

Leadership Development Programme



Guidance for Bright Spots Visits

GROUP PREPARATION, IMPLEMENTATION AND ANALYSIS



Purpose of Bright Spots

*“The important thing is not to stop questioning. Curiosity has its own reason for existing...
Never lose a holy curiosity.”*

Albert Einstein

This session is taking place on the third day of *Module 3 – Confident and Courageous Leadership for Implementation and Innovation*. This Bright Spot visit is being completed as part of the session entitled ‘Being an Implementation Leader’ which spans over a two day period. Specifically, the visits are designed to enable you to:

1. Understand the language of implementation;
2. Be able to identify good practices and approaches to implementation – including those related to ethics;
3. Become more aware of the importance of engaging stakeholders and meeting citizen needs;
4. Understand the different roles that people and organisations play for successful implementation;
5. Have a deeper appreciation for the importance of monitoring and evaluation to the success of project implementation;
6. Be better able to articulate the benefits realisation of projects and their links to strategic priorities;
7. Have a greater appreciation of the role of innovation in successful implementation.

There are many excellent examples of project leadership and innovation across the Region. While you are attending this module you are being afforded the opportunity to investigate and understand the foundations and dynamics of successful project implementation and innovation from organizations with ongoing projects who have been identified as Bright Spots or positive examples of these concepts at work. Your Bright Spot visits are being used in order to allow you to experience, interact and learn directly from those who have been involved in the leadership and the implementation of these initiatives.

In addition, you will be expected to analyse what you have seen and to distil the learning which has been acquired so that you are in a better position to put those ideas into practice. You will then be given the opportunity to begin working with those ideas in the learning environment by applying them to identified case studies or scenarios before moving on to apply them to scenarios from your own environment.

As you prepare for this process and as you conduct your visits, please remember that we would like you to share and compare notes about what is needed to build on these experiences and to reflect on how the work that is being done within these Bright Spot organizations might be expanded further, or scaled-up where it makes sense. There are no “hidden answers” in these

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits



examples. We are seeking to gather the essence of what those who are involved see as *important and valuable*, and how that essence can be translated into other places and contexts.

A key objective of this experience is to allow you to practice using Appreciative Inquiry. Part of the approach of Appreciative Inquiry is to collect data about what works well for the organization, including best practices, successes and key learnings. In addition, you should be looking for what gives value to individuals and groups working in complex environments and on complex issues. The idea is deceptively simple, but not always easy to apply, so you will need to plan for how to go about this.

It is important to note that this Bright Spot visit is intended to support your learning about leadership, project implementation and innovation. You are not there to critique or advise them, nor are you there to identify problems. Instead your focus should be on striving to understand their issues, strategies and approaches from their perspective.

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

How to Use This Guide

This guide is an essential companion to your activities for the session *‘Being an Implementation Leader’*. It is intended to be a complement to your meeting experiences and will assist you in planning, completing and distilling the learning from your meeting(s) during your Bright Spot visit.

BEFORE THE VISIT

- ❖ **Foundation Concepts:** Summaries of key concepts you should bear in mind as you plan and complete this exercise.
 - Adult Learning Cycle
 - Appreciative Inquiry
 - Project Management (Planning and Implementation)
 - Understanding the language of implementation
 - Good practices and approaches to implementation – including ethics
 - Engaging stakeholders and meeting citizen needs
 - Roles in successful implementation including project sponsoring
 - Monitoring and evaluation of projects
 - Benefits Realisation of projects and links to strategic priorities
 - The role of innovation in delivering social programmes
 - CLP’s Cross Cutting Themes
- ❖ **Planning:** suggestions on ways to prepare yourself and your Bright Spot group for the visit.

DURING THE VISIT

- ❖ **Beginning of the Bright Spot visit:** suggestions on how to begin your Bright Spot meeting, including setting the context, introducing your team, and setting expectations.
- ❖ **Lines of Inquiry:** a series of questions to help you prepare for, observe and think about the issues being explored at Bright Spot visit.

AFTER THE VISIT

- ❖ **Debriefing:** guidance on debriefing your Bright Spot meeting(s) with your group and cohort colleagues.
- ❖ **Application:** outlining the activities to be completed after your visit.

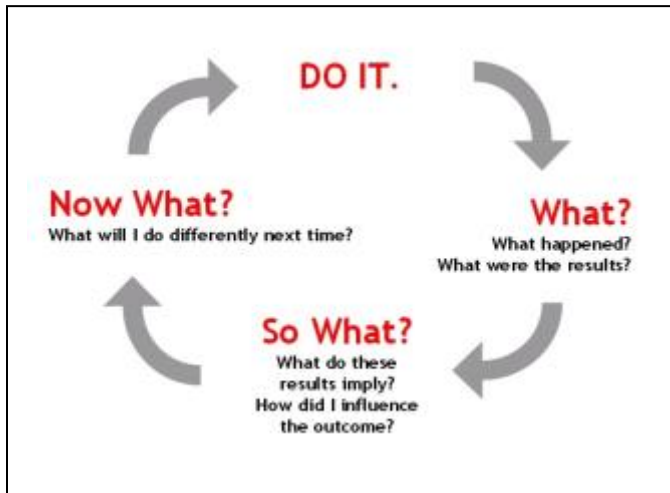
CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

Before the Bright Spot – Foundation Concepts

The following are some foundation concepts which should inform your mindset and basic knowledge as you get into this exercise.

THE ADULT LEARNING CYCLE



As you go through this activity, we ask you to kindly remember the Experiential Learning Cycle. We ask you to consider that you are having the opportunity to engage in an active learning experience. As you do you, we ask you to make as many notes as you can, be as aware as possible and identify all the points of interest that can add to your learning experience.

When that has been completed you will be expected to begin distilling what you

have learned and to engage in specific activities that will allow you to begin applying the generalizations and ideas that you have been able to draw or develop from your experience. You should also continue to refer to your reflection cards.

APPRECIATIVE INQUIRY

Appreciative inquiry (AI) is a positive way to embrace organizational change based on a simple assumption:

Every organization has something that works right—things that give life when it most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change.

AI assumes that human systems, e.g., organizations and groups, are not like machines that can be taken apart and fixed, but rather are social systems. As such, they are more like organisms—living, breathing entities that stay healthiest when they are focused on their positive life-giving characteristics, rather than their problematic aspects.

Thus, AI starts from the positive perspective. Rather than looking at what is wrong, it looks at what is right in the organization. It is the discovery of the best in people, their organizations, and the world around them. It is the art and practice of asking the unconditional positive questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential.

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

AI is an approach to organizational analysis and learning that is intended for discovering, understanding, and fostering innovations in social organizational arrangements and processes. In this context, AI refers to two things:

- A search for knowledge; and,
- A theory of collective action designed to evolve the vision and will of a group, an organization, or society as a whole.

Instead of negation, criticism and spiralling diagnosis, there is discover, dream, design and destiny. It works from accounts of the “positive change core.” AI links the energy of the positive core directly to any change agenda and changes never before thought possible are suddenly and democratically mobilized.

PROJECT MANAGEMENT (BRIEF OVERVIEW)

A project can be defined as possessing the following characteristics:

- A defined beginning and end (specified time to completion).
- A specific, preordained goal or set of goals.
- A series of complex or interrelated activities.
- A limited budget.

A project is unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal. So a project team often includes people who don't usually work together – sometimes from different organizations and across multiple geographies.

Project implementation success has been defined many ways to include a large variety of criteria. However, in its simplest terms, project success can be thought of as incorporating four basic facets. A project is generally considered to be successfully implemented if it:

- Comes in on-schedule (time criterion).
- Comes in on-budget (monetary criterion).
- Achieves basically all the goals originally set for it (effectiveness criterion).
- Is accepted and used by the clients for whom the project is intended (client satisfaction criterion).

Project management is the discipline of **initiating, planning, executing, controlling, and closing** the work of a project team. The primary challenge of project management is to achieve all of the project goals within the given constraints. This information is usually described in a user or project manual, which is created at the beginning of the development process. The primary constraints are scope, time, quality and budget. The secondary – and more ambitious – challenge is to optimize the allocation of necessary inputs and integrate them to meet the pre-defined objectives. The project definition should include the following:

- **Project overview**—Why is the project taking place? What are the factors driving the need for this project? What are the benefits?

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits



- **Objectives**—What will be accomplished by the project? What do you hope to achieve?
- **Scope**—What actions will be implemented? What is specifically out of scope?
- **Assumptions and risks**—What events are you taking for granted (assumptions), and what events are you concerned about? Will the right resources be in place?
- **Approach**—How will the project unfold and proceed?
- **Organization**—Show the significant roles on the project. Identifying the project manager is easy, but who is the sponsor? Who is on the project team? Are any of the stakeholders represented?
- **Initial effort, cost, and duration estimates**—These should start as best-guess estimates and then be revised, if necessary, when the work plan is completed.

For many projects, challenges occur that impact on the likelihood of delivering a project on-time and on budget. Most of these challenges can be overcome through a proper mix of planning, monitoring, controlling, and executing. The planning, monitoring, and controlling aspects are where project management processes and specific techniques are needed to do this effectively. Successful project managers have learned that it is important to resist the urge to jump straight into the execution. Proper planning and management of the project will take more time up front but will be more than rewarded with efficiencies and savings are realised throughout the rest of the project. Remember the project management best practices:

- Plan the work by utilizing a project definition document;
- Create a planning horizon;
- Define project management procedures up front;
- Look for other warning signs;
- Ensure that the sponsor approves scope-change requests;
- Guard against scope creep;
- Identify risks up front;
- Continue to assess potential risks throughout the project; and
- Resolve issues as quickly as possible.

INNOVATION

Whereas creativity has been described as coming up with ideas, innovation is best described simply as 'bringing ideas to life'. Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing client needs. This is accomplished through more-effective products, processes, services, technologies, or organizational models that are readily available to governments and society. Therefore while creativity and innovation are often used interchangeably, they are not identical in meaning.

It is therefore not easy for project management and innovation to co-exist readily. Projects and Programs are usually managed in a world of certainty. Innovation however is managed in a world of uncertainty, and is where leadership really factors. Projects are usually trying to minimize risks where possible or at least mitigate them. Innovation often requires willingness

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits



to take risk and a built in recognition that failure could happen and we learn from that failure. So on the surface these two might appear to be complete opposites.

However, there is often great value to be realised if we are able to include a spirit of innovation into our mind-set for all our activities including those associated with the planning, implementation and management of projects. Innovation opportunities for a project may include:

- Unexpected successes or failures: Mistakes as well as successes breed innovation. Failures should not be ignored and hidden. They should be examined for possible innovative opportunities.
- Process Needs: An understanding of needs leads to process-generated innovations. For example, if your project needs documentation to be written but engineers lack time, clerical or automated processing help may be the answer.
- Industry Changes: Changes in products or the habits of citizens throw the door of opportunity open for innovators. For example, complicated networks need integration experts. Unavailable skills breed profitable consulting opportunities.
- New Knowledge: Innovations based on new knowledge or new technologies rank high.

New Definitions of Innovation (Excerpts from recent articles on innovation)

The following were published by the Project Management Institute in their report 'Global Dynamics of Innovation and Project Management'; October 4, 2011.

Frugal Innovation: Also known as “reverse innovation” or “constraint based innovation,” takes the needs of poor consumers as a starting point and works backward to strip offerings down to their bare essentials. This does not simply mean cutting costs to the bone because frugal products need to be tough and easy to use. - *First break all the rules: The charms of frugal innovation*. The Economist.

Ambidextrous Innovation: Looks to gain both efficiencies and differentiation at the same time. Cloud computing, for example, can enable companies to manage business processes more efficiently. But it can also empower entirely new business models, for example, ones that connect supply chain partners in a single differentiated offering for customers. - *Growth reimagined, prospects in emerging markets drive CEO confidence*. PricewaterhouseCoopers.

Scaling Up and Scaling Out: When companies aim to reduce unit costs by centralizing manufacturing and producing long runs of identical items, they are said to be “scaling up.” However, centralized production adds expensive layers of bureaucracy, and it is hard to make it work in emerging markets where populations are often widely scattered and distribution systems abysmal. A growing number of entrepreneurs in the emerging world are replacing scaling up with “scaling out,” which means involving a wider range of people in the process of production and distribution, something that has been made much easier by mobile phones and

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits



the internet. - *Here be dragons: The emerging world is teeming with new business models.* The Economist.

Open Innovation: Demand for innovation is driven through the supply chain. In a 2010 PwC survey, 39% of CEOs said they expected the majority of their innovations to be co-developed with suppliers. Many CEOs are concluding that no one organization has enough of the right people and the right amount of funding to innovate successfully on its own. - *Growth Reimagined, Prospects in emerging markets drive CEO confidence.* PricewaterhouseCoopers.

Mass Production of Services: The developing world's most innovative business model may be the application of mass-production techniques to sophisticated services. This started with India's outsourcing firms, which demonstrated that economies of scale and scope could be reaped from services that used to be highly fragmented and geographically rooted. These outsourcers are still expanding and moving upmarket. Indian consultancies are now challenging Western ones in complex services, not just dealing with customer complaints. Emerging-market entrepreneurs want to apply these techniques beyond IT and the back office. For example, they see a huge market for legal services requiring a high level of expertise. - *Here be dragons: The emerging world is teeming with new business models.* The Economist.

Pull Models: Western companies have spent the past century perfecting "push" models of production that allocate resources to areas of expected demand. But in emerging markets, particularly those where the Chinese have a strong influence, a very different "pull" model often prevails, designed to help companies mobilize resources when the need arises. Hong Kong's Li & Fung and China's Chingqing Lifan Group can use their huge supply chains to produce fashion items or motorcycles in response to demand. These pull models fundamentally change the nature of companies. Instead of fixed armies looking for opportunities, firms become loose networks that are forever reconfiguring themselves in response to a rapidly shifting landscape. - *Here be dragons: The emerging world is teeming with new business models.* The Economist.

Before the Bright Spot – Preparation and Collective Responsibility

From past experience with similar programmes, we know that the CLP Leadership Development Programme agenda will be an extremely rewarding and insightful experience. We also know that it has the potential to be draining to participants. Therefore, it is important to prepare yourself and your Bright Spot group, so that you can all get the most out of your Bright Spot experience.

TAKING CARE OF EACH OTHER

It will be important that you consider the needs of others in your Bright Spot group. This may include:

- ❖ Sharing responsibility for research prior to the visit; and
- ❖ Sharing responsibility for questions during the visit.

IDENTIFYING A BRIGHT SPOT LEAD

As you plan your approach for your Bright Spot visit consider assigning a lead for the visit. The role of the Bright Spot lead is to:

- ❖ Make sure you have your Bright Spot gift of thanks;
- ❖ Open the meeting by introducing yourself and the group and explaining the purpose of the CLP Leadership Development Programme;
- ❖ Be prepared to ask the first question to the host/presenters; and
- ❖ Thank the host and presenters at the conclusion of the meeting and present them with the gift.

CONDUCTING RESEARCH AND DEVELOPING QUESTIONS

You will receive a short briefing note related to your Bright Spot. This is just the beginning of your information gathering. You and your Bright Spot group should also consider doing the following:

- ❖ Read the brief thoroughly, highlighting any points of particular note to explore;
- ❖ Do some online research related to the organisation, specific project, and people;
- ❖ Develop some questions to ask your host(s) in order to get as much as you can from the experience – remember to keep these questions in the appreciative inquiry style;
- ❖ Be clear on why you are visiting this Bright Spot and what you want to get out of the visit; and
- ❖ Determine who will ask what questions and in what order. Remember that you will only have 3 hours for your visit, so you will need to be succinct and precise with your questions.

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

During the Bright Spot - Beginning of the Bright Spot

INTRODUCTIONS:

While your Bright Spot host has likely been briefed on the CLP and the purpose of your visit, it is still important that you begin your meeting by setting the context of why you are there and who you are. This serves several purposes:

- ❖ It begins your meeting in a collegial way, breaking the ice and allowing everyone some time to get comfortable with each other;
- ❖ It ensures that everyone is starting with the same understanding and assumptions;
- ❖ It provides everyone with an opportunity to formally meet each other; and
- ❖ It confirms at the outset the time available for the meeting: even if your host can provide more time, your schedule may require the group to leave at a set time. It may also be helpful to (respectfully) request that presentations be kept short enough to ensure time is available for active dialogue.

To set the context, consider having the Bright Spot lead for the visit follow a format similar to the one below.

WHY WE ARE HERE:

The purpose of CLP is to strengthen the capacity of future leaders in the Caribbean to contribute more effectively to regional integration and economic growth and support gender-sensitive public sector reform. The CLP Leadership Development Programme at explores four leadership themes:

1. The first looks at the self. Who am I and what can I learn about myself as a leader, how I think and react to situations and how I make things happen;
2. The second explores the concepts and practices related to leading through others, including building relationships with staff, colleagues, partners, stakeholders, ministers and others;
3. The third examines the leadership in organizations that is needed in order to bring about results; and
4. The fourth phase examines leading for the citizenry: how to build and sustain our vision for our self, organisation, country, and the Region.

You may wish to then elaborate on why you are visiting this particular leader or organization and what you are hoping to come away with.

WHO WE ARE:

We represent only a portion of the entire CLP LDP cohort 8. The entire cohort is made-up of 29 mid-career men and women selected from 12 CARICOM countries and key regional institutions. There are five groups of five to six people, visiting different Bright Spots concurrently.

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

You may then wish to go around the room and introduce yourselves, stating your name, country of residence, organization and title. If time is short you may suggest that introductions be foregone and that people will introduce themselves when asking a question.

During the Bright Spot – Sample Lines of Inquiry

Knowing what to focus on and observe during a Bright Spot can be daunting. What follows are some lines of inquiry to stimulate your thinking. They are intended to guide you in identifying and pursuing key contextual and leadership issues.

The first area focuses on the LDP Cross-Cutting Themes: Gender & Diversity, Environment, Economic Development, Regional Integration, Governance and Health & Wellbeing. Be sure to explore these themes during your Bright Spot visit.

The second area provides questions related to project management and project implementation, laid out using the PMBOK's Five Phases of the Project Life Cycle.

FOCUS ON THE SIX LDP CROSS-CUTTING THEMES

GENDER & DIVERSITY

- ❖ What has been the perspective on gender equality and diversity issues?
- ❖ How well does your project team reflect the diversity in your general population? (e.g. men, women, youth, elderly, disabled, rural, religious groups, indigenous people, etc.)
- ❖ How well versed, trained and/or experienced are the members of your team in addressing diversity/equality issues?
- ❖ How do/did you ensure that your project outcomes would meet the needs of diverse groups (e.g. women, men, youth, elderly, disabled, rural, religious groups, etc.)
- ❖ What difference has sensitivity to gender and diversity made to the results you have achieved?
- ❖ What are your reflections on gender and diversity in leadership and project implementation?

ENVIRONMENT

- ❖ What is your approach to/perspective on environmental issues?
- ❖ How were environmental concerns incorporated into the project design, planning and implementation to date?
- ❖ Does your project team take into account environmental issues in the implementation of activities associated with this project?
- ❖ Do you provide training on environmental issues?
- ❖ How well versed, trained and/or experienced are the members of your team in addressing environmental issues?
- ❖ How do you ensure that your project outcomes are not having a negative impact on the environment?
- ❖ What difference has sensitivity to the environment made to the results you have achieved?

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

- ❖ What are your reflections on environment issues in leadership and project implementation?

ECONOMIC DEVELOPMENT

- ❖ How does this project contribute to local, national and/or regional economic development?
- ❖ How has the country's economic well-being affected the project? What challenges have you encountered due to fiscal deficits and public debt?
- ❖ How does this project support poverty reduction, protect vulnerable groups and contribute to economic and social empowerment?
- ❖ What are your insights on how best to achieve and manage economic growth, including the green economy and the knowledge economy?

REGIONAL INTEGRATION

- ❖ How does this project contribute to Caribbean integration?
- ❖ What is your individual/team perspective on balancing/managing the strategic imperatives of nationalism and regionalism?

GOVERNANCE

- ❖ Where did the idea for this project come from, how did it grow and evolve?
- ❖ How are funding decisions determined, what are its sources?
- ❖ Who is involved in general decision-making processes, and how are the voices of stakeholders and citizens heard and incorporated?
- ❖ How are the outcomes of this project being measured?
- ❖ How is progress on achieving deliverables being monitored?
- ❖ What quality control measures have been put in place, including reporting requirements to funding agencies?
- ❖ How do you ensure that there is accountability by all those involved in the initiative?
- ❖ How do you make information about the initiative and its results directly and readily available to everyone? How do you ensure that the information provided enables the ability to understand and monitor the initiative?

HEALTH & WELLNESS

- ❖ As a leader what are some of the strategies that you employ to help ensure that you/your team maintain(s) adequate attention to health and wellness?
- ❖ How would you describe the impact that health and wellness concerns/issues have on your productivity and that of the members of your project team?
- ❖ What policies and programmes have you considered or implemented to promote health and wellness within your organization?
- ❖ What impact has an interest in personal and organizational well being had on the team or the organization as a whole?

FOCUS ON PROJECT MANAGEMENT FUNCTIONAL AREAS

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

PROJECT CONCEPTION AND INITIATION

- ❖ Who is the project sponsor and at what level of the organization do they sit?
- ❖ What role did/does the Project Sponsor play throughout the project?
- ❖ Could you tell us about the project including its purpose, the beneficiaries, the anticipated outcomes, the size and duration, etc.
- ❖ How realistic are the project deliverables?

PROJECT DEFINITION AND PLANNING

- ❖ What knowledge skills and attitudes did project team members need to be considered for the team?
- ❖ What are some of the best practices that you have benchmarked to guide your process for this project?
- ❖ What strategies/procedures/processes were put in place to support the implementation of this project from the outset to ensure its success?
- ❖ How much time was allocated between project approval and the deadline for the first deliverable to ensure that there was adequate time for planning?

PROJECT LAUNCH OR EXECUTION

- ❖ What were some of the pivotal moments in the project when you felt challenged to deliver on time or on budget? What did those moments teach you as a leader?
- ❖ What strengths did you develop as a result of undertaking this role as project manager/procurement officer/budgeting officer/quality control, etc?
- ❖ What were some of the success stories from the project implementation thus far?
- ❖ Where does the decision making for project activities reside?
- ❖ What impact if any has governmental procurement guidelines had on the project's implementation?
- ❖ How satisfied are you with the level of engagement of the stakeholders of this project?
- ❖ As far as you are aware, how is this project perceived by those who are the identified beneficiaries and to what extent have they been involved in its planning or implementation to date?
- ❖ How has the various organizations affected been able to manage any disruptions caused by the creation and work of this project team?
- ❖ How satisfied are you with the leadership of this project and what can be done to continue its progress or create even greater success?

PROJECT PERFORMANCE AND CONTROL

- ❖ How effective has the team been in achieving its milestones and what facts have had the greatest impact on this progress to date?
- ❖ How successful has the team been in achieving deliverables in light of funding agency guidelines or restrictions?

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits



- ❖ How satisfied are you and/or your project sponsor with progress on the project to date?
- ❖ What has been the experience with ‘scope-creep’?
- ❖ What were the greatest lessons you or your team learned from working on this project?
- ❖ What frameworks are in place for the monitoring and control of this project’s activities?

PROJECT CLOSE

- ❖ What is your vision for this project and what will help to make it a reality?
- ❖ What plans are there for sustainability of this initiative once the project has been completed?
- ❖ What plans are in place for transferring the knowledge or skills developed during the completion of this project?

FOCUS ON INNOVATION

- ❖ What level of innovation went into the definition of this project?
- ❖ What impact has the project had on the creation of a culture of innovation in the organization?
- ❖ What new practices, processes, procedures or other points of innovation have been utilized in the implementation of this project?
- ❖ How much time has been dedicated to identifying innovative practices and to incorporating them into the project’s implementation activities?
- ❖ Was it necessary to learn any new skills or build new capabilities to complete this project?
- ❖ How strong an emphasis is placed on research and development in the project?
- ❖ What has been done to encourage the development of new ideas amongst project team members

YOUR GROUP’S QUESTIONS

Consider what other questions your group may wish to ask during its visit, based on what you know about the organisation, the project itself, leadership, project management, and cross-cutting themes.

After the Bright Spot – Your Group Debrief

Debriefing will be a major part of this activity. After the Bright Spot visit, your group will be expected to debrief your experience together. This will usually take place in transit from your Bright Spot visit location and the hotel. The objective is to go deeper than reporting on events and observations to drawing meaning from the visits – relating what you experienced to the theme of the Module, learning from other sessions, and most importantly, what it means in your work environment. Bring your best to these discussions. Consciously practice leadership engagement competencies and qualities that support inclusive and cooperative behaviour, open listening and a sensitive and safe interpersonal climate.

Some things to consider as you prepare for a debrief discussion are:

- ❖ Be prepared to share what you have heard and experienced.
- ❖ Move beyond simply facts and observations, to making meaning and linkages to the “**so what?**” and “**now what?**” of issues.
- ❖ Contribute to creating a dialogue among your group.
- ❖ Raise your outstanding questions so you can get other people’s views.
- ❖ During the debrief practice using “and” instead of “but” when you want to build on what someone else has said. You could be amazed at where changing that one seemingly simple word may take the conversation.

SOME DEBRIEF PREPARATION QUESTIONS TO GET YOU STARTED

- ❖ What was working really well?
- ❖ What was going on in the organization?
- ❖ What did I think about what I saw/heard?
- ❖ How does this compare with my experience?
- ❖ What was the strongest example of successful project implementation that I saw?
- ❖ Did I notice any trends or emerging themes?
- ❖ What conclusions can I draw from this experience?
- ❖ What does this mean for me in my own organization?
- ❖ What could this mean for my country or region?
- ❖ How did this organization/project help me better understand project implementation and the leadership required to achieve success?
- ❖ What could this mean for my personal leadership development?
- ❖ What did I learn from this that could help me develop my ability to successfully implement projects and other initiatives?
- ❖ What useful things am I going to take away from this experience?
- ❖ What gaps in information might we want to explore?

After the Bright Spot – Consolidating with Others

When the full cohort reconvenes in the classroom, your Bright Spot group will be divided amongst the other groups, to ensure even representation, so that you can share and compare your experiences as well as the implications for project implementation and leadership in action.

YOUR NEW GROUP'S TASK WILL BE TO:

Ensure that your new group has representation from each of the Bright Spot locations visited.

Identify someone in the group to make notes on your conversation, especially the key points. This person will be called upon to share a few of these key insights in plenary, but ***it will not be a formal presentation.***

Ask someone in the group to be the timekeeper. Ensure that the major takeaways of every Bright Spot visit are covered, but avoid getting into ALL the details! A 5-minute summary from each person is sufficient.

Once everyone has given their summary, discuss the following questions:

- ❖ What are the most significant factors contributing to this project's success (or at least to its positive outcomes so far)?
- ❖ What types of leadership behaviour contributed to these positive outcomes? What evidence did you see of adaptive leadership?
- ❖ What were the enabling conditions that contributed to the positive outcomes (e.g. laws, policies, internal procedures, regulatory environment, other)?
- ❖ What evidence of the CLP Cross-cutting themes did you see (environment, gender & diversity, governance, regional integration, regional development, health and wellness)?

Your group will have 3 minutes to share its highlights in plenary. This will be followed by plenary discussion, after all the groups have shared. Summarise and Share in Plenary:

- ❖ What are the recurring themes around successful project implementation across these Bright Spot visits?
- ❖ What are the leadership messages around these recurring themes?
- ❖ What questions/insights do you draw from this?
- ❖ What are the public sector leadership implications from these stories?

Once everyone has presented and after the plenary discussion, you will be asked to engage in an application exercise using mini case studies. The intention will be for you to draw on your insight from these visits to consider how you would plan and implement a project assigned to you.

CARIBBEAN LEADERSHIP PROJECT

Guide for Bright Spots Visits

SOME POINTS TO REMEMBER

It is neither desirable nor possible to present all the details and information from your Bright Spot visit during the reporting out, so don't get bogged-down in them. Remember that this is not a "show and tell" of your experience. **It is an analytical representation of what you are taking-away from your experience.** Focus on key themes and messages. These can be supplemented with one or two short examples tailored specifically to illustrate your point.

Much of what was shared with you during your site visits was done in confidence in the context of a learning opportunity. Remember to not share sensitive information that was shared with you, or to attribute specific comments to a "named" individual. You can still share much richness without breaking the confidence that was put in you during your Bright Spot visit. It helps if you focus on themes rather than the details.

The entire Bright Spot group doesn't have to agree on everything being presented. It only has to come to consensus on what is being reported. There is nothing wrong with stating a point and qualifying that there still remains some disagreement among the group as to what it means. Points of disagreement can be stated during the reporting out and used as springboards for further discussion and exploration.

The content of each visit served, for the most part, as the context in which you explored project planning, implementation and leadership. As you present your reflections, consider making links to the leadership challenges and opportunities that exist for the regions, country, organisation, and people you visited.

Remember to include recommendations for application in your reporting out. These are the points that will serve to nourish the dialogue. Keep the number of recommendations to one or two.

REVISIT YOUR PDAP

Beyond your debrief during the module and your reporting back to plenary, the Bright Spot visit is also geared towards assisting you with your PDAP. During your personal reflection, please apply your mind to how the lessons learnt during the Bright Spot visit and the plenary debrief can help you with your ongoing work on your individual and organisational development objectives and remember to record this in your journal.