

VIII. REGIONAL PROGRAMMES

A. Introduction

181. There is a potential demand for the SCFMC to put on regional programmes. The overwhelming majority of ESURVEY respondents (87%) **Agreed** (29%) or **Strongly Agreed** (58%) that the SCFMC should put on programmes in the regions that are tailored to their needs and those of the target audience. Further, 80% of respondents **Agreed** (33%) or **Strongly Agreed** (47%) that the SCFMC should work with the IMF, the World Bank and other organisations to provide customized regional training courses through the IMF's regional centres (i.e., the AFRITACs, CARTAC, PFTAC) and training centres (Table F.9 and Box F.2). Selected responses to open-ended questions related to regional programmes included:

■ *“Providing training for the specific region is beneficial because you will be addressing an issue that the region wants to address. This way, the region is familiar with what common problems they have requested training providers to provide a specific training on how to address those issues.”*

■ *“Work with regional central banks to identify training needs.”*

■ *“Partnerships with universities in their MBA programmes and specialist graduate certificate programmes would be advantageous.”*

■ *“The latter would cater for specific needs on regional issues where regional developmental agenda would be factored in. Based on my experience with both the SCFMC and the IMF regional centres, I'm certain the structure (content) of the SCFMC and resources provided by the IMF would enhance knowledge and skills at the highest level.”*

■ *“I sense that working with the IMF/ADB/World Bank generally (at least right now) might dilute what it is that makes SCFMC what it is. I think that it needs to be case-by-case in terms of what drives the expansion of SCFMC. Also, need an understanding of what makes the SCFMP special.”*

■ *“I agree that there should be post-course support and mentoring but I do not agree that this should be through the internet or WhatsApp. In my view this should be done by providing regional refresher courses focusing on past participants.”*

182. Similar feedback was received in all country studies. There was support for the SCFMC putting on customized regional programmes provided that the unique features, excellent quality and first rate speakers of the SCFMP were not diluted. In practice, there is a need to strengthen management skills in all government agencies so the potential demand would extend beyond ministries of finance and financial regulators.

183. **View from the Caribbean:** There was interest among supervisors and heads of agencies in customized regional programmes focusing on management issues. While respondents felt that collaboration with an entity can be useful, care must be taken to ensure that the SCFMP does not lose its special appeal. Overall, the support for CARTAC as a collaborating agency to deliver the programme was **Average** provided that the quality and content of the SCFMP were not diluted. One participant said that the CARTAC option could mean that Caribbean countries would need to contribute more financial resources to CARTAC. While some interviewees were open to the possibility of offering a regional programme through CARTAC, one respondent stood out in opposition “CARTAC is a useful vehicle for technical training, for example, in how to use certain quantitative techniques, how to execute certain skill sets, etc. But I have not found CARTAC to be a thought leader.” The respondent continued “CARTAC is an arm of the IMF and that means that they will, by necessity, have the perspective of multilateral agencies...and public sector workers should have independent perspectives as they engage with multilaterals... there is somewhat of a moral hazard... some aspects of engagement have to do with ensuring that you represent the broader community... I do not believe that that will be achieved through CARTAC”.

184. **View from the Pacific:** The demand for a customised programme in the Pacific region was rated as **Strong**. Those interviewed said that the SCFMP was unique and fills an important niche. Thus, any SCFMC-organised regional programme would be different from existing regional courses.

Great care would be needed to maintain the uniqueness, quality and positive features of the SCFMP. While consideration can be given to combining the SCFMP soft skill programme with some of the technical training provided by the IMF and PFTAC, duplication must be avoided and the current SCFMP relevance and quality ensured. An appropriate Pacific country could host as a show case like the Isle of Man. Most supported the idea of a regional programme so more Pacific Islanders could attend since travel and accommodation costs would be lower relative to travelling to the United Kingdom. The pool of eligible agencies for customized national or regional programmes should be expanded beyond ministries of finance and financial regulatory agencies coupled with a strong participant selection process. Some suggested that the opportunity to attend should be extended to the private sector, mainly those with established financial processes and working collaboratively with public regulatory and financial institutions/ministries. There were suggestions that a refresher course for alumni be offered as a regional course.

185. **View from Africa and the Indian Ocean:**

Based on the feedback received during the country studies there is a demand for customized courses in the Africa/Indian Ocean region, assuming that the issue of funding can be addressed. According to a head of human resources in the Africa/Indian Ocean Region, there is a high demand for management training. According to one head of agency, a programme that focused on the development of management skills for senior staff was needed in the region as *“there are very few institutions that equip senior officials with negotiation skills.”* Such programmes are needed because staff joining the workforce after completing higher education have technical aspects but not management skills. Covering contemporary issues common to small countries would be an added advantage of any customised programme, as those issues are not covered in university training. Participants suggested that a regional refresher programme for the SCFMP alumni would be attractive.

186. The 2012 evaluation found that many stakeholders felt that holding regional workshops would be an excellent way of providing post-

programme support and increasing the likelihood that the benefits of the SCFMP are sustainable. The SCFMC discuss the possibility of holding regional seminars in collaboration with the IMF’s regional technical assistance centres given the commonality of clients. In particular, Recommendation 3 of the 2012 evaluation stated *“Subject to the availability of funding, short regional follow-up workshops should be organized, ideally in collaboration with the IMF’s regional technical assistance centres.”* Consistent with this recommendation, the SCFMC was involved in two regional training programmes during evaluation period: (i) the Cook Islands' Negotiation Programme; and (ii) a High-Level Forum on Governance and Strategy in West Africa. The evaluations of those programmes provide some evidence as to whether or not the SCFMC can design and deliver relevant, effective, quality training at the regional level and identifies some lessons for consideration should the SCFMC wish to pursue this option in the future.

B. Cook Islands' Negotiation Programme

187. The Cook Islands was one of the first Pacific Island States to graduate from developing country status, doing so in 2019. Making a successful transition will require senior officials and institutions to have the appropriate professional skills and capacities. A broad range of challenges must be faced including climate change, geo-political changes, new modalities of development, changing multilateral and bilateral relationships, evolving relationships between countries, business and non-state actors and dealing with the health and economic fallouts of the COVID19 pandemic. To successfully cope with the evolution of the global and regional environments, the public and private sector leaders in the Cook Islands must have good negotiation skills to make the most of available opportunities and avoid decisions that result in significant avoidable costs.

I Genesis of the Programme

188. A senior executive from the Cook Islands was a SCFMP alumnus and had attended a Harvard executive education programme. He felt that these programmes had undeniable benefits.

Partly as a result of that experience, he felt that the Cook Islands needed a cohort of people trained in executive management skills. If such training took place in the Cook Islands and a significant number of people attended, there would be a higher likelihood that the knowledge and skills learned would be applied on-the-job than if one or two people went abroad to attend a particular programme. Because of these factors he became the champion of the Cook Islands' Negotiation Programme. He viewed it as the first step for the Cook Islands to develop a cadre of officials in both government and the private sector who received high-level, executive training. In terms of cost, it was much cheaper to fly five speakers to the Cook Islands than to fly 20 to 30 participants abroad to attend an executive training programme.

189. The champion felt that the negotiation components of the SCFMP would be the easiest components to package and put on in the Cook Islands and would be useful for a broad range of public and private sector participants. He wanted people to think more critically about negotiations and develop a framework for negotiations so that Cook Islanders would be better prepared when they entered into international negotiations. After discussion, the SCFMC agreed to put on the Cook Islands' Negotiation Programme for a fixed price of £60,000, with the Cook Islands' Government reimbursing the SCFMC for the costs of faculty fees and travel and paying directly for the costs of accommodation and miscellaneous local costs such as marketing, the venue, IT support, food, local logistics and administrative support. Faculty fees and international travel accounted for 86% of the costs involving the SCFMC (Table H.2). The SCFMC lost £274 on the Cook Islands' Negotiation Programme, which did not generate any additional financial contribution to the SCFMC. Originally it was expected that the SCFMC would earn an administration fee for putting on the programme. However, faculty costs, both in terms of fees and materials, were higher than originally planned. To remain within the agreed £60,000 budget, the SCFMC's administrative fee and the Executive Director's faculty fee were foregone. There was no formal agreement for the programme. Rather,

agreements were reached on estimated costs, course content and administration through Email exchanges.

190. The programme champion's long-term goal was for the Cook Islands to become known in the Pacific Region as a centre of excellence for executive training programmes.⁶³ The original vision was that the Cook Islands' Negotiation Programme would be the first of several executive training modules. The plan was for the second module to focus on leadership, particularly ethical leadership as is covered in Harvard executive training courses. However, the senior executive changed jobs so this long-term vision was not realized.

I Structure and Coverage of the Programme and Profile of Participants

191. The Cooks Islands' Negotiation Programme, formally called Big Challenges, Real Solutions, was held in January 2018. It was structured as a five day executive training programme for senior executives and emerging leaders from the private, public and non-profit sectors. The planned learning outcomes were: (i) approach negotiations strategically; (ii) prepare better for negotiations; (iii) improve influencing and persuasion skills; (iv) better understanding of differing negotiating styles; and (v) better understanding of managing complex, multi-party and cross-cultural negotiations.

192. Key elements covered included:

- (i) decision-making in negotiations - how to negotiate rationally in a non-rational world;
- (ii) cross cultural negotiations and negotiating in multi-party situations;
- (iii) group decision-making in negotiations;
- (iv) communicating persuasively in negotiations;
- (v) negotiating in a changing environment;
- (vi) trust and ethics in negotiation;
- (vii) negotiating successfully across cultures (including a session on negotiating with the Chinese);
- (viii) civil servants better managing relationships with ministers and parliamentary scrutiny committees and delivering public services more effectively;
- (ix) regional perspectives and sessions tailored for senior civil servants in small island states.

⁶³ Another organisation was approached for support in this sort of training but that support did not materialize.

A regional/local speaker and local officials addressed evening sessions and a panel discussed the Isle of Man's economic journey and how it responded to challenges over 50 years and negotiated with international counterparts.

193. The last afternoon session was devoted to addressing participants' individual negotiation challenges in the context of what had been learned during the week in small moderated groups. That was designed to help the participants focus on how they would apply the knowledge and skills learned on the job. The programme did not include anything like the challenge that has been successfully developed for the SCFMP to link that programme to the jobs of participants. Also, there was no follow-up contact by the SCFMC with the participants to encourage them to use the knowledge and skills learned on-the-job. Because of those factors, the evaluation was not designed to assess the organisational impact or the sustainability of benefits.

194. The five SCFMC speakers included the current and former SCFMC executive directors and speakers from the Saïd Business School and the Oxford Programme on Negotiation. Most had been involved in the SCFMP. The pedagogical techniques included a mix of interactive lectures, discussions, case studies written by the faculty, role-play, simulations and individual tutoring and feedback from the faculty.

195. Thirty people attended the Cook Islands' Negotiation Programme.⁶⁴ In terms of gender, the participants were nearly evenly split between women and men — 16 (53%) females; 14 (47%) males. The participants were from a mix of organisations — 12 (40%) from government departments/ organisations; 10 (33%) from public authorities/ corporations; 8 (27%) from the private sector. The participants were sufficiently senior to benefit from the course (i.e., would likely be involved in negotiations). Of the 30 participants, there was a bias toward people in senior positions — 11 (37%) were heads of organisations/companies; 12 (40%)

were directors/managers; 7 (23%) were senior officers/officers.

196. The programme champion was involved in selecting the participants. This helped to identify key senior public and private sector people whose attendance was likely to be beneficial in the Cook Islands' context. In practice, he identified about 60% of the people who attended. Generally, he felt that the right people attended. However, some key Government officials did not attend. The programme was the first time that a training programme had been put on in the Cook Islands that brought together representatives from both the government and business communities. That was important because sometimes government officials and the business community must work together in international negotiations (e.g., New Zealand landing rights).

I Relevance of the Programme

197. All evaluation evidence indicates that the Cook Islands' Negotiation Programme was **Very Relevant** to the needs of participants and their organisations. ESurvey respondents rated the relevancy of the topics covered in the programme as **Very Good**, the highest possible rating (Table H.3). Further evidence attesting to the relevance of the programme was that the participants **Agreed** with the following statements: (i) I would recommend that others attend a similar programme; (ii) the skills and techniques learned are useful in the Cook Islands context; and (iii) other Pacific Island countries could benefit from a similar programme (Table H.4). This positive assessment of relevance was consistent with the feedback received during the face-to-face interviews of participants who felt that the Negotiation Programme was **Highly Relevant**. Specific comments included:

I *"It is highly relevant to my everyday work and also to my own development. With what we do in our work, it is good to think of the concepts we learned about like win-win situations and different frameworks. It is good to dedicate time to that."* She added *"In my work, I find that I am being*

⁶⁴ The original intention was to keep costs as low as possible to be affordable to the Cook Islands' Government by offsetting costs by charging private sector and non-Cook Island participants a fee of NZ\$5,000 in addition to them paying the travel and accommodation costs. Because of time constraints this idea could not be operationalized. There were no non-Cook Island participants and the government only charged some of its private sector participants.

more open-minded to possible options, instead of narrowly looking forward.”

“I do not do a lot of negotiation in my role, but it was relevant for a particular relationship I was managing with a Minister at the time. I do not think it was one hundred per cent fool proof relevant to the Cook Islands but I think it is up to the participant, in an intelligent way, to garner the best and the most relevant aspects of the course. It was the most relevant it could possibly be for the Cook Islands in my opinion.”

“The programme cemented a number of points on negotiation such as behavioural traits. It provided the chance to take a step back. It was structured learning. I would have scored higher if it was an accredited postgraduate course, but the time was too short.”

198. Box VIII.1 gives an example of the relevance of the Cook Islands' Negotiation Programme.

Box VIII.1: Relevance of Negotiations in Economic Planning

After the course a participant was promoted to a director's position in a government ministry. As a director, she leads a team to develop policies and manage the budget process. She found the programme to be highly relevant to her work. *“It is very relevant, because at the time we were going through a key negotiation process. Our work also involves public negotiation as well as informal negotiations.”* The programme was a contributing factor to her development. *“I have grown a lot, and that is in part because of the course.”* Regarding the contribution of the knowledge and skills gained to her career progression she responded *“It may have contributed. I did need to negotiate and that was key in succeeding to be promoted. It did improve my ability to negotiate.”*

Source: SCFMC Evaluation

Effectiveness: Quality, Content and Delivery

199. ESurvey respondents rated the overall design and management of the Cook Islands' Negotiation Programme as **Very Good** (Table H.5). This positive

feedback is consistent with the overall rating assigned by participants in their end of course assessments. Further, in their end of course assessment participants rated the content of all of the sessions as **Very Good** and the overwhelming majority of specific comments were very positive.

200. The amount of participant participation and interaction, the length of the programme and the programme administration⁶⁵ were all rated as **Good** (Table H.5). The speakers and pedagogical techniques (e.g., teaching methods and materials; use of case studies and role playing; practicality of the negotiation knowledge and skills gained; balance between theory and practice) were all rated as **Very Good** by the ESurvey respondents. The one exception was the use of examples that were relevant in the Cook Islands, which was rated as **Good** with about one third of the respondents rating this element as **Average** (Table H.4). The ESurvey ratings of the faculty and the effectiveness of their teaching methods is consistent with the participants' end of course evaluations. All of the modules and faculty were rated on the end of course assessments as midway between **Good** and **Very Good** with no module rated as less than **Good**.

201. The face-to-face interviews broadly confirmed the positive ESurvey findings about the quality, design and delivery of the Cook Islands' Negotiation Programme. During the interviews the quality of the programme was generally described as **Very Good**. The programme was strongly recommended and there were suggestions for further in-country training.

“It is an excellent program with a good mix of theory and practical exercises. The presenters know the material well. I studied negotiations at law school, so it helped to broaden what I was already familiar with, but it was more practical and related to the Cook Islands context.”

“I really enjoyed the course and there was a lot of valuable information. At the time, I had just started a big negotiation process so it helped to inform our strategy.”

A private sector participant rated the programme highly “because it was of very high quality and of an exceptional standard very rarely seen here in

⁶⁵ Programme administration, reflecting mainly the pre-programme administration, was rated as **Very Good** by participants in their end of programme assessments.

the Cook Islands. That is the big rarity of it, because normally we would have to travel to very faraway places to get the calibre of presenters that arrived and delivered here in Rarotonga in one go. So, it was an amazing opportunity.”

202. Overall the participants interviewed rated the content of the Cook Islands' Negotiation Programme as being between **Very Good** and **Good**. One participant said “Overall content, given the time, was valuable to me. The use of case studies that were clearly applied, they used real world examples and applied them in a university classroom setting.” Another said “I felt the content was very relevant to the context of the Cook Islands in particular for the government sector and the participants there.” One participant felt the content was good but also shared some constructive feedback “I really enjoyed a lot of the sessions. But one afternoon session where local people presented could have been done at a later date after the programme was completed. That was not effective. I would rather have kept learning from the speakers in the room. They could also go more in-depth and run the course for two weeks.”

203. Those interviewed in the Cook Islands provided positive feedback on the speakers, rating them on the border between **Good** and **Very Good** (Box VIII.2). Specific comments included:

- “They were engaging and all came from different perspectives and that kept things lively.”
- “They were great, one or two didn't capture attention as much. Some were more engaging and the majority were great.”
- “I really liked the speakers. One in particular had lots of experience and knew how to engage with an audience. He showed that he is seasoned in dealing with different cultures.”

Box VIII.2: Exceptional Presenters Are a Key Strength of the Negotiation Programme

A private sector participant described the training as extremely high quality and attributed much of that to the high calibre speakers. “We have not seen anything like that in the Cooks before. The presenters, in particular, were of an extremely high calibre. I felt that they were the strength of the program — they really made it engaging and

relevant. I am a very critical person and would say if I felt something was not great about the programme but I honestly think that they got it right.” She also noted that the programme was highly relevant to the needs of her organisation as they were entering into a major negotiation that would have a strategic impact on the organisation. “And for me as an individual I definitely find myself using the skills all the time.” Although generally highly critical of speakers in general, this was a rare instance where she found them to all be a very high calibre. “They were all very enthusiastic and they all clearly loved what they were talking about with a passion. They were also very energy driven and willing to share and discuss what they know. In terms of actual delivery of course content they were clear and succinct, very practical. They were also very frank in their commentary which I found very helpful unlike people and trainers that sometimes come to the Pacific and they just deliver content that is quite fluffy and superficial. They sometimes are just walking on eggshells and not trying to tell you straight up what they think or are clearly just trying to get a good review out of you. These presenters were far from this and I felt that they were crusaders in this area.”

Source: SCFMC Evaluation

204. Participants interviewed felt that the organisation and management of the programme was **Good**. One participant noted that the preparation was good and the reading materials were given ahead of time while another said “The communication about the program was great and how the program all came together was perfect. The fact they managed to organise presenters from the UK to come and deliver here in the Cook Islands is very rare and unique and it was very well managed from start to finish so I rate this as five.”

205. The locally organised programme venue received the lowest rating by ESURVEY respondents with two thirds assigning a rating of **Average** or worse. Similar feedback was received during the face-to-face interviews. In terms of the feedback on the venue, two participants interviewed rated the venue as **Good**, another two as **Poor** and two as **Very Poor**. The critical feedback related to the venue being too

small and uncomfortable, air conditioning issues and technological problems. As one participant stated the venue “... was terrible. It was congested, desks did not fit well in the room, there were technological issues.” Those interviewed felt that the venue detracted from the programme and the participants’ ability to focus, learn and retain the information. The participants’ end of course assessments also rated the teaching space as **Average**, with many comments on the need for better air conditioning. Meals, however, were rated as **Good**. The two speakers confirmed that a venue more conducive to teaching and learning was desirable.

206. The answers to the open-ended questions on the ESurvey give further evidence of the positive assessment of the programme content and delivery. When asked to identify the most useful parts of the Cook Islands' Negotiation Programme no specific answer stood out. Some participants thought that that the entire course was good and that there was a good balance of theory and practice. Positive things identified by the respondents included planning negotiations, cultural awareness, negotiating with politicians, international case studies, exercises, simulations and role playing. Comments on an open-ended question on the ESurvey asking respondents to identify the most useful parts of the Negotiation Programme included:

- *“Understanding the mindset when negotiations are underway.*
- *“The balance of theory and practice was perfect as well as the interaction of the cohort with staff.”*
- *“Interacting and learning with Cook Islands' counterparts from government and private sector.”*
- *“Learning about what type of person I am so my strengths are identified plus all the different ways to negotiate.”*
- *“Interaction with tutors with different experiences and discussing these with colleagues.”*
- *“Third Party contract negotiation skills for providing services and outsourcing contract services. Negotiation skills for parts of the business such as equipment, personnel and service standards.”*
- *“Where do I begin... the tip to read thinking fast and slow, understanding bias - both personal and how it affects others, the structure of a negotiation,*

practice working on negotiations... and the certificate has proven useful as well.”

207. Similar positive feedback was received during the interviews. The information, presenters and delivery of the programme were key factors contributing to the high quality. The speakers and content were noted as being between **Good** and **Very Good** (Box VIII.3).

Box VIII.3: Honing Skills as a Corporate Leader

A Chief Executive Officer felt that the quality of the programme was very good *“I really liked the quality of the programme and the content and calibre of the tutors. The content was diverse, the cross-cultural elements were useful and group activities brought out the issues.”* The cross-cultural communication was the most important part of the programme for him since he works with six offices around the world. Understanding cross-cultural communication by being self-aware of behavioural traits and understanding how you are influenced by your culture was key to him. For example, it is different dealing with Kiwis, Australians and Germans. That is the part that he applies the most. He felt that the quality of the programme was high, but having been in a leadership role for six years he also felt that the course as it was offered would be more useful to upper and middle management roles. He suggested that he would be highly interested in a more in-depth course and ideally it would be an accredited course.

Source: SCFMC Evaluation

208. The large majority of the ESurvey respondents were satisfied with the programme. When asked to identify the least useful parts of the Negotiation Programme, 12 participants said that there were no least useful parts (9) or that they could not recall any least useful parts (3). However, there was some feedback that there should have been more Pacific exercises or case studies. One participant said that the Chinese negotiations case studies were not relevant to their work, more time was required for robust discussions to challenge the underlying theories and one person said that the venue was too small.

209. The evidence shows that the design and delivery of the Negotiation Programme met the needs of the participants and that the syllabus was appropriate. None of the respondents identified any topic that should be removed from the curriculum. There were only three suggestions on the ESurvey of other topics that should have been covered:

- *Spend more time on how to deal with politicians, i.e., "negotiating" with them, which is not always a rational exercise*
- *Include more case studies based on Pacific working experience (e.g., oceans governance; multilateral negotiations involving the Pacific)*
- *cover negotiation techniques directly related to the environment the participants work in (e.g., a multilateral negotiation on trade; access rights).*

■ Effectiveness: Use of Knowledge and Skills

210. The evaluation evidence shows that the participants use the skills and knowledge on-the-job. ESurvey respondents rated the usefulness of the Negotiation Programme for their jobs on the borderline between **Good** and **Very Good** with no ratings lower than **Good** (Table H.6). Respondents **Agreed** with the following statements about using what was learned: (i) the programme improved my negotiation skills; (ii) I use the skills learned during the programme on the job; and (iii) the programme helped me do my job better (Table H.4).

211. Examples cited by participants in their answers to an open-ended question on the ESurvey about how they used the skills and knowledge on the job included:⁶⁶

- *negotiating a telecommunications licence;*
- *more confident when dealing with international consultants;*
- *an extra tool that a participant can use to support consultations in his/her role as a consultant is involved with evaluation and monitoring institutional arrangements;*
- *using as much as possible in my new role as the Chair of one of the government owned enterprises, especially in negotiations with stakeholders (e.g., landowners);*

- *contract negotiations with employees and suppliers;*
- *influencing Cabinet Ministers;*
- *small tender materials and construction projects by negotiating costs and delivery timeline;*
- *improving the strength of our Board's role in the governance and strategies of our Fund. This was previously only controlled by the Trustees;*
- *Negotiations with staff, particularly understanding people;*
- *I have been part of round table discussions and soft negotiations several times. The skills gained have enabled me to better observe and assess the position of other parties and to develop my position accordingly. I have used these skills in national labour policy negotiations and for personal gain when negotiating a contract.*

212. The feedback provided during the face-to-face interviews provided further evidence that demonstrates that participants apply what was learned at their place of work. Participants interviewed noted a shift in their thinking about negotiations that they were able to use at work. Interviewees viewed the programme as being **Highly Useful** or **Useful**. In terms of frequency of use, on average those interviewed said that that they used what was learned **A Fair Amount**. Some said that they often used what was learned, particularly at critical times. Specific comments included:

- *"I draw on the skills I learned on a day-to-day basis as things were arising but there were certain instances when I would remember what was taught at the course and I would take reference to that and try and utilise it as best I could."*
- *"I don't use them on a daily basis but I do use them when doing stakeholder engagement and focus on building relationships and understanding the importance of those relationships – I have the tools to do that. Those skills are key when negotiation strategy needs to be developed."*
- *"I use it but over time the usefulness fades."*

213. Box VIII.4 provides an example of how one participant continues to use the knowledge and skills even after changing jobs.

⁶⁶ One ESurvey respondent was frustrated because the government has "not used staff that attended this course and has ended up with many suboptimal outcomes as a result."

Box VIII.4: Opportunity for Professional and Personal Development

One participant was promoted several months after the programme to a new role with a different organisation. This participant said that the training contributed to her ability to use the knowledge and skills learned. She said it helped by providing an opportunity to *“have a good look at how I value myself and my role. It helped me to be able to feel that I have more value, I felt more empowered – and have better negotiating skills. After the training I was a better negotiator personally and that has carried through in the workplace.”* She noted specific knowledge about negotiation learned during the programme as being very helpful such as *“the idea of the win-win situation, not lose-win situation – a new way of viewing negotiation.”*

Source: SCFMC Evaluation

participants are already leaders in their own right.”

I Learning Through Practical Exercises: The case studies and group exercises were useful according to most interviewees. In describing what was most useful to them in performing their job, one head of a government corporation said for him it was *“The group activities on negotiations that integrated scenarios in terms of working multi-culturally. Also, the international case studies that could be applied in a local context.”* Another interviewee rated practicing negotiating during the case studies as the most useful aspect of the programme saying *“We were able to actively practice what we were learning; I see this as a very effective learning tool. It was key in gaining confidence in applying what was learned. It was useful having different presenters as all have different stories and aspects of negotiation that they are passionate about. The use of practical exercises was also good for engagement and it helped to put everything in context.”*

I Understanding Cultural Differences: Several of the participants said including cross-cultural communications in the context of negotiations in the programme was very useful. A participant from the private sector said *“The other aspect of that [usefulness] in terms of managing stakeholders and more broadly negotiation on a whole were the conversations we had around the cultural difference or cultural identity of various people you engage with. This part of the course was very helpful especially for the Cook Islands participants because using psychological understanding or psychology of different cultures is very important. We tend to be, unfortunately, a little self-focused on our own issues, our own problems and our own Cook Islands culture but when you actually engage in negotiations I could see how relevant and how amazed the participants were when we were discussing people from various other cultures around the world and their perception of issues and their decision making process.... So, I think that was quite a revealing session for a lot of participants not just myself.”*

214. More broadly, the feedback provided during the face-to-face interviews enriched the statistical results of the ESurvey by providing more specificity and granular detail on how the knowledge and skills are used in the real world:

I Developing Negotiation Skills: The negotiation knowledge and skills were noted as being very useful. The participants described different aspects and application of negotiation knowledge and skills. For example, *“The negotiating course was good - those skills are part of my toolbox and I am more aware of the tools.”* Having a framework for negotiation and setting up a negotiation strategy were viewed as some of the most useful aspects of the training. An interviewee described how he applied the skills *“The negotiation skills, specifically the skills for dealing with politicians – this was useful as I come from a private sector background.”* Participants also said that they apply the negotiation skills in both formal and informal aspects of their work and also their personal lives.

I Engaging Peers: The chance to share ideas, strategies, approaches and experiences with peers was useful. One participant stated *“I really enjoyed the engagement with peers and the mix of public and private sector participants. That was one of the most interesting things that I came across. It was good learning for both sides to know where people are coming from, especially because the*

215. There appears to be a correlation between attending the Cook Islands' Negotiation Programme and career progression, i.e. promotions and finding a job in a new organisation. Of the 30 people who attended the Negotiation Programme,

11 (37%) were promoted in the two years since attending the programme and 8⁶⁷ (27%) are now working in different organisations. Many factors influence promotion and decisions to change jobs. Attending one executive training programme cannot plausibly be considered as the only factor related to such decisions. However, the evaluation evidence suggests that attending the Cook Islands' Negotiation Programme was one of the factors that positively influenced the likelihood of promotion. The supervisor of several of the participants felt that the Cook Islands' Negotiation Programme had a fair amount of influence on career progression and promotion. Of the three staff that attended under his supervision, two have been promoted within the Ministry of Finance and Economic Management and another has taken on a key in-country role with a multilateral development finance organisation. He said *“Yes, it has an impact. As a small country you can see who the future leaders are and can invest in them when you see them coming.”*

216. The Cook Islands continues to benefit from the use of the knowledge and skills learned in the Negotiation Programme. Those benefits have not eroded over time through retirement or the migration of participants to other countries. This suggests that for a two year period, at least, the benefits have been sustainable.

217. Overall, the participants found that the Cook Islands' Negotiation Programme provided them with useful skills that are applied in their work environments. ESurvey respondents felt that they received a **Good Benefit** (i.e., clear improvement in their negotiation skills) from attending the Negotiation Programme. More participants felt that they received an **Exceptional Benefit** (i.e., an exceptional improvement in their negotiation skills) than stated that they received a **Modest Benefit** (i.e., a modest improvement in their negotiation skills). None of the respondents said that there was **No Tangible Benefit** (i.e., no discernible improvement in their negotiation skills) from attending the programme (Table H.7). These findings indicate the participants clearly felt that it was worth their time to attend the programme and

that there was a benefit to Cook Islands for paying the SCFMP to put on the programme.

I Conclusions About the Cook Islands' Negotiation Programme

218. The Cook Islands' Negotiation Programme made a strong impression on the participants who provided very positive feedback. Participants felt that the overall quality of the programme was very good and was relevant to their work and the needs of their organisation. The high calibre of a dynamic group of speakers was a distinguishing feature of the programme. Other strengths were the course content, material and the pedagogical techniques (e.g., case studies; simulations and role playing). The participants felt that they benefitted from the programme and gained practical knowledge and skills that improved their ability to negotiate and were used on-the-job. Overall, the programme was **Highly Recommended**.

219. To develop an overall rating of the Cook Islands' Negotiation Programme it was necessary to modify the standard OECD DAC evaluation criteria to reflect the available information and the nature of the evaluation.⁶⁸ Based on the evaluation evidence, the Cook Islands' Negotiation Programme was rated as **Good** bordering on **Excellent** (Table VIII. 5). The quality of the programme content and delivery was rated as **Good** bordering on **Very Good**. This rating reflects the average of the ESurvey ratings for the design and delivery of the programme (Table H.4) and the teaching methods used (Table H.3) and is broadly consistent with the feedback received during the face-to-face interviews. The **Highly Relevant** rating is based on a composite of the face-to-face interviews and ESurvey replies. Use of Knowledge and Skills Learned was rated on the border between **Good** and **Excellent** based on the ESurvey responses related to effectiveness and on-the-job usefulness of the programme. The additional contextual material provided during the interviews on the nature and frequency of use of the knowledge and skills learned during the Negotiation Programme was consistent with this rating.

⁶⁷ Some of these participants were also promoted.

⁶⁸ Efficiency, Sustainability and Impact were not assessed.

Table VIII.5: Overall Rating of the Cook Islands Negotiation Programme

Criteria	Weight (%)	Rating ^a	Weighted Score ^b
Relevance	20%	5.0	1.00
Effectiveness: Quality of the Programme Content and Delivery	30%	4.4	1.32
Effectiveness: Use of Knowledge and Skills	50%	4.5	2.25
Overall Rating			4.57 ^c

a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent
b Weighted Score = Weight*Rating
c Cut off points:
Poor≤1.5; 1.5<Modest≤2.5; 2.5<Average≤3.5; 3.5<Good≤4.5; 4.5<Excellent

Source: SCFMC Evaluation

220. The Cook Islands' Negotiation Programme can be viewed as a pilot project to test the ability of the SCFMC to put on customised programmes in small countries focused on negotiation skills. Viewed in this context, the pilot test was successful. Key lessons from the Cook Islands' Negotiation Programme relevant for planning future regional courses include:

- There must be a local champion for the course.
- There is a demand for negotiation training in small countries that extends beyond ministries of finance and financial regulatory agencies and includes people from all government ministries, agencies, state-owned enterprises and the private sector.
- The SCFMC has a proven programme package that delivers good quality training that equips participants with negotiation skills and knowledge that they can use on-the-job.
- The Cook Islands' Negotiation Programme resulted in tangible benefits to the country by building up a cadre of people with improved negotiation skills.
- By drawing on its core SCFMP expertise and faculty, the SCFMC has the capacity to tailor programmes that address the needs of far-distant clients who wish to pay for them.
- Close contact must be maintained with clients to ensure that local marketing, logistics, administrative support, technical support, the venue and meals are suitable.
- A contingency allowance should be included in the cost estimates to protect the SCFMC as it is always difficult to estimate costs with exact precision – lump sum contracts transfer all of the financial risk associated with a cost overrun to the SCFMC.

221. Funding is an issue that would need to be addressed if the SCFMC wishes to put on training programmes in small countries. In this case, the government of the Cook Islands was willing to pay all of the costs because a local champion was familiar with the SCFMP and saw the need for executive training. Unless there is a strong, in-country champion, most small countries are unlikely to be willing to allocate scarce budgetary resources to finance such programmes. That means that small countries that are interested in regional training would need to work with the SCFMC to mobilise funds from regional development banks, the World Bank, the regional technical assistance centres of the IMF or bilateral donors. Since most donors place a premium on local ownership, small countries must play the lead role in the fund mobilization efforts.

C. High-Level Forum on Governance and Strategy

222. While not formally undertaken by the SCFMC, two of its faculty members and the SCFMC Executive Director, working as consultants, presented a four-day High-Level Forum on Governance and Strategy in Accra, Ghana in March 2018. The workshop, which was designed for central bank deputy governors, was organised and funded by one of the IMF's Regional Technical Assistance Centre (AFRITAC West 2). The objectives of the workshop were to: (i) assess and guide directors and other high-level central banking officials on strategies which enhance corporate governance, risk management and oversight/internal

controls; and (ii) help enhance knowledge and understanding of key tools and skills that contribute to more effective management of financial sector supervision. This workshop provided an opportunity to demonstrate the value of the training that SCFMC provides to both the IMF staff and regional central banks.

223. Central banks in several countries in the region were experiencing challenges resolving financial institutions experiencing severe financial difficulties. If not successfully resolved, there would be large potential fiscal impacts. The issues related to private institutions that were owned by politically connected individuals and to state owned financial institutions that had breached single borrower limits and/or engaged in connected lending. The complex negotiations related to resolving these issues involved not just technical issues but also political economy issues, cultural issues, politically sensitive issues, politically exposed persons and corruption.

224. In addition to technical knowledge and skills, people in senior positions in central banks need a broad range of skills in the areas of leadership, people management, negotiation and organisational change management. The IMF puts on good training programs in many technical areas. Because the IMF does not put on management programmes it took some time for AFRITAC West 2 to find a workable model of cooperation to help member countries and to gain support from IMF Headquarters for the high-level symposium.

225. The programme modules covered both technical (e.g., regulatory issues; practical insights; international assessments) and management (e.g., negotiation, ethical standards; behaviour self-examination and change management) issues. Tasks undertaken included: (i) assessing the challenges faced in overseeing supervisory processes in regional member countries and identifying selected topics which would help to

better manage those processes; (ii) researching related executive management skills and preparing relevant pre-reading materials, slides, worksheets and case studies that would stimulate and enhance learning; (iii) delivering presentations on a subset of managerial skills such as negotiation, risk and reputation management, strategic planning and effective interactions with other parts of government; (iv) sharing relevant examples and stimulating an exchange of views on their experiences, challenges and successes; (v) using a variety of pedagogical techniques to provide training and advice on an agreed selection of executive management skills, including role-play simulations set in a central bank; (vi) discussing challenges faced in managing the day to day oversight of banking supervision and providing tips on addressing selected issues; and (vii) providing a three to five page report outlining the key observations, outcomes, recommendations and follow-up emanating from the workshop.

226. Using the IMF's a standard 4-point scale⁶⁹ the 15 participants end-of-course assessments rated five⁷⁰ aspects for the seven modules: (i) overview of the international regulatory landscape; (ii) regulatory structure, governance and independence; (iii) the international assessment process; (iv) establishing an internal culture of good governance and integrity; (v) introduction to negotiation; (vi) managing relationships with ministers and other stakeholders; and (vii) complex negotiations. Based on this assessment, the workshop was successful — overall participants rated it 3.5⁷¹, i.e., the mid-point between **Good** and **Excellent**. The self-assessment prepared by the speakers were also overwhelmingly positive. This rating, which will be used for this evaluation, would correspond to a rating of 4.5 on the 5-point rating scale used for this evaluation.

227. Regarding the workshop, the 2018 annual report of the IMF's AFRITAC West 2 stated: *"Participation in regional workshops also gained*

⁶⁹ Scale of 1-4: 4-Excellent; 3-Good; 2-Fair; 1-Poor.

⁷⁰ (i) information/knowledge shared; (ii) quality of delivery of presentation; (iii) responses to questions/queries; (iv) relevance and suitability of concepts/examples to local/regional setting; and (v) content and discussion of group/individual exercise.

⁷¹ The average rating for the seven modules ranged between 3.3 and 3.8, with the 3.8 rating received by one of the negotiation modules and the 3.3 rating received by the international assessment process. Of the 525 individual ratings, 99% were either 3 or 4. One person assigned a fair (2) rating for relevance and suitability of concepts/examples to local/regional setting for each of the seven modules.

strength, with all of the three regional workshops planned delivered by April 2018. One of these, a High-Level Forum on Governance represented an inaugural event, which brought together Directors of Supervision, Deputy Governors and members of the Board of Directors in an executive management-type training. Such meetings continued to provide a forum for exchanging experiences, and for building expertise in an area of common interest; and where there is regional commitment. On the whole, discussions were robust and insightful and member countries appear to be gaining deeper insights into how to enhance or to progress supervisory practices.”⁷²

228. The High-Level Forum on Governance and Strategy in Accra was successful. While most of the English speaking West African countries are too big to be included in the list of eligible SCFMC countries, this high level forum was useful to build the SCFMC’s profile with the IMF. The success of the symposium suggests that the SCFMC should continue to pursue joint work with the AFRTACs, CARTAC and PFTAC. While the IMF’s Institute for Capacity Development and the IMF’s regional technical centres offer many technical courses related to financial sector regulation and public expenditure management, they do not offer executive training covering the various dimensions of management. That is a core strength of the SCFMC. Governance, together with climate change and gender, are key elements of the strategies of most international donors.⁷³

229. Should the SCFMC wish to replicate that High-Level Forum model, lessons include:

- By drawing on its core SCFMP expertise and faculty, the SCFMC has the capacity to develop and deliver a high quality, customized regional programme that combine both technical and soft skills.
- There could be a natural partnership between the IMF’s regional technical assistance centres and the SCFMC to put on regional training in the soft skills.
- The IMF does not provide executive management type training.

- A focal point within the IMF is needed to gain institutional support for a programme that meets the needs of senior staff in member countries.
- Considerable work is needed to develop a workable model to put on such programmes and to mobilise the necessary financing.
- It may be contractually easier for institutions like the IMF to hire speakers as consultants rather than contracting directly with SCFMC as an institution.
- The IMF technical assistance centres have the capacity to identify appropriate participants, provide a suitable venue and provide adequate administrative, logistical and technical support.
- AFRITAC West 2’s involvement did not dilute or detract from the niche training that the SCFMC provides as some respondents to the SCFMP ESurvey and some people interviewed for the country studies had feared.

D. Conclusions About Regional Programmes

230. The Cook Islands’ Negotiation Programme and the High-Level Forum on Governance and Strategy represent different models that the SCFMC used to provide customized training at the local level. One involved a programme that was designed to address the needs of a target audience in one country where the partner was the government. The other involved a course designed to meet the needs of central bankers/financial regulators that are clients of the IMF. Both were successful and generated some lessons should the SCFMC decide to continue putting on regional programmes:

- There is a demand for the niche programmes that the SCFMC provides, especially for “soft skills” type training.
- By drawing on its core expertise and faculty, the SCFMC has the capacity to develop and deliver relevant, high-quality, customized programmes that combine both technical and soft skills and are delivered at distance.
- A local focal point is needed to gain support for the programme, market the programme, help select participants and look after local administrative and logistical issues.

⁷² Regional Technical Assistance Centre for West Africa 2. Annual Report 2018. Page 30. The IMF.

⁷³ Peace, governance and green transition and energy access are two of the five areas of partnership the European Commission’s new vision for Africa to be discussed at the African Union-EU summit in October 2020.

While the need for such training is clear, considerable work would be needed to develop a workable model to mobilise the necessary financing.

231. The Cook Islands' champion views the management modules as the most useful part of the SCFMP. The experience of the Cook Islands' Negotiations Programme suggests that putting on regional courses would require the SCFMC to broaden the audience for the SCFMP, i.e., not to just focus on staff from the ministries of finance and central banks/financial regulators. There are readily available technical courses for staff from the ministries of finance and central banks/financial regulators (e.g., the IMF and its regional technical assistance centres) and there are a few courses at Harvard and at the University of Toronto that combine both the management and technical aspects. Executive training is offered by many universities. However, those courses are expensive and are generally not designed for officials from small countries. Rather they are designed for a broader market (e.g., the private sector and government agencies in OECD countries). Not many officials from small countries attend such courses. Restructuring the SCFMP to focus on management issues related to economic development and management rather than combining some management/negotiation issues with technical issues related to fiscal management and financial sector regulations would allow the SCFMC to fill that gap in training that is typically available to officials from small island economies. Such a course might also be of interest to the leaders of the private sector in small countries, who might pay to attend such courses.

232. One approach to regional courses would be to develop a suite of executive training programmes covering all elements of leadership and management. The Saïd Business School and other Oxford colleges offer a broad range of such executive training programmes. Feedback from the assessment of the Cook Islands' Negotiation Programme suggests that elements of that suite of programmes should cover leadership, ethics, morality and values in the context of business and

organisational leadership, organisational change management, the role of psychology, economics, and neuroscience in human judgement and decision making, predicting the effects of emotions on perceptions of risk, economic decisions and attribution of responsibility, problem driven iterative adaptation, elements of Harvard's Building State Capability Program and the Problem Driven Interactive Analysis (PDIA) approach and some of the work undertaken by Harvard's Decision Science Laboratory.