The Quality and Impact of the Challenge of Leadership Seminar, 1999-2002

Sukai Prom-Jackson
Merri-Ann Cooper
Maria Bina Palmisano
Mohammed Latib (Quantum Performance Solutions)
Barbara Rickwood (HRSLO)
Diana Arango

WBI Evaluation Studies
No. EG03-59

The World Bank Institute
The World Bank
Washington, DC

September 2002
Acknowledgements

This report was prepared for the Learning Board under the overall guidance of Marlaine Lockheed, Manager, Evaluation Group. The team was led by Sukai Prom-Jackson.

WBI Evaluation Studies are produced by the WBI Evaluation Group (WBIEG) to report evaluation results for staff, client, and joint learning events. An objective of the studies is to get the findings out quickly, even if the presentations are less than fully polished. The papers carry the names of the authors and should be cited accordingly. The findings, interpretations, and conclusions expressed in this paper are entirely those of the authors and do not necessarily represent the view of the World Bank Group. WBI Evaluation Studies are available online at http://www.worldbank.org/wbi/evaluation/puball.htm.

<table>
<thead>
<tr>
<th>Vice President, WBI</th>
<th>Ms. Frannie Léautier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Learning Officer</td>
<td>Ms. Phyllis Pomerantz</td>
</tr>
<tr>
<td>Manager, WBI Evaluation Group</td>
<td>Ms. Marlaine Lockheed</td>
</tr>
<tr>
<td>Task Manager</td>
<td>Ms. Sukai Prom-Jackson</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

1. INTRODUCTION ................................................................................................................ ........................................1

SEMINARY GOALS AND OBJECTIVES..........................................................................................................................1

EVALUATION GOALS AND OBJECTIVES ..................................................................................................................1

   Evaluation of quality, success and impact ..............................................................................................................2

   Implications of findings for leadership and management in support of the Bank in the 21st century .................2

2. METHODOLOGY ................................................................................................................. ......................................3

OVERVIEW OF EVALUATION METHOD .........................................................................................................................3

RESPONDENTS TO THE QUESTIONNAIRE ..................................................................................................................3

QUESTIONNAIRE .........................................................................................................................................................4

   Quality of the seminar ...........................................................................................................................................4

   Success of the seminar in developing or renewing insights ................................................................................4

   Impact of the seminar ...........................................................................................................................................4

EVALUATION DESIGN AND LIMITATIONS .................................................................................................................5

DATA ANALYSIS ..........................................................................................................................................................5

   Descriptive statistics ............................................................................................................................................5

   Sub-group analyses ..............................................................................................................................................6

   Content analysis ..................................................................................................................................................6

3. MAIN FINDINGS............................................................................................................... .........................................7

   QUALITY OF THE SEMINARY: RELEVANCE, CONTENT DESIGN AND DELIVERY FEATURES .......... 7

      Relevance ..........................................................................................................................................................7

      Design and delivery features of the course - Most and least useful aspects .....................................................8

   SUCCESS OF THE SEMINAR IN DEVELOPING OR RENEWING INSIGHTS .........................................................9

      Insights developed in the seminar .......................................................................................................................9

      Descriptions of the insights gained and renewed .............................................................................................10

   IMPACT OF THE SEMINAR ON MANAGERIAL EXCELLENCE VIA 5Ms ............................................................12

      Use of the insights gained in the seminar ...........................................................................................................13

   IMPACT OF USE OF INSIGHTS ON THE 5Ms OF LEADERSHIP AND MANAGERIAL RESPONSIBILITY 13

   GROUP DIFFERENCES ON IMPACT ON THE 5Ms ..............................................................................................14

   DESCRIPTIONS OF THE IMPACT ON THE 5Ms ....................................................................................................14

4. SUMMARY OF FINDINGS AND RECOMMENDATIONS ..........................................................................................17

   SUMMARY OF FINDINGS ......................................................................................................................................17

   RECOMMENDATIONS ...........................................................................................................................................17

      Recommendations about the seminar ................................................................................................................17

      Recommendations of issues for consideration by the Bank ...........................................................................18

   ANNEX A. THE 5Ms OF LEADERSHIP and MANAGERIAL RESPONSABILITY ...................................................22

   ANNEX B. THE MANAGEMENT DEVELOPMENT SYSTEM ....................................................................................23

   ANNEX C. THE MANAGEMENT CURRICULUM EXPECTED RESULTS AND PERFORMANCE INDICATORS (DRAFT) ..........................................................................................................................24

   ANNEX D. QUESTIONNAIRE ON THE CHALLENGE OF LEADERSHIP .............................................................25

   ANNEX E. COMPARISON OF MEANS BY DEMOGRAPHICS ..................................................................................28

   ANNEX F. RECOMMENDATIONS FOR IMPROVEMENT ...........................................................................................30

   ANNEX G. RECOMMENDATIONS FOR INCREASING IMPACT ................................................................................32

   ANNEX H. PRIMARY INSIGHTS GAINED AND RENEWED IN THE SEMINAR .........................................................33

   ANNEX I. THE MANAGEMENT CURRICULUM – ALIGNMENT WITH THE 5Ms ......................................................35

   ANNEX J. IMPACT OF INSIGHTS ON MANAGEMENT .............................................................................................36
EXECUTIVE SUMMARY

Understanding leadership and putting its principles into practice are among the most important lessons an organization can impart to its management. Accordingly, HRSLO manages a training program, “The Challenge of Leadership Seminar,” which endeavors to impact managerial excellence in addition to participants’ personal lives. This study evaluates the program and uncovers ways to enhance its value for the organization and participants.

This seminar was evaluated because it is one of the more mature courses in the Management Curriculum, which plays an increasingly important role in developing and supporting Bank managers. In addition, since many managers and directors have attended the course, maximizing its quality and effectiveness is important.

The assessment used a 20-question survey sent electronically to 313 Bank staff (excluding Managing Directors and Vice Presidents) who attended the seminar from 1999 to 2002. The overall response rate of 28% is low but consistent with the response rates to other impact evaluations of Bank staff training. Lines of questioning focused on the overall quality of the seminar, the success of the seminar in developing or renewing insights in five areas (nature of leadership, use of power, search for equality, priorities and political reality, and progress and poverty) that are the focus of the seminar, and the general impact of the seminar.

Overall, 84 percent of the respondents rated the seminar’s relevance as “above average” or “high” in regard to their personal ethical and professional standards, as well as their work at the Bank. An open-ended question about the most useful aspects of the seminar yielded two primary themes: (1) the opportunity for self-reflection and learning, and (2) its focus on ethics and values in leadership. Many fewer respondents identified less useful aspects. These centered on the course content and delivery issues. However, many respondents identified the delivery methods as among the most useful aspect of the course.

In terms of the seminar’s success in developing or renewing insights, most respondents reported gaining insights into more than one of the five topics of the seminar: 23% had insights into all five areas; 13% gained insights into 4 area; and 31% gained insights into three areas. Further analysis indicates that the greatest percentage of respondents gained insights in the nature of leadership, the use of power, and in priorities and political reality for 80%, 71% and 66% of the respondents, respectively. (Fifty-three percent of the respondents gained insights in all of these three areas.) Less than 50% of the respondents developed or renewed insights into the search for equality, or progress and poverty.

Finally, the survey evaluated the seminar’s impact on managerial excellence via the 5Ms (Managing Self, Managing Others, Managing Work, Managing the Organization and its key stakeholders, and Managing Change). The results demonstrate that the insights learned in the seminar had an above average or high impact on Managing Oneself (75% of respondents), Managing Others (68% of respondents) and Managing Change (43% of respondents) – the three areas conceptually aligned with the Challenge of Leadership. Ninety-two percent (92%) of the respondents report using the insights in their personal lives and their work in the Bank; 57% of the respondents use the insights either weekly or daily.

Overall, the evaluation indicates that the seminar is of high quality in terms of its relevance, content, technical design and delivery. In general, the seminar helps participants gain clarity about the nature of leadership within moral and ethical contexts — an understanding that can have positive implications in the workplace and their personal lives.

The quantitative data and generally positive qualitative comments indicate that the seminar should be continued as part of the Management Curriculum. Consideration should also be given to expanding it to other staff (including non-managers in either senior positions or those with quasi-management responsibilities and potential managers). There are several ways that the course could be improved. The program team should consider enhancing the development of insights into two parts of the seminar -- equality and poverty and progress. Consistent with participants' suggestions, periodic follow-up gatherings of seminar participants should be scheduled to review the issues raised in the seminar and apply them to improve Bank functioning and increase risk-taking and value-oriented management and leadership.
Finally, the program team should identify additionally facilitators for the course, because a course of this importance cannot rely on a single facilitator.
1. INTRODUCTION

SEMINAR GOALS AND OBJECTIVES

1.1 The Challenge of Leadership seminar is a three-day learning forum, conducted off site, aimed at strengthening values-based leadership among Bank managers and staff, and helping staff gain clarity about the nature of leadership in the context of moral and ethical paradigms. During the course, participants read and discuss essays, plays, letters and other writings, primarily but not exclusively, from European and American writers, philosophers, and politicians. The readings, ranging from classical to contemporary, and the discussions are organized around five topics of particular relevance to the Bank: the nature of leadership, the use of power, the search for equality, priorities and political realities, and progress and poverty. During the seminar, the participants are challenged to consider what they believe and how they would act in situations similar to those described in the readings.

1.2 The goal of the seminar is to have participants look within themselves and reflect on their own values, ethics and leadership behavior as well as the situations that they face in the Bank. The result of the reflection and the discussions should be increased:

- awareness of their moral choices
- insight into their leadership role
- understanding of the moral and ethical conflicts facing Bank managers
- ability to make sound and ethical decisions in response to these situations

1.3 The seminar has been delivered at the Bank since 1999 by the same facilitator. In addition to encouraging discussions among the participants, the facilitator challenges them to reflect on their own values and assess whether their behaviors are consistent with their values and support their role as a leader and manager at the Bank. The underlying logic of the seminar is that self-reflection, resulting from the readings, discussions, and challenging behavior of the facilitator, encourages insights into ethical and leadership behavior. These insights should result in changes in their behavior as leaders and managers, primarily in three areas: Managing Oneself, Managing Others, and Managing Change in the Bank. (See Annex A for Bank definitions of these areas of leadership and management.)

1.4 The seminar is part of the Management Curriculum, which includes a wide range of courses, workshops, seminars and action learning opportunities designed for Bank managers and senior staff. It is supported by the Management Development System (MDS) of HRLOE that includes assistance from supervising managers and HR, 360 degree feedback, OPE, Results Agreements and other activities designed to enhance managerial success. Annex B provides an outline of the MDS.

1.5 What makes this course unique within the Management Curriculum are its focus on ethics and self-reflection, the teaching method used, and the facilitator's teaching style. The facilitator has created a climate in the seminar that supports the discussions and self-reflection that are the cornerstones of the course. As one participant wrote about the facilitator, an exceptional moderator. His method of drawing everyone into the discussion, creating discomfort in the group and challenging assumptions was extremely valuable in generating debate.

EVALUATION GOALS AND OBJECTIVES

1.6 This course was selected for evaluation because:

- It is one of the more mature courses in the Management Curriculum, which is a special focus of attention in the Bank.
- The course developers requested assistance in order to plan improvements in the course.
- The course has attracted a large number of managers and directors so it is an important course for the Bank.
1.7 The goal of this evaluation was to provide information on:

- the quality of the seminar.
- its success in developing or renewing insights.
- its impact on leadership and managerial excellence.

1.8 The evaluation also provides information for improving the design and delivery of the seminar and for enhancing its impact for individuals. In addition, implications of the results for the Bank leadership and management are also described.

1.9 The framework for evaluating all courses in the Management Curriculum is presented via the Logframe. A draft of the Logframe is presented in Annex C. This framework clarifies the program results and program indicators.

**Evaluation of quality, success and impact**

1.10 More specifically, this study seeks to determine:

- The quality of the seminar: its relevance, content covered, technical design and delivery, and choice of location, given the specifics of the course methodology.

- The success of the seminar in developing insights in five key areas: leadership, power, equality, progress and poverty, priorities and political realities; and highlight the different types of insights developed by the participants.

- The impact of the seminar on managerial excellence, i.e., the extent to which the insights gained in the course are used in the participants' personal and work lives, and the extent to which these insights affect three key areas of managerial performance – Managing Self, Managing Others, and Managing Change.

- The effects of the course on two other areas of managerial excellence as one basis for determining the range of other areas of management impacted by the course – Managing the Organization and Managing Work.

- The differences in these results associated with gender, nationality, grade level, Bank work unit, and date of participation in the seminar.

**Implications of findings for leadership and management in support of the Bank in the 21st century**

1.11 In response to the broader question of what kinds of leaders and managers the Bank needs to address the challenges of the 21st century and address the goals of poverty alleviation, the study analyzes the total set of findings and comments from the participants and develops implications from the findings for leadership and management in the Bank.
2. METHODOLOGY

OVERVIEW OF EVALUATION METHOD

2.1 This assessment was conducted using a questionnaire consisting of 13 closed- and 7 open-ended items as described below. (The questionnaire is presented in Annex D.) It was sent electronically to 313 Bank employees who attended the seminar between 1999-2002. The participants included those individuals who attended the course, are still in the Bank, and are not Managing Directors or Vice Presidents.

2.2 To ensure that the questionnaire assessed the important topics addressed in the course, the instrument was developed in consultation with and reviewed by the course developers and HRLOE, which is responsible for managing the course.

2.3 The conceptual framework guiding the design of this evaluation as an impact study presupposes a logical relationship among (a) the quality of the seminar; (b) the level and nature of insights developed; (c) the use of insights and (d) the impact of their use on managerial excellence. Success at each of these levels provides leading or proxy indicators toward the ultimate goals of managerial success. Based on this conceptual logic of cause-and-effect relationship, the study is thus focused on providing evidence of success at each of these levels.

RESPONDENTS TO THE QUESTIONNAIRE

2.4 The survey was sent to participants in May 2002. In order to encourage participants to respond, the due date was extended and one e-mail reminder was sent.

2.5 The survey was completed by 88 Bank employees for a response rate of 28%. There have been relatively few impact evaluations of staff training to compare with this one. Three similar projects were identified; and the response rates for these studies are 28%\(^1\), 30.5%\(^2\) and 35.6%\(^3\), which are comparable to the response rate for this evaluation.

2.6 There are several ways that the response rate for training evaluations may be increased. First, the computer link for responding to electronically administered questionnaires, which was a problem in this evaluation, should be carefully checked. Second, rather than including all of the participants in the evaluation, a random sample could be identified and extensive follow-up efforts could be undertaken to contact those in the sample. Third, the evaluation could be undertaken using interviews with a sample of participants.

2.7 Table 1 shows the profiles of the respondents relative to that of the population of Bank employees who attended the seminar. As can be seen in this table, the respondents are comparable to the population of participants in terms of nationality, grade level and work group (operations/non-operations). The respondents include a higher proportion of women and a lower proportion of men than is true of the population of course participants.

---


Table 1. Comparison of the Respondents to the Population

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>RESPONDENTS (88)</th>
<th>POPULATION (313)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34 (39%)</td>
<td>216 (62%)</td>
</tr>
<tr>
<td>Female</td>
<td>53 (61%)</td>
<td>130 (38%)</td>
</tr>
<tr>
<td>NATIONALITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part I</td>
<td>48 (71%)</td>
<td>235 (68%)</td>
</tr>
<tr>
<td>Part II</td>
<td>20 (29%)</td>
<td>111 (32%)</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GG</td>
<td>31 (36%)</td>
<td>72 (21%)</td>
</tr>
<tr>
<td>GH</td>
<td>41 (48%)</td>
<td>170 (49%)</td>
</tr>
<tr>
<td>GI</td>
<td>14 (16%)</td>
<td>61 (18%)</td>
</tr>
<tr>
<td>WORK GROUP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>15 (23%)</td>
<td>116 (39%)</td>
</tr>
<tr>
<td>Non – Operations</td>
<td>37 (57%)</td>
<td>178 (61%)</td>
</tr>
<tr>
<td>Other</td>
<td>13 (20%)</td>
<td></td>
</tr>
</tbody>
</table>

**QUESTIONNAIRE**

**Quality of the seminar**

2.8 The quality of the seminar was assessed using five questions:

- Two questions rated on a 1-5 scale, indicating the degree to which the topics and issues of the seminar were relevant to (a) the participant’s own ethical and professional standards and (b) the participant’s job in his/her organization. High overall quality of the seminar was defined as the participants rating of “4” or “5” to the two questions.

- Through two open-ended questions, participants were asked to describe what they have found most useful and least useful about the seminar.

- Participants were also asked to recommend improvements to the seminar in its (a) content; (b) method of delivery; (c) Bank group participants; (d) participants from other organization; and (e) location.

**Success of the seminar in developing or renewing insights**

2.9 Participants were asked to indicate whether they developed or renewed insights through the seminar in the six areas:

- The nature of leadership.
- The use of power.
- The search for equality.
- Priorities and political reality.
- Progress and poverty.
- Other insights

Participants were also asked to describe the insights developed or renewed through the seminar in the same six areas.

**Impact of the seminar**

2.10 The impact of the seminar was evaluated by two indicators, the use of insights developed, and the impact of this use on managerial excellence.
2.11 Two questions rated on a 1-5 scale (where 1 is “not used” and 5 is “used daily”), indicate the frequency of use of the insights that were developed or renewed through the seminar in

- The participant's personal life.
- In doing work for the organization. High overall frequency of use was defined as the participants rating of “4” or “5” to the two questions.

2.12 Through a two-part question, participants were asked:

- To rate on a 1-5 scale the degree to which the insights they have developed or renewed through the seminar and used in their organization have impacted or influenced their managerial and leadership efforts in the five Managerial Areas (Managing Self, Managing Others, Managing Work, Supporting the Organization and its relationship with key stakeholders, Managing Change, and other areas of leadership). (The linkage between this course and all other components of the Management Curriculum is presented in Appendix E.)
- For the areas rated 3 or above, the participants were asked to comment on the nature of the impact or change.
- Participants were also asked to provide recommendations for increasing the value or impact of the seminar, as well as other recommendations or comments about the seminar.

EVALUATION DESIGN AND LIMITATIONS

2.13 The method used in this evaluation has both advantages and disadvantages. Care was taken in developing and reviewing the evaluation questionnaire to ensure that it was content valid and the open-ended responses were analyzed by multiple evaluators to increase reliability. However, this study was not able to use stringent evaluation methods, like the use of comparison group design, baseline data, or the use of third party reporting. The study uses a “single-group, after-training design” based on self-reported responses of participants who completed a questionnaire. The limitations of this design relative to more robust comparison group designs or designs with baseline data are well recognized.

2.14 These more rigorous designs would have required a survey of the staff or supervisors of managers, or an analysis of work products to assess ultimate impact. Such data collection was not feasible given the time required to complete the study as a FY02 deliverable. In addition, unlike other training programs, the goal of this course was not to increase skill or knowledge in a very focused area. Such courses can be more easily evaluated, since the desired changes in participants' performance can be easily determined (based on the goals of the training) and an evaluation can be designed to assess these specific changes. The very nature of the use of learning and resolutions from the seminar are particularistic to each participant. As a result, the specific behaviors that should be affected by the training are not likely to be consistent for all participants and thus, designing a single evaluation to assess training impact poses many challenges that made these stringent evaluation methods not feasible.

2.15 Another limitation of the study is that the analysis of impact variables is limited to reports of managerial behaviors in the 5Ms and not focused on the impact of such behaviors on managerial success. The ultimate indicators of impact include: high morale and trust among staff; commitment and passion for development among staff; a positive, team-oriented and dynamic work environment; high rates of productivity, high quality of work, innovation; adoption consistent with changes and strategic directions of the work unit and the Bank; and increased positive relationships with clients and partners. (See Logframe in Annex C.)

DATA ANALYSIS

Descriptive statistics

2.16 The quantitative data generated from the questionnaire were analyzed using descriptive statistics (percentages, means, standard deviations, and frequencies). For evaluating the quality of the seminar, the Bank benchmark for training quality is used (i.e., 85% of respondents rate the training as above average or high in quality on key quality criteria). For the evaluation of the success in developing insights, and impact of the seminar on
managerial excellence, there is no established Bank benchmark for evaluation. The results are thus described and analyzed. In some cases, WBIES offers judgments based on either external benchmarks or on the evidence from past evaluations.

Sub-group analyses

2.17 To analyze the differences in these results associated with gender, nationality, grade level, Bank work unit, and date of participation in the seminar, analysis of variance and post-hoc tests (Bonferroni and Scheffe) were conducted.

Content analysis

2.18 There are seven open-ended questions on the survey. The responses to each of these questions were content analyzed. The content analysis seeks to highlight the most frequently occurring types of statements. Each response was placed into a single category based on its primary theme. Where possible, the categories were grouped to form higher-level, super-ordinate categories. Both levels of categories were emergent, rather than being determined a priori. This structuring of the data allowed for the identification of the major themes from the data set, to offer interpretations of the data and to draw from it, where possible, implications either for the course or for the Bank in general.

2.19 Two evaluators reviewed these responses and arrived at a consensus about the meaning of the content categories. This review and consensus should increase the reliability of the content analysis.
3. MAIN FINDINGS

QUALITY OF THE SEMINAR: RELEVANCE, CONTENT DESIGN AND DELIVERY FEATURES

3.1 The quality of the seminar was assessed using responses to five questions (one closed-ended and four open-ended) on the following topics:

- The degree to which the seminar topics were relevant to participants' ethical and professional standards and to their jobs.
- The most useful aspects of the seminar (in terms of content, design and delivery and location).
- The least useful aspects about the seminar.
- Recommendations and comments for improving the seminar content, delivery method, participants, and location.
- Other recommendations and comments.

The main findings are as follows:

Relevance

3.2 As shown in Figure 1, the participants reported that the seminar was relevant. This finding is consistent for all the questions on this topic.

- 84% of the respondents rated the seminar as either of "above average" or "high" relevance to their own ethical and professional standards and to the work of the Bank. This result nearly meets the Bank benchmark for relevance (which is 85%).
- There is a higher rating for relevance to one’s own ethical and professional standards (90%) than to one’s job in the Bank (79%).
- There is only one significant difference on the relevance ratings among the various groups of Bank employees (see Annex E). Employees who have worked at the Bank between 10 and 19 years rated the
course as more relevant to their own ethical and professional standards compared to those who worked at the Bank for over 20 years (p<.05).

Design and delivery features of the course - Most and least useful aspects

3.3 As shown in Table 2 on the following page, the most positive features of the seminar were:

- The opportunity for self-reflection and learning: Significant features that supported self-reflection and learning are opportunities to be away from daily concerns and demands to reflect on important issues and being challenged to think about one's views or to test one's values. As one respondent said about what was most useful about the seminar, Explicit time for personal reflection on own value system and links to organizational values emerging from the mission statement. Another commented, The opportunity to take time to recharge my batteries, to get my brain to grapple with issues and dilemmas that have relevance in everyday life but which are easy to push aside or ignore because thinking about them is sometimes disturbing or unsettling. I felt like I was back in school and this was incredibly energizing.

- The interactive learning process: The value of interactive learning lies in the opportunity to talk with other colleagues on important issues, listen to their views, and learn about the experiences of those outside the Bank. One respondent commented the seminar was especially valuable since it gave participants the opportunity for, being with others in an intellectually stimulating environment, where everyone's opinions were valued, and for hearing about others' ethical dilemmas.

- The learning facilitator: Participants highly valued the method used by the facilitator for engaging them in learning, reflection and discourse. As one participant commented, I found that (the facilitator) was an exceptional moderator. His method of drawing everyone into the discussion, creating discomfort in the group and challenging assumptions was extremely valuable in generating debate. Other participants noted the facilitator's charisma and passion for truth. One respondent commented, He is living, vibrant evidence that the search for truth and meaning are not merely the passion of the young but can remain a passion even as one advances in years.

- The content and messages of the seminar: Participants particularly liked the emphasis on ethics and values in work and in life. One respondent said that the seminar demonstrated senior management's commitment to ethics. Another wrote, using ethics as a beacon for daily practical business, not a philosophical concept, made him see the direct relevance of ethical issues in his own work.

3.4 When asked to identify what was least useful in the seminar, one frequent comment was that nothing in the seminar was without merit. (Table 2 presents what was least useful in the seminar.) In fact, some respondents noted that every manager in the Bank should take the course. Other participants thought that the readings and discussions were not practical. One respondent commented, Much of the discussion of the readings remained too abstract/philosophical of a level--didn't reflect the real life dilemmas that are part of daily life in the World Bank Group. Other participants did not like the teaching methods used in the seminar. Some of these comments, about the amount of interaction and the facilitator, were inconsistent with comments from other participants who thought that the discussions and the facilitator were the most useful aspects of the seminar.

3.5 It is not surprising that there is a consistency between what participants found least useful in the seminar and their recommendations for improving the course. For example, several participants recommended including materials that are directly applicable to the Bank while others suggested making changes in the course delivery methods. Annex F provides a detailed outline of these recommendations and Annex G includes recommendations for increasing the impact of the seminar. These recommendations are described in paragraphs 4.4 through 4.11 of this report.
Table 2. What was Most and Least Useful about the Seminar

<table>
<thead>
<tr>
<th>Most Useful (f = number of respondents)</th>
<th>Least Useful (f = number of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity for self-reflection and learning (28)</td>
<td>Nothing (6)</td>
</tr>
<tr>
<td>• Time for self-reflection</td>
<td>• Cannot think of anything that was not useful</td>
</tr>
<tr>
<td>• See beyond daily concerns and consider global human concerns</td>
<td>• Nothing</td>
</tr>
<tr>
<td>• Test my values</td>
<td>Delivery process (7)</td>
</tr>
<tr>
<td>• Have my ideas challenged</td>
<td>• Too much lecture</td>
</tr>
<tr>
<td>Delivery process/interactive learning (24)</td>
<td>Course content (13)</td>
</tr>
<tr>
<td>• Interaction with other participants</td>
<td>• Class too long</td>
</tr>
<tr>
<td>• Hear views of facilitator and other participants</td>
<td>• Substitute facilitator was less effective</td>
</tr>
<tr>
<td>Learning facilitator (4)</td>
<td>Other (9)</td>
</tr>
<tr>
<td>• Exceptional moderator</td>
<td>• Not practical for professional or personal life</td>
</tr>
<tr>
<td>• Demonstrates passion for truth</td>
<td>• Too much on specific Bank cases</td>
</tr>
<tr>
<td>Course content and message (3)</td>
<td>Plato and Aristotle were difficult to follow</td>
</tr>
<tr>
<td>• Seminar demonstrated commitment of senior management to ethics</td>
<td>Other types of responses (4)</td>
</tr>
<tr>
<td>• Importance of ethics in life and work</td>
<td>• Mode of dialogue was too negative</td>
</tr>
<tr>
<td>Other types of responses (4)</td>
<td>• Intimated by participants' articulateness</td>
</tr>
<tr>
<td></td>
<td>• Course needs follow-up to continue to engage the participants</td>
</tr>
<tr>
<td></td>
<td>• Attendance by MD and outsiders stifled discussion</td>
</tr>
</tbody>
</table>

SUCCESS OF THE SEMINAR IN DEVELOPING OR RENEWING INSIGHTS

3.6 The success of the seminar was assessed by asking participants to:

- Indicate the development or renewal of insights in five areas that were the focus of the course: nature of leadership, use of power, search for equality, priorities and political reality, and progress and poverty, and
- Describe the types of insights developed in the five areas.

Insights developed in the seminar

3.7 Most respondents reported gaining insights into more than one of the five topics of the seminar. As shown in Figure 2, 23% had insights into all five areas; 13% gained insights into 4 area; and 31% gained insights into three areas. Overall, 67% gained insights into three or more areas of the course.
3.8 Further analysis indicates that the greatest percentage of respondents gained insights in the nature of leadership, the use of power, and in priorities and political reality for 80%, 71% and 66% of the respondents, respectively. (Fifty-three percent of the respondents gained insights in all of these three areas.) Less than 50% of the respondents developed or renewed insights into the search for equality, or progress and poverty. (These results are presented in Figure 3.)

3.9 The 88 participants provided over 129 different insights related primarily to the nature of leadership, the use of power, and priorities and political reality. Results of the content analysis of these responses are presented in detail in Annex H and summarized below. (A list of these insights is available from WBIEG.)

3.10 Summary: Analysis of all the reported types of insights across the five areas indicate that the most pronounced insights were related to development of ethics and values, including the importance of basing leadership on a strong foundation of ethics, using values to determine individual behavior and to set Bank priorities, and the need for the Bank, as an organization and for its employees, to act in ethical ways. The evidence suggests that the objective of the program to help participants gain clarity about the nature of leadership in the context of a moral and ethical
paradigm was achieved. From their responses, participants indicated they understood that leadership is complexly connected to values and ethics, and that leadership is fundamentally grounded in integrity.

The following provides the more significant insights acquired in each of the course’s five areas.

**Insights into the nature of leadership**

3.11 Insights gained were predominantly about the organizational aspects of leadership, the link between leadership and ethics, and models or concepts of leadership. Most notable insights included the distinction between leadership and management (without stating how the two differ); the need to use personal ethics to guide behavior; the dependence of good leadership on a strong foundation of values; and the different perspectives on leadership. One example of a comment linking leadership and personal ethics is, *In a climate of great work pressure and the risk of giving in to cynicism, I was reminded that leadership and ethics must be closely connected and good leadership is based on ethics.* The different perspectives on leadership concerned the need for leadership at all levels, the role of organizations in identifying leaders who support the status quo, and the role of the leader in empowering subordinates.

3.12 Many of these insights were abstract and general rather than concerned with the specifics of leadership at the Bank. The tone of these insights is probably not surprising considering the seminar's focus on the analysis of theory and personal values rather than on the practicalities of Bank operations.

3.13 Despite the acknowledged theoretical distinction between management and leadership, it seems that many of the insights reflect disillusionment with management at the Bank. The insights do not criticize management practices, as such, but suggest that Bank managers do not lead, take risks, or challenge the prevailing culture. Some of the comments reflect a culture of fear within the organization. There is some uneasiness about challenging authority. As described by one respondent, *There is a climate of fear amongst WB middle management which results in their inability or unwillingness to express personal values and opinions.*

3.14 If the seminar's objective is to help participants gain clarity about the nature of leadership within the context of a moral and ethical paradigm, then this objective has been achieved. Participants indicated they understood that leadership is complexly connected to values and ethics, and that fundamentally, leadership is grounded in integrity.

3.15 The evaluators conclude that participants were exposed to models of moral reasoning that are applicable to practical decisions within the Bank. The diversity of responses also suggests that the discussion of values and ethics was sufficiently broad, and therefore, applicable to a range of problems confronting human moral experience.

**Insights into the use of power**

3.16 Most of the comments about the use of power dealt with the abuses of power such as using self-interest rather than the Bank's interest in determining behaviors, self-aggrandizement, and the use of power for personal gain. One respondent commented that, *The seminar provided some very useful insights into how power is used and, which were very relevant to the Bank environment. Power, when unchecked, can become the venue to assert ones own interests above those of the institution.* There were also insights about how power can be positively used -- by influencing and inspiring others, and vesting power in teams of people rather than in single individuals. This was reflected in the following comment, *Power is in the inspiration the leader provides. This inspiration comes with trusting people, having a feasible view of the future.*

**Insights into priorities and political reality**

3.17 On the topic of priorities and political reality, many of the insights reflect participants' analyses of the complex relationship between work priorities and political realities. Respondents identified different ways that priorities and political reality influence each other in determining Bank actions, how the nature of the Bank influences this relationship between priorities and political reality, and how priorities are often difficult to distinguish from political realities. As one respondent commented, *How easy it is to identify priorities and ignore political realities from afar; how hard it is when you are in the midst of activity.* Most of the other insights concern the importance of using personal values in determining priorities. As another respondent commented, *I remembered the importance of my values and how I have to keep them front and center in setting priorities and living in the political reality of our organization.*
Insights into the search for equality

3.18 Relatively few respondents identified insights they gained about the search for equality. The limited number of insights in this area suggests that the readings and the focus of discussion should be reviewed to see if this section of the seminar could be developed to improve its usefulness or relevance for the participants.

3.19 The insights mentioned concern equality in the Bank, the importance of diversity, and the prevalence of prejudice and discrimination in the world. Equality and diversity within the Bank are more complex than in many organizations, since Bank employees differ in race, national origin, cultural background and organizational level. Indicated by their comments, respondents recognized that equality (across races, ethnic groups, genders, etc.) is very difficult to attain in the Bank, as one respondent said, *…the quest for equality continues within the Bank.*

Insights on progress and poverty

3.20 In describing the insights gained on progress and poverty, the most frequent insight concerned the inconsistency between Bank employees' interest in their own material well being and what they say about eliminating poverty. As one respondent commented, *still fighting my own cognitive dissonance in meeting colleagues who are quite attuned to their own material well-being whilst preaching something different; sometimes greed and creed get confused.* These insights suggest that an organization focused on reducing poverty can be easily seen as hypocritical if its employees focus too much on their own material welfare or if they work and travel lavishly.

3.21 Two comments indicate that relatively less time was spent on this topic than on others. One other comment indicated that the readings on the topic were not helpful. Considering the centrality of the issue of poverty reduction to the Millenium Goals of the Bank, an analysis of the seminar content may lead to revisions in the course that will improve the usefulness of this topic for participants.

Other insights developed

3.22 Participants were also asked to indicate other types of insights or awareness developed from the course (besides the five pre-determined areas). Responses indicate the following themes:

- Insights into Similarities and Differences Among Colleagues: Awareness that Bank colleagues are intelligent and articulate; realization of how each individual has a completely different perception of the world of work, organization, political dimensions and other relevant issues.

- The Need to take Action with Integrity: Sharpening the understanding of the reality we wish to shape requires honest effort, courage, knowledge and trust of others; leadership may seem easier than it really is; difficulty for Bank staff to understand how to address ethical issues in the midst of all other factors in their work; managing by example leaves a much stronger impression on others than simply talking.

- The greatest potential for losing one’s way is in NOT speaking up when the situation calls for objection and even refusal to pursue a course of action that is pragmatic but potentially immoral.

IMPACT OF THE SEMINAR ON MANAGERIAL EXCELLENCE VIA 5Ms

3.23 There were four questions (two closed-ended and two open-ended) used to assess the impact of the seminar. The questions concern:

- How often the insights gained in the seminar were used in the participants' personal and work lives.

- The degree to which the insights used in the organization have had an impact on the leadership and managerial responsibility in the 5M areas: Managing Self, Managing Others, Managing Work, Managing the Organization and its key stakeholders, and Managing Change.

- For those insights used monthly or more frequently, the participants were asked to comment on the nature of the impact.
• Recommendations for increasing the value or impact of the seminar for staff and for the Bank.

Use of the insights gained in the seminar

3.24 There is a high level of use of the insights developed from the seminar:

• Ninety-two percent (92%) of the respondents use the insights developed in their personal lives and their work in the Bank at some time.
• Twenty-three percent (23%) used insights daily and 34% used these insights weekly.
• Fifty-nine percent (59%) do so, to this extent, in their personal lives while 55% do so in doing work for the Bank.

![Figure 4 - How often have you used these insights?](image)

![Table 3 – How often have you used these insights](table)

**Table 3 – How often have you used these insights**

<table>
<thead>
<tr>
<th></th>
<th>Not used</th>
<th>Less than once a month</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your personal life</td>
<td>10%</td>
<td>14%</td>
<td>17%</td>
<td>36%</td>
<td>23%</td>
</tr>
<tr>
<td>In doing work for the organization</td>
<td>7%</td>
<td>15%</td>
<td>24%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Overall Use of insights</td>
<td>8%</td>
<td>14%</td>
<td>20%</td>
<td>34%</td>
<td>23%</td>
</tr>
</tbody>
</table>

**IMPACT OF USE OF INSIGHTS ON THE 5Ms OF LEADERSHIP AND MANAGERIAL RESPONSIBILITY**

3.25 Annex I provides a table identifying which areas of leadership (using the Bank's model of the 5Ms of leadership and managerial excellence) should be enhanced through each workshop and action learning project of the Management Curriculum, including this course. The three areas conceptually aligned with the Challenge of Leadership are Managing Self, Managing Others and Managing Change. As shown in Figure 5, respondents' ratings for these three areas indicate that:
• 75% of the respondents reported that these insights had an above average or high impact on Managing Oneself.
• 68% of the respondents reported that these insights had an above average or high impact on Managing Others.
• 43% of the respondents reported that these insights had an above average or high impact on Managing Change.

3.26 These results indicate the effectiveness of the course in changing managerial and leadership behavior, at least in terms of self-reports of these changes. The impact is consistent with the goals of the seminar. Given the focus of the course on the participants' own values and leadership behavior, it is not surprising that the greatest impact was on Managing Self. Considering the significance of the role of managers in supporting, guiding and motivating their teams, it is also reasonable that more than 50% of the respondents indicated that the course had an impact on Managing Others. Given the intrinsic difficulty of making changes within a large organization, it is also not surprising that relatively fewer respondents indicated that the seminar had an impact on Managing Change.

3.27 The seminar is not conceptually aligned with the roles and responsibilities associated with “Managing the Organization” or “Managing Work”. The results, as shown in Figure 5, nevertheless show that the seminar impact extends to these areas and does so in various ways as reflected in the descriptions outlined below.

![Figure 5 - % of Respondents Rating 4 or 5 (High) the Degree to which the Insights Renewed or Developed in the Seminar had an Impact on:](image)

**GROUP DIFFERENCES ON IMPACT ON THE 5Ms**

3.28 Subgroup analyses (gender, nationality, grade, year the course was taken, job, and manager/non-manager status), conducted on the impact of the seminar show only two statistically significant differences in these results. Male and female respondents differ on how often they use the insights they gained in the seminar in their personal lives, with men reporting using the insights more frequently than do women (p<.05). Male respondents also reported that these insights had a higher impact on Managing Self than did female respondents (p<.05). (See Annex E for both results.). These results are somewhat surprising since there were no gender differences in the relevance of the course nor were there many comments about the relative usefulness of the course for men and women.

**DESCRIPTIONS OF THE IMPACT ON THE 5Ms**

3.29 The use of the insights has led to the following types of behaviors of leadership and managerial excellence.

• Awareness of their own ethics and values and strengths and weaknesses lead to managing with greater integrity and honesty. As one respondent wrote, *I have become more aware of the impact of my actions on my staff and the need to be clear about my objectives.*
• Greater support and respect for staff, listening to and trusting others and more attuned to building teams and mentoring. As one respondent commented, I am more concerned with understanding staff constraints, (and undertaking) problem solving to support them.

• Greater reflection on Bank goals and strategy, more focus on what changes are needed at the Bank, and a willingness to give stakeholders and staff more power. According to one respondent, When I work with external clients I try to make sure that we do not minimize any of our values and that we work within the principles of the Bank -- partnerships, holistic approach and ownership for our clients.

• Awareness that tension that can exist between the organization and its key stakeholders who may take actions that do not embody the same set of values. They also understand that aligning the organization’s actions with its vision -- and convincingly communicating the vision to its key stakeholders -- is an effective way to improve their support of the organization. The benefit of returning to the organizational vision as a touchstone when change occurs (which is now almost constant) is recognized by most. Some express that changes passed on from higher up make a middle manager’s job more difficult – an indication that the alignment of the required change with the organizational vision is not being adequately communicated to the middle managers. (See Annex J for a detailed description of the impact of these insights on the 5Ms).
4. SUMMARY OF FINDINGS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The key evaluative questions and associated findings of the study are:

4.1 What is the quality of the seminar, with respect to relevance, content, design and delivery (Level 1 Evaluation)?

The responses to both the closed- and open-ended questions indicate that the seminar is of high quality in terms of its relevance, content covered technical design and delivery features. Its most unique delivery feature that is valued by participants is the teaching methods used by the charismatic facilitator. This teaching strategy promotes self-reflection and intensive discussion of the values that motivate behavior and underlie leadership.

4.2 What learning or insights did the seminar develop (Level 2 Evaluation)?

Insights were developed concerning the importance of values for guiding employee behaviors and Bank decisions, the difficulty of making decisions when Bank priorities and political reality must both be considered, the difference between leadership and management, and the degree to which power can be used for selfish purposes rather than to support the Bank's mission. This seminar challenged participants to engage in serious self-reflection. Effective leadership begins with self-awareness. The seminar also prodded participants to evaluate leadership models and values that they have not previously questioned. This process of self-reflection and analysis of the views of leadership prepares them to consider using alternative models of leadership, management, and power.

4.3 Are these insights used? In what ways do they impact managerial excellence (Level 3 Evaluation)?

Ninety percent of the respondents used the insights developed in their personal lives while 93% have used them in their work in the Bank. This level of use exceeds that reported by Bank staff in general in response to inquiries about the use of the knowledge and skills they acquired from their FY01 formal training courses - 83% of the respondents reported using what they learned in Bank training. In the Challenge of Leadership study, the insights were also used frequently: 55% of the respondents report they used the insights gained in the course either weekly or daily in performing their job, and 59% said they used these insights either weekly or daily in their personal lives. This level of use has resulted in the adoption of a wide range of leadership and managerial behaviors for excellence in Managing Oneself, Managing Others, Managing Change, and to some degree in Managing the Organization and its relationships with key stakeholders. Seventy-five percent of the respondents said that these insights affected how they managed themselves; 68% indicated that these insights affected how they manage others; while 43% indicated that their insights affected how they manage change in the institution.

RECOMMENDATIONS

Recommendations about the seminar

4.4 The first recommendation of this evaluation is to retain this seminar as a part of the Management Curriculum. This conclusion is supported by the ratings and the comments made by the respondents. As one respondent noted, *the institution would be well advised to continue with this training*. In addition to its quality and impact, the seminar has a unique place in the Management Curriculum, focusing on “values-based management” that is of increasing importance in private companies. This recommendation is consistent with another comment, *it is the only course at the Bank which forces you to come to terms with your values and ethical precepts and makes you think about how they affect your decision making and work at the Bank (and elsewhere).*

4.5 Participants reported gaining fewer insights in the sections of the course on equality and poverty and progress. Two respondents also said that inadequate time was spent on the topic of poverty and progress. It is recommended that the program team review these two sections to determine ways to enhance the development of insights and their application to both personal lives and work in the Bank.

4.5 Six respondents (out of 38) identified the lack of job-relevance as the least useful aspect of the seminar. Participants made a number of recommendations aimed at making the seminar more practical and relevant to their jobs. These included adding readings, discussions and case studies that apply to issues confronting Bank managers in their daily work. Participants also recommended including materials by more current writers and writers discussing a broader range of leadership topics (e.g., shared leadership, leadership in other cultures, transformational leadership, gender issues).
4.6 There are two concerns with this recommendation. First, adding more content is likely to increase the number of days in the seminar, which may not be feasible given manager workloads. Second, this change will likely alter the essential character of the seminar. The unique contribution of the course is that it provides an opportunity for introspection and discussion of critical value questions. The evaluators submit that focusing the seminar on practical considerations, such as how to apply these insights to the Bank, may interfere with this unique contribution. It may also allow participants to avoid the difficult self-reflection and analysis that occur in the seminar.

4.7 However, a bridge between the insights gained in the seminar and application of these insights is recommended to make the seminar more useful. Consistent with participants' suggestions, periodic follow-up gatherings of seminar participants can be scheduled to review the issues raised in the seminar and apply them to improve Bank functioning and increase risk-taking and value-oriented management and leadership. This mode of continuous learning and sharing would enhance the development of a learning culture as well as the development of a community of practice among Bank managers engaged in action, reflection, and modifications of action for increased institutional impact.

4.8 Among the suggested topics this follow-up course could address are:

- How leaders can have a positive impact through the effective use of influence behaviors and power sources.
- How leaders can narrow the gap between people of diverse backgrounds.
- How leaders can effectively manage in global, knowledge-based organizations.

4.9 These suggestions provided a rich basis for the development of the Management Curriculum. It is important to note that the first suggested topic has already been the focus of a knowledge and skill development course on “Communication as Power”. The second topic is related to diversity in leadership -- important areas for consideration by the Management Curriculum in addressing the diversity agenda of the Bank. Current WBIES work with the Diversity Unit of the Bank indicates that the success of the activities of this Unit requires a paradigm shift in underlying assumptions and perceptions among managers on the topic of diversity and equality. Also, enhanced work on leadership in a knowledge-based organization (third suggested topic) is most significant in enhancing the development of a learning culture within the context of managed risk to support new directions in development for the Bank.

4.10 Respondents also recommended that for the benefit of the Bank, this course should be offered to all Bank managers as well as to other Bank staff to have a greater influence on the culture of the institution. Their specific recommendations included:

- It should be established as a prerequisite for any person moving to a leadership role.
- It should be offered to all Bank managers.
- It should be offered to all team leaders since they have supervisory and leadership responsibilities.
- A mix of participants including senior management, young professionals, and team leaders would enrich the seminar.
- It should increase the number of outside participants from a diverse range of backgrounds including client countries.

4.11 A number of respondents noted the unique contribution of the facilitator. No Bank course can depend upon a single facilitator, especially if the course is expanded, as is suggested above. Additional facilitators need to be selected so they can observe the seminar and work with the current facilitator to learn (or adapt) the teaching methods he uses.

**Recommendations of issues for consideration by the Bank**

Some of the findings in this evaluation have implications for the Bank. These are discussed below.

4.12 There were many comments about the misuse of power at the Bank. However, it is not clear if the focus on the illegitimate uses of power reflects the abuses of power, especially for self-interest, or from increased sensitivity to the issue of ethics resulting from the seminar. Using power for self-interest is not unusual in organizations. However, the Bank needs to assess if the use of power for self-interest interferes with its institutional goals, its service to clients or its support of staff. The competitive culture of the Bank, and its incentive system, may exacerbate people's interest
in increasing personal power. This model of power can be contrasted to a more collaborative and shared model of leadership and power that was suggested by several of the seminar participants.

4.13 Respondents commented on the relationship between priorities and political reality at the Bank. These comments reflect the difficulties of making decisions in the complex environment in which the Bank operates. Although participants appear to have an understanding of the relationship between priorities and political reality, it is not clear that they have guidelines for making effective decisions on this topic. An institutional framework to guide decision-making would be helpful to implement World Bank projects as well as help participants understand the institution’s preferred way of managing the relationship between priorities and political realities.

4.14 As indicated in the comments, equity in the Bank is more complex than in other institutions, because of the international makeup of the Bank staff. Trying to make the Bank a more equitable organization requires change in its culture. Despite the Bank's diversity, its culture is largely Western, male and elitist. Making the Bank a more equitable organization, in which groups are treated fairly and equally and diverse cultural perspectives are supported, means that the dominant culture needs to expand to reflect the values of the diverse groups that work in the Bank.

4.15 Some respondents indicated that Bank staff is uneasy about questioning authority. Fearful people depend upon past routines that have worked and will not take risks that new frontiers and changes demand. Fear, and its cousin, distrust, can impede the development of effective leadership in the Bank. The Bank needs to consider how to change its culture so that differing opinions are encouraged and that staff feels free to question Bank operations, policies, and goals.
Annexes
## ANNEX A. THE 5Ms OF LEADERSHIP and MANAGERIAL RESPONSABILITY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of my self and my impact on others &amp; my unit’s work.</td>
<td>Skills &amp; Behaviors to support others in achieving their work.</td>
<td>Skills &amp; Behaviors to accomplish unit’s work program in alignment with Bank’s mission and strategic objectives.</td>
<td>Skills &amp; Behaviors to support the organization &amp; its interactions with key stakeholders.</td>
<td>Skills &amp; Behaviors focused on changing the status quo.</td>
</tr>
</tbody>
</table>
| - My skills/skill gaps  
- My values/principles  
- Making & meeting my commitments; preventing my personal issues from interfering with professional performance.  
- My impact on others  
- My management, communication, & conflict styles | - Valuing differences & using them to maximize quality  
- Giving/receiving feedback, coaching to empower/enable others  
- Creating a learning environment | - Strategic and operational planning (incl. Prioritization and selectivity)  
- Resourcing & budgeting  
- WBG’s processes, procedures, safeguards  
- Establishing and maintaining quality standards  
- Organizing  
- Supervising vs. managing; delegation, tracking, and monitoring | - Positioning of one’s unit re vision & strategy  
- Environmental scanning  
- Entrepreneurial thinking (directing activities to WBG’s overall success)  
- Building & maintaining critical relationships:  
- Managing in a multi-sectoral environment  
- Managing upwards and laterally  
- Partnering with clients | - Visioning  
- Change dynamics, leadership, & mgt.  
- Transition management  
- Assessing & measuring  
- Change impact  
- Prudent risk taking  
- Innovativeness & Adaptability |

### Core and Cross-Cutting Skills & Behaviors – Needed in All of the 5Ms

- **Business/Work Ethics in Action** – Integrity & Stewardship; the Bank’s code of ethics; Supporting the Bank’s mission; Accountability  
- **Interpersonal Skills** – Listening, communication/presenting, giving/receiving constructive feedback, eliciting & encouraging excellence  
- **Creating & Nurturing an Effective Work Environment** – Commitment to continuous learning for self & others; Inspiring trust; Supporting constructive group processes (communication & collaboration); Fostering life/work balance  
- **The Roles and Functions of Leaders & Managers** – Vision, Inspiring trust; Initiative & Decisiveness; Ability to handle stress; Client orientation
ANNEX B. THE MANAGEMENT DEVELOPMENT SYSTEM
## ANNEX C. THE MANAGEMENT CURRICULUM EXPECTED RESULTS AND PERFORMANCE INDICATORS (DRAFT)

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Performance Indicators</th>
<th>Risks and Assumptions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Corporate Goal</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Increased effectiveness of the World Bank for global changes and development. | - Increase in the quality of Bank services and products  
- Strengthened client relationships  
- Enhanced partnership |                                   |
| **Institutional Goal- Managerial Success** |                         |                                   |
| Increased managerial success |                         |                                   |
|                         | - Improvements in the development of viable and appropriate work programs, staffing, and budget plans.  
- Increased staff morale, trust and commitment to get work done and a more positive and dynamic work environment.  
- Increased excellence in staff in production and contribution to the Bank’s mission via:  
  o High rates of productivity, high quality of work, and innovation adoption consistent with changes and strategic directions of the unit and the Bank among staff  
  o High attainment of results agreement within budget |                                   |
| **Performance Outcomes: Managerial Excellence** |                         |                                   |
| Increased managerial excellence as demonstrated in the behaviors and values of the 5Ms:  
**Managing self**  
**Managing others**  
**Managing work**  
**Managing the organization and its relationships**  
**Managing change** | Managers will demonstrate:  
- Increased awareness of self and impact on unit and others.  
- Increased support of staff in achieving work of the unit.  
- High level of accomplishment of work program in alignment with Bank’s mission and strategic objectives.  
- High levels of support to the organization and its interaction with key stakeholders.  
- Increased focus on changing the status quo.  
- Increase in the responsibility for self-development and self-empowerment to learn, use knowledge and share it with peers and manager/supervisor.  
- Managers develop into a collaborative community of practice engaged in learning and action among managers and support to each other. | Manager receives support and guidance in learning and performance improvement from the supervising manager.  
HR teams  
Peers and community of practice or learning group |
| **Outputs of the Components:** |                         |                                   |
| The curriculum is of high quality & satisfactory to clients. | % of the managers will rate the components of the Curriculum as good or excellent on key quality criteria – i.e., relevance, effectiveness in increasing learning or insights, efficiency in delivery, likelihood to have an impact on managerial changes, and on technical design and delivery quality. | Ownership of managerial excellence and success and change by managers |
| Participation  
Participation is based on needs and a commitment to learning, action and change | Managers have conversation with their supervising manager to; clarify their strategy; define key results of the work program; discuss managerial strengths and risks, identify learning options or measures to address risks. |                                   |
ANNEX D. QUESTIONNAIRE ON THE CHALLENGE OF LEADERSHIP

Section I: General Participant Information
(The information in this section is used primarily to analyze differences in the results of the evaluation among the various groups represented in the seminar.)

1. When did you take the training?
   O FY2002 (July ‘01 - June ‘02)
   O FY2001 (July ‘00 - June ‘01)
   O FY2000 (July ‘99 - June ‘00)
   O FY1999 (July ‘98 - June ‘99)

2. Where were you employed at the time you attended the seminar?
   O World Bank Group          O Other Organization

3. How many years had you been employed in this organization? ______________________

4. What is your gender?  O Male  O Female

Questions 5 through 8 are for World Bank Group staff only. Please respond in your current capacity.

5. Grade Level    O GG
                 O GH
                 O GI
                 O GJ

6. O Part I National
   O Part II National

7. O Regional Operations Staff
   O Non-operations Staff
   O Other: __________  (optional)

8. O Manager
   O Other title: __________

Section II. Seminar Relevance and Insights Developed or Renewed

9. How relevant were the topics and issues of the seminar to
   Low Relevance            High Relevance
   1  2  3  4  5
   a) your own ethical and professional standards
      O O O O O
   b) your job in your organization
      O O O O O

10. The seminar provides an opportunity for participants to reflect upon and develop or renew insights into, for example, the need for diversity, potential conflicts between participant’s value system and the ethical standards of their institution. Did you develop or renew insights into any of the following areas of the seminar? Please check all that apply. Would you also describe some of these insights in the space provided.

   O The nature of leadership ____________________________________________
   O The use of power __________________________________________________
   O The search for equality _____________________________________________
   O Priorities and political reality ______________________________________
   O Progress and poverty ______________________________________________
   O Others (please specify): ___________________________________________
Section III: Usefulness of Insights

11. How often have you used these insights?

<table>
<thead>
<tr>
<th>Not Used</th>
<th>&lt; than 1st a month</th>
<th>Used Monthly</th>
<th>Used Weekly</th>
<th>Used Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a. In your personal life
b. In doing the work of your organization

12. This question has two parts. First, please rate the degree to which the insights developed or renewed through the seminar and used in your organization have had an impact on or influenced your managerial and leadership efforts in areas (a-f) listed below. Second, for the areas you rated 3 and above, comment if you can, on the nature of the impact or change.

(Examples of personal changes include - being a better, more alert, and more concerned individual; being a more tolerant leader, being more committed to the mission of the Bank, developing greater confidence in representing your institution; developing a heightened personal integrity; being more thoughtful in decision-making; upholding the highest ethical standards; building a team spirit in your institution, etc.)

<table>
<thead>
<tr>
<th>Low Degree</th>
<th>High Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- a) Managing Yourself
  (i.e. Awareness of own values, principles, character and impact on others and unit’s work)

- b) Managing Others
  (i.e. Ways in which you support or empower others to do work, learn, and succeed)

- c) Managing Work
  (i.e. Aligning the work program plans, resources and standards with institutional mission and strategic objectives)

- d) Supporting the Organization and Its Relationships with key stakeholders
  (i.e. aligning work program with the vision and strategy, and directing activities for institutional success while building and maintaining critical relationships with clients and partners)

- e) Managing Change
  (i.e. supporting change via visioning, prudent risk-taking, innovativeness and adaptability, performance assessment)

- f) Other areas of leadership: _________________________

O O O O O
Section IV. Comments and Recommendations

13. What did you find most useful about the seminar?

14. What was least useful?

15. What are your recommendations for improving or changing the seminar content, delivery method, participants, and location?
   
a) Content or topics: ________________________________
   
b) Method of delivery: ________________________________
   
c) Bank Group participants: ____________________________
   
d) Participants from other organizations: __________________
   
e) Location: (Please identify the location of your seminar before making suggestions):
   ________________________________

16. What recommendations do you have for increasing the value or impact of the seminar for you, for others, your organization and the World Bank?

17. Other comments, recommendations, and good practices you wish to share.

Thank You
### ANNEX E. COMPARISON OF MEANS BY DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Years of employment</th>
<th>Relevance to ethical standards Mean</th>
<th>Relevance to job in the organization Mean</th>
<th>Insights in personal life Mean</th>
<th>Insight in doing work for organization Mean</th>
<th>Managing yourself Mean</th>
<th>Managing Others Mean</th>
<th>Managing work Mean</th>
<th>Supporting the organization Mean</th>
<th>Managing change Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 10 years</td>
<td>4.5357</td>
<td>4.1071</td>
<td>3.48</td>
<td>3.56</td>
<td>3.8636</td>
<td>3.7237</td>
<td>2.6842</td>
<td>3.25</td>
<td>2.8571</td>
</tr>
<tr>
<td></td>
<td>N 28</td>
<td>28</td>
<td>25</td>
<td>25</td>
<td>22</td>
<td>22</td>
<td>19</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.6372</td>
<td>0.8317</td>
<td>1.1225</td>
<td>1.044</td>
<td>0.9902</td>
<td>1.1205</td>
<td>1.0569</td>
<td>1.0699</td>
<td>1.3452</td>
</tr>
<tr>
<td>10-19 years</td>
<td>4.72</td>
<td>4.3333</td>
<td>3.75</td>
<td>3.913</td>
<td>4.087</td>
<td>3.9565</td>
<td>3.087</td>
<td>3.4348</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td>N 25</td>
<td>24</td>
<td>24</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.5416</td>
<td>0.8165</td>
<td>1.2247</td>
<td>1.0407</td>
<td>0.7928</td>
<td>0.7057</td>
<td>1.0835</td>
<td>1.0798</td>
<td>1.2817</td>
</tr>
<tr>
<td>20 years +</td>
<td>4.1739</td>
<td>3.8696</td>
<td>3.4</td>
<td>3.1111</td>
<td>3.8095</td>
<td>3.5</td>
<td>3</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>N 23</td>
<td>23</td>
<td>20</td>
<td>18</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.9841</td>
<td>1.0576</td>
<td>1.4654</td>
<td>1.4096</td>
<td>1.0779</td>
<td>1.1921</td>
<td>1.2566</td>
<td>1.3744</td>
<td>1.5776</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Mean 4.3333</td>
<td>4.0606</td>
<td>3.1034</td>
<td>3.3929</td>
<td>3.4</td>
<td>3.56</td>
<td>3.0435</td>
<td>2.9565</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>N 33</td>
<td>33</td>
<td>29</td>
<td>28</td>
<td>25</td>
<td>25</td>
<td>23</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.9574</td>
<td>1.0589</td>
<td>1.3187</td>
<td>1.1655</td>
<td>1.1547</td>
<td>1.044</td>
<td>1.0651</td>
<td>1.2239</td>
<td>1.3887</td>
</tr>
<tr>
<td>Male</td>
<td>Mean 4.5283</td>
<td>4.1538</td>
<td>3.7083</td>
<td>3.587</td>
<td>4.0204</td>
<td>3.7708</td>
<td>2.8696</td>
<td>3.3261</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>N 53</td>
<td>52</td>
<td>48</td>
<td>46</td>
<td>49</td>
<td>48</td>
<td>46</td>
<td>46</td>
<td>20</td>
</tr>
<tr>
<td>Grade</td>
<td>Std. Dev. 0.7233</td>
<td>0.8719</td>
<td>1.2197</td>
<td>1.2033</td>
<td>0.924</td>
<td>1.0567</td>
<td>1.1471</td>
<td>1.1748</td>
<td>1.5035</td>
</tr>
<tr>
<td></td>
<td>N 30</td>
<td>30</td>
<td>28</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>26</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.6687</td>
<td>0.8367</td>
<td>1.3739</td>
<td>1.2821</td>
<td>1.035</td>
<td>0.9533</td>
<td>1.0184</td>
<td>1.28</td>
<td>1.6421</td>
</tr>
<tr>
<td>GH</td>
<td>Mean 4.3171</td>
<td>4.05</td>
<td>3.5676</td>
<td>3.5833</td>
<td>3.75</td>
<td>3.7429</td>
<td>3</td>
<td>3.4375</td>
<td>2.7692</td>
</tr>
<tr>
<td></td>
<td>N 41</td>
<td>41</td>
<td>37</td>
<td>36</td>
<td>36</td>
<td>35</td>
<td>35</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.9066</td>
<td>0.9858</td>
<td>1.2811</td>
<td>1.1802</td>
<td>1.1052</td>
<td>1.1718</td>
<td>1.1726</td>
<td>1.1897</td>
<td>1.5359</td>
</tr>
<tr>
<td>GI</td>
<td>Mean 4.4286</td>
<td>3.8571</td>
<td>3.1818</td>
<td>3</td>
<td>3.75</td>
<td>3.5</td>
<td>2.6</td>
<td>2.9167</td>
<td>3.1429</td>
</tr>
<tr>
<td></td>
<td>N 14</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.8516</td>
<td>1.0271</td>
<td>1.1677</td>
<td>1.0541</td>
<td>0.866</td>
<td>0.9045</td>
<td>1.1738</td>
<td>0.9003</td>
<td>1.215</td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 47</td>
<td>46</td>
<td>45</td>
<td>42</td>
<td>44</td>
<td>43</td>
<td>41</td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.8532</td>
<td>0.9065</td>
<td>1.1794</td>
<td>1.0852</td>
<td>0.8056</td>
<td>0.9838</td>
<td>1.1169</td>
<td>1.1056</td>
<td>1.3449</td>
</tr>
<tr>
<td>Part II National</td>
<td>Mean 4.65</td>
<td>4.4</td>
<td>3.6471</td>
<td>3.7647</td>
<td>3.875</td>
<td>3.9375</td>
<td>3.1875</td>
<td>3.4667</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td>N 20</td>
<td>20</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.7452</td>
<td>0.8826</td>
<td>1.3666</td>
<td>1.3477</td>
<td>1.3601</td>
<td>1.0626</td>
<td>0.9811</td>
<td>1.3558</td>
<td>1.893</td>
</tr>
</tbody>
</table>
## ANNEX E. COMPARISON OF MEANS BY DEMOGRAPHICS (Continued)

<table>
<thead>
<tr>
<th>Training dates</th>
<th>Relevance to ethical standards</th>
<th>Relevance to job in the organization</th>
<th>Insights in personal life</th>
<th>Insight in doing work for organization</th>
<th>Managing yourself</th>
<th>Managing Others</th>
<th>Managing work</th>
<th>Supporting the organization</th>
<th>Managing change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY1999 N</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>FY1999 Std. Dev.</td>
<td>0.378</td>
<td>0.5164</td>
<td>1.1127</td>
<td>1.0328</td>
<td>0.8997</td>
<td>1.2536</td>
<td>1.2536</td>
<td>1.215</td>
<td>0.7071</td>
</tr>
<tr>
<td>FY2000 Mean</td>
<td>4.2083</td>
<td>3.75</td>
<td>3.2381</td>
<td>3.35</td>
<td>3.5</td>
<td>3.45</td>
<td>2.4444</td>
<td>2.75</td>
<td>2.5714</td>
</tr>
<tr>
<td>FY2000 N</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>FY2000 Std. Dev.</td>
<td>0.9315</td>
<td>1.0734</td>
<td>1.5134</td>
<td>1.3089</td>
<td>1.2354</td>
<td>1.1459</td>
<td>1.0966</td>
<td>1.0699</td>
<td>1.2839</td>
</tr>
<tr>
<td>FY2001 N</td>
<td>23</td>
<td>23</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>FY2001 Std. Dev.</td>
<td>0.5728</td>
<td>0.7223</td>
<td>1.1526</td>
<td>1.347</td>
<td>1.0488</td>
<td>0.9207</td>
<td>1.1821</td>
<td>1.1471</td>
<td>2.0616</td>
</tr>
<tr>
<td>FY2002 N</td>
<td>33</td>
<td>33</td>
<td>29</td>
<td>28</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>FY2002 Std. Dev.</td>
<td>0.9024</td>
<td>0.9475</td>
<td>1.1983</td>
<td>1.0306</td>
<td>0.8787</td>
<td>0.9868</td>
<td>0.9434</td>
<td>1.2039</td>
<td>1.4079</td>
</tr>
<tr>
<td>Staff Mean</td>
<td>4.5278</td>
<td>4.25</td>
<td>3.4062</td>
<td>3.5806</td>
<td>3.7333</td>
<td>3.7586</td>
<td>3.037</td>
<td>3.0714</td>
<td>3</td>
</tr>
<tr>
<td>Staff N</td>
<td>36</td>
<td>36</td>
<td>32</td>
<td>31</td>
<td>30</td>
<td>29</td>
<td>27</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Staff Std. Dev.</td>
<td>0.7362</td>
<td>0.8742</td>
<td>1.3645</td>
<td>1.2322</td>
<td>1.0807</td>
<td>1.0231</td>
<td>0.9799</td>
<td>1.1841</td>
<td>1.4832</td>
</tr>
<tr>
<td>Other Mean</td>
<td>4.7692</td>
<td>4.3077</td>
<td>3.8333</td>
<td>3.4545</td>
<td>3.9091</td>
<td>3.8182</td>
<td>3.0909</td>
<td>3.6364</td>
<td>3.5</td>
</tr>
<tr>
<td>Other N</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Other Std. Dev.</td>
<td>0.4385</td>
<td>0.6304</td>
<td>0.7177</td>
<td>0.6876</td>
<td>0.5394</td>
<td>0.603</td>
<td>1.0445</td>
<td>0.809</td>
<td>0.7071</td>
</tr>
<tr>
<td>Regional Mean</td>
<td>4.1333</td>
<td>3.7857</td>
<td>3.3846</td>
<td>3.1667</td>
<td>4.0769</td>
<td>3.4615</td>
<td>2.6154</td>
<td>3.0909</td>
<td>2.3333</td>
</tr>
<tr>
<td>Regional N</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Regional Std. Dev.</td>
<td>1.1255</td>
<td>1.1217</td>
<td>1.2609</td>
<td>1.3371</td>
<td>1.0377</td>
<td>1.3301</td>
<td>1.2609</td>
<td>1.3751</td>
<td>1.5055</td>
</tr>
<tr>
<td>Title Manager  Mean</td>
<td>4.3846</td>
<td>4</td>
<td>3.3824</td>
<td>3.5758</td>
<td>3.6765</td>
<td>3.6471</td>
<td>3.0303</td>
<td>3.1563</td>
<td>3.0667</td>
</tr>
<tr>
<td>Title Manager N</td>
<td>39</td>
<td>39</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>Title Manager Std. Dev.</td>
<td>0.8148</td>
<td>0.9459</td>
<td>1.4145</td>
<td>1.2755</td>
<td>1.1206</td>
<td>1.0115</td>
<td>1.1855</td>
<td>1.221</td>
<td>1.4864</td>
</tr>
<tr>
<td>Title Other title Mean</td>
<td>4.5833</td>
<td>4.3333</td>
<td>3.619</td>
<td>3.619</td>
<td>4</td>
<td>3.85</td>
<td>3</td>
<td>3.4</td>
<td>3</td>
</tr>
<tr>
<td>Title Other title N</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Title Other title Std. Dev.</td>
<td>0.5036</td>
<td>0.637</td>
<td>0.9735</td>
<td>1.0235</td>
<td>0.7947</td>
<td>0.8751</td>
<td>1.1055</td>
<td>1.0463</td>
<td>1.4142</td>
</tr>
</tbody>
</table>
## ANNEX F. RECOMMENDATIONS FOR IMPROVEMENT
(Numbers in brackets are frequencies of respondents)

### content or Topic

#### No change (5)

- More current materials (7)
  - Authors from different times
  - More on today's leadership, in global context and knowledge-based organization

#### Greater diversity (3)

- Readings from other cultures
- More on leadership across genders
- Reading about women

#### More application to the Bank (4)

- Use of Bank case studies
- More application to moral issues at the Bank

#### Other (12)

- Too much on leader's attitudes and reasons for using power
- Consider events from perspective of leaders
- Priorities and political reality needs more coverage
- Need tools to assess impact on others
- Add more small group discussion

### Method of Delivery

#### Current method is fine (9)

#### Other (12)

- Use films
- Shorter sessions
- More direction on discussion
- Vary method
- Case study method with discussion
- Need follow-up mechanism

### Bank Participants

#### Good, fine mix (6)

#### Include individuals below management level (6)

- Open course to non-managers with seniority
- Staff identified as having potential for management
- New voices--young professionals
- Include ACS managers

#### Other (9)

- Invite top managers
- Have smaller groups
- More operations staff
- Intact teams
- More diversity
Participants from Other Organizations

Outside participation is useful (10)
- Essential
- Most useful

Increase number of outside participants (2)

More participants form abroad (4)
- More participants from developing countries
- More participants from other countries
- Greater diversity

Other (6)
- Include private sector
- Not inspired by outside participants
- Leaders from government or public entities

Location

Wye River Center is excellent (12)

Airlie House (2)

Inn at Perry Cabin is highly suitable (3)
- Fine
- Poor room facilities

Other (4)
- Aspen Monastery
- Simpler, more outdoors
- Off campus

Other Comments

Facilitator (3)
- Plan for successor
- Success of course depends on facilitator

Importance of course (3)
- Every manager/team leader should take course

Other (1)
ANNEX G. RECOMMENDATIONS FOR INCREASING IMPACT

Changing the course (10)
- Add readings, discussions and cases that apply to issues confronting Bank managers
- More varied, shorter reading
- Smaller size will increase self-disclosure

Have follow-up sessions with the participants (7)
- Since some of the lessons fade over time, it may be helpful to have gathering of same group

Addition of similar course (2)
- Bring introspection to other courses
- Have shorter courses on this topic for all staff

Other (1)
ANNEX H. PRIMARY INSIGHTS GAINED AND RENEWED IN THE SEMINAR

| Nature of leadership                           | Link between leadership and ethics (10)                                                                 |
|                                               | • Good leadership is based on ethics                                                                   |
|                                               | • Acting according to one's moral compass                                                            |
|                                               | Organizational aspects of leadership (10)                                                            |
|                                               | • Leadership is different than management                                                             |
|                                               | • Leadership is required at all levels                                                               |
|                                               | Models of leadership (7)                                                                             |
|                                               | • There are different types of leaders                                                                |
|                                               | • Leadership can be a force against change                                                            |
|                                               | • Leadership entails taking risks                                                                    |
|                                               | • Leadership is necessarily Machiavellian                                                            |
|                                               | Other (1)                                                                                            |

| The Use of Power                              | Power can be abused (14)                                                                             |
|                                               | • Acting for the good of the Bank or for own selfish needs                                          |
|                                               | • Power can be used to assert own self-interests                                                    |
|                                               | Power involves working with and through others (3)                                                 |
|                                               | • Power is part of a well-functioning team                                                          |
|                                               | • Power comes from trusting people                                                                 |
|                                               | Other (1)                                                                                            |
|                                               | • Wise use of power                                                                                 |
|                                               | • The lines between good and evil are often blurred                                                  |

| Prejudice and discrimination (5)              |                                                                                                   |
|                                               | • We are far from having equality                                                                   |
|                                               | • Not possible to eliminate all forms of prejudice                                                   |

| The Search for Equality                       | Equality at the Bank (3)                                                                            |
|                                               | • Equality among grades, genders, and races is important                                            |
|                                               | • There is a need to continue tracking progress in this area                                         |
|                                               | • The Bank does not pay attention to this issue                                                      |
|                                               | Accepting diversity (4)                                                                             |
|                                               | • Recognizing the wealth in our diversity                                                          |
|                                               | • Diversity is essential                                                                            |
|                                               | ♦ Importance of equality                                                                            |

4 The number following the insight indicates the number of respondents who indicated that they had
Priorities and Political Reality

Importance of values in setting priorities (5)
- Importance of my values in setting priorities

Realities of the Bank (5)
- Bank priorities suffer as a result of political priorities
- Bank shies away from political reality
- Tension between different goals in the Bank

Political reality influences priorities (4)
- Political reality dictates our priorities
- Need to accommodate political realities
- Need to compromise

Other (2)

Progress and Poverty

Employees self-interest is not consistent with their comments on poverty (3)
- Colleagues quite attuned to own material well-being while preaching something different
- Behavior of Bank leaders not aligned with the goal of eliminating poverty

Progress does not eliminate poverty (2)
- Gap between progress and poverty

Other (1)

Other Insights

Need for reflection (2)
- Acting on ethics requires courage (2)
- Dissension is punished (2)
- Hard to address ethics in midst of work (2)
- People management is not easy (1)
### ANNEX I. THE MANAGEMENT CURRICULUM – ALIGNMENT WITH THE 5Ms

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Managing Self</th>
<th>Managing Others</th>
<th>Managing Work</th>
<th>Managing Change</th>
<th>Managing Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Challenge of Leadership</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Authentic Manager: Self-Awareness in Staff and Client Relationships</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication as Power: Listening, Inquiry &amp; Feedback</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dealing with Conflict</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Attaining Business Goals Through People Management</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Win-Win Strategies for Managing Staff</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Managing World Bank Resources</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Managing a Country Office</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creating Change in the World Bank Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Aligning with and Implementing the Bank’s Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Strengthening Client/Partner Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Representing the World Bank Group Externally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Action Learning Projects** (these address individual learning plans with varying associations with the 5 Ms)

| Individual Coaching Initiative                                          | X             | X               | X             | X               | X                     |
| Country Director Peer Learning Program                                  | X             | X               | X             | X               | X                     |
## ANNEX J. IMPACT OF INSIGHTS ON MANAGEMENT

### Managing Self

**Awareness of ethics and values (14)**
- Renewed appreciation of own values and norms
- Leadership results from being an example
- Integrity and honesty

**Understanding how to be more effective (7)**
- Need to manage myself so I can manage others
- Consider my impact on my staff
- Learn about my strengths and weaknesses

**Other (3)**
- Indication of how I stand with respect to others

### Managing Others

**Ways to support staff (13)**
- More attuned to building teams and mentoring
- Respect staff
- Ensure staff understands assignments

**Learn about others (4)**
- See others' points of view
- Listen to and trust others

**Values and management (2)**
- Consider the impact of my values on how I manage

### Managing Work

**Align work program with the Bank's strategic objectives (6)**
- How can my work best achieve Bank's objectives
- Focus on the Bank's goals

**Planning (3)**
- Anticipate a feasible game plan
- Thinking how I can make a difference

**Other (1)**
Supporting the Organization and Key Stakeholders

Bring ethics to bear on behavior at Bank (7)
- Convey Bank's values with clients
- Do not minimize Bank's values when working with clients

Align work program with Bank's mission (3)
- Keep corporate mission in mind

Other (2)
- Acceptance of divergent views
- Greater focus on what is right for the client

Managing Change

Understanding the Bank's strategy (3)
- Be aware of Bank's strategic objectives and environment
- Communication and understanding of vision causes change

Supporting others (4)
- Understand and manage conflict
- Give stakeholders and staff greater power

Other (4)
- Change is not new at the Bank
- Change leaders need to understand what their are willing to do