, recent graduates of CARICAD's Mid-Level Leadership Development Programme who are based in Barbados. Also in the photo from left are, CARICAD's Executive Director Devon Rowe, Programme Implementation Officer, at CARICAD Trudy Waterman and CARICAD's Leadership Development and Institutional Strengthening Specialist Dr. Lois Parkes. *(Photo by Barbados Community College Media and Journalism student Alec Begg)*

THE TEAM

The CARICAD Horizon is a regular publication of the Caribbean Centre for Development Administration (CARICAD). The Horizon has superseded the "Chronicle". The Editor-in-Chief is CARICAD's Executive Director, Devon Rowe. The Production Team comprises: Franklyn Michael, Rosemund Warrington, Dr. Lois Parkes, Trudy Waterman, Angela Eversley and Petra Emmanuel.

Previous editions can be viewed at:

Special Hurricane Edition June 2021	October 2019
March 2021	Board Meeting 2019 Special Edition
October 2020	April 2019
July-August 2020	December 2018
Special Hurricane Edition June 2020	August 2018
Special COVID-19 Edition May 2020	December 2017
March 2020	July 2017
December 2019	