Scaling Up Nutrition Leadership Development in Africa

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Zambia
SUNLEAD-Africa

• Context & some background

• What we achieved (not so much on what we did)

• Lessons that we learned for developing leadership capabilities for improved team effectiveness in multi sectoral teams at district level
Change has to be lead
Well-known processes - planning, budgeting, structuring jobs, staffing jobs, measuring performance, problem-solving,
Helps an organization to predictably do what it knows how to do well.
Management helps you to produce products and deliver services as promised, of consistent quality, on budget, day after day, week after week.

Leadership is associated with taking an organization into the future, finding opportunities and successfully exploiting them.
Leadership is about vision, about people buying in, about empowerment and, most of all, about producing useful change.
In a changing world, leadership is increasingly needed from more and more people, no matter where they are in a hierarchy.

Kotter HBR 2001
• How do we reduce chronic undernutrition?
• How do I convince my line manager that nutrition is important?
• How do I implement my plan effectively?
• How do I gain commitment from politicians?
• How do I ensure producers do not take short cuts?
• How do we make our people care about nutrition?
• How do we improve access to markets?
• How do I show there is a benefit in reducing undernutrition?
• How do I get my team to pull in the same direction?
• How do I make plans that work from national strategies?
• How do I stop blaming behaviour?
• How do I get other sectors to buy in to nutrition?
Leadership capabilities

SELF
Self-awareness
Ability to balance conflicting demands
Ability to learn
Leadership values

SOCIAL
Ability to build and maintain relationships
Ability to build effective work groups
Communication skills
Ability to develop others

WORK
Management skills
Ability to think and act strategically
Ability to think creatively
Ability to initiate and implement change

Center for Creative Leadership 2004
Overview of SUNLEAD

• Grow larger number of facilitators – build capacity

• Develop leadership capabilities at district level- improve multi sectoral team effectiveness to implement change

• Uganda DNCC – District nutrition coordinating committee

• Rwanda DPEM – District plan for the elimination of malnutrition
SUNLEAD – Uganda & Rwanda

June-Aug 2015
Uganda DNCC (Nebbi, Kanungu)
Rwanda DPEM (Musanze, Muhanga, Nyamagabe)
General way of working

- Scoping mission – relationship building, needs assessment & diagnosis
- Develop plan with team & other stakeholders
- Intervention implementation
- M&E
- Focus on **individual** development within work environment
- Focus on **team** development within work environment
Developing leaders and leadership at district level – what did we learn?

• **Stakeholder commitment** is a critical success factor. Employer commitment to team and individual development.

• **Intensive and sustained interaction** – *behavioural change*

• At least 5 sessions of 3 days each, over 18 to 24 months.

• Apply their new knowledge, experience and orient themselves in their work environment, give feedback, and receive further support and advice so as to reinforce positive behavioural change and embed new behaviours into daily practice.

• **Follow-up training for / continued support to the district teams**

• **Practical work-related assignments** - experiential learning and reinforcement in a structured and practical way.
Developing leaders and leadership at district level – what did we learn?

• Some leadership development principles are generic **BUT uniqueness** and circumstances in different countries and in every district **should not be underestimated**.

• Leadership development of adult learners should always be done **in the context of the workplace**.

• Including **local co-facilitators** is a critical success factor.

• Having participants **develop a plan to sustain planned individual and team change** as part of the workshop programme is a good practice. Future programmes would benefit from longer term follow-up monitoring and evaluation of such implementation plans.
Developing leaders and leadership at district level – what did we learn?

- Training needs for the future, as defined by the participants in Uganda and Rwanda
Developing leaders and leadership at district level – what did we learn?

• The participants gave exceptionally **positive feedback** (formally and informally) on the **training methods and facilitation styles**. An interactive, participatory, and open engagement style together with the wide variety of techniques and tools applied facilitated greater engagement and learning than the traditional didactic training methodology.
Developing leaders and leadership at district level – what did we learn?

• To maximise impact it is essential to **train a critical mass** of individuals from the same **district together with** representatives from **sub-districts**.

• Link district teams with national level. Explore if there is an opportunity to run such **trainings up-stream at the regional and national government level** and possible even with the in-country SUN team/s.

• Create a **district network** for exchanging knowledge, experience, and best practice and provide for field visits and mutual support.
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• Change starts at a personal level
• Personal commitment / need
• Takes time
• Much talked about but very little experience around
• Develop the person
• Develop the team
• In workplace
• Follow-up, reinforcement and embedding
• Improves team effectiveness in multi-sectoral implementation teams at district level
Thank you!

Nebbi, Kanungu

Nyamagabe, Muhanga, Musanze
Generic model of effective team functioning

- Shared vision (shared purpose)
- Communication
- Clear roles and responsibilities
- Empowerment
- Lead from where you stand
- Member commitment
- Achievement/Delivery
- Mutual trust, integrity (shared values)
- Creativity
- Concern for member needs
- Enjoyment/satisfaction
- Effective decision making
- Diversity valued
- Conflict management
- Effective team
9 Principles of change

- **PURPOSE PRINCIPLE**
  Identify purpose/outcome of intervention

- **NECESSITY PRINCIPLE**
  Clarify need for change

- **STAKEHOLDER COMMITMENT PRINCIPLE**
  Create stakeholder involvement & commitment

- **TRANSFORMATIONAL LEADERSHIP PRINCIPLE**
  Growing needed leadership & management skills

- **DIAGNOSTIC PRINCIPLE**
  Diagnosing team/organisational effectiveness & differentiating problems & dilemmas

- **INTEGRATING PRINCIPLE**
  Developing a results oriented team/organisational effectiveness strategy

- **RESISTANCE MANAGEMENT PRINCIPLE**
  Identifying and managing sources of resistance

- **LEARNING CULTURE CREATION PRINCIPLE**
  Creating a learning and growth culture

- **MONITORING AND EVALUATION PRINCIPLE**
  Monitoring progress & outcomes and adapting effectiveness strategy