



Knowledge and Policy Council Series

Second Session Report: Leadership Development Efforts

June 2014

About the Council

Mohammed Bin Rashid School of Government took the initiative to launch the Knowledge and Policies Council, a round table dialogue program, to promote meaningful dialogues that will enrich shared knowledge within government entities. The Council also aims to highlight vital public topics and policies of high priority within the framework of the renown achievements realized by government entities in the UAE in various fields, positioning them locally, regionally, and globally as leaders within their specializations. Additionally, the Council strives to encourage the dissemination of expertise, promote knowledge sharing, and ensure that all government entities benefit from the same.

In this context, the School aims for participant diversity at every session, so as to include federal and local levels, central authorities, and specialized authorities, in addition to promoting the engagement of influential non-government stakeholders in relevant discussions. This will enable meaningful, comprehensive dialogues and the ability to tackle topics from a variety of perspectives, as the School seeks to restructure the Knowledge and Policies Council with a view to integrating it within comprehensive action agendas that will enable the Council to conduct in depth discussions of topics on the table. This, in turn, will enhance common understanding and knowledge-sharing efforts.

The objectives of the Council can be summarized in providing a platform for cognitive dialogue between experts, specialists and stakeholders involved in the government sector with a view to highlighting issues of priority and importance on government and community levels. The Council also aims to document and disseminate dialogue in a balanced, comprehensive and practical manner to enrich cognitive content within government. Additionally, the Council strives to encourage individual and organizational communication and relationships, and to strengthen the cognitive network within government to enhance effective organizational cooperation. Finally, the Council strives to present insights and recommendations that will have an effective impact on joint action and the development of government performance.

Leadership Building Efforts.. Journey of Achievement and Opportunity for Development



H.E. Humaid Al Qutami, Former Minister of Education, Chairing the second session of the Knowledge and Policy Council

Executive Summary

It is not unusual for the path of national growth and for development processes to be closely linked with vast transformation planning and organizational change. The UAE is no exception. The country's experience has become a model for change and transformation. The UAE leadership has played a pivotal role in setting a rapid, comprehensive and sustainable course for growth. Over the past decade, many state organizations have achieved a significant transformation that greatly contributed to strengthening and enriching the development and growth process in the state.

Stemming from the state's belief in the importance of leadership roles in administrating and implementing change, and the importance of developing leaders armed with knowledge and skills, the state boasts numerous leadership development programs, within federal and local government, state entities, and public organizations. Over the years, these programs were able to provide government entities with competencies and exceptional capabilities

>> Table of Contents

Executive Summary	1
Introduction	2
Session Discussion Topics	3
1. Leadership Development Program Objectives	3
2. Leadership Development Program Design	4
3. Implementing Leadership Development Programs	7
4. Leadership Development Program Evaluation	9
Recommendations	11
Second Session Participants	12

that enhanced performance and enhanced the governmental operational and institutional capabilities.

In its second session, the Knowledge and Policies Council brought together representatives of prominent leadership development programs in the UAE. The aim of the session was to discuss the effectiveness of these programs and opportunities to develop them in order to increase their direct and sustainable impact. While many opportunities for improving program performance at various phases were identified, the most important outcomes of the meeting can be summarized as follows: there is consensus on the need to deepen links between programs and to create a platform to support effective communication between them. The value of creating such a platform is not limited to increasing opportunities for knowledge and experience sharing, and coordinating program curricula and content, but goes beyond that towards enhancing leadership efficiency (as an integrated product of the programs), and enhancing program credibility and impact on all categories of participating stakeholders, organizations and the community.

Introduction:

Leadership development programs, organized by the state under the auspices of stakeholders at various levels, have greatly contributed to providing state institutions and sectors with executive leadership competencies. This has greatly impacted organizational efficiency and competitiveness. Leadership is also evident in the growth achieved in terms of the efficiency and added value of public services (within various sectors and organizations) that are offered to citizens and expatriates, individuals and institutions, employees and investors.

Further to recommendations of the Knowledge and Policies Council's first session, which is sponsored and organized by Mohammed Bin Rashid School of Government, the second session discussed program performance and operations, and identified opportunities for development to increase effectiveness and impact. In light of the above, the session identified four pivotal and interrelated topics for in depth and comprehensive discussions concerning leadership development programs:

1. Leadership Development Program Objectives
2. Leadership Development Program Design
3. Leadership Development Program Implementation
4. Leadership Development Program Evaluation

These four topics represent the life cycle of each program, from conceptualization to measuring the effectiveness of outputs and outcomes. The first topic revolves around defining the categories targeted by the programs, and defining the target value that each program seeks to offer each of these categories.

The second topic addresses program design tools in terms of cognitive content, knowledge sources, and knowledge transfer mechanisms. It also seeks to define work methodologies required to balance theoretical aspects (introducing intellectual principles and academic theory), and practical aspects (introducing ways of working and practical applications), in addition to building the capacities and skills which qualify leaders to take on leadership roles effectively and efficiently.

The third topic addresses ways of working applied to program implementation. This topic also reviews methodologies and ways of working that must be considered in order to ensure the implementation of the program in a way so as to realize program objectives. This topic focuses on program implementation follow-up, whether through program providers, participants, or the entities and organizations which nominate program participants.



Finally, the fourth topic addresses evaluation mechanisms of program outputs and impact. It also discusses mechanisms for the evaluation of direct outcomes associated with the categories of stakeholders who have been defined in the beginning, and impact on business and organizations. This addresses two essential aspects within this topic, namely: efficiency and effectiveness. In terms of efficiency, this topic looks at direct program outputs associated with each stakeholder category. In terms of implementation effectiveness, this topic looks at sustainable and long-term impact on categories concerned.

Session Discussion Topics:

The following are comprehensive summaries of the Knowledge and Policy Council second session discussions, in line with the mentioned above four topics.

1. Leadership Development Program Objectives

Leadership development programs aim to build capacities, and strengthen the leadership and management skills of participants. Although participants usually represent the entity directly concerned with program services, other concerned categories are also affected directly and on the long-term by leadership development program outcomes and outputs. The second session of the Knowledge and Policies Council also discussed program objectives that target the three following categories:

1. Individuals (leaders in training).
2. Entities that nominate participants or offer them scholarships to attend programs
3. The government sector or the circle of organizations served by the programs.

Objectives of Programs Targeting Individuals:

Participating individuals are the primary targets and the direct output of leadership development programs. Any added value achieved by the program is linked to the extent of its success in qualifying participants, and enriching their experiences and capabilities, to prepare them to assume efficient and influential leadership roles. As such, objectives targeting individuals can be

detailed as follows:

- **Cognitive Abilities:** Within this topic, the program aims to define important cognitive programs and make these available to participants in terms of the appropriate form, depth and methodology. The nature of this program requires achieving a balance between cognitive theory (academic), and programs with practical and applied knowledge. It is also important to ensure balance between program topics, in other words between programs that promote analysis capabilities, those that promote planning and management capabilities, and those that promote leadership and the capability to change.
- **Skill Capabilities and Experience:** This topic aims to raise the executive capacity of participants through work methodologies that promote the direct practice of knowledge gained, and through access to best practices, case study analysis, and the tasks and projects covered by the program.
- **Networking:** Building a network of personal relationships that is shared among participants, is an important aspect of these programs. Forging an understanding and a shared language between participants, and the opportunity for participants (from different departments and institutions) to become acquainted with each other, promotes the building of personal and organizational communication channels, which in turn contributes to increased opportunities for coordination and exchange of experiences.

Program Objectives for Participating Organizations

Building the leadership capacities of participating individuals has a direct impact on the entities in which the participants work (ministries, departments and organization). As a result, leadership development program objectives can extend to departments and organizations to which program participants belong. Taking the above into account, objectives targeting participating organizations can be detailed as follows:

- **Organizational Cognitive Content:** Leadership development programs directly contribute to building knowledge and capacity of various leadership levels within organizations, and to equipping them to implement the knowledge they gain within their organizations, in a practical and effective manner. As such, leadership development programs can be regarded as a practical means for knowledge transfer, and as systematic and sustainable development of organizational operations and systems.
- **Organizational Change Planning:** One of the vital roles of leadership is enabling effective and sustainable change that is in line with practical organizational needs. As such, one of the topics of leadership development program objectives focuses on creating change plans on the organizational level, and supporting these plans through cognitive content and practical application within program courses and processes.
- **Organizational Communication:** The gathering of participants from different organizations at leadership development programs opens opportunities for building bridges between organizations. Joint training also leads to the creation of cognitive references that allow participants to communicate through organizations and bypass bureaucratic and specialisation barriers.
- **Standardizing Concepts and Ideas:** Leadership development programs provide an effective platform for promoting dialogue and debate about concepts, ideas and the challenges facing organizations, individually and collectively, by systematically and continuously offering programs to participants from various entities. The role of these programs is therefore not limited to building individual concepts and experiences, rather it seeks to standardize these concepts and build a common awareness at the public sector level and within the organizational community as well.
- **Government Leadership Capital:** It is clear, from the above, that the success of government operations depends on the effectiveness of joint action. As such, creating government leadership capital at public sector level allows government to identify the leadership skills already available within the government, and to benefit from the same in a manner that extends beyond existing locations and organizations. This will also contribute to enhancing leadership efficiency, and organizational and sectoral effectiveness. It is through this channel that programs seek to play an important role in enriching the career paths of participants.
- **Joint Action:** When participants working at different entities come together to attend programs courses and training to develop shared cognitive concepts, this contributes to creating change plans that are closely linked to the existence suitable foundations that encourage joint organizational work. Through this process, the program would create a common language that aims to standardize concepts, and a common objective through developing an organizational change plan. This in addition to establishing work teams as a result of direct communication between participants from different entities.

Objectives of Programs Targeting Public Sector or Communities Served by the Program

Public sector efficiency is the result of the organizational efficiency of this sector, and the ability of the organizations of this sector to work together as a team. Therefore leadership development programs can take on a significant role in enhancing the effectiveness of joint governmental operation. These programs can also monitor the effectiveness of leadership development programs through the following detailed objectives:

Generally speaking, when leadership development programs define their objectives, great emphasis is placed on objectives targeting individual participants. Objectives linked to participating organizations or the public sector

are not usually addressed directly. This requires effective development of objectives that target the public sector and organizations, as well as high-levels of coordination between program management and government entities with different specializations to avoid any potential conflicts and to enhance organizational efficiency.

2. Leadership Development Program Design

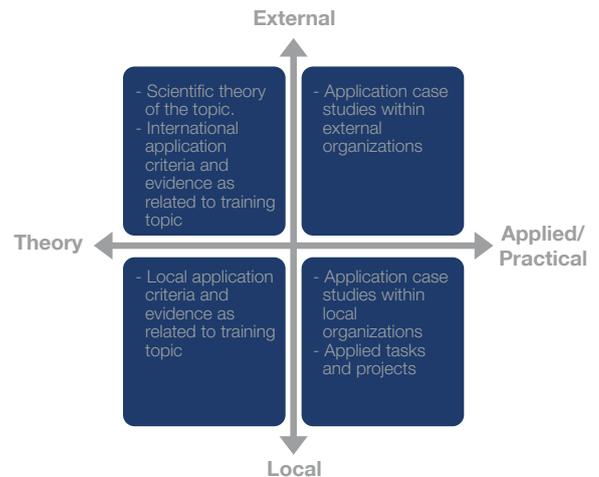
Programs are usually designed to enhance effectiveness, consolidate knowledge transfer, build capacities and skills, enable application of knowledge and concepts, promote the sustainability of organizational dialogue and enable joint action. Just as with the report of the first session of the Knowledge and Policies Council, the famed capacity development equation (10,20,70) has become the foundation of development programs for employees and executives. 10% of the program is directed at training programs in terms of lectures and seminars, 20% at joint tasks in terms of dialogue and joint projects, and 70% at development through daily work and direct application. The following is a summary of the content of each of these elements:

Leadership Development Through Training:

Leadership development through training aims to define and transfer knowledge and skills in a practical (applied) and effective manner in order to enrich capabilities of program beneficiaries. In this context, it is important to define knowledge and skill needs in a comprehensive manner,

based on adopted references, so as to meet the needs of identified groups of participating stakeholders, be they individuals, entities, organizations, the government sector or the business community. It is important in the design phase of the training to take into account the following elements:

1. Nature of Targeted Knowledge: Achieving balance between theoretical and applied knowledge is of vital importance. Theoretical knowledge establishes a cognitive foundation which enables beneficiaries to define assumptions, test ideas, and access scientific developments. On the other hand, practical (applied) knowledge that approaches case studies in an academic manner, critiquing and researching to identify pros and cons, and opportunities for development, enriches experience and refines operational capacities of program beneficiaries. Herein lies the importance of creating an effective balance between theoretical and applied knowledge to qualify



10%	20%	70%
Qualifying Methodologies		
Training through programs and courses	Training through personal interaction	Training through direct work
Which development programs target leadership capacities and awareness?	Which corporate culture and interactive platforms promote systematic and rational debate and discussion?	Which systems and policies promote and motivate attaining qualifications and exercising leadership roles?
Challenges		
Qualification to recognize and address future challenges and responsibilities.	Qualification to recognize and address joint challenges and responsibilities.	Qualification to recognize and address current and direct challenges and responsibilities.

leaders able to innovate and implement effectively.

2. Sources of Targeted Knowledge: It is also important to achieve balance between local and external sources of knowledge. Although the availability of external knowledge sources for study and review, leads to opening perceptions to renewed options and opportunities; however, these sources may give the impression that it is difficult to apply this knowledge in the local reality for cultural reasons and due to limited resources. Thus, the importance of local knowledge content lies in ensuring the applicability and effectiveness of knowledge within the local environment. This, in addition to strengthening trust in the organizational capability for development and excellence. As such, the balance between external and local sources of knowledge encourages the processes of building capacity, experience and confidence.

The only way for training programs to become a viable platform for effective, impactful and rich knowledge transfer is by accurately identifying important training topics for all categories of stakeholders, and balancing between the theoretical and applied nature of knowledge, in addition to achieving balance between external and local knowledge sources

Development through Personal Interaction:

Training is about the transfer of knowledge, while personal interaction is about enhancing the impact and effectiveness of knowledge on individual and collective perceptions. Within knowledge management theory, personal

interaction and knowledge linked dialogue is a key phase in the cycle of acquiring and activating knowledge at organizational and individual levels.

Creating platforms for practical and constructive dialogue that supports sharing knowledge, experiences, opinions and ideas, represents 20% of the value of development programs. This interaction contributes to deepening the concepts put forward in development programs and developing them into shared understanding and awareness for employees and executives. This helps create a common working language and allows for the compatibility between methodologies and operational plans.

Personal interaction can be addressed in leadership development programs through two key dimensions, namely the timing and nature of this interaction:

- 1. Timing:** This can be divided into two categories; interaction during workshops and interaction outside of workshops. While interaction during training enhances contacts and deepens concepts, interaction after training enhances the effectiveness of communication channels and increases chances of sustained cooperation between participants and their respective institutions.
- 2. Nature of interaction:** This can be divided into two categories as well. The first is interactive dialogue to analyze and critique ideas and topics, which is conducive to promoting concepts and deepening awareness. The Second is interaction through tasks and joint projects that promotes the implementation of ideas and concepts, and transforms them into practical skills and operational abilities. Through engagement in tasks, this skill becomes a joint skill for action.

	Dialogue and Debate	Tasks and Projects
During Program	<ul style="list-style-type: none"> • Theoretical discussion • Discussion of links between theory and current reality 	<ul style="list-style-type: none"> • Addressing case studies • Completing tasks
After Program	<ul style="list-style-type: none"> • Debate forum concerning common topics and interests 	<ul style="list-style-type: none"> • Working on joint projects

It is therefore important during the program design phase to take into consideration individual and collective interaction mechanisms and methodologies from all angles. It is also important to ensure that programs are enriched so as to achieve the desired objectives of deepening individual understanding, strengthening collective consciousness, honing personal skills, and enabling joint work in a methodological manner, and through approved reference.

Leadership Development through Direct Action:

This leaves 70% of program value which is gained through on the job training. This dimension reinforces the effectiveness of leadership development programs and their impact on participants and their respective organizations, as well as other stakeholders. This is because concepts and work methodologies discussed during the program become daily reality of organizational culture and methodology. This leads to expanding the scope of leadership development programs to enhance the work environment of trainees, because a major value of the training is gained outside of the training halls. In order to enable development at the workplace, and enhance impact sustainability on organizations and stakeholders alike, it is important to take into account the following three elements:

1. **Support and Empowerment:** Participants acquire skills and abilities through leadership development programs that may not necessarily correspond to existing work methodologies adopted by the entities at which they work. Much of the qualifications gained by participants will lose much of the training effectiveness and long-term impact, and participants will face systematic and organizational difficulties, unless they receive effective support that allows them to apply learned skills and experience.
2. **Organizational Systems:** In order to enable program participants to take on influential roles within the system, and to increase program effectiveness and its impact on participants and their respective organizations, it is important to enrich the career path of participants and support its acceleration. Organizations can bring

together impressive, harmonious and sustainable leadership capabilities by wisely and effectively managing participants' career development.

3. **Strategic Awareness:** If a certain entity wishes to empower influential leadership, it must create specific strategic content within defined priorities that is rationalized on practical levels. Creating joint strategic awareness for the leadership team allows for integration and synergies to serve a common sustainable plan for organizational change.

Leadership development programs meet the requirements for building qualified capacities that will enable effective and sustainable leadership, once these elements are included in the design of leadership development programs. In addition, this will enable organizations to benefit effectively and exponentially from leadership qualities and have a long-term impact on stakeholders and organizations.

3. Implementing Leadership Development Programs

The ability of program providers to offer their programs in a professional and integrated manner will directly reflect on the effectiveness of these programs. It is important to consider the following when qualifying program providers:

Developing Leadership Program Providers

1. **Cognitive Content:** It is important to ensure that the program's cognitive content includes all targeted cognitive topics. It is also important to ensure that program providers are able to offer a blend of international scientific cognitive sources and local expertise and cognitive sources.
2. **Language:** It is important to use the language that best suits participants. As such, the ability of program providers to offer training in Arabic will enhance their ability to transfer knowledge and build capacities without the language barriers.
3. **Knowledge Transfer Tools:** It is important to ensure program providers are able to provide knowledge through theoretical and

practical cognitive tools and multiple platforms, and in a manner that promotes access to experiences, ways of working, and previous experiences.

4. Approved Certification: Part of the value of any training is the value of the certificate offered by program provider. The program provider's ability to offer a mechanism for evaluating participants and to ensure their grasp of the knowledge and skills of the training, will add value to the program and increase its cognitive and functional impact on participants to a large extent.

Ensuring the Commitment of Participants:

The commitment of participants to the program, in terms of attendance, interaction, task execution, or participation in activities, will have a clear and direct bearing on program effectiveness. For this reason, applying a work methodology that will contribute to increasing chances of improving active participant commitment to the program is very important. Participant commitment can be enhanced as follows:

1. Before the Program Starts: A mechanism for selecting participants by identifying precise requirements and capabilities which participants must meet (knowledge, experience, capacity or career level) will greatly contribute to participant commitment and interaction, and to meeting program requirements effectively.

2. During the Program: Several issues contribute to participants' commitment to program activities and to achieving necessary requirements during program implementation. These include:

- Support from the organizations of participants and providing the right conditions that allow them to balance between job requirements on one hand and strong interaction with program needs and activities on the other.
- The diversification of program activities and events, and not restricting these to lectures and simple transfer of information.
- The existence of a comprehensive evaluation system that contributes to positive participation in program activities which is not limited to attendance.

3. After the Program Ends: Participant commitment to program activities and events can be increased by creating added value through two basic dimensions, namely:

- Ensuring that certificates obtained by participants have real value, and that it adds real value to their career path.
- Graduates joining a community of leaders supported by communication platforms

Effective Leadership



Support and Empowerment

Practical and effective application of skills and experience gained from programs.

Organizational Systems

Promote the career path of qualified leaders and enable the acceleration of career development

Strategic Awareness

Support development and organizational change within strategic priorities.

to enable participants to make acquaintances, continue the learning and dialogue process concerning growth and development plans.

Ensuring the Commitment of Organizations to which Participants Belong

Entities and organizations constitute the main categories concerned with leadership development programs, and this accurately reflects program effectiveness on the ground. The commitment of entities to the program will have great impact on empowering the program and enhancing its real value to participants. Entity commitment levels can be identified as follows:

1. **Before Program Starts:** Many issues reflect the commitment of entities before the program starts. Some of the most important factors are:
 - Interaction by entities with program management team in the process of determining the skills and knowledge gap among leaders and prioritizing programs and content accordingly.
 - Cooperation in the nomination and selection process by urging concerned leaders to request participation and providing required information about said programs.
 - Contributing to the financial costs for staff participation in the program.
2. **During Program Implementation:** The commitment of entities during this phase significantly and directly impacts levels of participant commitment in the program. The following points can be an indication of the commitment of entities:
 - Making it easy for participants to join training programs, and enabling them to balance between work conditions and the requirements for participating in the program in terms of working hours and workload.
 - Ongoing coordination with program management and providing any

information or follow-ups related to participants during program implementation.

- Providing support to participants and enabling them to carry out the tasks, projects and studies related to the applied part of the program, and facilitating the implementation of project outcomes on the ground.
3. **After the Program Ends:** The role of the entities during this phase significantly reflects the effectiveness and sustainability of program value. The following can be indicators of entity commitment to the program:
 - Support and encourage program graduates and enable them to apply the knowledge and skills acquired on the ground, with the support of senior management.
 - Managing the career and cognitive development of graduates to enable them to assume positions appropriate to their qualifications and abilities, which will in turn, enable them to provide real and impactful value.

4. Leadership Development Program Evaluation

The success of any business, program or project is measured by the objectives it actually achieves. And because program objectives are related to identified categories of stakeholders, it is logical for any successful and comprehensive evaluation to include all identified categories of stakeholders. and to correlate with an evaluation of the extent to which the objectives for each category have been achieved.

Additionally, there should be an evaluation of objectives achieved at the level of direct program output (short-term direct impact), which can be viewed as a measure of program efficiency, and at the level of program outcomes (long-term sustainable impact), which can be viewed as a measure of program effectiveness.

The following table summarizes proposed topics for evaluating the efficiency and effectiveness of leadership development programs:

1. Program Evaluation at the Level of Individual Participants

#	Evaluation Criteria	Evaluation of direct outputs (efficiency)	Evaluation of sustainability of impact (efficiency)
1	<ul style="list-style-type: none"> Cognitive qualification of participants 	<ul style="list-style-type: none"> Completion of program requirements and graduation 	<ul style="list-style-type: none"> Building cognitive foundation and theoretical structure
2	<ul style="list-style-type: none"> Honing Skills and Expertise 	<ul style="list-style-type: none"> Completion of program requirements and graduation 	<ul style="list-style-type: none"> Building implementation foundation and executive capabilities
3	<ul style="list-style-type: none"> Participant's Network 	<ul style="list-style-type: none"> Making acquaintances and building networks between participants 	<ul style="list-style-type: none"> Sustainability of relationships and enhancing sustainable communication and cooperation

2. Program Evaluation at the level of Participating Organizations

#	Evaluation Criteria	Evaluation of direct outputs (efficiency)	Evaluation of sustainability of impact (efficiency)
1	<ul style="list-style-type: none"> Organizational Cognitive Content 	<ul style="list-style-type: none"> Enriching cognitive content through participants who have the capacity, skills and knowledge 	<ul style="list-style-type: none"> Disseminating knowledge and skills offered by programs within organizations and implementation of the same within systems and methodologies
2	<ul style="list-style-type: none"> Organizational Change and Development 	<ul style="list-style-type: none"> Developing leaders capable of change and who are empowered with knowledge, skills and expertise 	<ul style="list-style-type: none"> Developing organizational change plans linked to organizational objectives and functions, and government and sectoral priorities
3	<ul style="list-style-type: none"> Organizational Communication 	<ul style="list-style-type: none"> Opening direct communication channels between participating organizations and individuals and creating a common understanding and language 	<ul style="list-style-type: none"> Encouraging teamwork and cooperation between organizations to serve objectives or dealing with shared challenges

3. Program Objectives at the Level of the Public Sector or the Organizational Community (operations and services)

#	Evaluation Criteria	Evaluation of direct outputs (efficiency)	Evaluation of sustainability of impact (efficiency)
1	<ul style="list-style-type: none"> Concepts and Ideas 	<ul style="list-style-type: none"> Enriching concepts, ideas, expertise and access, and disseminate within each sector to reduce cognitive disparity 	<ul style="list-style-type: none"> Standardizing ideas and concepts to create a common working language that encourages effective communication
2	<ul style="list-style-type: none"> Leadership Capital 	<ul style="list-style-type: none"> Raise leadership capacity working within sectors to enhance the efficiency of its operations and plans 	<ul style="list-style-type: none"> Taking an inventory of leadership capacity and categorizing to enable top leadership to guide and use these capabilities more effectively
3	<ul style="list-style-type: none"> Sectoral Operations 	<ul style="list-style-type: none"> Creating a joint action plan linked to sectoral strategic priorities associated with national strategies 	<ul style="list-style-type: none"> Expanding programs to include national sectors affecting education, economy and health

4. Program Objectives at the Level of the Public Sector or the Organizational Community (operations and services)

#	Evaluation Criteria	Evaluation of direct outputs (efficiency)	Evaluation of sustainability of impact (efficiency)
1	<ul style="list-style-type: none"> Program Cognitive Content 	<ul style="list-style-type: none"> Professional design and production of cognitive comprehensive and integrated knowledge 	<ul style="list-style-type: none"> Collecting and archiving cognitive content within a rich cognitive library
2	<ul style="list-style-type: none"> Program Management 	<ul style="list-style-type: none"> Effective program management to ensure proper design and implementation 	<ul style="list-style-type: none"> Developing comprehensive business methodologies and sharing best ways to manage work programs
3	<ul style="list-style-type: none"> Program Value and Credibility 	<ul style="list-style-type: none"> Adopting program certificates at state level as standard certifications 	<ul style="list-style-type: none"> Enhancing the credibility and value of program certificates so as to be of real value to participating individuals and organizations

Recommendations:

Session participants discussed development opportunities and areas for improvement on many levels. It was agreed that organizational cooperation, coordination and synergy between the various programs is important to enhance program effectiveness, value and impact on individual stakeholders (participating leaders), organizations that nominate participants, the public sector, and the organizational community. There was a consensus on the need to institutionalize this cooperation by creating an institutionalized platform (council or higher committee) that will shoulder the responsibility of implementing opportunities for improvement, and enhancing communication towards developing shared responsibility aimed at refining the UAE Leadership School, disseminating this experience and enhancing its effectiveness. It can also manage the implementation of the following development proposals through this platform:

1. Enhancing the credibility and value of program certificates: Create a quality control system at the national level to ensure the value, quality, and comprehensiveness of leadership development programs. It is worth noting that the intention here is to create the minimum standards that must be met by programs in order to adopt their certifications at state level. The purpose here is not to unify the programs. In this way, programs will gain a responsible freedom, freedom to design and implement in a manner that serves its objectives and its specific circumstances, taking into account adopted criteria to ensure minimum acceptable standards of excellence and quality.
2. Creating a shared knowledge database: The design and implementation of leadership development programs requires gathering and developing integrated knowledge-based content that can be provided to participants. Currently, each program is working on developing its own cognitive content. For this reason, creating and archiving knowledge database that can be shared between programs will serve to increase opportunities of benefitting from this knowledge, particularly as some program topics intersect. Such a database will also present an opportunity to develop and provide case studies (international and local) and relevant research material aimed at enriching programs and avoiding inefficient investment of cognitive content.
3. Comprehensive identification of the real needs of the different categories: Every program is working hard to identify the categories targeted by its services (often the focus is on individual participants and not much attention is paid to organizations and sectors). Diligently identifying the real needs of these categories serves as an approach for developing scientific content and qualifying curriculum. Thus there is a need for a more comprehensive, accurate and complementary form of identifying the real needs of concerned stakeholders within organizations. This in turn will enhance the direct value for stakeholders, and will open opportunities for achieving multiple and sustainable value-added for indirect stakeholders as well.
4. Evaluating program impact on participating individuals, entities and sectors: Current efforts of evaluation criteria focus on direct output (efficiency). This is usually limited to participating individuals. It is necessary to deepen work procedures and evaluation methodologies so that they are more inclusive and accurate, with a view to identifying direct, systematic and long-term impact on all concerned stakeholders. Such an evaluation will provide valuable feedback that will enlighten or improve program design phases and implementation mechanisms, and will contribute to increased commitment from all categories involved.
5. Expanding the scope of leadership development programs to reach new sectors: This approach is the result of a more comprehensive evaluation methodology and a research plan that enables identifying the needs and impact achieved by leadership programs on the various stakeholders. Throughout the process of identifying priority sectors with real needs, it is important to encourage developing programs which promote positive and sustainable interaction of sectorial stakeholders with the programs offered.
6. Developing a plan for joint research and creating multiple platforms for expanded dialogue: Leadership development program theories and methodologies are rapidly changing, as documented theories are regularly updated scientifically. It is important, therefore, to develop a research plan that revolve around identifying and updating leadership development principles, methodologies and tools. This in addition to supporting this content with case studies and local knowledge to enhance localization of knowledge. Creating an integrated and connected network of platforms for dialogue between stakeholders will enrich public awareness and promote joint responsibility, which in turn will increase the impact and sustainability of program results.

Second Session Participants

Name	Designation
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H.E. Ibtisam Bin Belaila	General Coordinator, Mohammed Bin Rashid Programme for Leadership Development
H.E. Faisal bin Ahmed Al Nuaimi	Chairman of the Supreme Committee Abdul Aziz Bin Humaid Leadership Program, Ajman
H.E. Jassim Mohammed Al Balushi	Chairman, Sharjah Tatweer Forum
H.E Major. Dr. Omar Ali Ibrahim	Deputy Director, Leadership Development and Creativity Center Ministry of Interior
Mr. Mohammed Al Ketbi	Head of Senior Leadership, Center of Excellence, General Secretariat of the Executive Council, Abu Dhabi

Mohammed Bin Rashid School of Government

The Mohammed Bin Rashid School of Government was launched in 2005 under the patronage of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai as the first research and teaching institution focusing on governance and public policy in the Arab world. The School aims to support good governance in the UAE and the Arab world, and adopting effective public policies in the UAE and the region.

Toward this goal, the School also collaborates with international organizations concerning research and training programs. Additionally, the School organizes international and regional conferences and specialized workshops, and holds forums to facilitate the exchange of ideas and knowledge, and continued dialogue on national and regional levels.

The School is committed to knowledge creation and sharing, the dissemination of best practices, and the training of policy makers in the country and the region. To this end, the School strives to develop its capabilities to support research and teaching programs including:

- Applied research in public policy and public administration
- Master of Public Policy and Public Administration
- Executive Education for senior officials and managers
- Knowledge forums presented by experts and policy makers



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