



# MINISTRY OF SOCIAL DEVELOPMENT

*Te Manatū Whakahiato Ora*

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28 MAY 2013

Ms Amy Bates

[fyi-request-786-4582a765@requests.fyi.org.nz](mailto:fyi-request-786-4582a765@requests.fyi.org.nz)

Dear Ms Bates

Thank you for your email of 10 March 2013 requesting, under the Official Information Act 1982, the following information:

- *all teaching and learning materials used in the most recently run course "Managing the Political Context"*
- *all information made "available for other agencies across the public sector", as stated on the Ministry of Social Development's website*

In 2010 the Ministry developed an authentic experience-based learning opportunity that could give any public service manager or leader, the opportunity to stand in the Chief Executive's shoes, learn what is important in making decisions and see the downstream consequences of decisions they made, in an environment where they could make mistakes. A particular focus was on regional managers, to provide them with the 'Wellington experience' of managing the political context. This programme was originally called 'Managing the Political Context' but is now known as 'Chief for a Day.'

The programme enables participants to live 'a day in the life of a Chief Executive.' Participants are given tools and frameworks to use in making some of the decisions they will be faced with, and from there they receive a completely authentic, 12 hour day-long experience that is tailored to their organisation and its challenges. The day is run by experienced public service leaders, and experts in managing media and parliamentary processes.

In real time, participants:

- choose how to manage and front large scale operational and media issues
- prepare and front on-camera interviews and brief their real-life Chief Executive
- work through an 'in tray' of other smaller decisions that can be just as important, where the right decision is not clear or the policy may not be the right thing to do
- receive feedback on their decision making and manage the outcomes of their choices
- have to choose between and balance up different sources of expert and stakeholder advice.

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The Chief for a Day programme was awarded with the 2012 HRINZ State Services Commission Public Sector Award for Excellence and Commitment to Improving Human Resources within a Public Sector Organisation as well as the 2011 Award for Improving Performance through Leadership Excellence. Please find enclosed the following competition entry documents:

- *2011 IPANZ GEN-I Public Sector Excellence Awards*, dated 2011
- *HRINZ HR Initiative of the Year – Chief for a Day*, undated

The following documents relating to the Chief for a Day programme have also been enclosed:

- *Chief for a Day Programme Run-Sheet*, undated
- *Participants Handbook, Managing in the Political Context*, dated 25 June 2012

You will note that the names of some Ministry staff and the programme participants are withheld under section 9(2)(a) of the Act in order to protect the privacy of natural persons. The need to protect the privacy of these individuals outweighs any public interest in this information.

As you will note from the *Chief for a Day programme Run-Sheet*, participants are provided with case studies to facilitate their learning for the day. These case studies are based on real life examples where the Ministry involvement was required and are returned to the programme facilitators at the end of the day for destruction. These case studies are withheld under section 9(2)(a) of the Act in order to protect the privacy of natural persons. The need to protect the privacy of these individuals outweighs any public interest in this information.

The value of the Chief for a Day programme is not derived from the materials and case studies which the participants are provided with at the beginning of the day. Rather, the value is derived from the experience the participants receive and the active role they must take in the programme.

No information regarding the Chief for a Day programme has been provided to other public sector agencies. However, staff from other agencies are welcome to attend the Chief for a Day programme and many agencies have taken advantage of this opportunity.

You will note that the documents you have been provided with are stamped with 'Protected by Crown Copyright.' The Crown has an intellectual property right in respect of the information provided to you. This right prohibits the dissemination and use of this material for commercial gain without the permission of the Ministry.

I hope you find this information on the Ministry's Chief for a Day programme helpful. You have the right to seek an investigation and review of my response by the Ombudsman, whose address for contact purposes is:

The Ombudsman  
Office of the Ombudsman  
PO Box 10-152  
WELLINGTON 6143

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Warner', written over a horizontal line.

*PP* **Marc Warner**  
**Deputy Chief Executive People, Capability & Resources**

Managing the Political Context  
 Monday 25 June 2012  
 Public Programme

Project Team Run Sheet (as at 20 June)

Time	Activity	Item	Responsible	Notes
8.00	Project team briefing	Final run through.	Project manager, s9(2)(a) OIA	<ul style="list-style-type: none"> <li>Check technology, case studies, room set up, roles, coffee, and final pep-talk.</li> <li>Confirm last minute details.</li> <li>Confirm consistency of marking schedule.</li> </ul>
8.15	Markers' briefing	BS3 Auditorium.	Project manager	<ul style="list-style-type: none"> <li>Refreshments available</li> <li>Participants are seated by 8:45 am to be ready for introduction.</li> <li>Participants are seated in 5 teams of 4-5 people. These teams are determined prior to the meeting and matched to rooms on the 3<sup>rd</sup> floor.</li> </ul>
08.30	Participants arrive	BS3.	Project team assist with seating	
8.45	Introductions	<ul style="list-style-type: none"> <li>Welcome and broad purpose of the day.</li> <li>Great workshop - long day - tough pace (like my real life).</li> <li>Public version of this workshop</li> <li>Participants introduce themselves to others in their group</li> <li>Clarify what they hope to take away from the day.</li> </ul>	s9(2)(a) OIA	
9.00	CE Welcome and Overview	<ul style="list-style-type: none"> <li>Purpose: managers develop their skill in managing issues.</li> <li>I want you to step into the shoes of Deputy Secretary, DCE, for the day and experience the challenges they face.</li> <li>Questions you need to be asking yourself are:               <ul style="list-style-type: none"> <li>What is the 'right thing' to do, rather than just</li> </ul> </li> </ul>	<b>Brendan Boyle</b> <b>Back Up: Debbie Power</b> tbc	

<p>9.15</p>	<p>Ground rules &amp; resources</p>	<p>following policy?          Who do I need to talk to?          Where could this issue go?          Can I live with this?          How do I rise above technical issues and think like the public, or the Minister who need to have confidence in their senior officials?          What are the implications of my actions?          At some point today, some of you will have to brief me on your proposed course of action on one of the major case studies.</p> <p>Handover to Facilitator – s9(2)(a) OIA</p> <ul style="list-style-type: none"> <li>Have participants read the briefing slides in their workbook.</li> <li>Take questions.</li> <li>Emphasise a few critical things:             <ul style="list-style-type: none"> <li>When you brief the Chief Executive you talk to him – don't need to give him any written material.</li> <li>Case studies are produced on letterhead, or in memo/email format. Sometimes they don't look perfect they may have inconsistencies in them. That is the point. You need to piece together the information and work out what the right thing to do is, and who are the right people to tell. You have to take a decision with imperfect information. Just like real life.</li> <li>The cases are taken from MSD files, and so you may not know the context and the technical aspects. That is good in a sense, because you have to work out how to 'manage' the issue.</li> <li>You are not doing all the investigative work on it, you are managing it.</li> </ul> </li> <li>These case studies are based on real life cases so we will be need all papers returned to us at the end of the day for destruction, and please remember this information is confidential.</li> </ul>	<p>Facilitator          s9(2)(a) OIA</p>	<p>Hold up and refer to work book. Walk people through the relevant parts.          Comms to ensure that each team has a swipe card</p>
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	<ul style="list-style-type: none"> <li>Each of the case studies has right answers, and are marked and given back to you.</li> <li>Introduce the key players</li> <li>Markers introduced -s9(2)(a) OIA</li> <li>s9(2)(a) OIA introduced and explains her role</li> <li>Introduce project team and their roles. Start with s9(2)(a) OIA             <ul style="list-style-type: none"> <li>If a team feels they are going round in circles, they can call time out, and ask a s9(2)(a) OIA to come in and unstuck them.</li> </ul> </li> <li>You have the whole of third floor to use. Check list on table for your break out room. You will be there most of the day.</li> <li>CE is real CE. But you can't ring the CE.</li> <li>Refer people to participant list which tells them which room they have.</li> </ul>		<ul style="list-style-type: none"> <li>Ensure s9(2)(a) OIA out is in the workbook.</li> </ul>
9:30	<p>s9(2)(a) OIA</p> <p>Presentation of media cycles</p>	<ul style="list-style-type: none"> <li>The timing of your response influences what happens to your messages.</li> <li>Information on what a key message looks like</li> <li>The correct responses to a media issue.</li> <li>Take questions.</li> <li>Explain purpose and timing.</li> <li>Explain that if an Oral PQ happens today, will happen a little later than in normal life, and because we need to give you time to get to grips with the material.</li> </ul>	<ul style="list-style-type: none"> <li>s9(2)(a) OIA</li> </ul>
10:10	<p>Presentation of Oral PQ</p>	<ul style="list-style-type: none"> <li>Each group handed only half of their in-tray to complete today. Dropped in to groups by s9(2)(a) OIA</li> </ul> <p><b>In tray exercise includes:</b></p> <ul style="list-style-type: none"> <li>Auckland boarding house /Kiwilodge scenario.</li> <li>Includes background notes eg comments from Housing NZ, the council, Work and Income, CYF and the findings of a site visit. Includes aspect of client fraud.</li> </ul>	<ul style="list-style-type: none"> <li>People move to break out rooms.</li> </ul>
10:25	<p>in-tray</p>	<ul style="list-style-type: none"> <li>s9(2)(a) OIA</li> <li>Participants don't know it's only half of the in-tray.</li> <li>First case study is the major media case study for the day - there are enough copies for each participant. All the other case studies have only 1 copy for the group.</li> <li>Groups must drop briefings back</li> </ul>	<ul style="list-style-type: none"> <li>Participants don't know it's only half of the in-tray.</li> <li>First case study is the major media case study for the day - there are enough copies for each participant. All the other case studies have only 1 copy for the group.</li> <li>Groups must drop briefings back</li> </ul>

	<p>2. Farewell morning tea exercise</p> <p>3. Koru club membership</p> <p>4. Flowers approval for bereavement.</p> <p>5. fbd – one other medium complexity issue</p> <p><b>Markers</b></p> <p>Main scenario = s9(2)(a) OIA</p> <p>Other scenarios</p> <p>Scenario 1 is marked out of 20 points, all other scenarios are marked out of 5 points each. See detailed markers schedule for more information.</p> <p>Participants may also think to ask the team for additional information from key stakeholders on the main scenario – this will be available in the main room (supplementary information – it includes Auckland City Council information from a Site Visit and Housing NZ. This is not proactively handed out – teams that don't think to ask for it may struggle</p>	<ul style="list-style-type: none"> <li>Te Anau</li> <li>Tekapo</li> <li>Waikaremoana</li> <li>Whanganui</li> <li>Kahurangi</li> <li>He Oranga-te Puna</li> </ul> <p>Itai Poutini to be used as a bag/spare room.</p> <p>Wakatipu room to be used as refreshments space.</p>	<p>into the main room to in tray for marking</p> <p>Response to main scenario are due at 3pm initially and then change to being due at 12.00 (runner will need to tell them)</p> <p>Participants need to decide:</p> <ul style="list-style-type: none"> <li>Who to inform</li> <li>Key messages</li> <li>Spokesperson for media</li> <li>Spokesperson for meeting with the CE.</li> </ul> <p>Markers mark efforts for their allocated team as they finish each task. Markers can accept or ask for more information. This response is determined by scoring method already prepared prior to the workshop. s9(2)(a) OIA</p>
12.00	Lunch arrives to Wakatipu room	s9(2)(a) OIA	<p>informs groups that lunch provided in Wakatipu room as something to grab as you go (distraction).</p>
12.15	Oral Parliamentary Question	<p>Oral PQ on case dropped in to room by s9(2)(a) OIA</p> <p>Based on first case study (Kiwi Lodge).</p> <p>Due to Minister's office 12.45.</p>	<p>visits each team and hands out written copy of oral PQ.</p> <p>Responses go back to s9(2)(a) OIA</p>
12.30	Advance Warning of Minister Briefing	<p>Teams are verbally advised that the Minister has seen the Oral PQ come in, and would like a briefing in his office on the matter at 1:00pm</p>	
1.00	Oral Parliamentary Question	<p>Oral PQ rejected or accepted by Minister's office (Private Secretaries).</p> <p>Re-submit new draft by 1.45 to auditorium.</p>	<p>s9(2)(a) OIA advise each team the outcome of the Oral PQ</p>

s9(2)(a) OIA

s9(2)(a) OIA

1.00	One-on-one meetings with Minister	Minister Borrows grills their planned approach to dealing with the major case study/scenario (Kiwilodge).	s9(2)(a) OIA take nominees from each team over to the Minister's office. s9(2)(a) OIA	visits each group and tells each one: "the Minister wants to see you in 10 minutes about the Auckland Boarding house case". ..... takes them up over one at a time to s9(2)(a) OIA (Private Secretary) who escorts them into the Ministers Office. 10 minute appointments from 11 a.m - 12 p.m. Before 10 minutes are up, s9(2)(a) OIA terminates the meeting.
1.00 pm	TV interview (Housing scenario)	<ul style="list-style-type: none"> <li>Spokesperson has to promote key points.</li> <li>Work as a team to prepare the key messages.</li> </ul>	s9(2)(a) OIA s9(2)(a) OIA s9(2)(a) OIA	Media interviews will occur every 10 minutes. Each interview is up to 5 mins long. Media crew is led by s9(2)(a) OIA MSD Comms.
2.00	Second half of in-tray handed to participants	<ul style="list-style-type: none"> <li>Second half of in-tray handed to participants.</li> <li>Instructions to be drafted</li> <li>STAR funding cuts</li> <li>Privacy Breach exercise</li> <li>Facebook exercise</li> <li>Ministerial Correspondence.</li> <li>10. We - do we include another meaty case study</li> </ul>	s9(2)(a) OIA s9(2)(a) OIA	Markers continue to provide ongoing feedback and marking of exercises as teams complete each task.
2.00	One-on-one briefing of Chief Executive	CE receives update on Housing Case Study or is it on a new case study. That is just breaking	Take nominees from each team up to the CE's office. s9(2)(a) OIA s9(2)(a) OIA	visits each group and tells each one: "the CE wants to see you in 10 minutes about the Auckland Boarding house case". ..... takes them up one at a time to CE's office. 10 minute appointments from 2:00 pm - 3:00pm Before 10 minutes are up, s9(2)(a) OIA terminates the meeting.



2.15	Oral Parliamentary Question submitted to Whip	Teams informed.	s9(2)(a) OIA	Examine the answers provided by teams and work out what the consequences will be with the Media team (s9(2)(a) OIA)
3.00		Start putting pressure on teams to complete their case studies	Facilitator	
3.30	Outcome of Oral PQ	Receive Hansard Receive follow-up call from Minister's office	s9(2)(a) OIA	
4.30		Main room set up for dinner	s9(2)(a) OIA	
4.30	Final In-tray items handed to markers	All outstanding tasks handed in at whatever their state of completion. Markers complete scoring		Final marks and rankings from tables completed by markers. Marker feedback can begin if the teams want to do that.
4.30		compiles final scores and loads on to laptop		
4.45	De-brief in rooms with markers and roving coach	What did they learn today? What will they do differently? Each team to have one person feedback to the full group their take-aways.		
5.20	Facilitated de-brief of participants	Facilitator welcomes the group back to the auditorium Present league table with scores for each exercise Each team presents back their learnings and takeaways.	Facilitator - presents league table s9(2)(a) OIA	Participants sit at their syndicate tables for dinner s9(2)(a) OIA
5.30	CE de-brief with the group - Ray Smith	Ray leads a high level discussion with the group about what they have learnt through the day He then shares some of his experiences and what he learnt from those	Ray Smith, Chief executive Corrections	to meet Ray Smith in L 3 foyer During Ray's session the media interviews are uploaded to laptop s9(2)(a) OIA
6.10	Break to get refreshed; get	Facilitator to ask people to wait for 10 minutes while dinner is put out in Wakatipu room.	Facilitator s9(2)(a) OIA	Dinner set up after the CE finishes his brief. He is welcome to stay for

s9(2)(a) OIA

	dinner and be seated in the auditorium	laptop is re-connected to auditorium a/v system	s9(2)(a) OIA	dinner.
6:20	Participants eat dinner and view the media interviews	<ul style="list-style-type: none"> <li>s9(2)(a) OIA presents their scores for this exercise.</li> <li>Show their video clips for major case study</li> <li>shows the likely headline for the next day.</li> </ul>	s9(2)(a) OIA	<ul style="list-style-type: none"> <li>Timing is very important: 8 minutes for 6 groups = 48 minutes, with 15-20 mins for obtaining dinner</li> </ul>
7:20	Workshop closes	<ul style="list-style-type: none"> <li>Thank participants for their work.</li> <li>Thank project team</li> <li>Participants revisit their learning objectives - were they met? Did you get what you hoped for</li> <li>Participants complete evaluation forms</li> </ul>	Facilitator	<ul style="list-style-type: none"> <li>Key messages</li> <li>Leave behind all papers</li> <li>Evaluation forms leave here</li> </ul>
7:30	Participants leave and project team pack up		Project team	<ul style="list-style-type: none"> <li>Remove all papers.</li> </ul>

s9(2)(a) OIA

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2011 IPANZ GEN-1 Public Sector  
**Excellence Awards**

TEMPLATE FOR SUBMISSION

PLEASE COMPLETE THE TEMPLATE BY FILLING IN THE BLUE FIELDS

Category	Improving Performance through Leadership Excellence
Project or Initiative Name	Chief for a Day
Organisation(s)	Ministry of Social Development
Project Leader (Name, title, organisation)	s9(2)(a) OIA Development, Lead HR Advisor, Organisational
Contact Person (Name, title, organisation)	s9(2)(a) OIA Development, Lead HR Advisor, Organisational
Contact Phone	s9(2)(a) OIA
Project Completion Date	Ongoing

Your submission must be no more than 10 pages in total. Some fields indicate a maximum number of words or a particular format (e.g. address each of the criteria separately). This is to assist the judges in comparing your submission with others without needing to search for comparable material – with the risk that they don't find it.

SECTION 1

**BRIEF PROJECT DESCRIPTION**

Please provide a **TWENTY-WORD STATEMENT** that briefly describes your project or initiative. If your project is selected as a finalist, this description will be used in any information about or promotion of the awards, including on the website.

Managers are given all a Chief Executive's powers and authority for a day (*yay!*), to manage their problems and responsibilities (*doh!*).

## SECTION 2

### OUTCOME STATEMENT

Ask any senior public servant from Wellington, let alone from the regions and they will say that the hard part of the job is managing within the political context - the "nous" part of what they do. It is also the hardest part to learn. Nous is learnt by doing, and that involves making mistakes. It's hard to find opportunities to put growing leaders into roles where they can try things, sometimes get them wrong, and all the time learn. The best learning would come from being Chief Executive, but that's a rare and unforgiving job. But still, what if growing leaders *could* be the Chief, even just for a day?

In 2010 MSD's Chief Executive, Peter Hughes, asked for an authentic experience-based learning opportunity to be developed that could give any public service manager or leader the opportunity to stand in his shoes, learn what is important in taking decisions, and see the downstream consequences of decisions they took - in an environment where they could make mistakes. The experience had to be testing, engaging and fun, to test senior managers and leaders and help them learn a set of skills only readily learnt in the most senior public service roles. A particular focus was on regional managers, to provide them with the 'Wellington experience' of managing in the political context.

The programme enables participants to live "a day in the life of a Chief Executive". They are given tools and frameworks to use in making some of the decisions they will be faced with, and from there they receive a completely authentic, 12 hour day-long experience that is tailored to their organisation and its challenges. The day is run by experienced public service leaders, and experts in managing media and the parliamentary process.

In real time, they:

- choose how to manage and front large scale operational and media issues
- prepare and front on-camera interviews and brief their real-life Chief Executive
- work through an 'in tray' of other smaller decisions that can be just as important, where the right decision isn't clear or the policy may not be the right thing to do
- get feedback, and can see and may have to manage the consequences of their choices
- have to choose between and balance up different sources of expert and stakeholder advice.

Participants are supported by qualified coaches and experienced managers throughout the simulation. Coaches and senior leaders de-brief with participants on their leadership styles and what worked well, or hindered their performance during the workshop. The Chief Executive closes the day, bringing together the key concepts from the day and showing how some of the real-life cases the day was based on were really managed.

The outcome sought is a simple one that organisations have struggled to achieve - for managers and leaders to make better decisions that are situated within the broader context they work in, to be able to understand and manage the likely downstream consequences, and to support their own Chief Executive or Deputy Chief Executive's needs when managing their organisation's critical issues.

The nature and desired outcomes of this programme also make it difficult to establish hard measures by which to score the success of the programme. However, the ability to identify and work with emerging talent is often a result. The success also lies in the confidence gained by the participants and how they take their new skills back to their teams and apply to their everyday position.

The feedback from two deliveries of the programme included comments that they found the day inspirational, and like "I finally understand why [Ray] needs the information he demands, when he does, and why he asks what he does". That is, participants had come to understand concepts that the organisation had sought for some time and in many other ways to impart. MSD regards this as a breakthrough programme for developing its leadership.

As part of the project, we also found that there was undiscovered talent within Child, Youth and Family. An added outcome from this programme has been the identification of talent by the experienced people running the programme, and passing this back to the organisation so that it can foster the further development of these staff's valuable skills.

SECTION 3

PROJECT DESCRIPTION

Please provide a detailed description of your project or initiative. The information should provide the answers to all the questions listed below and provide the judges with a clear understanding of your project/initiative and why it should be considered for a Public Sector Excellence Award.

<p><b>WHAT WAS IT?</b> Product or service that your project created or to which it related.</p>	<p>Developed and delivered the full experience of 'Chief for a Day', giving public service leaders the authority and responsibilities of a CE for a day. The overarching goal was for them to improve the way they situated their actions in the context in which they work.</p>
<p><b>WHY DID YOU DO IT?</b> Purpose, goal, outcomes to be achieved.</p>	<p>To improve the way senior public service leaders act, take decisions and account for these with the public and Ministers, in an environment where they normally cannot 'learn this by doing' safely.</p>
<p><b>WHY WAS IT IMPORTANT?</b> Opportunity, problem or issue being addressed.</p>	<p>The Government and the public of New Zealand expect that public servants will take into account the community's views and interests when making decisions and be able to explain what they do in these terms.</p> <p>The best way to learn how to do this well is to stand in a senior leader's shoes, but there are few opportunities to do this and a low tolerance for mistakes.</p> <p>We looked for a different way to give people this experience – by making them Chief Executive for a day, in a safe but authentic environment where they could learn.</p>
<p><b>WHO DID IT?</b> Project team, work unit, key people.</p>	<p>The project was sponsored by the Chief Executive, Peter Hughes. A cross-functional project team from across the Ministry of Social Development, led by the Lead HR Advisor, Organisational Development, and other senior experienced staff drawn from the Ministry's corporate teams.</p>
<p><b>WHO ELSE WAS INVOLVED?</b> Stakeholders, target groups, client groups, partners.</p>	<p>Case studies and factual material were provided from within the Ministry's business groups. We estimate that it took three staff several weeks to generate all the material that was needed, to the high standard of detail and authenticity that was demanded for it to be convincing to all the participants. The participants in the initial workshops were all national and regional level senior managers within the participating group – Child, Youth and Family. Technical experts from Communications, Legal, and Ministerial Servicing parts of the Ministry were 'actors' to play the part of actors such as TV crew, private secretaries, or Chief legal advisors. As participants were mostly regional, this made the learning experience seem completely real.</p>
<p><b>WHAT DID YOU DO AND WHY?</b> Methodology etc</p>	<p>We created a programme to meet the Chief Executive's instruction that people have the experience of standing in his shoes and having to decide on the issues that reach his desk.</p> <p>The programme lasted twelve hours without break. For example, participants had 'brown bag' lunches available that could be taken as</p>

	<p>they continued to manage breaking issues, sometimes breaking in response to their own decisions, and progress those that they already had underway. Each group and participant had their own experience of the simulation, depending on their decisions and talents, contributing to a truly authentic learning experience.</p> <p>We worked with subject matter experts and issues management staff from within the organisation to tailor this to Child, Youth and Family – the issues it deals with and the learning goals of its Deputy Chief Executive, Ray Smith.</p> <p>We assembled a team of content and issues management experts, qualified coaches, and experienced senior managers deliver the programme so it felt authentic for participants, provided them with real-time feedback and information about the results of their decisions, and led to learning.</p>
<p><b>WAS IT SUCCESSFUL?</b> Results, measures, feedback, impact, evidence.</p>	<p>Hugely. All participants were asked to implement evaluation forms before the end of the workshop. Participants rated the complexity and amount of case studies as authentic. Participants provided feedback that they would take back an improved contextual understanding of the expectations of national office and how to manage responses. This was a result that MSD, like many public service organisations, has sought for some time to achieve and in different ways.</p> <p>The coaches and project team also de-briefed on the success of the workshops and what we could use to improve learning next time.</p>
<p><b>WHY WAS IT SUCCESSFUL?</b> Critical success factors, feedback.</p>	<p>There were six key factors to the programme's success:</p> <ul style="list-style-type: none"> <li>• The leadership and commitment of the Chief Executive, Peter Hughes, and the Ministry's Leadership Team.</li> <li>• A commitment to provide authentic experiential learning and engage senior leaders in helping others to learn.</li> <li>• Working in collaboration with business units to ensure the experience felt truly real for participants.</li> <li>• Having advice debriefs and structured feedback provided by seasoned veterans.</li> <li>• The use of trained and qualified coaches to ensure teams worked together and people were engaged in the programme.</li> <li>• A very substantial investment in time to make sure what was provided to participants felt real and authentic.</li> </ul>
<p><b>WHAT DID YOU LEARN?</b> Learning during the project, from the project, what to do differently next time</p>	<p>This project is going to be repeated across MSD to other service delivery areas. What we learned was the high level of detail required in all the case studies for them to be authentic. The sourcing of case studies from real events and then changing and creating background documents was very detailed.</p> <p>We also learned that participants are very willing and keen to participate in this experience, and more resilient than we expected to a simulation which runs for 12 hours.</p>

## SECTION 4

### ASSESSMENT CRITERIA

The extent to which the agency's organisational development project or programme demonstrates that:

- the chief executive is actively leading the identification, development and support of high potential talent
- other managers are also engaged and participating in talent identification and development staff are exposed to experiential development opportunities both within and outside of their agency
- the chief executive and other senior managers are providing quality experiential development opportunities to people from other agencies
- the chief executive is recognised for their contribution to leadership development beyond their own agency
- human resources systems and processes are in place to support identification and development of high potential talent.

Chief For A Day has been developed as part of a concerted focus by MSD on *organisational development*, on building leadership at all levels and in all parts of the business.

As part of this, and through its particular programme:

- the Chief Executive has sought to develop leadership talent within the organisation, and made sure the required resources are brought together to create a breakthrough programme
- through this, the organisation's experienced leaders are engaged in passing their knowledge and experience on to others, on the basis that *great leaders teach*
- they are also engaged in identifying and working with talent
- the experience of these senior and experienced staff is used to create experiential learning that otherwise is restricted to just a few people, but is high value
- the competencies that are developed - situational awareness, quality decision-making, leadership - are those that are regarded as critical to public service leaders but the hardest to foster
- a 'safe' environment is provided to learn things that otherwise are learned through hard trial and error, in a public setting where tolerance for mistakes is low
- lessons from the programme are reinforced when people return to their job after the programme, and talent identified through this programme is supported and further developed.

The programme has been designed with a view to delivery in any public service organisation. Participants have included invitees from the State Services Commission and the Leadership Development Centre

## EXCELLENCE CRITERIA

Please explain how your project or initiative meets the spirit of the Public Sector Excellence Awards and why it is worthy of an Award. Please describe how it meets each of the Excellence Criteria.

### Vision

- Demonstrates visionary leadership.
- Demonstrates a commitment to openness and accountability.
- Presents an aspirational role model for the wider public sector through professionalism and achievement.

### Innovation

- Demonstrates innovative approaches through research, creative concepts, new technologies or new policy development.
- Demonstrates cutting edge technology and systems integration, or innovative business model development.
- Evidence of focus on durable solutions, and performance or service enhancements.

### Results

- Demonstrates an improvement in organisational performance in terms of productivity, and/or the quality of services provided.
- Demonstrates positive and effective impact on the quality of service to clients and communities.



- Demonstrates positive and effective impact on New Zealanders' participation in and satisfaction with the processes of government and the public service.

#### **Vision**

##### *Demonstrates visionary leadership*

The programme starts from the principle that all public servant leaders should be able to see beyond their own field of expertise to the place they have in the community and in relation to the public. Ministers and others. This view is widely shared, and the Chief Executive, MSD sponsored the programme to advance it.

The experiential nature of the programme and the high quality of delivery has caused participants to see not just how and why they must take this broad view in what they do, but how this is closely connected with their own success and that of those around them and the public service overall.

To date we have run two workshops. These were opened and closed by the Chief Executive, Peter Hughes, and / or Ray Smith, the Head of Child Youth and Family at that time, in order to set the tone and de-brief with participants. Results of the major case study were compared with how Ray Smith handled the situation in real life, and showcased his leadership in this area.

##### *Demonstrates a commitment to openness and accountability*

To do their jobs well and engender trust, public servants must be able to situate their decision-making within the context they work in, and explain their actions in terms that mean something outside their own organisation. These skills are learned experientially, and this programme opens up the opportunity to teach them to a much broader range of public service managers.

##### *Presents an aspirational role model for the wider public sector through professionalism and achievement*

'Chief For A Day' has been promoted beyond MSD. Among its strengths are communicating to public service managers that they can succeed by managing what they do in context, and engaging experienced public service leaders in modelling and teaching this. One of the benefits of this workshop was that it revealed potential stars in this area who not only performed well but also had revealed their aspirations to work in more senior roles now their understanding of the complexities has been improved. These people were observed by coaches and this information fed back to Child Youth and Family to assist with their Talent Management.

#### **Innovation**

*Demonstrates innovative approaches through research, creative concepts, new technologies or new policy development.*

*Demonstrates cutting edge technology and systems integration, or innovative business model development.*

*Evidence of focus on durable solutions, and performance or service enhancements.*

'Chief For A Day' brings a new approach to engaging senior public servants in teaching others by enabling them to share experience rather than 'stand up and talk'. By engaging public service leaders in creating experiential learning, this gives others a broader perspective on what they do - or in some cases challenges fundamentally the way they approach their jobs.

The day also makes extensive use of multimedia technology to enable real-time feedback and make the experience truly authentic. For example on camera interviews are edited into real segments that are played back to all participants soon afterwards with expert commentary, and they get Hansard that shows how a Minister may have fared based on officials' help and briefings.

#### **Results**

The evaluations showed that the workshops were extremely successful beyond expectations and that outcomes were met. Participants stated they had never had the opportunity to participate in this kind of experience, and that their leadership practices are changing to reflect this new learning. Work and Income are now taking up this learning opportunity.

## HRINZ HR Initiative of the Year – Chief for a Day

### 1.0 Executive Summary

Chief for a Day is a full-day simulation where managers enter the world of the Chief Executive, making decisions, managing issues, fronting the media and briefing the Minister. The goal is to make a step change in the political nous of middle and senior-level managers.

The way this initiative was scoped, designed and delivered demonstrated Human Resources' (HR) ability to partner and add value to the business. In particular, HR has been able to show a strong strategic contribution to the development of Ministry managers, using specific business knowledge to create practical on-the-job situations in a safe learning environment.

Normally, political nous is learned through on-the-job trial and error over many years. This initiative was required to accelerate that learning and reach a new level of understanding by the participants of the role they play in keeping the reputation of the Ministry safe.

### 2.1 Why was the initiative necessary?

The Ministry's ability to gain and maintain the confidence of stakeholders, in particular the Minister and the public, is vital. The ability to think critically and strategically, to manage the context and to have well-tuned political judgement is an essential competency for public service managers.

This requires political nous, which is considered one of the most difficult skills to develop. It cannot be learned in a classroom; it is learned through experience. The challenge was to accelerate that experience through a 12-hour simulation where participants would be under pressure to make multiple complicated decisions, manage several politically sensitive issues, and think strategically how about they were going to position and present these issues to the media and the Minister.

The Chief Executive, Peter Hughes, observed that developing these skills as part of business-as-usual would take a long time. He wanted to accelerate that development. He also identified it as a development need across the public sector and was looking to offer this programme to other agencies with a similar need.

The head of Child, Youth and Family, Ray Smith, volunteered his managers for the first programme as he wanted them to understand the tight timeframes National Office expected information on issues to be provided. He wanted them to see strategic risk management as a critical part of their jobs, and for them to be clear in their messaging and aware of key nuances.

### 2.2 What overall business strategy does this support?

Chief for a Day supports two key strategies:

- Government agencies need the confidence of the public and Ministers, in the same way private sector company boards and shareholders need confidence in their executive team. If managers are on top of their business and can quickly

and effectively respond to media inquiries, issues can be de-escalated and the reputation of the organisation maintained. Issues management is a key strategic concern for any executive team. Managed well, it allows the business to focus on its strategic priorities without external interruption.

- Raising the quality of the Ministry's managers is a strategic priority. There are more than 600 team leaders and managers in the Ministry who support front line case managers and social workers to make tough decisions every day. Any one of those decisions could become an issue and if managers have good judgement they can coach staff, work with staff to correct mistakes, intervene with clients to remedy the situation or alert senior management about a potential issue before it becomes public.

### **2.3 What was the initiative trying to achieve?**

The aim is to rapidly up-skill managers in the handling of political and media issues to ensure that:

- participants appreciate the need for a quick response to information requests
- regional managers quickly identify issues that could escalate and alert National Office communications team in advance of the issue being picked up the media or Ministers
- the National Office communications team do not need to manage issues that had been mismanaged earlier
- Ministers would be forewarned and forearmed of any emerging issues
- the programme results in significant skill improvement.

There is also a plan to customise the programme so it can be used by other agencies.

### **2.4 What relevant background information will help frame the context of the initiative?**

One of the hardest tasks for senior public servants is managing within the political context, or nous. Nous is learnt by doing, and that involves making mistakes. It can be hard to find opportunities to put growing leaders into roles where they can try things, sometimes get them wrong and all the time learn. The best learning would come from being the Chief Executive, but that is a rare and unforgiving job. Chief for a Day gives public servants the experience of walking a day in the Chief Executive's shoes.

The 70/20/10 rule of development suggests that people learn best by doing, not reading books or academic study. Yet most of the time when we have a development need, HR's first response is to design a course. This initiative sought to create real-world experience in a safe learning environment.

### **2.5 What would have happened if this initiative did not happen?**

Without this initiative, the ability of our up and coming managers to respond to and handle political and media issues would not be as advanced. Of the 600 managers who fit the criteria for this programme, 25 per cent have attended and have seen improvement and confidence in their ability to handle these issues.

### 3.0 Initiative Scope

#### 3.1 Provide a clear and concise description of the initiative

Chief for a Day is a full-day simulation where managers enter the world of the Chief Executive, making decisions, managing issues, fronting the media and briefing the Minister. The goal is to make a step change in the political nous of middle and senior-level managers.

The initiative consists of preparation for and running the actual day.

#### Preparation

HR's Organisational Development (OD) team co-ordinated multiple teams across the organisation to provide expertise on the day.

- The communications team provided input on the media cycle and arranged for the television interviews.
- Designated members of the legal and HR teams were on standby to provide advice to the participants.
- Executive support teams combed the archives for suitable real-life case studies that could be adapted for use on the day.
- Case study writers adapted the cases to be suitable.
- Experts in issues management reviewed the case studies, ensured they were written in a way that would protect those involved, and developed scoring criteria for them.
- Experienced senior managers from the business unit were briefed on each case study so they could provide coaching support to a team of participants.
- The Chief Executive was briefed on his role.

#### Process on the day

Participants were broken into teams, given a series of case studies that needed to be completed in tight time frames. Each case was scored by an expert and feedback was given immediately to each team. The team were then debriefed by an experienced senior manager, and were expected to incorporate that feedback into their next response. A significant improvement in skill level was evident from the start of the day (9am) to the finish (9pm). In all, more than 14 pieces of work were scored and feedback given. If teams had time, they were permitted to go back and rework several assignments. The day included many scenarios drawn from real life.

- Participants received a presentation designed and delivered by the Public Affairs Manager on the media cycle, explaining the critical deadlines that need to be met during the day to stay ahead of the media, and on deciding how to deal with an issue.
- Participants worked in teams of six or seven.
- Teams had to decide how to respond to a difficult issue, such as a multi-victim sex-abuse case involving two young male offenders. Teams had to work out what additional information they needed and get it. During the day this core case study had additional curve balls thrown in.
- They learned about the oral parliamentary question process and had to prepare a response.
- They briefed the Chief Executive about the emerging issue and how they intended to respond.

- Teams wrote a briefing to the Minister about the same emerging issue, with key messages that could be used if there were questions.
- They prepared and fronted an on-camera interview, filmed by Ministry media advisors playing the role of investigative journalists.
- Teams worked through an in-tray of other smaller decisions that could be just as important, where the right decision was not clear.
- They had to choose between and balance up different sources of expert and stakeholder advice.
- Over dinner, the television interviews were played back, along with feedback from a public affairs expert on the strengths and weaknesses of each interview.
- They watched how the head of Child, Youth and Family gave the actual television interview when this issue appeared on the television programme 60 Minutes.
- The Chief Executive or a Deputy Chief Executive provided real-world examples of lessons learned from issues that they had managed in their career.

Each decision the team made or piece of communication written, was given to an expert that scored it against a consistent scoring framework. The team received that score and feedback immediately. Sitting in with each team was an experienced senior manager who provided their feedback to the team, made observations, and challenged the team to incorporate the feedback into their next response. Also sitting in with each team was an OD coach, who was observing the team process and ensuring people were handling the pressure well. At the end of the day they provided feedback to the team on how well they used their resources and worked together.

### **3.2 What is included and excluded**

#### **Included:**

The decision was made to design and deliver this initiative internally as it was specifically targeted at enhancing participants' understanding of the Ministry's systems, expose them to real-life examples and timeframes, and build relationships they would need in their jobs. Within the OD team were several ex-managers who had managed issues, parliamentary questions, and responses to the Minister. They had the technical knowledge to design the day, and were able to credibly partner with business experts.

It was decided that experienced senior managers who were strong in political nous would be included on the day, even though it was time intensive, as they could offer real-world advice and it reinforced their role as coach-manager.

#### **Excluded:**

Even though the Minister was very supportive of this initiative it was decided not to include her as an actor as her diary can be unpredictable.

### **3.2 How does this relate to other initiatives or strategies for the organisation?**

The Ministry invests heavily in the development of its managers. Chief for a Day is one of many initiatives that aims to develop difficult-to-learn competencies.

The leadership team have regular conversations about the strengths, weakness, aspirations and development needs of the top 35 managers. Through these discussions, development needs like managing in the political context emerge, and then interventions are designed to remedy those development needs.

Recently, the Ministry teamed up with agencies including IRD, Police and Defence, to provide shadowing opportunities in each others' agencies so their senior managers could experience life in another agency and watch a skilled practitioner in action.

The OD team is highly skilled and able to provide credentialed executive coaching to senior managers in the organisation. Many of the development needs of senior managers are best addressed through intensive one-on-one coaching.

The succession strategies for the organisation are connected to this initiative. Leadership team members are aware that with impending changes in the team, the role they play in keeping the organisation safe needs to be passed on to the next generation of leaders. For the future safety of the organisation there needs to be a focus on raising the skill levels in this area.

### **3.4 What are the major dependencies and assumptions made?**

#### **Dependencies:**

Each new Chief for a Day needs relevant case study materials. Research and preparation takes time and there is a two to three month lead-in window for this. Case material also needs to be modified for the target audience.

The programme is dependent on the availability of senior managers. Scheduling can be a challenge. On occasion we have needed to move the dates to fit in with changing priorities, but the value of having senior managers participating in this programme makes this worth it.

#### **Assumptions made:**

Since there is a significant time investment in Chief for a Day the assumption is that political nous is going to be as important, if not more important, in the future. It is worth the investment. An impending election, ever-increasing expectations on the public sector, stronger regions (Auckland amalgamation) and other changes increase the need for stronger issues management.

It is assumed that due to the nature of our business, the likelihood of being in the media spotlight is high therefore we need to be skilful in managing the media.

### **3.5 What alternatives were considered?**

Typical learning interventions in this space are media training, academic workshops on the political process, and reading. None of these would have given the step change required. It is not just knowledge that our managers need; it is the experience of stepping into another's shoes and seeing the bigger picture that will grow their judgement skills. The simulation approach to learning was chosen as it is the closest we can get to real world experience.

We considered using existing case studies rather than preparing our own. But we believe it has much greater relevance and impact if participants are dealing with cases that are in their field using language that is familiar. The subtitle for Chief for a Day is managing in the political context so it is important that all of the material is in a Ministry context. It is real. Participants recognise this is not made up but are situations that had the potential to damage the reputation of the Ministry. It gives the day an edge.

#### **4.0 Business Case**

##### **4.1 Tangible benefits**

Chief for a Day has been run three times to date. The tangible benefits to the business so far have been:

- 150 team leaders or managers (25 per cent of the possible participants) have taken part in the programme
- quicker response times for information needed to manage issues
- a demonstrable improvement in participants' political judgement skills
- improvement in participants' ability to create key messages for briefings to key stakeholders
- some Chief for a Day participants have needed to step in for their executive team and have commented on how useful the programme was in preparing them. One stated: "The sorts of issues we had to deal with throughout the day of the workshop were exactly the sorts of issues that I was then faced with as acting general manager... One of the best pieces of advice was, "Don't loiter over it. Deal with it, delegate it and move it on" because in two minutes there is something else coming in that might be from a very different space and that's exactly the sort of thing that was happening."

##### **4.2 Intangible Benefits**

- Participants gained an appreciation and understanding of the challenges their executive team face in managing the political and media environment. There was a new-found respect for them.
- Executive team members saw a large number of their managers in action and identified people with potential.
- The Ministry's Public Affairs team said Chief for a Day heightened managers' awareness of the need for timely responses to emerging issues and why it was important to leave no stone unturned in preparing a response. Participants were more aware of the need to be sure about the key issues and how to express them concisely and clearly.
- The day built relationships between key National Office staff who manage issues and the operational managers.

For further participant feedback see Section 4.4

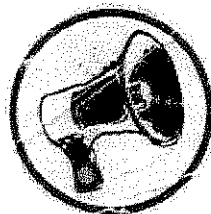
##### **4.3 Who was accountable for achieving the benefits and how were they achieved?**



MINISTRY OF SOCIAL DEVELOPMENT  
Te Manatū Whakahiato Ora

# Managing in the Political Context

## Monday 25 June 2012





## Welcome!

We look forward to working with you today, through a number of challenges that a real-life DCE would face. Today is all about your own learning; about practising your critical reasoning skills when faced with issues that might be of political and/or media interest.

You'll work as a team today – and it's important that you work out, early on, what strengths that various team members have. You'll need to play to your strengths, and work efficiently, to do what needs to be done today.

You'll find during the day that there are consequences from your decisions and actions. What you do in the morning, might lead to more work in the afternoon – just like in real life. Your performance as a team will be judged during the day, and you'll each receive feedback as well.

There are some questions you might want to ask yourselves which are very important today:

- What is the 'right' thing to do here?
- Who do I need to talk to?
- Where could this issue go?
- What might the implications of my actions be?
- Can I live with this?
- How can I rise above the technical issues and think about how we create confidence in the public's eyes, and our Minister's eyes, of the services we provide?

Overall, we want you to remember that today is about learning. Some things will go well for you and for your team during the day. Some things might go less well. And that's OK. In the words of Mark Twain: *If you hold a cat by the tail you learn things you cannot learn any other way.*

*Boldness has genius, power and magic in it.  
Only engage, and the mind grows heated -  
Begin it, and then the work will be completed.*

- Johann Wolfgang Von Goethe

## Agenda

Time	Item	Venue
8.45am	Welcome and Purpose	Auditorium, Level 3
9.15am	Ground rules and resources	
9.30am	Media Cycles & the Political Context	
10.30am	Simulation begins	Move to the breakout rooms
11.00 – 12.00pm	Ten minute meeting for one person in your group with Chief Executive during this time	CE's office Level 3 You will be escorted by s9(2)(a) OIA
5.30pm	De-brief the day with Ray Smith ( CE Corrections)	Auditorium, Level 3
6.20pm	Dinner	Auditorium, Level 3
7.15pm	Wrap up for the day	Auditorium, Level 3
7.30pm	Workshop closes	

Please note lunch will be available in the Main room from 12 noon.

## Project Team Members

Name	Role	Where you can find us
s9(2)(a) OIA	Project Leader / Facilitator	Walking the floor & auditorium
	Project team members and Presenters	Auditorium
	Team Coach / Support during the day	Walking the floor & auditorium
	Project team member & responsible for collecting marks for the case studies, and collating league table.  Also responsible for taking participants up to see the Chief Executive, and collecting evaluation sheets and all written materials at the end of the day	Walking the floor & auditorium
	Project team member / Marker	Walking the floor & auditorium
	Marker	
	Event Management and logistics	Walking the floor & auditorium

Teams and rooms

Purple team	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Department of Corrections
	s9(2)(a) OIA - Ministry of Justice
Blue team	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Department of Corrections
	s9(2)(a) OIA - Ministry of Economic Development
	s9(2)(a) OIA - Ministry of Justice
Green team	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Department of Corrections
	s9(2)(a) OIA - Ministry of Justice
	s9(2)(a) OIA - Environmental Protection Authority
Pink team	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Ministry of Health
	s9(2)(a) OIA - Ministry of Justice
Red team	s9(2)(a) OIA - Ministry of Social Development
	s9(2)(a) OIA - Department of Corrections
	s9(2)(a) OIA - Ministry of Health
	s9(2)(a) OIA - Ministry of Justice



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## Why this simulation was created

- Political nous skills becomes critical at senior levels
- But is difficult to develop with conventional methods
- Mostly learnt through experience
- A simulation enables us to accelerate the development of judgement skills.
- Experience – practise – feedback – improve – more practise – more feedback

## How the Day Works

- Divided into teams – with a home base – PC/printer/phone/whiteboard
- Media issues and decisions need to be made
- Usually a written response is required, sometimes verbal
- Work is handed in, scored, feedback given
- Work is typed if "working up" or "out". Hand-written if "working down"

## Teams

- A mix of agencies and experience
- One MSD person per team to help with context
- Be wary of getting too caught up in the technical – instead manage the issue
- You're expected to operate at DCE level.
- The rest of your team are your DCE Advisors
- Your team is colour coded with a dedicated room. Stay with your team till end of the day

## Scenarios you will work on

- Are based on real life
- You need to piece together the info work out the right people to tell, the right thing to do
- Sometimes will have to decide with only partial information
- Cases cover a broad spectrum of issues we face
- All materials need to be handed in at the end of day because of confidentiality.

## Tips

- Read the case but also check your workbook for instructions
- How your team works together, allocates work and prioritises is important to completing everything
- Complete a piece of work and hand in as you go.
- Expect surprises eg. deadlines change/phone calls
- Use the support crew
- Look after yourselves – take breaks when you can. Brown bag lunch.

## Who is here to support you

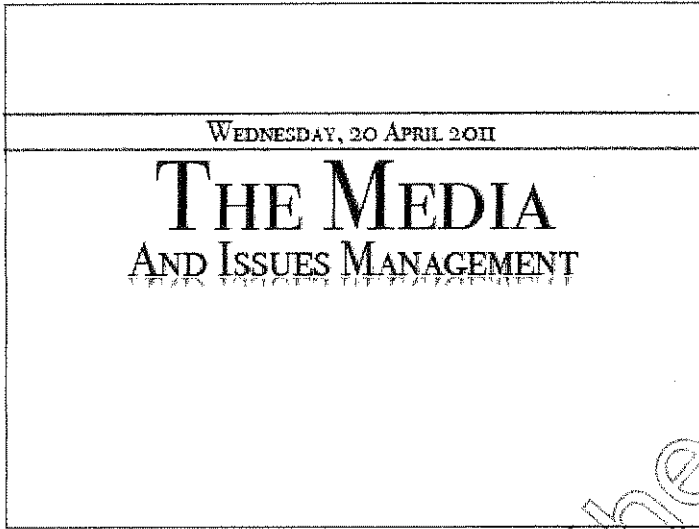
- s9(2)(a) OIA – coordinator. Keep you on track.
- s9(2)(a) OIA – Technical support
- s9(2)(a) OIA – Markers
- s9(2)(a) OIA – Coach. Help you if you are getting stuck.
- s9(2)(a) OIA – logistics, technology problems, where to find something

Ask questions of any of them

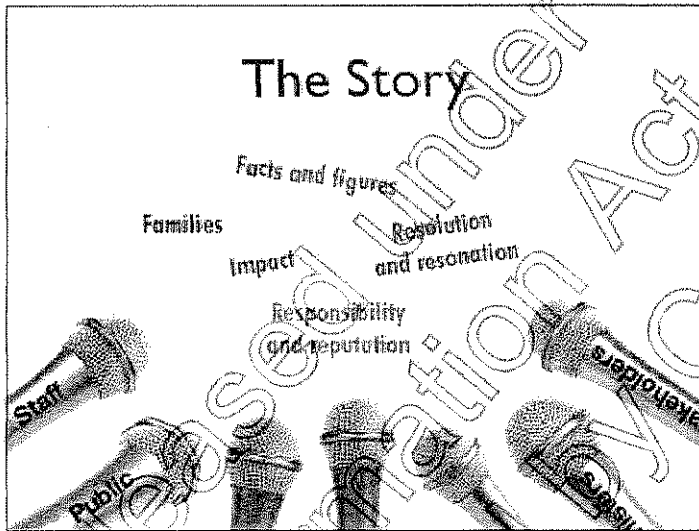
Need to Know – Learning About the Media

s9(2)(a) OIA

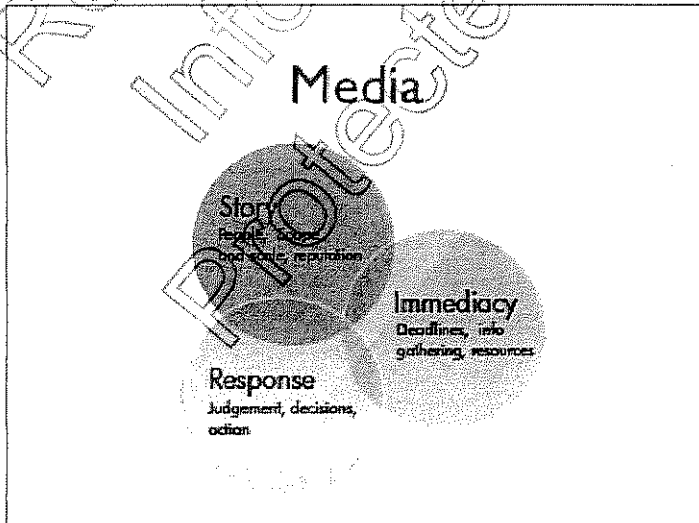
– Manager, Public Affairs



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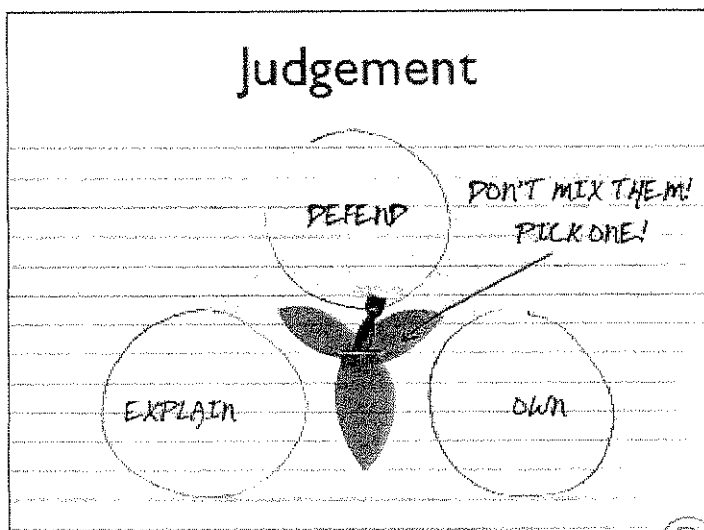


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## Judgement



## The Headline

WORK AND INCOME:

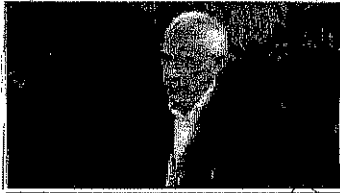
APOLOGISTS THWARTED COMMUNITY GARDEN  
CLIENTS INDUNDATED BUDGET SERVICES  
REJECTS CLAIMS ADMITS MISTAKES  
DEFENDS ACTIONS DENIES DRIVING MAN TO CRIME

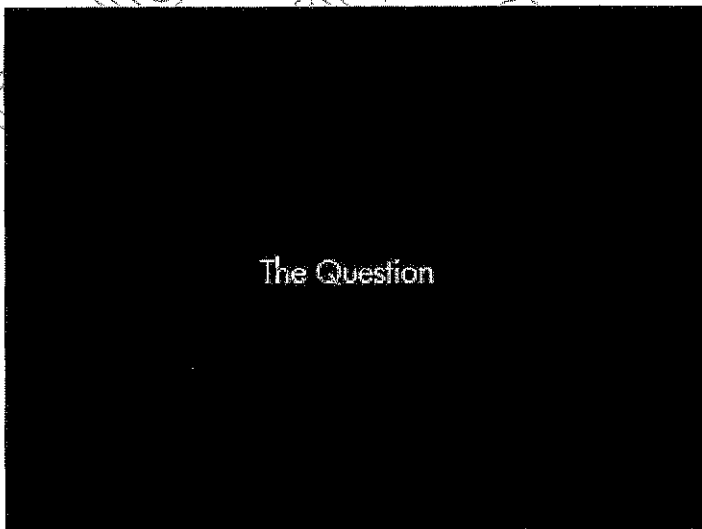
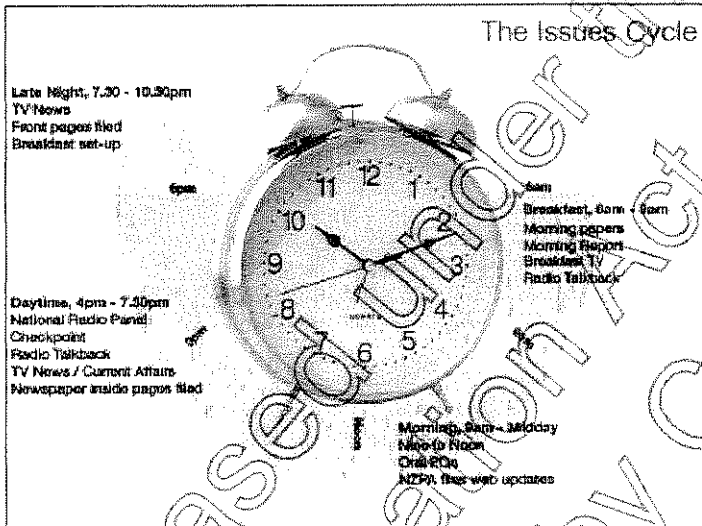
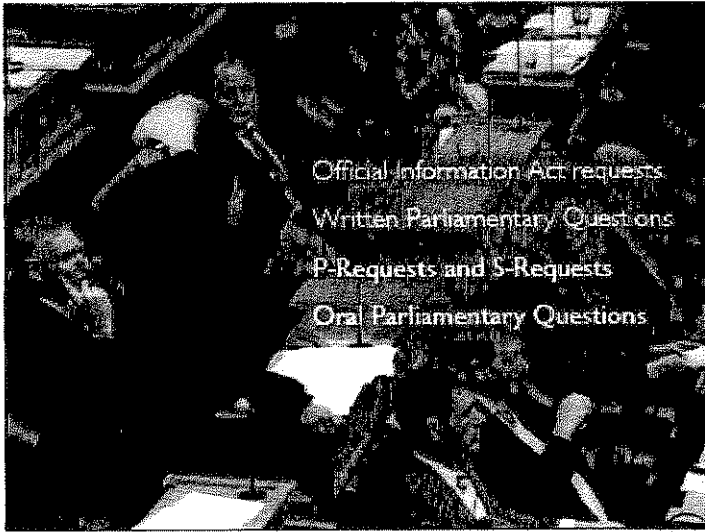
## Media release / fronting

- Headline - key messages
- Plain english; active, colour, empathy
- 3-5 bullet points / 15-30 second sound bites
- Backgrounders / context for complex issues

s9(2)(g)(i) OIA - free and frank expression

Standing in their shoes







The Supplementaries



Government Questions



s9(2)(g)(i) OIA - free and frank expression

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*When the work is done right,  
with no fussing or boasting,  
ordinary people say,  
"Oh, we did it."*

*- Lao Tzu, Chinese Philosopher*

## Need to Know – Learning About Oral Parliamentary Questions

### Oral Parliamentary Questions (Oral PQs)

Each day that Parliament sits, MPs can ask oral questions to Ministers. Ministers must answer these in some way as long as they meet Parliament's rules ('the Standing Orders'). Twelve questions are asked each sitting day, which occur on Tuesdays, Wednesdays and Thursdays.

Some questions are asked by Government MPs and these usually focus on the Government's achievements. Others are asked by Opposition MPs and are the Opposition's opportunity to test whether a Minister is on top of their portfolio.

Once the Minister has answered the main question asked, MPs can also ask them related supplementary questions. The number of supplementary questions asked per 'main question' varies.

#### Timing

- The Minister finds out if they will have to answer any questions at about 11.00am (sometimes earlier, if the question is asked by a Government MP).
- Question Time starts in Parliament at 2.00pm.
- The Minister has no warning at all about most supplementary questions.

You may have an hour at most to provide information.

s9(2)(g)(i) OIA - free and frank expression



# Preparation for Meeting the Chief Executive on the Key Media Case Study

## Your aim:

To make the Chief Executive comfortable with your plan, and be confident in your ability to handle it yourself.

## How much he knows about the case:

As in real life, he knows nothing about the case itself until he is briefed on it for the first time by his Deputy Chief Executive (today that's you). What he does know, is how to handle issues like this correctly, and he will talk to that, rather than the details and practice surrounding the case.

s9(2)(g)(i) OIA - free and frank expression

s9(2)(a) OIA

## Timing:

You have ten minutes at the most to brief him. [redacted] will come to your room and escort you to his office on the 8<sup>th</sup> floor. You may not have much notice when this happens.

## Note:

*A good result from the meeting is:*  
"That's fine. Go and handle it"

## *A bad result:*

"I am not confident in your plan. Please take the correct steps (listed above) and brief my advisor later in the day."

## *Worse:*

"I am taking over"







**Debrief on Learnings – how did our team perform?**

What went well for my team?

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What did we do to have things go well?

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What went less well for my team?

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What did we do/what happened which meant things didn't go as well as we hoped they would?

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Let our advance worrying become advance thinking and planning. – Winston Churchill

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**How did we go on the case studies?**

Which case studies/scenarios went well? What did we get right?

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What did we do to make them go well?

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Which ones didn't go quite so well?

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What lessons about our performance are important to take home?

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**Feedback for myself – personal reflection**

What did I do well/did I do that helped the team?

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What could I have done differently?

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If you have made mistakes, there is always another chance for you. You may have a fresh start any moment you choose, for this thing we call "failure" is not the falling down, but the staying down.

- Mary Pickford

**What will I do with this learning?**

Given what I did during the day, and the feedback I received...

1. What should I start doing, at work?

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2. What should I stop doing, at work?

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3. What should I keep doing at work?

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4. What should I try that's new/what new experience do I want to have?

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Every great person is always being helped by everybody; for their gift is to get good out of all things and all persons. - John Ruskin