**Frontend – Estratégias para tomada de decisão e exercício da liderança.mp3**

março 24, 2021

• 5:10 - 5:53

Olá! Bom dia a todos que nos acompanham no canal do youtube da Enap, sou Rodrigo Torres, diretor de educação executiva da ENAP. ENAP é a principal escola de governo aqui no Governo Federal e nós temos como propósito levar o conhecimento, aprimorar e criar capacidade do governo brasileiro para desenvolver melhores politicas públicas, uma gestão pública de melhor qualidade e é o que a gente espera de tudo aquilo que a gente faz, nosso encontro de hoje é a terceira edição do ENAP fronteiras e tendências, terceira edição de 2021.

• 5:56 - 6:30

É um evento já consolidado aqui na escola, carinhosamente chamado de Frontend. E esse é um espaço que a gente sempre busca trazer grandes nomes, grandes especialistas para promover debates que sejam úteis e importantes para as lideranças do setor público. Já tivemos prêmio Nobel, já tivemos ex-ministros, já tivemos representante de organismos internacionais e é sempre bom a gente ver como cada um agrega algo novo nas nossas reflexões, em especial nesse momento que a gente tá vivendo.

• 6:35 - 7:24

Hoje vamos ter a honra de encontrar com a professora Claudia Avellaneda, da Universidade de Indiana, em Bloomington, a professora é uma grande parceira da ENAP, assim como a Universidade de Indiana, desde que eu cheguei na escola em 2016, eu já pude verificar o engajamento pessoal dela pra promover essa parceira e não à toa nos constantemente temos enviados altos executivos para a Universidade de Indiana, temos recebidos alunos da Universidade de Indiana para estágios em nossos ministérios, o que tem se apresentado uma parceria muito profícua e graças a esse grande esforço da professora e da instituição.

• 7:28 - 8:31

Para aqueles que não sabem, ocupa o número 1 em alguns rankings internacionais nesses temas de gestão pública, liderança, então é uma grande referência para nós aqui no Brasil.

So, Professor Claudia, it's a pleasure having you here. Thank you, a lot. I was just talking about our partnership and the role you had to improve this relationship. So, I would like to say that we appreciate that lot. Your engagement. Thank you.

E nós também vamos ter conosco hoje, a Luana Tavares, vice-presidente do CLP também uma parceira muito importante no governo federal nesse momento. O CLP, é uma das principais organizações hoje da sociedade civil que estimulam a criação de desenvolvimento de liderança no setor público brasileiro, especialmente nós temos uma parceria muito forte, em um programa novo, que é chamado de literagov que é de desenvolvimento de novos líderes no governo federal e a CLP tem contribuído bastante com esse desenvolvimento,

• 8:32 – 9:00

Luana que hoje está num mestrado de políticas públicas na Inglaterra também e tá fora do Brasil, então agradeço também teu empenho de tá aí com a gente e é sempre bom te ouvir. Hoje a ideia é ter um debate e ter uma troca entre essas duas parcerias muito importantes pra ENAP e não quero tomar muito tempo, só queria agradecer a vocês. Luana, tá contigo. Muito obrigado.

• 9:02 - 9:18

Obrigada Rodrigo. Obrigada a todo mundo que tá participando com a gente. Eu vou falar em inglês para que a professora possa me acompanhar, mas vocês podem participar pelo chat, mandar suas perguntas e eu vou receber aqui para que a gente faça esse bate papo bem interativo.

• 9:19 - 9:49

So, thank you a lot for having me for inviting me, thank you all for creating does this space, uh, as as Rodrigo mentioned is a partnership that we have this partnership that we have CLP, and ENAP’s is a very important partnership to us. Uh, acknowledge that the work of the schools of government and organizations like CLP are very important to Brazil to bring innovation, to bring new ideas, to discuss public issues and to have great space.

• 9:49 - 10:21

So this one, it's a pleasure to meeting, uh, as well professor Claudia, uh, it's, it's going to be a very, um, open conversation related to decision-making leadership and the role of public leaders. So, I will start just, uh, saying that professor Claudia is going to conduct a brief, uh, presentation, and then, uh, I will make some questions just to start a discussion, while people engage in the discussion and send the questions for the chat?

• 10:21 - 11:00

So feel free to send, uh, any questions that you have, uh, that is opened up here and professor Claudia If you want to start, I will hand over the floor to you so you can briefly present the issue presents the, uh, experience with academic and field experience that you have been having in this a few off decision-making process in this complex scenario that we have, especially now as Rodrigo mentioned in this deep crisis that the world is facing, and it's coming even tougher, the role of the public leaders in order to, uh, to meet the demands of this society.

• 11:00 - 11:08

So, thank you for being with us. Thank you for having me and please feel free to start, and then we would jump into the questions.

• 11:09 - 11:49

Excellent. Thank you very much for the invitation. I'm very pleased to be here and I'm actually considering coming to Brasilia again, because I have so many connections with Brazil that I feel like I already are part of this beautiful country. So, I hope that many of the students who have come to Indiana are joining us, and it will be a pleasure to be there in person someday, and to reunite again. And by no means, I am an expert on leadership by the world. I'm going to share with you some strategies that I have known from all the research that I have done, that I'm sure that they are going to help you in one or another way.

• 11:49 - 12:00

So please feel free to address any questions. And I will try to handle them in the best way that I can. So, these are just general suggestions and that, that we'd like you to take into account.

• 12:01 - 12:36

So, the course of public immunization researchers is actually to identify good strategies that can be applicable to practitioners. Yeah, so it started answer in answer. Relevant questions are important in order to identify reproductive or patterns and relationships that allow us to generalize. So, what we try to find is generalizations that can then be taught to practitioners and they will come, predict what might happen, or they might also identify patterns in their organizations.

• 12:36 - 13:12

So then when we identify those patterns, we try to maintain available partitions so they can put that into practice. The first thing that I would like to suggest today is about identifying the causes of organization and faded. with this, a political failure, or whether this is a bureaucratic failure. Despite this, we try to implement the reforms that seek to improve governance. Most of these reforms failed, and this failure might be due to political failures, or it might due to bureaucratic failures.

• 13:12 - 14:09

What are the political failures that actually might be this thing for us and you might not be able to fix it because they are outside of your control. So, one of them is the first one: ambiguous and contradictory policy goals. If the policy has not been written clearly, and the objectives are not set up in a very clear way, probably the implementation is not gonna take place in a correct way, because there is ambiguity in what is to be achieved. Second, having constant personnel turnover, you know that the Latin America, this is a very valid habit that our politicians tended to rotate most of the administrators because of political issues, because of political favors and actually the last, statistics at what providers, the average of a, a ministry in Latin America is about eight months in a position.

• 14:09 - 14:40

Imagine in eight months what you can achieve when you start learning, whether you have to do already, they are going to be changed again, the learning processes start. So that's why the importance of the middle level manager, because the middle level manager may stay in place and he, or she might have all the institutional information that is needed for the workers. The next one is the lack of financial support. You are given duties. You're given responsibilities if you don't have financial support. This is outside of your control because these are political failures.

• 14:40 - 15:00

And the last one is the lack of granting enough autonomy. So, you are given responsibilities, but at the end, if you want to make any changes to any modification to the policy or the way that it is going to be implemented, you can't do it because you don't have the discretion to do so. So, what I do is a rational bureaucracy response to this problem.

• 15:00 - 15:32

So, if the political failure is outside of our control, what can the bureaucracy do? So, what does a bureaucratic capacity play in this process? Now, one of the things that you needed to learn is to identify what is the capacity? What is the capability and what is the competence of your agency, unit, department, or area? These are three tenants that tend to be used interchangeably, but actually they are completely different.

• 15:32 - 16:10

Okay. So, a capacity actually refers to the resources of the organization, they could be financial resources, or they could be just material resources, or it could also be human resources. So those resources are necessary for attaining organizational survival. If the organization doesn't have financial resources, it is not going to survive. And if the organization does not have the human resources, it is not going to survive. However, the question is, are resources a necessary and sufficient condition for an organization to perform well?

• 16:10 - 16:41

Well, some of the studies suggest that is not the case. Having resources is a necessary, but not sufficient condition. Why? Because the organization needs to have the capability to use or to deploy the resources that it has. You might have a lot of financial support. You might have all the available employees needed in order to implement something, but if they don't have the necessary skills to do so, the resources are not going to be deployed.

• 16:42 - 17:15

So, capacity is to have resources and capabilities, the ability to convert those resources into the things that you are supposed to do and capabilities play a huge role in strategic management. Because when you plan, how are you going to say that the goals of the organization, you need to know what are the capabilities of your organization in order to deploy all of them? So, for example, intergovernmental cooperation becomes very important in this case because you might not have that technicality in order to deploy the resources.

• 17:15 - 17:49

But if you join without that intergovernmental organization, they might help you to deploy that they might provide you technical assistance. They might provide you information. They might provide you additional resources for you to deploy existed material and human resources that you have. Now. Also, you need to identify what is the competency of your organization? What does it mean competence? Competence refers to the expertise in doing something well, and to have the skills and knowledge is specific to a particular domain.

• 17:50 - 18:23

So, let's say that you have an employee in organization that hasn't been working 20 years in writing grants. And this guy has to become the expert in writing guides. This person has become the expert in identifying potential sources of revenue. You need to know very well where to allocate this person, because this person has the expertise. This person needs to be placed in a position that is not going to be removable from political factors, but the, to be in the organization, because that is the expertise.

• 18:23 - 18:56

That is the skill. That is the knowledge is for the institution that you can afford loosen it. So, competence is acquired as slowly over time, don't expect you to achieve this competence only one time, in one year, it takes a time to develop that. Experts are considered to be faster and to be more accurate and the memory. So, when there are problems, they have a lot of peeps that they can get information quickly, and they might use that information for decision-making. So, they hire the expertise of an organization.

• 18:56 - 19:25

They hired the performance of the organization in that particular task. So, you can develop expertise in several dimensions, expertise in writing grants, expertise in design new strategies, expertise in innovative, expertise in technology by unique point that define who are the key employees that might provide that expertise. So now that we have talk about capacity, capability and competence, we need to identify.

• 19:25 - 19:55

We would like you to identify cross time or cross units, cross departments, cross areas, variation, and in performance, and then to isolate the causes of those variations. Because if you have five employees in your organization and you see that one employee is actually performing higher than another or one unit is performing higher than another, this is your responsibility to identify what are the causes of this variation?

• 19:55 - 20:27

Is this unit getting more resources? Is the unit having more competency? Is this unit having more abilities to network, in order for you to apply those positive things to the other unit? So here is where it becomes a very important to identify patterns in government performance. So, in order to identify those patterns in government, that performance, you need to collect systematic agency's data at all levels of government.

• 20:28 - 20:41

You need to be actualized this data and to use metrics because you might have the data, but if you don’t visualize the data, you are not going to see the patterns, you need to track the performance through different indicators.

• 20:41 - 21:13

You need to have been marge and setting goals, and you need to compare your own agency performance to peers, responses, and actions. We don't like to compare or to be compared, but this is the best way for us to do our own metrics and to say how I am doing here. So that's why it is so important to attend the conference and workshops, because that is when you realize how different your peers are doing for you. And you might innovate just by coping for what they are doing.

• 21:13 - 21:42

Okay. Once you identified that there is variation across units, across departments, across employees, across sections in your organization, you need to identify the causes of this variation. And if you don't identify the cause of that variation, you cannot fix the problem. Otherwise you are going to waste your time, your money and your efforts, because if we don't identify the cause, there is no way to fix it.

• 21:42 - 22:13

How to identify the cost. The cost must happen prior to the outcome, prior to the event, prior to the performance. If the cost changes or varies, the outcome of the event should also change. It means that there is a correlation between these two factors. There must be a logical explanation for the suppose correlation. Let's say that the one unit is not performing well.

• 22:13 - 22:47

And you think that the reason that the unit is not performing well is because there is one employee that created a bad vibe environment in the unit, one way for you to identify that potential cost that you are thinking is to transfer the employee temporary to another unit, to another job and to see at the time that employee was out of that unit, where there, there is variation in performance, it means removing the employee should increase the performance.

• 22:47 - 23:27

If that is the case, you have identified the cost, but even by not having the employee within the unit is still, the performance is very low. It means that employee, that was a removed was not the cost of the variation. Okay. And make sure when you do that, that you are not omitting actually the real factor, because sometimes we believe, Oh, it was the employee that is causing this bad environment. Well, it might be that they employees causing this bad environment because something else is affecting both the employee and the rest of the unit.

• 23:27 - 23:50

So, make sure that you are not omitting the real cause that these affected both it's okay. I know that it tends to be a little complicated, but this is the key success for good performers. Identify the causes of failure. Meanwhile, you can improve performance if you don't identify these causes of failure.

• 23:50 - 24:22

Okay. So, I want to show you example of variation in government capacity in Brazilian. So national governments for you to see the importance of collecting data and visualizing data, because we don't see these data visualized in this way. We are not going to identify patterns. So, I have done a lot of research about the state of Brazil, and I have collected some data for all the States and actually for many municipalities, I have data for all the 815 municipalities from Minas Gerais.

• 24:22 - 24:45

Now I collect the data for all the municipalities of São Paulo. And now I have data for all the municipalities from Rio Grande do Sul. But here, I'm going to show you just data about the estates in Brazil, for you to see how to be visualized data and how to identify patterns. So, for example, here we have Brazilian estates capacity to reduce infant mortality rate for 2000 to 2004.

• 24:46 - 25:23

So can you identify patterns here? Can you see what these states are doing better or other states allowing to do. So, for example, we see the case of Alagoas, the state of Alagoas, or I'm sorry, the state of Alagoas we see that around 2005, 2006, they decreased the infant mortality rate. But if you look at the other states, for example, the States of Sergipe, you also see that in 2006, they decrease infant mortality rate.

• 25:24 - 26:03

If you look at Tocantins in 2005, 2006, 2007, they also reduce infant mortality rate. So actually, across all the States in Brazil, between 2006 and 2007, we see that there was a reduction in mortality rate. So, what happened during that year, probably the Lula administration implemented a national policy that affected all the States the same way, because all the States tended to reduce infant mortality rate between 2006 and 2007.

• 26:04 - 26:38

So, by graphical and visualizing the data, you can identify patterns. You see, what it was, what happened? That policy seems to have worked because we see decrease in infant mortality rate. Okay. Now there are estates that probably, we don't see a lot of variation, like the state of São Paulo, well, because they didn't have a lot of infant mortality rate. So, they did the decrease in the way that the others states decrease because already the infant mortality rate was very low. I remember we want to have zero mortality, infant mortality rate.

• 26:38 - 27:05

So, we see that across time, the States actually have reduced the infant mortality rate. Let's see, another examples across the States. So, what is the Brazilians states capacity to reduce illiteracy rate? This is one of the key success for good performance and the national level. Okay. So let's see, for example, the first state Acre, we see that there is a lot of variation in reduction on illiteracy rate.

• 27:06 - 27:37

Sometimes they have reduced it, but sometimes they have increased it. Let's identify the patterns in this state, what is going on? Again, São Paulo is performing very well. They have very low illiteracy rate because there is a lot of people getting an education over there. But we see, for example, Pernambuco what is happening with is still the literacy rate is quite high. And what happened also with Piauí. I don't know how to pronounce the name of the state, my apologies for that.

• 27:37 - 28:04

So these are a state that the illiteracy rate is exceedingly high. So by graphic in the data and collecting good data, we can identify patterns. So that is the reason of visualizing data. Okay. Brazilian state's capacity to increase electricity coverage. Okay. So we see that most of the States have done a better good job in increasing electricity coverage.

• 28:04 - 28:37

So you should be 100% like São Paulo has. São Paulo has 100% in electricity coverage, but they still, we see a space like Amazonas that do not have 100% of electricity coverage. We also have Acre that do not have, doesn't have 100% of electricity coverage. And actually we see that Acre in 2003 had extreme decline in electricity coverage. What happened? Once you have electricity coverage is still, you should have it.

• 28:37 - 29:14

So was an error in data collection or what's something that happened in that particular States that decrease it, that a availability of electricity and they say can be done with increase in sewage coverage. So again, you see that Acre has a lot of variation in sewage coverage. We have that Maranhão has done actually a very good job. They started very low and looking out they have increased, but we see also the Piaui, although they had increased is still, they have a very low, is still, they need to increase the sewage coverage.

• 29:14 - 29:48

So this is a way just to tell you the importance of the visualize data in order to identify patterns, what policy was in place during a certain time, or whom was the employee responsible for this particular unit that was performing better than others. Okay. And also we have here in terms of unemployment rate. So you can see what are the States that have done better, but we see a lot of variation in unemployment rate, for example, in Amapá and also in Roraima. So what is happening?

• 29:48 - 30:04

Certain years they are doing well by other years they are not doing well. Okay. And also we can see a lot of variation in government capacity a lot of all of Latin Americans from national government, not just in Brazil. I do research across all the Latin American countries. So for example, I try to compare the 16 regions in Chile.

• 30:04 - 30:41

He are comparing, they live in 11 regional with their 5 region in Chile. And we see that there is variation in performance in obtaining grants. They apply for grants to the national government, but actually not all of them are equally successful in obtaining grants. What does it mean? Are they more politically favored or they have more capacity or they have a more expertise in writing grants? The same can be said about the Mexican state. We see a lot of variations in highest school enrollment across the 32 states from Mexico, the same can be said about the states of Colombia.

• 30:41 - 30:59

We see the highest school enrollment across the 32 departments in Colombia then also to vary. So this is a way for me as a researcher to say, what are the patterns that I continually see across departments in Colombia or across the States in Mexico, that they made them better than another’s.

• 30:59 - 31:45

And also I have done it for the provinces in Ecuador. So Ecuador has 24 provinces and he had facing the intense of debt. What are the States that are more likely to have debt despite the fact that they had that particular policy. And another thing that I want to suggest is to compare your unit, your area, your department, your branch, or your organization to order's intense of performance dimensions. Okay. So you might compare your organization with another one that is most similar to you, or you might compare your organization with one that is extremely differing to you, but they still have equal performance to see what is working in organization is the same thing that is working in another organization.

• 31:46 - 31:54

So for example, I tried to compare most similar thinkers, Brazil and Mexico, both are Federal, both are the largest countries in Latin America.

• 31:54 - 32:29

However, they have different political systems. So I compare them. What is their performance for example, you could use an infant mortality rate. They are most similar system because both are federal, but I compare also Brazil and Colombia. They are different because Brazil is federal and Colombia is unitary. However, Brazil has a very strong governorship, why Colombia has a very weak governorship, however Brazil has a multi-party system. And Colombia also has a multi-party system. So by using these contracts, I can identify possible causes of variation.

• 32:29 - 32:47

Okay. And also I might compare Mexican states with Colombian departments, they are different because Mexican is federal and Columbia is not. So these are just examples that I can tell you, you might compare it also the trajectory of party systems. So for example, in Mexico, they had only one political party.

• 32:47 - 33:23

The PRI, but in 2003, we see that they created all their two political parties, the PAN and the PDP, while in Colombia they started only with two party systems that both liberals and conservatives, and after the new constitution in 1991, we see a proliferation of political parties that now Colombia has more than 50 political parties. So that is a way also to compare. And also you might compare governors in terms of their education. For example, here, I'm comparing the governance of Colombia versus the government of Brazil of Mexico in terms of education.

• 33:23 - 33:49

So we see that more than 10% of governors in, Colombia has less than college degree, while the governors in Mexico 60% of them have college degree. In Colombia, only 30%, but many of Colombia have post graduate degree. So it means that they do have higher education, but fewer than half college degree.

• 33:49 - 34:20

So this is a wonderful way to see what is the capacity of a state governments in order to implement policies by the level of the education of their governors. But the only way to do that is by visualizing this data and knowing the difference in their skills. And also in terms of experience, as you can see here and comparing governors from Colombia, from governors in Mexico, why 40% of governance in Colombia come with no experience at all.

• 34:20 - 34:46

And the public sector only about 5% or less than that governors on Mexico come with no experience. So we see that the governors in Columbia has less experience in the public sector compared to the ones in Mexico. And that can be done also in Brazil, actually, and doing right now, assessing what is the level of experience of all the governors in Brazil for the 1985 to 2000, 2020.

• 34:46 - 35:19

Okay. And also another strategy is to consider the context in which your organization, your agent, your union, your area, or your department operates, why? It is you that the management organization is affected by the institution and context in order to performance, what does it mean institutional context? It means the political context. It means the economic context, technological demographic, cultural and legal context. So it's not that the place in a manager immediately is going to perform.

• 35:19 - 35:55

This manager has to operate within this environment, political, economic, and you need to know very well. What is the environment of your organization in order for you to start the strategize the performance of your organization, if you are in an environment that is very political, you need to strategize the work of the organization in order to bypass that political issues. If you can, if you can, by pass, then you need to strategize, how to take advantage of these political contexts in order to perform by, you need to know what is the environment.

• 35:55 - 36:29

So you need to sit down with all the leaders of your unit in order to say, what is the technological environment, how the economic environment affects you, how the political environment affects you, how the demographic environment affects you, how the type of population that you serve affect you, how the cultural environment affect you. Okay. Now, issue salience is social very important in managing your decision make. One issue might be externally salient to you, very important to you, but it might be salient to the employees.

• 36:29 - 36:55

So why you care about implementation of something, your employees might not care about it. So you need to make sure that the salience of the issue is at least homogeneous or shared in order for the performance of a particular policy to take a place. Because if you are the only one who cares about something, you need to generate motivations among employees in order for them to care also about that.

• 36:55 - 37:34

Okay? So actually chiefs, executives and managers, salience varies across policy areas, policy for you is health policies more failure, for others is environmental policy, for others is labor policy. So you need to identify commonalities in policy areas in salience, in order to implement. In non-salient issues usually we tend to delegate. If I don't care about an issue, I say, I don't care, do whatever you want. And that is example a scene in a study that shows that, for example, in some nations, they just disease have less intense preferences.

• 37:35 - 38:03

And they tend to be open to persuasion by lawyers. But when the case is too close to them, they are not persuaded by the most important lawyer, they already have a decision about that particular issue. So you need to think about what is the issue that is very salient to you, make it a knowledgeable, make it a, the employees to know about that in order for everyone to be on the same page.

• 38:03 - 38:35

Otherwise it will be different. Now collecting performance information. When indicators assessing several dimensions of performance, usually in our countries in Latin America, we tend to assess performance. Then in terms of efficacy or how effective you were and reducing poverty in reducing mortality rate, in reducing right now, spread of COVID-19. But also, you can assess performance in test for equity.

• 38:35 - 39:04

Is everyone receiving the same treatment in terms of quality is the service that you are offering actually a good quality? Are you responding also to the needs of the population that you are serving? And also, most of the time we are assessing terms of efficiency. Are you producing more with less and you might produce a lot of more with less, but you might not be effective. It means you are producing a lot by you are not attacking the problem that you are supposed to do.

• 39:05 - 39:37

So while you might be efficient, you might not be effective. You might be effective, but at very high cost. So what is, what is matters for you? This is part of a moral part of the manager, because for example, in my case here in the United States, I care a lot about equity because I am a minority person here. So I cared about having, for example, a lot of Hispanic students in my classrooms, because I cared about having more diverse is to embody population.

• 39:37 - 40:08

So always my standard of performance is based on equity, treat everyone in one way and seeing more diversity among the student bodies, but for the people, for by saying, no, we care more about effectiveness, whether the students are learning what they are supposed to do, you see, so it varies and it is determined by the public manager. You are the one who determines what is the dimension of performance that you care the more so, and you have to convey that information to your employees.

• 40:08 - 40:38

So they know what is what you care the most. Okay. And I always grew up think in decision-making I showed that you have learned about that group thing means when you are surrounded by the same people for making decisions and never allow outsiders to provide, or to voice certain information or certain suggestions, and you just joined by people that are thinking like you and express like you, and you don't accept the other things here in the United States.

• 40:38 - 41:02

We have two typical cases of group thinking that has led to failure in foreign affairs. The first one for the invasion of Iraq during the Bush administration that they decided to invade Iraq, although they were not a confirmation about that, because Bush was surrounded by Dick Cheney and they're around for that, the word, the secretary of defense. And they didn't want to hear all the voices.

• 41:02 - 41:36

And that's why there was this mistake and also during the presidency of Kennedy, what they decided to invade Cuba, the Bay of pig’s invasion. Also, they were surrounded by people that were just having the same thinking. And that's why there was a failure in that. So make sure that you invite people that even are against you for them to provide a different perspective before you decide. Another key strategic that I want to suggest is strategic framing of and solutions to gain more attention and support.

• 41:37 - 42:05

Every problem or solution can be framed in different ways. Immigration, if you have problems with immigrants, you might frame the problem as an economic issue by you might frame the problem also, as a demographic issue, you might frame the problem also, as an unemployment issue, you might frame the problem, and also as a human rights issue.

• 42:05 - 42:44

So try to identify what is the dimension that these more salient to the orders in order for you to gain support, you need to advocate for more resources from the federal government may show that when you talk to the minister, you talk in the same dimension that the salient to the ministry. So the minister is going to pay more attention to the problem. So usually for example, if I want to advocate for more money for me to travel, to do research, I try to highlight that to my administrators, the importance of connecting spear abroad.

• 42:44 - 43:05

So that gives this, Oh yeah, this is more like a visibility. Instead of seeing as an individual benefit, you see the point. So try to identify that, identify the sources of organizational innovation. We have to copy, to emulate for other entities in order to do things better.

• 43:05 - 43:46

So where can you emulate from, you can emulate from isomorphic peers. Isomorphic peers means, peers that are very similar to you, similar in the services that they provide, similar in the certain population that they have to serve too, similar in demographics, similar in geography where they are located or similar the production sector that they are actually doing. So copy from them, or you doing the same that this other organization, what they are doing, they say that they are doing okay, emulate from leading organizations for note that units or departments, emulate for neighbors, emulate from bottom up.

• 43:46 - 44:08

It means you might identify a municipality that doing something well copy from them, bottom up or you might emulate from top down. Probably the fact that our government is doing something copied from the federal government to your organization. And also you can learn from what now is very, an important here in the United States.

• 44:08 - 44:38

It is called governmental tourism. Have you noticed that the third delegations go to visit another country, go to visit another region, to learn about how they are doing things that is called policy learning. So do these more, more governmental tourism to other countries, to other regions, of course, without spending too much money from government. And, Oh, I think that national and regional conferences, because that is where you are, learn from your peers, what they are doing that you are not doing.

• 44:38 - 45:19

So this is the best way to innovate. So concluding remarks, because I think that I have talked already too much. I have suggested a few strategies for managerial and leaderships decision-making the selection of strategies depends an organizational context and circumstances. What the works for one organization might not work for another organization. That's why you need to determine what is the context of your organization, whether it is more under a political context and then a legal context, or under a technological context, avoid one size fits all approaches without tailoring the individual needs.

• 45:19 - 45:48

And that is the main problem we tend to copy for an order. Yes, I promote, I promote to innovate by coping for others, but at first, do the analysis to see what actually your organization is in tune or capable of assuming this new responsibility. So I will live there and now Luana can we have questions and I hope that you have enjoyed this and that you find that I have provided something useful. Thank you.

• 45:50 - 46:22

Thank you. Thank you. I a lot professor, it was very useful. Uh, we have been receiving lots of compliments, so I guess it's not only for me, everyone who is watching, might be now feeling a connection with the daily issues that have, because, it was very practical and complete all your tips, all the points that you have provided. So, uh, just to don't, uh, lose all the questions we have. We received some in the chat.

• 46:22 - 46:53

I will make one question and take advantage from the time that we still having. Uh, I will make one question, trying to combine a beat some points that you have raised and putting myself in the issues of those were here, listening to, to your, class is, um, how can we, in Brazil we have many successful policies implemented across Brazil in many States and municipalities.

• 46:53 - 47:34

And this issue of emulating as you describe is always in the concerns of the public leaders. How can we copy what is working well in States and municipalities and implent in another context and success. So, because as you said, many, uh, contexts factors might impact in how we compare and how we implement these issues. And you said very well, like we need to take into consideration, not only the technically of the policy, but also the governance issues, political issues.

• 47:34 - 47:56

So we can describe here as the technical and the political. So in a niche in which you don't have the public savings, you don't have the priority, uh, just going a beat in that, uh, in this point, how can the public leaders raise the salience? What are just going a bit further in this tip that you, you professor have raised?

• 47:56 - 48:47

How can, uh, what are the strategies outside the government as well, not only inside for the public leaders to really raise the issues. First of all, I think you described very well how to compare, right? How to make the comparison property in, uh, in terms of raising the salience. What are the strategies that you have been seen as success in the international experience? And you can provide us a bit more of information about it, how, and also if you could, if you could just touch a bit in the, the role of the civic society, the civil society around the governments, around the public leaders, it will be very interesting as well, just to understand how this matter has been implemented in other settings outside Brazil.

• 48:49 - 49:25

Okay, Luana, I wish I could answer all the questions, but there were too many questions in one single question, I would try just to say little things, because I want to answer the question for the audience. So, one thing about salience, if something is salient to you, you need to identify what are the motivations that you can put in place in order to encourage your employees to think in the same way that you see the issue so salience one way to do it is with a statistics by having a meeting and showing them, look, guys, if we do this way, we are doing well.

• 49:25 - 49:49

And we have improved in performance in 30%, show them every week or every month, how they have increased their performance, motivate them. And I can encourage them with a reward, the best employee, the best unit of this week, in order to show, look at what they are doing.

• 49:49 - 50:28

Set up goals that are visible to everyone. And every week you just graph where the goal is at that point, people can see how is needed in order to get it to the end. Does it make sense? But we don't have in gold in front of us, we don't know where we are heading to. Does it make sense? So it starts the bar from zero. Here we are, and here is our goal right now. We are here still. We needed this. So that is a way for the manager to tell the employees, this issue is very salient for my look at that.

• 50:28 - 50:45

He has all these graphs everywhere. You see every Monday to send out an email, to encourage employees and to say, okay guys, last week we did excellent. But this week we are going to do much better. The goal of this week is to attend 2000 people.

• 50:45 - 51:32

The goal of this week is to serve 2,200 requirements that we have from population. This is a way to increase the salience. Now, in terms of emulation, that also, you mentioned that how to learn when to emulate on that is not just to see, like, for example, in Latin America, most of the countries tend to copy what the Chile does. Oh, the education system and Chile let's copy in order to do that, you need to create a task force, that attacks force has to go to Chile or to whatever state or to whoever municipality they have to interview the key organizers or implementers of the idea.

• 51:33 - 51:46

They need to talk to them to find out what kind of instructions did you find when you started the program? How did you modify the program? How did you solve the different obstacles that you had?

• 51:47 - 52:19

What did you find that was necessary for the program to take place? What were the key actors that help you in promoting this? What was the marketing strategy that you use in order to make this available to all the population? How did you reach out to people? Then you got that, all this information. And believe me might take one month because they have to talk to every single person that was in charge of that. And remember, we don't remember all we say everything.

• 52:20 - 53:09

Even when you talk to people, or we started that program two years ago, I don't remember who was in charge in that program at that time. I mean, probably the employee no longer exist is not there. So that's why you have to track everything. And then you come back to your organization and say, okay, given what they did, how do we have the same infrastructure? Do we have the same conditions? Or we need this before this, does it make sense? Okay. So that's why we differentiate between early adopters and a late adopter. Early adopters have to learn more because they have to try everything and late adopters we can learn from others' mistakes, but in order to learn, you need to go there.

• 53:09 - 53:15

You need to talk to them, you need to interview them and you need to find out every single condition.

• 53:18 - 53:55

Perfect. Thank you. And let's, take some questions from the audience. We have first one from José Fernando Vasquez. So, he's pointing professor, the great problem that he see in the public administration is the turnover of people. So how keep people engaged with his level of turnover that you described and they are seeing the units as well. Would it be with incentives, programs, uh, what is your, tips on this issue as well of turnover?

• 53:57 - 54:28

Yeah, that is a very difficult issue because if they don't overdue because of political factors or you have control over it, if you have controlling retaining the employee, you might take different approaches. Yeah. Not necessarily need to be money. For example, it might be that you have a very good employee, but the employee wants to work in another place. And not because of political factors. Well, try to find out what have the better work conditions that employee wants.

• 54:28 - 55:01

Maybe the employee wants to work part-time from home. Maybe they employee wants to work four days a week and to have one day free. You see, but the employee is really justifiable, just please what the employee wants. If they employee responding very well, do it. And also try to disseminate information. If you have a key employer, employee and use know that the knowledge of that employee is necessary for the performance of the organization ask that employee to share that information.

• 55:02 - 55:34

So if he or she leaves already, the institution is going to keep memory of what this person has. Does it make sense? So usually the recommendation is not to rely on a single person. Two people should be able to perform the same task in case that one is dead. The other one can take it and use a lot of a stimulation. A lot of incentives, I remembered incentives not necessarily need to be economic incentives. Do you prefer to come to work with those in the afternoons?

• 55:34 - 56:06

Do you prefer to come to work in the morning? Do you prefer, whatever they want? You see, freedom for performance is the best asset that we can have. We, I enjoy my job here because we have a lot of freedom I can work. I don't need to be here all the time. However, I am here in my office all the time, but it's just the freedom that I feel to have that it makes me so loyal to the organization. And that is what the employee needs to know to have the sense of belonging to the organization and to make them part of the decision-making process.

• 56:06 - 56:24

So they see that their input is valuable within the organization. Okay. And ask them what will make you more happy to stay in the organization? What can I do in order for you to be more satisfied in this job, you see.

Perfect professor.

• 56:24 - 57:07

And I think in this point, like using data and collecting data to understand their needs is also important. And we talked about using data externally public policy, but internally is very important as well, to assess how they're feeling, what could motivate them better than it is now. So I think using it internally, it could be very strategic as well to this issue. And, we have another question from Francisco Eduardo Bessa, Claudia, given the lack of capacities at the sub-national level, what should be the role of the central government in public public policies, centralized implementation, or transfer of public funds?

• 57:08 - 58:01

Excellent. Everything is suggested, but the most important is money because without money, you can’t do things, but the other things to transfer knowledge. The central government has more knowledge because usually they are the people that studied abroad. They are the people that have master's degree, PhD degree, they have more expertise. They have more knowledgeable share. The knowledge with this of national government, with some national units by doing what, by visiting them or inviting them to the central coal mine to stay within one week, two weeks to learn how they do their job, very easy, very easy, or create like, uh, how can I say?

• 58:01 - 58:42

So national teams that these teams are supposed to be sit there. So national areas once a month, you see, that is the most, the easiest way to do it. There is one or two the center going to allocate two person in charge of certain states that I have seen that in many countries, they say, Oh, I need to get the data. But when I go to get data, or I need to get data about this as they go to talk to this guy, because he is in charge of that state. So that person should convey that it's not also money it's information because you might have the money, but if you don't know how to use the money, so we will lose the resources.

• 58:44 - 59:17

Perfect professor. And in this moment with the COVID prizes, this approach becomes even more important, how to have the central government, coordinating and communicating and helping, working together with the units with other levels to increase the chances of success in the COVID management. So, another question professor, we have now some more, I think we still have some time to covert at least, uh, more three minutes.

• 59:18 - 59:37

So, um, how to avoid bias of the group think, considering the public there's a proud is feed by those who share the same ideas and always confirm the leaders positions. So it's a tricky point and a good question as well.

• 59:38 - 1:00:11

I have seen a belly easiest strategy to avoid group think and is not, and it might be at the other side to operate, but anyway, it works in many cases to implement a suggestion box, to put a subjection box in a place that is not to be visible. So no one will see someone, depositing a little piece of paper in the suggestion box, in a place it could be in the bathroom. It could be something like that where people can write down and say, I disliked this.

• 1:00:11 - 1:00:46

Or I suggest this, It is up to the manager to say how believable the suggestion is or how applicable, or how appropriate the suggestion. But at the least you hear some disagreements. That's amazing because people do not like to say in emails personally, and also in person. So by, by writing, without saying, who wrote that put in the box, and every week you should collected those from the suggestion box, very easy way you see, or to advertise.

• 1:00:46 - 1:00:59

We are going to have a board meeting and Friday, please make sure to deposit the suggestion ideas in the suggestion box, and you will read them in front of everyone on the board.

• 1:01:02 - 1:01:38

Perfect, perfect professor, uh, some more questions here. Um, and I think I would have to make the last one because we are almost reaching our time, the end of the discussion. So I will pick, some here, Alessandro Carvalho observing technological advanced advances, it is evident that need for managers and leaders to adapt to the challenges and changes that are increasing constantly and rapidly.

• 1:01:38 - 1:02:02

So, would you have any recommendations for managers to be able to identify the signs of change more quickly so that their work can be more effective and keep their teams up to date? So how can we, how can we use data collection and use the technology advances more quickly?

• 1:02:04 - 1:02:38

So my suggestion in that case is we have to recognize as managers, we don't know everything and we need to recognize our weaknesses. Okay. So if I am not good in technology, if are not updated about what is good one, appoint the someone who is an expert on that and create a unit, every unit that has independent IT department, it means information and technology tends to be more successful.

• 1:02:39 - 1:03:07

Every unit because they need are there, are attend immediately. So hire one or two person, it could be part-time employees just to be updating the institution in a new systems, new applications, new ways to provide that. But we have to delegate because we can't do it everything by ourselves. And this is part of the manager to recognize what is out of our control. And to say, I need someone experient.

• 1:03:10 - 1:03:45

That's perfect professor. Thank you very much. And thank you everyone for participating, sending questions. It was a pleasure. Uh, we are now in the final minute here to, to end up the meeting. And for me was a very clear, professor and everyone, uh, following the even that we need to take into consideration context of factors in order to make comparisons. But we understand what concerns to our organizations, using data, being able, being open to, uh, listen, different opinions, to reach better results with public policies.

• 1:03:45 - 1:04:22

And it's not an easy task, right professor, but I think the exercise in continuously looking for improvement it's is very important in the public administration. And I think Brazil and ENAP, other organizations working this field, we are all turned to the same, uh, objective. And I'm really sure, although we have many challenges, especially now at this moment in Brazil, we'll be able to learn a lot in this process and overcome this challenge in the future, reaching better results to the society.

• 1:04:22 - 1:04:35

Thank you again for the invitation, professor. If you want to make some final comments. Rodrigo, please, it’s with you, ENAP because we are now in the exactly time to ended and thank you everyone.

• 1:04:36 - 1:04:41

Thanks again for the invitation. It is a pleasure to be again with Brazilians.

• 1:04:54 - 1:05:06

Rodrigo, eu acho que a sua voz tá quebrada pra gente. Não sei se é só pra mim. Professor, are you listening? Are you able to listen to Rodrigo?

• 1:05:06 - 1:05:10

Yes, but it is very like a, like a song.

• 1:05:17 - 1:05:17

No. It’s like a robot.

Exactly.

• 1:05:21 - 1:05:22

Technical issues.

• 1:05:27 - 1:05:30

Okay. Luana, you can say goodbye.

• 1:05:32 - 1:05:55

Yes, I can, I can do it Rodrigo, if you don't mind. Obrigada a todos pela participação, tivemos um problema técnico aqui no final, mas eu acho que a gente pode concluir, agradecendo a todos pela presença. E convidando paras os próximos eventos, já estou prevendo aqui o que o Rodrigo vai falar, fiquem atentos as próximas datas dos eventos, desse frontend dessa iniciativa da ENAP. Um abraço a todos.

• 1:06:00 - 1:06:05

Obrigada. Tchau.