

# Developing the Mauritius Leadership Brand

---

## PHASE 1: Assessment of Leadership Development Needs in the Mauritius Public Service

---

Final Report

prepared by:  
Professor Barbara Simpson  
[barbara.simpson@strath.ac.uk](mailto:barbara.simpson@strath.ac.uk)

February 2018



# Contents

	<b>PAGE</b>
<b>1. Introduction to this Report</b>	<b>2</b>
<b>2. New Thinking about Leadership</b>	<b>3</b>
<b>3. Research Design Details</b>	<b>4</b>
3.1 Interviews	4
3.2 Appreciative Circles	5
<b>4. New Insights into Mauritian Leadership</b>	<b>6</b>
4.1 Leadership that Works Well	6
4.2 Leaderships that Doesn't Work Well	7
4.3 The Core Construct of Mauritian Leadership	8
4.4 Summary of Findings	9
<b>5. Towards a Leadership Development Programme</b>	<b>10</b>
 <b>References</b>	 <b>12</b>
 <b>Appendices</b>	
1 Research Agreement between the University of Strathclyde and the National Productivity and Competitiveness Council	13
2 Participant Information and Consent Form	17
3 Image Set Used in Interviews	20
 <b>Figures</b>	
1 The Mauritius Leadership Brand	2

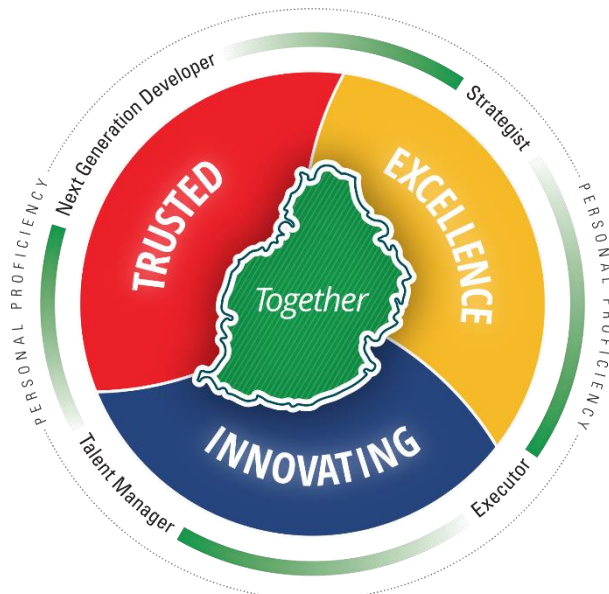
## 1. Introduction to this Report

This report presents the results of an exploratory collaborative project involving Strathclyde Business School (SBS), the National Productivity and Competitiveness Council of Mauritius (NPCC), and the Civil Service College Mauritius (CSCM). The project follows on from work commissioned by NPCC in 2015 to define a unique Mauritius Leadership Brand that can direct the future development of leadership capital in support of Mauritian ambitions for economic growth, inclusivity and prosperity. The value of this Mauritius Leadership Brand (MLB) is now recognized in the Government's three year strategic plan, which aspires "to build a culture of trust, innovation, hard work and excellence" through better leadership (MFED, 2017, p. 28).

The idea of a leadership brand originates from the work of Dave Ulrich and Norm Smallwood (Ulrich & Smallwood, 2007). They observe firstly, that developing leadership is not the same as developing individual leaders (see also Day, 2001). Whereas leaders come and go in organisations, leadership is what endures over time, independent of any individual leader identities. Leaders are not always skilled at investing in and developing future leaders, whereas good leadership creates an organisational ecology within which leadership can flourish. Secondly, Ulrich and Smallwood observe that much of the current discussion about leadership development is focused inwardly on the person and/or the organisation, missing the point that without a complementary outward focus leadership remains blind to stakeholder expectations. Accordingly, they define leadership brands in terms of the leadership processes that encompass the whole organisation, bridging between internal and external behaviours and expectations.

The MLB was developed specifically for Mauritius in a consultative process that involved a variety of stakeholders representing the interests of trade unions, civil society, and the public and private sectors. Figure 1 summarizes the output from this participatory process.

**Figure 1: The Mauritius Leadership Brand**



The outer perimeters of this figure contain elements that Ulrich and Smallwood argue are generic to all leadership brands – Strategist, Executor, Talent Manager, Next Generation Developer, and Personal Proficiency. However, it is the central core that is particular to Mauritius, differentiating it from other players in the global economy by emphasising the values that are important to the Mauritian people.

This report, which discusses the first phase of a three phase project (see Appendix 1), seeks to elaborate this central core with a view to advising on a leadership development programme tailored specifically for the public service in Mauritius. The next section reviews contemporary thinking on leadership, particularly touching on the more ecological and systemic views of leadership that underpin the MLB. Then the research design for this project is justified and outlined in detail, before moving on to present findings and recommendations.

## 2. **New Thinking about Leadership**

Until recently much of the thinking about, and practice of, leadership in organisations has focussed on the personal qualities and behaviours of individual leaders, who have often been considered in isolation, without even the complementary function of followership. By focussing on the ‘individual leader’ these theories grossly over-simplify leadership situations firstly by failing to engage with the relational dynamics that pervade every organisational situation, and secondly by overlooking the continuously changing landscape within which leadership is played out (Barker, 2001). This individualistic approach is palpably inadequate in the context of the increasingly complex problems that confront our world, which by virtue of their ecological nature call for more systemic and collaborative responses from leadership (Wheatley, 2006). The need for new and alternative approaches is nowhere more acute than in the public service, where traditional hierarchical bureaucracies and their associated leadership roles are no longer fit for purpose.

One of the key problems with this bureaucratic approach is it creates a mindset that conflates the functions of management and leadership. In a hierarchy, roles, responsibilities and lines of accountability are linked directly to functional positions within the structure. People occupying these positions are held accountable for the safe and efficient operation of the organisation. Their efforts are directed, at least in part, towards eliminating uncertainties and optimising best practice. These are the classic functions of management, which serve to draw the organisation towards an ever-more stabilised equilibrium state that can be managed in an orderly fashion. A useful metaphor for this management work is the idea of ‘navigation’ (Chia, 2017), which involves an expert navigator plotting an optimal route from one fixed point – where we are now – to another – where we are going. This navigational task is generally undertaken before the journey begins, and if done well will require only minor modification as the journey proceeds.

By contrast, the work of leadership serves a very different purpose. It is always concerned with change, seeking to improve existing situations through transformational practice. Whereas management has a stabilising influence, leadership introduces a disruptive dynamic that seeks to create new and previously unconsidered possibilities. It recognises that the future is uncertain, and that opportunities to create change lie within this very uncertainty. The work of leadership then, is to actively construct desired futures by stepping forward onto the road less travelled, as it is here that new vistas are to be found. In contrast to the ‘navigation’ metaphor, Chia (2017, p. 108) suggests that ‘wayfinding’ offers greater insight into the “sensing, improvising and adapting” dynamics of organisational leadership. This alternative metaphor moves away from the individualised expertise implied by

'navigation' to a more collaborative, learning-as-we-go approach. In this sense, leadership is not bound to certain roles and positions within the organisational hierarchy, but rather, it is a potential that resides in every seat and at every desk throughout the organisation.

Clearly, both management and leadership are necessary for any healthy organisation, but they serve very different purposes, one drawing the organisation towards reliable and predictable performance and the other generating the vitality required for continuous organisational renewal. Each requires different skills and practices, and each implies a different mindset. Although it is perfectly possible that the occupiers of management positions within an organisational hierarchy are also leaders doing leadership work, this is neither exclusively nor necessarily the case. Furthermore, by assuming that managers are, by definition, also the leaders of an organisation, the deep ecological potential for leadership throughout the organisation may be overlooked.

Ulrich and Smallwood's (2007) formulation of leadership brands invites a collaborative, co-productive, dialogical, and improvisational mindset that engages directly with the work that leaders actually do. New theories such as leadership-as-practice (e.g. Carroll, Levy, & Richmond, 2008; Raelin, 2016; Simpson, Buchan, & Sillince, 2017) give voice to these human and social dimensions of leading change in complex situations. These theories focus on how leadership emerges through the day-to-day interactions of people as they work together to accomplish organisational outcomes. Here leadership becomes evident in the continuously transforming movements of organising, and as such, it is not necessarily tied to the actions of any particular 'leaders'. However, this expression of leadership can only emerge if there is an enabling context that encompasses the entire organisational ecology.

Thinking about leadership as a creative social process inevitably has implications for how we might think about leadership development. Instead of focussing on the skills of individuals, attention must now turn to developing the enabling context that admits novelty and innovation into the processes of organising. It is this quest that provides the context for the remainder of this report.

### **3. Research Design Details**

The process of elaborating the central core of the MLB involved a programme of research undertaken by Professor Barbara Simpson from Strathclyde Business School. During the period 6-17 November 2017, she conducted 20 interviews and three appreciative circle conversations involving an additional 50 participants. These interventions were designed specifically to tap into deeper and more tacit meanings than would normally be accessible using conventional quantitative methods of inquiry. In accordance with the ethical research procedures of the University of Strathclyde, all participants were fully informed about what their participation would involve, and all provided their written consent based on the understanding that the information provided by them would be anonymised before being reported in any form (see Appendix 2). The design of both the interviews and the appreciative circles was intended to be developmental as well as informational, and many participants reported that they enjoyed the experience and the insights that it afforded them into their own leadership practice.

#### **3.1 Interviews**

All interviews were pre-arranged by NPCC. The interviewees included:

Current or past Permanent Secretaries*	8
Education sector representatives	7
Business sector representatives	2
Trade Union representatives	2
External Consultant	1

\* (includes Senior Executives and retired officers)

Generally interviews lasted for about 90 minutes, which allowed scope for wide-ranging exploration of the issues surrounding leadership practice in Mauritius. Interviewees were not required to prepare for these meetings in any way, but many did bring notes with them, and they were keen to share their considerable experience in leadership. Many of the interviewees also brought one or more colleagues with them into the meeting.

The interview design invited participants to relate stories in response to three questions:

1. Please tell me an example from your own experience of when leadership worked really well?
2. Please tell me an example from your own experience of when leadership did not work well?
3. Please think about the Mauritius Leadership Brand as an ideal future for leadership practice. What would it look like? How would it work? Who would be involved?

As each story unfolded, participants were invited to view a set of 26 images (see Appendix 3), and to select one or more of these that, in their view, resonates with their narrated experience. These images were used to elaborate the inquiry, bringing to the surface aspects of the stories that might otherwise have remained hidden. Participants were also invited, for each story, to select one or more images that reflect the opposite conditions to those narrated. The diametrical opposition of these two sets of images defines the extreme limits of each interviewee's perceptions of 'ideal' leadership. In each case, the reality of their own experience plays out somewhere in between these extremes. These paired oppositions, called constructs, not only deepen interviewees' experiences of leadership, but they also highlight the scope for further developmental work.

### 3.2 Appreciative Circles

Participation in the three appreciative circles was also pre-arranged by NPCC. The first circle involved 17 Assistant Permanent Secretaries; the second involved 12 trade union representatives; and the third involved 17 new recruits to the public service plus 4 members of NPCC's staff. The circle conversations were loosely designed around the 4D cycle of Appreciative Inquiry: **D**iscover, **D**ream, **D**esign and **D**estiny (Cooperrider & Whitney, 1999). However, the two hours allocated for each circle were sufficient to touch only on the first two **D**s. Each circle was divided into several smaller groups of 4-6 participants who worked together to address the following questions:

1. Think about an extraordinary moment of leadership that you have experienced. Share the story with your group. By asking good

questions, the group will help you to highlight the positive themes in your story. Take turns to share your experiences of leadership.

2. In your group, find 5-6 positive themes that are common to all of your leadership stories.
3. Working with your group, use all the themes generated by the whole circle to improvise what Mauritian Leadership might be. What would it look like, feel like, sound like? How would it work? Who would be involved? What makes it unique to Mauritius?

Plenary discussions following the completion of Questions 2 and 3 were used to visually capture the outputs from these brief **D**iscover and **D**ream activities. One interesting observation that was immediately apparent in these three circles is that the Assistant Permanent Secretaries and Trade Union representatives, perhaps because of their greater experience in leadership, were better able than the new recruits to the public service to meaningfully structure their responses to these activities.

#### 4. **New Insights into Mauritian Leadership**

Across all the interviews and appreciative circles there was a widely-held sense that Mauritius is doing well and is a great place to live. At the same time, however, there is still much potential for improvement. A close analysis of the stories told by participants in this research, particularly teasing out the images and constructs associated with leadership, provides a way of bringing to the surface some of the more hidden dimensions of this potential.

##### 4.1 Leadership that Works Well

The following four images were most frequently selected by interviewees to represent their best experiences of leadership:



#1



#2



#3



#4

All depict collectives or teams of people working together. By contrast, images of individual people included in the card set (see Appendix 3) were only rarely selected to reflect good leadership, suggesting a fairly general acceptance that leadership is primarily a social experience. There is a particular emphasis (Images #1 and #3) on valuing multi-gendered, multi-racial, multi-lingual diversity, which is seen as a real strength that Mauritius brings to its engagement with the global community (Image #4). Conversely, some participants saw diversity as a problem to be overcome. Several mentioned the desirability of a Singapore-style dictatorship to deal with the seemingly intractable problems presented by a diverse workforce.

Interviewees noted that building the type of team spirit implied by these images requires every individual to be valued regardless of where they sit in an organisational hierarchy. Those who selected Image #2 commented that

although it shows all members of the team operating at the same level, it still singles out the red figure, presumably 'the leader', as in some way different from the rest of the team. Several participants noted the importance of having 'the right person in the right place', which suggests a reversion to an individualistic approach whilst also espousing the benefits of collaboration. By contrast, Image #3 emphasises the differences that every member of a team has to offer, although this image was also criticised for the seemingly 'locked together' stance with all members looking inwards and downwards rather than up and out.

These images evoke for the interviewees the notion that everyone has the capacity to improve and grow if their environment is conducive to drawing out all the talents that a group has to offer. These talents become apparent when there is shared compassion and a willingness to learn from each other. Interviewees repeatedly emphasised the importance of mutual trust in building more effective and inclusive collaborative action. As one participant observed, simple things like publicly recognising personal life events and anniversaries help to give all staff a warm feeling of inclusion.

#### 4.2 Leadership that Doesn't Work Well

In opposition to these images of good leadership experiences, the following images were most frequently selected to depict leadership not working well:



#5



#6



#7



#8



#9

Participants often associated poor leadership with confusion (Image #5) and disorganisation (Image #6). Leadership is always about making hard choices from a range of under-determined options, but an inability to make a choice results in the organisation getting stuck in its own history. Similarly, leaders who are over-committed, who don't delegate appropriately, or who manage their time poorly struggle to make the right choices for action. Some participants felt it is important for a leader to confidently and undeviatingly follow a single clear path into the future, while others suggested that there are times when it may be necessary for leaders to acknowledge that they don't know the answer. Image #5 shows an isolated individual standing at a cross-road struggling to please everyone at the same time. However, this 'leader' has no apparent access to the social supports that come from working collaboratively with others, and as such, has no way of learning from the uncertainty and ambivalence of the current situation.

Image #7 is indicative of what participants described as a widespread culture of aggression and bullying, which creates a climate of fear in the public service. One interviewee reported an occasion when s/he had shouted at a secretary for not completing a task on time, another said that civil service officers always choose to 'play it safe', showing neither commitment nor compassion, because they fear for their own futures, and yet others told stories about unconstructive



criticism and systematic undermining by senior colleagues. In both interviews and appreciative circles there was a sense that dissenting voices are not always welcomed by those who lack empathy with the new generation of potential leaders. For the generativity of leadership to flourish, there has to be room to learn from mistakes. One interviewee observed there is no point punishing or crushing honest mistakes because, as several others pointed out, what appears to be a mistake in the short term often turns into a longer term opportunity. Acknowledging this temporal dimension is crucial if the organisational ecology of leadership is to flourish.

Images #8 and #9 are the most obvious counterpoints to the positive leadership experiences presented earlier (Images #1, #2, #3 and #4). They show an individual who is apart from the rest of the workforce, someone who stands above others on a pedestal or at the front of the crowd. One participant observed this is all about 'I' not 'we'. By creating this separation, leaders construct boundaries that interfere with effective communication and impair productive collaboration. They make themselves inaccessible to questioning and too far removed to be able to hear alternative solutions. This is a top-down perspective that locates decision making in the upper echelons of the organisation while denying the potential for creative renewal that resides within the organisation. Under these circumstances, the natural joyfulness that comes from being able to respond appropriately to one's immediate circumstances is replaced by fear of doing something wrong. These hierarchical distinctions are often quite subtly sustained, for instance in the ways that organisational members address each other (e.g. by title or by first name). Even when a senior officer maintains an open door policy or frequently walks around greeting staff, the hierarchy remains indelibly stamped on the ways in which people engage with each other.

#### 4.3 The Core Construct of Mauritian Leadership

A substantial majority of the interviewees selected some combination of the images discussed so far in elaborating their own experiences of leadership. From this it appears there is an overarching core construct describing current leadership practice in Mauritius, which contrasts the multiple, diverse, collaborative and continuously improving aspects of leadership that is seen to be working well (Images #1, #2, #3 and #4), against the individualised, narrow, static and dysfunctional qualities of leadership that does not work well (Images #5, #6, #7, #8 and #9). This construct describes the whole domain within which leadership may be seen to play out in Mauritius. The opposing poles of this construct are extremes, but the realities of leadership practice are always dynamically located somewhere in between. It is this space-in-between that offers more nuanced and specific opportunities for wayfinding as well as for further learning and development. However, neither the interviews nor the appreciative circles offered much insight into how Mauritian leadership is actually played out in this space. There was certainly wide recognition that good communication is fundamental, but communication to what end? Is this simply about transmitting directions between different parts of an organisation, or can communication be more? What would it take for communication to provide a foundation for leadership that is both generative and collaborative?

In approaching these questions, it is helpful to firstly examine what form the participants themselves imagined that future leadership in Mauritius might ideally take. In the appreciative circles, considerable emphasis was placed on the importance of ethical leadership. Truth, integrity, honesty and humility came

up repeatedly as aspirations for the future leadership of the Mauritian public service. Similarly, risk-taking and a willingness to embark on new initiatives that trigger change and challenge the status quo were also seen as crucial. Leadership needs to embrace innovation and promote a culture of continuous change if it is to ensure a sustainable future. Participants also called for a more participative form of leadership, leadership with and for people, where leaders work for everyone, rather than for their own personal interests, and in so doing create new leaders for the future. These responses resonate powerfully with the Trusted, Innovating, and Together themes at the centre of the MLB. It is interesting though that participants made no explicit reference to Excellence, the fourth element of the MLB, as an aspirational theme. This might be because the notion of excellence is simply taken for granted, or alternatively, it may be that the excellence agenda does not in fact resonate with participants' hopes for future leadership. Further inquiry would be required to find an explanation for this absence from the data collected in this study.

The interviews also cast some new light on what Mauritian Leadership might become in the future. Three images in particular were selected by interviewees as they reached for this future.



#10

There is reason for optimism about a bright future for Mauritius that is the sum total of all its potentials. Although the path may be long and crooked, and is likely to be hazardous, it is achievable. The journey will take time and it will be risky as we venture together beyond the visible horizon. Accomplishing this potential will involve a shift of mindset, so it is important to carry people along in the processes of transformation.



#11

Several interviewees spoke about the Dodo as the only indigenous Mauritian, which although now extinct, is nevertheless a constant presence in the Mauritian imaginary. The puzzle is, had the Dodo been able to fly, would it have survived? This question is pertinent to Mauritian leadership, because if it remains stuck and does not learn to fly, will it be able to survive into the uncertain future?



#12

Other interviewees selected this image of biriyani as emblematic of the potential of future leadership in Mauritius. In this multi-cultural setting, biriyani is universally celebrated as an exquisitely balanced combination of different exotic flavours that takes time to create and can be enjoyed together, although every cook puts their own unique twist on the recipe. All aspects of leadership add flavour to the national leadership biriyani.

#### 4.4 Summary of Findings

The research results reported here have been elicited by methods of inquiry that go beyond what quantitative survey and questionnaire methods are normally able to produce. Using engaged, non-cognitive methods such as story-telling and visual imagery the research has revealed experiential dimensions of leadership practice that are locally situated and sensitive to the Mauritian context. The results demonstrate a deep commitment to an indigenous expression of leadership that reflects the aspirations of all Mauritians. In particular, there is a clear preference for collective and collaborative approaches that challenge the rigidities of bureaucratic hierarchies and the social dynamics of power and politics. The core values of Togetherness, Innovation and Trust invite a wayfinding approach to future

leadership development that seeks to build an organisational ecology capable of supporting genuine dialogue, conscious risk-taking, and the courage to act.

Participants also identified a number of obstacles to accomplishing this uniquely Mauritian approach to leadership including:

1. A job-for-life mentality in the public service. Many participants observed that a job in the public service is seen as offering permanent security, so once such a job has been secured, it must be defended at any cost.
2. This desire for permanent job stability feeds a climate of fear and bullying that disregards the unique potentials of individual employees in the public service.
3. There was widespread concern about the impact of corruption both within the public service and in the political domain, which obstructs the development of trust and the sharing of responsibility.
4. The perpetuation of silo boundaries across the public service inhibits collective inquiry and co-productive actions that serve the interests of the country.
5. Diversity is seen both as a problem to be overcome and an opportunity to develop.

Any proposal for leadership development then, must engage directly with these issues in the process of building a leadership brand that is uniquely Mauritian.

## 5. **Towards a Leadership Development Programme**

Leadership development programmes are often packaged as pre-designed products that can be delivered to participants who individually absorb the lessons, and are then supposed to take these back into their workplaces for implementation. However by neglecting the specifics of the organisational ecology within which these individuals work, this approach is demonstrably less effective at cultivating collaborative models of leadership, which depend on enabling environments that build trust and support productive working relationships. Increasingly, therefore, collaborative leadership development programmes are seeking to actively engage with the real-time, in-situ social actions that constitute leadership in actual practice.

One such approach is Appreciative Inquiry, and in particular the notion of an Appreciative Inquiry Summit (Ludema, Whitney, Mohr, & Griffin, 2003). An Appreciative Inquiry starts with what is already good in the way an organisation operates, which is called the positive core, and then proceeds by asking 'how could this be even better?' This approach is particularly relevant in contexts such as Mauritius where there is already a clear positive core but the more generative dimensions of leadership are being stifled by a climate of fear and mistrust. Focussing on the positive is an effective way of defusing fear of failure, or of making a mistake, or of being 'found out' as a source of error.

An Appreciative Inquiry always begins with a Discovery phase, during which a widely shared perspective on the positive core of an organisation's leadership is brought to the surface and agreed. This is then followed by the Dream phase, during which participants work together to construct an imagined future for leadership that can carry

the organisation forward into a positive future. Then, the Design phase sees the development of a new organisational architecture that can bring the dreamed future to life. And finally the Destiny phase focusses on the types of innovative action that will give forward momentum to the organisation's leadership. This approach has already been used to create transformational change in public organisations in the UK, USA, and Canada, as well as in many major corporations, and in educational and community development systems.

An Appreciative Inquiry Summit is a particularly intense and accelerated form of inquiry that typically involves the whole organisation working together on the 4Ds (Discover, Dream, Design and Destiny) over the course of four days. This whole-ecology approach has been shown to produce impacts that are both dramatically transformational and sustainable in the long term. In the context of Mauritius, the potential is that 3-4 Appreciative Inquiry Summits located in suitably receptive Ministries (or at other whole-organisation sites) could generate waves of change that would ripple across the entire public service. It is beyond the scope of the present report to design a detailed brief for these Appreciative Inquiry Summits; rather, this work should be undertaken in close consultation with NPCC, CSCM, and potential target Ministries. In addition, there would be a need to train local facilitators in Mauritius who would support a team from the University of Strathclyde in running these Appreciative Inquiry Summits, and in progressively evaluating their outcomes as they emerge over time.

## References

- Barker, R. A. (2001). The nature of leadership. *Human Relations*, 54(4), 469-494.
- Carroll, B., Levy, L., & Richmond, D. (2008). Leadership as practice: Challenging the competency paradigm. *Leadership*, 4(4), 363-379.
- Chia, R. (2017). A process-philosophical understanding of organizational learning as "wayfinding". *The Learning Organization*, 24(2), 107-118.
- Cooperrider, D. L., & Whitney, D. (1999). *Appreciative inquiry: A positive revolution in change*: Berrett-Koehler.
- Day, D. V. (2001). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581-613.
- Ludema, J. D., Whitney, D., Mohr, B. J., & Griffin, T., J. (2003). *The appreciative inquiry summit: A practitioner's guide for leading large-group change*. San Francisco: Berrett-Koehler.
- MFED. (2017). *Rising to the challenge of our ambitions - Three Year Strategic Plan 2017/8 - 2019-20*. Mauritius: Republic of Mauritius.
- Raelin, J. A. (Ed.). (2016). *Leadership-as-Practice: Theory and application*: Routledge.
- Simpson, B., Buchan, L., & Sillince, J. (2017). The performativity of leadership talk. *Leadership, Online First*, DOI: 10.1177/1742715017710591.
- Ulrich, D., & Smallwood, N. (2007). *Leadership brand: Developing customer-focused leaders to drive performance and build lasting value*. Boston, MA: Harvard Business School Press.
- Wheatley, M. (2006). *Leadership and the new science*. San Francisco, CA: Berrett-Koehler.

**Research Agreement**  
**between the**  
**University of Strathclyde**  
**and the**  
**National Productivity and**  
**Competitiveness Council**

## RESEARCH AGREEMENT

Between the Parties:

The University of Strathclyde, Department of Human Resource Management ("the Department"), 199 Cathedral Street, Glasgow, G4 0QU, United Kingdom

and

The National Productivity and Competitiveness Council (NPCC) at 3<sup>rd</sup> Floor, The Catalyst Building, Cybercity, Ebene in the Republic of Mauritius.

### 1. Context

As Mauritius transforms into a high-income, inclusive and modern economy, talent and leadership development become increasingly crucial. In this context, the National Productivity and Competitiveness Council (NPCC) has partnered with the Ministry of Financial Services, Good Governance and Institutional Reforms, Ministry of Civil Service and Administrative Reforms, and Business Mauritius to design the **Mauritius Leadership Brand**. The Mauritius Leadership Brand aims to build a reputation for developing exceptional Mauritian leaders with a distinct set of talents uniquely geared to fulfil stakeholders' expectations. The development of the Mauritius Leadership Brand is intended to drive the emergence of Mauritian human capital and culture to ensure the prosperity and wellness of Mauritians.

As part of the implementation the Mauritius Leadership Brand, the Leadership Incubator Network has been established to collaborate with top universities world-wide to undertake research in the field of leadership and to advise on the types of leadership programmes most suited to the needs of the public and private sector. In this context, the NPCC wishes to collaborate with the University of Strathclyde's Department of Human Resource Management to conduct leadership development research for the public sector in Mauritius. The Department has agreed to partner with the NPCC to conduct Leadership Development Research in the public sector.

### 2. Methodology

This agreement relates solely to the first phase of a proposed three-phase project comprising:

- Phase 1: Conduct a Training Needs Analysis (TNA) pertaining to leadership in the public sector;
- Phase 2: Design leadership development programmes for the public sector (based on TNA);
- Phase 3: Deliver the leadership development training as designed.

Successful delivery of Phase 1 would then unlock the possibility of NPCC tapping into the University of Strathclyde's Global Engagement Fund, or other alternative sources of funding to support Phases 2 and 3 of the project. New agreements that reflect these funding arrangements will be required for the later phases of the programme.

The work proposed for Phase 1 consists of:

- Personal Construct interviews conducted in one-to-one meetings with selected senior public servants and private sector leaders;
- Appreciative inquiry circles involving different groups such as senior managers, middle managers, union representatives, retired public servants, and private sector leaders; and
- A public seminar on new thinking in leadership.

The Department has nominated Professor Barbara Simpson to undertake this work programme over the period 5-19 November 2017. The output of this work will be a report

detailing the leadership training needs identified in the public sector in Mauritius. This report will be delivered by 31 January 2018, and will inform the subsequent phases of the project.

### **3. Costs**

The Department agrees to fund Professor Simpson's research time for Phase 1 of this project. NPCC agrees to cover all costs relating to Professor Simpson's travel, food/lodging, local costs and daily subsistence.

### **4. Informed Consent**

An application for Ethics Approval for this research project will be submitted to the Department's Ethics Committee. This application will confirm that information provided by all participants will be kept confidential and will not be published or disclosed in a manner that would allow individuals to be identified unless prior written consent has been obtained.

### **5. Publication**

This agreement recognises that the Department will publish the research findings in accordance with academic practice. The Department agrees to provide drafts of proposed publications to NPCC prior to publication. NPCC shall have a period of 1 month from receipt to review the proposed publication and may within that time request that publication be delayed. Consent to publish may be given subject to the exclusion of certain information to protect NPCC's interests, but will not be unreasonably restrictive as to content nor involve more than the minimum delay, not to exceed 3 months from the date of submission of the draft publication to NPCC.

### **6. Liability**

The Department shall use reasonable endeavours to ensure the accuracy of the work performed and any information given but it makes no warranty, expressed or implied, as to accuracy and accepts no responsibility for any use by NPCC of the project outputs, nor for any reliance placed by NPCC on these outputs, nor for advice or information given in connection with the project.

NPCC will indemnify the Department and keep it fully and effectively indemnified against each and every claim made against it as a result of NPCC's use of any of the project outputs delivered under this Agreement.

This indemnity does not apply to the extent that any claim arises as a result of the Department's negligence or deliberate breach of this Agreement.

Nothing in this Agreement limits or excludes either Party's liability for

- a. death or personal injury;
- b. any fraud or any sort of liability that by law cannot be limited or excluded; or
- c. any loss or damage caused by a deliberate breach of this Agreement.

The liability of neither Party to the other for any breach of this Agreement, or any negligence shall extend to any indirect damages or losses, even if the Party bringing the claim has advised the other of the possibility of those losses or if they were within the other Party's contemplation.

### **7. Termination**

Either Party may terminate this Agreement with immediate effect by notice in writing to the other Party (the "Breaching Party") in the event of the Breaching Party committing a material breach of this Agreement, which if the breach is capable of remedy the Breaching Party has failed to remedy within 30 days after receipt of notice in writing.

### **8. Notices**

Any notice to be given under this Agreement shall be sent by post to the addresses given below or such alternative addresses as either Party may intimate in writing to the other. Notices given to the Department should be marked for the attention of the Head of Department, Department of Human Resource Management, 199 Cathedral Street, Glasgow G4 0QU, United Kingdom. Notices given to NPCC should be marked for the attention of the Officer in Charge, NPCC, 3<sup>rd</sup> Floor, The Catalyst Building, Cybercity, Ebene, Mauritius.



## **9. Applicable Law**

This Agreement shall in all respects be construed and interpreted in accordance with, and governed by, the Law of Scotland, and the Parties prorogate the jurisdiction of the Scottish Courts.

## **Participant Information and Consent Form**



## **Developing the Mauritius Leadership Brand Participant Information Sheet**

Welcome to this collaborative project involving the University of Strathclyde in Glasgow and the National Productivity and Competitiveness Council (NPCC) in Mauritius. In this research project we are seeking to identify the distinctive elements that uniquely define the Mauritius Leadership Brand by engaging with a broad range of stakeholders. You have been invited to participate because we hope your specific stakeholder perspective will help to deepen and complexify our understanding of this brand, ultimately leading to new ways of developing leadership capacity in the Mauritian public sector.

Your participation will involve either a 60 minute interview or a 2 hour focus group discussion to be scheduled between 6<sup>th</sup> and 17<sup>th</sup> November 2017. Interviews will use an inquiry technique that employs visual images to elicit your impressions of what leadership is and how it might be productively developed for the future. In focus groups, you will work with around 20 other participants to build a shared perspective on leadership as it is and as it could be. Both the interviews and focus groups will be conducted by Professor Barbara Simpson from the University of Strathclyde, and will be audio-recorded for later transcription and analysis. However, should you subsequently decide to withdraw some or all of the data you provide, you will be able to do so at any time until 1<sup>st</sup> January 2018 without any negative consequences from the University of Strathclyde or NPCC. All data collected will be anonymised and will be reported only in aggregated forms.

If you have any questions about the project, your role in it, and the ways in which your information will be used, please do not hesitate to ask.

**Contact:** Barbara Simpson  
Professor of Leadership and Organisational Dynamics  
Strathclyde Business School  
[barbara.simpson@strath.ac.uk](mailto:barbara.simpson@strath.ac.uk)

As a requirement of ethical good practice in research, we invite you to consider the attached Consent Form. If, after all your questions have been answered, you are happy to participate in this project, please sign this consent form and return it to Professor Simpson.



### Developing the Mauritius Leadership Brand Consent Form

- I confirm that I have read and understood the participant information sheet for this project and any queries have been addressed to my satisfaction.
- I understand that I can withdraw from the study any personal data (i.e. data which identify me personally).
- I understand that any information recorded in the investigation will be anonymised and no information that identifies me will be made publicly available.
- I consent to being audio recorded as part of the project
- I consent to being a participant in the project

(PRINT NAME)	
Signature of Participant:	Date:

## **Image Set Used in Interviews**











