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• MODULE FOR •

STRATEGIC LEADERSHIP COURSE ON  
**GOVERNANCE,**  
**INTEGRITY** AND  
**ANTI-CORRUPTION**

TOWARDS EFFECTIVE OPERATIONALISATION OF PROCESSES ON  
**GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION** REFORM

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PHASE I & PHASE II

---

EDITED BY  
**ANIS YUSAL YUSOFF**  
**MOHD GUNAWAN CHE AB AZIZ**  
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**FAIRIN HUDA FAIVDULLAH**  
**NUR FIDAR AYOB**

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THE NATIONAL CENTRE FOR GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION (GIACC)

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THE NATIONAL CENTRE FOR GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION (GIACC)

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# FOREWORD

On 29 January, 2019, the Government of Malaysia launched the National Anti-Corruption Plan (NACP) 2019-2023 as one of its maiden initiatives to realise the Government's manifesto to rebuild a nation of integrity, free from corruption. Themed 'Breaking the Corruption Chain', the NACP is a plan developed specifically for implementation within five years. Its development was led by the National Centre for Governance, Integrity and Anti-Corruption (GIACC), under the Prime Minister's Department, in collaboration with other government agencies, as well as civil society groups and the private sector. **Essential to the development of the Plan was the extensive participation of stakeholders from various walks of life during its consultation stage.**

The plan outlines six strategies and 115 initiatives in the areas of politics, public procurement, public sector administration, law enforcement, legal and judicial proceedings, and corporate governance, to rid them of corruption. **One of the key initiatives of the NACP is to cascade the programmes across all agencies and also throughout the country, to all state and local governments, in addition to the federal government.**

As a start, this comprehensive Plan involves training leaders of the public sector in its key themes and initiatives.



Between 5 and 7 of November 2019, GIACC successfully held the first of its series of training programmes, “**Strategic Leadership Course on Governance, Integrity and Anti-Corruption – Towards Effective Operationalisation of Processes on Governance, Integrity and Anti-Corruption Reform,**” which was attended by 33 public officials chosen by the Public Service Department of Malaysia based on stringent selection criteria.

The focus of the first training modules was to build **knowledge and the leadership skill sets required to understand the concept of governance and the policies that are relevant to eradicate corruption.** The first module ended with all participants taking a psychometric test to assess their integrity profile.

Twenty of the participants who attended the first Phase of training were selected to attend the Phase II module.

**Phase II focused on developing the advocacy skills that participants need to engage and communicate with stakeholders, as well as the skills to assess situations that are outside of their control.**

This Report summarises the modules needed for conducting this training. It provides a guide to how to conduct all future programmes for Training Schools and Programme Managers on the subject matter, including the teachings and learnings that can be derived from them. The Report will also cover how candidates are selected and how the evaluation of training modules should be assessed.

I would like to congratulate Datuk Dr. Anis Yusal Yusoff and his team for developing this module on behalf of GIACC. I would also like to thank UNDP for collaborating with us to develop this training programme and for funding the publication of this module. It is hoped that the ideas of strategic leadership on governance, integrity and anti-corruption presented in this book will spread far and wide and foster a cohort of emerging leaders who will uphold good governance.

Thank you.

**Tan Sri Abu Kassim Mohamed**

*Director General*

The National Centre for Governance, Integrity and  
Anti-Corruption (GIACC)  
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23<sup>rd</sup> February 2020

# INTRODUCTION

This Report will provide a guide to:

1. How modules standards should be developed by all trainers;
2. An overview of, and learnings intended from each module;
3. The questions that were asked for a pre and post-training survey conducted during the first training session; and,
4. The selection criteria for the participants.

**The main Report will not include names of speakers and expert trainers as its intent is to deliberate and present the essence of the training modules for such a programme.** The full programme for the first session can be found in Appendix 1.

## **1. Defining Training Needs Analysis (TNA)**

**Governance, Integrity and Anti-corruption (GIAC)** are specialised focus areas in which few training agencies in Malaysia have a comprehensive understanding. They lack the expertise to develop strategic leadership training modules for middle and senior management, as well as members of the board. This type of training requires factoring in the volatility,



uncertainty, complexity and ambiguity (VUCA) that has come to characterise our times. VUCA encapsulates the post pandemic, Covid-19 world.

The challenges that GIAC pose to organisations in the context of VUCA are especially significant for strategic thinking, policy making and implementation.

The traditional linear strategic planning, forecasting and analysis models are inadequate to address these challenges because the more **volatile** the world, the faster things change. **Uncertainty** brings with it a lack of predictability, while the **complexity** of any given problem and situation now stems from its interconnected parts, definitions and variables, making any conventional analysis of it a tenuous one. Compounding this complexity is **ambiguity** in how to interpret cause and effect, and to explain and clarify a phenomenon. How does an organisation manage governance, promote integrity and fight corruption in this situation?

Thus to stay abreast of unprecedented times, organisations must now develop **training needs analysis** (TNA) from the perspective of GIACC and VUCA and apply it to their core businesses.

In developing these Modules, GIACC undertook a comprehensive review of the types of training that offer the syllabus compiled here. At the time of writing and to our knowledge, no organisation **has addressed, let alone offered the strategic leadership training in the form they are presented here**. These Modules have been developed taking into account the realities of operating in a VUCA environment both in the public and private sectors, for all levels of managers.

## **2. Training Module Development and Delivery**

**Key to the development of any training module is to set out *clearly and succinctly training needs, the participants, learnings and outcomes intended and the mode of delivery*. For ease of reference,**

**a proposed structure for all selected trainers can be found in Appendix 2.** This structure should also be shared with all selected participants so they can adequately prepare themselves for the training. Should outcomes fall short of expectations, participants can raise this throughout the programme either with the trainers or organisers.

The first step towards developing a training module is to draw up an overall programme. GIACC invited key persons from the public and private sectors to contribute to the development of the overall programme. Such a consultative process effectively takes into account many intersecting points of view that might otherwise be missed when canvassed individually, or separately, from a department or organisation.

What is also essential in the development of the overall training programme is to continuously review and update it based on the outcomes of each session, and the balance of comments made during each module. This Report will discuss briefly how the comments and feedback of participants should be assessed. The following steps should be used by trainers and organisers to ensure that targets set for the overall programme and the individual modules are met:

- Step 1: Perform a **training** needs assessment.
- Step 2: Keep in mind that the **tools and methods** used for adult teaching and learning are imperative.
- Step 3: **Develop** learning objectives for each module and the overall programme.
- Step 4: Design **training** materials.

- Step 5: **Develop** pre and post-training reading lists.
- Step 6: Implement the **training**.
- Step 7: Continuously evaluate the **training**, after the programme
- Step 8: **Update and repeat** any of the steps above, as necessary.

**Note:** It is also important for the organisers to determine the best modes of education for each of the topics for the entire programme, These can include, inter alia:

1. Talks delivered by industry leaders;
2. Training by subject-matter experts;
3. Case studies with an experienced moderator;
4. Panel discussions with key industry players;
5. Open debate and discussion (to avoid monotony);
6. Presentations by participants on subjects of their choosing, related to the programme, assessed by panels;
7. Forums and panel discussions; and,
8. Role play.

### **3. Selection of Speakers and Trainers**

**This by far is the most difficult process, which should be done before the selection of participants.** Organisers are often attracted to well-known industry figures. However, such individuals are usually unable to present in a training environment. **Renowned CEOs, chairmen and policymakers are often used to one-way dialogues and stage-managed question and**

**answer sessions.** A training environment is different in that it is usually interactive and has to deliver outcomes and learnings. Corporate leaders may be unaware of training tools and how to use them.

**Similarly, expert trainers might design training modules that are too heavy on theory and which lack practical examples.** The session thus becomes somewhat dry and cannot be related to in practical terms. The strength of the programme organiser lies in selecting speakers and trainers who are:

1. Good speakers;
2. Able to engage a crowd;
3. Know their subject matter;
4. Able to relate teaching to practical scenarios;
5. Able to field questions;
6. Able to provide wide examples and best practices that are beyond the context of the training and relate these to the participants' own situations, in their agencies or ministries;
7. Able to debate with participants who may disagree with the viewpoints and contents provided; and,
8. Able to coach and provide solutions to issues raised during the training.

### **4. Selection of Participants**

**The inaugural training programme was** specifically designed for middle-ranking Malaysian public officials. The selection process was conducted by the Public Service Department (PSD), via the Special Unit for

High Potential and Subject Matter Expert (SUPREME), Service Division, which identified high-potential young candidates from a database of mid-level officers who had assessed well. After a series of discussions among GIACC, PSD and Razak School of Government (RSOG), suitable participants were chosen.

The 33 participants were drawn from SUPREME's pool of various service schemes, including administrative and diplomatic, engineering, military, immigration and police officers. All have a strong command of the English language. The participants were chosen based on their career performance record, trajectory and future prospects in the Malaysian public sector.

Further trainee selection criteria for future programmes could include the following:

- i) Sufficient academic achievement to meet the requirements of the training programme:
  - a. Excellent academic undergraduate results; and,
  - b. Broad and comprehensive general knowledge
- ii) Professional Qualities (essential)
  1. Good standing in requisite areas of expertise
  2. Problem-solving skills
  3. Communication and crisis management skills
  4. Interpersonal and communication skills with the ability to interact appropriately, ethically and responsibly, with people of diverse ethnic backgrounds

5. Wide networks of male and female colleagues and acquaintances of different creeds, colour and races
6. Willingness to collaborate and/or a good record of collaborations
7. Effective leader
8. Manages conflict appropriately
9. Effective manager
10. Good time management skills
11. Committed to learning and can facilitate learning for others
12. Demonstrates an understanding of ethical and legal practices
13. Demonstrates sensitivity to cultural and individual differences
14. Recognises limitations and seeks appropriate assistance
15. Complies with professional expectations of behaviour
16. Demonstrates insight and responds to feedback
17. Familiar with the Malaysian public sector system and law
18. Knowledgeable in current issues affecting the country and the world

The assessor should develop clear key performance indicators for the selection of participants, which should be distributed to heads of organisations (chief

secretaries (KSU), directors general (DG) and direct supervisors, as well as to the candidates, at least six months before their eventual selection as participants. The assessment should be done ideally at least two months prior to selection to give the candidates who are selected as participants time to prepare for the programme.

We do really hope this module for strategic leadership course on governance, integrity and anti-corruption that we have put together in this book will be useful to you and to your organisation.

We wish you all the very best.

Editors:

**Datuk Dr. Anis Yusal Yusoff**  
**Haji Mohd Gunawan Che Ab Aziz**  
**Norul Ashikin Amat Yakub**  
**Fairin Huda Faivdullah**  
**Nur Fidar Ayob**

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The National Centre for Governance, Integrity & Anti-Corruption (GIACC), Prime Minister's Department





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**STRATEGIC LEADERSHIP COURSE ON GOVERNANCE,  
INTEGRITY AND ANTI-CORRUPTION  
(PHASE I)**

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*“TOWARDS EFFECTIVE OPERATIONALISATION OF  
PROCESSES ON GOVERNANCE, INTEGRITY AND  
ANTI-CORRUPTION REFORM”*

**PART  
1**

# STRATEGIC LEADERSHIP PROGRAMME – PHASE I

This section will focus on the brief for each of the training sessions, the nature of each session and intended outcomes and learnings. (The programme for the session is attached in Appendix 1.) The flow of the modules can be changed according to need but should focus on learnings and outcomes that meet the standards set herein, with ongoing improvements.

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## DAY 1: GOVERNANCE: WHY IT MATTERS

### a) **Session 1: Corruption Kills – Impacts of Corruption**

- **Suggested Speaker Profile:** *A person who can provide an overview of the state of governance in a country, locality, an industry or a sector. The person will have extensive practical experience in the area and can provide real-life examples, supported by solutions and data.*
- **Mode of Delivery:** Classroom, talk, storytelling.

#### **Contents could include:**

1. The importance of integrity in government, past, present and future, and the role of the public in creating an environment conducive for cultivating a culture of integrity in Malaysia. The

Session should also cover any reform agenda that supports the work of governance and how (by using data and examples) it can do so.

2. A video presentation on “Integrity and Dishonour” to break monotony. In the actual session run by GIACC, the video presentation introduced the six risk areas covered in the NACP, which are:
  - i. Political Governance;
  - ii. Public Sector Administration;
  - iii. Public Procurement;
  - iv. Legal and Judicial Proceedings;
  - v. Law Enforcement; and,
  - vi. Corporate Governance.

#### **Learning Outcomes for Participants should include knowledge of:**

1. Consequences of corruption for companies, societies and countries; for the private sector, governments, and its impact globally.
2. Public sector administration; how it works and where effectiveness and education are enhanced by the continuing professional development of public officers.

3. Public procurement; this is one of the risk areas identified and covered in the NACP. Government procurement is most vulnerable to corruption and misuse of legalities, such as in the awarding of contracts through direct negotiation instead of open tender. Embedding additional safeguards would be required in such instances. Discuss measures taken to increase efficiency and transparency of public procurement, by way of,
    - a. strengthening public procurement framework; and
    - b. greater procurement transparency, to enable better identification and mitigation of corruption risks, market distortion and anti-competitive behaviour. Discuss how procurement policies need to be more comprehensive, disclosure of conflict of interest as well as the need for project tenders to be supported by relevant technical departments and agencies only.
  4. Also to be included is the legal and judicial context of corruption: how to enhance the credibility of the legal and judicial system and improve its institutional efficacy. This can include the role of ministers to not interfere in the promotion of senior government officers, including in the appointment process of secretaries general of ministries (KSU). The Session can also address new legislation on political funding, policy on political appointments, improve policy on accepting gifts, entertainment and gratuities, asset declaration by public officers, and strengthen the mechanism of job rotation.
  5. Discuss how the credibility of law enforcement can be institutionalised. By strengthening the law, enforcement agencies and in improving law enforcement agency legislation, corrupt practices can be curbed. Discuss the role of institutions such as the National Financial Crime Centre (NFCC) as well as laws against benefitting from sales proceeds of a project or tender, which would require them to reveal beneficial ownership.
  6. Lastly, the area of corporate governance should cover,
    - a. greater transparency in who owns and controls corporate entities;
    - b. how corporate entities show resilience against the threat of corruption; and,
    - c. the roles of boards, management and the need for whistleblower and witness protection.

The Session can also discuss company or agency-specific plans, such as an organisational anti-corruption plan (OACP) and its components, and how it should include the NACP's procedural principles, plan implementation (by monitoring progress, evaluating the effectiveness of the action plan, and continual improvement), with clear lines of accountability and responsibility.
- b) Session 2: Governance and Integrity: A Sharing of Experience of Multiple Portfolios in the Public or Private Sector**
- **Suggested Speaker Profile:** *A prominent person able to share the experience of upholding integrity,*

*governance and compliance in a challenging setting. The speaker should also share examples of challenges and ways to overcome them, and cover the importance of good character and ways to inculcate a culture of ethical conduct.*

- **Mode of Delivery:** Talk, storytelling.

This Session is intended to break the monotony of classroom sessions with storytelling.

### c) **Session 3: Integrity: The Cornerstone of Leadership**

- **Suggested Speaker Profile:** *A person with an in-depth understanding of governance programmes or someone directly involved in such a line of work. Someone able to bridge governance and good leadership skills in either the public or private sectors, or both.*

- **Mode of Delivery:** Classroom teaching, role play.

This Session should focus on the kind of leadership required to drive a culture of good governance. **It can use flash surveys of participants for the trainer to get a feel of their levels of understanding and awareness, and the tone of delivery that would be most effective.** The mode of delivery for the Session can be presentations, case studies and group work.

**Learning Outcomes for Participants should include knowledge of:**

1. How to address the question of why integrity is important, how to map out and understand the related problems, formulate policies, identify priorities for reform, and how to

measure and monitor the results of the NACP's implementation;

2. The causes of erosion of character and culture of integrity, and the need to elevate integrity by becoming a change agent, as it is society's responsibility to educate the young;
3. The usefulness of pre-training reading material discussed during the Session. For example, the GIACC training used Kautilya's Arthashastra, written 2,400 years ago, which is reputed to have been a reference for solving India's current economic and other problems, for its guidance on financial management and economic governance. The book underscores the cost of corruption, how the country loses billions in revenue each year in customs duties and taxes, and the hefty price to construct hospitals due to corruption;
4. Recent local and global surveys on corruption;
5. The results of ongoing work on pledges of anti-corruption. (For example, in the case of GIACC, the speaker presented work done so far on NACP); and,
6. Case studies that raise questions about ethics and integrity.

### d) **Session 4: Conceptual Framing of Governance Reforms**

- **Suggested Speaker Profile:** *A person from an international organisation such as the World Bank, IMF, UN or similar, who has done extensive governance reform work in different parts of the world.*

- **Mode of Delivery:** Classroom teaching and discussion.

Session 4 should present on scenarios involving international, multilateral governance. The Session should provide perspectives on governance and its definition. In this instance, UNDP provided this perspective: *‘Governance is the exercise of economic, political, and administrative authority to manage a country’s affairs at all levels. It comprises the mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.’*

**Learning Outcomes for Participants should include knowledge of:**

1. Factors that influence the effectiveness of governance policies, based on international examples and best practices. These could include how other political systems ensure accountability in a country or region, and how these practices relate to Malaysia and its public and private sectors;
2. Actors and stakeholders in governance, ranging from the executive, legislature, judiciary, political parties, civil society, private sector, social organisations and media;
3. The need for checks and balances and the correlation between the actors in the system and governance standards;
4. How to relate the above to symptoms of administrative corruption and patronage structures;
5. How the system’s capture by an elite group leads to negative outcomes such as poor service delivery, weak regulation and corruption in a governance system;
6. The definition of good governance. For example, one definition by the United Nations Public Administration states that this entails:
  - i. sound public sector management (efficiency, effectiveness and economy);
  - ii. accountability;
  - iii. the exchange and free flow of information (transparency); and,
  - iv. a legal framework for development (justice, respect for human rights and liberties);
7. What processes are used to initiate governance reforms from the central level in Putrajaya, and how these are cascaded to subnational or state levels. (This area is crucial as reforms and the government are interlinked, to harmonise public service efficiency with the rule of law. Examples of the pace of government reforms and the involvement foreign partners in implementing such reforms could be presented.)

**e) Session 5: Taking the Graft Fight and Governance to the Next Level**

The Session should provide key insights into governance reforms by Malaysian institutions that are in line with the United Nations Convention Against Corruption (UNCAC) to which Malaysia is a member party. This is to ensure accountability in government administrative practices, systems and procedures.

- **Suggested Speaker Profile:** *A person involved or who has been involved in anti-corruption work globally, or in another country or entity. This provides a benchmark of practical, real-life experience for a perspective on how reform works in different parts of the world.*

- **Mode of Delivery:** Storytelling, experiential sharing.

*The Session does not have to be a learning one but a story from the perspective of another country. It can be conducted by two people with varying experiences of how reforms fail or succeed, and their reasons.*

**f) Session 6: Malaysia: Governance and Integrity in Malaysia: What Has Been Done?**

Ideally, the Session should use case study development with role play and/or a discussion, because it is the final session of the day. It could be used for the culmination of group discussions, and projects designed around key themes. The key outcome of the Session could focus on the participants' own work contexts, and/or case studies for which participants can suggest solutions, which the organisers can then present to their stakeholders, in this instance, the Government of Malaysia.

- **Suggested Speaker Profile:** *An experienced moderator who can ask the right questions and keep the participants engaged in their development as they seek recommendations. The speaker does not need to be an expert in governance but someone who can effectively moderate events and panels.*

- **Mode of Delivery:** Case study, role play and discussion.

**End of day 1**

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**DAY 2: POLICY TOOLS AND INSTRUMENTS**

**RECAP DAY 1:** The first Session of Day 2 should commence with recapping the learnings and outcomes of Day 1. This provides a summary of the purpose of Day 1 and how it relates to the programme of Day 2. This can be done by the organisers.

**a) Session 7: Case Study Analysis and Development – Integrity Breach and Corruption**

- **Suggested Speaker Profile:** *A person from an oversight and enforcement body such as MACC, Royal Malaysia Police, or a regulatory body, to share perspectives on how policies, tools and instruments are developed to prevent corruption. The speaker should ideally have first-hand practical experience.*

- **Mode of Delivery:** Lecture, classroom teaching.

**Learning Outcomes for Participants should include knowledge of:**

1. Examples of corruption and how a case is handled from the point of reporting to resolution after being tried in court;
2. The actors involved in this process, their points of involvement, and how to identify them;
3. How cases are monitored and tracked, and how key performance indicators are developed and used;
4. Whistleblowing and witness protection processes for the public and private sectors;

5. Weaknesses in administration that could possibly lead to corrupt practices, abuse of power and leakage of funds; and,
6. Why, and how, organisations should institutionalise policies and procedures, what these should be, and how they relate to the relevant laws as well as to the sector or industry of a company.

#### **b) Session 8: International Indexes: Where are We?**

- **Suggested Speaker Profile:** *A person from a civil society organisation who tracks and provides oversight on corruption. The Speaker would be able to provide insights into how corruption is tracked and what indices are used to rank countries and agencies, as well as businesses.*
- **Mode of Delivery:** Lecture, classroom teaching.

#### **Learning Outcomes for Participants should include knowledge of:**

1. Insights into a country's ranking in governance indices and the reasons for it, and what is required to improve a country's ranking on governance globally;
2. How the above is measured using primary and secondary elements and how these elements are developed and implemented;
3. An understanding of how the Corruption Perceptions Index (CPI) should be read and how it is scored against other parameters, such as GDP per capita (PPP based), and how this is done year on year;

4. Examples of countries with a high GDP and low CPI rate, and how these figures correlate with the competent administration of a country, both of its public and private sectors;
5. Components of corruption indices and the reasons for their use. (For example Corporate Governance (CG) Watch, which covers twelve Asia-Pacific markets, comprises two surveys measured across seven categories ((i) government and public governance, (ii) regulators, (iii) listed companies, (iv) corporate governance laws, (v) auditors and audit regulators, (vi) investors, and (vii) civil society and media);
6. How to break down country or company rankings and their category elements and relate them to the realities on the ground, and how improvements can be implemented based on this process; and,
7. The correlation between transparency and economic development, and good governance.

#### **c) Session 9: Presentation of Anti-Corruption Tracking System and Culture**

- **Suggested Speaker Profile:** *The person could be a vendor or a user of a system that has enabled tracking of risk areas for corruption and has assisted in eliminating or reducing the same. In this instance, the certifier of the Anti-Bribery Management System was invited. The Session can focus on what procedures, policies, tracking methods and management systems of anti-corruption can be implemented in an institution to cultivate a culture of good governance.*

- **Mode of Delivery:** Lecture.

**d) Session 10: Country Sharing – Towards Sustainable Strategic Governance Capacity of the Public Sector**

- **Suggested Speaker Profile:** *A person from a country that has successfully addressed and implemented anti-corruption measures. In the case of the first Session, South Korea was used as an example.*
- **Mode of Delivery:** Talk, storytelling, lecture.

**Learning Outcomes for Participants should include knowledge of:**

1. Issues faced by a country that are related to corruption;
2. Their financial, economic and other costs to the country;
3. The triggers of governance reform;
4. How changes in governance are communicated and implemented;
5. What preventive measures were taken by a country, and what laws and enforcement measures introduced;
6. What punitive sanctions were introduced, and how oversight bodies are structured;
7. How resistance to change can be dealt with, and what sorts of reward systems introduced to eradicate corruption;
8. What kinds of leadership styles and organisational cultures are called for to eradicate corruption, and how they can be realised;

9. How systems and processes have been institutionalised across state and local government levels; and,
10. What types of training were provided to inculcate a no-corruption culture.

**e) Session 11: Round Table Discussion**

This is a breakout Session designed for participants to interact with one another in groups to discuss how to fight corruption, the definition of corruption in government procurement, the risks involved in tackling it, the responsibilities of public officers in preventing corruption, how an anti-corruption mindset is key in public service, and why leaders play an important role in instilling integrity among staff.

Groups should share their findings. Each group presents on a chosen topic and is given ten minutes to make its case by way of speech, play act and/or presentation. The choice is left to the participants.

The Session saw the following areas of discussion:

1. Group 1 – Power and conflict of interest, red tape and bureaucracy, transparency and secrecy;
2. Group 2 – Embracing technology to reduce corruption, anti-corruption courses for ministers; and,
3. Group 3 – Construction Industry Development Board Malaysia (CIDB) case study, and the need to review whistleblowing policies in GLCs and in the public and private sectors.

The groups translated these ideas into an action plan on Day 3.

**f) Session 12: Effective Tools and Instruments for Mitigating Corruption Risk**

- **Suggested Speaker Profile:** *A person with professional experience of corruption risk management or from the legal fraternity to discuss areas of risk and their legal implications.*
- **Mode of Delivery:** Lecture, classroom teaching, coursework.

**Learning Outcomes for Participants should include knowledge of:**

1. How risks are identified and where the weaknesses in a system usually lie;
2. The legal aspects of corruption risk everyone should understand;
3. What systems can be used to identify structural weaknesses that may facilitate corruption;
4. A framework for identifying risk factors and their treatment, and how to embed corruption prevention within a well-established governance framework;
5. How corruption risk management (CRM) can be used by organisations to detect, prevent and respond to corruption risks;
6. How a periodic CRM assessment can form the basis for an organisation's continuing anti-corruption efforts;
7. An understanding of what country and enterprise risk are, how they are tracked and monitoring systems are strengthened;
8. How to identify the business units with standing corruption risks by using an Enterprise Risk Management Framework. (Among the categories of Business Risk, Financial Risk and Hazard Risk, ERM classifies corruption and corrupt practices as an ethical or moral hazard under the Hazard Risk category, besides integrity, fraud, and misconduct);
9. How risks are profiled and ranked low, medium, significant or high, based on their likelihood of occurrence and magnitude of impact;
10. How the risk assessment process is classified into anti-bribery due diligence processes (structure, nature of complexity, financing, level of control and parties involved) and anti-bribery decision-making (whether to terminate, discontinue, postpone or decline);
11. Why it is crucial for the management of an organisation to decide on how to respond to a risk, and the tools required for it, such as risk treatment options and management action plans;
12. What the risk assessment steps are;
13. How to determine the risk appetite and risk tolerance of an organisation;
14. What factors affect the emergence of risks, and the methods for profiling them, including how to identify the risk sources in a dynamic and global context;

15. How changes in external as well as internal factors affect the level of integrity and corruption in an organisation;
16. How corruption risks are related to an organisation's strategic goals, and how an organisation's potential corruption risks are linked to its key processes;
17. How the above can be used for the evaluation of an organisation's controls against corruption, and the monitoring and reporting of their outcomes;
18. The roles leadership and culture play in mitigating corruption risks; and,
19. The challenges in applying corruption risk management principles.

## End of Day 2

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### DAY 3: TOWARDS EFFECTIVE LEADERSHIP

**RECAP DAY 1** – Day 3 should start with recapping the learnings and outcomes of Days 1 and 2 to provide an overall summary of the purpose of Days 1 and 2 and how it relates to the programme of Day 3. This can be done by the organisers.

#### a) **Session 13: Mr. Responsible – Leadership**

- **Suggested Speaker Profile:** *A leadership trainer and coach who has trained leaders from all walks of life and can provide insights into training methods and issues faced by leaders.*

- **Mode of Delivery:** Storytelling, speech, role play.

#### **Learning Outcomes for Participants should include knowledge of:**

1. What drives people to be leaders;
2. Other experiences of training courses for companies and individuals;
3. Videos or props used to present examples;
4. The skills, criteria and instincts required for leadership and how they apply to the working experience of participants;
5. Examples of leadership failures, regrets and success stories and their learnings;
6. Case studies;
7. Why leaders succumb to failures of governance and how they begin; and,
8. How leaders can avoid short-changing integrity.

#### b) **Session 14: Forum Session – Without Fear or Favour**

- **Suggested Speaker Profiles:** *This is a panel Session comprising two or three speakers, with a moderator. It can be used to convene experienced leaders and practitioners to discuss how they weather storms and speak truth to power, such as what skills are required and how you gain strength when the world may be against you when you are revealing hard truths. The speakers can be from any industry or walk of life, who have endured hardship by relying on their instincts of integrity and dignity to lead without fear or favour.*
- **Mode of Delivery:** Panel and forum style.

**Key topics to cover could include:**

1. Creating leaders who speak truth to power;
2. Whistleblowing policy and law;
3. Fighting ingrained hierarchies and cultivating a culture of ideas, debate and discourse;
4. Attributes to look for when selecting leaders;
5. How to deal with recalcitrant and toxic people;
6. How to motivate people, track their great ideas and reward them;
7. Taking action against leaders to stop a contagion of corrupt practices;
8. When and how leaders fail; and,
9. How leaders fall into corruption that leads to a breakdown in governance.

**c) Session 15: Credible Coordinator (Towards Effective Collaboration)**

- **Suggested Speaker Profile:** *The Session discusses collaboration and breaking down barriers. A speaker from the public or private sector who manages multiple stakeholders would be effective to deliver the intended outcomes for this Session.*
- **Mode of Delivery:** Classroom discussion and lecture.

**Learning Outcomes for Participants should include knowledge of:**

1. How a coordinator can bring a sense of order out of chaos by harmonising individual responses to maximise their impact;

2. How the need for coordination resides not only among ministries, but also in managing their stakeholder relations, as well as in federal-state-local government relations;
3. How authority is delegated in the separate tasks of formulating policy and in the drafting of their related laws and regulations, and administrative rules and procedures, such as between political and administrative officers, directors of the civil service and their officers, and between ministries and subordinate agencies;
4. How good coordination can also be seen as a good governance practice. (The Organisation for Economic Co-operation and Development (OECD) lists some good governance practices as, being accountable, transparent, responsive, equitable, efficient and consensus-oriented);
5. How the creation of laws and policies arises to support the coordination of governance, and the process of holding stakeholders accountable in carrying out their obligations; and,
6. Case studies of the above.

**Presentation of Participants' Key Learning Outcomes**

- **Suggested Speaker Profile:** *As the Session discusses key learnings by participants, it can be led by any of the presenters of the Programme. The following is a summary of key learnings captured from the First Programme which ran between 5 and 7 November, 2019.*
- **Mode of Delivery:** Discussion, presentation.

The following are six plans shared by some of the participants.

| Plan 1  | Plan 2   | Plan 3  | Plan 4  | Plan 4   | Plan 6  |
|---|--|---|---|--|---|
| <p>The need for good governance.</p> <p>The impact of corruption on public officials.</p> <p>Change for the better.</p> <p>To prepare a financial/ management plan with an accurate, fair and timely report. Budget allocated; thus, project should have started.</p> <p>Deadline for submission, before 15 January 2020.</p> | <p>Managing the water programme.</p> <p>Through observation, incompetency may lead to integrity issues. To have in place knowledge sharing to increase competency, identifying key competencies, mitigate integrity issues due to incompetence.</p> <p>Assign SME, JKR engineers and coordinate efforts.</p> <p>Deadline for submission, March 2020.</p> | <p>Develop knowledge.</p> <p>Participants from ministries to increase knowledge on corruption activities, engage with departments, call stakeholders, organise minor training and motivational talks.</p> | <p>No-gift policy.</p> <p>How to do it differently.</p> <p>Immediately present to superiors the objectives gained from this course.</p> | <p>Anti-corruption and integrity management.</p> <p>To have in place a change management team.</p> <p>Design a training module. The 'ikrar bebas rasuah' is considered.</p> <p>Biro Serantau Imigresen to discuss with committee a plan to initiate a talk on anti-corruption with the department.</p> | <p>Awareness programme.</p> <p>To instil understanding of governance, integrity and anti-corruption.</p> <p>By having talks, seminars, workshops as well as info blasts through email to all staff.</p> <p>Proper communication channel to reach the Director/Ketua Pengarah.</p> |

**d) Session 16: Human Governance Profiling Exercise**

The last Session is designed to profile participants by using a psychometric tool known as Human Governance Profiling (HGP), which measures productivity, trustworthiness, dependability and work ethic, among others.

HGP assesses important predictors of trustworthiness and ethical behaviour at work. It is an online psychometric assessment platform based on extensive research in psychometric and behavioural science,

international best practices in psychometric testing. HGP may help organisations in hiring needed talent and performance integrity evaluation, for example. It was used in this Session to analyse the strengths of participants and identify their areas for improvement. Participants were given 20 minutes to take the test on their Wi-Fi enabled computers with working front cameras. The results were part of the selection criteria for their participation in Phase 2 of the Programme.

**End of Course for Phase I**



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**STRATEGIC LEADERSHIP COURSE ON GOVERNANCE,  
INTEGRITY AND ANTI-CORRUPTION  
(PHASE II)**

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*“TOWARDS EFFECTIVE STRATEGIC THINKING,  
COMMUNICATION AND ADVOCACY”*

**PART  
2**

# STRATEGIC LEADERSHIP PROGRAMME – PHASE II

This Section provides the brief for each of the Sessions held, their nature, and intended outcomes and learnings (see, Appendix 1 for the programme). The flow of the modules can be adapted according to need but the learnings and outcomes should at least meet the standards set below. Phase II of this Report will provide a guide to the modules conducted, and the learnings and teaching methods specific to each session.

**Note: Phase II of this Report should be read in conjunction with Phase I for a holistic understanding of the training and capacity-building provided to public officers to prepare them to implement the NACP.**

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## DAY 1: STRATEGIC POLICY DEVELOPMENT FROM DATA ANALYSIS

### a) Session 1: Introduction and Recap of Phase I – Discussion of Human Governance Profiling (HGP) Results

- **Suggested Speaker Profile:** *A person who understands all the phases of the training and the intended outcomes for Phases I and II, and who has been involved in their development.*

- **Mode of Delivery:** Slide presentation, lecture, classroom session.

The Session should start with recapping the learnings and outcomes of Phase I, to provide an overall summary of the purpose of Phase I and how it relates to Phase II. It is recommended to screen a video presentation of the highlights of Phase I.

The Session should also include a question and answer session with participants on what they:

- Understood from Phase I;
- How they related it to their work, and which areas they found did not relate to their work. This would allow the modules to be continually improved;
- Understood of their Human Profiling Results, which should be related back to their work; and,
- Expect of Phase II.

### b) Session 2: Data Analysis of Available Reports

- **Suggested Speaker Profile:** *A person who understands big data and how to optimise its use for the public sector and guide participants who may not be tech-savvy to do the same, especially*

*in order to meet the Key Learning Outcomes of the Programme.*

- **Mode of Delivery:** Classroom, problem-solving.

**Key Learning Outcomes for Participants should include knowledge of:**

1. How to develop effective strategies to enhance governance and integrity in their organisations, based on data analysis;
2. Data analysis skills;
3. How to select data collection methods and use appropriate analysis;
4. How to draw unbiased inferences;
5. How to determine statistical significance of data and explain it;
6. How to provide honest and accurate analysis in presenting data;
7. How data recording is done; and,
8. How to verify the reliability and validity of data.

**c) Session 3: The Importance of Data for Communicating Policy on Governance, Integrity and Anti-Corruption**

- **Suggested Speaker Profile:** *A person with in-depth understanding of data analysis and its applications for policy development and communications strategy.; a practitioner or an academic.*
- **Mode of Delivery:** Classroom teaching, role play.

The Session should focus on examples of how data can be used to drive a culture of good

governance by using it for policy development and implementation. It should also cover how data can be used to develop communications strategies. The mode of delivery for the Session can include presentation, case studies and group work.

**Learning Outcomes for Participants should include knowledge of:**

1. How data can be used to map out and understand the problems, formulate policy, prioritise reform, and measure the outcomes of the NACP;
2. Shared examples of data usage in policy making and where its usage has been successfully implemented;
3. How data can be wrongly read and its outcome for policy making; and,
4. The relationship between data analysis and communications strategy, and policy outcomes.

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**DAY 2: FORESIGHT IN STRATEGIC MANAGEMENT**

**a) Session 7: I am the Change Agent (Foresight / Industrial Revolution 4.0 Challenges)**

- **Suggested Speaker Profile:** *A person who uses scenario planning as part of work or who conducts courses in the same. The speaker should be able to share perspectives on how policies, tools and instruments are developed using scenario planning and should ideally have first-hand practical experience.*

● **Mode of Delivery:** Classroom teaching, case study.

The Session must provide real-world examples showing the difficulty of predicting the business environment and how scenario planning can be used as a tool that can assist in making strategic decisions to lasting effect.

**Learning Outcomes for Participants should include knowledge of:**

1. Scenario-planning literacy to anticipate future technology infrastructure (user profiling, blockchain, etc.) in mitigating corruption risks;
2. Strategic decision-making to visualise alternative ways the future could realistically turn out;
3. How to avoid unrealistic expectations based on linear thinking, and how to see the big picture for an organisation – and understand how it could change;
4. How to identify critical uncertainties that will shape the future of a business, country or industry;
5. How to generate contrasting but plausible future “landscapes”, for any organisation;
6. How to develop ideas and strategic initiatives that would be successful for each future scenario;
7. How to develop case scenarios by systematically assessing the uncertainty in the business environment; and,
8. How to use the tool to develop multiple scenarios to aid strategic decision making for a case.

**b) Session 8: Strategic Thinking and Decision-Making**

● **Suggested Speaker Profile:** *A person whose job scope is to advise organisations or leaders on formulating strategy, the challenges involved in strategic thinking and decision-making, and how these decisions must be customised to the audience they are intended to affect.*

● **Mode of Delivery:** Classroom, lecture, case study. (These should lean towards identifying a specific policy-development problem and how to make a strategic decision for it.)

**Learning Outcomes for Participants should include knowledge of:**

1. Practical skills and tools to turn strategic ideas into action;
2. Insights and tools to bridge gaps between the rational development of strategy and real-life execution of policies and decisions;
3. Tools to choose and implement the right corporate development strategy for growth;
4. How to:
  - a) *Define strategy, strategic thinking and strategic decision-making to understand the differences and challenges when making decisions;*
  - b) *Apply the above for the organisation; and,*
  - c) *Overcome barriers to effective thinking with problem-solving exercises.*
5. Mind mapping, to better understand a problem or challenge and guide strategic thinking;

6. How to use strategic analysis tools that can aid decision-making:
  - a) *Portfolio analysis – PESTLE, and 5 Forces Analysis;*
  - b) *Understand a customer-needs assessment framework and how it feeds into the decision-making process; and,*
  - c) *Understand the evolution of strategy maps from the Balanced Scorecard and apply them for decision-making.*
7. How to develop a Strategy Map based on strategic analysis to enhance the decision-making process;
8. How to make decisions under uncertain circumstances;
9. Tools to make good decisions faster, without compromising decision integrity;
10. How to work with stakeholders for efficient decision-making:
  - a) *Identify stakeholders of a decision-making process;*
  - b) *Develop strategies to maximise stakeholder support and adoption of strategic decisions;*
  - c) *Stakeholder management; and,*
  - d) *Apply the techniques above to multiple real-world situations; and,*
11. How to apply tailored case studies effectively for their organisation.

### c) **Session 9: Site Visit: Corporate Best Practices**

- **Suggested Sites:** *Companies different to the place of work of participants, so they may better understand how other institutions operate. Preferably a regulator or multinational.*

*Experiential education allows participants to experience reality in a new learning dimension. This mixed-method study explores experiential learning so that participants can build on their understanding of the business world and how it uses the creative process. The site visit must include meeting industry professionals and an exploration of issues such as collaborative work, cultural differences in the business environment, creativity, how cultural and social identities contribute to the creative process at work, and personal development. Participants must be encouraged to share their learnings and reflections from the visit.*

- **Mode of Delivery:** Lecture, demonstration, discussion.

*Work exchanges and site visits are widely used to promote knowledge sharing and capacity development. This visit must introduce best practices and recommended steps to maximise learnings that can be used for the professional growth of participants in their place of work.*

#### **Learning Outcomes for Participants should include knowledge of:**

The site visit must be able to:

1. Expose participants to a variety of new approaches and/or technologies to be of practical benefit;

2. Offer training in a new skill or strategy, or otherwise help participants develop it;
3. Encourage participants to try new approaches or develop new attitudes to their work;
4. Encourage critical thinking and reflection;
5. Develop trust and confidence that encourages future work exchanges with a sector outside of their comfort zone; and
6. Contribute to behavioural and value system change.

2. What interventions and frameworks are needed to develop project focus and action plans;
3. How to specify outcomes that contribute to strategic goals that can be used to align programmes;
4. How to develop processes and resources to meet strategic goals;
5. How to develop performance monitoring and assessment;
6. How to integrate learnings into future planning; and,
7. How to develop accountability tools based on continuous feedback to improve performance.

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### DAY 3: TOWARDS EFFECTIVE LEADERSHIP/ SYSTEMATIC APPROACHES TO POLICY MONITORING & EVALUATION

#### a) **Session 13: Results-Based Management System (RBMS)**

- **Suggested Speaker Profile:** *A leadership trainer or coach who has trained leaders from all walks of life in outcome-based management systems. The person should be able to introduce a set of management tools and strategies for all aspects of management by integrating evidence-based learning into the decision-making process.*
- **Mode of Delivery:** Storytelling, talk, role play.

**Learning Outcomes for Participants should include knowledge of:**

1. How to define strategic goals that provide a focus for action;

#### b) **Session 14: AIA-Mechanism: Evaluation of Anti-Corruption Outcomes Based on Self-Assessment Reports**

- **Suggested Speaker Profile:** *This is an expert Session from a country or organisational perspective on measures taken by a government or an organisation to evaluate the adequacy and effectiveness of anti-corruption measures in enhancing accountability.*
- **Mode of Delivery:** Case study.

**Learning Outcomes for Participants should include knowledge of:**

How a government or an institution has addressed the challenges of corruption and what tools and assessment methods were used to monitor, and track the progress of reform. The case study should

also show how reforms came to be institutionalised and provide a detailed look at how capacity-building was done as part of the organisational transformation process

**c) Session 15: Effective Assessment for Monitoring the Effectiveness of Governance, Integrity and Anti-Corruption Policies and Initiatives, including Ministerial Performance Indicators (MPI)**

- **Suggested Speaker Profile:** A person who has been directly involved in how to minimise short-term and long-term corruption risks, or has adapted a remedy to achieve risk-based objectives.
- **Mode of Delivery:** Classroom discussion and lecture.

**Learning Outcomes for Participants should include knowledge of:**

1. How an assessment tool was developed and its key measures;
2. How these key measures were ascertained and their weightage was done;
3. How tracking is done and what sorts of monitoring tools are available;
4. How the reporting of these assessments is done;
5. How ministerial performance indicators are developed;
6. How MPI are cascaded down in the ministries;
7. What to do when measures fall short, how this is reported, and to whom; and,

8. How ministerial report cards are designed and recorded.

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**DAY 4: STRATEGIC COMMUNICATION/EFFECTIVE POLICY FORMULATION USING RISK ANALYSIS**

**a) Session 13: Advocacy and Communication**

- **Suggested Speaker Profile:** *An impactful influencer who understands how advocacy has helped in transforming their area of business and how this tool can also be used in public service transformation.*
- **Mode of Delivery:** Storytelling, case study.

**Learning Outcomes for Participants should include knowledge of:**

1. How to develop clear, measurable and specific communications goals;
2. How to identify and get to know your target audience well, and what moves them;
3. How to craft compelling messages that connect with your target audience;
4. How to plan systematically for a campaign, review it, and determine if it needs to be revised;
5. How to empower team members to work independently under dynamic circumstances and in times of flux;
6. How to move a mass of people with a call to action and an appropriate communications strategy;

7. How to activate a communications strategy with a tactical campaign that targets specific audiences using the right platforms;
8. How to successfully budget for an advocacy and communications campaign; and,
9. When to call in experts and how much to rely on them.

**b) Session 14: Advocacy and Communications (Live Simulation Exercise)**

- **Suggested Speaker Profile:** *A media trainer or a person who has first-hand experience of how to simulate an everyday, ambush or crisis situation that requires media management.*
- **Mode of Delivery:** Role play.

**Learning Outcomes for Participants should include knowledge of:**

1. How to use public speaking skills and different styles of presentation to effectively deliver a message;
2. How to tailor a relevant message for different audiences;
3. How to field sophisticated questions from the audience;
4. How to respond quickly and effectively under pressing circumstances; and,
5. How to manage crises caused by miscommunication with or by the media.

**c) Session 15: Negotiation Skills: How to Negotiate Effectively in Writing and in Person**

- **Suggested Speaker Profile:** *One or two professional negotiators who are experienced in representing institutions or governments on various issues. They should be able to teach participants how to identify sticking points and develop negotiation techniques to resolve or circumvent them.*
- **Mode of Delivery:** Classroom discussion, lecture, or case study.

**Learning Outcomes for Participants should include knowledge of:**

1. How to analyse and cultivate both integrative negotiation and adversarial bargaining positions, and when to walk away;
2. How to spot BATNA, or a best alternative to a negotiated agreement. (Wise negotiators spend a significant amount of time identifying their BATNA, and work on improving it);
3. How to negotiate on procedural issues that can clear the way for much more focused points of discussion;
4. How to build rapport from the start of a negotiation for a collaborative partnership, and how to preface written communication to achieve the same;
5. How to listen;
6. How to ask good questions;
7. How to look for trade offs;

8. How to develop a writing style for negotiation;
9. How to avoid bias and present multiple equivalent offers simultaneously; and,
10. How to disagree and proceed towards a common goal.

**d) Session 16: Introduction to Country Risk Analysis, Understanding Risk Models**

- **Suggested Speaker Profile:** *An expert on managing country risks who is able to teach participants how to understand the risk models, identify risk levels and the mechanisms for managing political risks.*
- **Mode of Delivery:** Classroom discussion, lecture, or case study.

**Learning Outcomes for Participants should include knowledge of:**

1. How to understand various concepts of, and approaches to country and political risk analysis;
2. How to craft strategies to manage risk situations;
3. How to manage risks due to changing political and economic situations; and,
4. How to equip themselves with the skills and expertise to analyse country and political situations in order to minimise investment losses.

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**DAY 5: CASE STUDY: INTERACTIVE SESSION**

**a) Session 16: Case Study of Integrity Breach and Corruption (based on actual cases)**

- **Suggested Speaker Profile:** *A practitioner or regulator who is experienced in dealing with actual cases of corruption and the challenges they pose. The speaker must guide participants on how to cultivate and use critical thinking and crisis management skills.*
- **Mode of Delivery:** Storytelling, case study.

This interactive Session with a speaker who is a case study expert prepares participants to independently develop case studies on different issues and scenarios for their own use.

**Learning Outcomes for Participants should include knowledge of:**

1. What can go right or wrong while investigating a case of corruption;
2. How a breach is tracked, and when it occurs;
3. How to identify integrity and governance procedures that are compromised;
4. How a breach might be prevented;
5. What changes in policy, administrative processes and laws or regulations can be introduced as a result of a breach;
6. How board oversight and audit can fail to spot breaches;

7. What types of capacity-building are required to prevent similar cases from occurring;
8. How communication of a breach is managed; and,
9. How board and management respond to issues related to breaches.

**b) Session 14: Group/Individual Presentations**

- **Session Summary:** *Problem-solving – An individual participant, group representative or a group presents a case study and recommendations on issues of governance, integrity and anti-corruption.*
- **Mode of Delivery:** Presentation.

**Key topics could include:**

1. How to present a case study and identify its issues;
2. How to use strategic management and critical thinking to resolve the issues;

3. How data analytics was utilised;
4. How crisis management was done;
5. How stakeholder management was done;
6. What tools were used to manage and track governance-related issues;
7. How negotiation skills are used to solve a problem;
8. How scenario planning is used to ensure a case does not repeat itself; and,
9. How an Outcomes-Based Model was used to address the issues.

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**EVALUATION OF MODULES  
AND SPEAKERS**

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**PART  
3**

# EVALUATION OF MODULES AND SPEAKERS

It is customary to evaluate the modules and the speakers after a training session. There are five general areas that can be evaluated in a post-training survey:

- The **setting and resources** offered by the training centre, including the location, facilities and teaching materials used;
- **Teaching methods**, including content that was presented during the training sessions, learning activities, etc;
- **Facilitators and participants** of the training programme;
- **Organisational elements**, such as registration and the length of the training programme, and if applicable, other aspects such as food and lodging; and,
- Whether the programme **benefits its participants**, in that the learning objectives have been achieved, e.g. are participants able to apply the skills learned from the training programme, and whether they are able to find a new job after participating in the programme.

**Note: It is very important to reflect on the best time to conduct a survey.** Some questions should not be asked immediately after the programme. For instance, you should not ask participants if they have benefitted from the programme if you send the survey two days after it has ended.

**The timing of a survey is crucial** and should depend on the types of questions you would like to ask. However, the vast majority of questions can be asked immediately after the programme has ended. For this reason, it is suggested to conduct a survey right after the programme and a second (follow-up) survey can be done a few weeks or months later.

**Please note:** Evaluations of training programmes often take place at their end. Because trainers are usually present, this is not the best time for a satisfaction survey. It is better to send out your survey via digital channels, after participants have left the training facility.

The following **example was used** in the first Session conducted by GIACC.

# STRATEGIC LEADERSHIP COURSE ON GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION

5 November 2019 (Tuesday) – DAY 1

We value your feedback and we review all data collected to help us develop and improve our programme. Comments that help explain the scores given are particularly helpful. In some cases, we may want to explore your comments further.

## SPEAKERS EVALUATION

| No | Speaker   | Content Knowledge<br><i>1 – Not at all<br/>5 – Excellent</i> |   |   |   |   | Facilitation & Delivery<br><i>1 – Not at all<br/>5 – Excellent</i> |   |   |   |   |
|----|---|--|---|---|---|---|--|---|---|---|---|
|    |   | 1  | 2 | 3 | 4 | 5 | 1  | 2 | 3 | 4 | 5 |
| 1  | Tan Sri Abu Kassim Mohamed (Director General, GIACC)<br><i>Topic: Corruption Kills</i>  |  |   |   |   |   |  |   |   |   |   |
| 2  | Tan Sri Dr. Madinah Mohamad (Former Auditor General)<br><i>Topic: Sharing Experience “Governance and Integrity: A Sharing of 36 Years’ Experience in Multiple Portfolios in the Public Service”</i> |  |   |   |   |   |  |   |   |   |   |
| 3  | Datuk Dr. Anis Yusal Yusoff (Deputy Director General, GIACC)<br><i>Topic: Integrity: The Cornerstone of Leadership</i>  |  |   |   |   |   |  |   |   |   |   |
| 4  | Ms. Mir Nadia Nivin (Governance and Institutional Reform Specialist, United Nations Development Programme (UNDP))<br><i>Topic: Conceptual Framing of Governance Reforms</i>                         |  |   |   |   |   |  |   |   |   |   |
| 5  | Datuk Paduka Muhammad Juanda Bin A. Rashid (Special Officer for International Affairs, GIACC)<br><i>Topic: Taking the Graft Fight &amp; Governance to the Next Level</i>                            |  |   |   |   |   |  |   |   |   |   |
| 6  | Datuk Seri Mustafar Ali (Chief Executive, National Financial Crime Centre (NFCC))<br><i>Topic: Malaysia: What Have Been Done?</i>   |  |   |   |   |   |  |   |   |   |   |

Any other comments, concerns, and recommendations:





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## EXAMPLE PRE AND POST - WORKSHOP QUESTIONNAIRE

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A pre and post survey was done at the start and end of the programme to gauge awareness, understanding and needs of the participants. These questions must be continually reassessed and the results used to gauge the effectiveness of the programme and the design and content of its modules. The sample on the next page was used for the first Session.

# PART 4

## PARTICIPANT FEEDBACK (PRE-PROGRAMME)

This questionnaire must be completed by all participants prior to programme commencement. Please submit to the secretariat.  
This document is confidential and will only be viewed by GIACC and your programme coach.

NAME: \_\_\_\_\_

Part I: Self-assessment of knowledge and skills before the programme

Please rate your knowledge on Governance, Integrity and Anti-Corruption as follows:

|   | Very poor | Poor | Adequate | Good | Very good | Excellent |
|---|-----------|------|----------|------|-----------|-----------|
| 1. The meaning and concept of 'corruption'  | 1         | 2    | 3        | 4    | 5         | 6         |
| 2. The impacts of corruption  | 1         | 2    | 3        | 4    | 5         | 6         |
| 3. The importance of governance, integrity and anti-corruption  | 1         | 2    | 3        | 4    | 5         | 6         |
| 4. The conceptual framing of governance reforms   | 1         | 2    | 3        | 4    | 5         | 6         |
| 5. The important laws and regulation on governance, integrity and anti-corruption.  | 1         | 2    | 3        | 4    | 5         | 6         |
| 6. National coordination on governance, integrity and anti-corruption initiatives.  | 1         | 2    | 3        | 4    | 5         | 6         |
| 7. How to identify the integrity breach and corruption in the systems and procedures.   | 1         | 2    | 3        | 4    | 5         | 6         |
| 8. The national policy and initiatives under the National Anti-Corruption Plan (NACP)   | 1         | 2    | 3        | 4    | 5         | 6         |
| 9. The function of Special Cabinet Committee on Anti-Corruption (JKKMAR) and Committee on Anti-Corruption (JAR)   | 1         | 2    | 3        | 4    | 5         | 6         |
| 10. The international indexes on governance, integrity and anti-corruption and Malaysia's performance   | 1         | 2    | 3        | 4    | 5         | 6         |
| 11. The ISO 37001: Anti Bribery Management System   | 1         | 2    | 3        | 4    | 5         | 6         |
| 12. Effective tools and instruments to mitigate corruption risk   | 1         | 2    | 3        | 4    | 5         | 6         |
| 13. The meaning of VUCA leaders   | 1         | 2    | 3        | 4    | 5         | 6         |
| 14. How to manage ethical dilemmas without fear and favour  | 1         | 2    | 3        | 4    | 5         | 6         |
| 15. How to collaborate effectively via inter-ministerial and managing stakeholder relationship including public, private, federal, state and local government | 1         | 2    | 3        | 4    | 5         | 6         |

**PLEASE ANSWER ALL QUESTIONS:**

1. What are the main leadership or management challenges that you are currently facing in your workplace?

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2. What are your expectations of the programme and how do you think you might benefit from it?

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# APPENDIX 1

## FULL PROGRAMME FOR FIRST AND SECOND SESSIONS

### PHASE 1

| DAY 1<br>(5 NOV 2019- TUESDAY)   |  |  |  | GOVERNANCE: DAY 1 WHY IT MATTERS? |   |   |   |
|--|--|--|--|-----------------------------------|---|---|---|
| 0800-0830: REGISTRATION / BREAKFAST  |  |  |  | 0830 - 0900: PRE-TEST             |   |   |   |
| 0900 –1000   | 1000 –1100   | 1100 –1230   | 1230 – 1330  | 1330 – 1400                       | 1400 – 1500   | 1500 – 1600   | 1600 – 1700   |
| <p><b>CORRUPTION KILLS</b></p> <p>(Impacts of Corruption)<br/>To illustrate corruption as a crime against humanity because of the deadly impact it has on livespeople die, social fabric disintegration and Malaysia’s initiatives to fight corruption via the National Anti-Corruption Plan (NACP) 2019-2023</p> <p><b>METHODOLOGY:</b><br/>Presentation (multimedia with supporting facts)</p> <p><b>SPEAKER:</b><br/>Tan Sri Abu Kassim Mohamed (Director General, GIACC)</p> | <p><b>SHARING EXPERIENCE:</b></p> <p>“GOVERNANCE AND INTEGRITY: A SHARING OF 36 YEARS EXPERIENCE IN MULTIPLE PORTFOLIOS IN THE PUBLIC SERVICE”</p> <p><b>METHODOLOGY:</b><br/>Presentation (general)</p> <p><b>SPEAKER:</b><br/>Tan Sri Dr. Madinah Mohamad (Former Auditor General)</p> | <p><b>INTEGRITY: THE CORNERSTONE OF LEADERSHIP</b></p> <p>(The Importance of Governance, Integrity and Anti-Corruption)<br/>The importance of integrity which hold leader to the highest ethical standard and to ensure their moral compass stay northward.</p> <p><b>METHODOLOGY:</b><br/>Presentation (with data and statistics)</p> <p><b>SPEAKER:</b><br/>Datuk Dr. Anis Yusal Yusoff (Deputy Director General, GIACC)</p> | <p><b>OPENING CEREMONY BY:</b></p> <p>YAB DATO’ SERI DR. WAN AZIZAH BINTI WAN ISMAIL (DEPUTY PRIME MINISTER OF MALAYSIA)</p> <p><b>KEYNOTE ADDRESS</b><br/>“The System Is Ours, It Bears Our Faces, Our Dignities”</p> | BREAK                             | <p><b>CONCEPTUAL FRAMING OF GOVERNANCE REFORMS</b></p> <p>To understand the conceptual framework of governance and its importance as the overarching pillar encompasses reform areas.</p> <p><b>METHODOLOGY:</b><br/>Presentation (multimedia with supporting facts)</p> <p><b>SPEAKER:</b><br/>Ms. Mir Nadia Nivin (Governance and Institutional Reform Specialist, United Nations Development Programme (UNDP))</p> | <p><b>TAKING THE GRAFT FIGHT &amp; GOVERNANCE TO THE NEXT LEVEL</b></p> <p>Understanding the important laws and procedures in relation to governance, integrity and anti-corruption.</p> <p><b>METHODOLOGY:</b><br/>Presentation (general)</p> <p><b>SPEAKER:</b><br/>Datuk Paduka Muhammad Juanda Bin A. Rashid (Special Officer for International Affairs, GIACC)</p> | <p><b>MALAYSIA: WHAT HAVE BEEN DONE?</b></p> <p>The journey of public sector governance, integrity and anticorruption in Malaysia (JKKMPK- JKKMKPKPIN- NTP-NKRA-NACP)</p> <p><b>METHODOLOGY:</b><br/>Presentation (multimedia with supporting facts)</p> <p><b>SPEAKER:</b><br/>Datuk Seri Mustafar Ali (Chief Executive, National Financial Crime Centre (NFCC))</p> |

| DAY 2<br>(6 NOV 2019- WEDNESDAY)   |  | GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION:<br>POLICY, TOOLS & INSTRUMENTS   |                     |  |   |   |
|--|--|---|---------------------|--|---|---|
| 0900 – 1100  | 1100 – 1200  | 1200 – 1300   | 1300 – 1400         | 1400 – 1500  | 1500 – 1600   | 1600 – 1700   |
| <p><b>CASE STUDY ON INTEGRITY BREACH AND CORRUPTION</b></p> <p><b>(Case Study Analysis &amp; Development)</b><br/>Interaction session among public service officials with experts on the prepared case study where public officials could learn ways to develop case study based on given issues/scenarios.</p> <p><b>METHODOLOGY:</b><br/>Discussion/<br/>Interactive Session</p> <p><b>SPEAKER:</b><br/>Dato’ Sutinah Sutan<br/>Former Deputy Chief<br/>Commissioner of<br/>Malaysian Anti-<br/>Corruption<br/>Commission (MACC)</p> | <p><b>COUNTRY SHARING:</b></p> <p><b>(SOUTH KOREA) TOWARDS SUSTAINABLE STRATEGIC GOVERNANCE CAPACITY OF PUBLIC SECTOR</b><br/>To understand the South Korea’s secret for growth from the perspective of effective policy-making</p> <p><b>METHODOLOGY:</b><br/>Presentation<br/>(multimedia<br/>with supporting facts)</p> <p><b>SPEAKER:</b><br/>Ms. Ahjung Lee<br/>(Policy Specialist,<br/>UNDP Seoul)</p> | <p><b>INTERNATIONAL INDEXES: WHERE ARE WE?</b></p> <p><b>(Governance &amp; Anti-Corruption Indexes)</b><br/>This session will explore Malaysia’s rank and score in international indexes (CPI, Edelman Trust Barometer, Corporate Governance Watch, World Press Freedom Index) in comparison with other countries in the world, reasons behind the rank and score and recommendations to improve.</p> <p><b>METHODOLOGY:</b><br/>Interactive multimedia presentation, YouTube video.</p> <p><b>SPEAKER:</b><br/>Mr. Alan Kirupakaran<br/>(Former Governance Officer at Office of Minister, Prime Minister’s Department &amp; Former Executive Director, Transparency International – Malaysia (TI-M))</p> | <p><b>BREAK</b></p> | <p><b>MS ISO 37001: ANTIBRIBERY MANAGEMENT SYSTEM</b></p> <p>System, processes and implementation mechanism.</p> <p><b>METHODOLOGY:</b><br/>Presentation<br/>(Multimedia)</p> <p><b>SPEAKER:</b><br/>Mr. AzrulAzwar Bin Azizan<br/>(Compliance &amp; Risk Manager, British Standards Institution (BSI) Malaysia)</p> | <p><b>ROUND TABLE DISCUSSION</b></p> <p><b>(Implementation of Governance, Integrity and Anti-Corruption Initiatives)</b></p> <p>Solutions to ethical</p> <ol style="list-style-type: none"> <li>1. Identify 3 major issues and challenges.</li> <li>2. Propose 3 possible solutions which can address the identified issues and challenges.</li> </ol> <p><b>METHODOLOGY:</b><br/>In-Team Exercise</p> <p><b>FACILITATOR:</b><br/>GIACC</p> | <p><b>EFFECTIVE TOOLS AND INSTRUMENTS FOR MITIGATING CORRUPTION RISK</b></p> <p>Includes Corruption Risk Management (CRM), Corruption Risk Assessment (CRA) methods, Integrity Profiling assessment tools.</p> <p><b>METHODOLOGY:</b><br/>(In-Team Exercise)</p> <p><b>SPEAKER:</b><br/>Mr. Teh Chau Chin<br/>(Independent Risk Expert)</p> |

**APPENDIX 1**  
**FULL PROGRAMME FOR FIRST AND SECOND SESSIONS**  
**PHASE 1**

| DAY 3<br>(7 NOV 2019- THURSDAY)   |  | GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION:<br>TOWARDS EFFECTIVE LEADERSHIP |   |   |   |   |
|---|--|--|---|---|---|---|
| 0900 – 1030   | 1030 – 1230  | 1230 – 1400  | 1400 – 1500   | 1500 – 1600   | 1600 – 1640   | 1640 – 1730   |
| <p><b>MR. RESPONSIBLE</b></p> <p><b>(Leadership)</b><br/>To share the typology of leadership, the leadership criterion and practices, the attributes of VUCA leader</p> <p><b>METHODOLOGY:</b><br/>Talk</p> <p><b>SPEAKER:</b><br/>Mr. Muhammad Sabri Rawi<br/>(ICLIF Mastercoach Extraordinaire, Leadership)</p> | <p><b>FORUM SESSION: WITHOUT FEAR OR FAVOUR</b></p> <p><b>(Managing Dilemma)</b><br/>Solutions to ethical dilemmas that people can find themselves in.</p> <p><b>FORUM:</b><br/>Talk/ Interactive Session</p> <p><b>PANELISTS:</b></p> <ol style="list-style-type: none"> <li>Tan Sri Dato’ Seri Dr. Sulaiman Mahbob (Former Director General of Economic Planning Unit)</li> <li>Tan Sri Johan Jaafar (Former Chairman of Media Prima Sdn. Bhd.)</li> </ol> <p><b>MODERATOR:</b><br/>Datuk Dr. Anis Yusaf Yusoff<br/>(Deputy Director General I, (Policy &amp; Strategic), GIACC)</p> | <p><b>BREAK</b></p>  | <p><b>CREDIBLE COORDINATOR</b></p> <p><b>(To Collaborate Effectively)</b></p> <ol style="list-style-type: none"> <li>Inter-Ministerial (for effective policy monitoring and communication)</li> <li>Managing Stakeholder Relationship: (Private-Public-People)</li> <li>Federal-State-Local Government</li> </ol> <p><b>METHODOLOGY:</b><br/>In-Team Presentation</p> <p><b>SPEAKER:</b><br/>Puan Farah Adura Binti Hj Hamidi (Deputy Director General II, GIACC)</p> | <p><b>A PROPOSED STRATEGIC ACTION PLAN</b></p> <p><b>(Future Forward)</b><br/>Operationalizing processes on governance, integrity and anti-corruption</p> <p><b>METHODOLOGY:</b><br/>Individual Presentation</p> <p><b>FACILITATOR:</b><br/>GIACC</p> | <p>Human Governance Profiling Exercise (Duration: 40 Min)</p> | <p><b>CLOSING CEREMONY</b></p> <p><b>Pledge Recitation Session:</b><br/>“Initiatives to be Implemented in Agencies for Effective Reform on Governance, Integrity and Anti-Corruption”</p> <p><b>CLOSING REMARK BY:</b><br/>Datuk Mohd Khairul Adib Abdul Rahman (Director General, Public Service Department)</p> |

# APPENDIX 1

## FULL PROGRAMME FOR FIRST AND SECOND SESSIONS

### PHASE 2

#### DAY 1: STRATEGIC POLICY DEVELOPMENT FROM DATA ANALYSIS

| 0900 – 1100   | 1100 – 1300   | 1300 – 1400  | 1400 – 1700   |
|---|---|--|---|
| <p><b>YBHG. DATUK DR. ANIS YUSAL YUSOFF</b><br/>(DEPUTY DIRECTOR GENERAL 1, GIACC)</p>  | <p><b>MR. KHAIRIL YUSOF</b><br/>(CO-FOUNDER, SINAR PROJECT)</p>   | <p><b>BREAK/LUNCH</b></p>  | <p><b>ASSOCIATE PROF. DATIN DR. SABITHA MARICAN</b><br/>(ASSOCIATE PROFESSOR, DEPARTMENT OF ADMINISTRATIVE STUDIES AND POLITICS, FACULTY OF ECONOMICS AND ADMINISTRATION, UNIVERSITY OF MALAYA)</p> |
| <ul style="list-style-type: none"><li>• INTRODUCTION</li><li>• PHASE 1 COURSE (RECAP)</li><li>• DISCUSSION ON HUMAN GOVERNANCE PROFILING (HGP) RESULT</li></ul> | <p>DATA ANALYSIS FROM AVAILABLE REPORTS</p> <p>Participants will be guided on how to develop effective strategies in enhancing governance and integrity in their organization based on data analysis.</p> |  | <p>THE IMPORTANCE OF DATA IN COMMUNICATING SOUND POLICIES ON GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION</p>  |
| <p>Recap on the overall contents and benefits gained from the Phase 1's course.</p>   |   |  | <p>Data Findings:<br/>From “process and output” to “outcome and impact”</p>   |
| <p><b>PERSERVERANCE</b></p>   | <p><b>ANALYTICAL</b></p>  |  | <p><b>PRAGMATIC</b></p>   |

**DAY 2: FORESIGHT IN STRATEGIC MANAGEMENT**

| 0900 – 1100  | 1100 – 1300   | 1300 – 1400  | 1400 – 1700   |
|--|---|--|---|
| <p><b>MR. RUSHDI ABDUL RAHIM</b><br/>(SENIOR VICE PRESIDENT,<br/>MIGHT)</p>  | <p><b>TAN SRI DR. ANTHONY FRANCIS FERNANDES</b><br/>(GROUP CEO OF AIR ASIA &amp; FOUNDER OF TUNE GROUP)</p>                           | <p><b>BREAK/LUNCH</b></p>  | <p><b>PETRONAS/<br/>PLUS MALAYSIA BERHAD</b></p>  |
| <p>I AM THE CHANGE AGENT<br/>(FORESIGHT/<br/>IR4.0 CHALLENGES)</p>   | <p>STRATEGIC THINKING AND<br/>DECISION MAKING</p>   |  | <p>SITE VISIT:<br/>CORPORATE BEST<br/>PRACTICES</p>   |
| <p>To equip participants with foresight skills and future literacy, thus they are able to anticipate future technology infrastructure (profiling, blockchain etc.) in mitigating corruption risk(s).</p> | <p>Lean to identify a specific policy development problem and build up strategic decision(s) based on identified problems/issues.</p> |  | <p>To shape partnership and networks of wider relationships across local communities to support governance, integrity and anti-corruption initiatives</p> |
| <p><b>VISIONARY</b></p>  | <p><b>STRATEGIC DECISION &amp;<br/>POLICY MAKER</b></p>   |  | <p><b>DYNAMIC</b></p>   |

**DAY 3: SYSTEMATIC APPROACH(ES) IN POLICY MONITORING & EVALUATION**

| 0900 – 1100  | 1100 – 1300  | 1300 – 1400  | 1400 – 1700   |
|--|--|--|---|
| <p><b>YBHG. DATUK DR. ANIS YUSAL YUSOFF (DEPUTY DIRECTOR GENERAL 1, GIACC)</b></p>   | <p><b>MS. AHJUNG LEE (POLICY SPECIALIST, UNDP SEOUL)</b></p>   | <p><b>BREAK/LUNCH</b></p>  | <p><b>YBRS. TUAN HAJI MOHD GUNAWAN BIN CHE AB AZIZ (DIRECTOR, POLICY &amp; STRATEGIC DIVISION, GIACC)</b></p>   |
| <p>RESULT-BASED MANAGEMENT (RBMS)</p>  | <p>AIA-MECHANISM: EVALUATION ON ANTI-CORRUPTION EFFORTS &amp; ACHIEVEMENTS BASED ON SELF-ASSESSMENT REPORTS</p>  |  | <p>EFFECTIVE ASSESSMENT FOR MONITORING THE EFFECTIVENESS OF GOVERNANCE, INTEGRITY AND ANTI-CORRUPTION POLICIES AND INITIATIVES INCLUDING MINISTERIAL PERFORMANCE INDICATORS (MPI)</p> |
| <p>To understand management strategies that are based on managing for the achievement of intended outcome &amp; organizational results in all aspects of management by integrating evidence and lessons learned from past performance into management decision-making.</p> | <p>To understand measures and efforts taken by the government of South Korea in evaluating adequacy and effectiveness of anti-corruption measures taken by public organizations.</p> |  | <p>To learn ways on how to minimize short term and long term risks or to adapt and optimize the remedy's performance to achieve risk-based objectives.</p>                            |
| <p><b>INTELLIGENT</b></p>  | <p><b>ACCOUNTABILITY</b></p>   |  | <p><b>EFFECTIVENESS</b></p>   |

**DAY 4: STRATEGIC COMMUNICATION/EFFECTIVE POLICY FORMULATION FROM RISK ANALYSIS**

| 0900 – 1100   | 1100 – 1300   | 1300 – 1400   | 1400 – 1600  | 1600 – 1800   |
|---|---|---|--|---|
| <p><b>MR. AHMAD IZHAM OMAR</b><br/>(CHIEF EXECUTIVE OFFICER, PRIMEWORKS STUDIO)<br/>/<br/><b>HJH. NOOR NEELOFA BINTI MOHD. NOOR</b><br/>(FOUNDER, NAELOFAR HIJAB)</p> | <p><b>MR. SUHAIMI SULAIMAN</b><br/>(MEDIA STRATEGIST/<br/>FORMER TV3 BROADCASTER)</p>   | <p>BREAK/<br/>LUNCH</p>   | <p><b>YBHG. TAN SRI DATUK DR. REBECCA FATIMA STA MARIA</b><br/>(FORMER CHIEF NEGOTIATOR FOR TRADE &amp; EXECUTIVE DIRECTOR FOR APEC SECRETARIAT)</p>         | <p><b>ENCIK ABDUL HALIM SAAD</b><br/>(HEAD, ASIA PACIFIC RISK CONSULTANCY)</p>  |
| <p>ADVOCACY AND COMMUNICATION</p>   | <p>ADVOCACY AND COMMUNICATION (REAL SIMULATION EXERCISE)</p>  |  | <p>NEGOTIATION SKILLS: HOW DO YOU NEGOTIATE EFFECTIVELY IN WRITING AND SPEAKING?</p>   | <ul style="list-style-type: none"> <li>• INTRODUCTION TO COUNTRY RISK ANALYSIS</li> <li>• UNDERSTANDING RISK MODELS</li> <li>• IDENTIFYING RISK LEVELS</li> <li>• MECHANISMS ON MANAGING POLITICAL RISKS</li> </ul> |
| <p>Understanding on how advocacy was done on public service transformation during his era.</p>  | <ol style="list-style-type: none"> <li>1. To learn the art of public speaking by developing the ability to analyse the content and style of presentation</li> <li>2. To learn the skill on how to deliver contents/information tailored to relevant audiences</li> <li>3. To build confident and ethical speaker and capable to respond to sophisticated questions</li> </ol> |   | <p>Learn to identify a specific social problem and develop a highly-organized persuasive speech/writing that provides a new perspective on this problem.</p> | <p>To understand various concepts and risk models.</p>  |
| <p><b>IMPACTFUL INFLUENCER</b></p>  | <p><b>INSPIRING</b></p>   |   | <p><b>STRATEGIC DIPLOMACY</b></p>  | <p><b>ACCOUNTABLE RISK-TAKER</b></p>  |

**DAY 5: CASE STUDY-INTERACTIVE & PRESENTATION SESSION**

| 0900 – 1300   | 1300 – 1400   | 1600 – 1700  | 1400 – 1700   |
|---|---|--|---|
| <p><b>PRICEWATER HOUSE COOPER (PwC)</b><br/>/<br/><b>MR. LEE MIN ON</b><br/><b>(DIRECTOR, WARISAN TC HOLDINGS BERHAD)</b></p>   | <p><b>BREAK/LUNCH</b></p>  | <p><b>GIACC/RSOG/JPA</b></p>   | <p><b>GIACC/RSOG/JPA</b></p>  |
| <p>CASE STUDY ON INTEGRITY BREACH AND CORRUPTION (BASED ON ACTUALCASES)</p>   |                            | <p>GROUP/<br/>INDIVIDUAL DISCUSSION</p>  | <p>GROUP/INDIVIDUAL PRESENTATION</p>  |
| <p>Interactive session among public service officials with the expert on the prepare case study and public officials could learn ways to develop case study based on given issues/scenarios</p> | <hr/>   | <p>Discussion session on issues and recommendations for policy improvements on governance, integrity and anti-corruption and formulation of policy</p> | <p>Each individual or group representative or a group presents their developed case study and recommendations based on issues on governance, integrity and anti-corruption.</p> |
| <p><b>GLOBAL MINDSET &amp; CRITICAL THINKER</b></p>   | <hr/>   | <p><b>ANTICIPATION</b></p>   | <p><b>EXCELLENT PROBLEM SOLVER</b></p>  |

## APPENDIX 2

### SUGGESTED READING LIST

#### **A Proposal for a New Measure of Corruption**

By Golden Miriam A. and Picci, Lucio (2005)

#### **Combating Corruption – Understanding Anti-Corruption Initiatives in Malaysia**

By Anis Yusal Yusoff, Sri Murniati and Jenny Gryzelius (2013)

#### **Comparative Political Corruption: Issues of Operationalisation and Measurement**

By Lancaster, Thomas D. and Montinolla, Gabriella (2001)

#### **Controlling Corruption, Vol 4**

By Williams, Robert and Doig, Alan (2000)

#### **Corruption and Development**

By Pranab Bardhan (1997)

#### **Corruption and Government: Causes, Consequences and Reforms**

By Rose-Ackerman, Susan (1999)

#### **Corruption and Growth**

By Mauro, Paulo (1995)

#### **Corruption and Growth**

By Paolo Mauro (1995)

#### **Corruption in Developing Countries**

By Benjamin A. Olken, Rohini Pande (2012)

#### **Corruption in the Developing World, Vol 2**

By Williams, Robert and Theobald, Robin (2000)

#### **Corruption, Capitalism and Democracy**

By John Girling (1997)

#### **Corruption: A Study in Political Economy**

By Rose-Ackerman, Susan (1978)

#### **Corruption: Anthropological Perspectives**

By Haller, Dieter and Shore, Chris (2005)

#### **Corruption: Its Nature, Causes and Functions**

By Syed Hussein Al Attas (1991)

#### **Election without Democracy: The Menu of Manipulation**

By Schedler, Andre (2002)

#### **Explaining Corruption Vol 1**

By Williams, Robert (2000)

#### **International Handbook on the Economics of Corruption**

By Rose-Ackerman, Susan (2006)

#### **Measuring Corruption**

By Stamford, Charles (2005)

#### **Political Corruption: Concept and Contexts**

By Heidenheimer, Arnold (2011)

#### **Survey Techniques to Measure and Explain Corruption**

By Reinitka, Ritva and Svensson, Jakob (2003)

#### **Syndrome of Corruption: Wealth Power and Democracy**

By Johnston, Michael (2005)

#### **The Causes of Corruption: A Cross Nation Study**

By Treisman, Daniel (2000)

#### **The Political Economy of Corruption**

By Jain, Arvind K (2001)

#### **Towards a Methodology for the Comparative Study of Political Corruption**

By Lancaster, Thomas D and Montinolla, Gabriella R (1997)



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