THE PRIVATE SECTOR ORGANISATION OF JAMAICA
PRELIMINARY COMMENTS FROM THE JAMAICAN TEAM ON THE ETHICS TOOL KIT

<u>Highlights</u>
The current Tool Kit is a very comprehensive and a generally well written document that provides the reader with the theoretical tenets of Business Ethics. The inclusion of elements such as the project charter and risk assessment are critical success factors to planning and implementing a successful Ethics Programme.

The Tool Kit proved to be a good tool for the trainers and participants in the Business Ethics training programme, in that it provided solid information for the development of training material such as handouts and slides guided by the wealth of material in the Tool Kit.

<u>Lessons Learnt</u>
The Tool Kit, while providing adequate information on business ethics, had some short-comings, from the point of view of the trainers. Based on the evaluation comments from the participants in the training programme, there were no major inadequacies of the manual, except for the inclusion of more case studies and model documents (e.g. model code of ethics). The comments below are therefore meant to suggest ways in which the Tool Kit can be more effective as a training tool.

1. The Tool Kit should therefore be in 2 parts – one for the participants and one for the Trainers. The participants should <u>not receive</u> the Trainer's Tool Kit. A good model for the Trainer's Tool Kit is the one prepared by the IFC/Global Corporate Governance Forum as part of the Corporate Governance Board Leadership training programme.
2. Organise the Tool Kit into 4 modules to match the natural "flow" of the training programme. These four modules would approximate to four days of training, but the material could be adjusted for a longer or shorter training programme. The four modules, we suggest could be organised as follows:
   a. Module 1 – including Steps, 1, 2 and 3
   b. Module 2 – including steps 4, 5 & 6
   c. Module 3 – including Steps 7 and 8
   d. Module 4 – including Step 9, Evaluation and Closing of the workshop
3. For the Trainer's Each Module should begin with the key learning objectives, i.e. what should participants <u>know</u> and be <u>able to do</u> by the end of the module. It should also include a suggested Agenda for the delivery of the module with suggested timing. (See sample Lesson Plan used for one of the Jamaica sessions).
4. Each Module should include a set of PowerPoint slides that can serve as a guide in delivering the material, including graphics. (The Jamaica team spent an inordinate amount of time developing these slides and re-drawing the graphics.) It would be good if the slides could be standardised with organisations being able to add their logos or localised material, as needed. The slides could be placed on a CD or DVD for ease of use.
5. Each Module would include teaching points, handouts and a variety of group or individual training activities, as appropriate for the module, such as case studies, videos, role plays, fish-bowl etc. The Jamaican team developed 4 case studies and produced one video and we found these to be critical in making the material relevant for their daily experiences and keeping the adult learners engaged.

6. We suggest that the worksheets be physically placed in the module for which they apply, instead of in the back.

Work-arounds implemented by the Jamaican Team
In order to avoid "information fatigue/overload" on the part of the participants, the trainers pre-selected areas of the manual, including worksheets, to focus on instead of aiming to cover the entire document.

A video and three of the four case studies developed, as well as a "Model Code of Ethics" were utilised to infuse a practical component in the training sessions.

Participant Feedback
Participants believed the material was comprehensive and professionally compiled.

After the Training Programme - Lessons learnt
The feedback received by the Trainers was that after the training programme ended, participants found it challenging to translate the information in the manual into practical implementation and training for their staff. This led to the participants not being able to develop their policies based on the templates and worksheets provided in the manual. They instead used the Model Code of Ethics as their guide. Some of the reasons given were:
- The manual is too much to read
- The worksheets are not self explanatory. Participants would have preferred to get the video and slides that the instructors had used during delivery of the training.

Summary Recommendations for Participants' Tool Kit
- Update the participants' Tool Kit to include material that they can use with their staff when they return to the businesses
- Selected PowerPoint slides particularly for their use with staff
- Case studies
- Videos
- Sample Policies (in electronic format on CD/DVD)
- More user friendly/self explanatory worksheets
- A simplified checklist approach for the planning and implementation of an Ethics programme