



**STRATEGIC PERSPECTIVES ON GOVERNANCE AND GROWTH
AN EXECUTIVE PROGRAM FOR LEADERS FROM NORTHERN IRELAND,
THE REPUBLIC OF IRELAND, AND GREAT BRITAIN**

February 25 – March 2, 2001
Cambridge, MA

From February 25 to March 2, 2001, the Project on Justice in Times of Transition of Harvard University hosted 31 political leaders and community representatives from Northern Ireland, the Republic of Ireland, and Great Britain for a week-long executive training program entitled: *Strategic Perspectives on Governance and Growth*. Participants included representatives of 11 different political parties as well as members of the newly established Civic Forum in Northern Ireland.

The Project has been engaged in Northern Ireland since 1995 and the February 2001 initiative was the third program bringing political leaders from Northern Ireland to the Kennedy School of Government. Previous executive training sessions were held in 1996 (*Managing Change in a Diverse Society*) and 1998 (*The New Political Architecture*). The February 2001 executive training workshop launched a diverse series of programs that the Project will be conducting over the next three years in Northern Ireland. The objective of these programs – which will include several conferences, fellowships, research and two more executive sessions at the Kennedy School of Government – is to afford an opportunity for a broad representation of leaders in Northern Ireland to spend a concentrated amount of time together focused on issues of relevance to the consolidation of peace and democracy, to facilitate collaborative and complementary work among them, and to provide these 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. Issues that the Project hopes to address in the course of the three-year program include: redefining identity; reducing

sectarianism; healing the trauma of conflict; encouraging equality, justice and inclusion; building a climate for social change; developing leadership skills; strengthening governance; and encouraging links between economic, social and political development.

The February executive training program afforded participants a unique opportunity to begin tackling in a constructive manner some of the most difficult issues they face. Several significant themes dominated the discussions during the week, the most prominent of which concerned the need for more inclusive leadership and the difficulty in finding a way of bringing marginalized actors back into the political process. The workshop was designed to help the participants develop practical skills that will enhance their efforts to address these issues constructively.

Background

A common danger post-conflict societies face is that political divisions can easily re-ignite and destabilize the hard-earned peace. Even years after agreements are signed and new constitutions are adopted, purely political motives often encourage competing factions to vie for power in self-serving ways rather than to work together to promote peace and prosperity. In this context, stereotypical perceptions of “the other” are hard to break down and instead tend to become reinforced. Post-conflict contexts are also plagued by a lack of trust in the political process and often it is difficult for leaders to encourage citizens to become proponents for change. It is not uncommon for leaders, who are often

themselves new players on the scene, to feel overwhelmed or frustrated with this situation. In this context, sustained and cooperative interaction among political and community leaders is particularly important and leaders need to be encouraged to work together to focus the society on the larger vision for the future.

Such challenges and shifts in the political process are not unfamiliar to leaders in Northern Ireland. Following the signing of the Good Friday Agreement in 1998 and the establishment of the Executive in late 1999, self-governance returned to Northern Ireland for the first time in 25 years. Elected representatives from 11 political parties now sit in the Northern Ireland Assembly. Despite progress in the establishment of new political institutions, difficult issues such as decommissioning, policing, and economic development continue to create a divisive atmosphere in Northern Ireland. Disagreement among political parties over how to move forward on these issues has led recently to growing divisions among smaller Protestant parties as well as within First Minister David Trimble's own party (the Ulster Unionist Party). As issues relating to police reform or decommissioning are directly related to legitimacy and power, the groups at the core of the debate are unwilling to give ground for fear of being marginalized. A paramount challenge facing political and community representatives alike is how to turn this situation around and make sure these issues are approached in an inclusive and participatory manner.

Finally, as the focus of discussion and debate in Northern Ireland has shifted from whether the Good Friday Agreement is in the society's best interest to whether it is being implemented appropriately, many people have lost sight of the larger goal of healing a violent, divided society. Despite the results of the referendum that ratified the Good Friday Agreement, Northern Ireland does not have a consensus about the direction in which the society should be going, and the process of encouraging debate and discussion on this subject has not been effective. This problem is felt particularly acutely by such groups as the smaller political parties

and many groups at the community level that are excluded from official discussions about the core issues. There is a strong need to make the political process -- and the process of effecting change in general -- in Northern Ireland more inclusive. Without a sense of collective ownership of the political process in Northern Ireland, there can be no stability. Therefore, in order to implement the Good Friday Agreement, the residents of Northern Ireland must learn the practice of participatory policy-making.

Workshop Objectives, Program and Participants

Workshop Objectives and Program

Given the complexity of the political challenges faced in Northern Ireland and the need for inclusive constructive dialogue, the *Strategic Perspectives on Governance and Growth* workshop sought:

- to increase dialogue and interaction among community and political leaders in Northern Ireland and among such leaders and their counterparts in Great Britain and the Republic of Ireland,
- to provide political and community leaders with intellectual and personal skills that enable them to strategically address existing challenges, and
- to facilitate the development of concrete strategies for effecting change on a variety of pressing issues.

The substantive focus of the workshop was determined after careful consultation with a variety of political and community leaders throughout Northern Ireland. The primary goal of the executive sessions that the Project held for Northern Irish political leaders in 1996 and 1998, when communication between parties and factions was rare, was simply to facilitate initial contact between them and to encourage greater awareness of the kind of challenges self-governance would bring. In contrast, the 2001 workshop sought to focus solely on

developing the strategic thinking and public management skills of the participants. Particular emphasis was placed on acquiring tools to enhance each participant's capacity to provide effective leadership and management. The substantive themes the workshop focused on included:

- Economic Development
- Leadership and Governance
- Equality, Justice and Inclusion
- Organizational Culture and Identity

Faculty and guest speakers from the Kennedy School of Government, the Harvard Business School and the Harvard Law School were enlisted to teach different portions of the workshop.

During their week-long visit to Harvard University, participants attended 11 classroom sessions, daily small group break-out sessions, two larger facilitated discussions, three guest lectures on related topics, and two additional extra curricular events. The range of formats in the program allowed participants to interact in a variety of ways. The small group break-out sessions for example, were structured to provide participants with unsupervised discussion time and to allow them to prepare for discussion of topics that would be addressed in the classroom later that day. The Project worked to make sure that the interaction in these break-out sessions was well balanced by assigning participants to specific groups. Class sessions were complemented by a several guest lectures including:

- *Governance in a Diverse Society* with Kim Campbell, the former Prime Minister of Canada;
- *Religion and Politics: Shaping the Discussion* with Bryan Hehir, Professor of Religion at Harvard's Divinity School; and
- *The Challenges of Leadership: East Timor an Impossible Dream Turned Reality* with José Ramos-Horta, Foreign Minister of East Timor.

In addition, the participants were invited to have dinner with a select group of Harvard faculty members interested in Northern Ireland and they

were joined for lunch by a group of Kennedy School of Government students. Toward the end of the program a larger dinner was held in honor of the visitors from Northern Ireland, the Republic of Ireland, and Great Britain. These events, in addition to the nightly excursions into Cambridge, allowed group members to interact informally with one another and to spend time with Harvard students and faculty.

Several instructors structured classroom discussions around case studies from the Harvard case library. Harvard is well known for the application of case studies that explore policy strategies relevant to the topic of interest to the participants using other, parallel or comparable contexts. The use of case studies as a teaching tool is very effective in suggesting solutions to difficult management dilemmas without directly referring to the situation at hand. In addition, several practitioners who have led reform processes were invited to speak to the group to illustrate and explore the particular set of challenges they faced. Throughout their training participants were encouraged to acquire techniques for effective management by learning from concrete examples. Discussions of the case studies enabled group members to identify tools and strategies they need in order to confront the challenges they face at home.

Participants

The Project extended invitations to all major parties in Northern Ireland, the Republic of Ireland and Great Britain to select individuals to attend the February executive program. The Civic Forum, a newly established institution whose role is to act as a consultative organ to the Northern Ireland Assembly on social, economic and cultural issues, was also invited to send delegates to the program. Members of the Civic Forum include representatives from a variety of organizations outside of the political party sphere such as the business sector, trade unions, and voluntary or community organizations. The Project felt their participation would widen the influence of the program and encourage informal contact between

members of the Civic Forum and the Northern Ireland Assembly.

Seven parties in Northern Ireland were able to send representatives to the workshop. The parties represented at the workshop were: the Alliance Party, the Democratic Unionist Party (DUP), the Northern Ireland Women's Coalition, the Progressive Unionist Party (PUP), the Social Democratic and Labour Party (SDLP), the Ulster Unionist Party (UUP), and the United Unionist Assembly Party (UUAP). Sinn Fein and the Ulster Democratic Party (UDP) also selected representatives to attend the workshop, but to the disappointment of the Project and some of the workshop participants, they were not able to attend due to logistical problems in securing visas. Despite this setback, participants from Northern Ireland did include political leaders who support current efforts to implement the Good Friday Agreement as well as those who oppose it in principal or in practice. Four members of the Northern Irish Civic Forum attended the workshop as well. Great Britain was represented by the Liberal Democratic Party, and members of Fianna Fail, the Labour Party and the Progressive Democrats represented the Republic of Ireland. The 31 participants in the workshop spanned a wide range of age groups and included senior as well as junior party members. Men and women were almost equally represented at the workshop, and two participants had attended the workshop the Project held at Harvard University in 1998.

Economic Development

Debora Spar, Associate Professor of Business, Government, and Competition at the Harvard Business School, kicked off the week-long executive session by engaging participants in a discussion of different economic development strategies. Economic development is very important to Northern Ireland, as it remains a relatively poor region of Western Europe. Unfortunately, to date political divisions have tended to overshadow debates on economic development, and there is little consensus

on how economic growth should be achieved. The public sector remains severely under-funded and the health and education systems are particularly in need of reform. In light of these economic realities and their relationship to the social divisions, the link between economic development and social inclusion is a topic of special concern in Northern Ireland.

Professor Spar utilized two popular cases from the Harvard Business School case library to engage participants in a debate about how best to promote fair and equitable economic development. The first case explored the meticulously planned economic transition that the government of Singapore successfully managed in the 1970s with relatively little foreign investment. But, as the workshop participants discovered, economic development in Singapore came at the expense of political freedoms. In addition, a crucial lesson of the Singapore case is that a government must visibly deliver goods and services to its citizens before it can expect them to willingly make sacrifices as stakeholders and partners in the economic development process. The second case used by Professor Spar explored the relative costs and benefits of encouraging economic growth through extensive foreign investment. This case described the circumstances surrounding the arrival and operation of Intel in Costa Rica. As the case describes, Intel's investment in Costa Rica brought many new jobs. The company helped to develop infrastructure; it provided training to its employees and was able to attract other sources of foreign investment to Costa Rica. At the same time, Intel became such a central component of the Costa Rican economy that the country became very dependent on foreign investors to stimulate growth, and fluctuations in the global economy that affected Intel's growth also came to have a direct impact on the Costa Rican economy.

Close examination of these cases sparked an engrossing discussion among participants over the costs and benefits of globalization and foreign investment. Many of the participants referred to the experiences of the Republic of Ireland, which has

benefited enormously from foreign investment in recent years. Participants were aware that such investment has had an impact beyond the economic sector and that it has contributed to the full-scale reform of their education and healthcare systems. In addition, foreign investment has caused the gap between rich and poor to widen, creating new tensions in the Republic. Some members of the group expressed concern that such trends would only exacerbate divisions in Northern Ireland. They emphasized the need for the government to weigh the short-term benefits of heavy foreign investment against the long term impact such investment might bring. Several participants mentioned the need for a back-up plan to ensure that investment is steered toward domestic needs. Participants also discussed the relative merits of entering the European Economic Union.

The group had an opportunity to further discuss some of these themes during its session with Professor Ira Jackson of the Kennedy School of Government. Professor Jackson was personally involved in the restructuring of Bank Boston in the early 1980s and spoke about how the Bank's efforts to help inner city children became central to the establishment of its new image. He argued that – in order to be competitive – corporations are increasingly being forced to become socially conscious, and thus they need to develop an awareness of how their investment has an impact on existing social conditions. Given the strong concern over the connection between economic development and social inclusion in Northern Ireland, it is not surprising that participants rated Professor Jackson's talk about "the principled corporation" among the most useful held during the week.

Leadership and Governance

Professor Martin Linsky's lectures on leadership were welcomed by the participants in the workshop as many of them face obstacles that are not easy to manage and require able leadership. One such challenge is how to gain the trust of citizens and inspire confidence in the political process. Citizens

need to be encouraged to become part of the transition in Northern Ireland and therefore need to be convinced that political participation and civic engagement are not suspect activities. As some of the participants in the workshop described, years of unresponsive government, ineffective bureaucracy, and continuous threats of violence led much of the population to become jaded and sarcastic about the political process. As a result, politicians are not widely trusted, political party membership is very low, and civic engagement is rarely perceived as a noble endeavor in Northern Ireland.

In addition, political *and* community leaders struggle with biases held by their own colleagues that discourage cooperation between political parties and community organizations. Politicians, for example, tend to be cynical about the capacity of Civic Forum representatives to formulate realistic policies and make viable recommendations to the National Assembly. As one participant in the workshop explained: "The biggest obstacle to interaction with community leaders is that our politicians have not yet realized the wealth of knowledge and expertise that is out there and untapped." Similarly, community leaders tend to think that politicians are disconnected from the districts they represent and have little interest in engaging with their communities. These perceptions work to reinforce factionalism in Northern Ireland and allow them to continue to be part of everyday political practice. A similar dynamic obstructs regular and undistorted communication between members of political parties with opposing points of view. As one of the party leaders explained: "Within Northern Ireland, where the peace is fragile, people are concerned about engaging with political opponents." All of these characteristics of the political process underline the need for inclusive leadership that encourages citizens to become stakeholders in the transition.

Among the most constructive classes held during the week-long workshop were the sessions with Professor Martin Linsky, Lecturer in Public Policy at the Kennedy School of Government. Professor Linsky spoke to the participants about

leadership and governance. His lectures outlined several strategies for the exercise of effective leadership, and he shared with the class techniques useful for gauging one's own ability to exercise authority. Professor Linsky's advice on how to be an effective leader included learning when people listen, interpreting the social and political context in which one is acting, creating partnerships, pacing one's work in order to better control outcomes, and finding ways to articulate issues appropriately and at the right time. In light of the current political challenges in Northern Ireland, Professor Linsky also discussed the role that leaders can play in creating consensus and provided participants with ideas on how to encourage inclusive political decision making.

After an extensive exploration of the qualities and requirements of leadership, Professor Linsky encouraged the participants to think about how they themselves can play a role in creating consensus and an atmosphere of inclusiveness in a divided society. As a leadership exercise Professor Linsky asked the group to select three representatives for a panel presentation on civic engagement in Northern Ireland that was scheduled to take place later in the week. To the group's surprise they were unable to complete this task, and their deliberations tended to devolve into factional positioning and finger-pointing. Throughout the session and during most of the next day they questioned whether they could be represented by only three individuals and found it difficult to establish consensus about which three participants could best publicly represent the group. The arguments reflected existing divisions of opinion in the room (i.e. should the Civic Forum members be given a voice equal to that of the politicians, should anti- and pro- Agreement positions be given equal status, how should Protestant and Catholic points of view be represented, and how should the perspective of the Republic of Ireland be included?). After further conversations in the break-out session and the facilitated small group discussions as to why it was so difficult for them to select speakers, the participants finally were able to reach a consensus and decided that each break-out group should nominate a representative. Participants also agreed

that the break-out groups should select their youngest members as they best represent hope for a brighter future. The group's decision was reached after a great deal of soul searching and frank discussion about why the task was so difficult to complete. As one of the participants later remarked about the sessions on leadership, "I learned a lot about myself, our group, and our society in a microcosm."

In the end the group chose two representatives of the Civic Forum, a member of the pro-agreement Progressive Unionist Party and a member of the anti-agreement Democratic Unionist Party to speak at the dinner about civic engagement in Northern Ireland. The selection of these speakers showed that everyone had learned something about the limitations of their own perspective during the deliberations held in Martin Linsky's class on leadership. This realization led many of the participants to acknowledge the need for marginalized groups to have a voice in the political process in Northern Ireland. In addition the group clearly agreed that the youth best represented hope for the future. The exercise in leadership was useful for the group because it allowed them to step outside of their own position and gain a broader perspective on some of the issues currently obstructing progress in Northern Ireland.

Equality, Justice and Inclusion

Policing remains a divisive issue in Northern Ireland, particularly in regard to disputes over how and whether to reform the Royal Ulster Constabulary (RUC). While progress has been made in developing recommendations for reform of the RUC, policy recommendations have met with equal opposition from both Catholic and Protestant groups, and some of the Unionist parties are especially concerned that they have little input into the debate on policing. The discussion on policing in Northern Ireland tends to revolve around issues of legitimacy, symbols and structure, -- and it tends not to address questions relating to police effectiveness. As crime rates and non-political violence are on the rise in Northern Ireland, there is a great need for politicians and community leaders to refocus the discussion onto

how the creation of an effective police force can be ensured.

Professor Philip Heymann of Harvard Law School and Boston Police Commissioner Paul Evans spoke to the group about the subject of police reform. Commissioner Evans was involved in the reform of the Boston police force in the mid-1990s, and he spoke at length about how it was transformed from what he called an ineffective and racist “911 police force” to one that worked closely with communities to fight crime with impressive results. The effort was so successful that it became the model for police reform throughout the United States. As Commissioner Evans explained, a number of key elements underlay the reform of the Boston police.

- The police reformers developed a comprehensive strategy for crime prevention that included putting in place mechanisms for regular coordination and interaction with local communities on a variety of levels. Police officers were assigned to specific neighborhoods for longer periods, enabling them to get to know the community and vice versa. There was also a major campaign to attract minorities into the police force. A strong emphasis was placed on gaining the trust of communities.
- In addition, regular practices were developed to enable the police to focus on high-risk children and to pay special attention to their needs. Active intervention in low-income communities was seen as an important element in stopping a vicious circle of crime that was perpetuating itself in American inner cities.
- Finally, the police placed renewed emphasis on enforcement and worked in close collaboration with the judicial institutions in order to reduce tolerance for all levels of crime.

Participants were very interested in learning as much as they could about the specific strategies the Boston police force applied in reforming their existing force. The need to gain the trust of the

communities received a fair amount of attention from participants and a number of follow-up questions were asked about how minorities came to be integrated into police forces in the United States.

During a second session with Professor Heymann on Emergency Powers and the Bill of Rights participants continued the discussion on policing. Professor Heymann spoke about varying institutional structures and mandates police organizations around the world have, and the group agreed that current efforts to reform the police represent a unique opportunity to start fresh and rebuild trust in their law enforcement agencies in Northern Ireland. While the discussions on policing did not get as detailed as many of the participants hoped, at least one member of the group acknowledged at the end of the workshop that the sessions on policing did change his position with respect to policing, and that he now understood better why a new police force was needed in Northern Ireland.

Organizational Culture and Identity

A number of the final executive program sessions were designed to engage the participants in a conversation about how they could play constructive roles in shifting the rhetoric in Northern Ireland away from its current tendency to focus on stereotypes and sectarian divisions. All too often in Northern Ireland, discussions about significant practical issues such as policing and economic development become sidetracked by the gridlock of ideological divisions and there is an increasing need for leaders to shift the debate from a politics of legitimacy to a politics of delivery.

Peter Zimmerman, Senior Associate Dean of Executive Programs at the Kennedy School of Government, introduced the group to three case studies that explored a variety of strategies and techniques for changing group identity and culture. Two of the case studies described efforts by corporate executives to restructure their companies in order to make them more economically productive.

The third case study illustrated how the Houston police force changed from a hostile, male-dominated force to a less aggressive one that included female officers.

All three case studies explored how particular strategies or actions can play a significant role in reshaping the organizational culture and identity of an institution. The cases raised a number of relevant issues, such as the importance of a mission statement, the role that leadership plays in restructuring organizations, and the imperative of gaining the trust of those who work in and with the organization. Professor Zimmerman challenged the participants to think about how the three cases related to the current political context in Northern Ireland and which techniques could be applied to make politics there more inclusive. A number of interesting discussions were engendered by reflection upon the relevance of these case studies to the situation in Northern Ireland.

- A central theme explored by all three case studies was how to go about changing an organization's identity and culture. One of the paramount challenges that leaders in Northern Ireland have faced since the signing of the Good Friday Agreement is the need to redefine political identity and to create a common language that will enable people to think beyond their differences. Participants in the workshop agreed that, nearly three years after the signing of the Agreement, the public debate still needs to be expanded further in order to allow marginalized voices to be heard.
- The case studies showed that organizations can change in very different ways and that both formal and informal leaders can play a role in shaping these changes. During a discussion of informal leadership it became apparent that within the context of the political landscape in Northern Ireland, the Civic Forum has the potential to play an important role as an informal leader, quietly influencing the tone of the debate from outside of the political sphere. As one participant noted: "the Civic Forum is an

excellent means of bringing business, the community, and NGOs together to help put forward suggestions to the government about what people want."

- The cases all underlined the need for leaders to create stakeholders, encourage participation and cultivate identification with the new "mission" of the organization. They showed how language and rhetoric could be an effective tool for shaping expectations and perceptions. This is relevant to the situation in Northern Ireland insofar as it is important for leaders to understand that their words and actions can play a big role in encouraging civic engagement and changing existing perceptions of political representatives.

Professor Zimmerman concluded the workshop by reminding the group that: "we live our lives in a web of expectations and the power of these expectations is enormous. However it is important to realize that it is possible to change expectations."

Evaluation and Conclusion

At the end of the week participants were asked to evaluate the executive program, and as in previous years they gave the workshop very high ratings. It was clear that they felt it was a constructive exercise and that many of them had gained a number of tools and strategies that would prove useful back home. Reasons for the enthusiasm of the participants varied, but generally the evaluations reflected that the workshop had successfully achieved its primary goals:

- **It provided participants with a unique opportunity to interact in a neutral setting.** Although regular interaction between community and political leaders in Northern Ireland exists, it does not happen frequently or between all groups and when it happens it tends to be in formal settings. As one participant explained, "I now have built up relationships with people from all groups, both civic and political. This program opened doors that were previously closed to me."

- **The executive program helped to break down pre-conceived notions participants had about each other.** Participants universally praised Martin Linsky and found the sessions with him particularly helpful as they forced everyone to view the debates and positions in the room from a new perspective. As someone described in the evaluation: "the experience was unsettling in the sense that I was forced to re-think my position." Participants were challenged to reevaluate their opinions – whether they were Protestant or Catholic, anti-agreement or pro-agreement, politician or community leader. The discussions also led many of the participants to recognize that unless those on the margins are heard and acknowledged, Northern Ireland will continue to lack a truly inclusive political process and will experience repeated cycles of instability.
- **The program also stimulated personal growth and provided participants with new tools and capacities.** One evaluation stated: "I'm not as inclusive or liberal as I believed. I realize that I've excluded people and not listened to them because I presumed they wouldn't have anything constructive to say." The examination of management challenges in other contexts, whether through case studies or through meeting an individual who had successfully led a reform effort, encouraged participants to think strategically about their own capacities to influence situations positively back home.

The Project was very pleased with the overall outcome of the workshop and felt that the event launched an important discussion that the Project will continue to encourage and monitor through a series

of programs it has planned for political and community leaders in the next three years. A number of themes only touched upon in this workshop (such as policing and victims) will be taken up in more detail and others (such as leadership) will be addressed again. The programs the Project on Justice in Times of Transition will conduct in the next three years for political and community leaders include:

- An annual conference for community leaders (the 2001 conference is currently scheduled for June 14-15 and is entitled: "Rights, Inclusion and Approaches to Dealing with Differences in Northern Ireland".)
- An annual conference for political and community leaders (conference scheduled for fall 2001)
- An annual Executive Session for political leaders (next session will be held in 2002)
- Fellowships for leaders from Northern Ireland to attend other Executive Sessions at the Kennedy School of Government
- Research and case studies on the transition process in Northern Ireland

Leaders in post conflict situations often lack opportunities to step back and understand the underlying dynamics at work and to acquire new the tools and strategies they need to engender inclusiveness and political engagement. With this multi-faceted series of programs the Project hopes to help leaders in Northern Ireland confront the particular challenges they face and thereby support their effort to create a stable and sustainable peace.

Workshop Agenda

Sunday, February 25

6:00 - 9:00 pm Opening Reception and Dinner

Monday, February 26

8:00 – 8:45 am Small Groups for Case Preparation
9:00 – 10:30 am Economic Development: the Singapore Case, Debora Spar
11:00 – 12:30 pm Economic Development: the Intel Case, Debora Spar
6:00 – 9:00 pm Dinner with Harvard Faculty

Tuesday, February 27

8:00 – 8:45 am Small Groups for Case Preparation
9:00 – 10:30 am Facilitated Small Groups
11:00 – 12:30 pm Leadership I: Leadership and Authority, Martin Linsky
1:30 – 3:00 pm Leadership II: The Nature of Problems, Martin Linsky
3:00 – 5:00 pm Governing in a Diverse Society, Kim Campbell

Wednesday, February 28

8:00 – 8:45 am Small Groups for Case Preparation
9:00 – 10:30 am Capitalism with a Conscience, Ira Jackson
11:00 – 12:30 pm Leadership III: Staying Alive, Martin Linsky
1:00 – 1:30 pm Religion and Politics: Shaping the Discussion, Bryan Hehir
1:30 – 3:00 pm Organizational Culture and Leadership I, Peter Zimmerman
6:30 - 8:00 pm The Challenges of Leadership: East Timor, an Impossible Dream Turned Reality, José Ramos-Horta

Thursday, March 1

8:00 – 8:45 am Small Groups for Case Preparation
9:00 – 10:30 am Policing, Philip Heymann and Commissioner Paul Evans
11:00 – 12:30 pm Facilitated Small Groups
1:30 – 3:00 pm Emergency Powers/Bill of Rights, Philip Heymann
6:30 – 10:00 pm Dinner Panel on Civic Engagement, Fred Schauer and Julie Wilson

Friday, March 2

8:00 – 8:45 am Small Groups for Case Preparation
9:00 – 10:30 am Organizational Culture and Leadership II, Peter Zimmerman
11:00 – 12:30 pm Organizational Culture and Leadership III, Peter Zimmerman
3:30 – 5:00 pm Concluding Discussion
6:00 – 10:00 pm Final Dinner

Workshop Participants

Northern Ireland

Alliance Party: Marjorie Hawkins, Sean Neeson, Margaret Marshall

Democratic Unionist Party: David Donnan, Roger Hutchinson, Vivienne Stevenson

Northern Ireland Women's Coalition: Delia Close, Marie Lennon

Progressive Unionist Party: Catherine Cooke, David Ervine, Ruth Moore

Social Democratic and Labour Party: Annie Courtney, John Dallat, Jim Lennon, Pauline Mulholland, Eamonn O'Neill

Ulster Unionist Party: Steve Finlay, David McClarty, Chris McGimpsey, Duncan Shipley Dalton, May Steele

United Unionist Assembly Party: Fraser Agnew, Denis Watson

Civic Forum: Avery Bowser, Sharon Haughey, Patrick Mahony, Annabel Weldon

Advisor: Paul Arthur

Republic of Ireland

Fianna Fáil: Cecilia Keaveney

Labour Party: Joan Burton

Progressive Democrats: Hugh Lynn

Great Britain

Liberal Democratic Party: Elizabeth Hanna

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This report was prepared by Ina Breuer.

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 February executive session was the 25th of the Project's distinct initiatives which have provided an extraordinary stimulus to pragmatic problem-solving by offering a broad spectrum of leaders 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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