

# Fostering Capacities for Leadership

PRACTICE NOTE



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## **ACRONYMS AND ABBREVIATIONS**

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<b>CAP2015</b>	Capacity 2015
<b>CDG</b>	Capacity Development Group (UNDP)
<b>INTRAC</b>	International NGO Training and Research Centre
<b>LEAD</b>	Leadership for Environment and Development International
<b>SNV</b>	Netherlands Development Organization
<b>SNV WCA</b>	SNV West and Central Africa
<b>UNDP</b>	United Nations Development Programme
<b>UN</b>	United Nations
<b>UPEACE</b>	University for Peace

## **Acknowledgments**

## **Contact Information:**

## INTRODUCTION

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Leadership is a catalyst for achieving, enhancing and sustaining a set of desired outcomes. Although leadership is often associated with a position of authority such as the Head of State or the CEO of a company, leadership need not be tied to a formal rank but can emerge from an individual's or a group's ability to influence and motivate the people and systems around them to achieve and in many cases go beyond their aims.

As a process, leadership is motivated by a desire for change or the need to manage change in one's environment and often involves dealing with resistance. It does not happen in isolation, but is a function of a complex set of interactions and relationships that guide and shape it. It is also informed by the set of values in which it is grounded. These underlying values are what distinguishes 'good' leadership from 'bad' leadership, but say little about its effectiveness: history offers enough examples of bad leadership that was very effective.

This Note will focus on those capacities needed to exercise leadership that is both 'good', i.e. grounded in a set of fundamental human values, and 'effective' in that it succeeds at achieving or enhancing a set of desired outcomes.

In the private sector, leadership has long been considered a premium and one worth investing in. The annual Financial Times survey of executive education has shown persistent growth in both the demand and supply of executive education courses, with leadership being one of the priority topics (Financial Times, May 14 2007). Attention for leadership development in the public sector has also been on the rise, as is the demand for, and the offer of, support tailored to developing country contexts.

UNDP's experiences with its capacity assessment tool seem to support this trend, with leadership ranking first or second in terms of capacity priority needs, irrespective of the kind of organisation or the context in which it is being used. Based on these empirical findings, leadership development has been identified as one of its four key capacity development response strategies<sup>1</sup> and is set to become an increasingly important area of programmatic work.

This Practice Note aims to provide UNDP and UN colleagues with a common frame of reference on key definitional, policy and strategic issues that inform and guide our support to leadership development as a catalyst for development outcomes. It draws from a range of examples of leadership development support efforts, both from UNDP and others, to distil lessons learned and provide suggestions for good programming in this area. While recognizing that support to leadership comes in many shapes and sizes, often as an implicit part of broader capacity development processes, this Note will focus on leadership development programmes, which aim to address leadership capacities in a more focussed and explicit manner<sup>2</sup>.

The first Section tries to demystify the concept of leadership. It provides a quick overview of some of the key conceptual and definitional issues emerging from the vast and varied body of literature on the subject. It provides an overview of different leadership theories, discusses the difference between a 'leader' and 'leadership'; between power and authority; and between leadership and management.

Section II discusses the functional or cross-cutting leadership capacities that are required for leadership to be 'effective' at different levels: the individual, the organizational and the societal level. These capacities are closely related to the nature of change that leadership seeks to initiate or manage and can be mutually dependent. Developing capacities for leadership may therefore require addressing different levels at the same time.

The next Section looks at examples of different leadership development programmes and programme evaluations. From the evidence available, it will draw lessons learned and provide

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<sup>1</sup> The other three are: institutional reform and incentives; accountability and voice mechanisms; education, training and learning.

<sup>2</sup> The majority of programmes covered by this Note, have been offered more than once and have materials (toolkits, guidelines, manuals) that could be used by others looking to replicate the effort.

guidance for good programming and implementation. This guidance is not meant to be prescriptive, but to provide a starting point for designing effective capacity interventions, that need to be adapted to the local culture and context as highlighted by specific case examples.

Section IV will highlight operational implications for UNDP and UN Country Teams when designing leadership development support efforts.

While Section I draws mostly from materials developed for a private sector context, the Note also draws from the growing body of evidence that speaks specifically to leadership challenges and lessons in a public sector and developing country context. Many of these sources are presented in the annex on resources consulted. Most can also be found on the [Resource Corner on Leadership in Development](#), a web-based knowledge platform hosted by Capacity.org and developed by UNDP and SNV Netherlands Development Organisation to promote learning around leadership in a development context.

## SECTION I: MAPPING THE TERRITORY

This first Section highlights some of the key issues and questions that emerge from the vast and varied body of literature on leadership that has been developed over the past fifty odd years. This is largely based on experiences with organizational leadership in a corporate context, but increasingly covers other sectors and contexts as well.

### 1. The search for a definition

Despite, or rather in spite of, the overwhelming number of books and studies written on the topic, there is still no commonly agreed definition of leadership. According to one author, this is due to the complex nature of leadership, which leaves it open to subjective interpretation, and to the fact that there are many different theoretical stances on leadership, which influence the way in which people understand and define it. (Bolden, 2004: 4). These theoretical stances fall into a number of schools as shown in Table 1 below<sup>3</sup>. Each is based on a different perception of the origin of leadership, ranging from a focus on individual traits to a focus on leaders in relation to their context.

**Table 1: Evolution of leadership theory**

School	Theory	Description
<b>Trait</b>	Great man theory	Starts from the assumption that leaders are born with innate qualities and are destined to lead. This was considered to be only applicable to men, hence the theory's name.
	Trait theory	Based on the belief that some people have certain traits or characteristics, such as charisma, which make them good leaders.
<b>Behavioural</b>	McGregor's Theory X and Theory Y Manager	Though more a theory of management than of leadership, McGregor's theory has been influential. It is based on the idea that managers have different perceptions of human nature and adapt their style accordingly. So-called Theory X managers believe that people are inherently lazy and would prefer an autocratic style. The Theory Y manager assumes that people will exercise self-direction and self-control and so will opt for a more participatory style.
	Blake and Mouton's Managerial Grid	This approach classifies leaders by plotting them against two axes according to their orientation on tasks (production) and employees (people), leading to 5 leadership 'types'.
<b>Contingency/situational</b>	Contingency model	This theory postulates that there is no best style and that all depends on the situation. The relationship between the leader and his followers, the nature of the task to be completed and the authority of the leader will determine the most effective style.
	Hersey Blanchard model	Leaders combined 'directive' behaviour with 'supportive' behaviour, depending on the situation and the motivation and ability of the followers. This leads to four styles: directing, coaching, supporting and delegating.
	Tannenbaum Schmidt's leadership continuum	Leadership behaviour and styles can be thought of as lying along a continuum. The most appropriate style and type will depend on the situation.
	Action-centred leadership model	According to John Adair, who created this model, an effective leader 1) directs the job to be done; 2) supports the individual doing the job; 3) coordinates the work of the team as a whole.
<b>Leaders &amp; followers</b>	Servant leadership	This theory is based on the belief that leadership is not about the desire to lead but about the desire to 'serve' one's followers.
	Team leadership	This approach distinguishes between 'solo leaders' and 'team leaders'. The team leader draws on the strengths and weaknesses of all members of the team to get the job done, whereas the solo leader is more directive and less open to diversity.
	Transformational	Transformational leadership implies that the leader 'shapes,

<sup>3</sup> This table – with the exception of the information on 'collective/community leadership' and 'emotional intelligence'- is based on Bolden et. al (2003). For a more detailed overview of leadership theories, please refer to Bolden et. al. (2003) and Bolden (2003)..

	leadership	alters, and elevates the motives, values and goals of followers achieving significant change in the process' (p. 15).
<b>Dispersed leadership</b>		This theory is based on the idea that leadership can also be informal and emergent. It need not be restricted to a formal organizational setting. Each person has the power to exert influence over others and thereby influence the organization.
<b>Collective/ community leadership</b>		'Collective leadership is relational: the group as a whole is a leader in the community just as members within the group can be leaders within the group. Collective leadership is fluid: it emerges out of specific situations, the process of defining vision and setting direction, as well as exercising influence over other people and organizations; it becomes a shared function of the group. Collective leadership is transformational: it begins with a belief in and a commitment to social advocacy and social justice' (W.K. Kellogg Foundation, 2007: 3).
<b>Emotional Intelligence</b>		Championed by Daniel Goleman, the idea of 'emotionally intelligent' leadership is becoming increasingly important. It starts from the premise that effective leadership depends on how leaders handle themselves and their relationships, based on a set of key competencies related to self-awareness, self-management, social awareness and relationship management (Goleman et al. 2002: 38)

While there may be no single definition, there are some common themes underlying much of today's thinking on leadership. These include the following:

- Leadership can be a collective process and is not just an individual property (Bolden, 2005: 7)
- Leadership involves influence. It is about the ability to inspire, motivate and mobilize individuals, organizations and societies to act and pursue their goals. It is driven by the desire for change or the need to manage (dramatic) changes in one's environment, be they internally or externally driven.
- Leadership occurs in a context. It touches on a complex set of (human) interactions and processes. What constitutes 'effective' leadership may be different from one context to the next (loosely based on Northouse (2004) as quoted in Bolden, 2004: 5).

## 2. Individual vs. collective leadership

The majority of leadership theories and models take the individual leader as their starting point and tend to equate 'leadership' to 'leader'. While leadership is indeed often exercised by an individual, this need not be the case.

Leadership is multi-faceted and plays out at different levels – the individual, organizational and societal – that are mutually dependent. Individuals can be powerful catalysts for organizational and societal change by giving the right example and inspiring others to follow. But this relationship also works the other way around: organizational and societal change can bring about transformations towards more participatory individual leadership styles and decision making.

Whether leadership is approached as individual notion, albeit defined in relation to others, or a collective process will determine the nature and extent of efforts to foster it. As highlighted in Section II, the capacities needed to affect change at the individual, organizational or societal level are different. Most of today's leadership development programmes start from and focus on the individual. Few address collective leadership, even though this is important for promoting broader social change (Rodgers et al. (2003) quoted in Bolden, 2005: 7).

## 3. Formal vs. Informal

Leadership can be exercised by those with the authority to lead within a formal organizational context, e.g. the director of an NGO or a company CEO, but it can also be exercised informally by groups or individuals with the ability to influence, inspire and motivate others without having the rank or position to do so. Consequently, within an organization or group there can be

several leaders (both formal and informal) and informal groupings of people, such as communities of practice, can demonstrate leadership.

Determining whether leadership is embedded in 'formal' or 'informal' relations is one of the aspects to consider when defining the target group for a leadership development programme (see Section III below) since it may influence the kind of support that will be most appropriate. Formal leadership tends to focus on the achievement of a specific set of goals, which requires both management and leadership capacities (see below), whereas informal leadership tends to aim at bringing about behavioural change. Both require different, but complementary, sets of skills and capacities.

#### 4. Leadership vs. management

Since the mid-1970s the distinction between leadership and management has been subject to debate. While some argue that they are part of the same package and should not be separated, others argue that they are different, in the sense that 'good management brings about a degree of consistency to organisational processes, whilst leadership is required for dynamic change' (Bolden, 2004: 6). The difference is sometimes also explained in terms of how management and leadership are used to motivate others to act. In the case of management, this is often through the exercise of authority and the use of monetary and non-monetary incentives (salary, a promotion). Leadership, in contrast, involves motivating others by inspiring them to rally around a common vision or goal.

Most of the examples of leadership development programmes presented in this Note address both leadership and management capacities as an integrated whole. Programmes that focus more on collective or informal leadership tend to address only leadership capacities.

Table 2 illustrates how leadership and management functions can be different, but also shows how they complement each other for optimal results.

**Table 2: Leadership vs. Management**

	<b>Leadership functions</b>	<b>Management functions</b>
<b>Agenda setting/Planning</b>	<i>Establishing direction:</i> vision of the future, develop strategies for change to achieve goals.	<i>Planning and budgeting:</i> Decide action plans and timetable, allocate resources
<b>Implementation</b>	<i>Motivating and inspiring</i> Energize people to achieve goals and overcome obstacles	<i>Controlling, problem solving</i> Monitor results against the plan, take corrective action.

Source: adapted from Bolden, 2004: 6.

#### 5. The question of leadership styles

Since the mid-50s, when research into organizational behaviour, management and leadership started to take off, a lot of attention has been paid to analyzing and categorizing leadership styles. Such categorizations can be an interesting starting point for discussions of what constitutes 'effective' leadership and are often used at the beginning of a leadership development programme to help participants better understand their own style and in what direction they may wish to change (see Section III, 1b).

Tannenbaum and Schmidt (1958) identified four different styles, but thought of them as a continuum, with leaders moving back and forth depending on the situation. In their influential article 'How to choose a leadership pattern', they place management styles along a continuum ranging from autocratic (the telling style), to persuasive (the selling style), to consultative (the consulting style) to democratic (the joining style), with the optimal style being a function of the time pressure under which decisions would need to be made, the capacities of the leader, the capacities of those being led and the situation at hand.

**Table 3: Tannenbaum and Schmidt's Leadership Continuum**

<b>Autocratic/telling</b>	<b>Persuasive/Selling</b>	<b>Consultative/Consulting</b>	<b>Democratic/Joining</b>
In an emergency, when time pressure is high and decisions need to be made quickly the leader decides and tells his followers.	When the leader has all the information required to make a decision, but the motivation of the followers is needed for implementation to be successful he will try to persuade or sell his decision.	When there is time available to reach an informed decision and everyone has equal information, decisions will be based on a consultative process.	Same as above, but with responsibility being shared by the entire group

Another well-known and to some extent similar classification of leadership styles is the one developed by Rensis Likert, of the University of Michigan School of Social Research. Likert's continuum ranges from exploitative/authoritative to participative, but in contrast to Tannenbaum and Schmidt, he does not believe that the optimal style will depend on the context. For Likert, there is only one style that is truly effective - participative leadership – by allowing those responsible for implementing a decision to be involved in making it, which ensures that it is carried out effectively (Likert, R., 1967).

**Table 4: Likert's leadership styles**

<b>Exploitative/authoritative</b>	<b>Benevolent/authoritative</b>	<b>Consultative</b>	<b>Participative</b>
The leader uses coercion and force to implement decisions and is not concerned about the human needs or his followers.	The leader takes all important decisions, but does pay attention to the concerns of his followers and uses rewards to stimulate good performance.	The leader takes all important decisions but genuinely tries to listen to his followers and to take their concerns into consideration.	Decisions are made with involvement from all concerned. This allows people to work better together at all levels.

A more recent attempt to understand leadership styles and define what constitutes 'effective leadership' is the comprehensive study conducted by Kouzes and Posner. In 1983, they launched a research project to understand when 'people are their "personal best" in leading others' (LPI website). Over the next four years, they administered surveys to more than 550 senior and middle managers in private sector and public organisations, they asked 80 managers to fill out a shorter form and conducted 42 in-depth interviews.

When analyzing their findings, Kouzes and Posner discovered that there are a number of elements that were repeatedly cited as part of 'effective' leadership. These five elements, which they refer to as 'practices' are:

- 'Model the way' – effective leaders set examples and guide people towards their goals.
- 'Inspire a shared vision' – effective leaders have a strong vision for the future and inspire others to adopt and pursue this vision.
- 'Challenge the process' – effective leaders challenge the status quo and are always looking to make improvements
- 'Enable others to act' – effective leaders stimulate collaboration and involve others
- 'Encourage the heart' – effective leaders make others feel good about themselves by recognizing their contributions (adapted from Kouzes and Posner's Leadership Challenge website).

Based on this model of leadership, Kouzes and Posner developed a quantitative tool – the Leadership Practices Inventory (LPI) – that measures the 'effectiveness' of a person's leadership. The LPI has been used hundreds of thousands of times to measure leadership in different contexts and sectors. The results show that the model is applicable to very different contexts and situations, since it addresses those fundamental practices that are important for leadership irrespective of where it is exercised<sup>4</sup>.

<sup>4</sup> This seems to imply that culture has no influence on what is perceived to be or constitutes effective leadership. But this question has not yet been conclusively resolved. Studies of organizational cultures and behaviour, such as Geert Hofstede's work with IBM (Hofstede G. 2001) or the Global Leadership and Organizational Behaviour Effectiveness Project (GLOBE)<sup>4</sup>, have found that there are fundamental differences between countries that influence styles of leadership and management.

## II. LEADERSHIP CAPACITIES

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As highlighted in the introduction, for the purpose of this Note 'effective' leadership will be defined as a catalyst for achieving, enhancing or sustaining development outcomes, by inspiring and motivating individuals or groups to act. Leadership and the changes that drive or are driven by it often play out at different levels that are mutually dependent. Individuals can be powerful catalysts for organizational and societal change by giving the right example and inspiring others to follow. But this relationship also works the other way around: organizational and societal change can bring about transformations towards more participatory individual leadership styles and decision making.

There exist many different competency frameworks capturing the skills and capabilities for effective leadership in different organizational contexts. Many companies and public sector organizations, including UNDP, have identified what they consider to be key leadership abilities.

While recognizing that key leadership competencies will depend on the type of leadership (individual or collective), the nature and level of the outcomes being sought (individual, organizational, societal) and the context in which it emerges and evolves, this Section will identify a number of key leadership capacities that are important across the board, as well as capacities required at each level of change.

Recognizing the linkages between these different levels will help make capacity development response strategies for leadership more effective. Investing in developing capacities at just one level may not provide sufficient impetus for change, since gains made at one level may easily be undermined by resistance to change at the others. While it is important to have strategies and incentives that speak to individual change agents, efforts should also address the fluid, dynamic and often synergistic relationships between the different levels of leadership.

### 1. Leading the Self

Aiming to bring about change at the level of the individual, calls for 'personal leadership' or 'being your own best leader'. It involves knowing one's strengths and weaknesses, setting personal goals and developing the skills and capacities needed to achieve them. Individual leadership development is often depicted as a life-long journey, rather than a one-off event, that involves continuous learning and adaptation to changing contexts. It is informed by personal values and belief systems, which influence a leader's capacity for 'moral inspiration' (Burke, 2007; RMC Research Corporation, 2002)

A key starting point for effective individual leadership is being aware of one's leadership style and knowing how to change this. An INTRAC research study of civil society leaders in Malawi found, for example, that many leaders realised that 'there was a considerable difference between the people they wanted to be (their core values) and the people they were (their leadership behaviour)'. Although they were 'tempted by pride or fears to remain in the old and familiar habits', '...each of them consciously chose to change' (James, 2005: 7, 8). The same study also found that leaders placed a lot of emphasis on the spiritual dimension of leadership: 'they felt that their faith had a profound effect on their values by educating their consciences – showing them right from wrong'.

Personal leadership styles, a personal vision, and the values that underpin them influence how leaders will try to bring about change, both in their own lives and in the organizations that they lead and in the wider society. It also involves a number of personal management skills, such as time management, developing a personal vision and being able to set priorities. A person's propensity to take risks is also a determining factor, as leadership involves initiating and facilitating change and change requires dealing with uncertainty, which involves managing risks.

Since personal leadership underpins all other levels, it tends to be a key element of any leadership development programme. Some programmes focus only on the individual level and assume that changes at this level will automatically influence the other levels as well.

## 2. Leading an organisation

Organizations, whether they are formal or informal, for profit or governmental, are 'groups of players who come together for a common purpose or to achieve specific objectives' (DFID, 2003: ii). Exercising leadership at this level calls for the ability to determine what these objectives are, how they can be achieved and what factors may influence this process.

So what are the key capacities involved? In 2002, after training 1800 LEAD fellows in 60 different countries, LEAD opened up an impartial evaluation of its concepts, methods, trainings and tools. As part of the exercise they contacted 300 of the trained fellows and asked them 'What were the core skills that all leaders, regardless of age, context, culture, etc. had to put into practice in order to further their leadership skills?' (RMC, 2002). This helped identify some 'essentials in leadership', that an effective leader relies on. Most fell into four broad categories:

- Long term vision (the capacity to see into the future and inspire)
- Communication and negotiation (the capacity to communicate that vision and bring about its implementation through engagement)
- Ethics (the capacity for moral inspiration)
- Building the constituency (the capacity to build the capacities of the group or collective)

These capacities are all functional in the sense that they are important irrespective of the goals an organization aims to pursue or the context in which it operates. They are based on

In addition to these leadership capacities, the effectiveness of organizational leadership will also depend on a number of more functional 'managerial' capacities, which will allow the organization to function on a day-by-day basis. These include:

- To formulate policies and strategies
- To budget, manage and implement
- To monitor and evaluate progress.

Finally, leadership may involve a number of 'technical' capacities in more specific areas, such as procurement or human resources management. Individual competencies, such as time management or risk management will underpin and influence organizational leadership.

## 3. Leading society

Driving or adapting to change at the societal level is the most complex because it involves many different stakeholders and the formal and informal institutions that govern them. For leadership at the societal level to be effective, requires taking into account the relationships between these different actors and their environment. It is not the sole domain of the central government or the head of state and depends also on influential individuals and groups that make their voice heard. The interactions between different actors ultimately determine the direction in which society will move, by driving the institutions that govern decision-making and by influencing the norms and values that guide them, i.e. social movements that cause transformations in the politics, economy and culture of a community or country.

Although societal leadership may be a topic or a module of a leadership development programmes, it is very difficult to foster from the outside, since it involves a shift in mindset and actions from a critical mass of people. Social mobilization or civic driven change initiatives may come closest to promoting societal leadership.

## 4. Key capacities across levels (to be completed/elaborated)

- Mobilize different stakeholders
- Process facilitation: consultation, active listening, dialoguing
- Being able to develop a long-term vision
- Offering an example for others (moral leadership)

The next Section will look at examples of leadership development programmes to identify how they try to nurture these different capacities.

### III. LEADERSHIP DEVELOPMENT PROGRAMMES

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The leadership development industry has been expanding rapidly. Although the large majority of programmes still target the private sector in developed countries, a growing number of initiatives focus on leadership development in a public sector context and in the context of developing countries. The way in which leadership development programmes are designed is also shifting.

In the past, programmes tended to be prescribed courses that were theoretical and paid little attention to practical examples. They were supplier-driven, stand alone events, focusing on individual skills and competencies. Today, programmes are increasingly customized and demand-driven. They are co-designed by the facilitator and participants along the way and tend to be longer-term processes, rather than one-off events. Teaching methodologies are participatory and interactive and focus on real-life examples from participants, allowing the programme to be customized to their needs. Although programmes still target individuals, they focus on the individual in relation to the group, organization or society in which they live and work (adapted from Bolden ed. 2005: 9)

This section will look at examples of leadership development programmes that have been adapted to a developing context to distil lessons learned and provide suggestions for good programming and implementation.

#### 1. Defining the entry point and the target group

##### *a. Defining the entry point*

Designing an effective leadership development programme will generally start with the question: leadership for what? As highlighted in the introduction, leadership is not an isolated issue but a process that is ultimately motivated by a desire for change or the need to manage changes that are being imposed from outside. Efforts to support leadership capacities should therefore be grounded in an identification of the challenges and opportunities to be addressed and the capacities needed to do so in an efficient and effective manner, rather than be designed in an ad hoc way, with the potential outcomes being distilled only afterwards.

UNDP's capacity assessment methodology can be a useful tool to identify issues for which leadership capacities are needed and to determine whose capacities need to be strengthened for leadership to be exercised effectively. This will be especially important when leadership development support is woven into a broader capacity development support initiative but can also be used, for example, at the beginning of a stand-alone leadership development programme to identify the capacity level of its participants and to inform what capacities the programme needs to address.<sup>5</sup>

Linking a leadership development programme to a broader development issue does not only increase its impact, but can also help address some of the sensitivities involved. Whereas 'emergent' leaders or high potentials may welcome the idea of having their leadership capacities fostered, more senior leaders may be offended at the suggestion of having their leadership capacities developed.

#### **Box 1: Distinguishing between 'leader' and 'leadership' development**

Most programmes discussed in this Note target individuals, but try to develop their capacities for organizational or societal leadership, i.e. address leadership development. However, there are also programmes that focus on 'leader' development. The South African organization Vision Quest, for example, has designed a 'Leadership Development Management programme' that focuses not on what leaders need to know or need to do, but on what they want to be. 'Instead of looking at what leaders do to others, it first examines who leaders are themselves as individuals. The point of departure is the participant's own experience and life' (James, 2005: 3). Vision Quest was invited in 2004 by the international NGO INTRAC to facilitate a programme in Malawi, after a study into leadership behaviour of civil society leaders in East Africa (James et al, 2005) had 'highlighted the need to focus on the individual's self-development, be holistic, touch both intellect and emotions and provide opportunities for feedback and

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<sup>5</sup> For more information, please refer to UNDP (2007a and 2007b)

reflection' (James, 2005: 2). A quick evaluation of the programme found that participants had found the programme 'transformational'. Although it had focused on the individual, the programme's attention for the individual's broader context (his personal and work life) had helped bring about a better work/life balance and a better appreciation of the strengths and weaknesses of others (James, 2005).

In terms of the issues that leadership development programmes try to address, these will vary from one situation to the next. In Madagascar, for example, the President asked the World Bank in 2003 to help develop his team's capacity to 'formulate and implement a technically sound and politically feasible development policy for the country'. In response, the World Bank developed a four-part leadership development programme (see Box 2 below). In the case of the Afghan Civil Service Leadership Programme, which was developed upon the specific request of the Independent Administrative Reform and Civil Service Commission to support the roll-out of its Leadership Development Strategy to 'improve the leadership capability of senior civil servants', the focus was less specific and focused more on general leadership capacities (InWEnt/ILTIS/APPLICATIO, 2006: 10).

#### **Box 2: The case of Madagascar**

The World Bank developed a four-part leadership development programme in Madagascar to close the gap between the president and his ambitious agenda for change and the government and public administration agencies responsible for implementing it. The programme targeted three areas of competence: leadership, behaviour and ethics, and management and technical skills. It consisted of 1) a series of government and cabinet retreats; 2) a one-week management training in Canada; 3) a three-day self-management seminar; and 4) a transformation project through intensive leadership training and coaching. An independent mid-term evaluation found that the programme's combination of coaching, facilitation, mediation, and training, has been successful in addressing the issues that led the President to initiate it. It concludes that 'the clearest evidence of impact of this program is the fact that today nobody can stay in Madagascar for a day without hearing about the MAP [Madagascar Action Plan]. The consultation process to develop it, and the visibility given to it after its completion, is, according to several informants, unprecedented and is much to the credit of the Transformational Leadership Programme and the foresight and commitment of the President who "commissioned" it

#### **b. Defining the target group**

Having identified the entry point for the programme, it will be important to identify the target group, though it is also not uncommon for these two processes to happen simultaneously. A key question to ask is whether the programme's impact will be greater if it targets a more or less homogenous group or rather a more diverse group. Using criteria for selection or even quota, e.g. for the participation of women or local leaders, allow programmes to influence the composition of the target group.

#### **Box 3: Homogeneity or diversity: using selection criteria**

LEAD International, UNDP Capacity 2015 and UPEACE have developed a regional leadership programme for local peasant and indigenous leaders in Latin America. There are very specific criteria for participation. Candidates must be 1) of rural peasant or indigenous origin; 2) aged 18 – 30; 3) have finished primary education; and 4) be involved in local political movements and active in an ongoing project for local development.

The British Council Interaction Leadership Programme targets emerging leaders in 19 African countries. It has very broad selection criteria:

- is committed to having a positive impact in their communities and organisations
- is passionate about Africa
- has a passion for learning
- is willing to be challenged
- is interested in developing links with Africa and other countries
- is passionate about developing leadership in themselves and others
- has an energy and enthusiasm for making things happen in their communities and organisations.

Diversity and homogeneity both have pros and cons. A more homogenous target group in many cases allows a programme to address certain issues in more detail, while a diverse group will be beneficial in terms of learning from different experiences and expanding horizons. An evaluation of UNDP's Transformative Leadership Capacity Development Programme in Cambodia, for example, found that 'drawing participants from a range of sectors supports the emergence of multi-sector initiatives and collaboration. It helps overcome institutional isolation

and supports the emergence of informal networks across provinces and organisations....’ (Development Works, 2005: 2). Similarly, the Burundi Leadership Training Program, which was launched in the immediate aftermath of the internationally brokered power-sharing agreement between the Tutsi-dominated government and the Hutu rebels in 2003, aimed for a diverse group of participants that would be capable of working across the lines of ethnic and political division in Burundi’s highly polarized society’ (Wolpe et al., 2004: 458). To address the ‘ethnic cleavage dividing Burundian elites, but also the huge chasm between these elites and the country’s population, half the participants were to be drawn from the “political class”- the government and the political parties, the Army, and all the rebel organizations- while the other half came from civil society (churches, women’s organizations, academia, youth, labour unions and the business community)’ (ibid.: 462).

In addition to composition, the size of the group will be an issue for consideration. This will often be determined by available resources, but also depends on the programme’s objective and the need to create a critical mass<sup>6</sup>. For example, the success of programmes aiming at broader social change, such as UNDP’s Leadership Development Programme in Cambodia, depend on their ability to stimulate a large number of change agents to address social issues. A programme targeting the leadership of a specific organisation may benefit from having a smaller group of participants.

The size of the group and the resources available will in turn influence the optimal combination of methodologies to be used (see below). For example, SNV West and Central Africa’s (SNV WCA) ‘Leadership and Change’ programme for local leaders aimed to have 12 – 15 participants because it combined training with in-depth coaching, while the UNDP/LEAD ‘Young Leaders in Governance Programme’, which consisted of just one session, had 79 participants (UNDP Capacity 2015 Asia, 2006).

Once the target group has been defined and participants have been identified, the composition of the group can be analyzed in more detail. Using leadership models, as presented in Section I, is one way of doing this.

Questions that can help define the target group include:

- Are members of the group formal or informal leaders? Are they established or emergent?
- Is there a dominant leadership type or style within the group or the broader societal culture?
- Are there cultural perceptions of leadership that may impact segments of the target group (e.g. in the case of women or minorities)?

It is not uncommon for this further definition of the target group to be part of the leadership programme itself. For example, on the first day of the UNDP and LEAD International Regional Leadership Course for Young Leaders in Governance in Asia, participants are invited to fill out a short questionnaire with statements on and descriptions of aspects of leadership. It asks participants to identify which is closest to their own attitude or leadership practice. This helps participants become aware of their own leadership style (UNDP and LEAD, 2005). Another exercise is the use of pictures of well-known leaders or images of animals, asking participants to choose a picture and explain why they identify with it. The facilitators of SNV Albania’s leadership development programme, which targeted both its own staff and some of its key clients, interviewed all participants before the start of the course, using an interview template. This helped them get to know the participants, understand their aspirations and answer their questions. Before the first session, each participant was invited to complete the Leadership Practices Inventory (LPI) and the Kolb Learning Theory, which are tools to identify one’s leadership and learning styles (SNV Albania, 2005). This allowed the facilitators to adapt the content, examples and methodologies used to the profile of the participants.

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<sup>6</sup> The resources available for a programme can be an important determinant of its number of participants, set up and duration. Most programmes will be developed for a specific budget; few will have the luxury of defining the ideal programme and having the necessary resources allocated afterwards. The different programmes reviewed in this Note have different costs/participant. Costs will depend on the number of participants, the location, travel of participants, the use of international or local facilitators, the duration of the programme etc.

If the programme has been designed without consulting participants, facilitators should be sufficiently flexible to adapt its process, content and expected outcomes to meet changing needs or participants along the way.

## 2. Designing the programme

Designing a programme means taking decision about the programme's objectives, entry points, methodologies and duration. Using examples from the local culture, paying attention to cultural taboos, and selecting the language will also be important. Often a programme will be adapted along the way, based on feedback of participants or because of changing circumstances. For example, in Madagascar, the World Bank's leadership programme started as 'a training program focusing mainly on senior management in government' but 'based on the positive experiences from this approach, the program has been expanded to include more support for key line ministries, as well as for the decentralization process' (Heidenhof et. al, 2007: 5).

### a. Setting the objective

If the target group and the issues to be addressed are more or less clear, the specific objectives of the programme can be set. This involves deciding, for example, whether the programme will focus only on individual skills and capacities or also on the individual in relation to the organization, or even society. Will it cover both leadership and management capacities? UNDP's capacity assessment methodology can be an important tool to engage participants in setting the programme's objectives and ensure that it addresses their needs.

Box 4 provides some examples of the objectives of different leadership development programmes. The more homogenous the target group, the more specific the objectives can be. With a more diverse group, objectives tend to focus on more generic skills and capacities.

#### Box 4: Examples of objectives

<p>The UNDP-LEAD Regional programme for young leaders in governance in Asia aimed:</p> <ul style="list-style-type: none"><li>• To focus on the role of leadership within the social and professional contexts of participants;</li><li>• To explore the personal leadership styles of participants and their preferences in different contexts;</li><li>• To strengthen a set of key leadership skills including: systems thinking, cross-cultural communications, and negotiation;</li><li>• To build a community of practice that will allow participants to share views on leadership opportunities and challenges in the region.</li></ul> <p>The SNV WCA Leadership and Change programme, aimed to achieve that:</p> <ul style="list-style-type: none"><li>• Participants have learned about leadership and have become more effective leaders in practice, irrespective of their position;</li><li>• The leaders' organizations function better than before the programme;</li><li>• Participants have adopted a continuous learning approach to leadership and will continue after the end of the programme;</li><li>• An informal network of leaders has developed that provides mutual support to its members.</li></ul>
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### b. Structure and timeframe

Leadership development programmes differ in their length, set-up and learning methods used<sup>7</sup>. Many are spread over a period of time, though there are also programmes that consist of a one-off training event. It is not uncommon for a programme to last for almost a year, with a number of training sessions and time for applying new skills and reflection in between. The optimal number and length of training sessions will depend on the complexity of the issues to be addressed, but will also need to take into account the availability of the participants. Many leaders will find it very difficult to take more than a few days off from their daily work and may prefer a larger number of short courses rather than a few longer ones (see Box 5 below).

#### Box 5: Balancing length and needs

<p>An inception mission for the Afghan Civil Service Leadership Programme found that there was a strong demand for coaching and action-learning as part of the 'Senior Leadership Programme'. It therefore decided to sequence sessions so that there would be enough time in between for coaching. Whereas the</p>
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<sup>7</sup> Please refer to the Table in Annex 2 for a more detailed overview of the design of different programmes.

programme as a whole covered 4 months, only 4 weeks would be spend on training, the rest of the time would be devoted to coaching.

For the Top leadership programme, the mission suggested offering two courses of three days each to small groups, with a long period in between, to reduce time pressures on participants. However, the programme was eventually offered in two blocks of two weeks to all 50 participants simultaneously.

As will be discussed below, evaluations of programmes show participants benefit from having time in between training sessions to apply what they have learned and to reflect on what worked and what did not. Leadership is not just about having a set of skills, but also about mindsets and belief systems, which cannot be taught, but must be experienced. Designing a leadership programme in a modular way, with periods for action-learning and reflexion in between training sessions, is an excellent way to allow for this combination of theoretical and practical learning. However, it requires strong commitment from participants, which may wane in the period between face-to-face meetings. Providing incentives for completion of the programme, as discussed under point f below, can help stimulate motivation.

### **c. Methods and tools**

Leadership development programmes tend to draw from a wide range of available methods and tools, ranging from role plays to self-assessments and from training sessions to coaching and mentoring. Increasingly popular is the combination of formal training with coaching during intercession periods, which promotes on-the-job learning and allows participants to test and use their new skills and capacities. The World Bank leadership development programme in Madagascar, for example, used coaching and mentoring to support the programme's other components, which mostly involved training. The availability of three coaches helped participants effectively manage change in their daily work and to use their newly acquired skills and competencies. In the case of the Afghan Civil Service Leadership Programme, coaching was provided by local coaches – as part of their capacity strengthening trajectory – under the senior and emergent leadership programmes.

#### **Box 6: Coaching and Mentoring**

Although coaching and mentoring share similar principles, they generally focus on different results. The most effective approach will depend on the situation, for example, 'skills development, with its more finite goals, would require a more "authoritative" intervention associated with coaching, whereas personal development would require a more non-directive, mentoring approach (Deans, Oakley et al. 2007: 8)<sup>8</sup>.

Factors that will influence the process are:

- 'Commitment and interest of the individuals involved
- Sufficient resources and organisational support
- Taking a holistic, personal approach
- Skills and experience of coaches and mentors
- Recognition of cross-cultural issues
- Ensuring an enabling external environment' (ibid.: 21)

In terms of methods and tools, there are a wide range of exercises available that can be used during workshops and training sessions to help leaders understand key concepts associated with leadership, identify their own leadership style, develop capacities to negotiate, communicate, listen, develop a vision, and plan for implementation<sup>9</sup>. Some programmes, such as the social artistry programme that was piloted by UNDP in Kenya, the Philippines, Albania and some Caribbean countries<sup>10</sup>, develop their own set of exercises and tools, others borrow from what is readily available and combine it to meet their needs.

### **d. Choosing a facilitator**

Choosing a facilitator is probably as important as the selection of participants. Often those designing the programme will also be the facilitators, but this is not always the case, for example when local organisations or consultants are drawn in to help facilitate the programme

<sup>8</sup> For more information, please refer also to Ogara (2006).

<sup>9</sup> A number of tools can be found in the Resource Corner on Leadership in Development ([www.capacity.org/resource\\_corners/leadership\\_in\\_development](http://www.capacity.org/resource_corners/leadership_in_development)).

<sup>10</sup> For more information on the Social Artistry approach, please refer to Houston (not dated).

What makes for a good facilitator will depend on the programme's content, the context in which it is offered, and the level of the participants, but some characteristics seem important across the board. For example, facilitators need to be active listeners, be open to inputs from participants, and be flexible enough to adjust the programme to meet their needs. They must also have excellent communication and inter-personal skills. This will help them build rapport with participants and create a 'safe' environment in which participants can address their weaknesses and insecurities and engage in a profound change process that touches not just on their behaviour but also on their core values.

Teaming an international team of facilitators with local facilitators allows combining an external perspective with sensitivity to the local context and culture. It also helps build local capacities and ensure the replicability and sustainability of the programme, as the examples in Box 7 show. However, using local trainers can create some challenges. In the case of Afghanistan, the local trainers initially received much less recognition and respect than the international trainers, which was especially difficult when they tried to build a coaching relationship.

#### **Box 7: Developing capacities of local facilitators**

The UNDP – LEAD Young Leaders in Governance Programme identified 9 participants for a training of trainers workshop that was organized as a follow-up to the leadership programme. The aim of this workshop was to train young leaders to facilitate leadership training activities for sub-regional and in-country leadership initiatives and to act as resource persons on the topic (UNDP Capacity 2015 Asia, 2006).

The SNV WCA programme also organized training of trainers workshops to prepare two local training institutes/consultant firms that had participated in the first round of the programme to facilitate the programme. The first ToT workshop was held before the launch of the programme, the second was organized two months into the programme, offering the local facilitators an opportunity to reflect on their experiences so far, discuss challenges and difficulties, and prepare for the remainder of the programme. The international facilitators that had led the initial programme continued to be available for feedback and support throughout (Dia et al., 2006).

The Afghan Civil Service Leadership programme also trained local trainers by inviting them to participate in the training sessions and by providing coaching to leaders in between sessions. They also helped adapt the modules to the Afghan context, allowing them to become deeply familiar with the materials (InWEnt/ILTIS/APPLICATIO, 2006).

#### ***e. Choosing the content***

The content of the different modules and workshops needs to be adapted to the context and level of the participants. This includes looking carefully at the use of language, examples, and methodologies. Paying attention to cultural perceptions of leadership, learning styles and possible taboos will be important since this will influence how leaders will deal with change and adopt new ideas (see Box 8 below).

At a more practical level, the Capacity 2015 – LEAD – UPEACE programme in Latin America organized two validation workshops to collect feedback from participants on the content of the modules that were being used. Since the modules had initially been developed for university students and the target group of the current programme consisted of local peasant leaders, quite a few changes were made. The materials were translated from English into Spanish and much of the language, though not the concepts used, were simplified. Also, many of the examples were replaced by examples that came from the Latin America region. Instead of Nelson Mandela, Evo Morales was used as an example of inspiring leadership and rather than discussing a 'water management problem from Senegal', a case from the region was selected.

#### **Box 8: The impact of culture**

A study of local NGO leaders in East Africa found that the behaviour of leaders is influenced and sometimes constrained by a number of factors, including conflicting models of effective leadership behaviour. The research found that a traditional model of leadership was still dominant and influenced how civil society leaders were expected to behave by their followers and the wider society. Leaders were perceived to be: all-powerful, fearsome, all-knowing, all-owning, all-pervasive, all-faceted problem solver, infallible, aloof and a leader for life. Such strong cultural perceptions may make it difficult for a leader to change his or her style without meeting resistance from followers. Leadership development programmes

should pay attention to the environment in which leaders operate and to the way in which they can handle resistance (James et. al, 2005).

#### ***f. Incentives for participation***

Strict selection criteria for participants can help ensure a good mix of people, but it is no guarantee that people will continue to be actively involved and motivated throughout the programme. Leaders are subject to many pressures and may not be able to devote a lot of time to putting their new skills into practice in between training sessions.

Although it is common in many countries to provide per diems to participate in trainings, some of the training programmes reviewed in this note actually requested a financial contribution from participants. This contribution was very small compared to the overall costs of the programme per participant, but significant compared to their personal income or the budget of their organization. For example, in the case of the SNV WCA leadership programme, participants were asked to contribute 40,000 FCFA or approximately 70 dollars. In the case of the British Council Interaction Leadership Programme, scholarships are available for participants that cannot cover their own expenses, but they are still expected to cover some expenses.

The Barnabas Trust programme, which provided mentoring support to the leaders of civil society based organisations in South Africa, offered limited financial support to the organizations participating in its programme to allow them to implement activities. This money benefited the entire organization, not just the leader, but it did help to strengthen the leader's credibility and influence. UNDP's programme in Cambodia also provided financing for breakthrough initiatives, which gave leaders a chance to put their new skills into practice.

Providing participants with a certificate can be another incentive to complete the programme. Certificates are not just relevant to the leader in his or her current position, but are a marketing tool when they decide to switch jobs. The Afghan Civil Service Leadership Programme awarded certificates to participants upon completion of the course. They even provided participants with a rating, based on their performance during the programme, knowledge (tested by an exam) and application at work. The use of ratings – with excellent distinction, distinction, or completed the course – offer an incentive for participants to do well in the programme, not just participate (InWEnt/ILTIS/APPLICATIO, 2006: 72).

Other 'soft' incentives for participation are the peer networks that are created as part of the programme and the use of coaches, either external or peer-to-peer, in between meetings. The networks provide a platform for sharing experiences, motivating and stimulating each other and for asking questions to the facilitators throughout the programme. The more successful ones continue to exist even after the programme is over.

### **3. Monitoring progress and evaluating outcomes and impact**

Monitoring progress and evaluating impact are important to assess the effectiveness of a leadership development programme. This effectiveness can be measured in different ways, depending on the programme's scope and objective. Some of the basic questions that monitoring and evaluation try to answer are:

- Is the programme effective in supporting leadership capacity?
- What difference does leadership development make in terms of outcome and impact?
- Does the programme offer value for money? (World Bank, 2007)

Ideally, mechanisms for monitoring and evaluation should be integrated during the initial design phase to ensure that a proper baseline is established against which to assess progress, outcomes, and ultimately impact. Conducting a capacity assessment can help set a baseline and indicators for the expected outcomes in terms of capacity improvements<sup>11</sup> but does not capture the impact level.

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<sup>11</sup> The UNDP capacity assessment methodology user's guide gives an idea of sample indicators that could be used to measure leadership UNDP (2007b).

### **a. Monitoring progress**

Most of the programmes discussed in this Note did not have formal monitoring mechanisms, but did collect feedback from participants to adapt the programme along the way. Some programmes used questionnaires (before and) after each training session to collect inputs, or relied on informal feedback. The Afghan Civil Service Leadership Programme used an exam to test whether the knowledge of participants had increased during the course. Programmes combining training with coaching sometimes used detailed reports prepared by coaches to monitor the progress of participants.

### **b. Evaluating outcomes and impact**

Evaluations can serve two basic purposes: accountability and learning. The evaluations available seem to have been conducted mostly for learning purposes and did not pay attention to pre-established performance baselines. Some of the programmes discussed – for example the UNDP Leadership Development Programme in Cambodia, the World Bank programme in Madagascar and the Afghan Civil Service Leadership Programme – commissioned formal evaluations by external evaluators to assess the outcome of the programme, in terms of improved performance and lessons learned but did not attempt to capture the programme's impact<sup>12</sup>. Since leadership is seen as an 'enabler' of other capacity investments, the questions of attribution and 'plausible association' will be difficult to answer and its impact difficult to assess.

In addition to identifying the influence of the programme on participants, the evaluation of the Cambodia programme attempted to cost the programme, not just in terms of cost per participant, but in terms of the cost per person who could be considered to have benefited, directly or indirectly, from the programme. The argument being that the programme did not focus on individuals, but on their ability as change agents to bring about broader social change and that it cost should therefore be assessed against this broader change. Whereas the programme cost about 1200 dollars per participant, when calculated per person reached, the cost decreased more than tenfold, increasing the programme's value proposition.

What tools are being used to evaluate leadership development programmes?

- Questionnaires or surveys have been used by most programmes since they are easy to administer and enable evaluators to quantify responses. Though useful when evaluating a large group of participants, they may not provide any detail about qualitative changes and may be subject to bias, since participants may be tempted to provide socially desirable answers. The Afghan Civil Service Leadership Programme also administered questionnaires to subordinates of the leaders participating in the programme to get a sense of how leaders applied what they had learned in their day-to-day work.
- Interviews are another popular way to evaluate leadership development programmes. The SNV Albania Leadership Programme was evaluated through a combination of participant observation and interviews. The World Bank Madagascar programme also made extensive use of in-depth interviews to complement its other sources of information (Heidenhof et al., 2007: 22). Although interviews can be a valuable tool to collect detailed feedback on the programme's effectiveness, they are very time consuming and hence costly. If the programme has only a few participants, it may be possible to rely only on interviews, but if the programme covers several hundred participants, interviews can only be held with a small sample of participants.
- The Afghan Civil Service Leadership Programme created a database with data on all participants before the start of the programme. Although this database was initially meant to include also information on the performance of participants, the eventual evaluation methodology did not make use of it. Creating a database may be a worthwhile investment if there is an intention to evaluate the programme over the longer period of time.

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<sup>12</sup> There seems to be confusion about the meaning of the terms 'outcome' and 'impact'. Several evaluations looked at the 'impact' of the programme on participants, basically referring to the programme's outcome. Only the Cambodia evaluation tried to analyse how the programme had contributed to broader development impact.

- A number of organisations are developing more comprehensive frameworks to evaluate leadership development. The World Bank, for example, is working on a template for monitoring and evaluation of its leadership efforts and the Sustainable Leadership Initiative, funded by USAID and the W.K. Kellogg Foundation, has developed the EvaluLEAD Guide that provides a detailed step-by-step guide to capture the complex results of leadership development programmes, starting from a distinction between three different types of change: episodic, developmental and transformative (Grove et al., 2005).

#### 4. Key messages from Section III

- Although most of the leadership development programmes covered address questions of organizational and societal leadership, they generally target the individual.
- To enable the impact of a leadership development programme to go beyond the individual, it must be designed in response to a clearly defined set of challenges and opportunities for change.
- The change processes involved should determine the composition of the programme's target group, rather than the other way around.
- The next step is the design and implementation of the programme. This includes:
  - Setting the objective
  - Choosing the entry point (individual or organizational level)
  - Determining the methodology and the timeframe
  - Choosing a facilitator
  - Choosing the content
  - Considering Incentives for participation
- The programme's design should meet the needs of its target group or the issues to be addressed. Attention should be paid to the context in which the programme will be offered, especially cultural elements. This will differentiate leadership development programmes in developing countries from those offered in the Western business context.
- The programme should be implemented in a flexible manner, using inputs and feedback from participants to adjust the programme's form and content along the way. A programme is as good as its participants experience it to be. As the examples below will show, there is no 'perfect' or 'ideal' leadership development programme. Different programmes have been effective in different settings.
- It is challenging to monitor the progress and evaluate the impact of a leadership development programme, since it targets 'soft' skills and capacities that are difficult to quantify. Making creative use of story-telling, questionnaires and interviews can offer a solution, as can the use of capacity assessments at the beginning of the process.

**Table 5: The pros and cons of different types of support**

Type of Support	Advantages	Disadvantages
One-off training	<ul style="list-style-type: none"> <li>• Easy to organize</li> <li>• Replicable and scalable so a large number of people can be reached</li> <li>• Costs can be kept low</li> <li>• Appropriate to deepen understanding and provide tools</li> </ul>	<ul style="list-style-type: none"> <li>• Not appropriate to address specific issues</li> <li>• Participants will not have time 'internalize' and apply new skills</li> <li>• May not be enough to change deeply grounded values and behaviour</li> <li>• Depending on the length of the training, it may be difficult for leaders to commit to attend the full course.</li> </ul>
Repeated training	<ul style="list-style-type: none"> <li>• Same as above, but with the added</li> </ul>	<ul style="list-style-type: none"> <li>• Though better than a one-off</li> </ul>

	<p>advantage that it allows participants to practice their new knowledge on-the-job and reflect on what they have learned.</p> <ul style="list-style-type: none"> <li>• More, short training will be easier for leaders to attend.</li> </ul>	<p>training, it may still not be enough to bring about longer-term changes in behaviour and capacities.</p>
Coaching	<ul style="list-style-type: none"> <li>• Offers leaders 'on-the-job' support, allowing for action-learning and application of skills and knowledge.</li> <li>• Enables leaders to address issues and challenges specific to their situation</li> <li>• Can be part of a broader capacity development initiative. Need not be a separate activity.</li> <li>• Can take place whenever it is convenient for the coach and the leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming</li> <li>• Need to identify good coaches</li> <li>• Cannot be taken to scale since one coach can only have a limited number of people to support.</li> <li>• If not part of an ongoing effort, can be very costly.</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Same as above, with the difference that mentoring is more appropriate when leaders are looking to address broader questions of vision and mission, rather than specific day-to-day issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Mentoring is a longer-term commitment that requires the mentor and the leader to be willing to engage over a significant period of time.</li> </ul>

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#### **IV. OPERATIONAL IMPLICATIONS FOR UNDP**

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Starting from the different examples of leadership development programmes and the lessons that can be drawn from them, what are some of operational implications for UNDP and UN colleagues (looking to get) involved in leadership development work?

The UNDP strategic plan 2008-2011 confirms that capacity development support is UNDP's overarching contribution to development. Since effective leadership is a catalyst for the success and sustainability of such support, it is expected to become an increasingly important area of work in the coming years. A key implication of this is that UNDP needs to refocus on tackling the 'soft side' – the political context, power relations, values and ethics. This is not easy to address in results and resources frameworks, as results are not easily and quickly measurable, and can be very culturally sensitive.

Focusing on the 'soft side' does not imply that UNDP should get involved in leadership in all countries at all levels or that all leadership support should take the form of full-fledged leadership development programmes. The best approach will depend on the level and complexity of the issue to be addressed, the suggested duration of the intervention, and the resources available.

The table below provides a quick overview of the different types of support that can be offered and analyzes their advantages and disadvantages. In many situations a combination of these different elements will provide optimal capacity development results.

When engaging in leadership development support, what are some of the broader lessons to take into account?

- As the examples in this Note have shown, UNDP is not new to the field. Over the years it has supported the design and implementation of a range of programmes, in different regions and for different target groups. Many of these and other programmes have been well-documented and much of this material is available online (including on the Resource Corner). New leadership development programmes can draw from the wealth of experiences available and do not need to start from scratch. However, for this one has to know what resources and experiences are out there and be able to identify which tools and concepts are most suitable to one's local context.
- UNDP staff and UN Country Teams do not all have to become leadership experts. There are many organisations and consultant available that can support UNDP. However, given the organisation's exemplary role, its staff should be able to walk the talk. For a start, the Learning Resources Centre offers a range of online courses that can help staff enhance their understanding of leadership concepts and can help them develop their skills.
- Even if UNDP or UN Country Teams have the in-house capacity to support leadership development issues, it may be worthwhile to engage with local training institutes and consultants, as some of the examples in this Note have shown. By working together with local service providers, UNDP and UN Country Teams will strengthen the local supply of support and ensure the sustainability of initiatives.
- Designing optimal leadership response strategies for specific target groups or issues requires adapting and using capacity assessment and costing tools to identify what capacities need to be addressed.
- The monitoring and evaluation of leadership development can be strengthened. There is a lot of anecdotal evidence that leadership development contributes to better development outcomes, but a strong body of codified evidence is not yet available. If UNDP or UN Country Teams engage in leadership development initiatives, they must ensure to integrate monitoring and evaluation mechanisms from the outset.

- South-south peer exchanges, mentoring and experiential learning at all levels of leadership should be further encouraged, across programme/sector areas and across interest groups.
- Leadership development can help (re)-introduce ethics and values into the work supporting Public Administration Reform. This will require balancing technocratic approaches with efforts to address the attitudes, behaviours and beliefs required for effective leadership, using a range of approaches

## RESOURCES CONSULTED

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NB: All resources marked with an \* are available on the resource corner:  
[www.capacity.org/resource\\_corners/leadership\\_in\\_development](http://www.capacity.org/resource_corners/leadership_in_development)

\*Bolden, R. (ed.) (2006) *Leadership Development in Context*. Leadership South West, Research Report 3. Exeter: Centre for Leadership Studies, University of Exeter.

\*Bolden, R. (ed.) (2005) *What is leadership development? Purpose and practice*. Leadership South West, Research Report 2. Exeter: Centre for Leadership Studies, University of Exeter.

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\*Houston, J. (not dated) 'Developing your inner capacities. The social artist's fieldbook: book one.' Developed with assistance from Janet Sanders.

Interaction Leadership Programme website: [www.bc-interaction.org](http://www.bc-interaction.org)

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## ANNEX

### Detailed overview of leadership development programmes covered in the Practice Note

Programme	Target group	Duration	Set-up	Modules/Topics	Methods and tools
UNDP-LEAD Regional Training Course Young Leaders in Governance	Young leaders between 25 – 35	5 days	1 training with 27 sessions, divided into 6 categories/modules	<ol style="list-style-type: none"> <li>1. Introduction to Leadership</li> <li>2. Systems thinking for transformational change</li> <li>3. Cross-cultural communication</li> <li>4. Building problem-solving and negotiation skills</li> <li>5. Leadership for young leaders in governance</li> <li>6. Development issues (gender, corruption etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• Presentations, interactive discussions, exercises, role plays, simulations, and writing learning journals.</li> </ul>
Capacity 2015 – LEAD – UPEACE ‘Leadership for Local Development in Latin America’	Indigenous and peasant leaders	About 4 months	2 workshops of 5 days each	<ol style="list-style-type: none"> <li>1. Systems Thinking</li> <li>2. Negotiation and Conflict Solving</li> <li>3. Ethical Decision Making for Sustainable Development</li> <li>4. Leadership Styles</li> <li>5. The Leader and Its Group</li> <li>6. Intercultural Elements of Leadership</li> </ol>	<ul style="list-style-type: none"> <li>• Use of examples, theory and testing of new skills in between the two workshops.</li> </ul>
UNDP-InWent Afghan Civil Service Leadership Programme: 1) Top Leadership Programme (TLP) 2) Senior Leadership Programme (SLP) 3) Emergent Leaders Programme (ELP)	Top, senior and emergent civil service leaders from different ministries	4 months	TLP: 2 training session of 2 weeks with 3 months in between; SLP and ELP: 2 weeks training, followed by 6 weeks coaching, followed by 2 weeks training, followed by 6 weeks coaching, followed by 1 week training.	<ol style="list-style-type: none"> <li>1. Leadership concepts</li> <li>2. Work organization</li> <li>3. Leadership techniques</li> <li>4. Change management</li> <li>5. Communication</li> <li>6. Strategic Planning</li> <li>7. Human resources management</li> </ol>	<ul style="list-style-type: none"> <li>• TLP: no formal training but rather an exchange of views around experiences;</li> <li>• SLP and ELP: a combination of training and coaching by local trainers. The programme made use of Personal Development Plans, case studies, group work, open discussions, role plays, roundtables and presentations by trainers, local leaders and participants.</li> </ul>

<b>Programme</b>	<b>Target group</b>	<b>Duration</b>	<b>Set-up</b>	<b>Modules/Topics</b>	<b>Methods and tools</b>
UNDP 'Leadership Development Programme'.	Cross-section of society, including community leaders and gov. officials	6 – 9 months	3 sessions of 3 days each	1. Making what seems impossible, possible 2. Being in Action 3. Generating and sustaining inspired action	<ul style="list-style-type: none"> <li>• Use of local coaches and change agents to provide coaching before, during and after the programme;</li> <li>• Combination of training sessions and breakthrough initiatives to put new skills into action.</li> </ul>
SNV WCA 'Leadership and Change programme'	Mayors, civil society representatives, entrepreneurs at the local level	9 months	3 training sessions of 4 days each, with 3 months in between	1. Leading yourself 2. Leading Organizational Change 3. Leading people and teams	<ul style="list-style-type: none"> <li>• Preparatory reading of an article.</li> <li>• Introduction of certain theoretical concepts followed by group-discussion</li> <li>• Exercises to facilitate assimilation of the theory and make the link with one's own practice.</li> <li>• Real life cases brought in by the participants (including role-playing).</li> <li>• Individual reflection (diary) and action planning</li> <li>• Individual coaching throughout the entire programme by an SNV advisor</li> </ul>
SNV Albania Leadership masterclasses	Local leaders and SNV staff	8 months	sessions of 2 days, every 6 weeks for 8 months	1. Elements of leadership 2. How to lead yourself? 3. How to lead others? 4. Leading society: 5. Stay in the lead:	<ul style="list-style-type: none"> <li>• an opening group exercise related to the topic;</li> <li>• lecture with interactive components;</li> <li>• exercises and/or role-plays with reflection and discussions to internalize the lecture;</li> <li>• post-exercise processing: what has been learned and how can it be applied in an individual, organizational and societal perspective.</li> <li>• a week after each session an individual commitment will be made, in consultation with the team leader or supervisor, on how these learnings will be applied in daily practice at work. This will be the participants' personal leadership plan.</li> </ul>
Vision Quest Africa	Local NGO leaders in Malawi	Up to 6 months	2 workshops of 4 days, 3 months apart	Module 1 focuses on self-assessment and development of a personal vision and mission  Module 2 focuses on learning from experiences since the first module and on practical tools for implementation (planning, time management etc).	<ul style="list-style-type: none"> <li>• Each day starts with an optional meditation or spiritual thought for the day. There was then a review of the learning from the previous day by participant groups. Each day finished with a physical exercise session. In the evenings participants had 1–2 hours of homework in the form of individual exercises, planning, reflection, reading, and mentor pair discussions.</li> </ul>

Programme	Target group	Duration	Set-up	Modules/Topics	Methods and tools
					<ul style="list-style-type: none"> <li>Tools include mentor-pairing, journaling, story telling.</li> </ul>
Barnabas trust 'mentoring for change programme'	Leaders of HIV/AIDS community-based organisations in South Africa	2 years	2 modules of 3 days, 6 months apart and ongoing mentoring support		<ul style="list-style-type: none"> <li>Mentoring visits to the leadership of a CBO on a weekly or bi-monthly basis to provide practical and emotional support.</li> <li>Some financial support to implement activities</li> <li>Appreciative enquiry and participatory situational analysis exercise to identify</li> </ul>
Burundi Leadership Training Programme	Leaders from different sectors, ethnic backgrounds etc.	18 months	5-6 day retreat at the beginning and shorter training workshops periodically	Interest-based negotiations, communication, mediation, conflict analysis, strategic planning and the management of organizational change.	<ul style="list-style-type: none"> <li>Interactive exercises, simulations, role-playing</li> <li>Use of 'simulated society' methodology to help participants look at their own situation in a more objective way.</li> </ul>
World Bank Madagascar	Cabinet and senior government officials	Between June 2003 and May 2007	Short retreats, one-week training, 3 – day self-management session and ongoing coaching	The leadership development programme consisted of four separate but related programmes: 1. Government/Cabinet retreats 2. Management training in Canada 3. Self-management seminar 4. Transformation project focused on training These were complemented by Rapid Results Initiatives	<ul style="list-style-type: none"> <li>Peer-to-peer learning in Madagascar</li> <li>Formal training outside of the country</li> <li>Breathing and relaxation techniques</li> <li>Coaching and mentoring</li> </ul>
British Council Interaction Leadership Programme	Motivated individuals from 21 countries	18 contact days during 6 months	One-on-one session with facilitators; 3-day in-country event; 3-day Pan-African event; 2 3-day modules in-country; Twinning visits of 6 days max.	Module 1: participating leaders will set their own goals for the programme and begin developing a network of peers in their own country and to launch the programme at country level through a public event.  Module 2: deepening understanding of Africa, leadership skills, facilitating transformational change through coaching and experiential learning	<ul style="list-style-type: none"> <li>Appreciative inquiry, questioning, hearing and listening, systems thinking, transformational change: reframing, communication and the TICing model</li> <li>Twinning of participants who will visit each other's communities</li> <li>A network with a dedicated website to exchange experiences and ideas.</li> </ul>