



LEADERSHIP FOR HUMAN DEVELOPMENT

A UNDP Capacity Development Resource

**Capacity Development Group
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I. Introduction

1.1 Purpose of this guide

The purpose of this guide is to provide UNDP country office staff and other development practitioners with a review of some key methodologies and practices in leadership development as well as concepts, and methodologies for systematic application and support in this field. The objective is to present an analysis of these different resources as guidance for what works well and what needs improvement. From this analysis, practitioners may pick and choose elements of these methodologies that best serve the needs of their current work in leadership development.

1.2 Why a resource guide on leadership development programmes?

The present concern for leadership comes from the drive for participatory governance and the realization that the effectiveness of development practitioners depends on local level ownership and links with national development policies, plans and budgets. Participatory governance calls for the creation of new roles and for leadership at all levels from local to national and across sectors. Ownership requires that individuals:

- accept personal responsibility to fulfill their individual roles and, in doing so, contribute to the achievement of collective goals;
- transform attitudes, behaviors, values and norms as necessary; and
- learn new perspectives and skills and understand various worldviews and vision that may later be useful in adapting to local conditions.

To be effective in advancing the Millennium Development Goals (MDGs), leadership development programmes need to be designed for local contexts. Furthering the objectives of programme effectiveness and human rights requires local participation and ownership in the processes of programme identification, design, implementation, and accountability. Leadership for engaging politicians, administrators, businesses, and private citizens for participation in these processes needs to be strengthened. Likewise, leadership training and coaching needs to be done around political vision, strategies, management and technical areas, to carry weight and sustain impact.

Accountability lies at the heart of sound leadership practices. Institutions, communities, and nations develop their capacity to articulate goals and realize them only if they accept responsibility for doing so. But it is individuals who take responsibility—authorized or not. A capacity development perspective of leadership requires that individuals take personal responsibility for development results and engage others in doing so as well. Achievement of development goals depends on the ability of individuals at all levels to exercise leadership to facilitate and integrate input from diverse players, and to establish new governance processes for this as standard procedure.

UNDP promotes leadership development programmes because the realization of MDGs depends on the quality of leadership and the enabling environment at all levels. Where planning processes are not designed to hear and respond to people's needs, aspirations and initiatives, creativity and committed energy will be discouraged and will not be expressed. The capacity of a system to allow leaders to emerge and assume the responsibilities of clarifying goals, guiding and orchestrating the design and implementation of programmes, may demand changes in governance decision-making processes. Expanding participation in these processes creates new roles and changes existing ones. It also changes the distribution of power.

It is well recognized that effective leadership is required for:

- developing new processes and creating new roles
- coaching individuals, communities, and institutions to take up their roles
- opening up space for public dialogue, participation, and independent review
- sustaining the commitment to reforms, and improvement in management and service delivery
- increasing the group's capacity to demand responsible action from their leaders.

Box 1. Capacity for leadership

Capacity development is a process of establishing effective means for goal setting, decision-making, and action. Capacity for leadership is realized when: appropriate actors (individual and collective) organized in effective structures for accountability, understand what they have to do, have the skills, motivation, and material support to perform effectively, and are, supported in this by rules, norms and values that are acknowledged and upheld by all actors involved and by a supportive policy environment.¹

Action-learning programmes are appropriate for enhancing leadership capacities, as they seek to link actions at levels from local to national. Such programmes are based on interactive and participatory processes. They coach participants—individuals and agencies—in key leadership skills and then assist them to better define their roles.

All leadership programmes that are focused on communities or institutions will be based on developing the leadership attributes of individuals since these are necessary, if not sufficient, for collective capacity. In general, institution-based programmes will need to be set in context—they will need to relate directly to the roles of individuals and groups within organisations. However, some situations might warrant stand-alone leadership development programmes where neither the identified role of the individual in a community, institution or group, team, or community as a whole is addressed or seen to be relevant. Here, emphasis will be on attitudes, values, and skills brought by the individual to whatever role is played—authorized or not.

The current concern for leadership comes from the realization that the effectiveness of development results and achieving the MDG often depends on local level ownership of the development agenda and budget. And ownership implies participation. Hence, participatory systems for decision-making in planning and implementation must be in place. The drive to place development programme ownership and responsibility with the country requires champions playing leadership roles at all levels of society, who can engage and inspire people to reflect on their own future and undertake their own re-organisation. Where leadership is constrained by processes that inhibit initiatives, where they make poor provision for local voices, leaders will be required to change processes, roles, attitudes and norms.

Nurturing effective leadership for transformation is vital for moving forward the new millennium development agenda. New participatory systems may be required, and this takes leadership committed to change that supports reflection, inclusion, open participation, and diversity of perspectives. Leadership development programmes are integral to UNDP efforts to support the development of capacity, both generally and specifically, for the advancement of the Millennium Declaration and the MDGs.

While this guide is intended to support the design of leadership development programmes, the experience of those who have engaged in leadership development in the field is our greatest resource. The case studies and programme materials included with these guidelines provide some resources for understanding and reference. Several institutions from Africa, Asia, and Latin America committed to leadership programmes around the world have been mapped in Annex 1. They provide a window of interaction and a rich array of options for UNDP country office engagement.

¹ Adapted from Leonard Joy, Development, MDGS and leadership, page 14.

II. A Conceptual Framework for Leadership Development

2.1 The concept of leadership capacity

Leadership capacity, from a human development lens, is seen as the capacity of a human collectivity to generate needed decisions, actions and behavioral and/or role changes necessary for the pursuit of a shared goal. It refers to the group's capacity to generate leadership initiatives and exercise influence over its authorized leaders.

Box 2. The individual and the group.

Understanding leadership capacity in this way places the focus of attention on the relationship of individuals to the group or collectivity.

This draws attention to the development of the group rather than an individual's role within it, and to group processes for decision-making, not solely to the qualities and behavior of individuals. If, as in participatory processes, there is a single person in an accepted leadership role, the mode of leadership is primarily facilitative.

UNDP support for leadership development accepts as a premise that the leadership capacity of a group can be informed and guided so that it produces effective, creative responses to the needs and aspirations of the collectivity. In this view, desired action is clarified and effected by processes in which all actors contribute, together committing to their new roles and required behaviors and actions. This expanded view focuses on securing "the wisdom of the whole"², including but not exclusively drawing on individuals with official roles in organisations or government.

2.2 Participatory Leadership

Inclusive decision-making processes, reflecting human rights principles, are likely to generate creative solutions to collective needs that integrate diversity and support the common good.

Box. 3. Participatory leadership

The concept of "participatory leadership" is fundamental to promoting participatory democracy. The focus is on supporting the advance away from non-inclusive processes for decision-making and action.

The challenge is to identify and support those in authority, who hold—or can be encouraged and enabled to hold—new visions and to support new practices in order for the leadership *function* of the group to be developed and supported. Leadership initiatives may be discouraged or repressed. This calls for "transformational" leadership, a redesign of the system, its processes and its actors, both authority figures and followers. In practice this means the redesign of "who does what?" in the planning and budgeting process.

While UNDP aims to promote participation and inclusion, there will be occasions when the degree to which this might immediately be feasibly aspired to is limited and when the task will be to support advancement incrementally toward this goal. Thus, there needs to be clarity about leadership development goals: whether they are incremental or transformational—whether they involve changing the ways in which decisions are made, or not. Table 1 offers a typology of organisational contexts to indicate the differences in leadership requirements and the nature of the task of moving from authoritative to participatory leadership.

² Surowiecki, James, *The Wisdom of the Crowds*, New York: Anchor, 2005.

Table 1: Stages of system development and their leadership demands ³

NATURE OF SYSTEM →	AUTHORITARIAN	CONSULTATIVE-MANAGERIAL	PARTICIPATORY
Who performs leadership roles	The boss. Others respond to command, governed by rules.	Top management. Others largely rule-governed with varying degrees of initiative supported. System may be either paternalistic or run for benefit of owners/rulers.	Potentially everybody. Self-authorizing initiatives supported. Community decides what is good for community.
Basis for response to leadership	Coercion	Acceptance of rules induced by incentive/penalty or degree of acceptance of goals of organisation.	Ownership of, identification with, goals of collectivity and acceptance of personal responsibility to meet or exceed demands of role.
Who provides inputs to leadership decisions	As decided by the boss who may be affected by uninvited as well as invited feedback.	Feedback solicited by management who may or may not be responsive to this or uninvited feedback.	Consensual decision processes provide for voices with various degrees of inclusion. Process ranges from debate to dialogue.
Who gives effect to decisions	Orders issued; implementation dependent on coerced or willing response.	Management hierarchy hands down directives.	Authority for implementation given by consensual decision expressed in implementation of agreed/negotiated resource allocations and collective response to expectations generated regarding performance of roles.
NATURE OF SYSTEM →	AUTHORITARIAN	CONSULTATIVE-MANAGERIAL	PARTICIPATORY
The accountability structure	Everyone accountable to the boss. The boss accountable to no-one (though vulnerable to potential revolt).	Hierarchy of accountability.	Mutual accountability as well as hierarchical accountability based on values and principles more than rules.
Who needs what leadership competencies	<p>The boss needs:</p> <ul style="list-style-type: none"> • ability to hear/make reality checks • power of personality or threat of coercion to secure response to commands • systems thinking skills • imaginal skills • others (followers) need compliant skills. 	<p>Management needs:</p> <ul style="list-style-type: none"> • ability for reality checks • power of personality, (degree of interpersonal skills), acceptability of orders, or threat of coercion to secure response to directives • systems thinking skills • imaginal skills <p>Others need compliant skills with imaginal, communication and systems skills as required by the demands of management.</p>	<p>Authorized leader needs:</p> <ul style="list-style-type: none"> • Skills: interpersonal, facilitation, empathic, imaginal, negotiation, communication skills to meet cognitive gaps, systems thinking • ability to hold the tension with constructive confrontation • self-awareness • self-authorization • ability to keep ego in its place • ability to handle projections onto self • values required at next developmental step for system • ability to model these with integrity • ability to resist abuse of privilege • non-attachment to specific outcomes <p>Sharing these skills with other actors will enhance system-wide leadership capacity.</p>

³ Leonard Joy, Development, MDGS and leadership, page 14.

2.3 Leaders and Culture

Leadership development faces different challenges depending on the stage of group and societal development and we need to guard against considering leadership development out of context. What is required depends on the leadership task needed to move the group to the next stage of evolution—incremental or transformational change, and on the organisational culture of the group. A most significant task for transformational leadership is to identify the transitional tasks required to move from one stage to the next.

In local communities, especially, it cannot be assumed that it will be immediately possible to discover a shared view of the common good. Where there is conflict within a community, an immediate leadership task will be that of healing or mediation. This makes special demands on leadership development.⁴

The group must be able to *produce and respond* to individuals who are capable of furthering the achievements of the group. Leadership seen in this way, as a *collective capacity*, draws attention to processes for planning, decision-making, and action, and the roles and behavioral norms that they support, as they encourage or inhibit individuals' leadership contributions.

While there is a wide range of leadership development practices to draw upon, the design of leadership programmes to meet specific capacity development needs must be customized to particular histories, cultures and levels of organisational development. Focusing solely on individuals to provide leadership as though the same qualities of leadership were needed in all circumstances can miss the specific challenges of leading groups with different organisational cultures. It can also miss the goal of working toward participatory leadership systems.

2.4 Leadership, Power and Authority

When exploring the nature of leadership it becomes imperative to establish clear distinctions between two usually ambiguous concepts: power and authority.

Box 4. Power and authority.

Power refers to the ability to influence people, while authority refers to the locus of decision-making and resource disposition.

The ideal leadership programme builds on both, the leader's innate power and his capacity to serve his constituency and thus increase his legitimate authority. Authority is needed to mobilize the energy and resources of the system. Leadership initiatives must be owned by the authority. Similarly, ownership of intended action must be owned by the group, not simply by the authorized leader. Thus, in general, leadership development programmes should treat the collectivity as a whole and in the work context. A leader taken away from the group for training will quickly return to old patterns.

Planning processes benefit when they link decisions to budgetary authority. Community leadership that generates creative initiatives will go nowhere unless they are either owned by budgetary authority or do not depend on it for funding. Thus, leadership development needs generally to be set within, and have impact on, the decision-making context.

Nevertheless, while emphasizing the importance of treating the collectivity as a whole, the possibility should be acknowledged that individuals can act on their own authority and in ways

⁴ See Decentralizing the Millennium Declaration and the MDGs through Innovative Leadership [DRAFT]. Also, "Solving tough problems: An open way of talking, listening, and creating new realities."

that model behavior that others are induced to follow, and which can influence official behavior. In some circumstances, especially outside the context of formal organisations, such individual initiatives can be a powerful force for change.

Box 5. Leading for HIV-AIDS

The UNDP Leadership Development Programme on HIV-AIDS is a notable example of a focus on leadership at all levels from consultants, to individuals, to community, to government, to NGOs and the media. The programme shows results in the systemic integration of increased consciousness with management skills to deliver on a response. It has focused their attention in Africa and Asia, but will shortly move on to Europe and the CIS and Latin America.

The Programme is based on the understanding that the level of learning necessary to develop transformational leader goes beyond sharing theories, learning techniques or gathering information. Leaderships for Results, the key feature of this programme, strengthens institutional responses by addressing organisational change and mobilizing leaders at all levels to take action. In addition, by exploring the norms and values that guide individual and collective behaviour.

Change agent training.

A central aspect is identifying and further cultivating the local capacity to lead HIV/AIDS programmes. Therefore, remarkable individuals in each country are identified to develop their skills and capacities as transformational change agents. They are trained to act as expert resource persons in the programme seminars, assisting in the facilitation of small and large groups.

HIV/AIDS Leadership Development Programme methodology

The Leadership Development Programme is tailored specifically to the needs and challenges of each country in which it has been established, and their methodology is simple:

1. bring together key change agents and influential community members
2. offer them the opportunity to perceive and respond to the epidemic in a deeper and more systematic way
3. invest in developing their ability to be compelling, innovative leaders, and
4. expand their capacity to coordinate and manage large-scale, multi-sectoral HIV/AIDS programmes

Global results

- A total of 728 breakthrough initiatives⁵ developed by programme participants around the world have produced many important outcomes at all levels of society, reaching an estimated 4.5 million people directly and 130 million people potentially.

Treating the collectivity as a whole has a particular significance when the collectivity is asserting priorities not simply between different activities in pursuit of a single goal but between priorities with respect to several interdependent goals—as with the MDG goals. Here, collective ownership is required of the priorities asserted with respect to the several goals and the means of their attainment. Addressing the different goals separately might leave much still to be reconciled with regard to resource allocation and with resolutions that did not command agreement and support.

⁵ *Leadership for Results. UNDP's Response to HIV/AIDS. Breakthrough initiatives from around the world.* HIV/AIDS Practice, Bureau for Development Policy p. 7.

2.5 Leadership and capacity development

Leadership and capacity development can be approached from the individual, organisational and enabling environment levels. Individually focused approaches to leadership development aim to develop a range of skills (especially imaginal, interpersonal, communication, negotiating or mediating, and systems thinking skills), attitudes and values (especially, ego/self awareness, and self-authorization). Organisational level programmes involve coaching the organisation as a whole by modeling new ways of doing business, developing new processes, roles, and norms. At the societal level, the challenge is to engage both the government administration and communities to interact in new ways that, again, call for shifts in processes, roles, and norms with a concern for the common good.

Box 6: Brief checklist for leadership capacity assessment⁶

Leadership levels as points of entry	Cross-Cutting Capacities for Leadership				
	Engage in Multi-Stakeholder Dialogue	Analyze a Situation and Create A Vision	Formulate Policy and Strategy	Budget, Manage and Implement	Monitor and Evaluate
ENABLING ENVIRONMENT (SOCIETAL LEVEL)					
ORGANISATIONAL	✓Capacity exists to manage relations with domestic and external stakeholders inclusively and constructively	✓Capacity exists to frame, manage and interpret analysis of internal and external dynamics and conduct long-term visioning?	✓Capacity exists to develop integrated plans linked to resources	✓Capacity exists to manage implementation of (national or local) plans, strategies, programmes	✓Capacity exists to ensure independent evaluation of medium-term target setting, planning and budgeting
	✓The organisation's leadership has the capacity to manage relations with key stakeholders inclusively and constructively	✓The organisation's leadership has the capacity to frame, manage and interpret analysis of internal and external dynamics	✓The organisation's leadership has the capacity to translate the vision, mission, value framework into strategic (medium term) and operational (concrete and short term) objectives and actions	✓The organisation's leadership has the capacity to establish appropriate frameworks for managing projects	✓The organisation's leadership has the capacity to design, establish and manage a system for monitoring and measuring financial and operational performance of the organisation

A human rights approach requires that we work toward systems that provide for inclusive voice in decision-making and action. In a participatory system, leadership shifts from the purview of the single leader to the functioning of the whole organisation. Organisations or systems vigilant of human rights will have a developed capacity when it:

- maintains effective processes for participatory decision-making and action;

⁶ This represents a few sample questions that are part of a checklist for a leadership capacity assessment. For a more comprehensive checklist, please consult Box 13 on pg. 24 and for further details refer to the Capacity Assessment Practice Note and related matrix at <http://www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=5510>.

- engages all appropriate actors (individuals and groups) who understand what they have to do, and who have the skills, motivation, and resources to perform effectively;
- provides structures for accountability, which include clearly defined roles, responsibilities and reporting relationships; and
- observes rules and norms acknowledged and upheld by all actors involved (including those not actively involved but with influence on processes).

Development requires a vision that draws people to change. Individuals play critical roles in articulating the vision of the group, and when they demonstrate this capacity they are often assigned leadership roles. When identified leaders do not demonstrate this capacity, we need to consider whether it is because the group is not yet prepared to change. It may be constrained either by worldviews and values, and/or by divisions in society, and/or by rules and processes that do not allow a new vision to emerge.

Leaders' competencies and attitudes toward new initiatives may not be the only constraints. Roles currently assigned to individuals, and the internal processes of the organisation might constrain leadership initiatives. In such cases, the issue becomes one of removing these constraints by redefining roles in decision-action processes and supporting initiative-taking in the new roles. Establishing new norms and processes in the group will be necessary for creating an environment that is prepared for transition and change; readiness to take ownership for change and responsibility for the behavior that will bring it about; and willingness to authorize the identified leader to move forward on initiatives.

New processes and roles need to be widely accepted as the "way we do things now". Without these, training to develop competencies and commitments among individual leaders will be inadequate to effect change, even though it generates enthusiasm, commitment and creative proposals—a lesson that experience has amply demonstrated.

This view supports the idea, that not only do identified leaders need to be supported but so do the groups that produce them. Conversely, not only do lower levels of organisational hierarchies need to be developed but also the leaders who constrain them. A key to successful leadership capacity development in many cases will be to help leaders and groups shift to more participative styles. In many cases this will require changes in processes and roles—*changing who contributes what to decision-making, how and when*.

2.6 Leadership attributes and skills

Specific contexts make specific demands on leaders. Linking leaders to global knowledge (e.g. networks, international think-tanks) is instrumental for facilitating change. The skills needed for leadership development are likely to include personal and interpersonal attitudes and skills—e.g. self-awareness, empathy, and skills such as the ability to lead groups in systems thinking for strategic analysis. Ability to bridge the communications gap between people of different worldviews and cognitive ability is likely to be vital. These skills can be coached and learned. See Box 6.

Box 7. Leadership skills that can be learned

- *Evoking all contributions*—requires the ability to create an atmosphere of trust and awareness. Inclusion of, and respect for, different values perspectives and legitimate interests may be essential to finding resolution. The ability to generate a productive tension without undue stress is a major leadership skill requirement.
- *Reality testing*—requires the ability to lead people to seek, absorb, and find valid interpretation of facts; using exposure and orchestration of dissonance/conflict as leverage for learning; testing the relationship between means and ends.

- *Bridging cognitive and values gaps*—the ability to communicate to others whose cognitive development and worldviews are significantly different.⁷
- *Leading reflection* on values, worldviews, behavior, and the demands of integrity. Getting people to clarify what matters most. Balancing tradeoffs is a central task.
- *Learning*—requires the ability to formulate significant questions.
- *Strategizing*—requires the ability to lead others in open systems thinking.
- *Understanding and working effectively with projection*—It is impossible for an identified leader to escape projections especially of others' fears. Leaders must be able not to take things personally and defensively and to manage their ego—using it to serve the task not using the task to serve the ego.
- *Exercising responsibility*—following through on commitments and agreements, and not abusing privilege.
- *Exercising authority*—requires the ability to establish and maintain boundaries that serve the task, as well as the ability to mobilize and direct the use of resources to support and carry out the task.
- *Managing power shifts*—requires the ability to accept and ease the recasting of roles to preserve the dignity and significance of people and groups.
- *Meeting constituency needs and elevating them*—implies empathy and compassion and sensitivity to the needs and development of healthy social systems.
- *Coaching teams* whose job is to organize system-wide dialogue through multi-level networks of workgroups assigned tasks in the design and implementation of change.
- *Managing the Managers*—while leadership needs to be linked to effective management, the leadership role is one of direction and the management capacity that is necessary to give effect to direction need not be in the same person.

Coaching in such skills is likely to be a significant leadership role contributed by a UNDP support programme. It will invoke all the above requirements.

By and large, effective leadership development initiatives focus on learning by doing. In addition to classroom training, on-the-job training—mentoring, continuing guided reflection, and feedback on performance are offered as tools of learning in this regard.

Box 8: UNDP learns how to lead

The UNDP Learning Resources Centre is now focusing on leadership as a key theme for capacity development within the UNDP. Leadership training is provided as an aspect of management training for those inducted to Resident Representative/Resident Coordinator and Deputy Resident Representative positions in country offices. Interpersonal relations and coaching for staff development are key themes. The plan is for training to cover staff at all professional grades with programmes suited for different levels. The training includes self-awareness and systems thinking.

Leadership competency is measured by the criteria of engagement—how effectively critical leadership tasks are performed. Outcomes come later—too late, perhaps, to assess performance. Immediate actions and short-term results are of relatively little significance in judging leadership performance.

⁷ *In Over Our Heads: The Mental Demands of Modern Life*

III. Leadership Development Programme

3.1 The entry points to introduce leadership development and support

Deciding how and where to enter is particularly significant when the target for leadership development is a systemic concern, such as those being addressed by the MDG goals with regard to poverty and hunger, gender equality, child mortality and maternal health, HIV-AIDS, and environmental sustainability. In each of these cases there is need for change in individual and community worldviews and values, in institutional behaviors, and, generally, in governance processes. Changes are needed at the grassroots level and actions taken at this level need to be integrated into coherent overall national programmes. We are dealing with large and complex systems, and the question is, “How do we engage with the system as a whole?”

First, there are ongoing development programmes and projects that can probably benefit from strategic interventions toward increased development effectiveness. Leadership interventions at the organisational level can function as catalysts for the improvement of ongoing development programmes at national, meso, and community levels. Local leadership training can be inserted into ongoing projects.

There are many other possible scenarios for entering and engaging complex systems. The following sketches one that seeks a transformational change mandate from the national level to support subsidiarity and participation in development planning. This places responsibility for planning and implementation at the level closest to the needs and desired results.

3.2 Needs assessment for leadership effectiveness

We start by asking who should be performing what leadership roles. Institutions and systems at different stages of development will provide different answers to this question. Leadership development programmes, designed to develop the leadership capacity of consultative-managerial systems rather than transforming them to become participatory, may be all that will be supported in a given context. In such a case, existing processes—and who plays what roles in them—may need to be largely accepted. Leadership development will coach key managers especially in imaginative and systems skills. Where there are opportunities for bringing to bear influence from outside the organisation, the support of champions may also be effective.

Communities divided by serious conflicts of interest, discrimination, or histories of unhealed resentments will pose major challenges in attempts to secure agreement on the common good. The experience of effective leadership in successful conflict resolution or post-conflict healing will need to be drawn upon. In these situations, the creation of shared emotional experiences that evoke people’s sense of their basic humanity may support the appeal to the common good and the desirability of change. Seeking agreement on the legitimate interests of all parties and commitment to negotiating inevitable compromises is essential.

It might rarely be possible to have effective participatory visioning and the development of—especially single-issue—programmes at the community level that did not have high dependence on resources or services provided by government. Training programmes that brought individuals together from various private and public roles in situations divorced from decision-making contexts could be productive in such cases. The Cuba integrated coastal management system in the Sabana Camaguey province is a notable example.⁸ In 2002, GEF invested 6m in implementing the Integrated Coastal management system of the five provinces of the Sabana Camaguey district in Cuba. Large investments took place in scientific research, setting up the

⁸ *Priority Actions to Consolidate Biodiversity Protection in the Sabana-Camagüey Ecosystem—Final Evaluation of Capacity 21 Support.*

institutional authority for the protected area, and launching environmental education programmes with the local communities. GEF partnered with Capacity 21 for the implementation of a local leadership programme on local sustainable development. Fourteen (14) educational modules were designed and 1,600 local municipal authorities were trained. The GEF investment became sustainable through the Capacity 21 local leadership project. During GEF phase III, GEF and Capacity 2015 will partner again to address the sustainable challenges of this programme. While mainstreaming biodiversity, the programme will build capacities for environmental tourism; sustainable agriculture, sugar cane production; and alternative community fishing.

Box 9. GEF-Capacity 21 partnership for integrated coastal management in Cuba

Design features

Participatory design: provincial authorities' participation in design of project and training programme; community activities involved consultations with municipal authorities and citizen representatives; non-formal methods for environmental education and awareness-raising activities

Participatory implementation: community input into implementation; design of training modules and implementation strategy by a team of 300 persons from central and provincial government, different economic sectors, academia and NGOs; training modules implemented in five provinces, reaching approximately 1,600 managers and decision-makers; training for collective roles clarification as well as technical education and training, and values/attitudes formation.

Flexibility: no "one size fits all" design; local annual work plans and budgets discussed, revised, and approved in consultation with the central project team

Engaging people as persons not simply as agents: activities engaging participants' feelings—reflective; engaged tourists in ways that reinforced a culture of respect for biodiversity; consultants provided leadership in a catalytic, facilitative role.

Activities

Communities paid to help control invasive species and to monitor biodiversity; fishing cooperatives and coast guard controlled trawling and illegal fishing in conservation areas; area residents, hotel staff and tourists volunteered for beach cleaning; scuba-diving instructors voluntarily assisted marine biodiversity monitoring in almost 1,000 diving sites; artists, musicians, students and community residents participated in environmental education activities, exhibitions, festivals and competitions, which have become annual events; neighborhood debates discussed environmental problems and sought solutions

Results

- decision-makers' improved understanding/application of environmental and sustainable development principles
- provincial and municipal managers from government and private sector sensitized to coastal management and now "look beyond their particular territory or sector"
- cross-sectoral ecosystems approach to coastal management introduced
- creation of a "conservation culture" with a change in attitudes and practices
- catalytic, facilitative role has encouraged initiative, creativity and ownership
- "Convention for Sustainable Tourism" formulated with project support and adopted by all member states of the Caribbean Administrative Council
- drafting of the National Environmental Strategy influenced
- volunteer program with dive tour operators to monitor reef conditions
- an environmentally sensitive tourism development policy, with five detailed and nine strategic tourism plans developed

Lessons Learned

- systemic leadership implies participation in both design and implementation
- cross-sector linkages and multi-stakeholder collaboration are key in promoting an "ecosystems-based" approach to coastal management and central to the implementation strategy
- considerable delegation and flexibility in project management and implementation eases administrative and management pressures at the central level, enhancing delivery while encouraging ownership at the provincial level

Box 10. Leadership for Rural Development Programme in Bulgaria

UNDP is supporting the establishment of Local Leaders Action Groups in rural municipalities in Bulgaria. The pilot phase was implemented in eleven small rural municipalities with the objective to foster cooperation and partnerships among the municipal administrations, the farmers, the entrepreneurs, the NGOs, the cooperatives and the citizens at large within the respective municipalities. A Local Leader Group (LLG) was set up in each municipality in 2003, and was registered as an NGO in 2004. The LLGs prepared municipal sustainable development strategies, and started their implementation with funding from the Ministry of Agriculture and with their own municipal and/or private resources in the framework of the project. Networking among the LLGs, targeted at exchange of experience in rural development was also initiated with the project support.

By developing local leadership capacities and consolidating the operations of these groups the project is addressing the insufficient grass-root activation in Bulgaria's rural regions, which results in a prevailing absence of knowledge and understanding about the current and envisaged national policy for development of rural regions and the respective policy tools and development opportunities. The project is designed to help rural actors consider the long-term potential of their local region and will help mitigate the upcoming problem of weak absorption of EU funds upon accession of the country to the EU. By strengthening the leadership capacity of stakeholders at the central, regional and local level the implementation of integrated, high-quality and original strategies for sustainable development will be promoted with a strong focus on partnership and networks of exchange of experience

The project will help build the capacity of a core group of experts and moderators, who would be able to later on promote and nurture the leadership culture nationwide.

In all cases, a key question is, "Whose behaviors need to change?" This is then followed by, "Who needs to play what role in leading these changes?" Answers to these core questions provide the basis for the design of leadership development strategies and programmes. Strategic questions of what leaders do, need to do, and in what order, can then be tackled. Most importantly, questions regarding the nature of the legitimacy that will be required for success will also be revealed by such questioning, as will the authority and responsibility that the programme should serve. It is this authority that needs to provide the mandate for the change programme.

3.3 Specifying relevant modes of leadership support

The relevant mode of leadership support will depend on the way the leadership development task is understood. Where the role of government is critical to the change process, there will be strategy choices to be considered in programme design. Ideally, perhaps necessarily, there should be government authority supporting change efforts and government commitment to participate in change. This will call for formal legitimating of the capacity development programme of which the leadership development programme is an element.

Where the development of the leadership capacity of complex systems (systems involving several levels and multiple sectors) is involved, the leadership capacity that is prerequisite for this is the capacity to lead a reflective change process that engages relevant actors. Here, on-the-job coaching is likely to be needed to reinforce skills training and on-the-job learning.

3.4 Training

Training is at the core of behavioral change. When dealing with leadership issues, training is a necessary component. This means training modes need to be selected from an array of options (See Annex 1). The core questions to ask when selecting a training course are the following:

- Is the target population—those whose behaviors need to change—clear? This is of utmost importance; the specific target population needs to be zeroed in.
- Are we focusing on influencing the system or engaging the system for its leadership capacity development?
- Are we supporting an authoritative or consultative/managerial, or a participatory style? The answer to this question determines who needs to be directly engaged in the programme and what skills need emphasis.
- Are the training modules culturally adapted? Are the examples relevant?
- Are the trainers familiar with the development context? Do they speak the local language?

UNDP through Capacity 2015 is working with LEAD International to put together six training modules for local leaders. It addressed the above questions in the following manner. The target population are local leaders of on-going local sustainable development projects; the committed focus is on collaborative learning leadership, which means that above all, the leaders need to learn to service his or her constituency; the methods are clearly participatory and experiential, leadership development is understood as a personal transformational process; there is an explicit balance between theory and practice where best practice in local sustainable development and carefully selected to exemplify main theory and hypothesis.

Box 11. LEAD-Capacity 2015 global partnership.

LEAD and Capacity 2015 have partnered to engage in leadership trainings and the development of six core leadership modules:

- Leadership and systems thinking
- Leadership and negotiation skills
- Leadership, ethics, and decision-making
- Types of leadership. Leadership and context
- The cultural aspects of leadership
- Servicing the group and networking

In Africa and Latin America, Capacity 2015 will adapt these core modules to the reality of local leaders and conduct trainings in pilot countries that contribute to ongoing development processes. In Asia and Europe and the CIS, Capacity 2015 is using these core modules and is producing a special set of leadership and MDG implementation modules at the local level. Capacity 2015 is using these modules to expand a regional strategy on leadership, youth and local governance.

The Expected products are:

- Six core modules (as indicated above)
- Adaptation of those modules to the regional and local contexts
- Adaptation of modules to MDG-related themes
- Validation of the core modules and regionally-adapted modules
- Formal monitoring and evaluation

3.5 Using Process Consultation

Process consultation is a different way of doing business. Instead of prescribing, the consultant's task is now to support those s/he is working for to take responsibility for the design and implementation of change. The old role of the expert reflected the old managerial style of organisation where decisions were handed down. While subject matter expertise is still likely to

be needed in collaborative-participatory decision-making, it needs to be available in dialogue for collective decision-making rather than prescriptively. The consultant's new skills are in modeling and supporting leadership that results in ownership and bottom-up/top-down collaboration. This style of consulting is known as process consultation.⁹

Leadership development could be considered in the context of improving the performance of institutions and agencies. Without changes in processes and roles, such programmes must be premised on the likely valid assumption that performance is constrained primarily by the lack of some critical leadership attitudes and skills. The choice of strategy in this circumstance is between the training of individuals treated as individuals, and the training of individuals as members of a group or of the organisation as a whole. Treating the capacity of the leadership function of the institution as a whole is likely to be more effective than addressing the individual without the group. Understanding the challenges of team leaders and how these are affected by cognitive and values differences between team leaders and group members is vital here.¹⁰

While more formal skills training may well be significant, leadership development in this context will again place emphasis on coaching, especially for team leaders. It is likely to use process consultation modes to support self-reflection. Leadership training for individuals without any reference to a group training and without on-the-job coaching, can be seen as “out of context” training.

Other approaches not targeted at organisations assume implicitly either that:

- government decision-action processes are not the target and that failure of citizen leadership is the constraint of concern; or
- government decisions can be effectively influenced if citizens and officials are together exposed to leadership training as individuals and to an awareness and understanding of issues of concern

There will be situations where these are valid, tenable, positions. Instead of coaching, these approaches may offer a form of back-stopping through web programmes and membership of information and support networks. In some situations, dealing directly with individuals without reference to context may be the only feasible option, but it presumes that realization of the benefits of improved leadership competence will not be otherwise frustrated.

Box 12. SNV combines training with coaching

SNV recognises the importance of local leadership training, but have come to understand that “coaching” is a necessary complement. During participation in local development projects, local leaders and managers receive “on the job” coaching in applying methodologies, validating different hypotheses for local development, and testing application potential. Community coaching at the local level has become an integral part of their capacity development facilitation process.

SNV methodology

The SNV approach to capacity development targets “organisational reform” at the meso level. It combines 4 different angles to support institutional change: a) Diagnosis and strategising; b) Organisational strengthening; c) Leadership training & coaching. d) Partnering & networks.

⁹ Process consultation should not be confused with conducting a process of consultation. The manual on process consultation (*Process Consultation for Public Sector Improvement*, UNDP, 1994) has relevant material on team building, facilitation/coaching, design of mandate, programme management, and the design of programmes for these purposes.

¹⁰ *The Genesis Effect: Personal and Organisational Transformations*; and *Values Shift: A Guide to Personal & Organisational Transformation*.

IV. Principles for Leadership Programme Design

There are seven principles for leadership programme design and they are as follows:

1. *A human-based rights approach*

The human rights principles of self-determination, non-discrimination/inclusion, and subsidiarity are the governing principles for the operation of these programmes.

Implications: The principle of self-determination is reflected in the prerequisite of ownership and responsibility cited above. The principle of non-discrimination/inclusion means that programmes should aim to advance participatory processes. Subsidiarity both advocates for and limits decentralisation.

2. *Development is developmental*

Design in the awareness that development is developmental—it proceeds on a path through distinct stages. This applies to individuals, institutions, and society.

Implications: The understanding that the realization of human rights will be incremental implies that the modes and degrees of participation and decentralisation aimed at should take account of what is feasible as the next step. The development path is one in which the worldviews and values governing relationships shift as the notion of the common good expands and becomes reflected in attitudes and behaviors. Programmes should be designed with an understanding of values, the path of development and the dynamic that propels it at both the personal and societal levels. This is what is particularly significant about the need to take account of culture and history. Experience shows that failure to do so is likely to result in regression to earlier states.¹¹

In the context of authoritarian government, the scope for advancing immediately to participatory governance processes may be limited and attempts to do so will need to be realistic, requiring judgment and a strategy both for successfully transforming the role of authority and for changing societal norms.

3. *Thinking systemically*

Design to take account of the systemic ramifications of the changes and strategies sought.

Implications: Extending ownership of programme goals to cover, not only national coach/trainers, but also the larger system; addressing its capacity is a necessary goal and, in varying degrees, a prerequisite to these programmes.

Communities, districts, or provinces cannot sustain changes in the ways in which they plan and programme without mutual adaptation with and by the larger system. Changes in the behavior of individuals, in sufficient numbers or in critical positions, can require and evoke more pervasive changes in institutions and societies. But attempts to promote changes in the behavior of individuals, without attending to the changes required by institutions and the governance system, are likely to achieve limited outcomes. However, some goals might be achieved by changes in personal behavior that do not depend on institutional and governance response.

A successful MDG strategy needs to model participatory-collaborative programme design and implementation at the local level. As it does so, it will make demands on line ministries for

¹¹ Premature decentralisation may revert to tighter central control (e.g. Papua New Guinea). Premature efforts at democracy may revert to authoritarian regimes (e.g. as in much of Latin America).

technical support. If local programming is to be integrated into national planning-budgeting-accountability and policy formulating processes, it is crucial to have iterative processes for dialogue between local, middle, and national financial management and legislative authorities. This way, planning and budgeting both bottom-up and top-down and an environment is created where new processes and roles in decision-making can be founded and backed by law.

4. *Thinking resource allocation*

Plan to effect changes in resource allocations needed for goal achievement.

Implications: Ask how desired changes depend on changes in resource allocation. Changes that need to continue to rely on external funding are unlikely to be sustainable or to have system-wide impact.

Intensive efforts for the design of MDG programmes will be focused at the district or community level. If they are to be sustainable, it will be essential to develop a set of local programmes integrated within an ongoing national framework for planning-budgeting and accountability, and new institutionalized roles for all levels of government. There is a risk that, lacking such integration and institutionalization, local MDG programmes will become simply temporarily donor-supported enclaves.

5. *Thinking sustainability*

Programmes should be designed for sustainability not simply for one-off results.

Implications: This requires that leadership development programmes be integral to capacity development programmes that aim at institutionalizing changes. Principles regarding ownership, legitimacy, developmental and systems thinking, and resource allocation, all need to be invoked to ensure sustainability.

Sustained change requires that local action be reflected in district, provincial, and national priorities, supported by the allocation of resources, integrated into the budgeting process, and evaluated within a national legal and policy framework. It is acknowledged that the links between national and sub-national entities, as well as the links between local administrations and civil society, need to be strengthened. This implies the development of new processes for decision-making and action, redefinition of roles—and, possibly, also of administrative structures.

6. *Promoting learning by doing*

Recognize that taking responsibility for performing new roles takes practice.

Implications: While classroom or virtual training may have a place in skills training and attitude change, on-the-job coaching may be essential to support the taking up of new roles. Coaches should avoid being, in effect, responsible for decisions and actions taken. To avoid creating dependency, the coach should not be always present.

7. *Nurturing conversations*

Nurture conversations between citizens with diverse perspectives.

Implications: Bring together officials, citizens, business people, and faith-based groups to talk to one another about what matters and how they see the world. Drama can offer opportunities for people to experience together representations of situations that appeal to fundamental humanity and compassion that can catalyze necessary changes in attitudes and behaviors.

Below is a sample checklist that may be used as an initial assessment of leadership capacities and skills prior to formulating a leadership development programme. This checklist examines leadership capacities on the level of the enabling environment and on the organizational level. Through these levels as entry points, it addresses capacities in 5 key cross-cutting capacity areas that allow a practitioner to assess the leadership capacity gaps that will provide the basis for a capacity development strategy for leadership development.

Box 13. Expanded checklist for leadership capacity assessment

Leadership levels as points of entry	Cross-Cutting Capacities for Leadership				
	Engage in Multi-Stakeholder Dialogue	Create a Vision and Analyze a Situation	Formulate Policy and Strategy	Budget, Manage and Implement	Monitor and Evaluate
ENABLING ENVIRONMENT					
ORGANISATIONAL	✓Capacity exists to manage relations with domestic and external stakeholders inclusively and constructively	✓Capacity exists to frame, manage and interpret analysis of internal and external dynamics and conduct long-term visioning?	✓Capacity exists to develop integrated plans linked to resources	✓Capacity exists to manage implementation of (national or local) plans, strategies, programmes	✓Capacity exists to ensure independent evaluation of medium-term target setting, planning and budgeting
	✓Capacity of national authorities exists to lead domestic and external stakeholders through the process of establishing MDG-based national development plans and poverty reduction strategies	✓Capacity to develop, communicate and give direction on vision, mission and values	✓Capacity to formulate policies, legislations, strategies and programmes	✓Capacity to develop and implement a system for overall management	✓M&E systems and practices yield an evidence-based foundation for planning, decision-making and learning
	✓Capacity of relevant sub-national authorities exists to foster ownership of capacity development policies, legislations, strategies and programmes		✓Capacity of relevant stakeholders to avail facilities and programmes for training in leadership, strategic planning and budgeting	✓Decision-making processes are efficient, with decision-making responsibilities devolved to the most appropriate level	
	✓The organisation's leadership has the capacity to manage relations with key stakeholders inclusively and constructively	✓The organisation's leadership has the capacity to frame, manage and interpret analysis of internal and external dynamics	✓The organisation's leadership has the capacity to translate the vision, mission, value framework into strategic (medium term) and operational (concrete and short term) objectives and actions	✓The organisation's leadership has the capacity to establish appropriate frameworks for managing projects	✓The organisation's leadership has the capacity to design, establish and manage a system for monitoring and measuring financial and operational performance of the organisation
	✓The organisation's leadership has the capacity to identify all relevant stakeholders	✓The organisation's leadership has the capacity to adjust its vision, mission and values; reorganize; and improve strategies and methods according to changes in the operating environment	✓The organisation's leadership has the capacity to develop and put in place a value framework / code of conduct	✓The organisation's leadership has the capacity to delegate operational responsibilities to the most appropriate level	✓The organisation's leadership has the capacity to conduct benchmarking to drive improvement

V. Implications for UNDP Programme Management

UNDP has identified five main areas that should be addressed when engaging in leadership for human development. These areas are also based on the principles for leadership programme design mentioned in the previous section and distilled from practical evidence that has captured what works and what does not work in leadership development programmes. A synopsis of these successes and pitfalls is mentioned below, followed by five main implications for UNDP programme management.

Table 2: What Has and Hasn't Worked in Leadership Development Programmes

What <u>Has</u> Worked	What <u>Hasn't</u> Worked
<ul style="list-style-type: none">• Supportive of participatory mechanisms that promote inclusion, and diversity of perspectives• Programmes that do not identify the 'single' leader, but a culture of leadership• Embedded in local ownership that is also tied into strategies and deliverables• Programmes with mutual accountability at the core of the process• Recognition that there is a need for ongoing coaching support and on-the-job training; no one-offs• Designed to create sustainable and continuing leadership development, with appropriate incentives in place	<ul style="list-style-type: none">• Programmes that are not grounded in local ownership• Programmes that train sets of people without instilling the knowledge of how to transfer those skills to others• Programmes that focus solely on individual rather than collective capacities• Programmes that do not adequately perform diagnostics that assess the leadership needs and current gaps• Programmes that are not culturally-sensitive and adapted to the context of the specific group or sector• Efforts that ignore the enabling environment and incentive mechanisms

5.1 A human rights-based approach

Human rights based capacity development respects the right to self-determination. Ownership and responsibility for self-organizing change rests with the country. Therefore, UNDP must always remain unattached to specific choices and outcomes, unless of course those choices violate human rights principles. Beyond material support, the technical assistance role of UNDP is largely in coaching nationals with key roles in facilitating the change process and supporting leadership development.

5.2 The programme identification process

The emergence of leadership that will self-authorize and speak out to make the transitions required to achieve collective goals cannot be taken for granted. Neither can it be assumed that such initiative will find response. This provides the rationale for making a specific provision for the inclusion of leadership development in UNDP programmes. The leadership development component of UNDP programmes must reflect certain principles. Consistent, particularly with its

commitment to the principles of human rights, self-determination, and capacity development, UNDP's leadership development programmes must be designed to develop skills that support and advance these principles. Not all environments support such principles. While observing them, UNDP will aim to advance these principles to the extent practical in all situations.

In a country there are complementary interacting development processes. The national mixes with the meso and local in a variety of ways. Development actors feed into these processes, working at the multinational, bilateral, national, meso or community levels. When considering the launch of a leadership programme, it becomes relevant to strategically map out these development trends, identify the strong and the weak, the forceful and the contradictory forces, in order to situate the leadership intervention programme in the context of the most strategic niche. For example when working with local leadership programmes, it is relevant to connect to the national PRSP or national development agenda, the decentralisation structures and localization of the MDGs, and the meso institutions involved in nurturing upstream-downstream links for development. In simple terms, it is relevant to make sure that leadership interventions do not stand alone, but are always connected to the most strategic and sustainable ongoing processes.

5.3 Identification of capacity development need and the role for UNDP

Leadership development has to be seen as an element of a capacity development programme. The need for capacity development should be identified from dialogue with government, normally through the CCA-UNDAF process and certainly through UNDP advocacy for the MDGs. The role of leadership development has to be further specified in the course of drafting a programme document and more fully developed in the first stages of programme implementation. Experience shows that leadership development is catalytic to sustainable development. Effective leaders infuse a lot of energy, or a sense of urgency into interventions, making them more dynamic. A good way to pep up existing processes, programmes and projects is through leadership development.

5.4 The programme design and setup phases

It is essential to secure as primary client the office with overall responsibility and authority to support the goals, the mode of the programme, and the necessary directives to make it work.

Ownership is fundamental. Partner institutions and individuals, who will be vital to carrying out the programme, should prepare the programme document draft with the UNDP country office. This is one substantive output of a preparatory assistance phase.

Selecting the right training institutions is important. Mapping available capacities and resources, identifying good practices and building on them is a good way to start. One is often surprised to discover the exiting capacities at the national level waiting to be tapped, either in universities, research centers, or NGOs. If capacities are not available nationally, international capacities can be considered.

External trainers should work with local trainers in the design of the programme in both the preparatory assistance and substantive phases. It is the local trainers who know the local culture, dynamics and the specific needs within a certain context.

The external team brings experience and tools for local selection and adaptation. The task of the external consultants is to support the local team to take responsibility for designing and implementing the programme.

Workshops that bring key actors together to learn, appraise, and come to own the programme concept, can be a productive investment.

5.5 Programme development, funding, management, and M&E

The role of the UNDP country office is, as always, to oversee the programme, supporting all parties to abide by principles and their obligations to the programme.

Programmes, while necessarily time-bound, should express the intent to provide continuing support, subject to review of performance and criteria for ending assistance. Change involves learning and the time required for learning cannot be readily predicted. Ending a programme just when the learning initiatives have been conducted may be premature, as such a process takes time and practice to be fully absorbed. At the same time, the exit criteria to be applied should be clear and explicit.

What UNDP Can Provide:

- Coaching in communication and facilitating dialogue
- Supporting the establishment of interagency coordination mechanisms
- Training in planning and budgeting skills
- Mediation and conflict resolution skills development
- On-the-job media exposure
- Support to the establishment of modern human resource management systems
- Process facilitation
- Case studies and good practice evidence exchanges (workshops, study tours, etc.)
- Twinning with other leadership institutions
- Provision of decision-making tools and methodologies
- Support to external audits, evaluations, and peer reviews

VI. Measuring the Impact of Leadership Development Programmes

Facilitators and coaches for leadership development programmes will be evaluated by their ability to catalyze integrative work that addresses conflicts in the values people hold, and diminishes the gap between these values and the reality they face. They should be able to:

- be skillful in engaging individuals, groups and systems, as appropriate to programme goals;
- support individuals to become self-authorized to take on leadership roles;
- support individuals and groups with transfer of leadership skills;
- help clarify what matters;
- hold a process that exposes contradictions within individuals and communities and mobilizes people to change values, beliefs and behavior;
- help people find shared meaning, a vision of a desired future and strategic action to realize it;
- find ways to balance different concerns, develop processes for creating equitable trade-offs and promote the easing of the redistribution of power that comes from the introduction of participatory process;
- support people and organisations to take up their roles; and
- walk the talk; model the observance of human rights values.

Outcomes come later, too late sometimes to assess performance. Not even the best leadership always succeeds—at least, not immediately. Immediate outcome is of relatively little significance in judging leadership performance that supports human rights and capacity development.

The performance of the client system at all levels will be judged by the degree of commitment and engagement and by its responsiveness to the needed action as revealed by the change process.

A hierarchy of goals, objectives and benchmarks will be established. These should be made explicit with indicators to provide the basis for assessing achievement. But benchmarks will be continually set as the programme unfolds. It is inappropriate to expect them to be fully explicit in the programme document.

The effectiveness of a leadership development programme may be assessed against the following criteria:

- It will support leaders in developing personal habits of reflection that expose contradictions between their professed and lived values. This personal process of reflection will be mirrored in the work the leader does with the group, enabling the group to identify and expose contradictions within its values, beliefs and behavior. Alignment and consistency within the core self is the source of a leader's power and creativity. These are the elements required to inspire a vision that others will follow.
- It will be responsive to the cultural context. This is more than simply being sensitive to the challenges of cross-cultural communication and local myths and customs. Effective leadership matches the stage of development of the individuals, organisations, and societies in a particular locale, and at the same time is able to move them beyond their current state. It will assist leaders in developing the skills required to address conflicts in the values people hold, and to diminish the gap between the values people stand for and those needed given the reality they face. To be successful, leaders must both meet the needs of followers and elevate them.
- It will assist leaders in understanding the stages of development through which groups evolve, so as to assist the group in finding shared meaning, a vision of a desired future, clarity about what matters, balance between different concerns and acceptance of trade-offs.
- It will recognize if there is a need for ongoing coaching support and on-the-job training and will provide for it.
- It will be designed to create sustainable and continuing leadership development, possibly by providing external support through links to the web and UNDP resources.

- It will ensure that individual leaders are authorized and linked to the authority structures necessary for development and capacity development initiatives to be realized, not least, with regard to funding. It will address changes in decision-funding-action processes necessary to make creative leadership effective.
- It will be designed to support and build on the existing capacity of the targeted system—which may be a group, institution, or policy management system. This will mean addressing the needs of not only the targeted system but the context which supplies its resources and receives its products/services. This may include: individual citizens, communities, NGOs, or businesses, all of which may need to take up new roles and change behavior.

Measuring and Monitoring Signs of Success

- Ensures the observance of human rights principles
- Individuals become self-authorised to take on leadership roles at all levels
- People mobilised to change values, beliefs, and behaviours
- Shared meaning and vision is upheld, and a strategy to achieve it
- Increased level of transparency in human resource management
- System of performance linked to incentives functions well
- Mutual accountability, client feedback and reviews in place

Annex 1. A selection of leadership development resources and services

1

Name	INTRAC , International NGO Training and Research Centre
Type of organisation	Consultancy (non profit), International NGO, Library/Resource Centre, NGO/CSO Support Organisation, Research/Policy Institute, Training Centre
Contact	Oxbridge Court, Old Fruiterers' Yard, Osney Mead, Oxford, OX2 0ES, UK. Tel: +44(0)1865 201851 Fax: +44(0)1865 201852 E-mail: info@intrac.org www.intrac.org/
Country/region of action	North Africa, East Africa, Central Africa, West Africa, Southern Africa, Western Europe, Eastern Europe, Central Asia, East/South-East Asia, Middle East, Australasia
Mission and aims	INTRAC provides training, consultancy and research services to organisations involved in international development and relief. Their goal is to improve civil society performance by exploring policy issues and by strengthening management and organisational effectiveness.
Focus on:	<ul style="list-style-type: none"> • Organisational Capacity Building • Strengthening Civil Society • Participatory Development
Activities	Action Research, Capacity Building of CSOs/CBOs, Civil Society Strengthening, Conferences and Workshops, Consultancy, Facilitation, Gender, Information Dissemination, Institutional Strengthening, Leadership Development, M&E and Impact Assessment, Networking and alliance building, NGO Management support, Organisational Development and Assessment, Participatory Approaches, Publications, Research, Strategic Planning, Training
Programmes / projects	Long-term capacity building programmes in Central Asia and Malawi. INTRAC is developing a programme in Central and Eastern Europe, working closely with local support organisations and emerging civil society organisations in accession countries. INTRAC 's evolving programme of work in the Middle East centres around supporting the development of civil society in the region, strengthening the capacity of NGOs, and improving the space for dialogue between civil society and governments.

2

Name	LEAD International (Leadership for Environment and Development)
Type of organisation	Training Centre, Educational development for leadership, global network.
Contact	LEAD International , Sundial House, 114 Kensington High Street, London W8 4NP, UK Tel: +44 (0) 870 2202900. Email: info@lead.org Website: www.lead.org
Country/region of action	North America South America Africa Europe and the CIS Asia
Mission and aims	LEAD 's mission is to create, strengthen and support networks of people and institutions promoting change toward sustainable development -development that is economically sound, environmentally responsible and socially equitable.
Focus on:	Sustainable development.
Activities	Capacity Building of CSOs/CBOs, Leadership Development and Training.
Programmes / projects	LEAD has 14 regional offices around the world, each led by dedicated multi-lingual training staff who design and deliver high quality training and capacity building courses and activities. LEAD sustains a global network of 1600 LEAD fellows in 60 countries of the world.

3

Name	Social welfare mandram
Type of organisation	NGO Consortium/Federation, NGO/CSO Network, NGO/CSO Support Organisation, Training Centre
Contact	85/1 main street Norwood Sri Lanka Country: Sri Lanka Contact: Mr.Kaliyaperumal marayasoosai Tel: 0940512223815 Fax: 094512225119 Email: swmmmandram309hotmail.com
Country/region of action	Central Asia
Mission and aims	
Activities	Capacity Building of CSOs/CBOs, Change Management, Civil Society Strengthening, Conferences and Workshops, Gender, Human Rights, Institutional Strengthening, Leadership Development, Networking and alliance building, NGO Management support, Organisational Development and Assessment, Other activities, Participatory Approaches, Strategic Planning, Training
Programmes / projects	

4

Name	The Development Resources Centre (DRC)
Type of organisation	NGO/CSO Support Organisation
Contact	PO Box Johannesburg 2000 Country: South Africa Tel: +27 11 838 7504 Fax: +27 11 838 6310 Email: drc@sn.org.za Website: http://www.drc.org.za Contact person: Phili Bulunga Designation: Acting Director Email: zuzile@drc.org.za
Country/region of action	South Africa
Mission and aims	The Development Resources Centre was conceived as an organisation geared to the transition, working to strengthen civil society in South Africa's transformation. From the outset it worked toward the creation of a better policy and legal environment for civil society organisations (CSOs), and to secure financial flows to the development NGO sector.
Activities	Capacity Building of CSOs/CBOs, Consultancy, Leadership Development, Organisational Development and Assessment, Training Micro-enterprise/Income Generation Networking
Programmes / projects	

5

Name	The International Institute for Social Artistry (IISA)
Type of organisation	Training centre / International teaching/learning community of practice
Contact	7410 SW Oleson Rd #264 - Portland, OR 97223 Website: www.socialartistryinstitute.org
Country/region of action	
Mission and aims	To promote social change by developing an international cadre of leaders trained to apply a wide range of human capacities and skills to finding innovative solutions to critical local and global issues
Focus on:	Leadership
Activities	Train individuals and groups of leaders, committed to addressing local and global social change issues, to become Social Artists. Support and find funding for selected projects, developed by trained Social Artists, most likely to leverage significant social change
Programmes / projects	<ul style="list-style-type: none"> * Innovative Leadership for Decentralized Governance Programme — IISA provides faculty for international training programs sponsored by the United Nations Development Programme (UNDP). * Graduate Degrees in Social Artistry — IISA is collaborating with the Graduate Theological Foundation (GTF) and United Nations Development Programme (UNDP) to offer a Masters of Leadership in Social Artistry (M.L.S.A.) graduate program. * Trainer Certification Program – A Trainer Program that certifies professionals in facilitating Social Artistry workshops (August, 2004). * International Association of Social Artists — A professional association for Social Artists will provide a communication network for knowledge building, mentoring, and cross cultural projects between members. * Two-Year School for Young Social Artists (2005) - The School will provide leadership training for emerging and aspiring Social Artists who are invested, engaged and active in their home communities world-wide.
Notes	Social Artistry training, provided by world-class experts, combines contemporary leadership skill development with research and experienced-based to create leadership capacities that are both highly generative and never before tapped into.

6

Name	<u>MS - Danish Association for International Co-operation</u>
Type of organisation	NGO Support Organisation
Contact	<u>Mellemfolkeligt Samvirke (MS Denmark)</u> <u>Danish Association for International Co-operation</u> Borgergade 14 1300 København K Tlf.: + 45 7731 0000 Fax: + 45 7731 0101, Fax Infoafd: + 45 7731 0111 Fax Int. afd.: + 45 7731 0121 E-mail: <u>ms@ms.dk</u>
Country/region of action	MS works in Kenya, Uganda, South Sudan, Tanzania, Mozambique, Zambia and Zimbabwe; in Nepal and Afghanistan. MS works regionally in Central America, in The Balkans and in the Arabian region.
Mission and aims	The mandate of Mellemfolkeligt Samvirke (Danish Association for International Co-operation) is to promote understanding and solidarity between people and, by co-operating across national and cultural boundaries, to contribute to sustainable global development and a just distribution of the earth's resources.
Focus on:	Sustainable development.
Activities	MS provides opportunities for action for people, who accept a shared responsibility for global sustainable development. MS promotes understanding and dialogue between people. Together with partners MS promote popular participation and democratization in the North and in the South. MS endeavors to enable poor and marginalized people realize their vision of a dignified life.
Programmes / projects	Examples: * Mozambique: Garbage must be removed, * Nicaragua: Human contact is vital, * Uganda: Theatre against corruption, * Nepal: Debt slaves attained freedom, * El Salvador: Co-operation across continents, * Mozambique: A life with aids * Uganda: An advantage to be a stranger
Notes:	MS promotes globalisation by people and cooperation across national and cultural barriers - cooperation between people as both aim and means. MS engage in partnerships with organisations fighting poverty and injustice. In the North we jointly challenge debates and decisions of vital importance for poor and marginalised people.

7

Name	Synergos Institute
Type of organisation	Non-profit international organisation
Contact	9 East 69th Street New York, NY 10021, USA Tel: +1 (212) 517-4900 Fax +1 (212) 517-4815 synergos@synergos.org www.synergos.org
Country/region of action	US-Mexico border Latin America India Southern Africa Southeast Asia
Mission and aims	The Strengthening Bridging Organisations Program builds and strengthens community development foundations around the world.
Focus on:	Sustainable development.
Activities	The Synergos Institute is an independent nonprofit organisation dedicated to the development of effective, sustainable and locally based solutions to poverty.
Programmes / projects	Build and strengthen community development foundations and other bridging organisations in Africa, Asia and Latin America, fostering a local culture of philanthropy Bring leading philanthropic families together to deepen the impact of their social investments Broker partnerships among philanthropists, government, business and citizens, increasing the flow of resources to impoverished communities around the world.
Notes	Synergos has played a critical role in the formation of over a dozen such foundations, fostering a local culture of philanthropy, and today provides capacity building services to over 200 foundations, philanthropic support organisations and social investment groups in Africa, Asia and Latin America, as well as more limited services globally.

Name	SNV Netherlands Development Organisation
Type of organisation	International development organisation for the Dutch government, International NGO.
Contact	The SNV central office is located in The Hague, the Netherlands. Its main task is to facilitate the field offices. SNV Netherlands Development Organisation Bezuidenhoutseweg 161 2594 AG The Hague The Netherlands E-mail: info@snvworld.org www.snvworld.org/
Country/region of action	Asia, Latin America, East & Southern Africa, West & Central Africa, Balkans
Mission and aims	SNV is dedicated to a society where all people enjoy the freedom to pursue their own sustainable development. Our advisors contribute to this by strengthening the capacities of local organisations
Focus on:	Capacity Development, organisational development, partnership building and institutional strengthening
Activities	SNV is a Netherlands-based, international development organisation that provides advisory services to nearly 1800 local organisations in over 30 developing countries to support their fight against poverty.
Programmes / projects	Practice Areas: Local government, Market access, Leadership, Forests, Biogas, Gender, Dry lands, Water. Method: Mixing high quality training with coaching.
Notes	Regional office SNV Latin America Juan de Dios Martinez Mera N34-380 y Portugal Ecuador la@snvworld.org

Name	Centro Humano de Liderazgo, A.C. (cehlíder)
Type of organisation	Non-profit organisation.
Contact	Juan de la Barrera # 262 Teléfono / Fax (656) 611-2390 Ciudad Juárez, Chihuahua, México E-mail: cehlíder@cehlíder.org www.cehlíder.org/
Country/region of action	México
Mission and aims	CEHLÍDER seeks the promotion of value-based leadership for constructive change to improve the development of a better community. The objectives of Cehlíder are: To train leaders with values To promote the living of values on communitarian leaders To prepare projects aiming the vision of the organisation To enforce the partner training on Cehlíder values and his participation on Cehlíder activities
Focus on:	Participatory democracy Dignify of the people Uprightness and integrity The example as a motivation path Love for the community and country
Activities	Theatre for kids, courses, animated cartoons videos, workshops.
Programmes / projects	Development Decalogue Social Responsibility for Professional Enterprisers (PERS) Juvenile CEHLÍDER Mega-Seminaries Seminaries

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Name	AVINA Foundation
Type of organisation	Non-profit NGO
Contact	Fundación AVINA P.O. Box 0832-0390 WTC Ciudad de Panamá, Rep. de Panamá Tel: +[507] 208 943 Dirección de Desarrollo Humano Vanessa Lean P.O. Box 3988-1000 San José, Costa Rica Tel: +[506] 210 0838 desarrollohumano@avina.net
Country/region of action	* Andean Region: Ecuador, Peru, Venezuela, Chile, Colombia * Brazil * Central America & Caribbean: Belize, Costa Rica, El Salvador, Honduras, Nicaragua, Panama, Dominican Republic, Guatemala * Southern Cone: Argentina, Bolivia, Paraguay, Uruguay * Europe: Spain, Portugal, Switzerland * North America: United States, Mexico
Mission and aims	AVINA partners with civil society and business leaders in their sustainable development initiatives in Latin America.
Focus on:	Sustainable development, leadership.
Activities	AVINA facilitate links among individuals committed to sustainable development by promoting the creation of increasingly constructive and inclusive communities. AVINA identify opportunities, build social transformation agendas, and seek to exercise responsible citizenship and enhance social capital in order to contribute to the construction of more sustainable societies.
Programmes / projects	Growing small business Think globally, litigate locally A global network of “permanent agriculture”.

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Name	Ashoka
Type of organisation	Non-profit international organisation
Contact	Ashoka Headquarters Office 1700 North Moore Street, Suite 2000 (20th Floor) Arlington, VA 22209 USA Tel: 703-527-8300 Fax: 703-527-8383
Country/region of action	Africa, Asia, Central Europe, Latin America, US & Canada
Mission and aims	Ashoka's mission is to shape a citizen sector that is entrepreneurial, productive and globally integrated, and to develop the profession of social entrepreneurship around the world. Ashoka identifies and invests in leading social entrepreneurs—extraordinary individuals with unprecedented ideas for change in their communities—supporting them, their ideas and institutions through all phases of their careers. Ashoka Fellows benefit from being part of the global Fellowship for life.
Focus on:	Learning / education, Environment, Health, Human Rights, Economic Development, Civic Participation.
Activities	
Programmes / projects	

Annex 2: Basic bibliography and other tools

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