



**USAID**  
FROM THE AMERICAN PEOPLE

SEE  
FEED  
CHANGE **FUTURE** AFRICA LEAD

# Scaling up for Food Security in Africa Champions for Change

## Leadership Training



## Participant Manual

## **TRAINING PURPOSE:**

TO INSPIRE, ENERGIZE AND MOBILIZE INNOVATIVE LEADERS, CHAMPIONS, AND THINKERS IN AFRICAN COUNTRIES, WHO ARE COMMITTED TO CREATIVE NEW APPROACHES TO ACHIEVING FOOD SECURITY.

## **TRAINING OBJECTIVES:**

By the end of the course, participants will be able to:

Describe their current and potential, formal and informal roles in food security initiatives, including – but not exclusive to – active roles in CAADP and Country Investment Plans.

Explore and analyze major opportunities in implementing major agricultural initiatives and identify innovative actions that they can take to help overcome these opportunities.

Demonstrate skills necessary for being a champion for change, including such areas as planning, advocacy, and transformative leadership.

Develop Individual Action Plans to expand their roles and to become active and creative participants in their country and region's ownership of food security initiatives, including outreach to other champions of change and stakeholders.

Expand their own views of food security and develop advocacy strategies to change mindsets about the role of the very poor, the importance of gender, the role of nutrition in advancing agricultural-led growth, and the impact of climate change on agricultural development.

Understand their historic roles as part of a pan-African initiative to tap the most creative thinkers and leaders in finding innovative new ways to meet food security opportunities.

Create sustainable regional networks to increase agricultural performance and food security.

## SCALING UP FOR FOOD SECURITY IN AFRICA COURSE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Themes:</b> * <b>CAADP / FTF Frameworks</b> * <b>Status of Change in Food Security</b> * <b>Opportunities for Success</b>	<b>Themes:</b> * <b>Leading and Managing Change</b>	<b>Theme:</b> * <b>Strategic Thinking &amp; Planning</b> * <b>Advocacy: Analyzing Stakeholders</b>	<b>Themes:</b> * <b>Advocacy: Developing Messages</b> * <b>Leadership Skills for Change Initiatives</b>	<b>Themes:</b> * <b>Capacity Needs Assessment</b> * <b>Monitoring and Evaluation</b> * <b>Creating Plans for Next Steps</b>
<ul style="list-style-type: none"> <li>• Welcome and Introductions: Building the Team</li> <li>• Our Roles in Food Security (Rome, L'Aquila, CAADP &amp; FTF/ Guiding Principles)  - Lunch-</li> <li>• Status of Food Security (Inclusive Approach-Gender, the Poor, Climate Change &amp; Nutrition)</li> <li>• Opportunities for Food Security Initiatives in Countries/Region</li> <li>• Individual Planning / Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day /Homework</li> <li>• Overview of Leading &amp; Managing Change</li> <li>• Leading &amp; Managing Change – Step 1: Increase Urgency</li> <li>• Leading &amp; Managing Change – Step 2: Build the Guiding Team  -Lunch-</li> <li>• Leading &amp; Managing Change – Step 3: Create A Compelling Vision</li> <li>• Individual Planning / Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day/Homework</li> <li>• Strategic Thinking &amp; Planning  - Lunch-</li> <li>• Strategic Thinking &amp; Planning (continued)</li> <li>• Advocacy: Analyzing Stakeholders in Food Security: Knowledge Positions</li> <li>• Individual Planning / Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day/Homework</li> <li>• Advocacy: Developing Messages with Impact</li> <li>• Individual Leadership Action Plan  - Lunch-</li> <li>• Individual Change Leadership Action Plan (continued)</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day/Homework</li> <li>• Introduction to the Capacity Needs Assessment Approach</li> <li>• Basics of Monitoring and Evaluation</li> <li>• Country/Region Food Security Networking &amp; Collaboration Work Groups and Reports</li> <li>• Closing Session</li> </ul>
<b>Homework:</b> <ul style="list-style-type: none"> <li>• Read <i>Leading Change</i> HBR Article</li> </ul>	<b>Homework:</b> <ul style="list-style-type: none"> <li>• Review Strategic Thinking &amp; Planning Section</li> </ul>	<b>Homework:</b> <ul style="list-style-type: none"> <li>• Complete <i>Leadership Practices Inventory</i></li> </ul>	<b>Homework:</b> <ul style="list-style-type: none"> <li>• Review Capacity Needs Assessment Materials</li> </ul>	<b>Homework:</b> <b>Be a CHAMPION OF CHANGE !</b>

# SESSION ONE: BUILDING OUR TEAM

## 1.1 PARTNER INTERVIEW INTRODUCTIONS

### PARTNER TASK

Pick a partner you do not know and interview him or her using the following questions. Be ready to introduce that person in 10 minutes.

Name by which you like to be called:

An African Champion for Change who has inspired you:

What excites you about being a Food Security Champion for Change in your country or region?

What are you most hoping to get out of this course?

(You will have no more than one minute to introduce your partner.)

## 1.2 MODULE 1 OBJECTIVES

By the end of this course, participants will be able to:

- Describe their current and potential, formal and informal roles in food security initiatives, including – but not exclusive to – active roles in CAADP and Country Investment Plans.
- Explore and analyze major challenges in implementing major agricultural initiatives and identify innovative actions that they can take to help overcome these challenges.
- Demonstrate skills necessary for being a champion for change, including such areas as planning, advocacy, and transformative leadership.
- Develop Individual Action Plans to expand their roles and to become active and creative participants in their country and region's ownership of food security initiatives, including outreach to other champions of change and stakeholders.
- Expand their own views of food security and develop advocacy strategies to change mindsets about the role of the very poor, the importance of gender, the role of nutrition in advancing agricultural-led growth, and the impact of climate change on agricultural development.
- Understand their historic roles as part of a pan-African initiative to tap the most creative thinkers and leaders in finding innovative new ways to meet food security challenges.

- Create sustainable regional networks to increase agricultural performance and food security.

### 1.3 NORMS FOR PARTICIPATION

Thinking of some of the best training you have attended. Please write a few things that would help us create a great learning community this week:



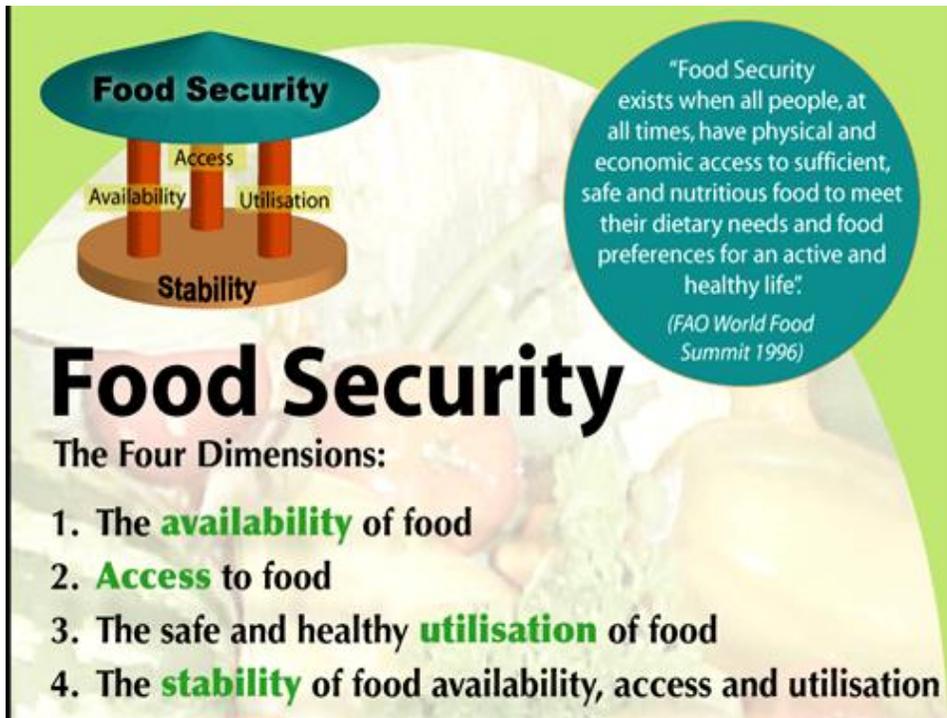
# SESSION 2: OUR ROLES IN FOOD SECURITY

## OBJECTIVES:

- Understand the background of recent agricultural and food security initiatives
- Appreciate the current status of Food Security initiatives in countries and regional groups represented in the training
- Identify the opportunities for successful implementation of Food Security Initiatives and plans



## 2.1 BACKGROUND – What does Food Security Mean?



The infographic features a central diagram of a table with four legs labeled 'Availability', 'Access', 'Utilisation', and 'Stability', topped with a blue oval labeled 'Food Security'. To the right, a teal circle contains a definition of food security. Below the diagram, the text 'Food Security' is written in large bold letters, followed by 'The Four Dimensions:' and a numbered list of the four dimensions.

**Food Security**

Access  
Availability      Utilisation  
Stability

"Food Security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life."  
*(FAO World Food Summit 1996)*

# Food Security

The Four Dimensions:

1. The **availability** of food
2. **Access** to food
3. The safe and healthy **utilisation** of food
4. The **stability** of food availability, access and utilisation

## 2.2 THE L'AQUILA JOINT STATEMENT

At the G8 Summit in L'Aquila, Italy in July 2009, global leaders committed to “act with the scale and urgency needed to achieve sustainable global food security.” They recognized that the combined effect of longstanding underinvestment in agriculture and food security, historically high and volatile food prices, and the economic and financial crisis was increasing dramatically the number of poor and hungry and jeopardizing global progress toward meeting the Millennium Development Goals (MDG). By robbing people of a healthy and productive life and stunting the development of the next generation, hunger leads to devastating consequences for individuals, families, communities, and nations. At L'Aquila, leaders called for increased investment in agriculture and rural development as a proven lever for combating food insecurity and as an engine for broader economic growth, prosperity, and stability.

The G8 leaders agreed that their “action will be characterized by a comprehensive approach to food security, effective coordination, support for country-owned processes and plans as well as by the use of multilateral institutions wherever appropriate.” The leaders said this approach should include:

- Increased agricultural productivity
- Stimulus to pre- and post-harvest interventions
- Emphasis on private sector growth, smallholders, women and families
- Preservation of the natural resource base
- Expansion of employment and decent work opportunities
- Knowledge and training
- Increased trade flows, and
- Support for good governance and policy reform.

They also noted that, “Food security is closely connected with economic growth and social progress as well as with political stability and peace.” Therefore they asserted that “It is necessary to improve access to food through more equitable income generation and distribution, employment creation and income prospects in developing countries.”

Source: “L'Aquila” Joint Statement on Global Food Security, July 10, 2009

### 2.3 BACKGROUND -- ROME PRINCIPLES

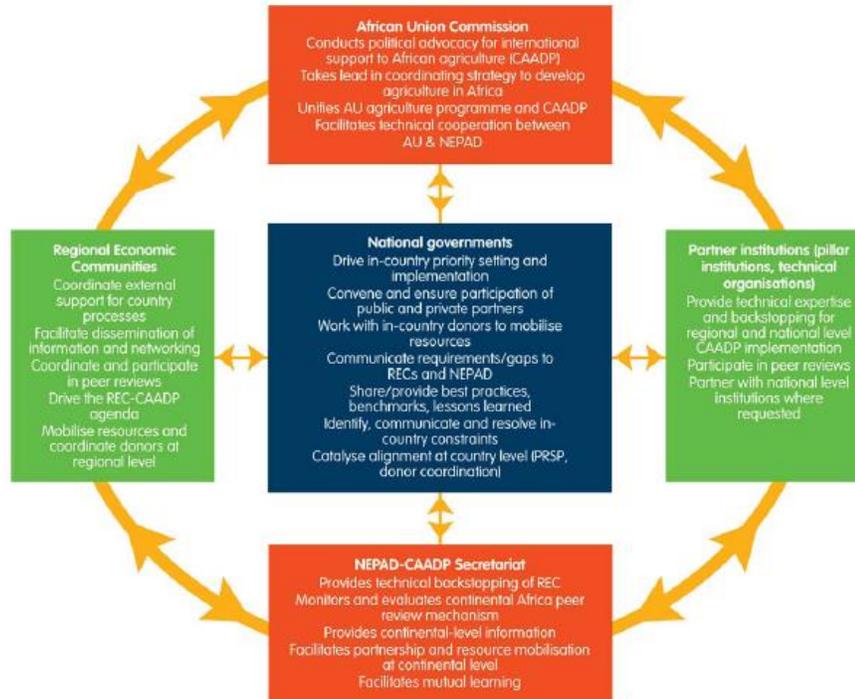
- Invest in country-owned plans that support results-based programs and partnerships
- Strengthen strategic coordination
- Ensure a comprehensive approach
- Leverage the benefits of multilateral institutions
- Deliver on sustained and accountable commitments

## 2.4 BACKGROUND – CAADP’S FOUR PILLARS:

- Pillar I: Extending the area under sustainable land management and reliable water control systems
- Pillar II: Improving rural infrastructure and trade-related capacities for market access;
- Pillar III: Increasing food supply, reducing hunger and improving responses to food emergency crises; and
- Pillar IV: Improving agriculture research, technology dissemination and adoption.

## CAADP’S CAPACITY DEVELOPMENT FRAMEWORK:

- Improved individual, institutional, systems and multi-level capacity for implementation and attainment of sector programmes, goals and targets
- Improved leadership and management practices noted in planning and facilitating processes
- Target stakeholder groups becoming more responsible for their actions and decisions, as part of taking over ownership
- Stakeholder groups becoming more accountable and transparent, not only to government, but also to farmer organizations at grassroots level
- Stakeholder groups being able to implement, monitor and review their own investment programmes and, in the process, deciding on which priorities and programmes to concentrate.



NEPAD vision for Africa:

By 2015, Africa should

- Attain food security
- Improve Agricultural Productivity to attain a 6% annual growth rate
- Develop dynamic regional and sub-regional agricultural markets
- Integrate farmers into a market economy: and
- Achieve a more equitable development of wealth

## 2.5 BACKGROUND – USAID FEED THE FUTURE

In support of CAADP and other food security initiatives, the US intends to make investments in agricultural development in:

- Regional programs when significant opportunities to food security require cooperation across national borders
- Multilateral mechanisms such as the World Bank-administered Global Agricultural and Food Security Program
- Countries that are strategic partners where investments will benefit them through technical, policy, and other cooperation
- Global research and innovation that build on new breakthroughs in research and science
- Improve nutritional status (especially of women and children). Evidence shows that alleviating poverty will reduce undernutrition, but alone will not resolve the problem. We will coordinate and integrate our agriculture and nutrition investments to maximize impact and measure the success of our efforts toward achieving this objective through change in the prevalence of stunted and wasted children and the prevalence of underweight women.

## 2.6 COUNTRY AND REGIONAL GROUP EFFORTS IN IMPLEMENTING FOOD SECURITY

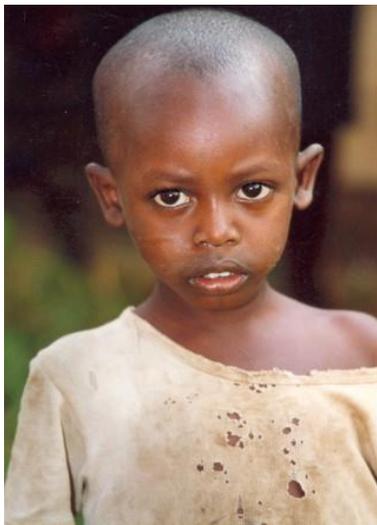
### COUNTRY AND REGIONAL WORK GROUP TASK

1. Split up by country and regional groups to discuss your efforts in implementing food security initiatives as you know them. Include in your discussion an identification of the stakeholders in food security in your country or region as well as the status of your country investment plan.
2. Select a reporter and when advised, come to consensus and record bullet points.
3. Ideas from other groups I want to remember:

## 2.7 THE OVERLOOKED ISSUES

- The role of the very poor
- The importance of gender
- The role of nutrition in advancing agricultural-led growth, and
- The impact of climate change and environmental degradation on agricultural development

**What's her story?**





# SESSION 3: LEADING CHANGE

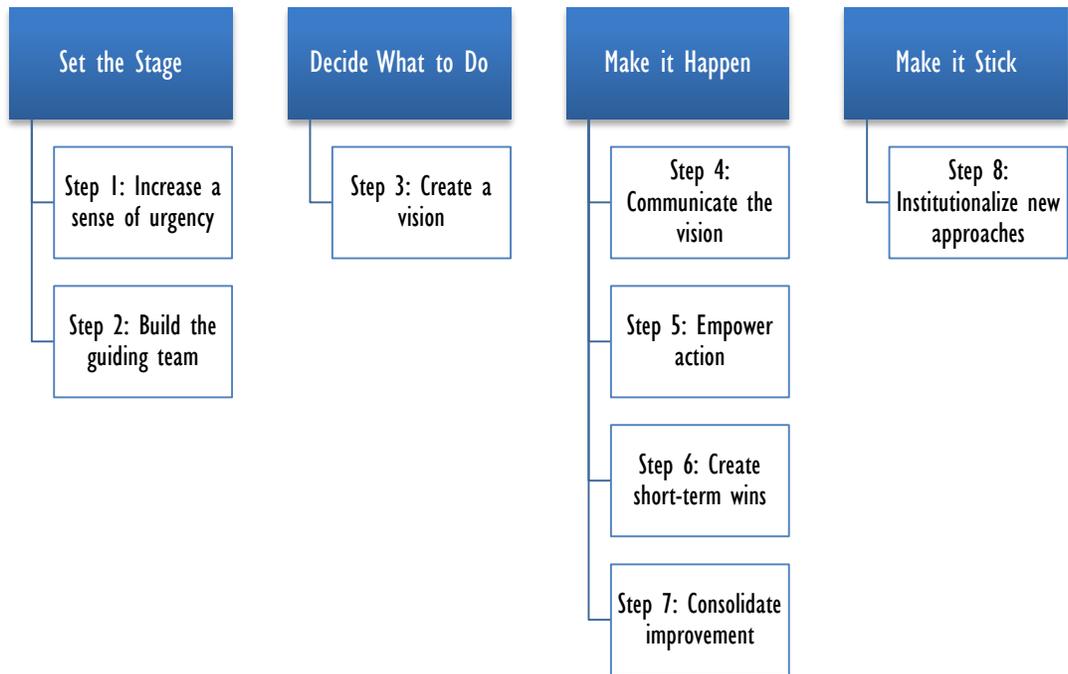
## OBJECTIVES:

By the end of the session, participants will be able to:

- Describe an eight-step model for leading change;
- Explore Step I – Increase Urgency. Tie it to the CAADP and FTF agendas for scaling up new and innovative approaches to implementing activities in the areas of agriculture and food security.



### 3.1 EIGHT STEPS TO LEADING CHANGE



Step	Action	New Behavior
Set the Stage		
1	Increase a Sense of Urgency	Building a sense of urgency by examining realities and identifying and discussing crises, potential crises, or major opportunities Enough people start telling each other, “Let’s go, we need to change things!”
2	Build the Guiding Team	Assembling a group with enough power to lead the change effort Encouraging the group to work well together as a team
Decide What to Do		
3	Create a Vision	Creating a vision to help direct the change effort Developing strategies for achieving that vision
Make It Happen		
4	Communicate the Vision	Using every vehicle possible to communicate the new vision and strategies Teaching new behaviors by the example of the guiding coalition People begin to buy into the change, and this <b><i>shows in their behavior</i></b>
5	Empower Action	Empowering others to act on the vision: <ul style="list-style-type: none"> <li>▪ Facing obstacles to change</li> <li>▪ Changing systems or structures that seriously undermine the vision</li> <li>▪ Encouraging risk taking and new ideas, activities, and actions</li> </ul> More people feel able <b><i>to act</i></b> , and do act, on the vision.
6	Create short-term wins	Planning for visible performance improvements: <ul style="list-style-type: none"> <li>▪ Creating those improvements</li> <li>▪ Recognizing and rewarding those involved in the improvements</li> </ul> Momentum builds as people try to fulfill the vision, while <b><i>fewer and fewer resist change</i></b> .
7	Consolidate Improvement	Consolidating improvements and producing still more change: <ul style="list-style-type: none"> <li>▪ Using increased credibility to change systems, structures, and policies that don’t fit the vision</li> <li>▪ Hiring, promoting, and developing employees who can implement the vision</li> <li>▪ Reinvigorating the process with new projects, themes, and change agents</li> </ul>
Make It Stick		
8	Institutionalize New Approaches	Make it Stick: <ul style="list-style-type: none"> <li>▪ Articulating the connections between the new behaviors and success</li> <li>▪ Developing the means to ensure leadership development and succession</li> </ul> <b><i>New behavior</i></b> continues despite the pull of tradition, turnover of change leaders, etc.

## 3.2 STEP 1: INCREASE A SENSE OF URGENCY<sup>1</sup>

### 1. Be Clear About Complacency

- The power and prevalence of complacency is underestimated.
- No matter what people say, if you look at what they do it is clear that they are mostly content with the status quo.
- They continue with what has been the norm in the past.
- People look inward, not out.
- Complacency is often invisible to insiders.

### 2. Be Clear About False Urgency

- False urgency is almost always the product of failure or some form of intense pressure put on a group.
- Those with a false sense of urgency do not think that all is well. They may think that the situation they are in is a mess. They may think their boss is applying ridiculous pressure on them.
- Those with a false urgency tend to be very anxious, angry, frustrated and tired.
- Energy from anxiety and anger can create lots of activity, not productivity, and sometimes very destructive activity. People create battles that get the organization nowhere. They waste hours trying to shoot down good ideas coming from other units in the organization. They go through the motions using passive aggression to stall projects.

### 3. Aim for the Heart

- Underlying a true sense of urgency is a set of feelings: a compulsive determination to move, and win, now.
- When it comes to affecting behaviors...
  - creating fast-moving actions that are focused on important issues
  - launching needed initiatives
  - cooperating with the initiatives of others
  - pushing to achieve more ambitious goals despite the obstacles
  - trying to achieve progress each and every day

...feelings are more influential than thoughts.

---

<sup>1</sup> Excerpts from A Sense of Urgency, by John Kotter, HBR Press, 2008.

- Excellent information by itself, with the best data and logic, that may define new needs and new goals can win over the minds and thoughts of others, but will rarely win over the hearts and feelings sufficiently to increase needed urgency.
- A logical case that uses tactics that communicate not only needs but emotionally compelling needs, and that communicate not only new stretch goals but goals that excite and arouse determination CAN win over the hearts and minds of others and sufficiently increase urgency.

#### **4. One Strategy and Four Tactics**

The Strategy: Create action that is relentlessly aimed at making some progress every day and constantly purging low value-added activities – all by always focusing on the heart and not just the mind.

The Tactics:

- Bring the Outside in
  - Reconnect internal reality with external opportunities and hazards
  - Bring in emotionally compelling data, people, video, sights, and sounds
- Behave with Urgency Every Day
  - Never act content, anxious or angry
  - Demonstrate your own sense of urgency always in meetings, one-on-one interactions and memos, and do so as visibly as possible to as many people as possible
- Find Opportunity in Crisis
  - Always be alert to see if a crisis can be a friend, not just a dreadful enemy, in order to destroy complacency
  - Proceed with caution, and never be naïve, since crisis can be deadly
- Deal with the No No's
  - Remove or neutralize all the relentless urgency-killers, people who are not skeptics but are determined to keep a group complacent.

## SMALL GROUP TASK - WORKSHEET

In your small group, review Section 3.2 – Increase A Sense of Urgency and respond to the following questions:

1. *What can you do that is dramatic, attention grabbing and memorable to increase a sense of urgency about Food Security in your countries or region?*
2. *What challenges will you face in trying to increase a sense of urgency about Food Security?*
3. *Who would you include in your guiding team to help you increase the sense of urgency?*

Select a facilitator and identify who will give a 5 minute summary of your discussions

Put ideas on flipchart!

You have 25 minutes!

## SESSION 4: EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK

### STEP 2: BUILD THE GUIDING TEAM

#### OBJECTIVES:

---

By the end of the session, participants will be able to:

- Explore ways to strengthen teamwork within work units and teams.
- Begin developing strategies for building and maintaining effective teams.
- Explore Step 2 of Kotter's Eight Steps for Leading Change – Build the Guiding Team – and tie it to the current situation of scaling up new and innovative approaches and activities in the areas of agriculture and food security for implementing the CAADP agenda.

**Rationale:** Successful change initiatives require a guiding coalition with enough power to lead the change effort. The guiding coalition must work well together as a team.



## 4.1 CHARACTERISTICS OF AN EFFECTIVE TEAM

### GROUP TASK --ROADBLOCK

Your trainer will give you instructions on your group task.

As you work together to complete the task, the following apply:

Player may move into an empty spot in front of him or her

May move around someone facing him or her into an empty space

Only one player may move at a time

A player may only pass one player at a time

### **ILLEGAL MOVES**

May not move backwards

May not move around someone facing the same way

2 players may not move at the same time

2 players can't occupy the same space

No player may step off the game space to allow another person to pass

May not turn around and change direction in order to facilitate a move

## 4.2 WHEN TEAMS WORK BEST

What's a Team?

### **A team is:**

...a small group of people (typically fewer than twenty) with complementary skills committed to a common purpose and set of specific performance goals (Katzenbach & Smith, *The Wisdom of Teams*, 1993).

### Processing our experience:

What helped/hindered the team to achieve the task?

What was it like to be at the head of the line, at the back of the line?

### Generalizing from our experience:

What are some characteristics of effective teams?

### Applying back home:

What can I do to strengthen the guiding team in my country/region?

What can we as a group do better with respect to teamwork?



## Team Members Actions/Attitudes<sup>2</sup>

### Core Competency

Team members in the research disclosed that the first thing they look for in a teammate is a core competency -- having sufficient experience to do the job at hand well and having the necessary problem-solving ability to overcome those obstacles that invariably arise on the team's path to its goal.

### Openness – “Engaging in direct conversations about what is happening”



Team members who are open are willing to deal with problems, surface issues that need to be discussed, help create an environment where people are free to say what is on their minds, and promote an open exchange of ideas. Members of a team need to be able to talk with one another about how the team is functioning, who needs help, and what they can do to improve their performance. In effective teams, people were able to create and sustain the sense that people were free to say what was on their minds. They listen and talk with each other about individual behaviors and attitudes that hinder teamwork. In contrast, less successful teams seemed have an implicit agreement to accept a condition as it is rather than to talk about it openly and address it directly.

### Supportiveness – “Getting the best out of others”

Team members demonstrate supportiveness by such actions as encouraging someone whose confidence is wavering, helping others overcome obstacles, or “giving someone the benefit of the doubt.” Simply put, it is the desire and willingness to help others succeed and involves putting the team's goal above any individual agenda, and being easy to work with. Being supportive is not passive acceptance of whatever might be going on, but active attention to doing what needs to be done so that the team can be successful. Team members appreciate and acknowledge the contribution that others are making to the team's progress.



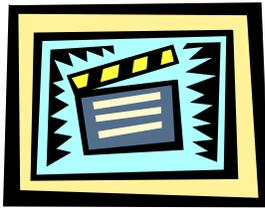
Collaboration requires openness -- the ability to raise and resolve the real issues standing in the way of a team accomplishing its goals, and supportiveness – doing so in a way that brings out the best thinking and attitude of everyone involved.

---

<sup>2</sup>Adapted from: “When Teams Work Best” by Frank LaFasto and Carl Larson.

## Action Orientation – “Just do it”

Effective team members make a deliberate effort to make something happen. This means that the team member is willing to prod, to suggest courses of action, to be willing to experiment, to try something different, and to encourage others to take action. Outside observers see a distinct difference between an action orientation – a deliberate effort to make something happen -- and a passive approach that favors waiting and hoping that others will do something about the problem or opportunity at hand.



## Positive Personal Style – “It’s all good”

Finally, effective team members have a positive personal style and are energetic, optimistic, engaging, confident and fun to work with. It does not take many team members who are cynical, defensive, whine and are generally hard to work with to seriously depress the emotional energy of a team. “There are people who take the heart out of you and there are people who put it back” is no trivial comment. Something you might not even remember saying may have had a devastating impact on someone looking to you for guidance and approval. By the same token, something you said years ago may have encouraged and inspired someone who is grateful to you to this day. What we say can leave an “emotional wake” – positive or negative. Our individual wakes are larger than we know and those ripples can have a serious impact on team performance.



## Six Dimensions of Team Leadership<sup>3</sup>

There are **six specific leadership dimensions** that research and empirical evidence have categorized as critical actions/ behaviors that help lead a team to success or failure.



**Focuses on the goal** -- A team leader's primary task is to keep the team focused on the goal. Whatever it is called – team mission, vision, strategy, primary objective – this goal is the team's reason for existence and it should be clear and inspiring. All team members should be able to describe where the team is headed.

**Ensures a collaborative climate** -- Effective team leaders ensure a team climate that enables team members to speak up and address real issues preventing the goal from being achieved. Talking about it, reinforcing it, and guaranteeing it accomplish this kind of climate. Effective team leaders elicit collaborative behavior by making it clear that they expect it. Most of all, the team leader creates a collaborative climate by demonstrating and modeling it through his or her own behavior. They do not let their personal control needs or ego get in the way of effective teamwork.



**Builds confidence** -- Effective team leaders demonstrate a positive attitude that focuses on opportunities and accomplishments. They bolster the self-assurance and personal confidence of team members, and create a sense of confidence that success will be achieved. Confidence begins in the mind, but it must be nurtured by success. When a team agrees that it is going to do something, effective team leaders follow through and make sure that it happens.

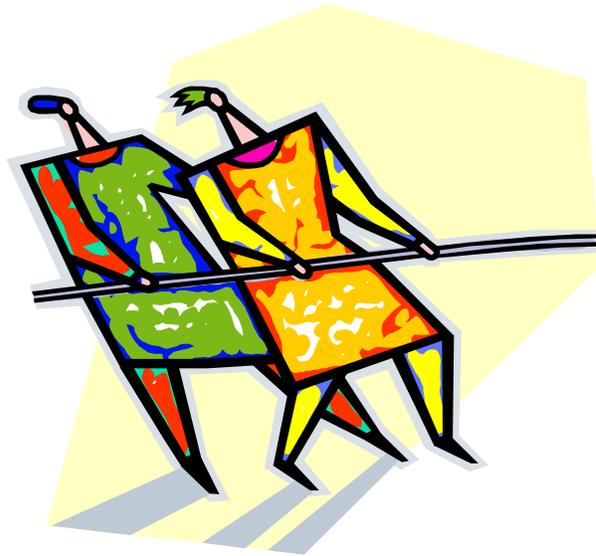
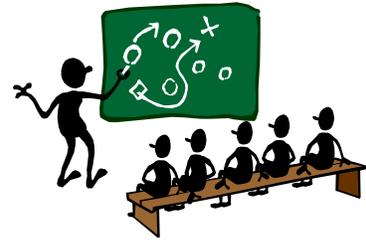
**Demonstrates sufficient technical know how** -- The fourth dimension of effective team leadership that emerges from the observations of team members is understanding the content, or body of knowledge directly related to the achievement of a goal. Effective team leaders understand cutting-edge technical issues and are capable of helping the team analyze complex technical problems. They also understand the operational side of their work -- what it takes to “get things done” in their organizational environment.



**Sets priorities** -- Effective team leaders are able to relentlessly keep focus on those actions that need to be taken to make the most systematic progress toward the team goal. They are skillful at reconciling competing demands for finite resources of time, money and energy. They help the team stay focused on a manageable set of priorities that will lead to the accomplishment of the team goals.

<sup>3</sup> Adapted from: “When Teams Work Best” by Frank LaFasto and Carl Larson.

**Manages performance** -- Effective team leaders make performance expectations clear and confront and resolve issues associated with inadequate performance by team members. They ensure that rewards and incentives are provided in a way that supports the achievement of teams' goals, and provide coaching to team members that includes useful, developmental feedback.



## 4.3 STEP 2 OF KOTTER'S EIGHT STEP MODEL FOR LEADING CHANGE – BUILD THE GUIDING TEAM

### **New Behaviors:**

- Assembling a group with enough power to lead the change effort
- Encouraging the group to work well together as a team

### **Points to Remember:**

- Successful change initiatives assemble a guiding coalition with enough power to lead the change effort.
- Efforts that don't have a powerful enough guiding coalition can make apparent progress towards change for a while, but sooner or later opposition gathers and stops the change.

## 4.4 CLOSE OF SESSION

*How can you best support one another (and members of other training groups) as members of the guiding coalition?*



# SESSION 5: EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK

## STEP 3: CREATING COMPELLING VISIONS

---

### OBJECTIVES:

By the end of the session, participants will be able to:

- Identify best practices in creating compelling visions.
- Practice crafting vision elements with explicit values that will motivate and inspire different audiences to support the implementation of the CAADP and FTF agendas.
- Begin identifying vision elements relevant to each participant's strategic priority and key audiences.





©IFAD/David Rose

The above photo was copied from [African Farmers and CAADP](#) and is copyrighted by David Rose of the International Fund for Agricultural Development.

1. What are you seeing in this scene?
2. What are you feeling about this scene?
3. If you were a leader in this situation, what need for change might you see?

## 5.1 VISIONING SKILLS<sup>4</sup>

### CRAFTING AND COMMUNICATING INSPIRING VISIONS

#### **1. Develop a Vision - a picture of what could be.**

Questions to ask:

- Where do we want to be by 2015?
- What will the “end state” look like when we can declare success?
- What do we want others to be saying about us?

#### **2. Enrich your vision with descriptions of “positive outcomes” waiting at the end for different audiences – positive outcomes that they can see or feel, that they will want and value.**

Questions to ask:

- Who will benefit, and how?
- What positive outcome is so compelling for a specific audience that people will give the extra time and effort to achieve it?

#### **3. Infuse your vision with memorable images and words that speak to core values and higher ideals.**

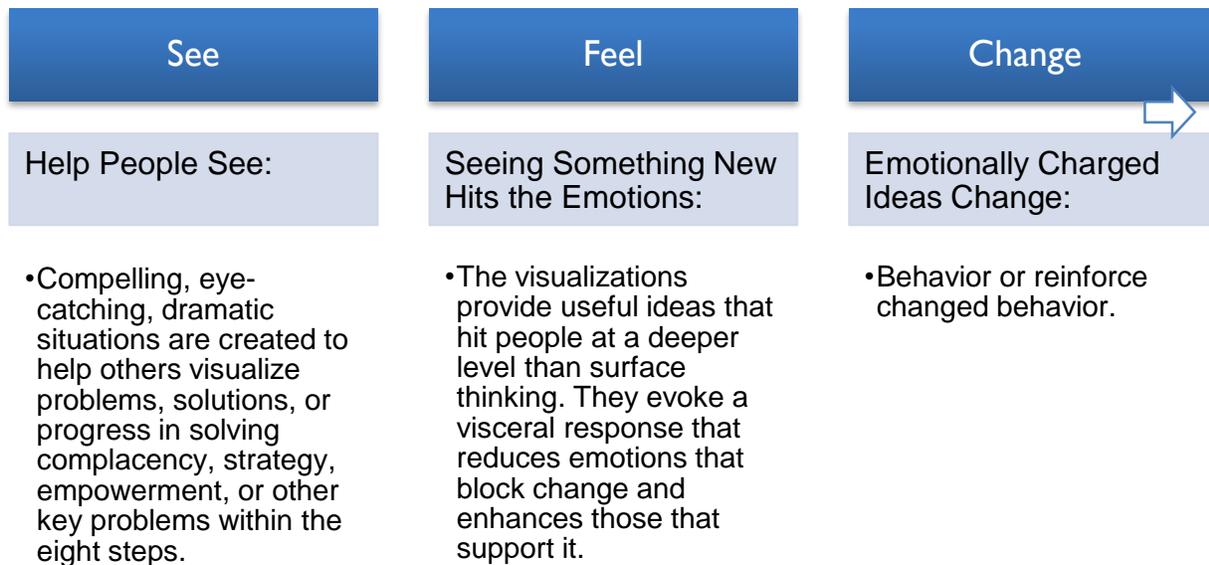
Questions to ask:

- What core values and higher ideals will inspire and motivate each audience?
- What memorable images and words convey these values and ideals, the essence of the change?

---

<sup>4</sup> TRG, Inc. Revised 2010

## 5.2 THE HEART OF THE MATTER (SEE-FEEL-CHANGE MODEL)



### Examples of Outcomes

- Individuals, families and communities are satisfied with the availability of nutritious and affordable food in their local areas; they trust their public officials, private sector vendors and agriculturalists to provide adequate food security.
- All regions of the country and people of all income levels have sufficient amounts of nutritious food.
- Human and infrastructure resources for food security are allocated and mobilized based on population needs and cost-effectiveness. The government and citizens are obtaining the best value for their money.
- The food security system is institutionalized, self-sufficient and sustainable, ensuring adequate nutrition and well-being of future generations.
- Food security covers vulnerable groups, including those in poor and underserved rural areas.
- An adequate supply of nutritious food is available throughout the country at affordable prices.
- The different ministries, agencies and organizations are approaching opportunities related to food security in a fully integrated way. Your country's model is cited as a role model for the region.

## PAIR TASK WORKSHEET

**Review and discuss the** “Examples of Outcomes” on the previous page with your partner. Review the questions below. You have five minutes to complete this task.

What compelling words and images can you find in these examples?

---

What words and images might be even *more* compelling?

---

Circle the words that you find compelling and suggest other words that you might use.

---



# SESSION 6: STRATEGIC THINKING AND PLANNING

---

## OBJECTIVES:

By the end of the session, participants will be able to:

- Practice using a strategic thinking and planning framework.
- Engage in strategic thinking exercises that can be used with staff and colleagues to increase their involvement in strategy development and their commitment to action.
- Begin identifying opportunities relevant to each participant's area of influence.



## 6.1 STRATEGIC THINKING SKILLS\*

### SKILL #1: SENSING NEEDS AND OPPORTUNITIES: TUNING INTO THE ENVIRONMENT

1. Sensing problems and weaknesses before they become full blown threats
2. Identifying gaps between what is and what could be
3. Finding ways to monitor external reality
4. Reaching out, building networks to obtain first-hand contact with key actors and stakeholders (and not relying on distilled, packaged, and second-hand information)
5. Encouraging open dialogue and valuing curiosity...encourage encounters with customers, stakeholders and others that provide opportunities to sense needs
6. Being vigilant – to be tuned in all the time; to be conscious of changing situations; and to be restlessly dissatisfied

### SKILL #2: KALEIDOSCOPE THINKING: STIMULATING BREAKTHROUGH IDEAS

1. Changing the angle of the kaleidoscope, so new possibilities can emerge. (There are many solutions to a problem. What is the equivalent of “changing the angle” in your situation?)
2. Constructing new patterns from the fragments of data available – asking a different set of questions
3. Second guessing own successes and own mistakes
4. Visiting facilities, communities, local government, non-government organizations – interacting with a different set of people
5. Conducting “blue-sky” events (e.g., brainstorming events)
6. Imagining different future scenario and brainstorming ideas to bring them about

---

\*Adapted from *Leadership for Change*, Rosabeth Moss Kanter

## Strategic Thinking And Planning Skills Enable Us To:

- Identify problems and weaknesses before they become bigger issues
- Visualize the gaps between what is and what could be
- Engage others in open dialogue to provide first-hand information, opportunities to identify needs, and the “*brainstorming*” that enables new possibilities and new solutions to emerge
- Prioritize the many challenges and opportunities that they encounter

*As leaders, these are the skills that will help us to lead effectively*

*“Our days are a kaleidoscope. Every instant a change takes place in the contents. New harmonies, new contrasts, new combinations of every sort. Nothing ever happens twice alike.”*

*Henry Ward Beecher*



## IDENTIFYING CHALLENGES AND OPPORTUNITIES IN FOOD SECURITY IN AFRICA – COUNTRY / REGION GROUP TASK

In your country / region group:

- Review your CIP and the list of country initiatives that you developed on Day One (10 minutes)
- Appoint a facilitator and a recorder to brainstorm challenges and opportunities and record on flipchart – how can we **achieve** the initiatives? (Kaleidoscope thinking!)
- Push to come up with at least five but no more than 10 challenges and opportunities
- Be prepared to share with the full group some highlights of your discussion
- You have **15 minutes**

**NOTE:** We are not asking you to reach agreement or specific conclusions, but only to **brainstorm** possibilities.

---

Challenges

Opportunities

---

## IDENTIFYING CHALLENGES AND OPPORTUNITIES IN FOOD SECURITY IN AFRICA – PLENARY PRESENTATIONS

Present each group's report. (The next activity will help us filter through the ideas with a set of criteria).

Jot notes to yourself on the challenges and opportunities that are presented.

---

Challenges and Opportunities Presented

---

---

What challenges and opportunities do you think are **missing** from the brainstormed lists? Add them below:

---

---

What themes do you see among the highlights of the brainstorming sessions?

---

## 6.2 STRATEGIC THINKING FILTERS<sup>5</sup>

1. If not addressed soon, there could be adverse consequences.
2. Needs to be tackled before other priorities can be addressed.
3. Will be welcomed by clients or other key stakeholders, so should be addressed in order to build goodwill (to get support for tougher opportunities).
4. There is a good chance that we will be able to achieve it (and it is doable when we consider available resources).
5. There is enough strong commitment among us to see it through; to move it from the idea stage, in spite of workloads and other priorities, to implementation and action.

### For Example

- *I feel strongly about the need for this.*
  - *I am convinced that it can be accomplished.*
  - *I can convey excitement when I talk about it.*
  - *I am willing to put my credibility on the line to promise action on it.*
  - *I am committed to seeing this through, over the long haul.*
  - *I am willing to make sacrifices to see that this gets done.*
6. Can potentially have a large impact on food security results.

---

<sup>5</sup> TRG, Inc. Revised 2010

## CHALLENGES AND OPPORTUNITIES IN FOOD SECURITY IN AFRICA: USING STRATEGIC THINKING FILTERS – SMALL GROUP TASK

### **BACKGROUND:**

You have been assigned to one of six small groups. Each small group has been given a different set of colored dots (or markers). Each color represents a different strategic thinking filter, as follows:

**Lens 1 – Red Dot:** If not addressed soon, there could be adverse consequences.

**Lens 2 – Blue Dot:** Needs to be tackled before other priorities can be addressed.

**Lens 3 – Green Dot:** Will be welcomed by other stakeholders, so should be addressed in order to build goodwill (to get support for tougher opportunities).

**Lens 4 – Orange Dot:** There is a good chance that we will be able to achieve it (and it is doable when we consider available resources)

**Lens 5 – Purple Dot:** There is enough strong commitment among us to see it through; to move it from the idea stage, in spite of other commitments and priorities, to implementation and action.

**Lens 6 – Black Dot:** Can potentially have a large impact.

### **TASK:**

For the strategic filter “lens” assigned to you:

- As a group, get up and walk around the room to review the lists from the last exercise.
- Place your assigned colored dot next to specific challenges and opportunities where you collectively believe that the filter applies – it clearly speaks to the filter. (Rule: place only one dot per opportunity or opportunity.)
- You have no limit to the number of dots you can use across the four brainstorming lists, but think of each dot as special, so you will want to apply your dots *wisely*.
- Be prepared to share with the full group some highlights or what you learn about your lens and what different angles of the kaleidoscope it revealed to you.
- You have 20 minutes.

## DETERMINING STRATEGIC PRIORITIES – PLENARY DISCUSSION

- What are we seeing in each area?
- Looking at all of the country priorities, where are the greatest cluster of dots for any given challenge or opportunity?
- Which clusters have a red dot (for filter 1)? What is your reaction to clusters with a red dot?
- What is your reaction to clusters with a red *and* blue dot? Red, blue *and* black?
- What is the overall picture we are seeing, i.e., what are our four” strongest” priorities?

## 6.3 REFLECTIONS AND CLOSE

### **SUMMARY:**

Strategic thinking and planning skills enable effective leaders to:

- Identify problems and weaknesses before they become bigger issues.
- Visualize the gaps between what is and what could be.
- Engage others in open dialogue to provide first-hand information about challenges and opportunities and needs.
- Conduct the “brainstorming” that will enable new possibilities and new solutions to emerge.
- Prioritize the many opportunities that they encounter.

### **REFLECTION QUESTIONS:**

- How does “thinking outside the box” apply to the first step of strategic thinking and planning?
- How are filters helpful in differentiating between issues in any given area?
- What is my personal biggest challenge around determining strategic priorities?



# SESSION 7: ADVOCACY, PART I – ANALYZING STAKEHOLDERS

---

## OBJECTIVES:

By the end of the session, participants will be able to:

- Analyze stakeholders:
  - their importance
  - their knowledge
  - their stands on the issue
- Identify influences on these stakeholders
- Identify ways to create a WIN for an opponent



## 7.1 INTRODUCTION

*The key to successful leadership today is influence, not authority.*

*- Ken Blanchard*

### KEY CONCEPTS FOR ADVOCACY

- A great vision for change is not enough.
- As a leader for change, you must be a smart advocate – a person who can influence others and draw support. But, you don't have to be a charismatic leader giving speeches. You can be a quiet, effective change agent dealing with key stakeholders one by one.
- Stakeholders . . . are individuals or organizations who may perceive themselves as winning or losing if you achieve your goal.
- Stakeholder analysis—
  - What do they know about your issue or your group?
  - What is their possible position on the issue?
  - Who currently potentially influences them?
  - What influences might have an impact?
  - What might constitute a “win” for them?

## STAKEHOLDER ANALYSIS – COUNTRY / REGION GROUP TASK , PART 1

Based upon the priorities that your country / region group identified in the Strategic Thinking and Planning session (Session 6), identify one audience (stakeholder) – an individual or organization who may perceive themselves as winning or losing if your vision becomes reality.

Complete an assessment of your identified stakeholder, as follows:

Stakeholder (name of individual or organization): \_\_\_\_\_

1. What is the stakeholder's position on your vision? Describe the stakeholder's position, as you understand it, or whether the stakeholder is undecided or if their position is unknown

2. On a scale of 1 to 5, with 5 being the highest, how would you rate your stakeholder's knowledge regarding the subject of your vision?

1                      2                      3                      4                      5

---

No knowledge      Low knowledge      Moderate knowledge      Very knowledgeable      Expert

Notes:

3. On a scale of 1 to 5, with 5 being the highest, how would you rate your stakeholder's level of support for your vision?

1	2	3	4	5
<hr/>				
Adversary	Low Support	Moderate Support	Very Supportive	Ally

Notes:

4. What potential benefits could there be for the stakeholder if your vision is achieved?

5. Who influences your stakeholder?

## STAKEHOLDER ANALYSIS – COUNTRY / REGION GROUP TASK , PART 2

Identify one stakeholder that is adversarial to your vision of food security in your country or region. Choose a recorder and a presenter for your group. Write up a summary on flipchart of the adversary that you selected, providing the information referenced below. Be prepared to provide a three-minute presentation of your summary to the large group

NAME OF INDIVIDUAL OR GROUP
REASON FOR OPPOSITION
INFLUENCES
WHAT WOULD BE A WIN FOR THEM?

## 7.2 STEPS IN BUILDING ALLIANCES

1. Reach deeply into, across, and outside your immediate sphere of influence to identify other key influencers.
2. Get the support of power holders—those who have resources, information, and credibility that can help build momentum for change.
3. Speak to many people, gather information, and plant ideas everywhere. Prepare people for change by meeting them one-on-one before holding large meetings.
4. Find role models and respected well-known people and celebrities who could support your objective through public information campaigns or attending meetings with you.
5. Communicate over and over the vision and positive outcomes for the change to different audiences using different methods and media.
6. Keep widening the network over time and move people towards more active support. Show the benefits of the change and how it fits what people need.





# SESSION 8: ADVOCACY, PART II – CREATING MESSAGES FOR STAKEHOLDERS

---

## OBJECTIVES:

By the end of the session, participants will be able to:

- Identify the characteristics of effective messages.
- Create effective messages for specific stakeholders.



## CREATING MESSAGES TO CHANGE ATTITUDES – COUNTRY / REGION GROUP TASK

In your country / region group:

- Create a written message or a 30-second oral presentation on the priority you chose in Session 7
- Focus your message on stakeholders who may have an oppositional view on your priority
- Decide which message delivery methods or “channels of communication” you will use to deliver your message, and explain why
- Record your message on flipchart or be prepared to give a 30-second oral presentation of your message to the large group
- *BE CREATIVE*
- You have 40 minutes to complete this task

## 8.1 CHARACTERISTICS OF EFFECTIVE MESSAGES

### TIPS ABOUT EFFECTIVE MESSAGES

Note: Not every item below applies to every effective message.

- Simple, make only one key point.
- Concise – no double-barreled messages.
- Appropriate for the specific audience.
- Provide facts or human stories to bolster the message.
- Use a credible messenger.
- Ask for a specific action.
- Anticipate the opposition's arguments.
- Can contain a statement, evidence, and example.
- Not framed as a response to opponent's argument.
- Does not repeat opponent's argument in the message because it allows the opponent to set the terms of the debate.

Notes:

## 8.2 REFLECTIONS AND CLOSE

What was my most significant learning about creating messages in this session?

What generalizations can I make about how we create and maintain and change mindsets?

What might I do differently at home to impact the mindsets of others?

# SESSION 9: INDIVIDUAL CHANGE LEADERSHIP ACTION PLAN

---

## OBJECTIVES:

- Appreciate my strengths and opportunities as a leader
- Identify the necessary actions to be a Food Security Champion



## 9.1 Leadership and Teamwork: The Animal Game

We have learned from our leadership research that *experience is indeed, the best teacher*. Most managers learn what to do from trying it themselves or watching others. The problem is, not all of what is done or observed is ideal or even appropriate. Your facilitator will give you directions for participating in a team project to create a product.

At the end of the experience, your facilitator will lead a debrief.

What happened?

When did you feel most/least confident during the process?

What was your reaction when you saw the product of your group's work?

What words best describe *the character* (the quality, nature, personality, tone, special mood, etc.) of this experience?

What aspects of leadership were missing from this task?

What would you say were the major *lessons* or *morals* about leadership which you learned from this experience?

If you had to do this task over again, what is one thing you would do, if you were designated leader of the team?

## 9.2 TRANSFORMATIONAL LEADERSHIP ASSESSMENT

**Instructions: Rate yourself from 1-5 according to the following categories:**

- 1** means you very seldom or rarely exhibit this behavior
- 2** means you do it once in a while
- 3** means you do it sometimes
- 4** means you do it regularly but not always
- 5** means you do it very frequently or almost always

After you have recorded all your scores for each category, total the scores for each category and transfer your scores to the interpretation grid on page X.

<b>Challenging the Process</b>	Self Rating
1. Seeks opportunities	
2. Challenges the status quo	
3. Stays up to date	
4. Looks for ways to be creative	
5. Asks "what can we learn?"	
6. Experiments and takes risks	
<b>Total</b>	

<b>Inspiring a Shared Vision</b>	Self Rating
1. Describes a future we can create	
2. Shares visions of the future	
3. Communicates an optimistic mindset	
4. Includes others in visioning	
5. Senses future trends	
6. Is infectiously excited about the future	
<b>Total</b>	

<b>Enabling Others to Act</b>	Self Rating
1. Involves others in planning	
2. Treats others with respect	
3. Allows others to make decisions	
4. Develops collaborative relationships	
5. Creates an atmosphere of trust	
6. Gets others to take ownership	
<b>Total</b>	

<b>Modeling the Way</b>	Self Rating
1. Is clear on leadership philosophy	
2. Breaks tasks and projects into steps	
3. Ensures values are practiced	
4. Shares personal values and beliefs	
5. "Walks the talk"	
6. Sets clear goals and objectives	
<b>Total</b>	

<b>Encouraging the Heart</b>	Self Rating
1. Celebrates milestones achieved	
2. Recognizes others' contributions	
3. Gives praise for a job well done	
4. Gives team appreciation/support	
5. Finds ways to celebrate	
6. Tells others about the group's work	
<b>Total</b>	

## Analysis:

Which behavior received your highest score?

Which behavior received your lowest score?

How do these behaviors relate to Kotter's 8 Step model for leading change?

Which behavior is most critical for your role in being a champion for food security in your country/region at this point in time?

## 9.3 CHANGE LEADERSHIP ACTION PLANNING



WHAT DO YOU WANT TO DO?

WHAT WILL YOU DO?

WHAT WILL YOU DO FIRST/

WHEN WILL YOU DO IT?

WHO HAS TO KNOW WHAT YOU ARE DOING?

HOW WILL YOU KNOW IT'S BEEN DONE

HOW MIGHT YOU BLOCK YOURSELF?

WHAT CHALLENGES EXIST IN YOUR COUNTRY/REGION WHICH MIGHT HINDER YOU?

WHAT WILL BE DIFFERENT AS A RESULT OF YOUR DOING IT?

# SESSION 10: ACTION PLANNING

## OBJECTIVES:

- Consolidate all ideas and recommendations for strengthening Food Security in individual countries and regions
- Identify how to support each other going forward
- Keep a regional perspective in mind when addressing opportunities



## 10.1 COUNTRY AND REGIONAL TEAM SUMMARIES

### COUNTRY AND REGIONAL TEAM SUMMARIES – SMALL GROUP TASK

In your country and regional groups, please review your discussions throughout the week. Summarize your thoughts and be ready to present in 25 minutes. Use newsprint to record bullets for:

*Current challenges:*

*Biggest strengths:*

*Personal Leadership we will practice:*

*Recommendations we would like to make:*

*If you could sum up your discussions in one motto, what would it be?*

## 10.2 NETWORKING

### NETWORKING – INDIVIDUAL TASK

Record your ideas and those of others about:

Virtual Links

Communities of Practice

Coaching and Mentoring

One unique skill or experience or item of knowledge I could share with others either in person or through a virtual connection:

### 10.3 BROKEN SQUARES AND REGIONAL COOPERATION

The trainer will give instructions for this activity. Please observe the “rules” as described. After the activity, you will receive feedback from your observer(s).

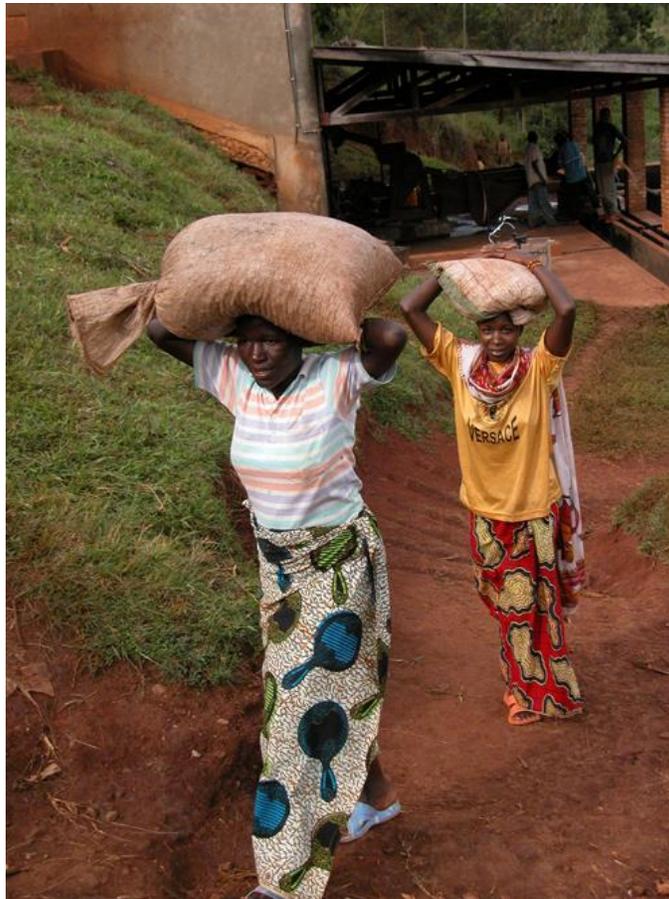
After the feedback, please engage each other in a table discussion, identifying:

- *“How was this similar to other “regional” efforts we have been part of?”*
- *“How do we avoid moving ahead separately?”*
- *“Based on what we have heard of country plans, what are the implications for regional cooperation?”*

# SESSION 11: CAPACITY ASSESSMENT AND DEVELOPMENT

## OBJECTIVES:

- Understand the two types of Capacity Development Needs
- Provide feedback on your institution's capacity development needs



## 11.1 CAPACITY FOR PROCESS AND CAPACITY FOR IMPLEMENTATION

### **Capacity development:**

A process of enabling individuals, groups, organizations, institutions, and societies to sustainably define, articulate, engage, and actualize their vision or developmental goals building on their own resources.

Some examples of capacity for process:

Some examples of capacity for implementation:

How can the capacity assessment in AFRICA LEAD be as inclusive as possible?

# SESSION 12: THE BASICS OF MONITORING AND EVALUATION

## OBJECTIVES:

By the end of the session, participants will be able to:

- Define monitoring and evaluation (“M&E”).
- Describe the importance of M&E to program implementation and to successful implementation of CAADP.
- Explain how M&E can improve institutional decision-making.



## 12.1 WHAT IS MONITORING AND EVALUATION?

What's M&E?

**Monitoring** is a continuous tracking of information about program performance through regular reporting.

**Evaluation** is the periodic assessment of the change in results that can be attributed to an intervention.

Questions that M&E Addresses:

- What are we doing? To whom? When? How often? For how long? In what context?
- Are we doing what we said we'd do?
- Do our actions make a difference?
- Are we accomplishing our mission?
- To what extent are we responsible for changes?

Why is M&E important?

- It shows progress.
- It allows us to share successes and communicate impact.
- It helps us to recognize when something isn't working... and then change course.
- It allows us (and others!) to learn from both our successes and our failures.
- It contributes to transparency and accountability.
- It provides a more robust basis for raising funds and influencing policy.
- It adds to the retention and development of institutional memory.
- It provides a basis for questioning and testing assumptions.

## 12.2 WHY DO MONITORING AND EVALUATION?

### SMALL GROUP TASK - WORKSHEET

#### Situations for Discussion<sup>6</sup>

---

In pairs, read your assigned situation below, and then answer the discussion question by writing your responses at the bottom of the page.

---

##### Situation #1

Your program has invested a lot of time and money in providing technical assistance to local farmers over the last several years. But lately you have heard some really negative comments from community members about your group's work. You start to wonder if you are actually doing useful work that making a difference, or if you are wasting your efforts.

##### Situation #2

You are trying to convince a government official to prioritize women when developing the long-term plan for the Ministry of Agriculture. He says that he recognizes that women are important to development efforts, but that he doesn't see any evidence that focusing on women would be a good investment, since he doesn't know many women who are involved in the field of agriculture.

##### Situation #3

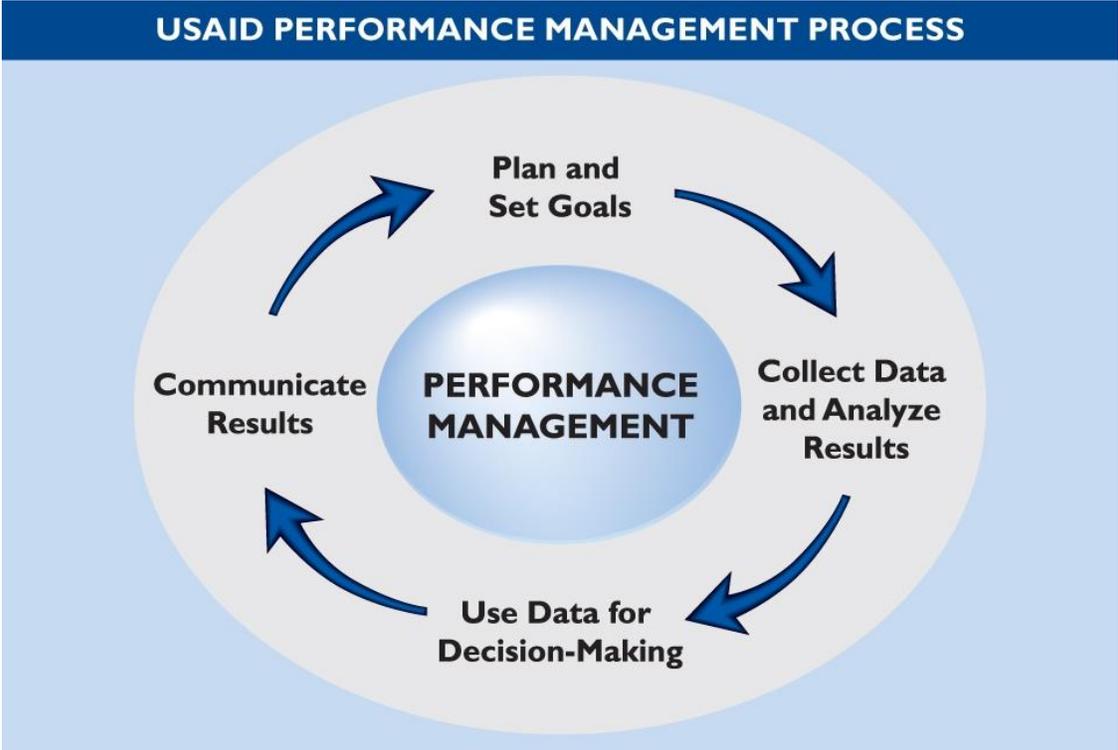
You are approached by a donor who is very interested in the research institution where you work, because she has heard that agricultural productivity in Africa is low. But since she hasn't seen any proof that agricultural research improves the lives of the poorest families, she prefers to give money to a food aid program that distributes food to the needy, because it seems more concrete.

**Discuss: How would M&E data help you in this situation?**

---

<sup>6</sup> Activity adapted from "Monitoring and Evaluation Basics " by Siebert and Michau.

12.3 HOW SHOULD M&E BE BUILT INTO PROGRAMMING?



ADS 203.3.2.1

INDIVIDUAL TASK

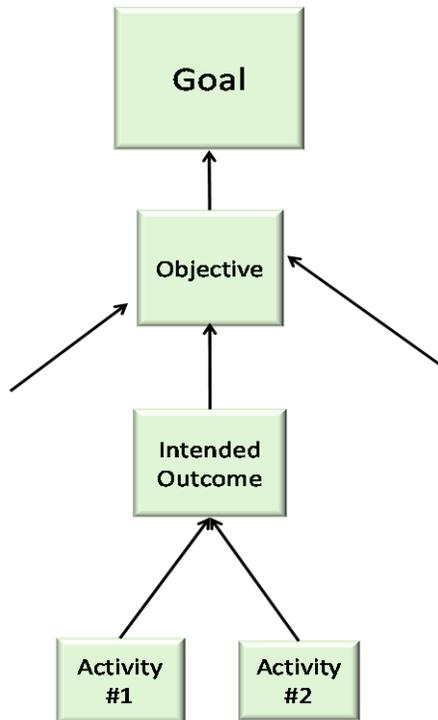
---

Answer the question: How does your institution make decisions? How well do you use M&E?

---

## 12.4 RESULTS FRAMEWORKS: ALIGNING ACTIVITIES TO GOALS

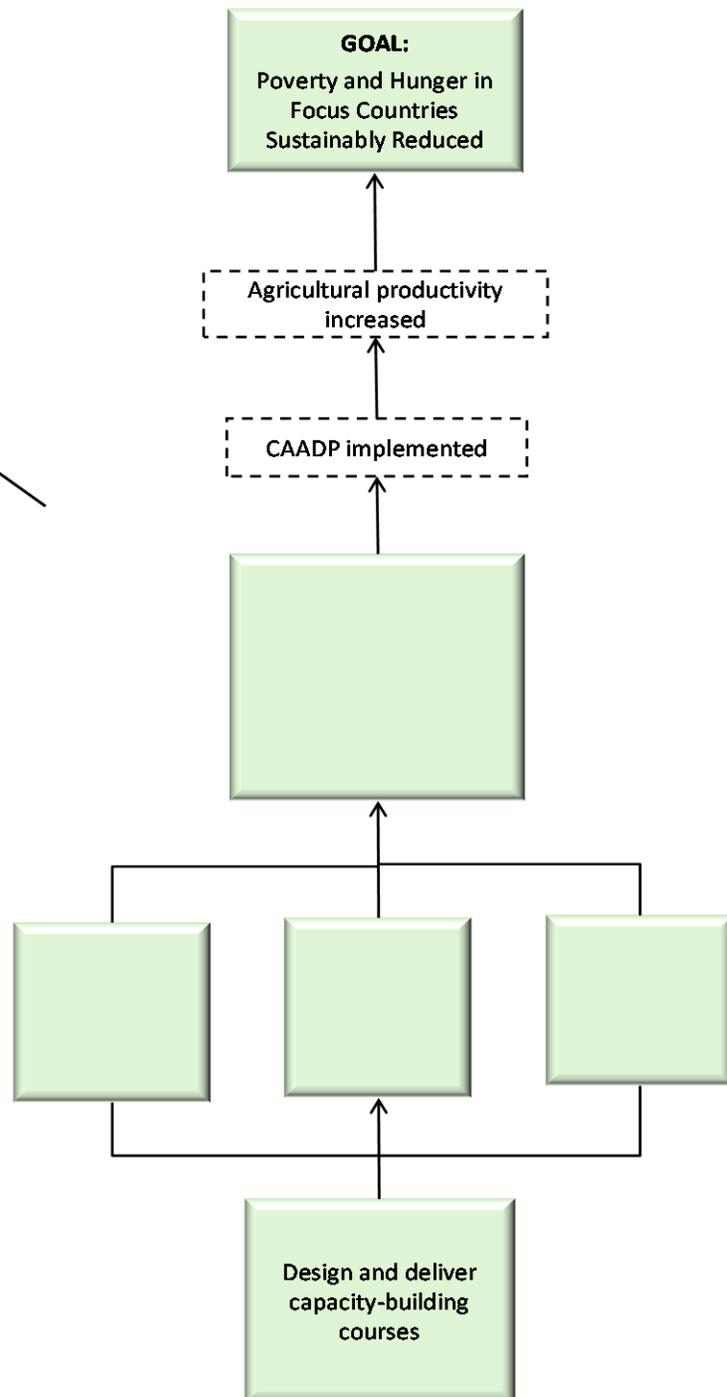
A Results Framework shows the outcomes you expect from your activities and how those logically to the achievement of your goals



The purpose of defining indicators and collecting data is to concretely measure progress towards goals.

When integrated into program management, targeted data collection and evaluation allow evidence-based decision-making.

### An Example: AFRICA LEAD





# SESSION 13: TRAINING PROGRAM WRAP-UP

## OBJECTIVES:

- Identify our individual learning from the week
- Appreciate the status and directions of each country's program from our perspectives
- Give and receive feedback about our participation in the program



## 13.1 TRIO CONVERSATION

### TRIO CONVERSATION – TASK

Share the significant things you have learned during the week:

Report out the themes from the trios:

## 13.2 FINAL FEEDBACK CIRCLE

Leadership research shows that leaders who give and receive feedback consistently outperform their peers. You have been part of creating a community of Champions for food security this week.

After the trainer gives the go-ahead and directions, please give some feedback to each other, following the formula:

“I appreciated it when you...”

Please be sincere in your appreciation of each other and try to be as specific as possible.

**Thank you for your participation in the Leadership Training and good fortune as a Champion of Change for Food Security in Africa!**