



**EXTENDING THE LIMITS: CONSTRAINTS AND CHALLENGES
AN EXECUTIVE PROGRAM FOR LEADERS FROM NORTHERN
IRELAND, THE REPUBLIC OF IRELAND AND GREAT BRITAIN**

March 10-15, 2002
Cambridge, MA

The Project on Justice in Times of Transition sponsored a week-long executive training program March 10-15, 2002 for 38 leaders from Northern Ireland, the Republic of Ireland, and Great Britain. The program, entitled *Extending the Limits: Constraints and Challenges*, included participants representing 12 different political parties in Northern Ireland, the Republic of Ireland and Great Britain as well as members of the Civic Forum in Northern Ireland.

The March 2002 executive program was part of a series of integrated programs on Northern Ireland run by the Project on Justice in Times of Transition that are designed to:

- afford an opportunity for a broad representation of political and community leaders in Northern Ireland to spend a concentrated amount of time together focused on issues of relevance to the consolidation of peace and democracy;
- encourage the development of connections among the participants in order to increase trust and facilitate collaborative and complementary work on a range of subjects of concern at both the political and community levels; and
- provide political and community leaders with an impetus to developing solutions to some of the challenges facing their society by exposing them to examples from other societies in the world.

Four parts of the multi-faceted program consist of conferences and workshops to facilitate contact and cooperation among leaders in Northern Ireland. The fifth element includes the development and use of materials documenting the experience of Northern Ireland.

Extending the Limits: Constraints and Challenges was the fourth initiative run by the Project at Harvard University's Kennedy School of Government since the beginning of the Project's engagement in Northern Ireland in 1995. As with past executive training programs of this nature, it offered a unique opportunity for political leaders from a wide range of backgrounds to meet in a neutral environment to examine and address the constraints and challenges facing Northern Ireland. The session aimed to let the leaders step back from a highly charged environment, to focus on substantive issues and to develop new approaches to public policy leadership and management. A related goal was to break down barriers between participants and to strengthen relationships among them. The program utilized the Kennedy School of Government's "case study method" - which presents actual situations and allows participants, with the facilitation of highly skilled faculty members, to examine carefully the critical decisions that were made and relevant issues involved. The March executive training program was tailored to address the specific needs and concerns of political leaders in Northern Ireland in the political context of late 2001 and early 2002.

Background

The executive program for political leaders from Northern Ireland, the Republic of Ireland and Great Britain was held at a time when, despite significant change in Northern Ireland since the 1998 Good Friday Agreement, the society still confronted many constraints and obstacles. Although the Northern Ireland Legislative Assembly had been operating for several years, political leaders still faced the challenges of learning to govern in a divided society. Members of the Assembly and other key party members needed to manage constituents' expectations and exert the leadership required to gain support for their political platforms, while working across the political spectrum in order to implement changes and reforms stipulated following the Good Friday Agreement. At the time of the executive program decommissioning, policing and demilitarization remained critical issues and, despite some progress, Northern Ireland had recently experienced a rise in sectarian violence. The area of North Belfast had been particularly volatile; riots broke out and primary school students were harassed, drawing worldwide attention to a fact that was already clear to political leaders in Northern Ireland --- the peace accord had not resulted in a complete end to the conflict. Lack of trust between the Unionist community (which is predominantly Protestant) and the Nationalist community (which is predominantly Catholic) was apparent. In addition, tensions existed between political leaders and those in the community sector. Individuals who were victims of the conflict as well as those who had served time in prison for their involvement in sectarian violence were active in the political debate, at times with a polarizing effect, and at times with positive outcomes. Attention was being paid to the debate surrounding a bill of rights for Northern Ireland and the links between economic development and social inclusion. And, for politicians, everything they did was in the context of impending Assembly elections in 2003.

Workshop Objectives, Program and Participants

Objectives and Program

Given this political and social context, the executive program was tailored to address the particular needs of leaders in Northern Ireland. Sessions were designed to focus on specific subjects of concern, such as campaign strategy, policing and economic development. However, although the specifics of the *Extending the Limits* program were determined following consultations with individuals in Northern Ireland, in developing the program it became clear that many of the overarching topics the organizers hoped to address were standard fare at the Kennedy School of Government. This demonstrated that, despite the challenges particular to the context of Northern Ireland, many of the issues confronted by people there are common to leaders in all societies, especially those undergoing transitions.

The overall objectives of the *Extending the Limits: Constraints and Challenges* program were to:

- increase positive interaction among political leaders from Northern Ireland, the Republic of Ireland and Great Britain;
- provide information to participants about the similar challenges being faced by other societies in the world and how these might inform possible solutions to their own issues; and
- develop strategic approaches for addressing change.

The program also sought to engage participants in discussions relating to the following broad topics:

- Leadership, governance and strategic management

- Organizational culture and identity
- Economic development
- Equality, justice and inclusion

of Fine Arts in Boston and an evening of sampling Cambridge cuisine with Harvard faculty and students.

These topics were explored in depth during the course of the five-day program, which included 15 class sessions, daily small group discussions and a number of formal and informal special events. Most of the class sessions used the case study method to facilitate debate around the themes of the program and to look at how the lessons learned could be applied in Northern Ireland. (It should be noted that the program marked the first time the Project included cases that are based on events and stories specific to Northern Ireland.) The daily small group sessions allowed participants time to discuss the cases in more detail and to think critically about strategies that could be applied to the conflict in Northern Ireland.

In addition to the classroom sessions and group discussions, the program included three special guest speakers:

- **Kathy O’Toole**, former Massachusetts Secretary of Public Safety, spoke at the opening dinner about her experiences as a member of the Patten Commission.
- **Ambassador Richard Haass**, Director of Policy Planning in the US Department of State, spoke on the second day of the program about his involvement in Northern Ireland.
- **President Ernesto Zedillo**, President of the Republic of Mexico, gave a public talk on the current challenges Mexico faces.

Participants also had ample time to interact informally during daily meals and coffee breaks. Scheduled time off included a visit to the Museum

Participating Political Parties

Northern Ireland:

- Alliance Party
- Democratic Unionist Party
- Northern Ireland Women’s Coalition
- Progressive Unionist Party
- Sinn Fein
- Social Democratic and Labour Party
- Ulster Unionist Party

Republic of Ireland

- Fianna Fail
- Labour Party
- Progressive Democrats

Great Britain

- Conservative Party
- Labour Party

Participants

The group attending the executive program was comprised of 38 participants from most of the political parties in Northern Ireland, the Republic of Ireland and Great Britain. As was the case with the 2001 executive program, the group also included several representatives from the Northern Ireland Civic Forum. While in 2001 the participation of the Civic Forum members was met with some skepticism and hostility by political leaders, the 2002 group did not exhibit tensions of this nature.

The political parties selected participants for the program directly, allowing party leaders to send the representatives

they felt would benefit most from the session. As with all of the Project’s programs, great efforts were made to ensure a range of participants from the full spectrum of parties. The final composition of the group was diverse in political affiliation, gender and age group. Approximately one-fifth of the participants were under the age of 30 and one-fourth were women. In addition, representation included both senior and junior party members. This diversity helped create many active and thought-provoking discussions throughout the program.

Leadership and Governance

Given the changing political dynamic in Northern Ireland and the many challenges faced in the ongoing transition, the program placed a great deal of emphasis on the exploration of a variety of

leadership models and problem solving strategies. Professor **Philip Heymann** from the Harvard Law School kicked off the theme of “Leadership and Governance” with a class focused on the Helms-Hunt case study. The case examined the 1984 North Carolina senatorial race between Senator Helms and Governor Hunt. At the outset of the class, the group was randomly divided into supporters of the Helms campaign and supporters of the Hunt campaign. Those in the front row were asked to pay special attention to how the lessons of this race could be applied in Northern Ireland. The pros and cons of each candidate’s campaign strategy were discussed and debated. The lessons that emerged resonated with the group, especially the importance of sticking with a consistent theme throughout a campaign, not believing you will win solely because you are the “good guy,” and not assuming that people will vote for you because you are the incumbent. Participants, most of whom did not have extensive experience with campaign strategizing, were particularly appreciative of how the case facilitated a discussion of different approaches.

Kenneth Winston, Lecturer in Ethics at the Kennedy School of Government, introduced a case study based on a letter written by an American Archbishop who strongly urged members of the Catholic Church not to vote for any candidates who supported legal abortion. The assigned reading for the class session was a written response to the Archbishop from a pro-choice, United States governor. The class discussion that followed concentrated on the question of whether a distinction can be made between public and private morality and whether a public official has an obligation to follow his conscience in policy-making decisions. Participants commented on the importance of understanding the many values that are at stake in every political decision as well as the vital need to reach out to constituents and opposing parties in order to understand their beliefs. Given the upcoming referendum on abortion in the Republic of Ireland and the ongoing debate in Northern

Ireland on this subject, this session touched on some issues of direct concern to participants.

The cases on campaign strategy and values were followed by several sessions focused on personal leadership experiences. **Jamil Mahuad**, former President of Ecuador, spoke to the group about the challenges he faced as a leader and outlined different models of leadership. As he explained to the participants, he began his term in office at a highly volatile period in Ecuador’s history. The country had just been hit by one of the worst El Niño storms ever, which caused widespread flooding as well as damage to crops and infrastructure. The country lost 16% of its GDP and the situation created immense inflation, with the private and public sector almost paralyzed by fiscal deficit. In addition, Mahuad began his term on August 10, 1998, two days before a planned invasion of Ecuador by Peru. His challenge was to negotiate a peace treaty with Peru while at the same time creating political capital and investment. Both situations were very delicate and difficult to manage without losing the support of his people. In fact, he was overthrown after a year and a half in office. President Mahuad’s presentation stimulated a lively debate and much of the class was spent analyzing how President Mahuad’s choice to preserve the principles of democracy rather than to exercise a less principled but more politically expedient strategy led to his overthrow.

Jamil Mahuad’s very personal presentation was discussed further in a series of three classroom sessions on leadership that were taught by Professor **Marty Linsky**. Professor Linsky used President Mahuad’s experience to demonstrate a number of different aspects of leadership, including the importance of gaining the trust of friends and foes alike as well as inspiring confidence in the overall political process. Additionally, Professor Linsky’s interactive lectures emphasized learning through listening, interpreting the social and political context in which one is acting, managing one’s workload in

order to best control the outcome, and finding ways to properly articulate issues at the appropriate time. The discussions in his classes placed the participants in leadership roles and forced them to examine their own leadership qualities as well as their own constraints and challenges. In a very direct way Professor Linsky challenged participants to justify their positions and behavior, questioning whether they were truly based on strongly held beliefs or merely on personal preferences or tactics for political gain. As one participant later commented, the sessions with Martin Linsky helped the group to “re-evaluate our understanding, our problems and limits and our relationships with each other.”

Kennedy School Lecturer **Brian Mandell** taught a session that focused on yet another individual’s leadership style and personal choices. In examining a case study about Senator George Mitchell’s role as a negotiator in the Northern Ireland peace process, executive program participants were given an opportunity to contrast their own views and knowledge about the Northern Ireland peace talks with an objective assessment of the model of leadership presented in the case study. Although participants commented that the case study was not wholly accurate, the exercise enabled them to consider the role of third parties in negotiations and to analyze what sorts of considerations go into shaping negotiation processes in general.

The segment on leadership and governance helped participants to think of leadership as a strategy, one that can be learned and applied and one that encourages “thinking politically” as a leader. The cases provided participants with tangible tools, such as those relating to campaign strategies, and more subtle tactics, such as how to stimulate trust, how to survive politically and how to engender political participation in their constituencies.

Organizational Culture and Identity

One of the greatest challenges for politicians in divided societies is to find ways to bridge gaps between groups and to develop a common community among them. In many post-conflict contexts political and community leaders need to be familiar with strategies that stimulate and create a larger common vision for the society. During the five-day program, three class sessions were devoted to this subject, one taught by Peter Zimmerman, Senior Associate Dean for Executive Education at the Kennedy School, and two taught by Professor Xavier Briggs, an expert on community problem-solving, civic engagement and alliance building.

Peter Zimmerman began the section on organizational culture using the Carson Forest case study. The case study concentrated on Crockett Dumas, a mid-level bureaucrat who worked for the American Forest Service in land settled by Spanish explorers. In the 1980s there was tension between the Native Americans and Spanish settlers and the modern governmental institutions. Dumas’ job was to build trust between the citizens and their government so that a resolution on the use of the land could be agreed upon. The thought-provoking class discussion focused on the topic of trust, particularly the importance of people trusting public officials to do the right thing. As one participant commented, in order for peace to become sustainable in Northern Ireland, people must not only trust their representatives but the system as a whole. Dean Zimmerman concurred and stated that if one has a vision for community development, one has to see both the small and big picture. The lessons presented by the case were highly relevant as many of the public officials in the room confront divisions among their constituents on a daily basis and often have to make difficult decisions with uncertain consequences. Familiarity with strategies that

promote trust is an important device for community building. Dean Zimmerman ended the class by stressing the value of thinking through the different consequences of every decision and the implications these can have on the future of peace in Northern Ireland.

The two case studies taught by Professor **Xavier Briggs**, one on the rebuilding of Los Angeles and the second on tourism in Singapore, also focused on the need for trust. The “Rebuild LA” case study was based on the aftermath of four days of riots, starting on April 29, 1992, that followed the acquittal of four white policemen for the beating of Rodney King, a black motorist. The case focused on a nonprofit called *Rebuild LA* (RLA) that was created in response to the riots. The animated class discussion centered on how to create effective alliances. The class also discussed the topic of the inevitable overlap of capabilities that occurs when forming alliances, and the necessity of determining complementary skills and where one person’s role ends and another’s begins. Without specific reference to the situation in Northern Ireland, the discussion led to a more general debate regarding the role political leaders play when forming alliances between parties. The class responded in agreement to Briggs’ summary statement that “effective alliances and partnerships call for more than will, they require ability and capacity.”

The Singapore Tourism case study also stimulated active discussion, and many of the participants later commented that the topic was very relevant to issues they faced in their own regions and working lives. The case study was based in the traditionally ethnic neighborhood of Chinatown, in the city of Singapore. The Singapore Tourism Board (STB) was the lead actor in the case with the responsibility of attracting visitors to Chinatown. The question posed by the case was how the STB could best revitalize the neighborhood in order to attract investment and visitors as well as improve the overall image of the city. The main issue for

discussion was who would make the decisions on how to move forward and how a group, such as the STB, can come up with an effective strategy with so many different parties involved. The discussion revolved around the case at hand but had undercurrents of what the participants were facing at home with how to encourage group consensus and participatory planning. A number of participants offered stories of personal experiences with trying to engage public participation. Several cited the need to appreciate the complaints and mistakes made in any participatory process and stressed that one had to learn from these and move on. The session ended with Briggs’ conclusion that in order to get people to the table, one needs to set many tables and use different techniques with different groups. Professor Briggs summarized, “It’s all about making a conversation go in two directions.”

The sessions on organizational culture and identity provided participants with a number of useful strategies and approaches to community building and problem solving. As many of the participants face such challenges in their constituencies they were appreciative of these sessions and indicated they would be able to apply the strategies discussed when they returned home.

Economic Development

Northern Ireland has achieved substantial economic growth since the Good Friday Agreement, but significant disparities in income remain and many areas are socially marginalized and suffer from high levels of unemployment and poverty. Since political leaders play an important role in forging alliances and creating strategies to stimulate investment, economic growth and greater social inclusion, a section of the executive program was designed to focus on this topic.

Ambassador **Richard Haass**’ presentation, during the second night of the program facilitated an initial discussion on the topic of economic development in Northern Ireland. Ambassador

Haass elaborated on the need for stability before economic investment can truly prosper. He stated, “Economic investment is one of the areas where any sign of violence or instability is most destructive. As Colin Powell says, ‘Capital is a coward – it will flee when it feels unsafe.’” Ambassador Haass also challenged the participants to consider why everyone outside of Northern Ireland is impressed with their accomplishments, but they remain negative about the transition. His presentation produced an active question and answer period and several constructive ideas. In particular, there was discussion about the role of US support and capital investment in promoting continued economic growth and progress towards a lasting peace.

Steve Goldsmith, former Mayor of Indianapolis, also addressed the topic of economic development in a session titled “Innovations in Government.” He began with the proposal that government could be improved by moving money wasted in operating budgets to fix problems in infrastructure. As he explained, during his time in office he worked to find the most efficient ways to provide services to his constituency, and he transformed Indianapolis city government from a “government solution” to a “network solution” oriented strategy. More specifically, rather than pay government employees to help people who were unemployed, Mr. Goldsmith said he would pay a private for-profit organization for every person it found a six-month job. The non-profit world initially complained, but soon became an active competitor in the bids to provide services. As a result, the government became a contract manager and not a producer of services. The group followed Mr. Goldsmith’s lead and volunteered ideas of ways that innovative governance could help improve Northern Ireland’s economy. Private solutions to public sector problems are not the norm in Europe, but one participant later commented that the class changed his views on public-private partnership options.

Finally, **Jim Cooney**, Executive Director

of the Weatherhead Center for International Affairs, and **John Cullinane**, President of The Cullinane Group, Inc., jointly conducted a session focused on developing economic opportunities in Northern Ireland. Prior to the class, participants were split into four groups and asked to create an outline of a company in Northern Ireland, including a description of its specific function, the key factors necessary for success and the challenges the company is likely to face. After some discussion, the groups produced the following four types of firms: call centers, technology training, construction, and a Northern Ireland co-op (retail outlets). Participants were eager to interject their thoughts on Northern Ireland’s economy in the discussion that followed and clearly there was disagreement about the appropriate strategy for improvement. One participant expressed concern that out of the four firms proposed, three were service-based businesses. He argued that the focus on service industries demonstrated how narrow the focus was in terms of growth and competitiveness, since it ignored the importance of building capital. The discussion pointed out that there are few entrepreneurs in Northern Ireland and that politicians need to better recognize the value of entrepreneurship. Several participants argued for the need to make Northern Ireland’s economy more competitive internationally. Using the Republic of Ireland as an example, they cited the enormous benefits of foreign investment. Others expressed concern about the high unemployment in rural areas and the need to balance rural investment with overall development. The discussion produced several constructive ideas, particularly with regard to future areas to consider for investment and targets for increasing employment.

The classes focused on economic development provided participants with specific examples and strategies that governments can use to develop stronger economic policies. Given the multiple economic challenges Northern Ireland faces, participants found these discussions helpful

and indicated that the sessions were particularly useful in identifying new techniques and ideas for economic management and development.

Equality, Justice and Inclusion

In many post-conflict societies levels of equality, justice and inclusion are key indicators of the overall stability of the society. Northern Ireland is no exception. Decommissioning, police reform, and issues relating to victims and the rights of disadvantaged groups remain flashpoints that characterize and symbolize the current state of the transition. In 2001 significant progress was made in Northern Ireland with respect to issues of justice and inclusion, mainly in relation to police reform. In the fall of 2001, after years of deliberation, policy recommendations made by the Patten Commission were approved and initiated. The recommendations called for the Royal Ulster Constabulary (RUC) to be renamed the Police Service of Northern Ireland and to undergo a process of reform.

Given the often controversial nature of issues relating to equality and justice in post-conflict societies, the Project has found that they are often very difficult to address in the context of an executive program. Nonetheless the subject of police reform was addressed on several occasions during the March 2002 program. At the opening dinner **Kathy O'Toole**, a member of the Patten Commission, spoke about the public hearings the Commission held and the extensive review process it used to develop its recommendations. Her candor and blunt description of the dilemmas she faced as a Catholic Irish American on the Commission won her empathy from the group. In addition, Professor **Philip Heymann** of Harvard Law School taught a class session that directly addressed police reform. After looking at policing challenges in Boston, the United States and multiple countries throughout the world, the participants' focus turned to Northern Ireland. Although the transformation of the RUC was not specifically addressed, the group actively engaged

in a discussion of the most effective ways to measure both the success of a police force and the strategic means of reducing crime.

Professor **Martha Minow** of Harvard Law School took on the equally difficult topic of victims, vengeance and forgiveness. However, her relaxed style of teaching created a comfortable environment in which participants felt free to add comments during the session, despite the sensitive nature of the subject matter. Professor Minow shared not only her analysis of how people in a number of societies had dealt with victims and acknowledging the past but also offered her own conclusions about the necessary criteria for forgiveness and reconciliation. In particular, her unconventional acceptance of the act of not forgiving (rather than forgiving) resonated with the group. The session enabled an examination of some of the complex issues related to giving reparations to victims, the fact that often there are victims on all sides of a conflict and the question of how perpetrators should be punished.

A final class on issues relating to rights and justice was led by Professor **Fred Schauer**, Academic Dean of the Kennedy School of Government. Professor Schauer used a case he had written focused on the debate surrounding the development of a Bill of Rights in Northern Ireland. His presentation began by providing participants with an overview of the development of a rights culture, including human rights, in different countries. One participant noted, "The width of recent world development on the number of countries which have adopted 'constitutions' over the past 10-20 years and the corresponding number which have rejected the UK model and created a more 'rights based' model was new to me." Professor Schauer's presentation led participants to discuss constructively the context and manner in which a bill of rights is being introduced in Northern Ireland and enabled them to view the debate surrounding rights from a broader perspective.

The section on equality, justice and inclusion was structured less toward providing insight into strategies for dealing with these issues and more toward broadening participant perspectives on some of the most difficult issues facing their society.

Evaluation and Conclusion

During the last class of the program, the participants were asked to fill out an evaluation of the program. The group was candid and thorough in their reviews, and similar to previous years' evaluations, participants gave the program very high ratings. It was evident that they were quite pleased with the content of the course and were able to leave with constructive strategies and concepts that would be applicable to their positions at home. In particular, the program was successful in meeting its primary goals as follows:

- The executive program helped to increase dialogue and interaction among political leaders from Northern Ireland, the Republic of Ireland and Great Britain and members of the Civic Forum. Several of the participants cited as the best part of the program the interaction between the representatives from different parties and sectors, both socially and within the classroom. The dialogue, conversation and debate produced by these settings were noted as being invaluable. As one participant elaborated: "We need to talk more to each other about what we need and want" and that the executive program forced people to "get some idea of what we have in common." In other words, more exposure and dialogue among political leaders is an important part of moving a society forward.
- Through the case study method, the program also provided participants with information on challenges faced by other societies and explored how the lessons learned could inspire possible solutions to their own issues. As one

participant evaluation explained: "I enjoyed the case study method. While not discussing Northern Ireland, we were able to draw conclusions and develop some strategies that could be applied to the situation in the North."

- The participants developed strategic approaches to addressing change. Whether this was through the context of classroom lectures, case studies or individuals meeting each other to discuss their efforts, the program offered multiple strategies for participants to expand their base of reform options for use in their own role in the Northern Ireland peace process and transition. As a member of the group noted, the "focus on procedure rather than substance in issues of governance" is what makes the program unique and useful.

Extending the Limits: Constraints and Challenges was chosen as the title for the 2002 executive program because it was felt that leaders in Northern Ireland needed to determine the true obstacles to change as well as areas of common ground. Program organizers hoped that by helping participants to identify clearly the complex challenges they face, as well as the numerous opportunities, upon their return home these leaders could develop appropriate strategies rather than simply resorting to political rhetoric. The full impact of programs such as this one is usually not felt until some time after participants have resumed their regular activities and been able to test the theories put forward during the sessions at Harvard. Nevertheless, immediate feedback from participants indicated that the week offered them a valuable chance to consider the context in which they work and the skills they need in order to demonstrate true leadership and practice effective governance. The Project on Justice in Times of Transition will remain in contact with the executive program participants and, over the next year, will try to assess more fully the impact of the session.

Workshop Agenda

Sunday, March 10, 2002

6:00-9:00 pm Opening Reception and Dinner with Remarks by Kathy O'Toole

Monday, March 11, 2002

8:15-9:00 am Small Groups for Case Preparation
9:00-10:30 am Helms-Hunt Case, Philip Heymann
11:00-12:30 pm Cuomo Case, Ken Winston
1:30-3:00 pm Carson Forest Case, Peter Zimmerman
3:00-5:00 pm Innovations in Government, Steve Goldsmith
7:00-9:00 pm Dinner with Ambassador Richard Haass

Tuesday, March 12, 2002

8:15-9:00 am Small Groups for Case Preparation
9:00-10:30 am Rebuilding Los Angeles Case, Xavier Briggs
11:00-12:30 pm Singapore Tourism Board Case, Xavier Briggs
2:00-4:00 pm Private tour of the Museum of Fine Arts

Wednesday, March 13, 2002

8:15-9:00 am Small Groups for Case Preparation
9:00-10:30 am Economic Development in Northern Ireland, John Cullinane and Jim Cooney
11:00-12:30 pm Mitchell Case, Brian Mandell
1:30-3:00 pm Free Time
6:00-7:00 pm Public Lecture by President Ernesto Zedillo of Mexico

Thursday, March 14, 2002

8:15-9:00 am Small Groups for Case Preparation
9:00-10:30 am The Challenges of Leadership, President Jamil Mahuad
11:00-12:30 pm Leadership I: The Dynamics of Authority, Marty Linsky
1:30-3:00 pm Leadership II: Distinguishing Technical and Adaptive Problems, Marty Linsky
3:15-4:45 pm Leadership III: Staying Alive, Marty Linsky
7:00-9:00 pm Dinner in Groups with Harvard Faculty and Staff at Various Restaurants in Harvard Square

Friday, March 15, 2002

8:15-9:00 am Small Groups for Case Preparation
9:00-10:30 am Bill of Rights, Fred Schauer
11:00-12:30 pm Victims of Conflict, Martha Minow
1:30-3:00 pm Policing, Philip Heymann
3:15-5:00 pm Concluding Discussion, Jim Cooney
5:00 pm Final Reception

Workshop Participants_____

Northern Ireland

Alliance Party: Colm Cavanagh, Jayne Dunlop, Trevor Lunn

Democratic Unionist Party: Allan Ewart, Paul Givan, Emma Little, Ian Paisley, Jr.

Independent: Roger Hutchinson

Northern Ireland Women's Coalition: Chris McCartney, Anne Moore, Patricia Wallace

Progressive Unionist Party: Stewart Finn, Billy Hutchinson, Catherine Robinson

Sinn Fein: Ciarán Doherty, Conor Murphy, Eoin O'Broin, Pat O'Rawe

Social Democratic and Labour Party: Mealla Bratton, Gerard Diver, Catherine McCambridge, Donovan McClelland, Martin Morgan

Ulster Unionist Party: Stephen Barr, Willie Lamrock, Diana Peacocke, David Taylor, Andrew Wilson

Civic Forum: Daphne Gilmour, Carmel McKinney, Paddy Joe McClean, David White

Advisor: Paul Arthur

Republic of Ireland

Fianna Fail: Cecilia Keaveney

Labour Party: Ger Gibbons

Progressive Democrats: Alan McGaughey

Great Britain

Conservative Party: Jonathan Caine

Labour Party: Shaun Woodward

Acknowledgements

The Project on Justice in Times of Transition would like to thank Karen Abravanel, Colleen Chen, Michele Hearty, Nick Manring, Deirdre McMyler and Nadia Motraghi for their assistance with this initiative. Funding for this conference was provided by the Atlantic Philanthropies and the American Ireland Fund.

The Project on Justice in Times of Transition

The Project on Justice in Times of Transition is an inter-faculty initiative of Harvard University under the auspices of the Kennedy School of Government, the Harvard Law School, and the Faculty of Arts and Sciences. Originally founded in 1992 as part of the New York-based Foundation for a Civil Society, the Project assists states emerging from repression or conflict to engage in dialogue across national, ethnic, religious and ideological boundaries with the intention of preventing legacies of the past from jeopardizing their progress toward democracy and peace. The March executive program for political leaders from Northern Ireland was the 30th of the Project's distinct initiatives which have provided an extraordinary stimulus to pragmatic problem-solving by offering a broad spectrum of individuals exposure to international experiences in ending conflict, establishing peace, and building civil society. Among the countries and regions in which the Project has worked are South Africa, Northern Ireland, Central and Eastern Europe, and Central America.

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